

Clinical Mental Health Counseling Master's Program

Annual Systematic Program Evaluation Report Calendar Year 2021



School of Counseling
302 Buchtel Common
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Introduction

This report is written to comply with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) Section 4: Evaluation in the Program, Standard D, which states “counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available” (from <https://www.cacrep.org/section-4-evaluation-in-the-program/>).

The purposes for this annual report are specific to the Clinical Mental Health Master’s Program (CMHC) and include, but are not limited to, faculty reflection about program strengths and areas for improvement, sharing program-related information with stakeholders (e.g., students, graduates and employers), and communication about the program’s status with institutional administrators.

The data compiled for this systematic program evaluation report was drawn from calendar year 2020 (i.e., Spring 2020, Summer 2020, Fall 2020).

During Spring 2020 semester of this program evaluation period there were four core CMHC program faculty: Dr. Varunee Faii Sangganjanavanich (Professor, School Director) and Dr. Robert Schwartz (Professor, Program/Clinical Coordinator, Associate Dean), Dr. David Blankenship, and Dr. Julie Lenyk. During Summer 2020 and Fall 2020 of this program evaluation period there were two core CMHC program faculty: Dr. Varunee Faii Sangganjanavanich (Professor, School Director) and Dr. Robert Schwartz (Professor, Program/Clinical Coordinator, Associate Dean).

Program Annual Statistics

| | |
|--|----|
| Minimum number of credit (semester) hours required for the degree? | 60 |
| Number of students currently enrolled in the program? | 97 |
| Number of students graduated from the program in the past year (Spring 2020, Summer 2020, Fall 2020)? | 29 |

Approximate completion rate of students from the program? 90%

Approximate licensure examination pass rate of students
graduating from the program? 95%

Approximate job placement rate of graduates from the program
who were actively seeking employment? 90%

Program Annual Evaluation Results

Program faculty conduct formal follow-up studies through online surveys each semester for current students each semester toward the end of their program (i.e., during internship semester), and annually for program graduates/alumni and site supervisors/employers.

Current Student Exit Survey Results:

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

| <u>Core Course Topic Area</u> | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|--|----------------|----------------|-------------|----------------------|
| Ethics & Professional Orientation | 3.00 | 5.00 | 4.19 | .53 |
| Research & Program Evaluation | 3.00 | 5.00 | 4.06 | .66 |
| Assessment & Testing | 3.00 | 5.00 | 4.06 | .75 |
| Human Growth & Development | 3.00 | 5.00 | 4.13 | .78 |
| Individual Counseling Theory | 3.00 | 5.00 | 4.44 | .61 |
| Group Counseling Theory | 3.00 | 5.00 | 4.44 | .70 |
| Multicultural Counseling | 3.00 | 5.00 | 4.31 | .68 |

| | | | | |
|--------------------------|------|------|------|-----|
| Career Counseling | 3.00 | 5.00 | 4.25 | .75 |
|--------------------------|------|------|------|-----|

Core Course Survey Data: During this program evaluation period ratings in all core course areas averaged between “Satisfied” and “Very Satisfied.” In addition, the average ratings in all areas tended toward “Very Satisfied.” Although there was a range of opinions, no core course area averaged low satisfaction among current students and no single area was rated “Dissatisfied” by any student.

| <u>Clinical Counseling Topic Area</u> | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|---|-----------------------|-----------------------|--------------------|-----------------------------|
| Addiction Counseling | 3.00 | 5.00 | 4.19 | .53 |
| Mental Disorder Diagnosis/Treatment | 4.00 | 5.00 | 4.44 | .50 |
| Clinical Skills (Practicum & Internship) | 4.00 | 5.00 | 4.50 | .50 |

Clinical Counseling Course Survey Data: During this program evaluation period all clinical course areas averaged close to “Very Satisfied.” Given that these counseling topics areas directly link with program objectives, and are used for key performance indicator outcome purposes, the mean ratings from current students are encouraging.

