



## Clinical Mental Health Counseling Program 2022-2023 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, Academic Year 2022-2023

Enrolled students	Total = 76 (Palm Coast = 35*; Arlington = 41)
Number of program graduates	33 (Arlington = 20; Palm Coast = 13) <small>*2 students moved to 2024 graduating cohort</small>
**Program completion rate	33/47 (70%)
***Employment rate	100% (N=21)
Counselor Preparation Comprehensive Exam pass rate	100% (N=40)
*+National Clinical Mental Health Counseling Examination (NCMHCE) Pass Rate, Fall 2022, Spring 2023	19/20 (95%)
*+Percentage of graduates who are currently employed in mental health counseling and/or MFT positions	95% (N=21)

\*Reports generated for AY 22-23: Fall 2022, Spring 2023, Summer 2023

\*\* 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 2022-2023 academic year, the CMHC engaged in the following major program activities and modifications:

- **Clinical Service Provision**
  - The members of the 2023 graduating cohort (N=33) provided over 26,400 hours of mental health counseling to individuals, groups, families, and couples at 20 different sites providing mental health counseling in the greater Northeast Florida community
  - The CMHC program currently holds 47 active affiliation agreements with community agencies and organizations serving including Duval, Nassau, Clay, St. Johns, Flagler, and Volusia counties.
- **Continued growth of CMHC program in Palm Coast, FL**
  - In August 2023, 13 students graduated from the inaugural Palm Coast cohort
  - Since opening in August 2021, the site has grown from two full-time faculty and 23 students to four full-time faculty and 33 students
  - Drs. W. Bradley McKibben and Seneka Gainer joined the CMHC faculty in August 2022, and Dr. Page Thanasiu was hired in early 2023 to begin employment in August 2023.
  - Dr. Kelley Holladay continues to serve as Site Coordinator and Dr. Ne'Shaun Borden continues to serve as Clinical Director for Palm Coast.
- **JU Men's Center**
  - In 2023, Dr. LaTonya Summers received grant funding to develop and implement the JU Center for Men's Mental Wellness, which is committed to providing counseling support to men in the 32209 community. Detailed information about the Men's Center can be found on our website: <https://www.ju.edu/mentalhealth/mens-mental-wellness-clinic.php>
- **Graduate Certificate in Play Therapy**
  - A curriculum proposal for a Graduate Certificate in Play Therapy was approved by the JU curriculum committee in April 2022, and we began the first program course in January 2023 with 13 students.
  - The Certificate in Play Therapy is a four-course (12-credit hour) hybrid format focused on experiential learning opportunities
  - In 2023, the Curriculum committee approved a change to offer two Play Therapy courses (Introduction to Play Therapy and Filial and Family Play Therapy) as part of the CMHC curriculum. This aligns with our aim to provide students a foundation of clinical mental health counseling coursework with a concentration in Family Systems interventions and theories. An updated curriculum summary can be found on our website: [www.ju.edu/mentalhealth/docs/CURRICULUMSummary23-24.pdf](http://www.ju.edu/mentalhealth/docs/CURRICULUMSummary23-24.pdf)

- In 2022, Dr. Page Thanasiu was hired to lead and expand the program to offer continuing education and research opportunities in the area of Play Therapy.
- Detailed information about the Graduate Certificate in Play Therapy can be found on our website: <https://www.ju.edu/mentalhealth/programs/play-therapy-certificate.php>
- **Accreditation Updates**
  - A required mid-cycle accreditation report and Digital Substantive Change report were submitted to CACREP in September 2023 as part of our 8-year accreditation cycle. The program was first accredited in Arlington in 2019 and later accredited for the addition of the Palm Coast site (2021); however, graduates of the program are considered CACREP graduates beginning in December 2017. We are currently accredited through October 31, 2027.
- **Activities of the Eta Upsilon Chapter of Chi Sigma Iota International**
  - Twenty-four new members, including 5 officers were inducted into the Eta Upsilon Chapter of CSI in June 2023
  - Drs. Kelley Holladay and W. Bradley McKibben serve as the Chapter Faculty Advisors
  - Under their leadership, the chapter was structured to include an Executive Committee, as well as Chapter Development, Counselor Community Engagement, and Awards Committees.
- **Program faculty changes**
  - Dr. Larry Wagoner, founding JU CMHC faculty member, transitioned from full-time Assistant Professor to part-time adjunct faculty in July 2022.
  - Dr. W. Bradley McKibben joined the faculty in August 2022 as an Associate Professor
  - Dr. Seneka Gainer joined the faculty in August 2022 as an Assistant Professor
  - A faculty search for a full-time, tenure track, core faculty member with primary teaching responsibilities in Palm Coast was conducted in 2022. Dr. Page Thanasiu was hired and will join the program faculty in August 2023 as an Associate Professor and Coordinator of the Graduate Certificate in Play Therapy program.
  - The CMHC faculty list is linked here: <https://www.ju.edu/mentalhealth/faculty/index.php>

