

**Western Illinois University
Division of Academic Affairs**

**Department of Counselor Education
(CNED)**

Consolidated Annual Report, Planning Document and Budget Request

**CURRENT YEAR
Fiscal Year 2012**

Accomplishments and Productivity for FY12

1. Give a brief review of the division's goals and objectives for FY12.

Continued with the implementation of curricular changes to meet the 2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards for both the School Counseling and Clinical Mental Health Counseling specializations.

Worked in collaboration with WIU-QC Administration and Phase II Waterfront contractors to develop and refine the area designated for the new counseling training clinic.

Secured approval for a faculty search to replace one of our two retiring faculty members.

Increase effective departmental recruitment efforts.

2. List the most important divisional accomplishments for FY12 and document how these accomplishments support the goals and objectives of the University, including specific Strategic Plan accomplishments. List the accomplishments based on the below goal areas. Divisions may indicate "not applicable" or "none" under a goal area as appropriate.

a. Enhanced Learning Culture

- Maintain rigor and high academic standards

CNED 597 Internship students completed the Counselor Preparation Comprehensive Examination (CPCE) to assess students' level of knowledge of counseling. The CPCE covers the eight common core areas required by the CACREP Standards for Preparations. Results from this initial assessment revealed that WIU-QC students ($M = 90.23$) scored above the national mean ($M = 83.95$) for non-exit exams.

Results of the National Counselor Examination (NCE), completed by our graduating or recently graduated Clinical Mental Health Counseling students revealed a 66.67% pass rate for CACREP and Counselor Work Behavior Areas (NOTE: pass rate is reflective of only 1 examinee failing).

Annual Graduate Student Review was conducted in order to evaluate students' current progress (or lack of progress) in the Department. This includes both academic and personal dispositions. Results for the 53 Clinical Mental Health Counseling students for Spring 2011 indicate that 94.34% are making satisfactory progress and 98.11% have satisfactory GPAs. Results for the 51 School Counseling students for Spring 2011 indicated that 01.07% are making satisfactory progress and 100% have satisfactory GPAs.

CNED has the assistance of three 8-month graduate assistants who assist faculty and administration with the day to day functioning and special projects that enhance our learning culture.

CNED continues to evaluate courses in light of student feedback, accreditation and licensure, and examination results.

- Prepare for NCATE reaccreditation

The changes in the School Counseling specialization to address the new CACREP Standards are reflective of expectations of NCATE.

The Department and School Counseling faculty assisted in the preparation of numerous artifacts for the NCATE reaccreditation report and participated in the site visit.

- Strengthen academic programs through review and discipline-specific accreditation

The changes implemented in 2010 and 2011 addressing the new CACREP Standards were reviewed during the Annual CNED Faculty Retreat utilizing both formal and informal assessments.

The Illinois State Board of Education's requirements for school counselors are continually reviewed in relation to our current course offerings.

- Review FYE Not applicable.
- Increase course based civic learning and service learning

CN 519 Crisis and Trauma Counseling students completed an online Psychological First Aid Training that prepares counselors to provide assistance in emergency situations.

- Expand study abroad and multicultural initiatives

A CNED faculty member is working with WIU Study Abroad Program to explore student learning opportunities in Kenya. A graduate assistant from CNED is researching initiatives for study abroad.

- Support scholarly/professional activity

Faculty were each provided with \$750.00 in travel/professional development funds to present and attend professional conferences/meetings/workshops.

Additionally, CNED utilizes technology available (i.e., laser printer, ipods, projectors) for preparing scholarly activities and communication while conducting professional activity.

- Investigate interdisciplinary/collaborative initiatives

A faculty member is conducting research with Loyola, Argosy, and NDSU.

A faculty member is conducting research with Youngstown State and Cornell University.

- Integrate the utilization of technology into the classroom

Faculty worked to integrate additional technology into the classroom during 2011. This technology included the use of Western On-Line to distribute syllabi, augment lessons, and give exams.

Additionally, faculty are using videos, skype, ipad technology, enhanced powerpoint, discussion boards, and online trainings in their classes.

b. Enhanced Culture for High Achieving Students

- Enhance Centennial Honors College Not applicable.
- Increase mentorship opportunities between faculty and students

Faculty presented with current and former students at state conference.

A CNED faculty member helped a student submit a publication for the ICA Newsletter.

