



Annual Report for Academic Year 2021-2022

Program Update on the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Application Process

Normally the accreditation process begins after the program has graduated at least one student. Due to Commonwealth of Ky Professional Counselor Licensure Board requirements, it was decided that the accreditation efforts would take a more aggressive approach towards obtaining CACREP accreditation. After the first year, the program's CACREP Self-Study application was submitted in October 2021. The results of the application was returned January 2022 with a request for an addendum be submitted that provides clarity on some issue, documentation of some standards, and updates on other standards. The addendum was submitted June 2022 and went before the CACREP Board of Directors. At this time the CMHC faculty are waiting for a decision on the next step in the accreditation process.

Program Enrollment 2021-2022

Program Enrollment for academic year 2021-2022, saw an increased enrollment into the newly developed clinical mental health counseling program. While 32 students were admitted, 15 students enrolled into the program. Of those fifteen, 13 were retained through the summer session. One significant factor that affects program enrollment has been the issue of program accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In June of 2022, the CACREP program liaison submitted the requested program addendum with documentation. The submission has been acknowledged by the CACREP office. It is believed that once the program is accredited, the clinical mental health counseling program will experience a steady enrollment. The projected total enrollment for this academic year is 20 students.

Graduation

Our first graduation occurred this year with two students completing the program within the original five semester timeframe from the initial cohort. Three students remain in this cohort with completion of one student in August 2022, another in December of 2022, and a final student will complete the program in December 2023. Two students took medical leaves this past year. One in August, who decided to withdraw and complete an online program elsewhere. The other will be out Summer and Fall semesters 2022 and return Spring 2023. Faculty will work with this student to identify needed courses.

Graduation Rate

Currently the program graduation rate is at 40%. The number of students starting was eight students. Two students transferred out to other schools, with another who withdrew due to personal concerns. The remaining cohort of five have persisted. If the projected graduation of two additional students this fall 2022 occur, the program graduation rate will increase to 80%.

Demographics

Program Demographics

Year	Total Students	Male	Female	Black	White	Hispanic	Other
2020-2021	8	0	8	3	4		1
2021-2022	20	1	19	5	12	1	1

Enrollment

Enrollment Totals	Full-time Equivalent	Part-time Equivalent
2020-2021	5	3
2021-2022	18	2

As the program moves towards accreditation, it was necessary to hire two more faculty members. The Clinical Mental Health Counseling program added two full-time faculty members to reach its accreditation requirement of three core faculty members. An adjunct faculty member was also added to assist with needed courses that were previously unassigned to a faculty member. This is an 110% increase in faculty numbers for the program.

Faculty Demographics

Year	Total	Female	Male	Black	White	Other
2020-2021	2	1	1	1	1	
2021-2022	5	3	2	1	3	

Professional Counselor Student Disposition Form

Student dispositions examine the behaviors and attitudes related to the profession of counseling that research has indicated as beneficial to the development of counselors-in-training. The following area are the selected dispositions of the Clinical Mental Health Counseling program at Spalding University.

1. Professional and Ethical Attitudes and Behaviors
2. Multiculturalism and Social Justice
3. Self-Awareness and Self-Care
4. Interpersonal Relationships and Collaborations
5. Professional and Personal Growth

Each of these five areas consist of three to four subitems that support the student’s overall demonstration of competency in five areas. Program Faculty rate the students using the following Likert Scale: 4- Exceeds Expectations, 3- Target; 2: Present; needs to consistency and 1: Absent or Needs Improvement. If program faculty believes that the student did not have the opportunity to demonstrate or display that item is rated 0- Non-applicable.

