

## Clinical Mental Health Counseling Outcomes and 2015 Annual Report

In order to fully implement a data- and outcome-based continuous and systematic evaluation for Clinical Mental Health Counseling (CMHC) the faculty created a Counseling Program Advisory Board. The Board was to “make suggestions regarding the program’s mission, objectives, program changes, student learning and performance on professional identity, professional practice, and program area standards” and was to be comprised of the “counseling faculty and two representatives from the counseling community.” The Board’s members have consistently been comprised of the Counseling faculty and the representatives have included members of the ULM administration, area LPCs, and area LPC-Ss.

The culmination of the Board’s input, resulted in the following outcome-based continuous and systematic evaluation, which was implemented over time since spring 2014 through fall 2015. Full implementation took effect fall of 2015.

- Updated counseling program mission, to reflect the CMHC concentration.
- Development of **Program Outcomes**, to reflect the counseling program’s mission, with outcome-based assessments and benchmarks.
- Development of **Student Learning Outcomes** for the CMHC program, with outcome-based assessments and benchmarks, based upon professional identity, professional practice, and program area standards and that reflect the mission of the program.
- Implementation of a **Capstone Portfolio** for all Counseling Students, with appropriate differences for the CMHC students, to reflect program area standards.

### CMHC Program Outcomes

<p>1. Prepare students to be eligible for licensure as LPCs.</p>	<p>1. Maintenance of a 75% pass rate of students on the Counselor Preparation Comprehensive Examination (CPCE), as determined by a score no lower than 1 standard deviation below the national average.</p> <p>2. Maintenance of a 75% graduation rate.</p>	<p>1. 100% CPCE exam pass rate.</p> <p>2. 100% graduate rate has been maintained for 2012, 2013, 2014 and 2015</p>
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**Licensure/Employment Data**

Year	Number of Graduates	Number Who Sat for/Passed Comps	CPCE Comprehensive Examination Average	Completion Rate	LPC Exam Pass Rate	Placement Rate
2012	9	9/9	80.2	100%	100%	100%
2013	17	17/17	82.6	100%	88%	100%
2014	8	8/8	84.7	100%	91%	100%
2015	10	10/10	90.6	100%	--	100%

**CMHC Student Outcomes**

Student Learning Outcome	Performance Indicators	Data
1. Demonstrate competence in the practice of a well-developed and consistent theoretical application.	<p>Satisfactory completion of:</p> <ol style="list-style-type: none"> <li>Theory Comparison Paper in COUN 5005, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.</li> <li>Final Case conceptualization Paper in COUN 6071, as evidenced by receiving at least 80% as measured by the written case conceptualization rubric.</li> <li>At least two semesters of COUN 6071: Internship, with documentation of a minimum of 120 hours of</li> </ol>	<p>1. 93%:  <b>Spring 2014:</b> 16/16 students received a performance level of 3+.  <b>Fall 2014 Section 1:</b> 4/6 students received a performance level of 3+.  <b>Fall 2014 Section 2:</b> 9/9 students received a performance level of 3+.  <b>Spring 2015:</b> 9/10 students received a performance level of 3+.  <b>TOTAL:</b> 38/41 students received a performance level of 3+.</p> <p>2. No Data: Implemented Fall 2015</p> <p>3. 100%:  <b>Spring 2014:</b> 2/2 students</p>

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	<p>direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each standard assessed through the final Internship Evaluation.</p>	<p>gained required client contact hours and received a performance level of 3+.  <b>Summer 2014:</b> 4/4 students gained required client contact hours and received a performance level of 3+.  <b>Fall 2014:</b> 7/7 students gained required client contact hours and received a performance level of 3+.  <b>Spring 2015:</b> 9/9 students gained required client contact hours and received a performance level of 3+.  <b>Summer 2015:</b> 2/2 students gained required client contact hours and received a performance level of 3+.</p>
<p>2. Show integrity in ethical assessment and counseling practice.</p>	<p>Satisfactory completion of:</p> <ol style="list-style-type: none"> <li>1. Ethical Dilemma Paper in COUN 6063, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.</li> <li>2. Assessment Research Paper in COUN 5062, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%:  <b>Fall 2014:</b> 9/9 students received a performance level of 3+.</li> <li>2. 100%:  <b>Summer 2014:</b> 16/16 students received a performance level of 3+.  <b>Fall 2014:</b> 1/1 students received a performance level of 3+.  <b>Summer 2015:</b> 17/17 students received a performance level of 3+.</li> </ol>
<p>3. Demonstrate skills and knowledge to professionally serve a culturally diverse society.</p>	<p>Satisfactory completion of:</p> <ol style="list-style-type: none"> <li>1. Personal Assessment Paper in COUN 6052, as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.</li> <li>2. At least two semesters of</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%:  <b>Summer 2014:</b> 19/19 students gained required client contact hours and received a performance level of 3+.  <b>Summer 2015:</b> 18/18 students gained required client contact hours and received a performance level of 3+.</li> </ol>

