

Counseling Programs Annual Report – 2019/20

The MS in Clinical Mental Health Counseling program received Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for 8 years (2016 to 2024)

MS CMHC Program Admission

	14/15	15/16	Spring 17	Spring 18	Spring 19	Spring 20
Applied	31	65	36	42	30	40
Accepted	24	37	27	36	26	37
Enrolled	15	24	20	23	24	24

CGS Advanced Counseling

	15/16	16/17	17/18	18/19	19/20
Applied	33	31	20	9	13
Admitted	22	26	19 (matric=13)	8	10 (matric=8)

Program Completers

	Spr 16	Spr 17	Spr 18	Spr 19	Spr 20
MS CMHC	11	14	8	9	14
CGS AC	13	22	23	11	9

Completion Rate

MS CMHC - spring 19 completing in 3-4 years = 70%; spring 20 completing in 3-4 years =93%

Pass Rate/Credentialing Exam

In Fall 19, 10 of the 14 students in line to graduate successfully completed the Counselor Preparation Comprehensive Exam (with 1 high pass). For the remaining 4, the CPCE was waived during the spring 20 pandemic. To be licensed, graduates of the program take NCMHCE 2 years post-Masters when clinical hours are complete.

Placement Rate

100% of 2020 MS graduates (n=9) reported that if they were seeking employment in mental health post-graduation they are working in mental health locations. Sixty three percent of interns continued as employees at their sites after graduation.

Program Demographics

The average age of students admitted to the program (2013 to 2020) is 30 with 62% of admitted students under 30 and 38% over 30. Approximately 26% of admitted students are male.

The ratio for ethnicity for students of color to white students is 1:5 from 2013 to 2020. Students of color represent 40% of the admitted students in 2020 with most identifying as Hispanic/Latino. This is slightly higher than the RIC report of graduate students of color at 34% (President communication, July 2020).

MS Clinical Mental Health Counseling Program (CACREP accredited)

Section 1: Assessment, Review and Plan of Program Objectives

Table 1: Results of Evaluation of Program Objectives

Content Area	<p>Results - recorded as raw scores</p> <p>Counselor Preparation Comprehensive Exam (CPCE) - 17 point scale; fall 19</p> <p>Counselor Competency Scale (CCS) Part 2 - 5 point scale; spr 20</p> <p>Supervisor Evaluation of Students (SES) – 4 point scale - Spr 20</p>
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	<p>Course objectives in CEP XYZ - 5 point scale; F/Sp /Su 19 & 20</p> <p>Graduate Survey (GS) K and S; spr 20 Employer Survey (ES) (not collected)</p>
<p>Professional Orientation: To empower students in the development of a professional identity as counselors</p>	<p>CPCE = 12 CCS 2H Prac II=see note CCS 2H Prac IV= 4.92 spr 20 CCS 2H Int = 4.79 spr 20 GS (K)=4.1</p>
<p>Professional Orientation: To assist students in acquiring the necessary knowledge, skills, and dispositions to practice according to the NBCC Code of Ethics, legal precedence, and other appropriate standards</p>	<p>CCS 2A Prac II=see note CCS 2A Prac IV Spv = 4.62 spr 20 CCS 2A Int Spv= 4.5 spr 20 CEP 509 (A2) = 4.88 F 19; 5 Su 20 GS (K)=4.4</p>
<p>Developmental, Social, and Cultural Foundations: To assist students to acquire the necessary knowledge, skills, and dispositions for working with individuals, families, and groups from a variety of racial, cultural, ethnic, experiential and linguistic backgrounds across the lifespan</p>	<p>CPCE = HD12.3; DIV 10.3 SES Prac II = see note 1 (content) SES Prac IV (D5)= 3.7 spr 20 SES Int (D5) = 3.43 spr 20 CEP 531(E1) = 5 su I 20 CEP 612 (D2)= 4.57 su I 20 GS (K) HD=3.7 GS (K) DIV= 4 GS(S)DIV =3.6</p>
<p>Career Development To provide students with the knowledge, skills, and dispositions necessary for effective vocational counseling, understanding of career processes, and accessing career resources:</p>	<p>CPCE = 9.5 CEP 535 = 4.5 SuI 20 GS (K)=3.3 GS (S)= 3.1</p>
<p>Helping Relationships To assist students in developing a personal counseling orientation and style that is grounded in theoretical knowledge, evidence-based practice, systems</p>	<p>CPCE = 10.3 SES F3 Prac IV = 3.54 spr 20</p>