- Spotlight honors society and organizations

The XI Chapter of Chi Sigma Iota presented at Good Samaritan's Retirement Home in Davenport.

The XI Chapter also fosters an avenue for students to become involved in service activities.

The WIU Counseling Association also provides opportunities for students to become involved to the community in many ways, such as school supply drives, volunteering time, planning and executing "Manage Your Stress Week."

- Highlight undergraduate research opportunities Not applicable.

c. Access and Equity

- Increase diversity

Organizations with diverse groups and minority members were targeted during the search process for our faculty position.

Faculty are involved in long-term recruitment efforts in the community, reflection of a pluralistic society.

- Increase internationalization Not applicable.
- Enhance recruitment and retention activities

CNED utilizes a marketing plan in relation to recruitment activities (site visits, discussions with site supervisors, communication with undergraduate universities and colleges).

In the fall of 2011 CNED held an Open House in order to recruit new students.

d. Facilities Enhancement and Deferred Maintenance

- Support for renovation of science laboratories Not applicable.
- Support for Engineering and Nursing facilities Not applicable.
- Support for Performing Arts Center Not applicable.
- Renewed funding for classroom renovation Not applicable.
- Completion of renovation projects (Memorial Hall) Not applicable.
- Support for the enhancement of technology infrastructure Not applicable.

e. Fiscal Responsibility and Accountability

- Review departmental budgets

The CNED budget is reviewed and balanced on a regular basis.

Spending has been limited to essential items required to operate the Department and provide instruction due to a reduced budget for this fiscal year.

- Allocate new funding and reallocate variance dollars to support University priorities

Variance dollars were used to hire an adjunct faculty member for this fiscal year.

- Identify alternative funding sources
Faculty are charged with seeking alternative funding sources appropriate to CNED Mission, Goals, and Objectives. A review of findings is conducted at the Annual CNED Faculty Retreat.
- Review academic program costs

The Department Chairperson reviews the academic program costs on a yearly basis.

3. Indicate measures of productivity by which the unit's successes can be illustrated.

CNED utilizes a variety of productivity measures. These include:

Enrollment data

Retention data

Evaluation of Teaching/Primary Duties – The Instructor Effectiveness Form

Evaluation of Scholarly/Professional Activities – Quality and Quantity of Activity (see Appendix)

University/Community Service – Extent and Nature of Leadership provided

4. Describe how the division used any of the following categories of funds to enhance accomplishments and productivity:

- a. Western Illinois University Foundation funds

CNED uses its' donations to the foundation funds to provide scholarships to current students. This past year we awarded two scholarships in the amount of \$250.00 each.

CNED also utilized the foundation account to pay group supervisors for their work on behalf of our students.

A \$100.00 honorarium was paid for a presenter in CN 433.

We utilized foundation accounts to reimburse adjunct faculty for their parking permits.

- b. Funds available due to vacant positions or dollars saved through hiring of new personnel at whatever level those funds reside

CNED was able to utilize these funds to hire adjunct faculty to cover courses that were taught by retired faculty.

- c. Grants, contracts, or local funds

During this year, the 4-year PACERS grant, was awarded its final allocation. These funds went toward program maintenance, 13 mentors, and 2 graduate assistants. Fifty students were provided services and school supplies. Additionally, the mentors and students participated in community service activities.

- d. Internal Reallocations: For reallocations over \$20,000, identify the amount, area that was reallocated from, and the priority that funds supported **Not applicable**.

- e. Other fund sources **Not applicable**.

Budget Enhancement Outcomes for FY12

For each budget enhancement received in FY12 complete an Accountability Report form (Attachment A). Be specific about approved productivity measures. **Not applicable**.

BUDGET YEAR
Fiscal Year 2013

Major Objectives and Productivity Measures for FY13

1. List the most important goals and objectives the division will pursue in FY13, and how these actions will be measured/assessed.
 - a. The development of the WIU-QC Counseling Center for Children, Adults, and Families at the new Riverfront Campus is a priority for CNED. The progress toward this goal will be assessed during the Phase II Campus Steering Committee meetings and Labs sub-committee meetings. Furnishings appropriate to a training Center will need to be purchased and a clinic director hired along with support staff. Additionally, technology specifications to meet the needs of the Center will be assessed (Attachment C and D). This goal will be measured by the actual funding of the Center.
 - b. Another priority for CNED is the hiring of new faculty to replace one retired faculty and eventually one retiring faculty (Attachment C). This goal will be measured by the actual hiring of new faculty.
 - c. The continued efforts to expand recruitment of qualified students to CNED is also a priority. Receipt of funding for recruitment and application and acceptance numbers will be used for assessment purposes (Attachment C).
 - d. Finally, a priority for CNED would be to permanently increase one of our 8-month graduate assistant positions to a 12-month graduate assistant position. This goal will be measured by the approval of this changes (see Attachment C).

