



Jacksonville University Clinical Mental Health Counseling Program 2021-2022 Program Annual Report

Program Mission

The mission of the Jacksonville University's School of Applied Health Sciences Clinical Mental Health Counseling (CMHC) program is to provide an academically rigorous, inclusive, and supportive environment in which to prepare professional counselors to work in a variety of mental health settings including but not limited to, private practice, hospitals, community counseling centers, for profit and non-profit agencies, public health departments, and schools that offer therapeutic services. This preparation occurs in an atmosphere of fairness, equity, and justice, emphasizing creative learning, excellence in counseling skills and techniques, ethical and professional integrity, and social justice, advocacy and multicultural competencies.

Vital Statistics

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year. The following data was obtained from program records, graduate surveys, Center for Credentialing and Education (CCE), Tevera, and reports from the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

Program Summary

The August 2022 graduating cohort started the CMHC program in Fall of 2020 (N=26). Twenty-three students graduated, two students will complete clinical requirements and are scheduled to graduate in December 2022 and May 2023, and 1 student withdrew from the program due to a spouse's employment related move. In Fall 2021, the program admitted cohorts in Arlington (N=24) and to our new site in Palm Coast, Florida (N=23). Out of 47 students who started in Fall 2021, 10 withdrew from the program after the first semester citing financial, health, and/or personal concerns not allowing them to continue in the program.

Number of currently enrolled students	Total = 62 Class of 2022 = 25 Class of 2023 = 37 (Palm Coast = 16; Arlington = 21)
Number of program graduates, August 2022	Class of 2022 =23
**Program completion rate	23/25 (92%) Class of 2022
***Employment rate	40/40 (100%)
Counselor Education Comprehensive Exam pass rate	25/25 (100%) Class of 2022
*+National Clinical Mental Health Counseling Examination (NCMHCE) Pass Rate	14/19 (74%)
*+Percentage of graduates who are currently employed in mental health counseling and/or MFT positions	38/40 (95%)

*Reports generated for AY 21-22: Fall 2021, Spring 2022, Summer 2022

** Program completion rate indicates proportion of students who complete degree requirements within expected time to degree (6 semesters for full-time MS students).

***Employment rate indicates proportion of alumni reporting who desired employment and who were employed or engaged in full-time advanced academic study within six months of graduation. Many graduates secure employment prior to graduation.

*+ Of the alumni reporting

Program Objectives and Major Program Activities

The CMHC program incorporates seven program objectives, which are stated in each syllabus and outlined below. Upon completion of the program, students will:

1. Demonstrate holistic and multicultural skills in working with diverse populations across the human life span.
2. Apply evidenced-based practices in treatment planning and counseling processes.
3. Apply ethical standards in mental health counseling research and practice.
4. Accurately interview, assess, and identify clients' problems.
5. Monitor personal reactions to clients and peers while assessing interpersonal impact on others.
6. Demonstrate ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.
7. Highlight the interactive dynamics in a household and among extended family and society as individual's developmental needs align or conflict with each other.

During the 2021-2022 academic year, the CMHC engaged in the following major program activities and modifications:

- **Clinical Service Provision**
 - The members of the 2022 graduating cohort provided over 18,400 hours of mental health counseling to individuals, groups, families, and couples at 17 different sites providing mental health counseling in the greater Jacksonville community.
 - Over the past year, 27 new Practicum and Internship sites were added within the Northeast Florida area across Duval, Flagler, Clay, Nassau, St. Johns, and Volusia. The sites are diverse including hospitals, school, private practice, substance abuse recovery, and a college counseling center.
- **Expansion of CMHC program to Palm Coast, FL**
 - Jacksonville University and the City of Palm Coast partnered to bring healthcare education programs to create an educational corridor delivering quality educational programming and innovative workforce development throughout Northeast Florida.
 - Program faculty submitted a CACREP Substantive Change Report in April 2021, which addressed the addition of a second in-person delivery site for JU CMHC program, at Jacksonville University's Palm Coast, Florida site. The program was notified in August 2021 that the Substantive Change Report was approved.
 - Two, full-time, tenure track core faculty were hired to serve as primary faculty members in Palm Coast. Dr. Kelley Holladay was hired to serve as Assistant Professor and Site Coordinator. Dr. Ne'Shaun Borden was hired to serve as Clinical Director for Palm Coast.
 - In fall 2021, we admitted our first cohort of 23 students in Palm Coast.
- **Addition of Graduate Certificate in Play Therapy**
 - To provide additional training opportunities for students and community mental health providers to receive training in working with children and families, program faculty wrote and submitted a curriculum proposal for a Graduate Certificate in Play Therapy, which was approved in April 2022. The graduate certificate program aligns with our program objectives and concentration in marriage and family counseling. It is designed to provide mental health professionals with advanced training in play therapy philosophies, theories, and interventions, as well as how healthy play interactions shape a child's developing brain and relationships to apply that knowledge in their work with children and families.