<p>theory, and attention to interpersonal process, and that is grounded in a wellness perspective:</p>	<p>SES F3 INT = 3.5 spr 20 CEP 538 (5b)= 4.94 f 19 CEP 683 F3= 4.5 f 19 CEP 532 (E3) = 4.83 spr 20 GS(S) = 4.5</p>
<p>Group Work To provide students with theoretical and research-informed approaches to group work, and to supervise them in their experiential learning as group members and leaders</p>	<p>CPCE = 11.4 SES C3 Prac IV= 3.23 spr 20 SES C3 Int =3.36 spr 20 CEP 537= 4.8 F 19 GS (K)=3.9 GS(S) =3.8</p>
<p>Assessment: To provide students with the knowledge, skills, and dispositions necessary for selecting, administering, and interpreting assessment tools</p>	<p>CPCE =8.7 SES L1 Prac 4 = 2.84 spr 20 SES L1 Int= 3.5 spr 20 CEP 534 (G2)= 5 su 20 ; 4.58 f 19 GS (K)=3.4</p>
<p>Research & Evaluation: To produce graduates who have an understanding of research methods, statistical procedures, needs assessment, and program evaluation and who utilize research to improve counselor effectiveness and client outcomes</p>	<p>CPCE = 11.2 CEP 554= 4.6 (Q4) spr 20 GS (K)=3.9</p>
<p>Diagnosis & Case Formulation: To produce students who are skilled in diagnostic appraisal, mental status examinations, risk assessment, and bio-psycho-social case conceptualization, and are able to use these formulations to develop collaborative, evidenced-based treatment plans</p>	<p>SES H2 Prac 4= 3.39 spr 20 SES H2 Int= 3.5 spr 20 CEP 539 (H2)= 4.6 spr 20 CEP 543(K2)= 4.31 spr 20 CEP 684 (Q2) = 4.71 spr 20 GS (K)=3.9 GS (S)=4.3</p>

Organization

Note: Our descriptors used in course evaluations do not always align to the CACREP standard we indicate we are using in our review of program objectives. Our next assessment system needs to address this in a more predictable and cohesive and easily trackable process.

PLAN: Identify which CACREP standards we address for course evaluation in syllabus.

Note: As we develop assessment plan under 2016 standards, this multi-point process of checking on program objectives is cumbersome.

PLAN: As we reorganize the systematic evaluation system to address 2016 standards, consider collection processes and design for analysis. If we begin with end in mind, we can enhance ease of review and capacity to draw conclusions, recommend improvements and introduce new initiatives.

Course Objectives

Note: The evaluations for courses objectives were more consistently collected in 19/20 (fall, spring, summer). Course evaluations were distributed online with program Qualtrics survey.

PLAN: Watch future plans for College/School collection of faculty evaluations to include our capacity to gather student feedback on ways we are meeting course objectives.

Use of Counselor Competencies Scale in Program Objectives

Note: Change in the way Prac II was piloted in spr 19 with most students completing their hours at The Providence Center shadowing intake assessments made it unwieldy to utilize the CCS PART I (content) in the field. Removed from 19/20 assessment.

Note: CCS Part II-related questions were added to Supervisor Evaluation of Student (SES) beginning Spring 2020 specifically items- CCS 2A and CCS 2H (professional behavior, orientation and dispositions). Placements (n=17) at the Providence Center (TPC) do not have results in spring 20 due to COVID related interruptions at the end of the semester. Results gathered from field supervisors for Prac II are limited to n=2 and are not included.

PLAN: Confirm CCS 2 questions are distributed for Prac II students. Score reporting will represent supervisor (TPC or other), faculty, and other supervisors for 2 questions in future review.

Possible – begin CCS part 2 for 2A and 2H in 538 in fall 20 with collection in InPlace

Table 1B: Results of Evaluation of Program Objectives Reported as Percentage Scores (Professional Identity, Professional Ethics, Human Development, Diversity, Career)

Items included in these charts, are percentage scores of results included in Table 1.