Regarding the first core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based diagnosis knowledge and skills” the following ratings were shown:

| <u>Program Objective #1</u> | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|------------------------------------|-----------------------|-----------------------|--------------------|-----------------------------|
| | 3.00 | 5.00 | 4.38 | .60 |

Regarding the second core program objective, when asked “Taking all coursework and clinical experiences into account, how satisfied are you with the following program learning objective - Demonstrating ethical and evidence-based treatment intervention knowledge and skills” the following ratings were shown:

| <u>Program Objective #2</u> | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|------------------------------------|-----------------------|-----------------------|--------------------|-----------------------------|
| | 3.00 | 5.00 | 4.25 | .66 |

Regarding program-related organizational feedback, the following ratings were shown:

| | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|--|----------------|----------------|-------------|----------------------|
| Program Faculty Guidance | 2.00 | 5.00 | 4.13 | .86 |
| Program Policies/Procedures | 3.00 | 5.00 | 4.19 | .73 |
| Overall Satisfaction With Program | 3.00 | 5.00 | 4.13 | .70 |

Positive Qualitative Feedback:

Practicum was extremely helpful to learn more "hands on" clinical experience.

Great internship experience.

A huge strength is the dedication and ongoing help offered by the faculty and staff.

Thorough understanding of the foundations of counseling.

The supervisors for practicum and internship were amazing!

Supportive staff, good prep for real-world counseling, and informative emails.

Constructive Qualitative Feedback:

Teach more MFT content to CMHC students.

Some areas of focus (classes/content) should be given over two semesters (i.e. DSM).

Graduate/Alumni Survey Results:

Survey results show that the vast majority of program graduates reported being licensed as a Professional Counselor or Professional Clinical Counselor, and the vast majority of program graduates reported being currently employed in the counseling profession.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

| <u>Topic Area</u> | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|--|----------------|----------------|-------------|----------------------|
| Using Ethics & Professional Identity | 4.00 | 5.00 | 4.67 | .47 |
| Using Research & Program Evaluation knowledge | 4.00 | 5.00 | 3.50 | .82 |
| Performing Assessment & Testing | 3.00 | 5.00 | 4.00 | 1.41 |
| Using Human Growth & Development Knowledge | 3.00 | 5.00 | 4.00 | .82 |
| Practicing Career Counseling | 3.00 | 4.00 | 3.33 | .47 |
| Using Counseling Theory | 2.00 | 5.00 | 3.67 | 1.25 |
| Practicing Group Counseling | 2.00 | 5.00 | 3.50 | 1.50 |
| Using Multiculturally Informed Treatments | 4.00 | 5.00 | 4.33 | .47 |
| Diagnosing Mental Disorders | 3.00 | 5.00 | 4.00 | .82 |
| Treating Mental Disorders | 4.00 | 5.00 | 4.33 | .47 |

During this program evaluation period ratings in all topic areas averaged between “Satisfied” and “Very Satisfied.” Therefore, program graduates reported that they have the knowledge and skills to competently work as professional counselors in the field. Although no areas were identified as problematic from a professional standpoint, lower average ratings in career counseling and group counseling topic areas warrants investigation (e.g., when, who, how those courses were taught).

When asked “Since graduating, overall how would you rate the UA CMHC program” the following ratings were shown:

| Overall Satisfaction | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|-----------------------------|----------------|----------------|-------------|----------------------|
| | 4.00 | 4.00 | 4.00 | .00 |

Positive Qualitative Feedback:

The practicum experience was key to establishing my own professional identity and confidence in the mental health field, as a service provider.

The professors were very knowledgeable and helpful!

Constructive Qualitative Feedback:

Additional support needed regarding theories and practicing approaches and session activities.

More flexibility with class times.

Supervisor/Employer Survey Results:

Survey results showed that approximately 82% of respondents provided supervision to current students, and 45% were involved in employment decisions for one or more graduate.

Ratings are scored using a Likert-Type scale ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). Higher scores equate to a higher level of student satisfaction.

| <u>Topic Area</u> | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|--|-----------------------|-----------------------|--------------------|-----------------------------|
| Using Ethics & Professional Identity | 4.00 | 5.00 | 4.60 | .49 |
| Using Research & Program Evaluation knowledge | 4.00 | 5.00 | 4.40 | .49 |
| Performing Assessment & Testing | 3.00 | 5.00 | 4.40 | .66 |
| Using Human Growth & Development Knowledge | 4.00 | 5.00 | 4.60 | .49 |
| Practicing Career Counseling | 3.00 | 5.00 | 4.40 | .66 |
| Using Counseling Theory | 4.00 | 5.00 | 4.40 | .49 |
| Practicing Group Counseling | 3.00 | 5.00 | 4.20 | .60 |
| Using Multiculturally Informed Treatments | 4.00 | 5.00 | 4.50 | .50 |

| | | | | |
|------------------------------------|------|------|------|-----|
| Diagnosing Mental Disorders | 3.00 | 5.00 | 4.40 | .66 |
| Treating Mental Disorders | 4.00 | 5.00 | 4.40 | .49 |

