

2021-2022 Program Annual Report

Master of Science in Counseling

Department of Social & Behavioral Sciences

Thomas University



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Program Summary

Introduction

This is the 2021-2022 Annual Report for the Master of Science in Counseling (MSC) program at Thomas University. The data provided within this report is for the semesters Summer 2020, Fall 2020, Spring 2021, Summer 2021 and Fall 2021. Spring 2022 data is not available at the time of this report.

The Master of Science in Counseling (MSC) program made structural changes beginning in Fall 2021. The program moved from a Council for Accreditation of Counseling & Related Educational Programs (CACREP) Dually-accredited Clinical Mental Health & Clinical Rehabilitation program (expiration October 2023) to a Counseling program with a Foundational core and four Specializations in 4 areas: (1) Clinical Mental Health Counseling (COU), (2) Clinical Rehabilitation (RCE), (3) School Counseling (PSC), and (4) Addiction Counseling (AAD). Pre and post this change, program improvement data collection continued, involving the collection of quantitative and qualitative data used to determine how to improve the program. The MSC program used the CACREP 2016 standards to conduct the assessment and evaluate annual results. This report serves to provide stakeholders with an overview of the program review results, program data, and program modifications that result from the annual review. In addition, stakeholders are provided with program accomplishments and goals for the next year.

Counseling Program Enrollment

In 2021-2022, 127 applicants were reviewed for the MSC program. Of those, 102 applicants were accepted and enrolled into the MSC program. This brought the number of students in the MSC program to 180, 83% were female and 17% male. The majority of the students were African American (55%), and the balance were Caucasian (39%) and Hispanic (6%).

Graduates/Employment Rate

In December 2021, a survey was done with all MSC graduates/alumni. Of those responding, 14% were military veterans, 18% identified as having disabilities, 95% were employed in the field, and the one person who identified as not employed was in a doctorate program.

Retention Rate

In order to provide perspective, in 2020/2021, the retention rate dropped for the first time in five years, from 95% to 89%. We believe this is related to the impact Covid had on many of our students. Some students voluntarily took a leave of absence in order to cope with the personal impact of Covid-19.

Students in the MSC program must maintain a 3.0 GPA in each and every course (20 courses minimum in this 60 credit hour program). If they fall below a 3.0 GPA in a course, they are placed on an Academic Action Plan. They are only able to be on an action plan once. If they fall below a 3.0 GPA in a course a second time, they are dismissed from the program. Of the 180 students enrolled in the MSC program in 2021-2022, only four action plans were completed. Of these four action plans, three students continued on in the program with no further problems and only one student was dismissed from the program for a second semester with less than a 3.0 GPA.

Licensure (LPC-LMHC) and Certification (CRC) Examination Pass Rate

NCE/NCMHC exam - There was a 100% pass rate on the National Counseling Examination (NCE) certification exam required to become licensed professional counselors. *One student took the NCMHC exam instead of the NCE exam and did not pass.

TU Master of Science in Counseling student and graduate NCE (10) or NCMHC (1) pass rates:

Exam Date	# Sitting		# Passing		% Passing	
	Graduate	Student	Graduate	Student	Graduate	Student
Spring 2020	0	1	0	1	N/A	100%
Fall 2020	0	2	0	2	N/A	100%
Spring 2021	0	9	0	8	N/A	91.40%*
Fall 2021	0	9	0	6	0	67%

CRC exam - TU Master of Science in Counseling student and graduate Certified Rehabilitation Counselor (CRC) exam pass rates: (The national pass rate is 40% graduates, 58% students). Again, we believe Covid had much to do with our students' low pass rates. They reported high stress levels and illness. Note, this is the most up-to-date data. The 2021-2022 data is not available until October 2022.

Exam Date	# Sitting		# Passing		% Passing	
	Graduate	Student	Graduate	Student	Graduate	Student
10/14/17 - 10/13/2018	7	8	2	5	39%	63%
10/14/2018- 7/31/2019	3	4	1	2	33%	67%
10/12/2019- 7/31/2020	3	4	1	2	33%	67%
10/2020- 7/2021	5	9	1	4	20%	44%

Professional Dispositions

Faculty evaluate student dispositions throughout the program utilizing Tevera's CCS-R. Each faculty member completes a CCS-R on each student in each course, providing an abundance of data points. The results of the evaluation indicate that faculty see student character growth as they progress through the program.

Fieldwork Site Supervisor Data

Site supervisors complete a final evaluation of student skill at the end of each fieldwork placement to determine areas of strength and remediation in individual students, as well as, to provide programmatic data to address whether curriculum areas need to be strengthened to prepare students for practical work in the field. Students are assessed in 13 clinical areas using a 5-point Likert Scale. Scores of 3-5 indicate meeting-exceeding expectations, and scores of 2 and below are further analyzed to determine how individual remediation can be implemented to help students improve on those skills prior to enrollment in the succeeding fieldwork course.