- The Certificate in Play Therapy is a four-course (12-credit hour) hybrid format focused on experiential learning opportunities
- Current JU CMHC students can take the courses in addition to the CACREP approved curriculum to earn the certificate along with their MS CMHC
- CMHC alumni and/or students with a master's degree in a health-related field from a regionally-accredited university are also eligible to apply
- **Continued growth of membership and activities of the Eta Upsilon chapter of Chi Sigma Iota International**
 - Inducted 25 new members and installed 4 officers in May 2022
 - Dr. Whitney George, JU Associate Dean of the School of Applied Health Science and Associate Professor of Clinical Mental Health Counseling, served as our initiation speaker
 - Held initiation ceremony and celebration in person for the first time since 2019
 - Students' family and friends joined on campus to congratulate the new members and officers
 - Dr. Kelley Holladay was announced as the new Chapter Faculty Advisor for Eta Upsilon
- **Program faculty changes**
 - Dr. Michelle Mitchell joined the faculty in May 2021 as an Assistant Professor and Clinical Director.
 - Dr. Ne'Shaun Borden joined the faculty in August 2021 as an Assistant Professor and Clinical Director in Palm Coast.
 - Dr. Kelley Holladay joined the faculty in August 2021 as an Assistant Professor and Site Coordinator in Palm Coast
 - In October 2021, Dr. Whitney George was promoted to the position of JU Associate Dean of Applied Health Sciences and Dr. Natalie Indelicato was appointed to the role of CMHC Department Chair
 - A faculty search for two additional full-time, tenure track, core faculty members with primary teaching responsibilities in Palm Coast was conducted December 2021-February 2022 at which time Drs. W. Bradley McKibben and Seneka Gainer were offered faculty positions to begin in August 2022.
 - The CMHC faculty list and bios are linked here:
<https://www.ju.edu/mentalhealth/faculty/index.php>

Program Evaluation

Our program evaluation plan is aligned with the program's seven objectives. The objectives and evaluation plan are available on the Jacksonville University CMHC website, linked here: <https://www.ju.edu/mentalhealth/docs/cmhc-program-objectives2021.pdf>. Each program objective is paired with an associated Key Performance Indicator (KPI) and evaluation plan. In addition to course embedded assignments, student and employer post-graduation surveys, site supervisor evaluations of students, and faculty rated CCS-R are used for student and program evaluation. The CCS-R assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Program Evaluation Findings

Course Evaluations

The following summary incorporates data from Fall 2021, Spring 2022, and Summer 2022. Students complete Course Evaluations (IDEA Student Rating of Instruction Forms) providing feedback on the course content and instructor performance at the completion of each course. For the Fall 2021 semester, course evaluations were strong for all courses with no average score falling below 4.2 for any area of course content or instructor performance. Similar to previous years, the lowest scores were in “progress on relevant objectives”, suggesting that the learning objectives selected by the instructor for each course fell within the category of “effective.” For the Spring 2022 semester scores were like those obtained in the Fall semester, with no score falling below 4.3. Once again, the lowest scores were in “progress on relevant objectives”, suggesting that the learning objectives selected by the instructor for each course fell within the category of “effective.” Summer 2022 scores reflected those obtained in the Spring 2022. Below is a chart outlining aggregate data on faculty in each of the categories outlined by the IDEA rating form.