All students are rated three times during their time in the program. The initial time occurs after their first semester in the program, following the Pre-Practicum Course. The instructor of record completes the Professional Counselor Student Disposition form. This preliminary examination provides baseline and not all areas will be applicable. However, areas indicating a need for improvement is remediated through a conversation with the corresponding student. The evaluation and an anecdotal note are placed in the students file. The next rating time occurs after students’ initial field experience, Practicum. While some items may be non-applicable, the student should be demonstrating an acceptable rating of two or above. These marks are important as they indicate student’s awareness of the professional dispositions of the clinical mental health counseling program. The students have now completed coursework that coincides with professional dispositional expectations. It is expected that students on average receive rates of 2.5 or above. This indicates that students are receiving Target range goals, while some may indicate the presence of the professional dispositions. The third and final rating is performed at the mid-point of Internship II and serves as a gatekeeping mechanism for the profession. Student ratings are expected to be 3.0 -Target or above. Any student falling below this established standard will receive as corrective action plan developed by their advisor with the input from other program faculty, i.e. program director.

Our inaugural cohort has completed Internship II and have progressed to the Transitional Point 4. At this point, students are preparing to exit the program (graduation). Professional Student Disposition

Cohort 1- Internship II -Transitional Point 4

On average students in cohort 1 ratings were:

Areas of Professional Student Dispositions A	Average Rating B	High/Low C
Professional and Ethical Attitudes Behaviors	3.5	4/2
Multiculturalism and Social Justice	3.9	4/3
Self-Awareness and Self-Care	3.5	4/3
Interpersonal Relationships and Collaboration	3.87	4/3
Professional and Personal Growth	3.5	4/2

This table illustrates the average scores in each of the areas indicated by column B. As noted, on average this cohort performed well in each of the professional counselor student disposition areas. However, as indicated by column C, there were some areas where one or more students were rated as the disposition present but not consistent. The first number is the highest scores in each of the areas and the second is the lowest scored in each of the areas. In two of the

dispositional areas, the lowest score of two was given to some students. While the professional disposition was present it was not consistently displayed.

Professional and Ethical Attitudes and Behavior and Professional and Personal Growth were the two areas where one or more students displayed less than professional behaviors. Most often these were addressed informally and the student course corrected. However, in Professional and Ethical Attitudes and Behavior, the offence was serious enough to warrant more formal intervention by the course instructor. This student demonstrated the ability to receive the feedback, internalize it, and implement the correction in future behaviors.

Overall, cohort 1 demonstrated strong dispositional skills. It should be noted that this cohort 1 began the program during the Pandemic and amongst Louisville’s social unrest. The program was designed to be a face to face program but had to be delivered digitally (online). Program faculty adjusted as well as students to a synchronous delivery method. It is commendable as to their ability to transition from online to face to face in their second year.

Cohort 2 Dispositions -Pre-Practicum -Transitional Point Two

Professional student dispositions are conducted during the Pre-Practicum (Counseling Skills and Techniques) course as a second assessment and part of the program ‘s professional gatekeeping process. The following table depicts disaggregate results of cohort 2 and the averages in each area of the professional dispositions.

Cohort 2 Student Professional Dispositions Table

NAMES	PEAB1	2	3	4 MSJ1	2	3 SAC1	2	3 IRC1	2	3	4 PPG1	2	3	AVERAGES	
	N/A	2	2	2	2	2 n/a	n/a	n/a	2	2	2 n/a	2	2 n/a	2	2
	N/a	2	2	2	2	2 n/a	n/a	n/a	2	2	2 n/a	2	2 n/a	2	2
	N/a	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
	N/A	2	2	2	2	2 N/A	N/A	N/A	2	2	2 N/A	2	2 N/A	2	2
Cohort Averages		2	2	2	2	2			2	2	2	2	2	2	2

This initial assessment provides a baseline for students in the cohort with the expectation that they will improve to the level three. Some areas are not assessed as they are too soon to mark or have not been observed.

Assessment of Key Performance Indicators

Students in enrolled in the Clinical Mental Health Counseling program are assessed on our Key Performance Indicators (KPI). These are program selected standards from the eight CACREP areas and one from the specialty of clinical mental health specialty area. KPI are embedded into at least two courses and may appear in three. However, each KPI is assessed twice in a student's time in the program.