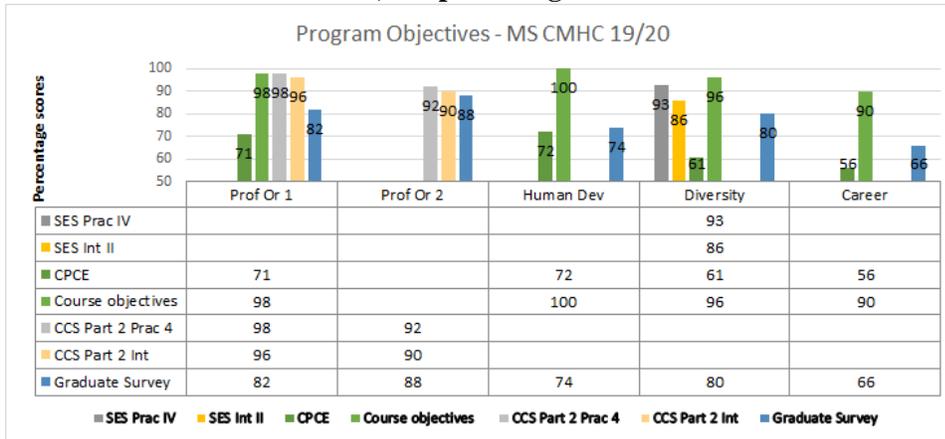
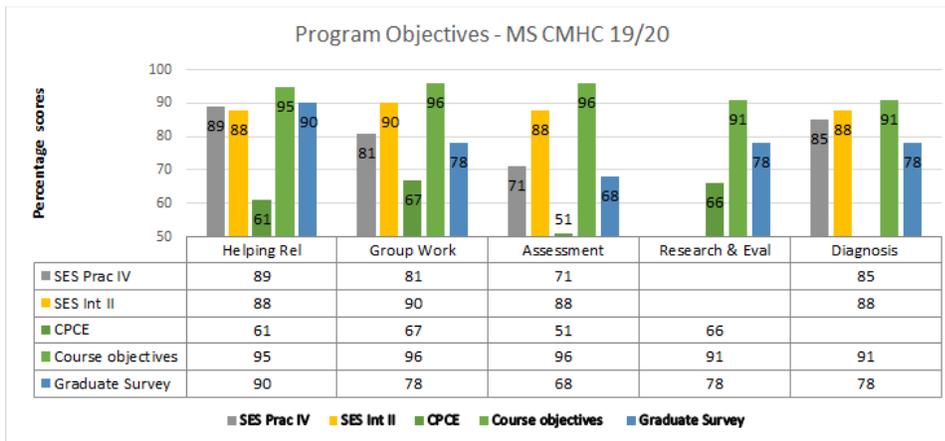


Table 1C: Results of Evaluation of Program Objectives Reported as Percentage Scores (Helping Relationships, Group Work, Assessment, Research and Evaluation, Diagnosis)



OVERALL Review: Information gathered through various assessment processes across the program by students, faculty and site supervisor provides a robust look at ways in which program objectives are met. As depicted in above tables, variations in scores appear to fluctuate in objectives.

In particular the 19/20 CPCE scores when reported as percentage of the total score, appear as outliers. The CPCE scores (see below table for further review) do meet program expectations as they are compared to national mean scores. Additionally, faculty attend to ongoing curriculum development to strengthen knowledge and skills acquisition in all domains.

PLAN: For development of the '16 CACREP Systematic Program Evaluation plan:

- 1) consider design aspects for both content (Key Performance Indicators) as well as analysis (z-score).
- 2) continue with course development in career and assessment topics (theory, application and case studies).

- 3) continue with Diversity Action Plan to infuse Multicultural and Social Justice Counseling Competencies across the curriculum.
- 4) separate Human Development and Diversity domains program objectives
- 5) consider multipoint nature of assessing 16 standards. If we collect course objective results on the same standard in more than one course, determine if they should be averaged or separate.

Section 2: Student Outcomes

The MS in Clinical Mental Health Counseling program has 6 Student Learning Outcomes (SLO). Items 1, 2, 3 were evaluated for 2019/20.

- 1. Students demonstrate ability to use counseling skills and a variety of therapeutic techniques typically employed in a range of clinical settings.**
- 2. Students demonstrate professional counseling dispositions, professional self-awareness, an ongoing commitment to professional growth, motivation, openness to feedback, and maintenance of boundaries in their work as counselors.**
- 3. Students demonstrate professional counseling behaviors and necessary skills to practice according to ethical codes and standards of practice.**
4. Students demonstrate understanding of career development and interrelationships among work, family and other life factors
5. Students demonstrate understanding of group development, dynamics and methods and the ability to design and conduct effective groups.
6. Students demonstrate the ability to assess, formulate diagnosis and create treatment plans to inform and guide evidence-based treatment.

Student Learning Objectives

Table 2A1 and 2 – Counselor Competencies Scale: Counseling Skills and Dispositions – Cohort 5 (2020 graduates) and Cohort 4 and 5 (2019 and 2020 graduates)

Table 2A 2 – Counselor Competencies Scale: Counseling Skills and Dispositions – Cohorts 4 and 5 (2019 and 2020 graduates)

Table 2B1 and 2: Counselor Competencies Scale - Counseling Dispositions - Cohort 5 (2020 graduates) and Cohort 4 and 5 (2019 and 2020 graduates)

Table 2B2: Counselor Competencies Scale - Counseling Dispositions - Cohorts 4 and 5 (2019 and 2020 graduates)

Table: Counselor Self- Efficacy Scale – NOT DONE – see note

Table 2C1 - Counselor Preparation Comprehensive Exam (19/20)