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	<p>COUN 6070: Internship, with documentation of a minimum of 120 hours of direct client contact and 180 hours of indirect client contact hours, per semester, and receives a performance level of 3 on a 5-point scale on each diversity standard assessed through the final Internship Evaluation.</p>	<p>2. 100%:  <u><b>Spring 2014:</b></u> 2/2 students gained required client contact hours and received a performance level of 3+.  <u><b>Summer 2014:</b></u> 4/4 students gained required client contact hours and received a performance level of 3+.  <u><b>Fall 2014:</b></u> 7/7 students gained required client contact hours and received a performance level of 3+.  <u><b>Spring 2015:</b></u> 9/9 students gained required client contact hours and received a performance level of 3+.  <u><b>Summer 2015:</b></u> 2/2 students gained required client contact hours and received a performance level of 3+.</p>
<p>4. Articulate a professional counseling identity.</p>	<p>Satisfaction completion of:            1. Professional Identity Paper in COUN 5001, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.             2. CMHC Program Proposal Plan, inclusive of Consultative Experience Project in COUN 5067, as evidenced by receiving a performance level of 3 on a 5-point scale on each requirement/standard assessed through the assignment.</p>	<p>1. 100%:  <u><b>Spring 2014:</b></u> 4/4 students received a performance level of 3+.  <u><b>Spring 2015:</b></u> 17/17 students received a performance level of 3+.             2. 100%:  <u><b>Spring 2014:</b></u> 16/16 students received a performance level of 3+.  <u><b>Spring 2015:</b></u> 8/8 students received a performance level of 3+.</p>

**Capstone Portfolio**

When Required / Course	Key Assignments for Clinical Mental Health Counseling
COUN 5001	<i>Professional Identity Paper</i>

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Intro to Counseling	Students discuss their developing professional identity as a counselor, including their specialty identification.
COUN 5005 Theories of Counseling	<p><b><i>Theory Comparison Paper</i></b>            You are to choose two theories discussed in class or in your text. You are required to <b>compare</b> and <b>contrast</b> these two theories. In other words you are to critically examine how your chosen theories are alike and how they differ. You should be able to intelligently discuss the following: personality formation/human nature, how change occurs, key concepts, the therapeutic process, counselor’s role, etc. All theory discussion should begin with an introduction to each theory before the comparisons and contrasting begins. <u>Be sure to choose theories from different categories for example <b>humanistic</b> and <b>action oriented</b>.</u></p>
COUN 5062 Assessment	<p><b><i>Assessment Research Paper</i></b>            Research the psychometric aspects of the tool you have chosen (i.e., What is it designed to measure? How valid and reliable is it according to the publisher’s standardization? What populations can it be utilized for and what benefits would it offer to your client? Can a counselor administer the assessment tool?). Then provide information on the legal concerns, ethical concerns, and multicultural concerns regarding this assessment tool. Are there any controversies associated with this assessment tool? Who would it benefit? What information do you hope to gain and how will that information be utilized?</p>
COUN 5067 Principles and Administration of Mental Health Counseling Programs	<p><b><i>CMHC Program Plan Proposal</i></b>            Develop a program plan that includes: a. Project Title and Description, b. Mission Statement and Principles/values, c. Organizational Chart (including qualifications and job descriptions), d. Budget, and e. Business Promotion Plan</p> <p><b><i>Consultative Experience Project</i></b>            Include the following sections: a. Needs Assessment Interviews, b. Research on evidenced-based interventions, c. Intervention Plan, and d. Consultant Services (either to a mental health agency or school)</p>
COUN 6052 Multicultural Population	<p><b><i>Personal Assessment Paper</i></b>            The personal assessment of your ethnic and cultural heritage will require attention to several general themes that are outlined on the syllabus. The purpose of the paper is to have an honest assessment of your ability to work with multicultural populations.</p>
COUN 6063 Legal and Ethical Issues in Counseling	<p><b><i>Ethical Issue Research Paper</i></b>  <b>A formal paper</b>, at least 8 pages long, on a relevant course topic (see list of relevant topics to choose your topic). The paper should delineate the legal, ethical, and professional issues related to that topic.</p>

