

**Counselor Education Department
School of Education and Human Development
Fairfield University**

Program Outcomes Report

Our M.A. in Clinical Mental Health Counseling (CMHC) and in School Counseling (SC) programs are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through March 31, 2025, a coveted accreditation for Counselor Education programs.

M.A. Clinical Mental Health Counseling Program

Year	Program Enrollment*	Completion Rate	Number of Program Graduates**	LPC Exam Pass Rate	Job Placement Rate***	Average Class Size
2012-2013	46.7	100%	5	100%	100%	10
2013-2014	52	100%	12	100%	100%	10
2014-2015	41.6	100%	7	100%	100%	10
2015-2016	65	100%	6	96%	100%	10
2016-2017	61	100%	7	100%	71%	10
2017-2018	73	98%	14	93%	93%	10
2018-2019	84	99%	20	91%	75%	10
2019-2020	74	100%	10	100%	75%	10
2020-2021	62	100%	12	100%	91% ⁺	10

M.A. School Counseling Program

Year	Program Enrollment*	Completion Rate	Number of Program Graduates**	LPC Exam Pass Rate	Job Placement Rate***	Average Class Size
2012-2013	58.3	100%	16	100%	100%	10
2013-2014	53.5	100%	15	100%	100%	10
2014-2015	38.3	100%	18	100%	47%	10
2015-2016	29	100%	12	96%	67%	10
2016-2017	36	100%	15	100%	25%	10

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Year	Program Enrollment*	Completion Rate	Number of Program Graduates**	LPC Exam Pass Rate	Job Placement Rate***	Average Class Size
2017-2018	38	100%	9	100%	56%	10
2018-2019	37	100%	13	100%	82%	10
2019-2020	33	100%	11	100%	55%	10
				(Fall data only)		
2020-2021	31	100%	9	100%	67%+	10

*Includes May 2021 Graduates; 100% for graduates prior to May 2021

*Enrollment numbers are derived from the SEHD (previously GSEAP) dean's office enrollment lists.

**These numbers reflect only graduates from the CACREP accredited master's programs in School Counseling and Clinical Mental Health Counseling.

Student Diversity

Year	Asian	Black	Hispanic	Two or More	Unknown /Other	White	Intl.	Male	Female	Non-Binary
2013-2014	1	9	1		1	88				
2014-2015	3	12	5		4	56				
2015-2016	3	7	7		1	76				
2016-2017	3	11	5		2	76				
2017-2018	3	13	7		3	85				
2018-2019	4	16	5		4	92				
2019-	1	6	2		0	29				

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2020										
2020-2021	2	9	9	1	2	69	1	19	74	0

Clinical Training

Our three-tiered model of clinical supervision for practicum is recognized for its rigor and excellence. We are the first and only program in the state of Connecticut to implement this model.

We have connections with over 70 school and clinical sites where students are placed for practicum and internship.

Clinical training takes place at The Counselor Education Lab and Training Center in Dolan West. The training center is a dedicated clinical training and instruction space which includes an office for the clinical instructor, two seminar classrooms, an observation room with a two-way mirror, and six rooms equipped with state of the art Apple televisions and Apple iPad technology; this allows faculty to observe and monitor students practicing counseling skills, and to observe and monitor campus supervisors as part of our 3-tier model of practicum supervision.

Clinical Training Summary Data:

Year	Number of sites	Number of Internship only sites	Number of Practicum only sites	Number of sites having both Practicum and Internship
2012-2013	39	20	11	8
2013-2014	39	20	10	9
2014-2015	38	22	10	6
2015-2016	50	11	8	31
2016-2017	31	17	6	8
2017-2018	35	16	10	9
2018-2019	29	20	6	2
2019-2020	36	18	10	8
2020-2021	36	46	11	45

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Program Objective Evaluation

1. To provide educational and practical experiences that foster students' professional counseling orientation and ethical practice

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	100% (N=5) indicated as acceptable or excellent	93.76% indicated as acceptable or excellent
	SC	Not Available	100% (N=1) indicated as acceptable or excellent	
2019-2020	CMHC	100% (N=9) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	100% (N=14) indicated as acceptable or excellent
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	
2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	