Key Performance Indicators: Course and Measures

In this table each of the KPI are represented in column 1. Column two and three indicate when it is assessed, while columns three and four indicates what course and how it is assessed. The last three columns indicate the number of students enrolled in the course at the time of the assessment, how many passed and how many failed. This table is for 2021-2022 and represents students from both cohorts I and II.

Key Performance Indicator	Year	Semester	Course	How Assessed	Enrolled	#Pass	#Fail
2.f.1.b	1st	II	Professional Orientation and Ethical Practice	Integration Paper	14	14	
2.f.6.a	1 st	II	Group Counseling	Course Examination	14	14	
5.C.3.a	1 st	II	Mental Health Assessment and Evaluation in Coun.	Final Client Assessment	14	14	
2.f.1.b	1 st	I	Clinical Mental Health Counseling	Interview with a Professional	15	15	
2.f.5.n	1 st	II	Counseling Theories	Personal Model of Counseling Assignment	15	15	
2.f.4.b	1 st	I	Career Lifestyle Development	Comprehensive Exam	14	14	
2.f.8.f	2 nd	II	Fundamentals of Research	Program Evaluation	2	2	
2.f.8.j	2 nd	II	Fundamentals of Research	Program Evaluation	2	2	

2.f.2h. 5.c.3.a	2 nd	I	Internship I	Case Conceptualizations	5	5	
2.f.8.f 2.f.5.n 2.f.6.a 2.f.7.1 2.f.8.f 2.f.8.j	2 nd	II	Internship II	*Program Evaluations and Interventions *Case Presentations and Case Conceptualization	5	5	
2.f.3. a	2 nd	I	Family Therapy	Reflections	5	5	
N/A	2 nd	I	Counseling Children and Adolescents		4	4	
N/A	2 nd	II	Crisis Counseling		3	3	
N/A	1 st	I	Pre- Practicum		15		
2.f.3. a.	1 st	I	Human Growth and Development	Three Application Papers	16	16	
N/A	2 nd	II	Advocacy		3	3	

This table represents the performance for cohort I across the two years they were enrolled in the program. Starting with year 2020-2021 and ending with year 2021-2022. As indicated the cohort started out with eight students.

Cohort I Table of Key Performance Indicators First and Second Years

N/A- No key performance indicators are assigned or assessed in these courses.

KPI	Year	Semester	Course	How Assessed	#Enrolled	#Pass	#Fail
2.f.1.b	1 st	I	Clinical Mental Health Counseling	Interview with a Professional	8	8	
2.f.5.n	1 st	I	Counseling Theories	Assessment Test	8	8	
2.f.3.a	1 st	I	Human Growth and Development	Application Papers	8	8	
2.f.6.a	1 st	II	Group Theory and Process	Comprehensive Final	4	4	
2.f.4.b.	1 st	II	Career and Lifestyle Development	Comprehensive Exam	4	4	

2.f.7.1	1 st	III	Clinical Diagnosis and Treatment		4	4	
2.f.2.h	1 st	III	Multicultural Counseling	Student Presentations	4	4	
2.f.8.f	2 nd	II	Fundamentals of Research	Program Evaluation	2	2	
2.f.8.j	2 nd	II	Fundamentals of Research	Program Evaluation	2	2	
2.f.2h. 5.c.3.a	2 nd	I	Internship I	Case Conceptualizations	5	5	
2.f.8.f 2.f.5.n 2.f.6.a 2.f.7.1 2.f.8.f 2.f.8.j	2 nd	II	Internship II	*Program Evaluations and Interventions *Case Presentations and Case Conceptualization	5	5	
2.f.3.a	2 nd	I	Family Therapy	Reflections	5	5	
N/A	2 nd	I	Counseling Children and Adolescents		4	4	
N/A	2 nd	II	Crisis Counseling		3	3	
N/A	2 nd	II	Advocacy		3	3	

Student Clinical Experiences

As part of the gatekeeping process, students enroll and complete the course formerly titled Pre-Practicum. The course name has been changed to correctly reflect what takes place in the course. This is a skill focused course that includes the microcounseling skills. Students are trained the clinical counseling skills and practice the skills with their peers as clients. All reviewed sessions are recorded and submitted to the instructor. Additional skills and techniques are added but not necessarily assessed as a requirement.