Table 2C2- CPCE Scores - Differences in means – MS CMHC students and National Mean

Table 2D1: Supervisor Evaluation of Students: Program Objectives Scores for Cohort 5 at Practicum and Internship

Table 2D2: Supervisor Evaluation of Students – Program Objectives Scores for Cohort 4 at Practicum and Internship

Table 2D3 and 4: Supervisor Evaluation of Students – Program Objectives Scores for Cohort 4 and 5 at Practicum and Internship

Table 2D5: Supervisor Evaluation of Students – Other CACREP Standards for Cohort 5 at Practicum and Internship

Table 2D6: Supervisor Evaluation of Students – Other CACREP Standards for Cohort 4 at Practicum and Internship

Table 2A1: Counselor Competencies Scale - Counseling Skills (Part 1) -Cohort 5 (2020 graduates) and Table 2A2: Cohort 4 and 5 (2019 and 2020) graduates

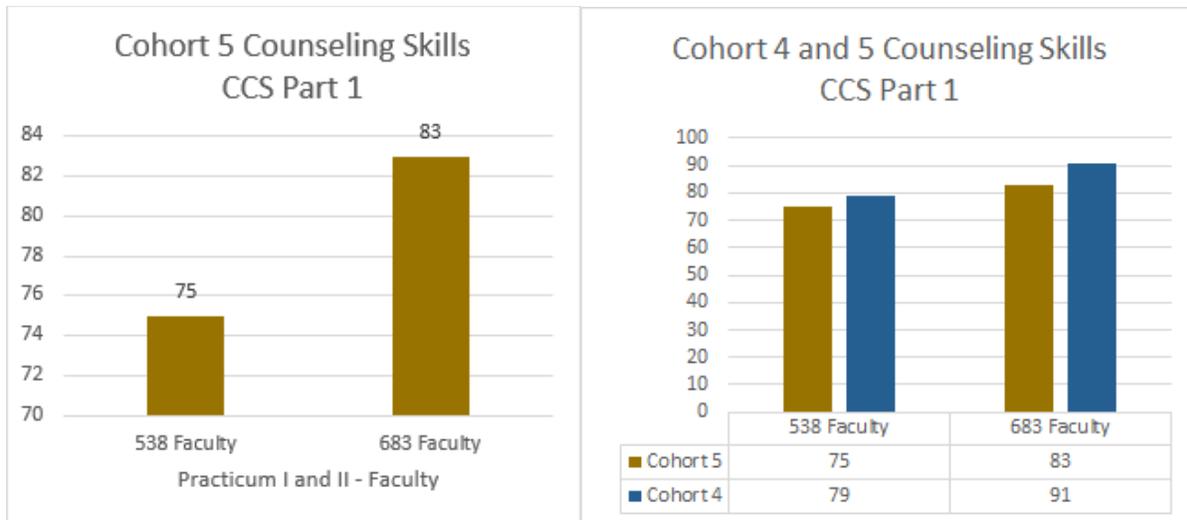
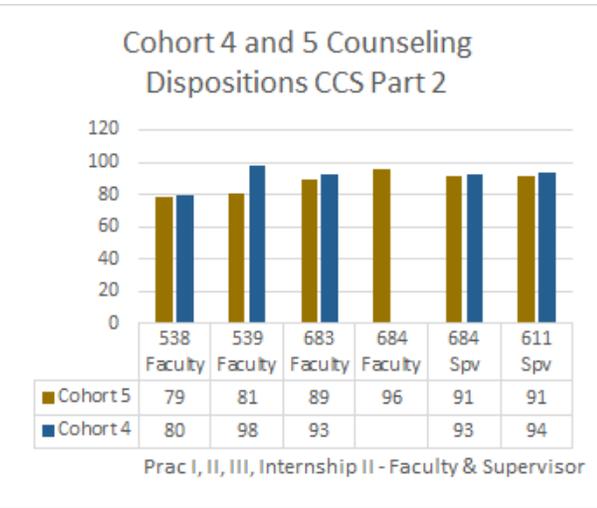
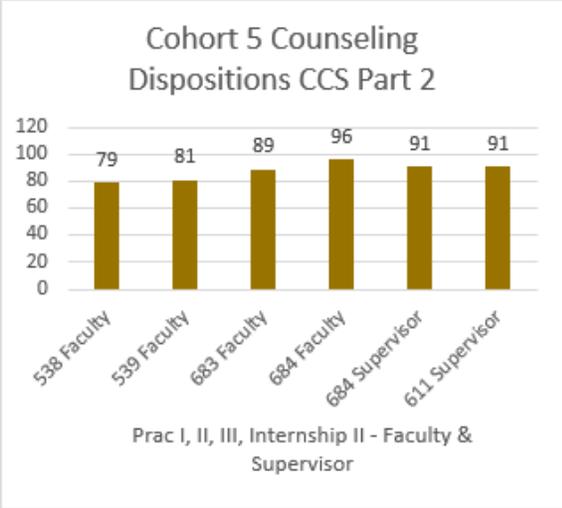


