



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

The Clinical Mental Health Counseling (CMHC) Program at Medaille University, in its striving for excellence, is engaged in ongoing comprehensive program evaluation, which aims to:

- capture the experiences of the full range of program stakeholders including students, faculty, site supervisors, community agencies and partners, and employers;
- collect data to ensure that our instruction and clinical experiences provide students with the opportunities they need to develop the full range of competencies required by our accrediting bodies and the counseling profession;
- provide a sound platform for consistent improvement of our current practices and policies;
- provide transparency to our students, faculty, site supervisors, and future employers regarding the skills students will acquire and the practices they will undertake to become effective clinical mental health counselors.

The CMHC Annual Report includes data that have been gathered from multiple program areas over the course of the calendar year 2021 and 2022. This data remains current through ongoing program evaluation and are presented as a living document, which will change as our program continues to grow and excel. In the 2020 annual report, we stated we were shifting the data collection window to represent the academic year (July 1, 2020 through June 30, 2021), which we began to do.

However, we realized if we were going to transition to a new data collection protocol, we were going to make it easier to follow the data internally in terms of semester flow. To-date, our summer semester has been divided into two parts to meet the university's academic calendar: Session One of summer courses (any course that began before June 30<sup>th</sup>) was counted towards the previous academic year. Session Two courses (any course that began after July 1<sup>st</sup>) was counted towards the upcoming academic year. For obvious reasons, splitting the semester in half caused numerous data and reporting challenges, thus CMHC decided to shift to collecting data as the full semesters flowed. The data collection would start with the fall semester, continue to spring, and finish up with summer (ending in late August). This approach aligned with tracking and calculating ratios for accreditation, semester start enrollment numbers, graduations rates, completion rates, and in general data throughout the program.

Due to the changes in reporting, the data collected for January 2021 – August 2021 are not complete. We've done our best to accurately and honestly represent the data. The data from September 2021 – August 2022 are complete. Moving forward, all data will continue to be reported based on the academic year of September to August, with the annual report being published December first. CMHC believes this new reporting format and timeline will more accurately represent the flow of program activities for each academic year.

CMHC continued to have challenges due to the worldwide pandemic caused by COVID-19. However, the well-established online program allowed ground courses to continue to move

seamlessly to its online format as needed. As of the writing of this report, all ground courses have resumed in person.

### **CMHC in 2021-2022**

Shifts in enrollment were expected as the pandemic continued to influence student participation. Some students elected to take a break from their programs until the world reopened and others continued as best as possible. Many placement sites closed down or significantly limited intern options, causing delays for students to finish their programs. The following demographics was completed knowing there may be some missing bits of data due to the inability to properly collect.

Students Enrolled as of January - August 2021:

107 (Female = 86, Male = 13, Non-Identified = 8)

Students Enrolled as September 2021 - August 2022

136 (Female = 107, Male = 28, Non-Identified = 1)

Diversity of Students:	American Indian/Alaskan Native	0
	Asian	3
	Black or African American	64
	Hispanic	1
	Hispanic or Latino	0
	Non-Hispanic or Latino	3
	Native Hawaiian or Other Pacific Islander	2
	White	157
	No description	13

- Number of Graduates:
  - August 2021: 34 and December 2021: 12
  - August 2022: 34
- CMHC Comprehensive Exam Pass Rate: 100%
- NCMHCE Pass Rate (licensure exam): This number is obtained by New York State Department of Education directly from NBCC, the testing organization.
  - Test takers in 2020 were 82. Passed 41, Failed 41 (pass rate 51%)
  - Test takers in 2021 were 109. Passed 47, Failed 62 (pass rate 43%)
  - National average for passing licensure exam is about 50%
- Faculty-to-Student Ratios: Ratios set by accreditation are 1:12 ratio
  - September 2021 – August 2022: Buffalo Campus 1:6.77  
Online Campus 1:9.14
- Faculty-to-Adjunct Course Ratios: Ratios set by accreditation are 51% or greater by core faculty
  - September 2021 – August 2022: Buffalo Campus 63% to 38%  
Online Campus 81% to 19%
- Number of Students Applied/Considered:
  - Spring 2021: Ground 15 Online 41

- Fall 2021: Ground 46 Online 88
- Spring 2022: Ground 14 Online 50
- Number of Students Accepted:
  - Spring 2021: Ground 6 Online 10
  - Fall 2021: Ground 16 Online 25
  - Spring 2022: Ground 6 Online 13
- Number of Students Declined:
  - Spring 2021: Ground 0 Online 1
  - Fall 2021: Ground 0 Online 1
  - Spring 2022: Ground 0 Online 2

### **CACREP Accreditation Updates**

CMHC remained in compliance with all accreditation standards. October 1, 2022, CMHC submitted an interim report addressing two accreditation standards that were cited as requiring additional responses during the December 2022 site review. The two areas were: 1) to clarify the process for collecting clinical hours during practicum and internship experiences, and 2) to more fully articulate how CMHC continuously and systematically retains diversified faculty members. The report is scheduled to be reviewed by the CACREP Board of Directors at its January 2023 meeting. Upon a successful review, CMHC will continue to be accredited for the remainder of the current 8-year accreditation cycle ending March 31, 2029.

