



BROOKS COLLEGE OF HEALTH
DEPARTMENT OF PUBLIC HEALTH

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

ANNUAL REPORT 2018

Contact: Dr. Richmond D. Wynn
Associate Professor & Director
1 UNF Drive
Bldg. 39, Room 4012
Jacksonville, FL 32224
rwynn@unf.edu

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Introduction

The Clinical Mental Health Counseling Program (CMHC) at the University of North Florida developed this annual report to document the outcomes of our systematic program assessment along with descriptions of program changes and innovations that have occurred since the last report. This report is disseminated to our current students, program faculty, institutional administrators, community partners, and the public.

Program Overview

The CMHC is a two-year, 60-credit hour, full-time master's degree program that meets the educational requirements for mental health counselor licensure (LMHC) in the state of Florida. The program is fully accredited by the [Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#). The program provides students with an intellectually stimulating and supportive environment that encompasses academic rigor and promotes excellence, ethical and professional integrity, and effective interpersonal communication and therapeutic skills. Curricular experiences include opportunities to explore the life span; social, and cultural foundations of behavior; practice psychotherapeutic and diagnostic skills; and complete extensive field experiences in order to apply knowledge and skills in professional settings. The CMHC is a cohort model program with two cohorts of 24 students each, enrolled annually.

There are currently 4 full-time core faculty and 1 full-time instructor who are active in course delivery and student mentoring and provide leadership in other aspects of the program:

Richmond D. Wynn, Ph.D. – Associate Professor & Director

Tes Tuason, Ph.D. – Professor & Clinical Director

Robert J. Zeglin, Ph.D. – Assistant Professor & Assessment Coordinator

Kassie R. Terrell, Ph.D. – Assistant Professor & Faculty Advisor to Chi Sigma Iota

Carlene H. Taylor, Ed. D. – Visiting Instructor & Coordinator of the Graduate Certificate in Animal Assisted Therapy

A full description of our program including detailed faculty profiles is available on our website: https://www.unf.edu/brooks/public_health/cmhc.aspx

Program Assessment and Evaluations

Student Assessment

We conduct systematic developmental assessment of each student's progress throughout the program using the following measures and methods:

Student Progress Assessment (SPA) I & II– This assessment is focused on students' professional development and personal dispositions (e.g. ethical behavior, professionalism, respect for diversity and inclusion, communication skills). It is completed at the end of year 1 and at the end of year 2. Faculty advisors develop students' SPAs in collaboration with the student and all other faculty. The 2018 results of the SPA revealed that students are on track developmentally and progressing as expected. The next SPA is scheduled for May 2019.

Counselor Preparation Comprehensive Evaluation (CPCE) - This national standardized exam is designed to assess students' fundamental counseling knowledge. It is administered to first year students at the end of year one prior to beginning practicum. An overall passing score must satisfy both of the following conditions:

1. Achieving a total score that is equal to or greater than the national mean for total scores.
2. Achieving a score that is equal to or greater than the national mean on at least six (6) of the eight (8) content areas.

Our students have consistently performed well on the CPCE with overall mean scores at or higher than the national average. In 2018, the total UNF scores were above the national mean. There were two retakes scheduled 5 months after the initial administration of the exam. Both retakes were successful. The next administration of the CPCE is in July 2019.

Program Assessment

Our annual assessment of student learning outcomes at the program level is done through Graduate Academic Learning Compacts (GALCs), student exit and alumni surveys, and site supervisor surveys.

Graduate Academic Learning Compact (GALC) - Each year, we assess and report on a minimum of two of our twelve student learning outcomes - a 4-year reporting cycle - using the Nuventive Improve (formerly Tracdat) platform. We use this data to gain insight into how the curriculum, pedagogy, and program policies impact student learning. The GALC is posted on our website.

The following is a summary of the feedback on our 2017-2018 GALC assessment from the UNF Director of Assessment:

The measures are appropriate and provide good fits for the learning outcomes.

Using the benchmark of "receiving an A" on many of the measures is useful and gives you good information about how students are achieving the learning outcomes. I appreciate the attached descriptions and rubrics. ...Consider introducing a more nuanced look into your desired results for students, though.