Table 2B1: Counselor Competencies Scale - Counseling Dispositions - Cohort 5 (2020 graduates) and Table 2B2: Cohort 4 and 5 (2019 and 2020) graduates



OVERALL: CCS (faculty and supervisor) cores remain consistent across the program with modest increases in some areas. Faculty appreciate the multi-perspective and multi-point review of student progress in program that are indicated in this summary. The comparison of 2 cohorts also adds a perspective on consistency for the program over time. One added item in this year’s review is the Practicum IV field supervisor’s assessment of student dispositions. The similar scores for 684 Faculty (96) and Supervisor (91) adds a confirmatory perspective on student’s strong performance.

CSES Note: In preparing this report and reviewing the results of the newest version of the Counselor Self Efficacy Scale, the use of the scale in Student outcomes is problematic. The 41-item scale has 3 subscales (skills, tasks, issues) and 2 different scoring grids (0-9 no confidence to complete confidence and 3 points no confidence to complete confidence) so an aggregate score is not meaningful.

PLAN: Remove CSES from our formal assessment system. Faculty may still use it as self-assessment for students to build a learning plan (eg Prac 3 and 4).

Begin using aggregate score for Multicultural Counseling Assessment at multiple points in program – 538, 684, 611.

Table 2C1: Counselor Preparation Comprehensive Exam (CPCE) Cohort 5 - Fall 19

Section	RIC Mean	National Mean
C1: Human Growth and Development	12.3	11.7
C2: Social and Cultural Diversity	10.3	10.0
C3: Counseling and Helping Relationships	10.3	9.4
C4: Group Counseling and Group Work	11.4	11.2
C5: Career Development	9.5	10.2
C6: Assessment and Testing	8.7	9.1
C7: Research and Program Evaluation	11.2	9.9
C8: Professional Counseling Orientation and Ethical Practice	12.0	11.0
Total	85.7	82.6

N=10 students; CPCE scores 0 to 17

Table 2C.2 CPCE Scores - Differences in means – Cohort 5 MS CMHC students and National Mean

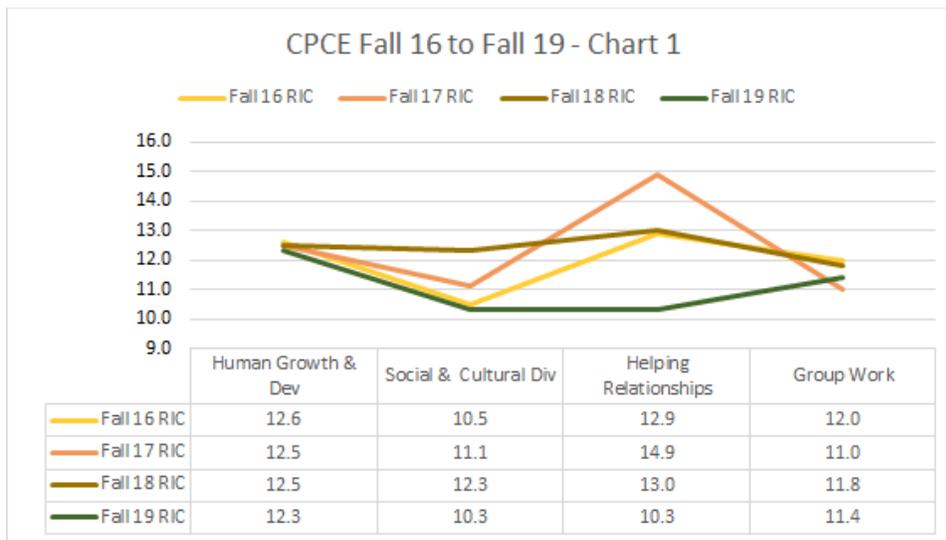
	Fall 19
C1: Human Growth and Development	0.6
C2: Social and Cultural Diversity	0.3
C3: Helping Relationships	0.9

C4: Group Work	0.2
C5: Career Development	-0.7
C6: Assessment	-0.4
C7: Research and Program Evaluation	1.3
C8: Professional Orientation and Ethical Practice	1
	n=10