2. Of the objectives identified above, please indicate which are directly related to Strategic Plan action items.
 - a. Objective a directly relates to Strategic Plan Goal a: Enhanced Learning Culture (maintain rigor and high academic standards, increase course based civic learning and service learning, and integrate the utilization of technology into the classroom) and Goal c: Access and Equity (enhance recruitment and retention activities).
 - b. Objective b directly relates to Strategic Plan Goal a: Enhanced Learning Culture (maintain rigor and high academic standards, prepare for NCATE reaccreditation, strengthen academic programs through review and discipline-specific accreditation).
 - c. Objective c directly relates to Strategic Plan Goal c: Access and Equity (enhance recruitment and retention activities).
 - d. Objective d directly relates to Strategic Plan Goal a: Enhanced Learning Culture (maintain rigor and high academic standards).

3. For Strategic Plan action items noted above, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).
 - a. Objective a is slated to be completed in the mid-term (2-4 years).
 - b. Objective b is slated to be completed in the short-term (next 12 months).
 - c. Objective c is slated to be completed in the short-term (next 12 months) but will also be an ongoing objective.
 - d. Objective d is slated to be completed in the short-term (next 12 months) but will also be an ongoing objective.

Technology Goals and Objectives

1. List the most important technological goals and objectives the division will pursue in FY13, and how these will be measured/assessed.
 - a. A technology priority for CNED is the procurement of the technology package (Landro by IRIS Technologies Inc) that will be required to operate the new counseling center in Phase II. Whether or not this technology request is secured will be the measure (see Attachment C).
 - b. A technology priority for CNED is the updating and replacing of existing faculty computers that are no longer function in an effective manner required by faculty. Whether or not this technology request is secured will be the measure (see Attachment C).
 - c. Another technology priority for CNED is the procurement of three (3) Sony VRDMC6 DVDirect DVD Recorders for our current counseling labs. Whether or not this technology request is secured will be the measure (see Attachment C).
 - d. A technology priority for CN 544 Counseling Techniques for Children and Adolescents is the procurement of a child therapy video series. Whether or not this technology request is secured will be the measure (see attachment C).
2. Describe how these objectives build upon goals in divisional and/or institutional strategic plans.
 - a. Objective a directly relates to Strategic Plan Goal a: Enhanced Learning Culture (maintain rigor and high academic standards, integrate the utilization of technology into the classroom) and Goal c: Access and Equity (enhance recruitment and retention activities).
 - b. Objective b directly relates to Strategic Plan Goal a: Enhanced Learning Culture (maintain rigor and high academic standards, support scholarly/professional activity, integrate the utilization of technology into the classroom).
 - c. Objective c directly relates to Strategic Plan Goal a: Enhanced Learning Culture (maintain rigor and high academic standards, integrate the utilization of technology into the classroom).
 - d. Objective d directly relates to Strategic Plan Goal a: Enhanced Learning Culture (maintain rigor and high academic standards, integrate the utilization of technology into the classroom).
3. For each technology item, indicate whether you intend to have the action completed in the short-term (next 12 months), mid-term (2-4 years), or long term (5+ years).
 - a. Objective a is slated to be completed in the mid-term (2-4 years) given appropriate funding but is also an ongoing initiative.
 - b. Objective b is slated to be completed in the short-term (next 12 months) given appropriate funding and technology support personnel. But is also an ongoing initiative.
 - c. Objective c is slated to be completed in the short-term (next 12 months) given appropriate funding.
 - d. Objective d is slated to be completed in the short-term (next 12 months) given appropriate funding.

Internal Reallocations and Reorganizations

1. What are planned FY13 reallocations or reorganizations, including the movement of positions, the upgrade of positions, the creation of new positions, or the reallocation of personnel or operating funds?

CNED needs to reallocate two retiring senior faculty positions to one new faculty hire and one new clinic coordinator hire within CNED. Additionally, with the funds saved from the retirement of two senior faculty, an additional support staff worker for the clinic and the transition of one GA to 12 months is planned.