### **Program Evaluation & Findings**

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 and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

### ***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 discuss and 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 in 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 2024) (N=39)	Year 2 (Class of 2023) (N=35)
<b>Part I: Counseling Skills &amp; Therapeutic Conditions</b>  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%
	Near expectations/Developing competency	66.2%	13.7%
	Meets expectations/Demonstrates competency	32.0%	79.6%
	Exceeds expectations/Demonstrates competency	1.8%	6.7%
<b>Part II: Counseling Dispositions &amp; Behaviors</b>  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	Unable to observe	0%	0%
	Harmful	0%	0%
	Below Expectations/Unacceptable	0%	0%
	Near expectations/Developing consistency	44.0%	21.1%
	Meets expectations/Demonstrates competency	29.5%	72.6%
	Exceeds expectations/Demonstrates competency	26.5%	6.3%

### Course Evaluations

The following summary incorporates data from Fall 2022, Spring 2023, and Summer 2023. 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. Aggregate data on faculty in each of the categories outlined by the IDEA rating form is outlined in the table below.

#### Summary of IDEA Evaluation, JU CMHC Faculty

	Fall 2022		Spring 2023		Summer 2023	
	Average	Unit Score	Average	Unit Score	Average	Unit Score
A) Summary	4.6	58	4.6	57	4.6	58
B) Progress on relevant objectives	4.3	55	4.4	57	4.3	56
C) Excellent teacher	4.9	60	4.7	56	4.9	60
D) Excellent course	4.9	62	4.6	57	4.7	60

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 Summer 2022 for Jacksonville University's Class of 2023 CMHC program. 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 5 of the 8 content areas (C1: Human Growth and Development, C3: Helping Relationships, C4: Group Work, C6: Assessment, and C7: Research). Scores in other content areas show that our students are scoring comparable to the national mean. After transitioning to the CECE in 2020 due to financial and logistical constraints associated with COVID-19, the program will transition back to using the Counselor Preparation Comprehensive Exam as an assessment of students' knowledge of the 8 CACREP content domains starting in summer 2023.

#### CECE Results by Content Area, Class of 2023, Summer 2022

Content Area	Mean	Standard Deviation	Passing Score	Program Mean Score
C1: Human Growth and Development	9.56	2.33	7	9
C2: Social & Cultural Diversity	11.18	2.19	9	8
C3: Helping Relationships	9.94	2.72	7	9
C4: Group Work	9.61	2.32	7	9
C5: Career Development	10.11	2.55	8	8
C6: Assessment	8.22	2.52	6	9
C7: Research & Program Evaluation	7.68	2.76	5	9
C8: Professional Orientation & Ethical Practice	9.02	2.51	7	8
Total Score	75.31	14.02	61	69

### **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. In 2023, 24% (N=8) of graduating students completed the Exit Interview survey, 3 employers completed the Employer Survey, 21 alumni completed the Alumni Survey, and 8 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 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.

<b>Graduating Student Survey</b>	<b>Class of 2023 (N=8; 24% response rate)</b>
Percentage of students who have established employment or will be seeking higher education post-graduation	50%
Percentage of students who plan to take the National Clinical Mental Health Counseling Examination (NCMHCE) within 6 months post-graduation	88%
Percentage of students who plan to stay in Northeast Florida within 6 months post-graduation	88%

<b>Survey Results for Employers of Program Graduates and Clinical Supervisors</b>					
<b>Question</b>	<b>Respondent</b>	<b>Exceeded Expectations</b>	<b>Met Expectations</b>	<b>Below/Does not meet Expectations</b>	<b>Did not Observe</b>
	Employers (N=3) Site Supervisors (N=8)				
1. Apply ethical standards in mental health counseling research and practice.	Employers	33%	67%	0%	0%
	Site Supervisors	37.5%	62.5%	0%	0%
2. Accurately interview, assess and identify clients' problems.	Employers	0%	100%	0%	0%
	Site Supervisors	25%	62.5%	0%	12.5%
3. Ability to establish and maintain a therapeutic relationship that facilitates progress in counseling.	Employers	67%	33%	0%	0%
	Site Supervisors	37.5%	62.5%	0%	0%
4. Understanding of counseling techniques, client dynamics, and counseling theories.	Employers	33%	67%	0%	0%
	Site Supervisors	37.5%	62.5%	0%	0%
5. Ability to accurately diagnose mental illness using DSM-5.	Employers	0%	67%	33%	0%
	Site Supervisors	12.5%	87.5%	0%	0%