In addition to developing outcome-based program and student learning outcomes and benchmarks, the program also has additional methods of gathering feedback to be utilized for

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program modification. Those additional methods are (a) **alumni surveys** sent out every other fall, (b) **current student surveys** sent out every other fall, (c) **employer/site supervisor surveys** sent out each fall (a new survey in fall of 2015), and (d) **faculty/administrative input**.

### *Alumni Surveys*

The alumni surveys are sent out to all program graduates every other fall. So, in fall 2013, graduates from 2012 and 2013 were surveyed. The original version was updated in order to seek information previously not solicited and that would be more helpful to the faculty in making program and curricula changes/decisions.

Alumni survey results from 2013 were extremely encouraging and participation was particularly high. The vast majority of alumni responded that their experience was positive, that they were either prepared or well prepared in all of the core areas, and that the counseling mission statement accurately or very accurately reflected their training program.

The 2015 version of the alumni survey was sent out to 2014 and 2015 graduates in the fall of 2015. Similar to the 2013 aggregated data, the majority (over 90%) of respondents indicated satisfaction with the program and curriculum and 84% indicated that the mission statement either accurately or very accurately reflected their training.

Changes to the program that reflect feedback from these surveys include:

- Methods of improving academic advisement will be placed on the fall faculty retreat agenda for further discussion.
- Career development and research will also be placed on the fall faculty retreat agenda for discussion around modifications/improvements.

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- Currently, additional efforts are being made to engage students in current faculty research projects. This semester it is a requirement in the research course to become actively involved in actual research.
- In addition, some students are actively involved in faculty research in the areas of performance enhancement for distance athletes and existential supervision.
- Other faculty/student research includes spirituality issues in counselor education and family addiction issues in the development of binge eating disorders.
- Positive feedback with regard to distance education offers much support for the program's transition to a predominantly online teaching format.

### *Current Student Surveys*

The current student survey is sent out every other fall in order to gain feedback from students on their experience in the program and also their evaluation of the program's curriculum relative to the core areas of professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. Demographic data is also collected through the current student survey.

The majority of students indicated positive experiences in the program, satisfaction with program content and curriculum, and as being prepared and/or well prepared with core areas.

Areas in which improvement was suggested include academic advising and instruction in career development. These areas of suggested improvement will be placed on the fall faculty retreat agenda for faculty discussion.

Particular areas of strength indicated included:

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- Flexibility of the online teaching format
- The summer workshop
- In-class practice sessions made possible by the summer workshop and hybrid courses

These comments suggest student satisfaction with the program modifications made to transition to a predominantly online teaching format.

### ***Employer/Site Supervisor Surveys***

In fall of 2015 the recently developed employer/site supervisor survey was sent out to all current site supervisors. The survey asks for input regarding the intern's preparedness for clinical work and suggestions for improvement of the program. Once sufficient data is available, it will be compiled and aggregated for the faculty to consider when making further program and curricula changes.

### ***Faculty/Administrative Input***

Beginning in fall of 2015, the counseling faculty has been meeting weekly. A regular meeting schedule of one half-day per month and one full day of faculty retreat per semester has been implemented. This regular meeting schedule allows the faculty sufficient time to consider feedback from current students, graduates, employers, site supervisors, and administrators in order to ensure stakeholders' voices are heard and program modifications are based upon data, as well as their own experiences.



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### *Program Modifications*

Based upon combinations of feedback, as described above, the following modifications have been made and/or planned since spring of 2014.

- An Advanced Supervision Course was developed and offered.
- Suicide awareness and education opportunities were developed and offered.
- Additional questions were added to the Alumni and Current Student Surveys. An employer/site supervisor survey was developed and distributed.
- Continued efforts have been made to transition the programs to a predominantly online format.
- A student drug screen/background policy will be implemented by spring of 2016.