...Knowing as much as possible about where students stand gives you more to work with when it comes to making changes to the program.

Knowing details about how well students did, not just that they did well enough, can be helpful in the final stages of this process. If 100% of students receive As, but they are weakest in the Interventions component, that might be surprising to find out, and that might be a logical place where the faculty can then design pedagogical changes, curriculum changes, etc. to help students improve in areas where they might need help.

I imagine that small sample size is an issue when it comes to interpreting results. Introducing a more nuanced approach might also help you more qualitatively describe students' performance: e.g., 5 student exceeded expectations, 3 met expectations, and 2 did not. Here's what we're doing to address both the students who did not meet expectations, and those who met expectations but could be doing better.

Student Exit and Alumni Surveys – Each year, Castle Branch, Inc., on behalf of UNF, administers exit and alumni (one-year post graduation) surveys on program satisfaction, program preparation for employment in counseling careers, current employment and licensure status. Licensure pass rates are provided by the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. A brief program outcomes report is developed and posted to our website annually. The next administration of these surveys will be August 2019.

Program Outcomes	Academic Year 2017-2018
Number of program graduates	19
Percentage of students who graduated from the program in the expected 2-year time period.	95%
Percentage of graduates who passed the National Clinical Mental Health Counselor Examination (NCMHCE).	72%
Percentage of graduates who are currently employed in mental health counseling positions.	81%

Unfortunately, we do not have student program satisfaction data for 2018 due to unforeseen problems with a new survey process on our background check portal. While students paid for

and were informed and encouraged to complete the survey on the same portal as their background check, surveys were not completed. We will return to our previous process of administering the exit and alumni surveys through UNF in August 2019.

Site Supervisor Survey – Site supervisors are surveyed annually through Qualtrics, UNF’s online survey platform, for feedback on student preparation for practicum and internship, student performance in clinical settings, the CMHC curriculum, and site supervisor interactions with faculty. Site supervisors ranked our students’ knowledge, skills, and abilities as “Outstanding” or “Above Average” in several domains related to clinical mental health counseling practice. Included below are supervisors’ responses to the overall student academic and clinical preparation items on the survey as well as some of their narrative feedback:

	Deficient		Average		Above Average		Outstanding		N/A		Total
Overall, how would you rate the academic preparation of UNF CMHC students?	0.00%	0	20.00%	2	40.00%	4	40.00%	4	0.00%	0	10
Overall, how would you rate the clinical training of UNF CMHC students?	0.00%	0	20.00%	2	40.00%	4	40.00%	4	0.00%	0	10

What do you see as the strengths of the UNF CMHC program as seen in the students that you supervise?

- Professionalism, Dependable, Enthusiastic, Passionate, Eager to learn
- Quick to follow through on tasks outside of normal intern hours, i.e. reading recommended literature, planning from home; Flexible with daily tasks and willing to assist
- My supervisee is very respectful of the clients. She takes into account their cultural backgrounds which reflects her knowledge of this very important factor. My supervisee is also pays attention to HIPAA related matters.
- Ability to use introspection and insightful interpretation of personal strengths and areas of growth.
- UNF interns are eager to learn, desire constructive criticism, and are quick learners. UNF interns not only catch on quickly, but are eager to jump right in and ask for more work. They do not like to be bored and they want to make the most of their hours at the site.
- The program prepares their students well and they come prepared and ready to learn.
- Professionalism, therapeutic rapport, willingness to learn.

- High motivation in your students.

What are the areas where the UNF CMHC program could improve in order to better prepare mental health counselors?