### **CMHC Faculty, Curriculum & Grant Updates**

**CMHC Faculty Updates** - CMHC had three faculty resignations in the 2021-2022 academic year. One was due to retirement, the second to a new teaching experience within a doctoral program, and the third shifting from full-time teaching to adjunct teaching. CMHC remains in compliance with accreditation standards at this time; however, it must hire one additional full-time core faculty member to remain in compliance. In August 2022, the CMHC Faculty Hiring Committee completed initial rounds of applicant reviews and interviews, which was unsuccessful. In November 2022, a second round of interviews resulted in the successful hiring of Dr. Rebecca Jacob, who will formally join CMHC January 2023.

**Curriculum Updates** - The CMHC program curriculum changed its capstone project from a comprehensive exam to a professional advocacy project. Students will begin their advocacy projects at the start of their second year in the program and work with their faculty advisors to complete. The project will culminate in a formal presentation to colleagues during the final weeks of their program.

**Grant Updates** - Medaille University's Department of Counseling & Clinical Psychology has received over \$1.2 million in renewed grant funding from the Health Resources and Services Administration (HRSA), which will allow the University's clinical mental health counseling (CMHC) students to continue to provide critical mental health services to medically underserved and at-risk populations within Buffalo, Rochester and the surrounding communities. The grant, which falls under HRSA's Behavioral Health Workforce Education and Training (BHWET) program, will be dispersed over four years from August 2021 to August 2025.

## Program Evaluations and Outcome Assessments

### Current Students Assessment of Learning and Performance Data

This survey comprises demographic and qualitative responses from a structured set of questions for first year CMHC students. The survey asks students to share their experience regarding the first year of their program, employment status, expectations of professional employment, participation in professional counseling organizations, and feelings regarding balancing graduate school and their lives. The Current Students Assessment of Learning and Performance Data survey was used through Spring 2022 and has been replaced by the CMHC 1<sup>st</sup> Year Student Feedback survey as of Fall 2022 (detailed below this section).

*Demographics:* A total of 93 first year students (40% Buffalo, 13% Rochester, and 47% online) responded to this survey. Of these current students, 68% identify as White, 15% as Black or African American, and 1% as Asian. Almost all students have completed between 0-30 credit hours (76%) and 88% report they are on track to graduate with their starting cohort. Students not on track to graduate reported internship delays and medical leave as the reason for the delay in their program. Approximately 80% of respondents were employed full or half time (n = 78). Employment sites included Care Coordinator, Marketing Coordinator, Waitress, Retail, Residential Program Supervisor, Psychiatry Discharge Coordinator, and Senior Respite Supervisor. Approximately 27 students (29%) are hoping to work in private practice, 33 in a Behavioral Health Agency (35%), 8 in a Substance Use Disorder Clinic (9%), and 7 as a school-based mental health provider (8%). Approximately 62% of students are hoping to work with adults (18 and older) while 26% are hoping to work with children/adolescents (0-17), and 1% of students is hoping to work with a geriatric population (65 and older). Approximately 67% of students are members of a professional counseling organization.

*Assessment of Learning and Performance.* Students were asked to rate their perceptions of assessment and performance regarding counseling outcomes on a 4-point Likert scale ranging from “strongly disagree” to “strongly agree.” All students (100%) either strongly agreed or agreed that because of their CMHC program, they are prepared to assume a leadership role as a mental health counselor, they understand what they will encounter in their career as a mental health counselor, and they understand what it means to practice ethically as a mental health counselor. Most students (90%) either strongly agreed or agreed that they understand what it means to practice counseling with culturally diverse populations and most students (90%) either strongly agreed or agreed that they understood career development, counseling theories, and human development.

As depicted in Table 1, students were also asked if they understood specific areas of counseling practice.

Area of Practice	% of students who endorsed “understand”
Prevention	54%
Therapeutic Alliance	63%
Basic Counseling Skills	84%
Systems Perspective	42%
Consultation	54%
Crisis Intervention	61%
Suicide Prevention	61%

Self-Care	85%
Group Counseling	66%
Assessment	70%
Research Methods	66%

Lastly, more than half of students strongly agreed or agreed (57%) that they feel supported by CMHC faculty during their practicum experience in the CMHC program.