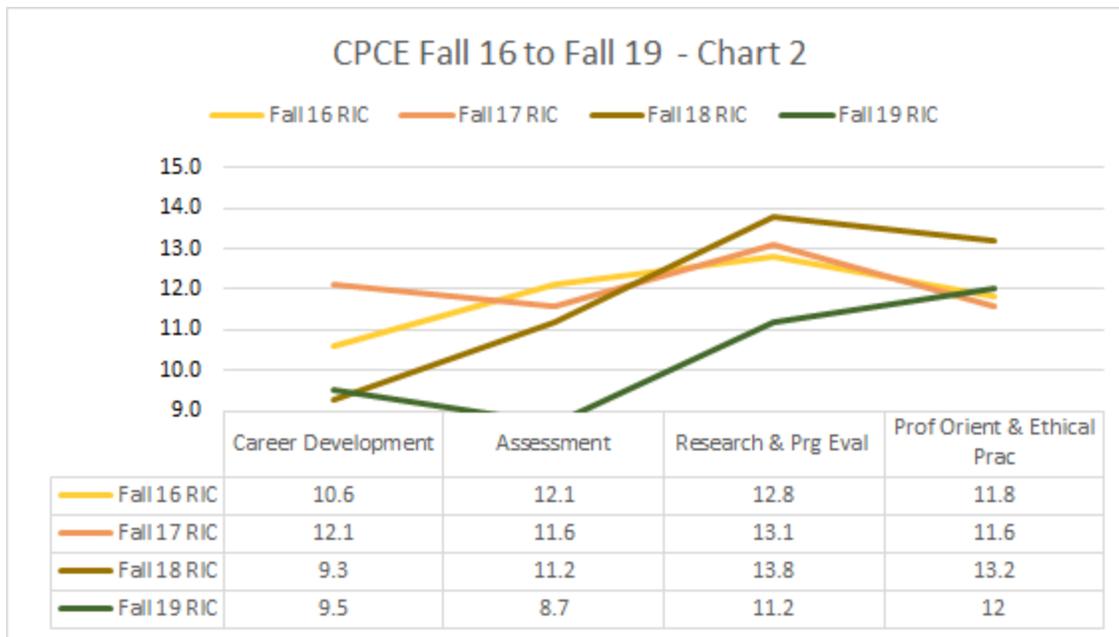
OVERALL: When compared to national mean scores, MS CMHC students scored above the national mean in 6 of 8 domains in fall 19. All students successfully passed the exam. A passing score for the CPCE is within 1 standard of the national mean.

Table 2C.3: Review of CPCE Scores for Cohorts 2-5 (graduates 2016 to 2019).

Four domains: Human Growth and Development, Social and Cultural Diversity, Helping Relationships, Group Work



Four domains: Career Development, Assessment, Research and Program Development, Professional Orientation and Ethical Practice



Overall: Consistency across cohorts in all domains

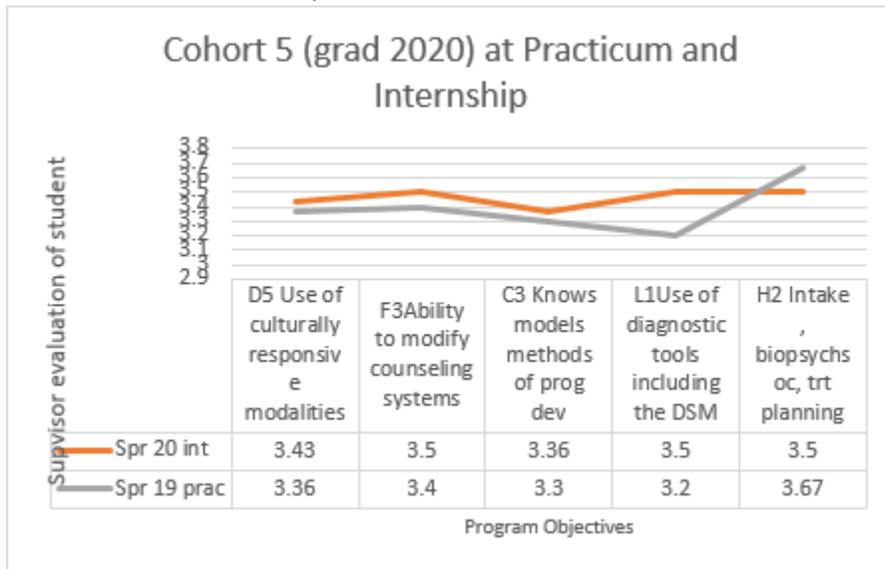
PLAN:

1) Review use of CPCE as comprehensive assessment for program. Factors to consider –

a) NCE as an alternative exam for licensing. Discuss at RIDOH to determine if RIDOH regs allow for it to be licensing exam taken while student is still in program. Benefit is it allows students to be NCC certified). Related factor is RI moving to 2 tier license. We need to explore possible benefits to this by checking national norms.

