



School of Applied Health Sciences
BROOKS REHABILITATION
COLLEGE OF HEALTHCARE SCIENCES

Jacksonville University Clinical Mental Health Counseling Program 2019-2020 Program Annual Report

Program Mission

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

Cohort 5 started with 23 students in the Fall of 2019. All cohort 5 students remain enrolled in the program. Cohort 4 started with 19 students in Fall of 2018 and the program graduated, 15 of 19 students in August 2020. Three cohort 4 students have since discontinued their academic work at JU, and 1 student requested a leave of absence and will return to complete clinical work in 2021.

*Academic Year 2019-20 Fall 2019, Spring and Summer 2020	
Number of currently enrolled students	Total = 39 Class of 2020= 16 Class of 2021 = 23
Number of program graduates	Class of 2019 = 21 Class of 2020 =15
**Program completion rate	15/19 (79%)-Class of 2020
***Employment rate	17/18 (94%)
Counselor Preparation Comprehensive Exam pass rate	15/16 (94%) Class of 2020
*+National Clinical Mental Health Counseling Examination (NCMHCE) Pass Rate	9/10 (90%)
*+Percentage of graduates who are currently employed in mental health counseling positions	17/18 (94%)

*Reports generated for Fall 2020.

** 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 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.

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

During the 2019-2020 academic year, the CMHC engaged in the following major program activities and modifications:

- ◁ Designed and implemented a non-degree seeking course in Human Sexuality for students seeking licensure in Florida. This course was run one 8-week term in Summer 2020 and taught by an adjunct faculty.
- ◁ Several program items and resources were adjusted in response to COVID-19:
 - ◁ Many students serving in their Internship I and Internship II placements moved to telemental health counseling provision and supervision
 - ◁ To accommodate for completely online testing, the CMHC program faculty decided to utilize the Counselor Education Comprehensive Exam (CECE) in replacement of the Counselor Preparation Comprehensive Exam (CPCE), which had been used to measure student competencies in previous
 - ◁ The CMHC program took all courses online beginning in March 2020 and remained teaching in that format through the Summer 2020 semester.
 - ◁ The requirements for hours obtained during the second-year clinical placement (Practicum, Internship I, and Internship II) was modified in alignment with both CACREP and the State of Florida hours required. The program moved from requiring 1000 total hours to 700 total hours across all three semesters of clinical work for the cohort graduating in August 2020. This change was instrumental in accommodating students in completing the internship requirements during COVID interruptions. In light of ongoing uncertainty related to clinical placement availability due to COVID, the faculty decided to permanently shift the hours requirement to 800 total hours across all three semesters of clinical work beginning fall 2020.
 - ◁ Handbooks and syllabi were updated with new policies developed by the university related to COVID-19. These include updates to clinical and classroom requirements to maintain social distancing and wearing appropriate PPE on campus and in clinical sites.
- ◁ Continued to grow the membership and activities of the Eta Upsilon chapter of Chi Sigma Iota International and inducted 28 new members and installed 4 officers in May 2019, as well as 17 new members and 4 officers in May 2020. Due to COVID-19, our initiation ceremony was conducted virtually in May 2020 and Dr. Tanisha Sapp served as our initiation speaker. Many student family and friends joined virtually to congratulate the new members and officers.
- ◁ Added 7 new Practicum and Internship sites within the Northeast Florida area
- ◁ Faculty provided diversity and inclusion training to university departments

		S2	Faculty review meeting, Spring 2/Semester 5	CCS-R (Faculty)		
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Program Objective 3.) Highlight the interactive dynamics in a

MENTAL HEALTH COUNSELING	foundations, contextual dimensions, and practice within the context of clinical mental health counseling.	S1	Faculty review meeting, Summer 1/Semester 3	CCS-R (Faculty)		scores, CCS-R group mean scores
		S2	Faculty review meeting, Spring 2/Semester 5	CCS-R (Faculty)		

Program Evaluation Findings

Course Evaluations

The following summary incorporates data from Fall 2019, Spring 2020, and Summer 2020. 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 2019 semester, course evaluations were moderately strong for all courses with no average score falling below 4.3 for any area of course content or

semester scores improved from those obtained in the Fall semester, with no score falling below 4.5. This is remarkable given the challenges in moving all courses online in response to COVID-19. Once again, the lowest suggesting that the learning objectives selected by the instructor

CCS-R Section	CCS-R Rating	Year 1 (Class of 2021) (N=23)	Year 2 (Class of 2020) (N=16)
Part I: Counseling Skills & Therapeutic Conditions			

1. demonstrate holistic and multicultural skills in working with diverse populations across the human life span.

Graduating
Students

the national mean. The CMHC faculty will actively work to implement strategies in this course to better assist our students for this content area on the CECE through the use of sample CECE test questions and more thorough content coverage of social and cultural related theories and practices.

CCS-R data shows that approximately 58% of first year students and 97% of second year students met or exceeded

-R, 94% of first year students and 98% of second year students met or exceeded faculty expectations. This data indicates that faculty are observing and assessing

competency for their developmental stage. 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 examining the CCS-R data from the perspective of the student and supervisor, faculty are able to provide a broader perspective on student competencies as they move closer to graduation.

content

high scores and i

expectations in this area. In order to increase scores in the area of professional conduct, we will actively work with the students to provide feedback in the clinical skills course, the practicum and internship courses, and on the CCS-R to improve professional conduct and boundaries skills with our students.

In reviewing the summary of this data, the JU CMHC program is continuing to improve through program modifications from data gathered from alumni, graduating students, site supervisors, and employers. We also are improving scores on the CECE and the CCS-R as each cohort progresses through the program. Faculty evaluations are also reviewed to assist in decision making for changes to course content and faculty roles. In 2020-2021, the CMHC program will work to improve student professional conduct through examining these

importance of professional conduct and boundary setting as an important counseling skill. Overall, given the tremendous impact that COVID-19 had on the country, the university, and the clinical sites, the JU CMHC faculi33lcli3i-