Areas listed as positive experiences in the CMHC program included supportive professors, manageable workloads, flexible schedule, relevant textbooks, diversity, the HRSA Grant, and personal growth. The following comments were offered by students:

- “I Have Learned A Great Deal Regarding What To Expect. I Have Learned The Importance Of Diversity Training. Most Importantly, I Have Learned The Importance Of Self Care.”
- “New and strong relationships with peers and professors; On ground pre-practicums; and team projects: seeing other people’s strengths.”
- “Small class sizes, Zoom classes during practicum and internship and the professor’s feedback and knowledge on assignments.”
- “1) One of the best things I have learned is that I can bring some of own personality into my sessions. 2) Better understanding of what it is truly like to be a counselor. 3) Building relationship with my cohort.”
- “Dr. Boersma and Dr. Willson have been very helpful in every step of this experience. The class weekends are convenient for a working adult. The grant is an incredible help.”
- “1) One of the best things I have learned is that I can bring some of my own personality into my.”
- “Professors are accommodating to individual needs, schedule fits individual needs, coursework was the appropriate amount without being overly stressful.”
- “Great instructors with real life experience, desire to help use grown and learn, and open honest.”
- “1) An ability to connect with other students and staff in diverse roles 2) The opportunity to attend 1 on-campus residency 3) Manageable workload.”
- “I have met other motivated colleagues throughout the program, I have been exposed to helpful and informative material about the field and have had hands on experience through my practicum and internship.”

Areas for improvement include more synchronous class time, help with internship placements, and more technique focused counseling, like CBT and DBT. Student comments were:

- “Learn more about DBT and other techniques like solution focused techniques as well as a course with just learning the dsm5.”
- “More information about our internship from the beginning. I felt a little stressed about the process.”
- “1) Spend more time on teaching write treatment plans and SMART goals 2) Provide more opportunities for in class role plays (most likely was effected by COVID) 3) No more Friday night class – most students are tired and its more difficult to pay attention.”

- “Better communication about internship and practicum. Giving more time to discuss practicum and internship as most students work full time and would need to adjust. More practice on licensing and discussion about private practice and how to achieve that.”

### **CMHC 1<sup>st</sup> Year Student Feedback**

Based on discussion of data at our annual assessment faculty review, we decided to update the Current Students Assessment of Learning and Performance Data survey to better reflect the experiences of our first-year students. We found that the questions surrounding understanding of counseling material are better addressed through our KPI measures. We also found some of the questions to be misleading because the students had not yet learned certain information, however, they were endorsing mastery of that information. Thus, the CMHC 1<sup>st</sup> Year Student Feedback was created as a revision to the Current Students Assessment of Learning and Performance Data.

The CMHC 1<sup>st</sup> Year Student Feedback survey comprises demographic and qualitative responses from a structured set of questions for first year CMHC students. The survey asks students to share their experience regarding the first year of the program, employment status, expectations of professional employment, participation in professional counseling organizations, feelings regarding balancing graduate school and their lives, and experiences in their current CMHC program. This survey was embedded in MHC 669: Micro Skills Counseling course, which is a pre-requisite to their practicum placement course. However, effective Fall 2022, the course name changed to MHC 665: Micro Skills Counseling, in which the survey has been embedded.

*Demographics.* A total of 7 first year students (71% Online and 29% Buffalo Campus) completed the survey by the time of this report in Fall 2022. Of these current students, 6 identify as White, 1 as Hispanic, Latino, or Spanish origin and 7 students identifying as Female. Six students completed between 0-30 credit hours, with one completing 31-60 credit hours. Additionally, 100% of students report they are on track to graduate with their starting cohort. Approximately 71% of respondents are employed full (n = 5). Current employment sites include Care Coordinator, Teaching Aid, Assistant Principal, and a Claims Analyst. All students describe balancing school and full-time employment as *extremely difficult*. Comments included:

- “It is difficult, working full time and being self-sufficient while doing schooling online can be very difficult.”
- “Difficulty. Will be dropping down to PT employment later in December.”

Approximately half of students (57%) are hoping to work in private practice or a Behavioral Health Agency (43%). Approximately 57% of students are hoping to work with adults (18 and older) while 42% are hoping to work with children/adolescents (0-17). All students (100%) are members of professional counseling organizations. Students were asked to rate the satisfaction of their program thus far: 56% of students endorsed *very good* or *good*, 28% endorsed *acceptable*, and 1% endorsed *poor*. Highlights of our program included the following:

- “Virtual residency, my cohort and excited for my internship.”
- “Dr. Nowak Group work Mock Dyads.”
- “I really enjoyed the Residency, the fact that the program is completely online, and I really enjoyed the Theories class and found it very beneficial.”

- “Residency was helpful to interact with cohort peers. Residency was helpful to interact with cohort peers. Residency was helpful to have conversations and learn from others.”
- “My cohort, the Residency component, extracurricular involvement that aligns with the goals for my program (Chi Sigma Iota, Diversity & Inclusion, Mentor Program).”
- “Theories class, Bb learns is easy to use, online format allows for flexibility.”
- “Relevant classes, great cohort, approachable and knowledgeable professors.”
- Students were also asked to list up to three areas for improvement. Student comments included:
  - “Help finding an internship and internship advisors.”
  - “Communication – how often we see each other.”
  - “The utilization of more case studies for application in practice.”
  - “Communication before internship, consistency, more guidance in real life application, more assignment modalities.”
  - “The instructors should be given time before the start of each course to review the course content and make any changes that either update the content to a more relevant standard or changes that the instructor sees as improvements to the class.”
  - “ALL courses should have a virtual meet and greet option to go over the syllabus the first week.”

