
2017 -2018 Annual Report
Master of Arts in Clinical Mental Health Counseling
Christian Theological Seminary

Program Overview

The Christian Theological Seminary's Master of Arts in Clinical Mental Health Counseling Program (MACMHC) is committed to ensuring that students obtain the knowledge and skills represented in the Council on Accreditation of Counseling and Related Educational Programs (CACREP)'s eight common core standards and the CMHC specialized area. To meet 2016 standards and to improve the program evaluation process, the Counseling department created a comprehensive assessment plan during the 2017 - 2018 academic year for implementation in Fall 2018. The AY 2017 - 2018 was the last year the 2009 CACREP standards steered the evaluation and accreditation of the MACMHC program.

The summary below reflects the student data collected for the AY 2017-2018 across multiple courses at multiple points in the Master's in Clinical Mental Health program using the 2009 CACREP standards

Summary of Program Evaluation Results

1. Annual Assessment of Student Learning and Program Learning Outcomes

CACREP requires graduate counseling students to demonstrate knowledge in the eight common core curricular areas. These areas consist in the 2009 CACREP standards of II.G1 Professional Orientation and Ethical Practice, II.G2 Social and Cultural Diversity, II.G3 Human Growth and Development, II.G4 Career Development, II.G5 Helping Relationships, II.G6 Group Work, II.G7 Assessment, and II.G8 Research and Program Evaluation. The CACREP Clinical Mental Health Counseling specialized area requires counselor education programs to provide evidence of student learning in the following domains: I. Foundations (A & B), II. Counseling, Prevention Interventions (C & D), III. Diversity and Advocacy (E & F), IV. Assessment (G & H), V. Research and Evaluation (I & J), VI. Diagnosis (K & L). The standards were aligned with the following CTS Clinical Mental Health Program Learning Outcomes (PLOs) that operationalize the three Program Objectives (Objective 1: Development of Professional Identity Grounded in a Variety of Theoretical Orientations, with an Emphasis on Relational and Depth Psychological Perspectives; Objective 2: Integration of Cultural and Spiritual/Theological Reflection; Objective 3: Development of Core Counselor Competencies):

PLO 1: Develop Professional Identity Grounded in a Variety of Theoretical Orientations, with an Emphasis on Relational and Depth Psychological Perspectives

PLO 2: Integrate Cultural and Spiritual/Theological Reflection

PLO 3: Develop Core Counselor Competencies

Student learning outcomes were assessed in each CACREP core standard and CMHC specialized domain. Using a Likert scale of 1 “needs much work” to 5 “outstanding” each course addressed one or more common standard and CMHC domain. The average scores for each standard/domain are listed below, with 3 being the adequate score for MA level graduates:

CACREP Core Standards Student Mean Scores

PLO	Core Standard	Course(s) related to Standard	Average score
1	II.G1	P 635 & P 632	3.987179
2	II.G2	656, 641	3.857143
2	II.G3	531	4.49115
1	II.G4	675	4.057143
3	II.G5	510, 511	4.256831
1	II.G6	Not taught	NOT SCORED
3	II.G7	637, 639	4.114286
1	II.G8	770	4.275

CACREP CMHC Specialized Area Mean Scores

PLO	CMHC Standards	Course(s) related to Standard	Average score
1	A	632, 635	3.821
1	B	632, 635	3.906
3	C	510	3.778
3	D	511	4.0
2	E	656, 641	3.992
2	F	656, 641	3.70
3	G	639, 637	3.825
3	H	639, 637	4.283
1	I	770	4.123
1	J	770	3.937
3	K	637	3.875
3	L	637	3.857

Using key performance indicators related to CACREP standards, students’ averaged above the adequate performance level for each common core standard and the CMHC domain (3) with most students scoring in the “Competent” (4) and “Outstanding” (5) range. Data analysis indicates student and program learning outcomes for the AY 2017-2018 have been met or exceeded all standards.

Comparing the current data to scores obtained during the 2018-will indicate patterns of low and high-performance areas and may direct any future program modifications.

Supervised Clinical Experience

The supervised clinical experience is an intensive sequence of courses consisting of 400 direct client hours, including 10 hours of group counseling in the CTS Counseling Center. Students receive an average of 3+ hours of supervision (individual and group) per week accumulating to over 200 hours of supervision during their training. Nine students showcased skills and knowledge gained over the two-year clinical experience during the Capstone Project Presentation in COUN-P824. The project is evaluated using the Capstone Assessment Form, a comprehensive assessment of CACREP common core standards and the CMHC specialized areas. Faculty scored the presentations in each content area on a scale of 1 to 5. The table below represents the mean scores in each content area and total mean scores across all content areas:

CACREP standard and CMHC specialized area	Avg. Score by content area	Total average score	
II.G1	3.65		
II.G2	3.56		
II.G3	3.59		
II.G4	3.70		
II.G5	3.61		
II.G6	3.70		
II.G7	3.70		
II.G8	3.68		
Total II.G		3.64	
CMHC A	3.63		
CMHC B	3.63		
CMHC C	3.67		
CMHC D	3.69		
CMHC E	3.59		
CMHC F	3.59		
CMHC G	3.70		
CMHC H	3.70		
CMHC I	3.57		
CMHC J	3.72		
CMHC K	3.70		
CMHC L	3.70		
Total CMHC		3.65	

Program Modifications

Subsequent Program Changes

To align the CMHC program of study with Indiana licensure language and requirements, in the spring of 2018, the clinical experience courses (COUN P-820 – P824) formally referred to as Practicum I (P-820, 821, 822) and Practicum II (P-823 and 824) received new designations:

COUN P-820MH: CMHC Practicum (3 SH)
 COUN P-821MH: CMHC Internship 1 (3 SH)
 COUN P-822MH: CMHC Internship 2 (3 SH)
 COUN P-823MH: CMHC Internship 3 (3 SH)
 COUN P-824MH: CMHC Advanced Internship (3 SH)

The name change also consistent with CACREP language as well as national counseling organizations and divisions.

Broadening the Assessment of Students and Learning Outcomes

During the 2017 – 2018 academic year, the program began a massive expansion of program and course learning outcomes as well as adding a comprehensive assessment tool used to evaluate students’ professional development throughout the program. These changes were implemented to respond to CACREP’s request to develop a more robust outcome assessment given during the 2016 application process. The 2016-2017 student feedback requesting the CMHC program align with CACREP 2016 standards also contributed to the development of formalized learning outcomes.

The department began by rewriting program learning objectives and creating five program learning outcomes, nine course learning outcomes, and 17 module learning outcomes, all to ensure students are obtaining the knowledge and skills necessary for the completion of the clinical mental health counseling specialized area. The modifications to the evaluation process improve the assessment of student learning and certify the program meets CACREP standards in one or more core courses including Practicum and Internships. The new assessment tool, the Disposition, Skills, Knowledge, and Competency Assessment (DSKCA) measures 68 domains and provides the faculty detailed information to evaluate student needs, the effectiveness of training, and will guide the creation of remediation plans, when needed. The new learning outcomes and the DSKCA will be implemented during the 2018 – 2019 academic year.

2. The Outcome of Vital Statistics

Applicants

A total of 14 prospective students applied to the CMHC program during the 2017 – 2018 academic year.¹ The program enrolled four new students in Fall 2017, and three new students in Spring 2018. Ethnicity, Gender and Age demographic information is provided for all applicants:

Race/Ethnicity	Number of Applicants (%)	Fall 2017	Spring 2018
African American/Black	4 (27%)	3	1
Hispanic/Latino			
White	10 (73%)	8	2
Two or More Ethnicities			
No Response			

Age	Number of Applicants (%)	Fall 2017	Spring 2018
21 - 24	3 (22%)	3	
25 - 29	2 (14%)	2	
30 - 34			
35 - 39	1 (6%)		1
40 - 49	5 (36)	4	1
50 - 64	3 (22%)	2	1
65 - 99			

Gender	Number of Applicants (%)	Fall 2017	Spring 2018
Female	11 (78%)	10	1
Male	3 (22%)	1	2

Current Student Data

The CMHC program matriculated a total of 23 students during the 2017 – 2018 academic year with an annual FTE of 18.1 and a retention rate of 96%. The average age of students was 37 yrs. Fall 2017 and 39 yrs. Spring 2018. A survey of current students on key factors for choosing the CTS MACMHC program, and their satisfaction with the learning environment revealed the following:

- a. Motivations for electing the CTS Clinical Mental Health program included the academic reputation of the program, curriculum and course offerings, license track degree program, and the emphasis on Psychodynamic and relational theories.
- b. Of current students surveyed, 87.50% (n=8 of 22 enrolled) reported they definitely or probably would choose to attend CTS again and 100% of respondents stated they definitely or probably would recommend the Clinical Mental Health Counseling Program to others.

Demographic Data of Enrolled Students

Race/Ethnicity	Fall 2017 Total enrolled	Male	Female
African American/Black	5 (22%)	1	4
Hispanic/Latino			
White	18 (78%)	5	13
Two or More Ethnicities			

Race/Ethnicity	Spring 2018 Total enrolled	Male	Female
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African American/Black	6 (27%)	1	5
Hispanic/Latino			
White	16 (73%)	7	9
Two or More Ethnicities			

Age	Fall 2017	Spring 2018
21 - 24	3	2
25 – 29	5	3
30 – 34	3	5
35 – 39	1	1
40 - 49	6	5
50 - 64	5	6
65 - 99	0	0

The total enrollment for Fall 2017 and Spring 2018 was 23 and 22 students, respectively. The demographics of enrolled students were White (73%), and African American students (27%). The MACMHC program has reviewed the demographic information and is considering how to create a more diverse student population including how to address the disproportionately low number of male applicants and students.