Final fieldwork evaluations assess student performance in the following areas:

- Assessment/Evaluation
- Human Growth and Development
- Treatment Planning and Case Management

- Career Development
- Counseling Interventions
- Group Counseling Interventions
- Community Resources
- Case File Recording and Reporting
- Ethically Sound Practice and Strategies
- Social and Cultural Diversity
- Job Placement
- Effective Workplace Relationships
- Work Habits

For the 2020-2021 academic year, we faced many challenges with Covid-19 interrupting student placements due to world-wide closures, quarantines and lock-downs. Through the cooperation of CACREP, the TU CMHCRC program was able to keep students placed on their sites, accruing hours, even through the difficulties that were faced by many during the pandemic.

A total of n = 187 responses to final fieldwork evaluations were completed from Summer 2020 – Fall 2021 with the following results:

- 1) **Assessment/Evaluation:** n = 185 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 3 scores of 2 (below expectations in this area.) Further analysis of free-response comments indicates that n = 2 will improve in this area with more practice and supervision on site. n=1 that needs more remediation prior to moving on to the next fieldwork class. This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 2) **Human Growth and Development:** n = 186 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 2 scores of 2 (below expectations in this area.) Further analysis of free-response comments indicates that n = 1 will improve in this area with more practice and supervision on site. n=1 that needs more remediation prior to moving on to the next fieldwork class. This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 3) **Treatment Planning and Case Management:** n = 185 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 3 scores of 2 (below expectations in this area.) Further analysis of free-response comments indicates that n = 2 will improve in this area with more practice and supervision on site. n=1 that needs more remediation prior to moving on to the next fieldwork class. This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 4) **Career Development:** n = 186 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 2 scores of 2 (below expectations in this area.) Further analysis of free-response comments indicates that n = 1 will improve in this area with more practice and supervision on site. n=1 that needs more remediation prior to moving on to the next fieldwork class. This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 5) **Counseling Interventions:** n = 182 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 5 scores of 2 (below expectations in this area.) Further analysis of free-response comments indicates that n = 4 will improve in this area with more practice and supervision on site; Site placement has not allowed for sufficient opportunity to assess this area of skill during lockdown. n=1 that needs more remediation prior to moving on to the next fieldwork class. This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 6) **Group Counseling Interventions:** n=187 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area OR indication that student has not been able to perform group counseling interventions during the lockdown. No

unsatisfactory scores reported.

- 7) **Community Resources:** n=187 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area OR indication that student has not been able to implement community resources during the lockdown. No unsatisfactory scores reported.
- 8) **Case File Recording and Reporting:** n = 183 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 4 scores of 2 (below expectations in this area.) Further analysis of free-response comments indicates that n = 3 will improve in this area with more practice and supervision on site once site reopens; Site placement has not allowed for sufficient opportunity to assess this area of skill during lockdown. n=1 that needs more remediation prior to moving on to the next fieldwork class. This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 9) **Ethically Sound Practices and Strategies:** n = 186 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 1 score of 2 (below expectations in this area.) This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 10) **Social and Cultural Diversity:** n = 186 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 1 score of 2 (below expectations in this area.) This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 11) **Job Placement:** n = 186 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 1 score of 2 (below expectations in this area.) This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.
- 12) **Effective Workplace Relationships:** n=187 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area OR indication that student has not been able to be assessed in this area during the lockdown. No unsatisfactory scores reported.
- 13) **Work Habits:** n = 186 scores of 3 or above with accompanying free response comments by site supervisors indicating satisfaction with student performance in this area. n = 1 score of 2 (below expectations in this area.) This student showed consistent scores of 2 in the final evaluation and was retained in Internship 1.

Overall, site supervisor evaluations indicate a 98-100% satisfactory rate with student performance in all assessed domains with the 2% of problematic results being resolved through further onsite training or remediation.

Site Supervisor Evaluation of the Thomas University Masters of Science in Clinical Mental Health and Clinical Rehabilitation Counseling

Site Supervisors for all fieldwork courses were asked to evaluate the masters program using a 5-point Likert scale in the following areas:

- Student's overall educational Preparation
- Student's clinical ability
- Student's ethical behavior
- Student's theoretical knowledge
- Student's administrative skill
- Student's ability to recognize professional limitations and seek supervision
- Student's perception of support from university Faculty and Staff
- Student's professional disposition

100% of respondents scored Thomas University's master's program as meeting-exceeding expectations with no

unsatisfactory scores in any area of the assessment. Feedback from supervisors will be incorporated into the fieldwork instructor training for the following semester so we can exceed expectations in all areas in the future.