- Professional standards (arriving in a timely manner, professional dress), professional flexibility and patience with the non-profit, professional ability to communicate
- Perhaps more hands on experiences prior to entering the field such as practice with BPS, running groups, diagnosed etc.
- Diagnosis
- I have not noticed any changes needed so far.
- I believe that in all programs it is hard to prepare for all the paperwork that are included with Medicaid billing and overall the load of paperwork.
- Help them understand the roles of other disciplines

Our assessment data is used to enhance the overall curriculum, to further develop individual courses, and to improve policies and operating procedures. We have used feedback and insights from these data to make the following changes:

- Changed the course schedule to create more consistency and better support students' overall engagement in the program. We developed a two-day a week schedule for first year students and a one-day a week schedule for second year students that is consistent throughout the two-year program of study.
- Revised the course sequence to better prepare students for the CPCE and to improve overall instructional scaffolding.
- Updated the criteria for passing the CPCE from achieving an overall passing score within one standard deviation of the mean and achieving a score within one standard deviation of the mean on 6 of the 8 content areas to the standards stated above.
- Expanded the practicum and internship fair to include graduating students to give them opportunities for employment inquiries and professional networking.
- Appointed a core faculty member as the Assessment Coordinator.

We are using feedback from this year's GALC report to update our curriculum map, to modify the desired results on some measures specifically to include ways of identifying students' relative strengths and weaknesses, and to enhance our data collection and overall research design. Our new assessment coordinator will lead our efforts in refining our systematic program evaluation methods and reporting procedures to better align with the 2016 CACREP accreditation standards.

Changes in the Curriculum

The faculty held a curriculum retreat in December 2017 and agreed to changes in the course sequence to enhance instructional scaffolding. Included in this, was consideration of the organization of content that would best prepare students for the Counselor Preparation Comprehensive Exam (CPCE) that we use as a mid-point assessment prior to students beginning practicum. Individual courses were not revised significantly. The following course sequence changes became effective in summer 2018:

Previous Sequence	New Sequence
<i>Spring Year 1</i>	
Psychopathology	Assessment and Evaluation
<i>Summer Year 1</i>	
Assessment and Evaluation	Psychopathology
Sexual Issues in Counseling	Counseling in Community Settings
<i>Fall Year 2</i>	
Counseling in Community Settings	Addictions Counseling
<i>Spring Year 2</i>	
Addictions Counseling	Sexual Issues in Counseling

Also, in summer 2018, we facilitated the Career Counseling and one of two sections of Internship II in a synchronous distance learning format via UNF Telepresence classrooms.

Each Telepresence room employs highly integrated multi-monitor, multi-microphone, and multi-channel audio systems, to produce stunningly clear and life-like meeting experiences. Classroom spaces can support synchronous distance learning, in which the instructor and students interact in real time from different locations. (UNF Telepresence. Retrieved from <https://www.unf.edu/its/academictech/telepresence/Home.aspx>)

An adjunct faculty member who resides in another state taught these courses. She facilitated one class session for each course in person during the semester. Students responded positively to this learning environment. We plan to offer these courses in the same format in Summer 2019. Other strategies for integrating technology into the curriculum are discussed in the Program Improvement and Innovation section.

Changes in Practicum and Internship

We currently maintain relationships and active affiliation agreements with over 35 community agencies that provide placements for students' 1000-hour field-based internship experiences.

Policies and procedures related to practicum and internship have remained consistent since our 2014 accreditation site visit. Recent changes include:

- Expansion of the annual Practicum and Internship Fair that is designed to introduce pre-practicum students to our community partners in a job fair environment, to include graduating students for employment inquiries and professional networking.
- Implementation of a soft deadline for sites to notify our students of offers for Practicum placements.
- Other proposed enhancements to practicum and internship are discussed in the Program Innovation and Improvement section.

Changes in Program Operations

In Fall 2018, a core faculty member assumed the new role of Assessment Coordinator. This faculty member will coordinate student and program assessment including leading efforts to enhance our systematic program evaluation to better align with the 2016 CACREP accreditation standards.

Program Improvement and Innovation

Our faculty is committed to continuous quality improvement through innovation and creativity. The following is a brief description of recent initiatives that contribute to the evolution of the CMHC program.

CMHC CONNECT (Creating Opportunities Needed in North Florida for Educating Counselors through Technology) – In August 2017, our program was awarded a \$100,000 grant from the Humana Foundation. This project has 3 primary goals:

1. Enhance the technology infrastructure of the CMHC program
 - a. Install Wifi locks that use the UNF Osprey ID card to access our four counseling labs. *(Completed Summer 2018)*
 - b. Update computers and recording equipment for the counseling labs. *(In progress)*
 - c. Adopt a secure cloud-based system to improve management of practicum and internship. This will simplify completion and review of required documentation for students, site supervisors, and faculty. *(Pending)*
2. Increase the knowledge and competencies related to telemental health counseling through training for faculty, students, and mental health professionals in the Jacksonville community.