2. How do these reallocations and reorganizations further Strategic Plan goals and objectives?

All plans are consistent with Strategic Plan Goal a: Enhanced Learning Culture and Goal c: Access and Equity.

3. Describe how all reallocations, permanent and temporary, will affect the unit's standard performance measures.

These reallocations will ensure that the minimum required standard for our accredited programs can be met.

4. How are you planning to find new funds?

- a. Describe divisional strategies to seek additional resources (e.g., grants, Foundation)

The WIU-QC Counseling Center for Children, Adults, and Families can generate a modest revenue stream through a sliding-fee schedule.

- b. Provide an explanation of how additional resources would be used to enhance divisional objectives

These funds are necessary to provide an adequate work and educational training environment, consistent with our accreditation.

- c. Summarize long-term external funding goals which extend beyond FY13 **Not applicable.**

- d. Develop indicators/benchmarks to track attainment of goals

The goals will be met when approval is received.

5. What is the current status of the long-term funding goals established last year? **Not applicable.**

Western Illinois University Quad Cities **Not applicable.**

1. Briefly describe programs or course offerings in the Quad Cities and the current success of those programs in terms of majors, minors, enrollment/SCH production, and completability.

2. How many faculty do you currently have located in the Quad Cities? How many Macomb-based faculty deliver courses in the Quad Cities? How many adjuncts did you use last year to teach in the Quad Cities? Will you be requesting additional faculty/staff next year (explain)?

3. Will you be asking for new programs or offerings in the Quad Cities next year? Will you be offering fewer programs or courses next year (if so, explain why)?

4. Summarize your short-term (2-4 years) and long-term (5 years or more) plans for Quad Cities in your unit (if applicable).

5. Explain additional resources (grants, foundation, etc.) derived from or located in the Quad Cities.

New Funding Requests

1. New Academic Degree/Option/Certificate/Concentration Development Requests **Not applicable.**

Complete a Request for New Academic Degree/Option/Certificate/Concentration Development form (Attachment B) for each new degree, option, certificate, or concentration program to be submitted through the University curricular approval process in FY13, including enrollment projections and required resource requirements. Attach a copy of the feasibility study approved by the Provost.

2. New Operating/Base Resources Not Included in #1.

Complete an FY13 Budget Request form (Attachment C) for each new operating/base fund request not associated with new academic program development requests identified in #1 above. Also, please include any previous unfunded requests which remain as priorities.

3. Facilities Requests

Complete an FY13 Budget Request form (Attachment D) for each facility enhancement request over \$100,000.

Summary—New Fund Requests

1. Identify, in priority order, requests for additional funding in a **spreadsheet** (Attachment E). Include all funds requested for new academic programs (#1), operating/base (#2), and facilities (#3).

2. On this spreadsheet, please be sure to indicate whether you are seeking one-time or continuous funding. If you are seeking continuous funding, identify whether it is for a period of years or a permanent base increase.

Scholarly/Professional Activities

1. For the calendar year January 1, 2011 to December 31, 2011, provide the total number of scholarly/professional activities in your area for the following categories:

(see Appendix)

a. Book publications	0
b. Chapter/monograph/refereed article publications	4
c. Creative activities	5
d. Conference presentations	
a. Conference presentations	18
b. International	0

ATTACHMENT A Accountability Report for Program Support — FY12 [Not applicable.](#)

ATTACHMENT B Request for New Academic Degree/Option/Certificate/Concentration Development — FY13 [Not applicable.](#)

ATTACHMENT C Budget Request — New Operating/Base Resources — FY13 [See attached.](#)

ATTACHMENT D Budget Request — Facilities over \$100,000 — FY13 [See attached.](#)

ATTACHMENT E Summary — New Funding Requests — FY13 [See attached.](#)

ATTACHMENT C

Western Illinois University

Budget Request — New Operating/Base Resources — FY13

Note: Use Attachment B for new academic degrees/options/certificates/concentrations.