Program faculty use a variety of measures to assess student success as part of the annual program evaluation. The program evaluation results are then used to determine program modifications. In 2020-2021 Key Performance Indicators (KPI) were evaluated in all 8 CACREP core areas that represent foundational knowledge required of all entry level counselor education graduates including: (1) Professional Counseling Orientation and Ethical Practice; (2) Social and Cultural Diversity; (3) Human Growth and Development, (4) Career Development; (5) Counseling and Helping Relationships; (6) Group Counseling and Group Work; (7) Assessment and Testing; and (8) Research and Program Evaluation.

CACREP standards are used as Key Performance Indicators. KPIs are assessed to determine student success and whether learning outcomes are met. Each course in the curriculum collects an artifact assignment that demonstrates a summative assessment of student skill in a particular area of the course's student learning outcomes that encompasses an important area of mastery. Each student must score at least an 80% or above on each artifact assignment to successfully meet the KPI.

Key Performance Indicators Evaluated 2020-2021

Table 1 shows a summary of all KPIs (CACREP standard assessed by the artifact assignment), courses offered, the artifact assignment that is collected, and when and at what point in the semester it is collected.

Table 1: List of Course Artifact Assignments and Semester of Collection

KPI	Course # and Name	Artifact (Signature Assessment)	When & at What Point in the semester collected
2.F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationship with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	COU 602/RCE 601: Foundations and Techniques of Counseling	Fieldwork Experience-Facility Visit Paper	First Semester of Enrollment; Week 4
2.F.7.e. Use of assessments for diagnostic and intervention planning purposes	RCE 605: Medical Aspects of Disability	Disability/Functional Assessment Interview	First Fall; Week 3
2.F.1.d. The role and process of the professional counselor advocating on behalf of the profession	COU 606/RCE 645: Ethics and Professional Orientation	Ethical Case Studies	First Summer; End of Semester
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	COU 608/RCE 611: Psychosocial and Multicultural Aspects	Multicultural Current Event	First Spring; Midterm
2.F.3.e. biological, neurological, and physiological factors that affect human development, functioning and behavior	COU 612/RCE 688: Human Growth and Development	Life Span Development Research Paper	First Spring; End of Semester
2.F.5.i. Development of measurable outcomes for clients	COU 613/RCE 665: Human Sexuality OR AAC678: Psychopharmacology	Assessment & Treatment Plan OR Create Your Own Drug	Last Spring; End of Semester
2.F.5.k. Strategies to promote client understanding of and access to a variety of community-based resources	RCE 621: The Helping Professional: Case Management & Community Resources	Community Resources Manual Project	First Summer; End of Semester

2.F.5.a. theories and models of counseling	COU 627/RCE 620: Theories and Techniques of Counseling	Counseling Philosophy Paper	First Fall; End of Semester
2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	COU 628/RCE 622: Theories and Techniques of Group Counseling	Group Role Play Experience	First Spring; End of Semester
2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	COU 634/RCE 630: Testing and Assessment	Assessment Instrument Review	Second Spring; Week 12
2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology and information systems	COU 646/RCE 655: Foundations of Career Development and Job Placement	Labor Market Analysis	First Fall; Midterm
2.F.5.m. Crisis Intervention, trauma-informed, and community-based strategies, such as psychological first aid	COU 656/RCE 607: Crisis and Trauma Counseling	Crisis Resources Brochure	Second Fall; Week 7
2.F.3.d. Theories and etiology of addictions and addictive behaviors	COU 657/RCE 603: Substance Abuse Counseling	Addiction Treatment Plan	Second Summer; Week 7
2.F.5.b. A systems approach to conceptualizing clients	COU 664/RCE 685: Marriage and Family Counseling	Marriage & Family Research Paper	Second Summer; End of Semester
2.F.7.l. Use of assessment results to diagnose developmental, behavioral and mental disorders	COU 670/RCE 640: Psychopathology & Diagnosis	Case Study-Diagnoses	Second Spring; Week 15
2.F.5.h. Developmentally relevant counseling treatment or intervention plans	COU 671/RCE 635: Abnormal Behavior	Diagnostic Assessment	Last Summer; Week 5
2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	COU 673/RCE 672: Research and Program Evaluation	Research Paper	Second/Third Spring; Week 15
2.F.5.f. Counselor characteristics and behaviors that influence the counseling process	COU 680/RCE 680: Counseling Practicum	Case Review & Final Reflection Paper	Final 3 Semesters; End of Semester
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	COU 681/RCE 681: Counseling Internship I	Case Review & Clinical Content Summary	Final 3 Semesters; End of Semester
2.F.5.n. Process for aiding students in developing a personal model of counseling	COU 682/RCE 682: Counseling Internship II	Case Review & My Counseling Identity Final Paper	Final Semester; End of Semester
Culmination of all 8 KPI Domain Areas	COU 698/RCE 698: Counseling Capstone	Portfolio Presentation/PSC Implementation Plan	Final 2 Semesters; End of Semester