2. To provide learning and educational experiences that promote an understanding of, and support for, social and cultural diversity

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	100% (N=5) indicated as acceptable or excellent	100% indicated as acceptable or excellent
	SC		100% (N=1) indicated as acceptable or excellent	
2019-2020	CMHC	89% (N=8) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	100% (N=14) indicated as acceptable or excellent
	SC	50% (N=1) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	
2020-2021	CMHC	100% (N=1) indicated as satisfied or very	100% (N=7) indicated as acceptable or excellent	

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		satisfied		
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	

3. To provide educational experiences that cover human growth and development across the lifespan

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	Not Available	Not Available
	SC			
2019-2020	CMHC	100% (N=9) indicated as satisfied or very satisfied		
	SC	100% (N=2) indicated as satisfied or very satisfied		
2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied		
	SC	100% (N=2) indicated as satisfied or very satisfied		

4. To provide educational and practical experiences that promote an understanding of career theory, development, and related life factors

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	80% (N=4) indicated as acceptable or excellent	75% indicated as acceptable or excellent
	SC		100% (N=1) indicated as acceptable or excellent	
2019-2020	CMHC	89% (N=8) indicated as satisfied or very satisfied	86% (N=6) indicated as acceptable or excellent	86% (N=12) indicated as acceptable or excellent
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	

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2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied	86% (N=6) indicated as acceptable or excellent	
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	

5. To provide educational and experiential opportunities that cover both the theoretical and practical information relevant to counseling and helping relationships

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	100% (N=5) indicated as acceptable or excellent	96.88% indicated as acceptable or excellent
	SC		100% (N=1) indicated as acceptable or excellent	
2019-2020	CMHC	100% (N=9) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	100% (N=14) indicated as acceptable or excellent
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	
2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	

6. To provide educational experiences that promote theoretical and experiential understandings of group counseling and group work

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	80% (N=4) indicated as acceptable or excellent	84.38% indicated as acceptable or excellent
	SC		100% (N=1) indicated as acceptable or excellent	
2019-2020	CMHC	89% (N=8) indicated as satisfied or very satisfied	86% (N=6) indicated as acceptable or excellent	93% (N=13) indicated as acceptable or excellent
	SC	100% (N=2) indicated as satisfied or very satisfied	50%* (N=1) indicated as acceptable or excellent	

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2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied	86% (N=6) indicated as acceptable or excellent	
	SC	100% (N=2) indicated as satisfied or very satisfied	50%* (N=1) indicated as acceptable or excellent	

7. To provide educational experiences that cover assessment and testing

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	80% (N=4) indicated as acceptable or excellent	90.33% indicated as acceptable or excellent
	SC		100% (N=1) indicated as acceptable or excellent	
2019-2020	CMHC	100% (N=9) indicated as satisfied or very satisfied	86% (N=6) indicated as acceptable or excellent	100% (N=14) indicated as acceptable or excellent
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	
2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied	86% (N=6) indicated as acceptable or excellent	
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	

8. To provide educational experiences that cover research and program evaluation

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	100% (N=5) indicated as acceptable or excellent	96.78% indicated as acceptable or excellent
	SC		100% (N=1) indicated as acceptable or excellent	
2019-2020	CMHC	100% (N=9) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	93% (N=13) indicated as acceptable or excellent
	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	
2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	

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	SC	100% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	
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9. To provide educational and experiential opportunities to students in the Clinical Mental Health Counseling program that promote the acquisition of the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	Not Available	100% (N=5) indicated as acceptable or excellent	100% indicated as acceptable or excellent
	SC	N/A		
2019-2020	CMHC	100% (N=9) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	100% (N=14) indicated as acceptable or excellent
	SC	N/A		
2020-2021	CMHC	100% (N=1) indicated as satisfied or very satisfied	100% (N=7) indicated as acceptable or excellent	
	SC	N/A		

10. To provide educational and experiential opportunities to students in the School Counseling program that support the acquisition of professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs

Year	Program	Alumni	Employer	Site Supervisor
2018-2019	CMHC	N/A	N/A	N/A
	SC	Not Available	100% (N=1) indicated as acceptable or excellent	100% indicated as acceptable or excellent
2019-2020	CMHC	N/A	N/A	N/A
	SC	0% (N=2) indicated as satisfied or very satisfied	100% (N=2) indicated as acceptable or excellent	100% (N=14) indicated as acceptable or excellent
2020-2021	CMHC	N/A	N/A	
	SC	50% (N=1) indicated as satisfied or very satisfied	100% (N=3) indicated as acceptable or excellent	

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* The others indicated as Not Applicable

While the above quantitative responses from stakeholder (alumni, employer, and site supervisor) surveys indicated that the program is strong in the coursework and skill training provided as measured by our program objectives, qualitative comments by current students, new completers, the advisory board, and a Fall retreat provided some suggestions that we have utilized to improve the program. In addition, we will be working harder to improve our return rate on our stakeholder surveys

- Strengthening the school counseling program curriculum. In preparation to move the school counseling program to 60 credit hours, we have developed and completed the curriculum process for four of the following courses that are included in the 2021-2022 catalog.
 - Counseling Children and Adolescents
 - Introduction to Substance and Process Addiction
 - Consultation and Collaboration for School Counselors
 - Career Readiness and College/Workforce Access Counseling in P-12

- Strengthening the clinical mental health counseling program curriculum. We have made the following curriculum changes
 - Changed Introduction to Substance Abuse Counseling to be focused on Introduction to Substance and Process Addiction. First offered in Summer 2021
 - To offer a Diagnosis and treatment Across the Lifespan which includes common pharmacological interventions. First offering Fall 2021.
 - We offered two additional electives based on student interest: Eating Disorders and Suicide Theory

- We have begun service-based learning with two courses approval for such with a partnership at a local k-8 school.
 - Consultation and Collaboration for School Counselors
 - School Counseling Internship

- We have revised course curriculum and textbooks to include more culturally inclusive materials.

- We have purchased Tevera as a platform to gather programmatic data in a more systemic manner. We are implementing it starting Fall 2021.

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Faculty and Student Highlights

Faculty Highlights

A. Publications

Morrison, S. (2021). Bridging cultures between Jamaican immigrants' home and U.S. schools: A study on Jamaican immigrants childrearing values. Chapter accepted in Blair, B., and Williams K, *Handbook of Caribbean Education*. Charlotte, NC: Information Age Publishing.

Novella, J. (2021) & co-authors. Accepted for 2022 publication. Wellness in Counselor Education chapter. *Teaching and Administration in Counselor Education: A Practical Guide for Training Graduate Students and New Educators*. New York, NY: Springer Publishing Company.

Perera, D. M., & Galletti, A. (contracted Fall, 2020; submitted Spring 2021). The comprehensive assessment of co-occurring disorders. In R. W. Holt, & R. Moro (Eds.), *Counseling individuals with co-occurring addictive and mental disorders: A comprehensive approach* (pp.). Springer Publishing.

Perera, D., & Greenidge, W. L. (Accepted in Spring 2021 for publication in 2022). Issues, concerns, and strategies for success of foreign-born faculty. In Glass, C. R., Bista, K., Lin, X. (Eds.), *The experience of international faculty in institutions of higher education* (pp.). Routledge.

Perera, D. M., & Papillo, S. (contracted, Spring 2021). Vaidya, K (Ed.), *Teach counseling with a sense of humor: Why (and how to) be a funnier and more effective counseling teacher and laugh all the way to your classroom*. (pp.)

Perera, D. M., & Wheeler, M. (2021 available online). Mental health informed educators: Facilitating student academic success. *The New Educator*. <https://doi.org/10.1080/1547688X.2021.1903637>

Robert, T. E. (2021) accepted for 2022 publication. CES Specializations: Career Counseling. *Teaching and Administration in Counselor Education: A Practical Guide for Training Graduate Students and New Educators*. New York, NY: Springer Publishing Company

B. Presentations:

Moe, J., **Perera, D. M., & Sparkman-Key, N. M.** (2021, April). The Relationship between consultation skill and LGBTQ counseling competence. Webinar Presented at the American Counseling Association Conference Online.

Morrison, S. (accepted, 2021). *A trauma-informed approach to work with immigrant and refugee students*. Proposal accepted for the CT State School Counselor Association Conference. Virtual Conference.