Students describe their interactions with professors as “positive, kind, understanding, communicative, amazing, dependable, and passionate about their field.” Additionally, students felt positive that their interactions with their professors support the educational goals they hope to achieve. Comments included:

- “They are responsive and helpful.”
- “They help us find the orientations we find most fitting”
- “Professors provide in depth information in weekly announcements about each week’s topics such as progress in the field on cultural competency, new findings on mental health illnesses, or other valuable information one can only learn from experience or from sharing such information.”

Lastly, we asked students what supports they need as they continue their CMHC program. Answers included “additional internship support, mentoring, stress management, and increased advisement services.”

### **CMHC 2<sup>nd</sup> Year Student Feedback**

(Note: this survey replaces the CMHC Perceptions and Evaluations of Program Graduates Survey)

The CMHC 2<sup>nd</sup> Year Student Feedback survey comprises demographic and qualitative responses from a structured set of questions for second year CMHC students. The survey measures student’s self-efficacy as a mental health counselor and asks students to share their expectations of professional employment and experiences about their completed CMHC program. This survey is embedded in MHC 679: Internship II (final course in the program). To date, we have collected data for December 2021 and August 2022, which represents that last two times this course was been taught before students graduate. It is as follows:

December 2021

Ten students completed the survey in December 2021. Of those students, 80% were online and 20% were Buffalo students. Eight students identified as White, and two students identified as Black or African American. Additionally, all ten students identified as Female. When asked about professional hopes, 30% endorsed wanting to work in private practice, 30% in a behavioral health clinic, 30% in a school-based mental health setting, and 10% in a substance use disorder clinic. The following measures were used to explore self-efficacy (adapted from the Teacher Self-efficacy Scale, Schwarzer, Schmitz, & Daytner, 2009).

Item	Exactly True	Moderately True	Barely True	Not True at All
I am convinced that I am able to successfully provide counseling services to even the most difficult clients	50	50		
I know that I can maintain a positive relationship with clients even when tensions arise.	60	40		
When I try really hard, I am able to reach even the most difficult clients.	50	50		
I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my client's needs.	90	10		
Even if I get disrupted during a counseling session, I am confident that I can maintain my composure and continue to deliver services well.	80	20		
I am confident in my ability to be responsive to my client's needs even if I'm having a bad day.	60	40		
If I try hard enough, I know that I can exert a positive influence on the growth of my clients	70	30		
I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to deliver counseling services well.	70	30		
I know I can motivate my clients to participate in innovative counseling interventions.	80	20		
I know that I can carry out innovative counseling interventions and projects even when I am opposed by skeptical colleagues.	80	20		

Students were asked to rate their experience in the CMHC program. Approximately 60% of students rated their experience as good, 20% as acceptable, 10% as poor, and 10% as very poor. Highlights from the CMHC program included flexible scheduling, relevant textbook choices, and relationships with professors.

Student comments were as follows:

- “Ease of scheduling classes, easy of blackboard, easy to understand when assignments due.”
- “I enjoyed having assignments in advanced, flexible schedule, and attentive professors.”
- “Professor interactions and feedback. Group supervision courses. Relationships with classmates.”



- “In depth classes and assignments – Helpful and supportive professors - Adaptive formats for learning since COVID.”
- “The peers I have encountered, the positive learning environment, the curriculum.”

Students were also asked about areas for improvement. These included differentiation of formats for on ground and on-line courses and more synchronous classes. Comments included:

- “The layout of courses. Community connection. Transparency.”
- “The assignments given. I think it’s ridiculous to give so much paperwork towards the end of the semester, especially when we have a comp exam to study for. A lot of assignments didn’t feel impactful but just felt like things I had to do just to get to the next class. I didn’t feel like I learned much with the assignments but did when we did mock sessions. There should be more mock sessions done and class time should be filled with learning the theories and interventions versus going over parts of the textbook that we already had to read prior to class.”

In addition to the information above, this survey included questions specific to practicum and internship sites. Students were asked what they learned during their practicum and internship experiences. Comments included:

- “I have learned how to implement interventions and techniques when working with clients.”
- “My strengths as a counselor and where I need more work. Also, what I don’t want to emulate as a counselor based on my supervisor’s behaviors.”
- “I have learned how to work with a diverse group of clients and learned how to implement clinical language and behaviors.”
- “I learned how to be more confident and sure of my abilities as a counselor. I learned how to navigate through the system and learned how to do proper progress notes. I learned how to speak to my clients and how to present interventions.”

Highlights of practicum and internship experiences included working with diverse populations in regard to race, gender identity, age, socio-economic status, and ability. Students also commented on learning how to network as they enter the field. Improvements of practicum and internship experiences centered around wanting more time for supervision with site supervisors.

Lastly, we asked students about their experiences with our faculty and how they felt the CMHC program impacted their goals. Students described their interactions with their professors as positive and genuine. They felt their professors were understanding and helped to push them toward their goals.