1. Unit Submitting Request: [Counselor Education \(CNED\)](#) Priority Number _____

2. Provide a short title of the initiative/project proposed for incremental funding.

[Landro technology package from IRIS Technologies Inc for the counseling center in Phase II. This is a one-time purchase of \\$105,004.00 plus continuous funds for ongoing maintenance, service, and updates of \\$5,000.00/year.](#)

[Necessary furnishings for the new counseling center in Phase II for FY13. This is a one-time purchase of \\$10,000.](#)

[Clinic Director for the new counseling center in Phase II beginning FY14. This is for continuous funds starting at \\$71,628.00/year.](#)

[Support Staff worker for the new counseling center in Phase II beginning FY14. This is for continuous funds starting at \\$26,400.00/year.](#)

[Replacement of faculty outdated computers with one Dell Desktop and one MacBookPro Laptop. This is a one-time purchase of \\$2,827.00 plus continuous funds for additional replacements and updates of \\$3,000.00/year.](#)

[Two Sony VRDMC6 DVDDirect DVD Recorders to replace antiquated recorders used in training plus updated wiring and mechanisms and audio recorders that work with modern technology. This is a one-time purchase of \\$581.59.](#)

[Child Therapy with the Experts: 11 – DVD Series to be used in training from psychotherapy.net. This is a one-time purchase of \\$1,459.95.](#)

[Hiring of one assistant professor to replace retired full professor for FY13. This is for continuous funds stating at \\$53,721.00/year.](#)

[A supplement to transition one of our Graduate Assistants to a 12 month position for FY13. This is for continuous funds \\$3,680.00/year.](#)

[Departmental recruitment budget beginning FY13. This is for continuous funds \\$2,750/year.](#)

3. Provide a short description of the initiative/project proposed for incremental funding and how it relates to the University's goals, mission statement, or strategic plan.

[All initiatives, with the exception of the last, are directly related to Strategic Plan Goal a: Enhanced learning Culture. Efficient and working equipment and communication along with adequate faculty and support are essential to the learning culture.](#)

[The last initiative is directly related to strategic Plan Goal c: Access and Equity. The department is need of essential funding to aid in the enhancement of recruitment activities.](#)

4. Describe the specific accomplishments and increases in productivity expected from this initiative/project and how results will be measured or evaluated.

[Faculty and staff will be able to attend to their duties and students in a manner consistent with best practice.](#)

[The Department will be better able to recruit students and maintain and/or increase enrollment.](#)

5. Provide a listing of all incremental funds requested by the following categories:

Fund Type	One-Time Funding (FY2013 Only)*	Continuous Funding (Beginning FY2013)*	Requested Funding (Beginning FY2014)
Personnel Services			
Faculty-Tenure Track	0	53,721	0
Faculty-Non Tenure Track	0	0	0
Graduate Assistants	0	3,680	0
Administrative	0	0	71,628
Other	0	0	26,400
Equipment & Instructional Materials	109,873	3,000	5,000
Library Materials	0	0	0
Contractual Services	0	0	0
Other Operating Funds	0	2,750	10,000
SUBTOTALS	109,873	63,151	113,028
TOTAL NEW FUNDING REQUIRED	286,052		

* Please indicate if new positions are to be hired in FY2013 or FY2014. Also, indicate if the FY2013 request is for one-time funding or a continuous increase to the base.

6. Will the initiative/project be supplemented by other funds? ___ Yes x No

If yes, please describe:

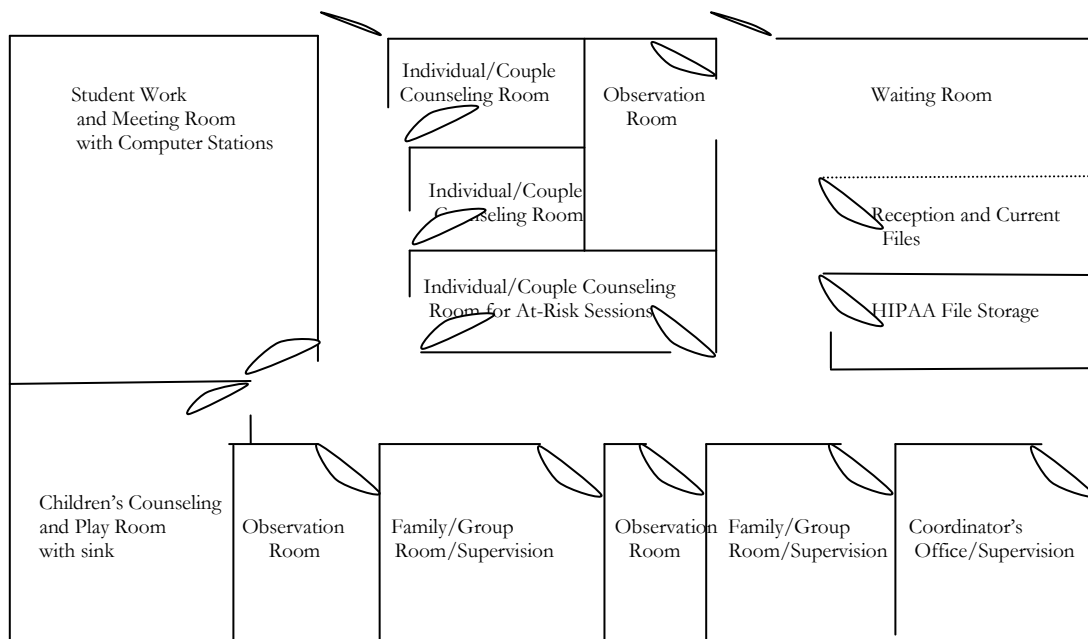
ATTACHMENT D

Western Illinois University Budget Request — Facilities Over \$100,000 — FY13

1. Unit submitting request: **Counselor Education (CNED)** Priority Number _____
2. Provide a description of the facility request and how it relates to the University's goals, mission statement, or Strategic Plan.

The WIU-QC Counseling Center for Children, Adults, and Families will provide a clinical laboratory teaching space for CNED and its' students. The Center will not only provide a training facility for practicum and internship students, but will also provide direct service delivery based upon a sliding fee scale to members of the community. A tentative schematic of the Center is below.

WIU-QC Phase II Counseling Suite based on Holabird & Root Design



3. Describe the specific accomplishments and increases in productivity expected from the proposed facility enhancement and how results will be measured or evaluated.

The lack of a teaching/clinical laboratory has severely limited CNED curriculum for the past two decades. While CNED has delivered in the Quad Cities for more than 20 years, the curriculum was initially structured to accommodate the lack of a lab space. This accommodation is no longer viable and this limitation was cited in the most recent CACREP-accredited report (April 2, 2009).

4. Please include cost estimates if they are available. **TBD.**

ATTACHMENT E

Western Illinois University Summary — New Funding Requests — FY13

Unit: [Counselor Education \(CNED\)](#)

New Academic Degree/Option/Certificate/Concentration Development

Priority Number	Title of New Program	1st Year Funding Requirements
1		0
2		0
3		0
4		0

New Operating/Base Resources Not Associated with New Degree/Option/Certificate/Concentration Development

Priority Number	Title of Funding Request	One-Time Funding (FY2013 Only)	Continuous Funding (Beginning FY2013)	Requested Funding (Beginning FY2014)
1	Landro technology package	105,004	0	5,000
2	Replacement of faculty computers	2,827	3,000	0
3	Hiring replacement faculty	0	53,721	0
4	Sony DVD Recorders, updated wiring, and audio technology	582	0	0
5	Child Therapy training series	1,460	0	0
6	Clinic Director	0	0	71,628
7	Support staff for clinic	0	0	26,400
8	Graduate Assistant supplement to 12 months	0	3,680	0
9	Furnishings for new counseling clinic	10,000	0	0
TOTALS		119,873	60,401	103,028

Facilities over \$100,000

Priority Number	Title of Funding Request	One-Time Funding (FY2013 Only)	Continuous Funding (Beginning FY2013)
1	WIU-QC Counseling Center for Children, Adults, and Families	TBD	TBD
2			0
3			0
4			0
TOTALS			0

Appendix

Evaluation of Scholarly/Professional Activities – Quality and Quantity of Activity

Chapter/Monograph/Refereed Article Publications

- Harrowood, L. K., Parmanand, S. P., Wilde, B. J. (2011). Experiencing emotion across a semester-long family role-play and reflecting ream: Implications for counselor development. *The Family Journal*, 19(2), 198-203.
- Newgent, R. A., Higgins, K. K., Belk, S., Nickens Behrend, B. A., & Dunbar, K. A. (2011). Psychosocial prevention education: A comparison of traditional vs. thematic prevention programming for youth. *The Professional Counselor: Research and Practice*, 1(2), 122-132. Retrieved from http://tpcjournal.nbcc.org/wp-content/uploads/2011/06/newgent_et_al_.pdf
- Newgent, R. A., Higgins, K. K., Lounsbery, K. L., Nickens, B. A., & Keller, E. A. (2011). Bully Busters modified: The effect of a brief universal intervention on elementary school teacher efficacy, skills and knowledge, and peer victimization. *ERS Spectrum*, 29(1), 35-45 [Invited Manuscript].
- Powell, M. L., & Newgent, R. A. (2011). Assertiveness and mental health professionals: Differences between insight-oriented and action-oriented clinicians. *The Professional Counselor: Research and Practice*, 1(2), 92-98. Retrieved from <http://tpcjournal.nbcc.org/wp-content/uploads/2011/04/Powell.pdf>