Supervisors of Clinical Experience Students

A survey of Supervisor was conducted of those who provided supervision during the year, Supervisors were asked to rate the effectiveness of the practicum and internship students on Clinical Mental Health knowledge, skills, and dispositions.

All respondents rated supervisees as very effective or effective on

- knowledge of theory and relevant research in counseling,
- multicultural sensitivity and advocacy,
- group counseling,
- career development, and
- ability to use evaluation data to improve counseling services.

In areas of:

- ethical behaviors,
- use of self reflection on interpersonal processes,
- case management,
- assessment or diagnostic skills,
- ability to work with spiritual dynamics,
- self-awareness and interpersonal behaviors, and

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- leadership skills,

25% of supervisees fell in the adequate range (3) while 75% scored in the effective (4) and very effective range (5).

3. Graduates, Supervisors and Employer Follow-up Studies

Program Completion Rates (Graduates)

The Christian Theological Seminary Clinical Mental Health Counseling Program is a 69-hour licensure track program graduated a total of 9 students (100% completion rate) during the academic year.

Survey of Alumni

The CTS CMHC program surveyed graduates who complete their degree during the 2017-2018 academic year; respondents reported a 100% pass rate on credentialing exams (i.e., NCE) and 100% job placement rate as a mental health counselor upon graduation. Graduates hold positions as counselors in a range of mental health settings including community agencies, residential environments, independent private practice, shared group practice, and pastoral settings. When asked what factors contributed to enrolling in the CTS CMHC program, respondents noted faculty reputation, the degree offered within a seminary, and the convenient class schedules as the crucial reason for attendance.

Employer and Supervisor Survey Data

In addition to alumni surveys, a request was sent to employers of CTS graduates to determine the effectiveness of alumni counselors and the ability to integrate counseling knowledge and skills. No responses were received by the completion of the annual report. Responses received after the completion of the annual report will be included in the 2019 report as a comparison to 2018 – 2019 survey employer respondents.

Departmental Achievements

The counseling program and faculty program experienced a very eventful year. As reported earlier, a dynamic new assessment system was developed with the involvement of all faculty and students. Dr. Matthias Beier, department chair, served as the North Central Association for Counselor Education and Supervision (NCACES) Member-at-Large elect from October 2017 – June 2018 and transitioned into the position of Member-at-Large starting in July 2018. In June 2018, Dr. Beier presented “A DSM Alternative – The Psychodynamic Diagnostic Manual 2 (PDM-2): Applications for counselors,” at the Indiana Counseling Association (ICA), Annual Conference in Fort Wayne, IN. He attended the American Counseling Association Conference in April 2018 and the Association for Counselor Education and Supervision (ACES) Conference, October 2017 along with Dr. Felicity Kelcourse.

Dr. Kelcourse, full-time faculty, maintains a clinical affiliation with the Association for Spiritual, Ethical and Religious Values in Counseling, ACES, ACA, and ICA. During the academic year,

she presented on the topic: “Psychoanalytic foremother Sabina Spielrein (1885 – 1942), beyond Freud and Jung,” at ICA’s annual conference in Fort Wayne, IN.

Faculty training

A faculty training session was held for adjunct faculty in July 2018 to discuss the new assessment plan for the AY 2018 - 2019. Adjunct faculty provided insight, suggestions, and recommendations for the new learning outcomes created for each core course.

New Adjunct Faculty

Two new adjuncts were added to the MACMHC program in fall 2017. Dr. Kimberly Martin currently serves as President of the Indiana Association of Black Psychologists and was commissioned to teach COUN-P 657 Contextual Dimensions of Mental Health Counseling. Dr. Denita Hudson was also a welcomed addition who taught COUN-P 635 Ethical and Professional Issues in Clinical Practice. Dr. Hudson comes to the department with over 11 years of experience as a Counselor Educator and earned her MS in Counseling and Ph.D. in Counselor Education from CACREP accredited counseling education programs.

ⁱ Of the 7 of the 14 prospective CMHC applicants who did not matriculate, 6 did not complete the application process and 1 chose the U Indy program. While our program continues to be selective, admitting only those applicants likely to successfully complete the program, it is possible that uncertainty regarding future CACREP accreditation was also a factor in non-matriculation. Accreditation now depends on the addition of a third full-time faculty member to replace a qualified faculty member lost in the 2014-2015 VSP.