



# Clinical Mental Health Counseling Program

## 2015-2016 Annual Report

### 28 total students

20 full time; 8 part-time  
23 women; 5 men

### Admissions

12 students accepted  
Avg. Undergrad GPA: 3.1  
Avg. GREV: 150  
Avg. GREQ: 144  
Avg. GREA: 3.6

### Exiting students

|             |  |
|-------------|--|
| <u>100%</u> | <i>Job Placement from 12 Graduates</i>   |
|             | <i>Pass rate on the National Counselor Exam (n=8)</i>  |
|             | <i>Referenced my academic advisor was available</i>  |
|             | <i>Stated my academic advisor was knowledgeable about requirements in the program</i>  |
|             | <i>Declared I was able to experience intellectual growth here</i>  |
|             | <i>Expressed that faculty was usually available after class and during office hours</i>  |
|             | <i>Identified that during practicum/internship my TTU supervisor was available and helpful during this critical time of my training.</i> |
|             | <i>Confirmed that they were extremely satisfied with Internship II</i>   |

### Internship Highlights

100% of site supervisors for Internship II students rated students at a mean score of "6" (i.e., Meeting Expectations/ Demonstrating Competencies) on the final CCS evaluation.

### Highlights from the Counselor Preparation Comprehensive Examination

- 80% of the CMHC students (8/10) exceeded the national average on the CPCE.

## ASSESSMENT OF THE CMHC PROGRAM GOALS

Because measuring success is complex and multifaceted, the *CMHC program* at Tennessee Technological University recognizes the need to assess it in multiple ways. Therefore, the *CMHC program* has goals for each year to measure program success and/or indicate areas for improvement in addition to whether 80% of the students demonstrated competencies in a related CACREP standard/learning outcome.

| CMHC PROGRAM OBJECTIVES  | CMHC KEY PERFORMANCE INDICATOR   | 2015-2016 RESULTS   |
|--|--|---|
| Objective 1: Promote counselor competence through student achievement  | Measure 1: 80% or more of CMHC students exceed the national average on the CPCE.   | Measure 1: 8/10 <i>CMHC students</i> (80%) exceeded the national average on the CPCE.   |
| Objective 2: Support students' licensure eligibility   | Measure 1: 80% or more pass rate of all students who take the National Counselor Exam (NCE) - TN licensure exam<br><br>Measure 2: Maintain CACREP accreditation in CMHC specialization | Measure 1: 100% pass rate on the NCE in 2016 (n=8)<br><br>Measure 2: CACREP interim report will be submitted by October 2016. The goal is TTU will attain an 8-year accreditation.  |
| Objective 3: Promote key stakeholders' confidence in the CMHC Program's ability to train students in the skills and dispositions of professional counselors. | Measure 1: 80% of site supervisors in Internship II will rate students at a mean score of "6" (i.e., Meeting Expectations/Demonstrating Competencies) on the final CCS evaluation.     | Measure 1: 100% of site supervisors for Internship II students rated students at a mean score of "6" (i.e., Meeting Expectations/Demonstrating Competencies) on the final CCS evaluation.   |
| Objective 4: Retention and Graduation Rate   | Measure 1: 80% or more of students are retained each year within the CMHC concentration<br><br>Measure 2: 80% or more of students who enter the CMHC program complete.                 | CMHC retention rate was 77% (20/26 students) <ul style="list-style-type: none"> <li>• 33% (2/6) of those were retained by the Department</li> </ul><br>CMHC graduation rate was 89% (8/9 students) <ul style="list-style-type: none"> <li>• Student is planning on graduating from the Department in 2016-2017</li> </ul> |

## HIGHLIGHTS of EXIT SURVEY RESULTS

The exit interview survey had 100% response rate with 9/9 students who participated. These students graduated from the CMHC program in either May or August 2016. Of the exiting students, 5 were male and 4 were female. 8 of the students were Caucasian and 1 student identified him/herself as Asian American.

**Aspirations after graduation.** 8/9 students referenced a desire to obtain a temporary license and get a LPC\MHSP supervisor.