Cohort 2: Pre-Practicum (Counseling Skills and Techniques) Clinical Skills Assessment

Level	Skills	Mastered	Proficient	Trainee	Novice
Relationship Building	Rapport Bldg.	6	9		
	Listening	6	9		
	Empathy	6	9		
	Immediacy		N/A		
	Genuiness		15		
	Concreteness		15		

	Information Gathering		15		
	Questions		15		
	Pacing/Focusing		15		
	Self-Management		15		
Work Stage	Counsl. Skills and Techniques		N/A		
Termination Stage	Termination Skills		N/A		

As indicated above, all students are performing at a proficient level related to their first exposure to counseling and counseling sessions as expected. Some students demonstrate a mastery level of performance. This is not to indicate improvement but these students demonstrate consistent and accurate use of the skill. Proficiency level indicates that the students are performing the skill well and can do so appropriately.

In their third semester students begin their first field experience, Practicum, which focuses primarily on the continual development of clinical counseling skills. The Practicum course is identified as Transitional Point 3. It is the third point in the gatekeeping process. Since this is a two-year program, early on detection of problems is important. Practicum serves as an opportunity to observe students work with “real clients” in the field. The course instructor serves as the university supervisor, while the supervisor in the field serves as the site supervisor. Both assess students clinical and administrative performance. The university supervisor will also assess the student professional dispositions.

During this time, students will synthesize knowledge, skills, and dispositions. Students are assessed on the counseling session performance that examines the three stages of counseling, Relationship (rapport building), work stage, and termination (ending a session). Students will demonstrate how to begin a session, transitional to work stage, and the appropriate skills to ending a counseling session.

Cohort 1 -Practicum (Summer 2021) Counseling Session Performance

Level	Skills	Mastered	Proficient	Trainee	Novice
Relationship Building	Rapport Bldg.	4	1		
	Listening	3	2		
	Empathy	3	2		
	Immediacy	4	1		
	Genuiness	5			
	Concreteness	3	2		
	Information Gathering	5			
	Questions	2	3		
	Pacing/Focusing	3	2		

	Self-Management				
Work Stage	Counsl. Skills and Techniques		5		
Termination Stage	Termination Skills	5			

As indicated above program students exceeded expectations. Practicum for cohort 1 students took place during the pandemic and a number of agencies were either not taking interns students or they were seeing clients by telehealth. Since cohort 1 students practiced much of their Pre-Practicum through telehealth, they were well prepared to extend the skills to the field in the same manner. They were provided an overview of telehealth by the program.

Cohort 1- Internship II

Internship two is the transitional point 4 of the program assessment and gatekeeping process. This is an opportunity for students to demonstrate satisfactory performance of the clinical skills in a counseling session. Students are assessed on Opening Stage, Work Stage, and the Termination Stage of the counseling process.

Site Supervisors and University Supervisors provide ongoing feedback throughout the internship II with a mid-term and end of semester evaluation from both. The site supervisors provide an average of 1 hour of weekly supervision, while the university supervisors provides an average of 1.5 hours of weekly supervision.

The Internship evaluation form consists of three sections that pertain to student performances. Students are assessed on their clinical performance, professionalism, and administrative performance. Clinical focuses on skill performance, theoretical integration, managing the counseling session (opening the session, work stage, and terminating the session or closing stage). The professionalism area interaction with others, accepting feedback, respect of others time, appropriate dress, meeting deadlines, and attitudes toward clients. While the administrative area completion of counseling related tasks, time management, completion of reports, session preparation, and management and handling of client files.