6. Ability to use procedures for assessing and managing suicide risk.	Employers	33%	67%	0%	0%
	Site Supervisors	12.5%	87.5%	0%	0%
7. Professional conduct - maintaining appropriate personal and professional boundaries.	Employers	0%	100%	0%	0%
	Site Supervisors	62.5%	37.5%	0%	0%
8. Counseling skills in facilitating clients' exploration of their thoughts and feelings, in facilitating insight that leads to change	Site Supervisors	37.5%	62.5%	0%	0%
9. Ability to conduct and interpret counseling assessments	Site Supervisors	37.5%	62.5%	0%	0%
10. Ability to apply counseling theories and techniques to clinical interventions.	Site Supervisors	50%	50%	0%	0%
11. Ability to manage developmental issues (age/stage appropriate interventions) when counseling.	Site Supervisors	50%	50%	0%	0%
12. Shows cultural competence in working with diverse groups.	Site Supervisors	50%	37.5%	12.5%	0%
13. Ability to articulate their approach to counseling and develop a plan for addressing client concerns.	Site Supervisors	25%	75%	0%	0%
14. Ability to make good use of supervision	Site Supervisors	50%	37.5%	0%	0%
15. Ability for self-awareness, personal growth, and self-care.	Site Supervisors	75%	25%	0%	0%
16. Overall, how would you rate the academic preparation of JU CMHC graduates?	Employers	33%	67%	0%	0%
	Site Supervisors	50%	50%	0%	0%
17. Overall, how would you rate the clinical training of JU CMHC graduates?	Employers	33%	67%	0%	0%
	Site Supervisors	50%	50%	0%	0%

Survey Results for Graduating Students and Employers					
Program Objective	Respondent Graduating Students, Class of 2023 (N=8) Employers (N=3)	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	37.5%	50%	12.5%	N/A
	Employers	67%	33%	0%	0%
2. Your/Student's ability to apply evidenced-based practices in treatment planning and counseling processes.	Graduating Students	50%	50%	0%	N/A
	Employers	67%	0%	33%	0%
3. Your/Student's ability to apply ethical standards in mental health counseling research and practice.	Graduating Students	75%	25%	0%	N/A
	Employers	33%	67%	0%	0%
4. Your/Student's ability to accurately interview, assess and identify clients' problems.	Graduating Students	62.5%	37.5%	0%	N/A
	Employers	0%	100%	0%	0%
5. Your/Student's ability to monitor personal reactions to clients and peers while assessing your interpersonal impact on others.	Graduating Students	75%	25%	0%	N/A
	Employers	33%	67%	0%	0%
6. Your/Student's ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.	Graduating Students	62.5%	37.5%	0%	N/A
	Employers	33%	67%	0%	0%
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	50%	50%	0%	N/A
	Employers	33%	67%	0%	0%



## Report Summary

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 evaluation data for the 2022-2023 academic year reflects continued growth in student enrollment, faculty recruitment, community partnerships, and clinical impact. Growth in Palm Coast, hiring additional core faculty, and adding a Play Therapy Graduate Certificate program have been driven by the need for increased mental health professionals in Northeast Florida. Between 2018-2023, the number of enrolled students in the JU CMHC program increased by 89.7% and program graduates increased by 57%, totaling 114 graduated students in 5 years. Regarding clinical impact, in the past year, JU CMHC students provided over 26,400 hours of mental health counseling to individuals, groups, families, and couples in Northeast Florida.

Our program consistently maintains a high employment rate post-graduation. Over 80% of students plan to stay in Northeast Florida within 6 months after graduation and take their licensure exam, which positively impacts the critical shortage of mental health providers in our area. While our program consistently retains students at a rate of 90% or higher, this year our retention rate dropped to 70% largely due to attrition from the first cohort of students in Palm Coast. Twenty-three students started in the inaugural Palm Coast cohort and 13 were retained to graduation. There were a variety of personal, financial, and gatekeeping factors that impacted the 10 students who did not graduate. In addition, given that these students matriculated in August 2021, COVID related barriers also played a role in attrition. In the last year, two additional full-time tenure track faculty were hired with primary teaching responsibilities in Palm Coast. Having four full-time faculty, several cohorts matriculate, additional clinical sites, and fewer COVID related barriers has served to stabilize program enrollment and retention. Therefore, we expect that our retention rate will return to the 90% range by next year.

Findings from surveys of our graduating students, employers of our alumni, and site supervisors indicate that we are either exceeding or meeting program objectives. Employers qualitatively share that our graduates are consistently prepared for the roles and responsibilities of the field. Graduating students share that they have confidence in their counseling skills and professional dispositions. On the comprehensive exam, our students excelled in 5 of the 8 content areas (C1: Human Growth and Development, C3: Helping Relationships, C4: Group Work, C6: Assessment, and C7: Research). Scores in other content areas show that our students are scoring comparable to the national mean. Graduating student also share that they value relationships with the faculty. 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”.

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.

In 2023-2024, the CMHC program will work to increase enrollment in the Play Therapy Graduate Certificate program, grow and support the JU Men's Center for Mental Wellness, provide continuing education training for community mental health professionals, and continue to seek external funding for scholarship support for our students. 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. We deeply value the support we receive from our community partners—particularly the engaged, creative and committed clinical supervisors who work with our students in the field. In collaboration with our community partners, we continue to be committed to preparing mental health professionals who practice with excellence in counseling skills and techniques, ethical and professional integrity, and cultural humility and responsiveness.