**Coursework.** In regards to satisfaction with coursework, 100% (9/9) of the students were extremely satisfied COUN 6820 Internship I and COUN6821 Internship II. In addition, COUN6360 Skills, COUN6362 Theories, and Multicultural were rated as 89% (8/9) of the students being extremely satisfied with coursework. Conversely, students rated the following coursework under 80% satisfaction: 1) EDPY 7000 Lifespan\* (56% agree), 2) COUN 6380 Crisis Intervention and Treatment Planning (43% agree), and 3) COUN 6410 Career Development\* (56% agree).

\*Note these courses were changed to more closely align to CACREP standards. In particular, only 3 of these students had the new courses with the subsequent new professors. EDPY 7000 is no longer within the CMHC program of study, as COUN 6000 Counseling Across the Lifespan was developed and implemented into the program on Summer 2015.

**Rating Items of TTU's CMHC program.** 100% of the students referenced that they strongly agreed that: 1) my academic advisor was available, 2) my academic advisor was knowledgeable about requirements in the program 3) I was able to experience intellectual growth here, 4) faculty was usually available after class and during office hours, and 5) During practicum/internship my TTU supervisor was available and helpful during this critical time of my training.

89% (8/9) of the students referenced that they strongly agreed to: 1) my academic advisor was approachable, 2) I feel satisfied with the academic advising in the program, 3) The program was committed to academic excellence, 4) It was an enjoyable experience to be a student in this program, 5) I was able to register for classes I needed with few conflicts, 6) Teaching faculty was knowledgeable in their field of study, and 7) The quality of instruction I received in most of my classes was excellent.

**Clinical Experiences.** 100% (9/9) of the exiting students were extremely satisfied with Internship II and 89% (8/9) of the exiting students were extremely satisfied with Practicum and Internship I (the one student who did not rate extremely satisfied rated both Practicum and Internship I as somewhat satisfied).

Conversely, exiting students rated these aspects of Tennessee Tech's CMHC program least favorably with a rating of less than 80% in the strongly agree and agree category:

1) Financial aid counselors were helpful (25% agree), 2) Academic support services (i.e., writing assistance) adequately met the need of students (63% strongly agree or agree), 3) ITS services were adequate and accessible (66% strongly agree or agree), 4) The program was committed to students with disabilities (75% strongly agree and agree), and 5) Library resources and services were adequate (78% agree).

**How the CMHC program contributed to their educational goals.** 8/9 rated the following aspects as strongly agree: 1) Understanding counseling process, theories, and models, 2) Skills in effective use of counseling methods, 3) Ability to effectively apply basic processes of counseling, 4) Consideration of ethical practices in counseling, and 5) Awareness of self in the counseling process. Students did not reference any aspects of the program under the 80% agree cutoff score in this area.

**Exiting students referenced the following aspects of the program that you found most helpful:**

- Real world and pop culture examples, professor demonstrations
- The faculty's commitment to the application and illustration of theories and techniques, especially as it involves experiential practices.
- The feedback from clinical and academic supervision were very substantive and provided a lot of constructive criticism. I felt advocated for if I had a problem on site at my internship.
- Helpfulness of teachers
- Talking one on one with the professors.
- Quality of the program and knowledge of the instructors in the course material
- I found balance of academic and practice most helpful.
- Experiential learning and being pushed to apply knowledge

**The following exit responses were aspects of the program that students found least helpful:**

- Aspects of the program that you found least helpful:
- I found the least helpful aspect of our program to be the Career Development (EDPY 6410) course I took during the Summer 2014 term. This was primarily due the course's rote vs clinical emphasis.
- Old career class

- The counseling provided from Tech (i.e., within the University Counseling Center and not affiliated with the CMHC program) was least helpful. It would have been a great addition to pursue counseling while in the counseling department, but the counseling experience from the Tech Counselors (i.e., the University Counseling Center Counselors) was lacking and discouraging.
- Statistics

**The following responses were to the question if you could change anything about the CMHC program what would you change?**