Student performance in the clinical section is ranked based on the following levels:

- a. Professional (P)- Student possesses the ability to synthesize skills, and knowledge, and theoretical approach into the session with confidence. Student interfaces with the client, skillfully using clinical skills and techniques to move the session forward. Student is completely present during the session.
- b. Senior (S)- Student possesses the skills, ability, and knowledge. Demonstrates ability to synthesize and execute skills and techniques consistently. Implements personal theoretical approach into the session.
- c. Intermediate (I)- Possesses skills and knowledge, Executes individual skills and techniques well. Struggles to consistently synthesize and/or integrate skills during session. Evidence emerging theoretical approach.

In the other areas, the marks are based on consistency of tasks. The indicators are never, rarely, sometimes, often, and always.

Clinical

The average overall ranking for students in Internship II were ranked by their site supervisors as evidencing professional level performance during Internship II.

Opening Stage- 80% of Internship II students were ranked by their site supervisors as evidencing professional level counseling performance. While 20% of those enrolled were consistently ranked at the senior level.

Work Stage – 80% of internship II students were ranked by their site supervisors as evidencing professional level counseling performance. While 20% of those enrolled were consistently ranked at the senior level.

Closing Stage- 80% of internship II students were ranked by their site supervisors as evidencing professional level counseling performance. While 20% of those enrolled were consistently ranked at the senior level.

While the professional ranking is admirable and indicates that the clinical mental health counseling internship II students are performing beyond expectations in their field experiences, the senior ranking is a the target ranking for all students in Internship II. We can conclude based on site supervisor observation, that the CMHC students are meeting and/or exceeding expectations for their clinical skills.

Professionalism

All internship II students received satisfactory markings with regards to administrative tasks and behaviors.

Administrative

All internship II students received satisfactory markings with regards to administrative tasks and behaviors.

The significance of these two areas correlates with professional disposition area, demonstrating that students display the attitudes, self-control, and behaviors of a professional counselor. We are proud that our students are conducting themselves in a professional manner while represent Spalding University Clinical Mental Health Counseling and themselves.

Clinical Mental Health Comprehensive Exam

Two students completed the CMHC program as of May 2022, while another student will complete the program August 2022. One of the final gatekeeping processes is the program

comprehensive exam. Students must take and pass the comprehensive exam in order to graduate from the program. The exam is also the final assessment for the program key performance indicators. This table depicts the performance of the three program completers and their performance regarding the program key performance indicators.

<i>Key Performance Indicators (KPI)</i>	<i>#Pass</i>	<i>#Fail</i>
1. Students will know the multiple roles and functions of counselors across specialty areas and their relationships with human service and integrated health care systems, including interagency and interorganizational collaborations and consultation. (CACREP 2.f.1.b)	3	
2. Students will develop a personal model of counseling. (CACREP 2.f.5.n)	3	
3. Students will display the theoretical foundations of group counseling and group work. (CACREP 2.f.6.a)	3	
4. Students will demonstrate the knowledge of various approaches for conceptualizing the interrelationships among and between, mental well-being, relationships, and other life roles, and factors (CACREP 2.f.4.b)	3	
5. Students will be able to use assessment results to diagnose developmental, behavioral, and mental disorders. (CACREP 2.f.7.1)	3	
6. Students will exhibit the knowledge of theories of individual and family development across the lifespan. (CACREP 2.f.3.a)	3	
7. Students will demonstrate strategies for identifying and eliminating barriers, prejudices, and processes of intentional oppression and discrimination. (CACREP 2.f.3.a)	3	
8. Students will be able to use assessment results to diagnose, developmental, behavioral, and mental disorders. (CACREP 2.f.7.1)	3	
9. Students will be able to demonstrate strategies to ethically and culturally conduct, interpret, and report the results or research and/or program evaluation. (CACREP 2.f.8.j)	3	
10. Students will be able to complete intake interviews, mental status, evaluation, biopsychosocial history, mental health history, psychological assessment for treatment planning and case load management. (CACREP 5.c.3.a)	3	