### August 2022

Thirteen students completed the survey in August 2022. Of those students, 92% were online and 8% were Buffalo students. Ten students identified as White, and three students identified as Black or African American. Additionally, twelve students identified as Female, and one student identified as Male. When asked about professional hopes, 70% endorsed wanting to work in private practice, 7% in a behavioral health clinic, 7% in a school-based mental health setting, and 10% are unsure. The following measures were used to explore self-efficacy (adapted from the Teacher Self-efficacy Scale, Schwarzer, Schmitz, & Daytner, 2009).

<b>Item</b>	<b>Exactly True</b>	<b>Moderately True</b>	<b>Barely True</b>	<b>Not True at All</b>
I am convinced that I am able to successfully provide counseling services to even the most difficult clients	56	54		
I know that I can maintain a positive relationship with clients even when tensions arise.	77	23		
When I try really hard, I am able to reach even the most difficult clients.	38	62		
I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my client's needs.	92	8		
Even if I get disrupted during a counseling session, I am confident that I can maintain my composure and continue to deliver services well.	75	25		
I am confident in my ability to be responsive to my client's needs even if I'm having a bad day.	92	8		
If I try hard enough, I know that I can exert a positive influence on the growth of my clients	62	38		
I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to deliver counseling services well.	70	30		
I know I can motivate my clients to participate in innovative counseling interventions.	57	43		
I know that I can carry out innovative counseling interventions and projects even when I am opposed by skeptical colleagues.	62	38		

Students were asked to rate their experience in the CMHC program. Approximately 70% of students rated their experience as very good, 30% as good. Highlights from the CMHC program included cultural diversity and relationships with professors. Student comments were as follows:

- “Culture and how it impacts mental health – Different evidence-based practices and applying them to different diagnosis – The importance of diagnosing properly, how culture may play a role on how a person expresses symptoms and how diagnoses can be similar ruling out.”
- “1) My experience with Dr. Lustica during Internship. She is a vital support who listens with her heart and offers encouragement that is invaluable. 2) Dr. Boersma was also immensely helpful and so willing to engage with us and go beyond the course itself to meet with us for optional Zooms. 3) Interacting with fellow students, whether via Internship Zooms, optional Zooms, through discussion questions and responses, or through the connections some of us made with each other. It was enlightening to read and hear from others and to be able to share some of myself with them.”
- “1. The internship was extremely useful to my professional growth and development. 2. The courses I took refreshed my memory and enhanced my knowledge on different topics

since it had been 2 years since I was in grad school. 3. The internship led to valuable connections within the mental health community.”

- “Internship with Hennessey. Dr. Britton’s support, flexibility and creativity. The courses.”
- “Self modules were reasonable and relevant. Dr. Hennessey is wonderful. Supervision was my best experience.”
- “I enjoyed that I was able to complete coursework at my own pace in the online setting. I benefited (and looked forward to) my biweekly internship course where I was able to get support in regard to my own clients as well as learn from my peers. I also really enjoyed my Helping Relationships course that I took last summer because I felt that it gave me a broad spectrum of knowledge as I transition into this role from a school counselor role.”

Students were also asked about areas of improvement. These included times of classes within the schedule and more synchronous classes. Comments included:

- “Because my experience was online and as such self-directed for the most part, I would say that some instructors did not offer much beyond the syllabus and that can be tough. So for online coursework it would be really useful if optional Zoom meetings were offered. Even just a few.”
- “How each class is placed throughout the program, there are classes at the end of the semester that should’ve been in the beginning of the program.”

In addition to the information above, this survey included questions specific to practicum and internship sites. Students were asked what they learned during their practicum and internship experiences. Comments included:

- “During practicum and internship I learned the importance of diagnosing, ruling out symptoms, the proper use of supervision, barriers you may encounter with clients and how to approach it and the importance of sticking to the code of ethics.”
- “I learned how tough I actually am! Working full time, going to school part time, and then adding in an internship experience while also trying to tend to family and commitments was not easy. I did it though!”
- “During my internship, I learned how to effectively plan and prepare for individual and family counseling sessions with clients. I learned a variety of CBT, DBT, and motivational interviewing counseling techniques. I learned how to bill insurance, write treatment plans and progress notes, and conduct assessments for ADHD, depression and anxiety.”

Highlights of practicum and internship experiences included working with diverse populations in regard to race, gender identity, age, social-economic status, and ability. Students also commented on the power of supervision and the importance of learning the difference between private practice and agency settings. Improvements of practicum and internship experiences centered around wanting more help with placements.

Lastly, we asked students about their experiences with our faculty and how they felt the CMHC program impacted their goals. Students described their interactions with their professors as helpful, attentive, and genuine. They felt their professors were outstanding and helped to push them toward their goals.

**CMHC Alumni and Employer Surveys**

CMHC Alumni Survey (next data collection cycle is 2022-2023). Generally, the Alumni Survey and the Employer Survey alternate years for data collection. However, due to COVID limitations, which caused many students to require extensions with their field work, CMHC noted that the data collected would have been skewed. Therefore, the CMHC academic unit agreed to administer both surveys beginning Fall 2022 and included in the 2022-2023 annual report.