Summary of IDEA Evaluations Means for all Faculty

	Fall 2021		Spring 2022		Summer 2022	
	Average	Converted Average	Average	Converted Average	Average	Converted Average
A) Summary	4.4	56	4.5	57	4.2	57
B) Progress on relevant objectives	4.2	54	4.3	56	4.1	52
C) Excellent teacher	4.7	56	4.7	56	4.3	62
D) Excellent course	4.6	57	4.5	57	4.2	59

Average: 5 = Very effective, 4 = effective, 3 = moderately effective, 2 = somewhat effective, 1 = ineffective

Converted Average: 63 or higher =Highest 10%, 56-62 =Next 20%, 45-55 = Middle 40%, 38-44 = Next 20%,

37 or lower = Lowest 10%

Counselor Education Comprehensive Exam (CECE)

The table below represents the results on the CECE in August 2021 for Jacksonville University’s Class of 2022 CMHC program (N=25). Passing the CECE means achieving a total score that is within one (1) standard deviation of the national mean for non-exit exam total scores and achieving a score that is within one (1) standard deviation of the national mean on at least four (4) of the eight (8) content areas. The mean JU student scores are listed below along with the CECE National Descriptive Statistics including mean, standard deviation, and passing score.

Considering specific content areas, Jacksonville University CMHC students excelled in three of the eight content areas (C3: Helping Relationships, C5: Career Development, and C6: Assessment). Scores from other content areas show that our students are scoring comparable to the national mean. The program began using the CECE rather than the CPCE (Counselor Preparation Comprehensive Exam) due to financial and logistical constraints associated with COVID-19. Faculty discussed and decided that starting in 2023, we would transition back to using the CPCE as an assessment of students’ knowledge of the 8 CACREP content domains.

CECE Results by Content Area, Class of 2022, Summer 2021

Content Area	Mean	Standard Deviation	Passing Score	Program Mean Score
C1: Human Growth and Development	9.50	2.31	7	9
C2: Social & Cultural Diversity	11.15	2.18	9	11
C3: Helping Relationships	10.01	2.67	7	11
C4: Group Work	9.48	2.35	7	10
C5: Career Development	10.09	2.61	7	11
C6: Assessment	8.16	2.56	6	10
C7: Research & Program Evaluation	7.57	2.81	5	8
C8: Professional Orientation & Ethical Practice	8.97	2.54	6	8
Total Score	74.86	14.15	61	78

Counselor Competencies Scale-Revised (CCS-R)

The CMHC program uses the Counseling Competency Scale Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) to assess student and aggregate level data related to the development of counseling skills and dispositions for 4 out of 7 program objectives and 4 out of 9 Key Performance Indicators. Faculty meet as a group to complete the CCS-R for each student. Students are assessed once in year 1 (semester 3) and once in year 2 (semester 5) of their program. At each time point, faculty share the student's CCS-R data with him/her via Tevera and offer to meet one-on-one to provide feedback to the student. There are two parts of the CCS-R, Part I: Counseling Skills and Therapeutic Conditions and Part II: Counseling Dispositions and Behaviors. Part I includes 12-items on a 5-point Likert scale and part II includes 11-items on a 5-point Likert scale. The chart below shows the average scores for each cohort within the program for Part I and Part II of the CCS-R.

CCS-R Section	CCS-R Rating	Year 1 (Class of 2023) (N=37)	Year 2 (Class of 2022) (N=16)
Part I: Counseling Skills & Therapeutic Conditions Includes assessment of nonverbal skills, encouragers, questions, paraphrasing, reflection of feelings, summarizing, advanced reflection-meaning, confrontation, goal setting, focus of counseling, empathy and caring, respect and compassion	*Unable to observe	0%	0%
	Harmful	0%	0%
	Below Expectations/Unacceptable	0%	0.4%
	Near expectations/Developing competency	47.0%	1.9%
	Meets expectations/Demonstrates competency	42.0%	64.6%

	Exceeds expectations/Demonstrates competency	11.0%	33.5%
Part II: Counseling Dispositions & Behaviors	Unable to observe	0%	0%
	Harmful	0%	0%
	Below Expectations/Unacceptable	5.6%	0%
	Near expectations/Developing consistency	32.4%	12.5%
	Meets expectations/Demonstrates competency	41.5%	46.6%
	Exceeds expectations/Demonstrates competency	20.5%	40.9%
Includes assessment of professional ethics, professional behavior, professional and personal boundaries, knowledge and adherence to site and course policies, record keeping and task completion, multicultural competence in the counseling relationship, emotional stability and self-control, motivated to learn and grow/initiative, openness to feedback, flexibility and adaptability, congruence and genuineness			