Morrison, S. (accepted, 2021). Promoting social change through person-centered teaching and learning. Association of Counselor Education and Supervision (ACES), Atlanta, Georgia October, 2021.

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Morrison, S. (invited, 2021). A person-centered approach to facilitating counseling students' social justice advocacy. Invitation to conduct webinar for North Atlantic Region Association of Counselor Education conference. Year of Learning Series.

Morrison, S. (2021). Facilitated BIPOC Space for Asian Faculty and Student of Color. North Atlantic Region Association of Counselor Education & Supervision. Virtual Space.

Morrison, S. (2021). International Students and Faculty Interest Network. Panelist-Career/Job search as an international Faculty.

Novella, J. & Samuolis, J. (2020). "The Association between Insomnia and Suicidal Ideation in a National Sample of College Students: The Moderating Effects of Prescription Medications," Poster presentation at Northeast Psychological Association virtual conference.

Novella, J. & Robert, T. (November, 2020). Clinical Supervision Competencies in Masters-level programs, Connecticut Counseling Association virtual conference.

Samuolis, J. & Novella, J. (2021). Concurrent use of alcohol and marijuana and its association with mental health in a national sample of college students, Association for Multidisciplinary Education & Research in Substance use & Addiction (AMERSA) National Conference, Fall 2021, Research Abstract, accepted May, 2021.

Novella, J. (2020). Are Counselor Educators Ready for Telemental Health? NARACES Conference October, 2020, proposal accepted, conference cancelled due to covid.

C. Training:

Anderson, P. Awarded a FFU university grant (Community-Engaged Learning Course Development program) to develop a service-learning component to the School Counseling internship Course.

Morrison, S. Awarded a FFU university grant (Community-Engaged Learning Course Development program) to develop a service-learning component to the new course to be included in the 60 credit School Counseling Program. Consultation and Collaboration for School Counselors.

Novella, J. Created training modules on telemental health. Distributed to Connecticut Counseling Association for possible distribution.

Novella, J. Trainer, U.S. Department of Justice, Violence against Women grant, Coordinated Community Response Team, Summer 2020-present, Counseling & Psychological Services.

Novella, J., & Perera, D. (2021). Decolonizing your syllabus, Breakout session, GSEAP Spring 2021 retreat.

Novella, J., & Perera, D. (2021, June). Understanding the impact of the past year on students: Academic loss, isolation, mental health, & trauma. Presentation to Connecticut College Corps program, program designed to provide trained, college-age students to support summer enrichment programs for K-12 students post-covid-19. Online, Connecticut.

Robert, T. Trainer, U.S. Department of Justice, Violence against Women grant, Coordinated Community Response Team, Summer 2019-present, Counseling & Psychological Services.

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Creative Productions

Barrett, K., & **Anderson, P.** (Directors & Producers) Career Conversations for Curious Kids: An informative and encouraging collection of brief videos created to help children.

Grants, Awards, & Recognition

Morrison, S. was awarded tenure and promotion to Associate Professor.

Morrison, S. (Summer, 2021). Research Grant. Awarded \$ 5500.00.

Novella, J. (Summer, 2021). Research Grant. Awarded \$ 5500.00.

Novella, J. (2021). Pre-tenure Research Leave, Fairfield University

Student Highlights

- Spring 2021 Alpha Sigma Nu Nominees: Maureen Dougherty and TJ Debicella
- Fall 2020 Alpha Sigma Nu Nominees – Charley Mead, Casey Sollazzo, and Alexis Rinaldi
- Dean’s Award for Excellence – Casey Sollazzo

Additional Program Features:

- Graduates of our M.A. Degree programs compete favorably in the marketplace.
- The Department offers two Advanced Training Certificate Programs: Substance Abuse Counseling (18 credits) and Integration of Spirituality and Religion in Counseling (12 credits).
- The Fairfield Chapter of Chi Sigma Iota International, the honor society for the counseling profession, sponsors a number of activities:
 - The Annual Counselor Education Graduation Celebration
 - The Annual Chi Sigma Iota Induction Ceremony
 - Community service projects and social events