B) Other alternatives for a comp- Professional Impact Project (PIP), portfolio, or other. Faculty appreciate the minimal impact on us with the use of the CPCE as a comprehensive assessment, and the ability to mark success in comparison of our students to national norms. Students comment that as a program we are not a test heavy program so the CPCE seems like an anomaly distinct from the reflection, process, skills-based way we teach and assess throughout the program.

Table 2D1: Supervisor Evaluation of Students: Program Objectives Scores for Cohort 5 at Practicum and Internship



SES Scale: 1 - Does not meet standard; 2 - Approaching standard; 3 - Meets standard; 4 - Exceeds standard

CACREP D5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling
CACREP F3 The student's ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
CACREP C3 Knows the models, methods, and principles of program development and service delivery (e.g. support groups, peer facilitation training, parent education, self-help)
CACREP L1 student's ability to demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments
CACREP H2 The student's ability to demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

Table 2D2: Supervisor Evaluation of Students – Program Objectives Scores for Cohort 4 at Practicum and Internship

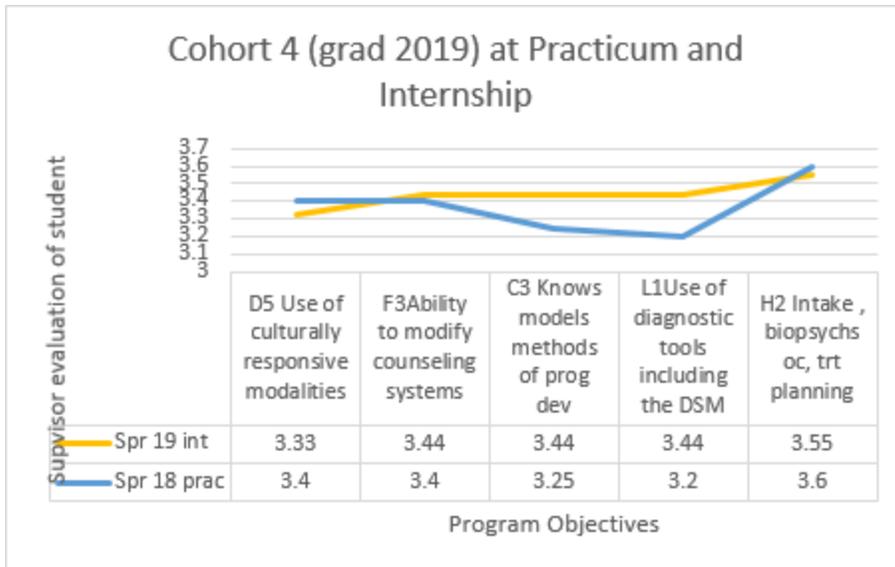


Table 2D3 and 4: Supervisor E valuation of Students – Program Objectives Scores for Cohort 4 and 5 at Practicum and Internship