**Practicum - CMHC Site Supervisors Evaluations**

Data collected from the CMHC site supervisors were included in the *CMHC Site Supervisor Practicum Evaluation*. This survey is comprised of qualitative responses from a set of structured questions. Specifically, the survey asks site supervisors to share their feedback in a number of areas, which are designed to show student progress during their practicum placement experience and assess if the student was ready to move forward into their internship placement.

***Demographics:*** A total of 31 CMHC Site Supervisor Evaluation Surveys were completed.

***Assessment of Practicum Performance:*** The qualitative feedback suggested students did very well and 100% were prepared to move forward into their internships, despite several students delaying the completion of their practicums due to pandemic related closings of some placement sites. However, once sites reopened, 100% of all students finished up their placements and moved forward to their internships.

Of the 31 surveys, 94% of site supervisors reported that students were either extremely professional or somewhat professional, 94% behaved in ethical manners with the remaining 6% reporting they didn't agree/disagree about ethical behaviors. 97% of students demonstrated cultural sensitivity, 87% were able to demonstrate understanding assessment and diagnosis, and 100% were prepared to move forward to their internships.

Areas related to positive site supervisor feedback regarding student competence:

- Professionalism, communication, and curiosity
- Self-awareness, flexibility, willingness to learn
- Creating rapport with clients, professionalism, writing treatment plans and reports
- Relatable to clients, interacts well, does well with outreach calls.
- Initiation, independence, and engagement
- Cultural Sensitivity
- Willingness to learn, communication with supervisor and clients

Areas for student improvement from practicum site supervisors:

- Being comfortable with silence in the counseling setting
- Barriers to receiving feedback/not applying feedback surrounding dress code, time management
- Boundary setting and countertransference.
- Confidence in the counselor role and their ability.
- Balancing work/school/Family

### **Practicum - CMHC Student Evaluations**

Data collected from the CMHC students were included in the *CMHC Student Practicum Summary*. This survey is comprised of qualitative responses from a set of structured questions. Specifically, the survey asks students to share their feedback in a number of areas, which are designed to show student progress during their practicum placement experience and learn more about their experiences.

**Demographics:** A total of 25 CMHC student surveys were completed with a variety of placements:

Community agency - adults only: .....	17
Community agency - children & youth only:.....	2
Community agency - all ages: .....	7
Inpatient psychiatric setting: .....	1
Private practice: .....	1

**Assessment of Practicum Experience:** Students report the primary areas of experience they gained at their practicums were intakes, assessments, treatment plans, individual and group counseling sessions, crisis counseling, discharges, professional trainings, and participated in observations.

Students reported their placement experience was extremely positive or somewhat positive 92% of the time and reported liking:

- “I really enjoyed being able to get my foot in the door and learn the database processes to see how treatment plans, treatment goals, and progress notes are kept.”
- “Full support from all staff, not just my site supervisor.”
- “The connection with clients.”
- “Being able to work with a wide variety of clinicians.”
- “I liked being able to observe sessions. I also liked that most of the counselors were very open to share experiences.”
- “Gaining hands-on experience in the field of counseling.”
- “I like learning from my supervisor. She is very experienced in the field and very supportive of my learning and ensuring my experience is going well.”

Students reported challenges:

- “It is difficult to maintain educational, personal, and financial wellness and ability in all areas when splitting so much of one’s time and mental energy between things.”
- “At first, I struggled to gain momentum and did not feel that my needs were being met. This was resolved after I got a new supervisor.”
- “The lack of communication and guidance from my supervisor regarding duties of my practicum.”
- “I wish I would have learned more about intakes and treatment plans.”

Following the completion of their practicum sites, 100% of all students recommended their placement sites to other students. Of all the students, 96% reported feeling ready to move forward to their internships.

### **Internship - CMHC Site Supervisors Evaluations**

Data collected from the CMHC site supervisors were included in the *CMHC Site Supervisor Internship Evaluation*. This survey is comprised of demographic and qualitative responses from a set of structured questions. Specifically, the survey asks site supervisors to share their feedback in a number of areas, which is designed to show student progress during the internship placement experience.

**Demographics:** A total of 54 CMHC Site Supervisor Evaluation Surveys were completed. This survey comprised demographic and qualitative responses from a set of structured questions. Specifically, the survey asks site supervisors to evaluate student interns at the completion of the internship placement.

**Assessment of Internship Performance:** Of the 54 surveys, 94% of site supervisors reported that students were either extremely professional or somewhat professional, 98% behaved in ethical manners with the remaining, 100% of students demonstrated cultural sensitivity, 100% were able to use supervision appropriately, 100% of students were able to conduct effective counseling sessions, 94% were able to meet paperwork and documentation needs, and 100% were able to demonstrate an understanding of appropriate counseling goals and interventions consistent with diagnosis.

Areas related to positive site supervisor feedback regarding student strengths:

- Building rapport with clients, case conceptualization, utilizing various clinical intervention techniques
- Engaging, inquisitive, analytical
- Willingness to learn, ability to identify areas for growth, self-advocacy for learning opportunities
- Analysis, Reflection, Open to supervision
- Treatment aimed at targeted client goals, planning, organization, client-centered approach, ongoing professional trainings
- Her ability to build rapport with clients, preparation in supervision, and attendance to schedule.
- Willingness to learn, Open to new ideas, Creative.