Creative Activities

- Glazier, J., Alexander-Albritton, C., O’Ryan, L., Scritchfield, D., & Prichard, M. (2011 May). Motivational Interviewing. Bridgeway: Galesburg, IL.
- Nikels, H.J. (2011). Play therapy: Basics and beyond (2nd edition). (book review). *Counseling Today*.

Conference Presentations

- Alexander-Albritton, C. (October 2011). Teaching Counseling Addictions: Creative Approaches. *Association for Counselor Education and Supervision*, Nashville, TN.
- Binkley, E. E., McCaughan, A. M., Wilde, B. J., Parmanand, S. P., & Kleist, D. M. (2011). Learning through Landro-based supervision: A grounded theory. Association for Counselor Education and Supervision Conference. Nashville, TN.
- Christian, D., Portrie-Bethke, T., & Alexander-Albritton, C. (October 2011). Facilitating master’s group experiences with adventure based counseling. *Association for Counselor Education and Supervision*, Nashville, TN.
- Closen, J. and Nikels, H. (2011) Sexting, Cyber-bullying and Keeping Kids Safe Illinois Association of School Boards; Illinois Association of School Administrators; and Illinois Association of School Business Officials Joint Annual Conference. Chicago, IL
- Harrison, S. C. & Parmanand, S. P. (2011). HIV/AIDS: What every counselor should know. Illinois Counseling Association Conference. Skokie, IL.
- Newgent, R. A. (October 2011). *Non-lecture teaching methods: Ideas for shaping the future of counseling courses*. Presentation at the Association for Counselor Education and Supervision Conference, Nashville, TN.
- Newgent, R. A. (September 2011). *Psychosocial prevention education programming: Using assessment and evaluation to identify effective programs for elementary school students*. Paper presentation at the Association for Assessment in Counseling and Education Conference, Forth Worth, TX.
- Nikels, H.J.(2011). Bullying, Cyberbullying and Prevention. University of Nebraska at Kearney Regional Professional Development Workshop

- Nikels, H.J.(2011) What School Counselors can Do for Kewanee Schools. Kewanee Administrator In-service, Kewanee, IL
- Nikels, H.J.(2011) Identifying and Assisting Grieving Students. Annawan Community Schools Faculty and Staff In-service. Annawan, IL
- Nikels, H.J., Alexander-Albritton, C., & Parmanand, S., Glazier, J. (November 2011). Mentoring: Lessons Learned. *Illinois Counseling Association Conference, Skokie, Illinois.*
- Nikels, H.J., Christy, R., Lavin, A., Rico, C., Riley, S., and Roisen, L., (2011). Online safety: Keeping students safe. Kewanee High School: Student Training. Kewanee, IL
- Olson, A., Mindrup, K., Glazier, J. and Nikels, H. (2011) Hope in Providing a Safe Environment: Ways to Identify and Prevent Gay, Lesbian, Bisexual, and Transgendered Suicides and Crises In Schools presented for Quad Citizens Affirming Diversity. Quad City Youth Conference Moline, IL.
- O’Ryan L.W. & McFarland, W.(2011) A phenomenological exploration of dual career gay and lesbian couples. The Society for Humanistic Psychology Annual Conference. Chicago, Ill.
- Parmanand, S. P. (2011). The process and experience of student selection for master’s level counseling students: A grounded theory. Association for Counselor Education and Supervision Conference. Nashville, TN.
- Parmanand, S. P., Binkley, E. E, Wilde, B. J., McCaughan, A. M., & Kleist, D. M. (2011). Learning through Landro-based supervision: A grounded theory. American Counseling Association Conference. New Orleans, LA.
- Smith, T., Parmanand, S. P. (2011). Breakthrough interventions to achieve balance at work and home: Attending to the needs of our students. Association for Counselor Education and Supervision Conference. Nashville, TN.