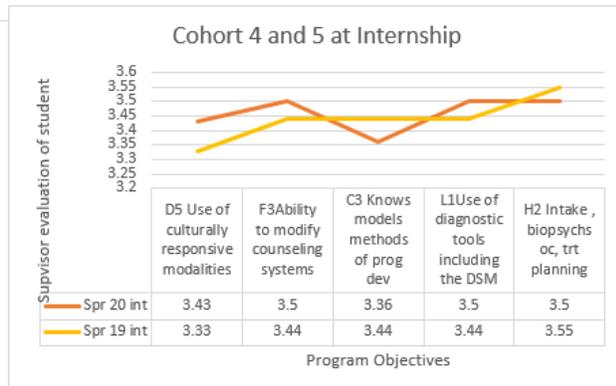
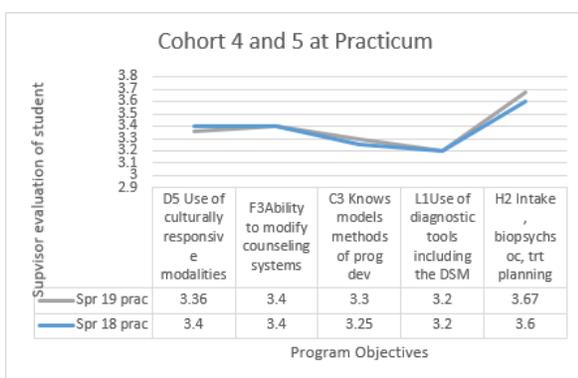
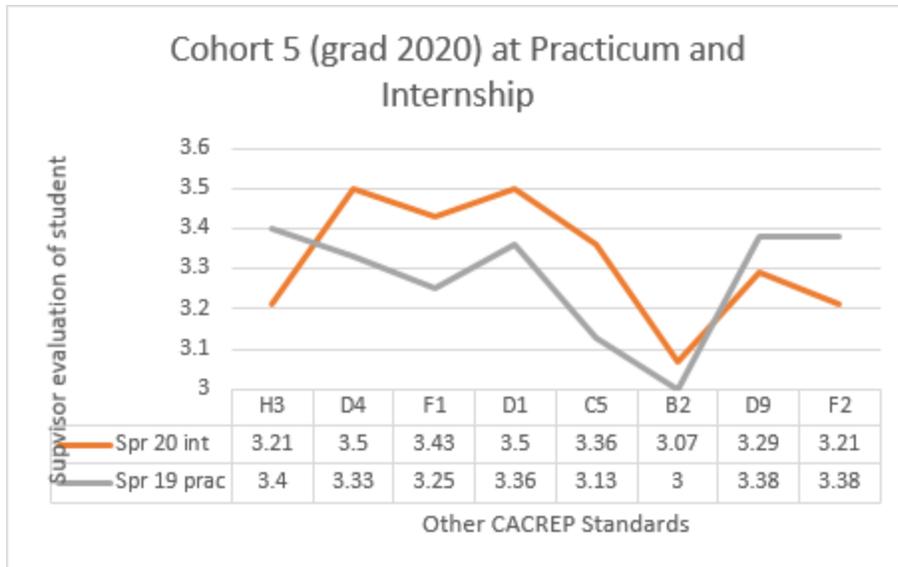
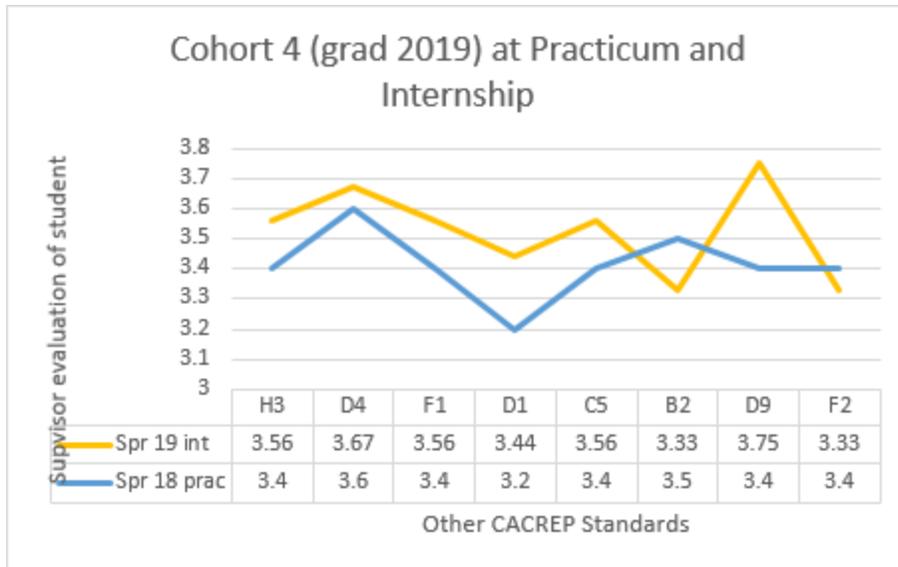


Table 2D5: Supervisor Evaluation of Students – Other CACREP Standards for Cohort 5 at Practicum and Internship



CACREP H3 Student's ability to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders
CACREP D4 Applies effective strategies to promote client understanding of and access to a variety of community resources
CACREP F1 Maintains information regarding ability community resources to make appropriate referrals
CACREP D1 student's utilization of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
CAREP C5 Understands the range of mental health service delivery- such as inpatient, outpatient, partial treatment, and aftercare- and the clinical mental health counseling services network
CACREP B2 The student's ability to apply his/her knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling
CACREP D9 The student's utilization of referral and consultation services
CACREP F2 The student's ability to advocate for policies, programs, and services that are equitable and responsive to unique needs of clients.

Table 2D6: Supervisor Evaluation of Students – Other CACREP Standards for Cohort 4 at Practicum and Internship



OVERALL: The scores in these tables are all mean scores from supervisors about the performance of our students in Practicum and Internship. All scores are strong indicators that our students meet or exceed expectations. When comparing across cohorts (Cohort 4 and 5 at the Practicum and Internship stages) and across time (Cohort 4 and 5 at Practicum and Internship), survey results indicate consistency in the majority of standards assessed.

PLAN:

- 1) Continue with assessment practices that provide us with multiple perspectives on the performance of standards and program expectations.
- 2) Continue with analysis of data to review across cohorts and across time.
- 3) Begin reviewing 1) student evaluations of field site for Practicum and Internship, and 2) site visit information (now collected in InPlace).
- 4) Determine if current evaluation tools provide information to discern quality of field placements and supervisors.