### **Internship - CMHC Student Evaluations**

Data collected from the CMHC students were included in the *CMHC Student Internship Summary*. This survey is comprised of qualitative responses from a set of structured questions. Specifically, the survey asks students to share their feedback in a number of areas, which are designed to show student progress during their internship placement experience and learn more about their experiences.

**Demographics:** A total of 36 CMHC student surveys were completed with a variety of placements:

Community agency - adults only: .....	12
Community agency - children & youth only:.....	2
Community agency - all ages: .....	9
Inpatient psychiatric setting: .....	1
School setting .....	2

Private practice: .....	8
Other: Crisis Intervention & Vocational Rehab Center ...	2

***Assessment of Internship Experience:*** Students reported the primary areas of experience they gained were similar to those obtained during their practicum experiences: were intakes, assessments, treatment plans, individual and group counseling sessions, crisis counseling, discharges, professional trainings, and participated in observations.

Students reported their placement experience was extremely positive or somewhat positive 92% of the time and reported liking:

- I liked the amazing information shared, training, and trust and empowerment instilled in me to work with clients and trust myself. The clinic has been really supportive.
- Being able to interact with a diverse set of clients and being able to experience a wide variety of areas in the field (i.e. groups, individuals, assessments)
- I liked that I had a lot of independence, but it was still very structured and supportive
- The diverse populations of people I worked with as well as the wide range of mental health disorders I was able to work with. If at any point I wanted to work with a different demographic of people I was allowed to do so.
- I loved facilitating vocational workshops and individual counseling sessions with clients most of all. I also liked the opportunity to do testing and assessments with the clients
- Supervision was most helpful because it provided me with the feedback I needed to improve in certain areas as well as gain the knowledge needed to help clients both during my internship and my future career

Students reported challenges:

- High turnover rate/cancellations with clients due to unforeseen circumstances (e.g., parent scheduling conflict, school activities, sports etc.).
- It can be overwhelming being a student as well as having an internship.
- COVID- no in person interaction with many clients and completing session over zoom/telephone
- I disliked the fact that regulations were challenging due to COVID. Having some clients that still prefer Zoom makes it difficult to accomplish as much as they would in the office setting.
- For the first part of the internship, COVID was still in effect. I would have liked more in-person experience!

Following the completion of their internship sites, 89% of students recommended their placement sites to other students.

### **CMHC Site Supervisor Professional Development Needs**

The purpose of this survey is to increase collaboration with CMHC site supervisors. Specifically, this survey will be distributed to practicum and internship site supervisors each semester to better understand and support their professional development needs. A total of 25 site supervisors between January 2021 and August 2022 completed survey. Placement sites included outpatient mental health clinics, private practice, and school settings. Areas of professional development highlighted as areas of interest were: 1) supervision techniques, 2)

addressing and improving poor performance in staff, 3) continued advanced of new clinical tools/therapeutic modalities with all ages, 4) class on clinical supervision that incorporates multi-cultural awareness, 5) long-term care, 6) trauma therapy interventions, personality disorders, autism, ADHD, 7) high risk populations, 8) narrative therapy approaches, 9) trauma-based interventions, 10) parenting class curriculum, 11) improving existing skills, 12) schema therapy, and 13) working with teens in substance abuse; Youth Mental Health First Aid, Teens and suicide

The CMHC faculty will work to offer professional development in these areas to our site supervisors and students. Funding from the current, and potential future HRSA grant, should allow for pointed professional development opportunities for site supervisors.

### **Student Opinion Surveys**

Data collected from the CMHC Student Opinion Survey comprised demographic and qualitative responses from a set of 19 structured questions, which were scored on a 5-point Likert scale ranging from “strongly disagree” to “strongly agree.” Specifically, the survey asked students to evaluate their coursework for instruction and content.

Core faculty members received a mean score of 4.32 on a 5-point scale. Students reported overwhelming, 92% of the students reported they either “strongly agreed” or “agreed” that course objectives were met, 83% reported examinations and assignments were useful learning tools, 80% reported the instructor generally provided for a full class period and/or was active in the online environment, 86% reported the instructor incorporated relevant current material into the course, 79% reported the instructor provided clear, useful, timely feedback, and 85% reported the instructor stimulated my thinking and interest in the subject.

Adjunct faculty members received a mean score of 4.45 on a 5-point scale. Some student comments were:

- “Professor Lal, was very educated and addressed issues or concerns pertaining to classes and intern complications. She was flexible to our needs as students. She is a very good professor and her feedback was very well appreciated and accepted.”
- “Mr. Pautler is an amazing professor and is knowledgeable in this subject. He is definitely a great asset to Medaille College as a professor. Mr. Pautler shows that he cares about our learning experience and answers to emails, text in timely manner. I appreciate all that Mr. Pautler has brought to this class. I really enjoyed having him as my professor. Hopefully I can have him again in another course.”
- “Loved this course, the instructor did a great job.”
- “I found Professor Stanton to be a very warm, empathetic, available instructor. I had emailed her many times in the evening and had immediate response. In truth, I have never experienced a professor who was so communicative, available, and supportive to her students. I assume she must be a phenomenal counselor in her own right, given the behaviors she evidenced to us. I thoroughly enjoyed the fact that the professor was an LMHC working in the field, bringing practical along with theoretical to the course. She was outstanding and I would recommend her highly to any other student.”