Survey of Graduating Students, Employers and Site Supervisors

Once per year, the CMHC program sends out surveys to graduating students, employers of program graduates, and clinical supervisors of current and past students. Once survey information is returned (approximately 1-3 weeks after it is sent), a faculty meeting is used to review the information obtained from the surveys, which helps to inform program modifications and assists the CMHC faculty in evaluating program objectives. In 2022, 100% (N=23) of graduating students completed the Exit Interview survey, 5 employers completed the Employer Survey, 40 alumni completed the Alumni Survey, and 12 clinical supervisors completed the Site Supervisor Survey. Graduating students and employers were asked to indicate whether the JU CMHC program fell below their expectations, met their expectations, or exceeded their expectations on the seven program objectives. Additionally, Employers and Site Supervisors were asked 8 additional questions aimed at gathering information regarding JU CMHC student's clinical preparation. The tables below indicate the percentage of those who responded in each category. Graduating students were also asked to provide information regarding their plans post-graduation. A table outlining the results of each of these surveys is listed below.

Graduating Student Survey	Class of 2022 (N=23)
Percentage of students who have established employment or will be seeking higher education post-graduation	65.0%
Percentage of students who plan to take the National Clinical Mental Health Counseling Examination (NCMHCE) within 6 months post-graduation	82.6%
Percentage of students who plan to stay in Northeast Florida within 6 months post-graduation	82.6%

Survey Results for Employers of Program Graduates and Clinical Supervisors

Question	Respondent Employers (N=5) Site Supervisors (N=12)	Exceeded Expectations	Met Expectations	Below Expectations	Did not Observe
1. Accurately interview, assess and identify clients' problems.	Employers	60%	20%	0%	20%
	Site Supervisors	33.3%	58.3%	0%	8.3%
2. Ability to establish and maintain a therapeutic relationship that facilitates progress in counseling.	Employers	60%	20%	0%	20%
	Site Supervisors	25%	75%	0%	0%
3. Understanding of counseling techniques, client dynamics, and counseling theories.	Employers	60%	20%	0%	20%
	Site Supervisors	16.7%	83.3%	0%	0%
4. Ability to accurately diagnose mental illness using DSM-5.	Employers	20%	60%	0%	20%
	Site Supervisors	8.33%	58.3%	16.7%	16.7%
5. Ability to use procedures for assessing and managing suicide risk.	Employers	20%	60%	0%	20%
	Site Supervisors	25%	66.7%	0%	8.3%
6. Professional conduct - maintaining appropriate personal and professional boundaries.	Employers	60%	20%	0%	20%
	Site Supervisors	41.7%	58.3%	0%	0%
7. Overall, how would you rate the academic preparation of JU CMHC graduates?	Employers	60%	20%	0%	20%
	Site Supervisors	41.7%	58.3%	0%	0%
8. Overall, how would you rate the clinical training of JU CMHC graduates?	Employers	60%	20%	0%	20%
	Site Supervisors	41.7%	58.3%	0%	0%

Survey Results for Graduating Students and Employers

Program Objective	Respondent Graduating Students, Class of 2022 (N=23) Employers (N=5)	Exceeded Expectations	Met Expectations	Below Expectations	Did not observe
1. Your/Student's ability to demonstrate holistic and multicultural skills in working with diverse populations across the human life span.	Graduating Students	52.2%	47.8%	0%	N/A
	Employers	40%	40%	0%	20%
2. Your/Student's ability to apply evidenced-based practices in	Graduating Students	43.5%	56.5%	0%	N/A

treatment planning and counseling processes.	Employers	40%	40%	0%	20%
3. Your/Student's ability to apply ethical standards in mental health counseling research and practice.	Graduating Students	56.5%	43.5%	0%	N/A
	Employers	60%	20%	0%	20%
4. Your/Student's ability to accurately interview, assess and identify clients' problems.	Graduating Students	43.5%	56.5%	0%	N/A
	Employers	60%	20%	0%	20%
5. Your/Student's ability to monitor personal reactions to clients and peers while assessing your interpersonal impact on others.	Graduating Students	60.9%	39.1%	0%	N/A
	Employers	40%	40%	0%	20%
6. Your/Student's ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.	Graduating Students	56.5%	43.5%	0%	N/A
	Employers	60%	20%	0%	20%
7. Your/Student's ability to highlight the interactive dynamics in a household and among extended family and society as individual's developmental needs align or conflict with each other.	Graduating Students	34.8%	65.2%	0%	N/A
	Employers	40%	40%	0%	20%