Addiction Counseling Specialization

KPI	Course # and Name	Artifact (Signature Assessment)	When & at What Point in the semester collected
5.A.2.l. legal and ethical considerations specific to addiction counseling	AAC 604: Ethics in Addiction & Alcoholism	Ethical Issue PowerPoint	Final Fall; End of Semester
2.F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	COU 608/RCE 611: Psychosocial and Multicultural Aspects	Multicultural Current Event	First Spring; Midterm

2.F.5.i. Development of measurable outcomes for clients	COU 613/RCE 665: Human Sexuality (if req'd for licensure)	Assessment & Treatment Plan	Last Spring; End of Semester
5.A.3.f. Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of life without addiction	AAC 668: Co-Occurring Disorders	Motivational Interview	Last Summer; End of Semester
5.A.2.h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	AAC 678: Psychopharmacology	Create Your Own Drug Project	Last Spring; End of Semester
5.A.3.d. Techniques and interventions related to substance abuse and other addictions	AAC 683: Counseling Internship III	Case Review	Last Semester; End of Semester

All KPIs scored at 80% or higher for students retained in the program throughout the 2020-2021 academic and calendar year.

Program Findings & Recommendations

Program Modifications

Faculty recommended program modifications related to course structure and assignments as described that are a result of the program evaluation. All program modifications have been implemented, but not evaluated. One other program modification is described that resulted from the program review of data and the discussion around these data.

Modifications related to the Program Evaluation Results

1. Change the name of the Counseling master program to Master of Science in Counseling (MSC).
2. Change the structure of the Counseling master program from its current dual accreditation structure (Clinical Mental Health and Clinical Rehabilitation Counseling) to a Core Foundational 45 credit hours and Specialization of 15 credit hour structure to include both of these accredited areas.
3. Add School Counseling and Addiction Counseling as Specialization options for students, making a total of four Specializations.
4. To utilize Cengage to a larger degree where possible. When Cengage has a textbook that meets the needs of an MSC course, move to that Cengage textbook. This allows students to access and utilize Cengage Unlimited for student savings.
5. Faculty realized they are recreating their courses each semester, taking away time from their ability to develop new content. Thus, Master shells for all courses are being developed so faculty are able to have clean backups of their course content. These master shells are also able to be used to populate the same course in another semester, allowing faculty to begin developing new content in addition to their existing content. This also ensures that all course content being used for assessment and evaluation purposes remains in the course.

Program Accomplishments and Goals

Program Accomplishments in 2021-2022

The Master of Science in Counseling program at Thomas University accomplished much in the 2021-2022 academic year. A few of the accomplishments are listed below.

- Developed and launched the restructured program, originally called the Clinical Rehabilitation & Clinical Mental Health Counseling (CRCMHC) program. The name changed to Master of Science in Counseling (MSC) and the structure changed to a program with core Foundational courses (45 credit hours) with four Specializations of 15 credit hours each.
- Enrolled the first students into the Professional School Counseling Specialization of the MSC program.
- We were granted a \$1.9 million Health Resources & Services Administration (HRSA) Behavioral Health

Workforce Education and Training Program for Professionals (BHWET) grant that provides stipends to students placed in Medically Underserved, Rural, or Health Care Professional Shortage Areas throughout their three Fieldwork courses. We began initial implementation processes including hiring a full-time Fieldwork Coordinator and full-time Site Recruiter. Dr. Cristina Jones is the Principal Investigator in this grant.

- Adjusted fieldwork procedures in the face of Covid and its impact on field placements, including Georgia Vocational Rehabilitation's (GAVR) hold on accepting interns.
- Welcomed two new full time Core faculty, Dr. Amanda Bittner and Dr. Angie Anderson.

Program Goals 2022-2023

As part of the annual program evaluation, the faculty set goals for the next academic year. The goals are listed below.

- Work out any issues in the transition to the new structure of the MSC program including advising students.
- Continue intentional efforts on the HRSA BHWET grant including building relationships with other universities and sharing fieldwork resources.
- Continue intentional efforts for increasing the number of minority and underserved students.
- Resume field experiences to include participation in the GVRA program if they open the opportunity this year.
- Submit a successful CACREP self-study report due July 2022.