Evaluation of the Program Objectives

Evaluation of program objectives is conducted through several processes. First the program objectives are aligned with one or more of the key performance indicators. Student performance on each of the key performance indicators are assessed during corresponding courses. The key performance indicators that are aligned with these objectives provides program faculty how the program objectives are met or unmet based on student performance. Next, students conduct self-evaluation of themselves with regard to key performance indicators and program objectives. This is performed as part of program graduate exit surveys. Program objectives and key performance indicators are also evaluated by program stakeholders, including site supervisors and employers of program graduates. Program evaluation by stakeholders are not available at this time.

The following table displays the program objective in the top box and the supporting key performance indicators in the side boxes. Each of the program objectives are numbered as well the key performance indicators are numbered. The program uses these numbers as identifiers for both program objectives and key performance indicators. For example, program objectives may be listed as PO1, while key performance indicators are listed as KPI1.

1. To Develop the professional identity as a proficient professional clinical counselor	
Key Performance Indicators	1. Students will know the multiple roles and functions of counselors across specialty areas and their relationships with human service and integrated health care systems, including interagency and interorganizational collaborations and consultation. CACREP 2. f.1.b
	2. Students will develop a personal model of counseling (CACREP 2.f.5.n)
2.To Develop a professional counselor who understands the multicultural implications of working with diverse persons in a pluralistic society.	
Key Performance Indicators	6. Students will demonstrate knowledge of various approaches for conceptualizing the interrelationships among and between work, mental well-being relationships, and other life roles and factors. (CACREP 2.f.4.b)
	7. Students will demonstrate strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. (CACREP 2.f.2.h)
	9. Students will be able to demonstrate strategies to ethically and culturally conduct, interpret, and report the results of research and/or program evaluation. (CACREP 2.f.8.j)
3. To develop a professional counselor who understands the relationship of human development, the nature of persons, and the environmental impact on the individual.	
Key Performance Indicator	3.Students will exhibit the knowledge of theories of individual and family development across the lifespan. (CACREP 2.f.3a)
	6. Students will demonstrate knowledge of various approaches for conceptualizing the interrelationships among and between work, mental well-being relationships, and other life roles and factors. (CACREP 2.f.4.b)
4. To develop individuals with the knowledge and skills to provide appropriate intake, assessment, and treatment planning to individuals impacted by trauma, crisis, and life transitional experiences,	
Key Performance Indicators	5. Students will be able to use assessment results to diagnose developmental, behavioral, and mental disorders. (CACREP 2.f.7.1)
	8. Student will demonstrate the knowledge of evaluation of counseling interventions and programs. (CACREP 2.f.8.f)
	10. Students will be able to complete intake interviews, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and case load management. (CACREP 5.d.3.a)
6. To develop proficient professional counselors who exhibit clinical counseling skills.	
Key Performance Indicators	2. Students will develop a personal model of counseling. (CACREP 2.f.5.n)
	4.Students will display the theoretical foundations of group counseling and group work.
	8.Students will demonstrate knowledge of evaluation of counseling interventions and programs. (CACREP 2.f.8.f)

In examination of student performance in on the KPIs in courses, the program objectives are being met. When considering the student performance of KPIs on the comprehensive program examination, again the program objectives appear to be met.

Graduate Student Exit Surveys

This information is unavailable at this time. We are still collecting and compiling student responses.

Stakeholder Surveys

This information is not available at this time. We are still collecting and compiling stakeholder responses.

Employer Surveys

Currently, the program graduated three students. Employer surveys are conducted six months after the student program completion. This information will be provided in the next annual report.

Summarily, the clinical mental health counseling program continues to grow and enroll students into the program. We remain on track to towards accreditation and anticipate a response to our self-study application addendum by September 2022. We are pleased with the current outcomes based on student outcomes and program evaluation information collected and reviewed at this time.