- More information going into the program about the program. More information earlier on about the process after graduation. More realistic early on about the demands so one can prepare better and decide if this program will work with employment.
- An increase in the university's commitment to what is an excellent program by, among other things, increasing its faculty, which would allow the faculty to offer post-grad specializations and CEUs to counseling professionals.
- More instruction on working with the judicial system i.e. subpoenas vs court orders, what to provide in a subpoena
- I think it would be a wonderful experience to include Tech students in practice counseling classes to have a visual of how the professors conduct sessions with volunteer undergrad students and then have the graduate students also conduct sessions with those students instead of doing mock sessions with class mates. Also I feel there should be more focus on licensure requirements as far as what's required for licensure (hours, supervision, training) as well as the different credentials that can be obtained and how to meet those requirements and costs of those credentials. I feel these things need to be addressed within the first semester of grad school in order to give a better understanding of this career choice to the new students. I noticed a few of my peers while I was in this program didn't realize how much work they would have to put in after graduation and have had career changes. I feel that if the students are prepared at the start, they may have a better understanding of the intensity of this field and it's requirements. Lastly, Insurance. I feel there needs to be A LOT of information covered about how to work with insurance companies. I have noticed I have had to do a lot of learning of different procedures for working with insurance companies to help patients get into rehabs with pre-auths and working with insurance companies on informing them of where patients appointments are, how to get them approved for IOP programs, and just getting them services in general. If my memory serves me correctly, insurance was not something we discussed in this program that much. I have noticed a lot of therapist/social workers have gotten jobs being the liaison between outpatient/inpatient services and insurance companies. A lot of these workers don't even practice counseling that

much! Take crisis workers for example, a lot of them have their LPC MHSP, or LCSW, LMFT, etc but are doing crisis work that requires them to understand how to get someone into a hospital or set up in appropriate group homes, etc. I don't feel like I had enough training in grad school to prepare me for working so closely with insurance companies. I understand the importance of teaching towards the individual sessions, but as I have learned post-grad there is a lot more that therapist do that is not in individual sessions that I feel is equally important to securing our clients/patients in their sites and provide care to them outside of the individual session. Supervision is great for all of that! I just feel insurance should be a bigger priority since it deals directly with being able to see and bill clients. Thanks!

- More evening class availability for students who work full-time
- I would change the structure of the skills/theories courses.
- I would have liked a stronger emphasis on and presence of a student group

## HIGHLIGHTS of ALUMNI SURVEY RESULTS

The *CMHC program* developed electronic alumni surveys to further develop our understanding of needs within our community. The *CMHC program* aspires to have both employer and supervisor electronic surveys within the next year to learn additional feedback from stakeholders regarding how the *CMHC program* can help meet the needs of our community.

As CMHC program is relatively new, we sent out an electronic survey to alumni who have graduated within the last two years (i.e., not accounting for students who just graduated in May or August of 2016 as they just completed the exit interview survey).

Unfortunately, our response rate was extremely low (17%). Out of 12 alumni students, we only had two alumni complete the survey. One of biggest issues appears to be in regards to having outdated contact information (i.e., the CMHC program had the alumni's old TTU email address and not an updated email address). Due to this issue, we will start to obtain contact information from exiting students so that we may be able to stay in better contact with our constituents and form a better needs assessment based on their feedback. Nonetheless, our two alumni who completed the survey provided the following feedback for us:

- They both worked in a residential setting (one for profit and one not for profit)
- Both did not have their temporary license but they were working towards licensure with a LPC/MHSP supervisor
- Neither had taken the NCE or NCMHCE
- Both strongly agreed that the CMHC program contributed to their:
  - skills in effective use of counseling methods,
  - ability to effectively apply basic processes of counseling,
  - consideration of ethical practices in counseling,
  - awareness of self in the counseling process,
  - and commitment to personal growth.
- One alumni referenced a desire of wishing that the program had contributed more to his ability to recognize, assess and intervene in suicide risk situations.
- One of the alumni incurred debt (\$41,000) and the other did not while at TTU

- One of the alumni referenced interest in pursuing a certificate or certification in couples and families if TTU were to implement one (the other alumni was not interested in pursuing any additional education).
- Both alumni stated that they would be “extremely likely” to recommend TTU’s CMHC program to a friend or colleague. In addition, they referenced why they would recommend the program:
  - “The program was very helpful in providing the essential tools of self-awareness, listening, reflecting, and many more that are key to successfully developing relationships with clients. The program also provide a very diverse staff with varying background that can provide good information and counsel to those entering the field and encourage those students to find the counselor they are meant to be.”
  - “There are great professors that prepare the students for what is to come whenever they graduate.”
- The alumni suggested the following for improving the program:
  - “To encourage students to job shadow sooner in the program to help narrow the search for jobs that will best suit them. Also, to cover the importance and application of self-care practices once in the field to reduce burnout and provide the best possibly level of care.”
  - “Honestly I cannot think of anything at this time.”