- a. A two-day training on telemental health counseling was provided for 85 practitioners, faculty, and students in June 2018. The evaluation report reveals high satisfaction with the training.
 - b. Integrate best practices in telemental health counseling into to the CMHC curriculum. (*Ongoing*)
3. Provide consultation, training and support for two community practicum and internship partners to develop and expand telemental health services to their clients and expand training opportunities for our students. (*In progress*)

Thesis Option – Our faculty is committed to fostering students’ development as consumers and producers of research and knowledge. We support student involvement in research through graduate assistantships, independent studies, and course projects. In Fall 2017, we agreed to include a thesis option for students that will replace their program electives. The thesis will consist of research in the clinical application of counseling principles and/or theories in an area of common interest of both the student and the faculty advisor. This proposal has been approved by the UNF Graduate School and the Academic Programs Committee. It is set to launch in Fall 2019.

Play Therapy Counseling Lab - In Fall 2017, we dedicated one of our four counseling labs as a play therapy room that will enable students to practice interventions specific to counseling children and adolescents. This room is equipped with a two-way mirror and intercom system that allows for live supervision by faculty.

Facebook Page – The CMHC facebook page - [@UNFCMHC](#) launched in Spring 2018 to support the program’s marketing, public relations, and recruitment efforts.

Writing Orientation – Our program collaborates with the UNF Writing Center to offer writing resources (videos, links to writing examples, and other tools) for students through our learning management system, Canvas. This resource launched in Fall 2018.

Experiential Learning Initiatives – For the past two years, students have engaged in experiential learning at the UNF Ropes Course and at an animal and nature-based therapeutic farm through courses in expressive arts and creativity in counseling, animal assisted therapy, and addictions counseling. The faculty is developing a plan to integrate these activities as whole-program (two cohorts) developmental learning experiences.

Animal Assisted Therapy in Counseling (AAT-C) Graduate Certificate – This 3-course specialty certificate launched this spring. It is designed to meet the American Counseling Association standards for competency in Animal Assisted Therapy. CMHC students will use their program electives to earn the certificate. The certificate is also available to other UNF graduate students in related disciplines. Mental health practitioners in the community who hold a

minimum of a master's degree in mental health counseling or a closely related field may earn the certificate via our partnership with the [UNF Department of Continuing Education](#).

Chi Sigma Iota (CSI), the international honor society for counseling students, counselor educators, and professional counselors – has been very active in planning university, community, and professional advocacy projects that bring awareness to the importance of destigmatizing mental health issues; advocating for suicide awareness and prevention; providing information about mental health resources on campus and in our community; and partnering with and supporting local non-profit organizations that have a common mission of leading the way to better health in Jacksonville, FL. Examples of this work include tabling for Mental Health Awareness Month, National Suicide Prevention Week, and Behavioral Health Day during National Public Health Week. CSI is also active in addressing self-harm, obsessive-compulsive disorder, trauma, and LGBTQIA+ advocacy. Events include inviting expert speakers to host workshops and partnering with the American Foundation for Suicide Prevention to offer support at the annual Out of the Darkness, Community Suicide Walk.

CSI has also made a concerted effort to prepare our counselors-in-training through hosting several workshops and trainings that aid in job preparation, training, and placement. In addition, CSI has implemented and plans to continue implementation of a mentoring system among 1st and 2nd year students.

Summary

The UNF CMHC program is committed to continuous quality improvement, creativity and innovation. We embrace reflective practice through self-study, feedback from students, community partners, and university administrators. This year, we made changes to the curriculum that better foster student learning and development, support students' transition from the program to the world of work, and in program operations that will enhance our systematic program evaluation to better align with the 2016 CACREP accreditation standards. We have also embarked on a number of program improvement and innovation initiatives that strengthen the curriculum and reinforce our commitment to learning, discovery, and engagement. We are very excited about our ongoing development and look forward to sharing updates on our progress next year.