Key Findings

The JU CMHC program engages in annual quantitative and qualitative program evaluation to determine strengths, challenges, and opportunities and to inform systemic program changes. The program mission is to provide an academically rigorous, inclusive, and supportive environment in which to prepare professional counselors to work in a variety of mental health settings. The program evaluation data for the 2021-2022 academic year reflects significant growth in student enrollment and retention, faculty recruitment, community partnerships, and clinical impact. The program consistently retains students at a rate of 90% or above and maintains a high employment rate post-graduation. Over 80% of students plan to stay in Northeast Florida within 6 months after graduation and plan to take their licensure exam, which positively impacts the critical shortage of mental health providers in the Northeast Florida area.

Contributing external factors to the strong enrollment, retention, and employment rates include an increased societal awareness of the importance of mental health in our community and the growing job employment outlook for mental health professionals. Internal factors include the value our faculty places on creating and maintaining strong professional relationships in the community and providing ongoing mentoring with graduating students to nurture strong professional identity development as counselors. Additionally, aggregate faculty evaluation data show that faculty is between "effective" and "very effective" on all content areas assessed. The findings show that the faculty rank consistently highest in the area of "excellent teacher".

The CMHC program incorporates seven program objectives into the curriculum. The program evaluation findings show that we are either exceeding or meeting the objectives as assessed by our graduating students, employers of our alumni, and site supervisors. A small percentage of site supervisor respondents noted that improvements could be made regarding the students' ability to accurately diagnose mental illness using the DSM-5. Interestingly, Assessment was an area on the Counselor Education Comprehensive Exam (CECE) where our students scored above the national mean. In fact, JU CMHC students excelled in three of the eight content areas (C3: Helping Relationships, C5: Career Development, and C6: Assessment). Scores from other content areas show that our students are scoring comparable to the national mean. Regardless, CMHC faculty will utilize the survey feedback to actively work to implement strategies to better assist our students to apply their knowledge and skills related to assessment and diagnosis in their clinical sites.

CCS-R data shows that most students met or exceeded expectations on the "Counseling Skills and Therapeutic Conditions" and "Counseling Dispositions & Behaviors" sections of this faculty scored scale. In addition to the CCS-R completed by faculty at two time points in their program, students utilize the CCS-R to assess themselves and their supervisors use the CCS-R to assess their skill and professional competency development in their 2nd year in the program. By receiving feedback from multiple perspectives, the CCS-R is a tool that allows for objective improvement on student competencies, as well as specific language for faculty and supervisors to utilize to provide feedback and areas for remediation when needed.

Substantial program changes, including our expansion to Palm Coast, hiring additional core faculty, and adding a Play Therapy Graduate Certificate program, have been driven and informed by the need for increased mental health professionals in Northeast Florida. The clinical impact our program is making within our community is significant. Students in the 2022 graduating cohort provided over 18,400 hours of mental health counseling to individuals, groups, families, and couples at 17 different sites providing mental health counseling in the greater Jacksonville community. In addition, we partnered with 27 new practicum and internship sites last year so that our students have ample training opportunities and to meet the ongoing need for services.

In 2022-2023, the CMHC program will work to sustain enrollments for CMHC in Arlington and increase enrollments for the Palm Coast site, increase enrollment in the Play Therapy Graduate Certificate program, hire an additional core faculty member, work towards development of a JU community-based mental health counseling clinic, explore a bridge program for JU undergraduates to transition into the CMHC program, provide continuing education training for community mental health professionals, and write and submit CACREP mid-cycle report per accreditation requirements. To achieve these goals and improve as a program, we will continue to base program modifications on data gathered from alumni, graduating students, site supervisors, employers, and key stakeholders. Their contributions to the quality of our counselor preparation program are critical and deeply valued.