During this program evaluation period ratings in all topic areas averaged between “Satisfied” and “Very Satisfied.” Supervisors and employers reported very positive overall knowledge and skills among CMHC interns. The highest rated areas, Using Ethics and Professional Identity and Human Growth and Development, are crucial areas for trainees and graduates. No area was rated poorly, and no single rating on any area was evaluated as “Dissatisfied.”

When asked “Based on your experience during the prior year, overall how would you rate the UA CMHC program” the following ratings were shown:

| Overall Satisfaction | <u>Minimum</u> | <u>Maximum</u> | <u>Mean</u> | <u>Std Deviation</u> |
|-----------------------------|----------------|----------------|-------------|----------------------|
| | 4.00 | 5.00 | 4.40 | .49 |

Positive Qualitative Feedback:

Students come prepared with a well equipped tool box for the level of education they as they enter practicum and internship.

Hard working students, students who are resourceful but also ask appropriate questions.

Ethical practice and building core therapeutic skills for client - therapist relationship.

Communication with site supervisor prior to and during the interns’ experience.

Students excel in building rapport, demonstrating empathy, and establishing good working relations. Students are professional and often eager to learn.

Your program does well to prepare candidates to enter practicum and internship. They are knowledgeable and eager to learn.

Constructive Qualitative Feedback:

Increased training of diagnosis would be helpful. Additionally, more training for handling crisis/risk.

Students are multiculturally sensitive, though too often entrenched in Postmodern theory.

Program-Related Modifications

The program gained state-level approval to change the degree from Master of Arts in Education (M.A.Ed.) to Masters of Arts (M.A.). effective Fall 2020 semester. This change will help better align the program with the College of Health and Human Sciences and clarify the degree for applicants, graduates and stakeholders (e.g., licensure boards).

The program successfully adapted to academic and clinical training structural needs posed by the COVID pandemic, which encompassed this entire evaluation period. Most courses were temporarily offered remotely but synchronously throughout the prior year. Clinical training (e.g., Clinic for Individual and Family Counseling practicum and mental health agency internship sites) incorporated telehealth services as needed. Faculty and students, over time, adapted well and no significant negative educational or professional consequences were incurred, as reflected by high ratings from exiting students, alumni and supervisors/employers (i.e., very similar to prior annual report ratings).

Beginning Fall 2021 semester the program will begin its anticipated long-term hybrid format. The goal of this format is increased accessibility for students and diverse platforms for different types of learners, while maintaining high quality training (especially fully in-person on campus learning for all skills-based courses).

Approximately 2/3 of the program will be offered in-person on campus, with some courses including a web enhanced component (i.e., both in-person on campus and remote learning). Several knowledge-based courses will be offered through fully online formats:

- 5600:601 Research & Program Evaluation in Counseling
- 5600:645 Tests & Appraisal in Counseling
- 5600:648 Individual & Family Development Across the Lifespan

During Fall 2020 semester the program introduced a new required 5600:664 Advanced Diagnosis course (5600:662 Diagnosis in Counseling is a prerequisite). As part of feedback offered by students and supervisors/employers, the focus of the new Advanced Diagnosis course will be on case conceptualization and in-depth diagnostic assessment practices beyond DSM/ICD criteria (which is the primary content of the beginning Diagnosis in Counseling course).

During Fall 2021 semester the School of Counseling will offer a new Couple and Family Therapy Certificate, including three didactic courses focused on couple/family theories, techniques and ethics. CMHC students and professionals from the community will have the opportunity to complete this specialty certificate for additional scope of practice expertise.

The curriculum guide for the degree and related updates can be viewed online at <https://bulletin.uakron.edu/graduate/colleges-programs/health-professions/counseling/clinical-mental-health-counseling-ma/#requirementstext>.

Program-Related Substantial Changes

After a review of CACREP (2016) CMHC standards, Ohio Professional Counselor licensure standards, and student/alumni/supervisor/employer feedback, no substantial program changes occurred, other than the program modifications described above.