- “I thought the instructor was great! They were helpful with the course material, and the sources they used were informative and it was an overall good experience I appreciated the course, and all it offered. Thank you!”
- “I thoroughly enjoyed having Professor Pierce for Helping Relationships. He clearly articulates what is expected and how to achieve it. He was very encouraging, especially when offering feedback on our different demonstrations. This was my first time having to do mock sessions in front of people, and his encouragement and critiques were very helpful. I would definitely take another class with him.”

### **CMHC DEI Committee Statement**

Over the last year and a half, three faculty members within the CMHC program formed the DEI committee as co-chairs. The committee included invitations to students and other faculty members for regular group meetings. The committee co-chairs met regularly each month and held monthly meetings with the entire committee throughout the academic year. Students represented voices of feedback for further program enhancement and engagement in DEI work. Major accomplishments of the DEI Committee included adding a DEI component for the admissions application and interview process, hosting a book club for the fall semester, establishing monthly speaker series and professional development workshops, launching the first-ever DEI Committee newsletter called *Dear Good Humans*, and partnering with the Medaille University President's DEI Advisory Council to integrate CMHC work with the institutional DEI mission. Further, DEI Committee members look to extend its interests in the field of research examining: *Diversity, Equity, and Inclusion Integration by Higher Education Faculty*.

### **Rochester Campus – Lease not being renewed**

In November 2021, Medaille University's president, in consultation and agreement with the Vice Presidents and other members of the President's Cabinet, concluded that Medaille's Rochester campus was no longer a viable location. The lease on the campus expires June 30, 2023 and the decision was made not to renew the lease at that time.

### **Areas of the CMHC Program to be Improved**

As outlined above, there are always areas to improve with respect to student learning and program delivery. This year, in particular, was difficult due to the worldwide pandemic. CMHC expects some of the areas noted above as concerns to improve in the coming academic year due to the program returning to a back-to-normal status. We can, however, also appreciate there remain areas where CMHC can improve. This section outlines how the CMHC program has addressed some of these areas.

- Students continued to express concerns regarding the stress associated with prepping for their capstone project, which was a comprehensive exam, while participating in courses. CMHC was able to change to reassess the capstone and changed to an advocacy project, which is completed over the course of the student's program.
- Students requested wanting to add back the Child & Adolescent Counseling course, so curriculum changes were made to accommodate this request.

- Students expressed wanting more structure and information around Practicum and Internship Placements, therefore there have been several opportunities offered throughout the semesters for zoom meetings, including mandatory clinical placement meetings where information is disseminated and shared. A list of sites used is maintained and shared with students as well.

### **Key Performance Indicators (KPIs) – January 2021 – August 2022**

CACREP requires CMHC have ongoing student and program assessments, which are primarily captured through Key Performance Indicators (KPI). The CMHC KPI data collection for the 2021 school year indicated that CMHC met all benchmarks (greater than 85% on any one KPI measure) except for MHC 660: Career Counseling in Summer 2021. Our outcome measures for this course include a score of 80 or better on the *Professional Development for Specific Areas of Counseling Assignment* and a *Core Course grade of B or better*. During Summer 2021, 81% of students achieved these benchmarks (25/31 on both the assignment and course grade).

Discussion during our annual assessment meeting concluded that across three sections of the course, six students were unsuccessful, all due to health issues as the extenuating circumstance. As COVID has waned, our benchmarks have increased in MHC 660.

The CMHC faculty updated the KPI collection data for the 2021-2022 school year based on changes to our curriculum. Below is a chart of the changes. Results of the data collected indicated that CMHC met 100% of our benchmarks (greater than 85% on any one KPI measure) for the academic year. We will continue to use this data to inform our curriculum decisions.

<b>Course</b>	<b>Old KPI</b>	<b>Updated KPI</b>
MHC 620	Psychopathology Paper	TBD based on the updated template
MHC 660	Professional Development for Specific Areas of Counseling Assignment (no longer in template) Course Grade	Course Grade
MHC 669	Mock Counseling Session Counselor in Training Form Clinical Skills Evaluation Form	Course Grade (until update in 2023)
MHC 674	Children & Adolescent Paper	Course Grade (until update in 2023)
MHC 677	Site Supervisor Evaluation Form Case Conceptualization	Case Conceptualization
MHC 678	Group Supervision Experiential Observation by Campus Supervisor (replaced with Collaborative Progress Log) Case Conceptualization	Case Conceptualization
MHC 679	Site Supervisor Rating Scale (now in Qualtrics and reported) Case Conceptualization	Case Conceptualization