

**Lynn University**  
**College of Arts and Sciences**  
**Master's in Clinical Mental Health Counseling**  
**Annual Report**  
**Academic Year 2018–2019**

The Council for Accreditation of Counseling & Related Educational Programs (CACREP) requests that programs make information about our applicants, students, graduates and program available to our stakeholders. Below please find a review of student demographic information, program evaluation and planned program modifications. This is the first year the Lynn University CMHC program has generated an annual report.

<b>CMHC Vital Statistics</b>	
Currently enrolled students	11 (graduated) +27 (enrolled)
Graduates 2018-2019	11
Program completion rate	82% (2 year: 55%; 3 +year: 27%)
Employment rate	72%
NCMHCE	71% pass rate (n=5/7)

- Report is generated based on information Summer 2019 (graduates) & Fall 2019 (new enrollments).
- The National Clinical Mental Health Counseling Examination (NCMHCE) is offered to graduates 6 months before and after graduation. Students and graduates can elect to take the exam during this time period or at any point before licensure. National passing rate is 50% for this exam, as reported by National Board of Certified Counselors.
- Employment rate reports those who were hired upon graduation in counseling or counseling-related positions. Students in pursuing higher education (doctoral level) are not included.

### **Summary of the Program Evaluation Results**

#### Program Objectives

1. Prepare students with the content knowledge required for certification, licensure and to achieve success in their professional endeavors.
  - The program uses the Counselor Preparation Comprehensive Examination (CPCE) as piece of the exit protocol and measure key performance indicators (KPIs). The exam is designed to assess student knowledge in the eight core curricular areas for professional counselors. All students scored within 1 standard deviation of the national mean for all knowledge areas. Students in this program scored highest in **Social & Cultural Diversity (C7)** and lowest in **Human Growth & Development (C3)**. See complete results for Lynn CMHC student scores as compared to national mean results:  
*At or above national mean:*
    - *Social & Cultural Diversity (C2): 10.1/9.7*
    - *Career Development (C4): 10.6/10.5*
    - *Professional Counseling Orientation & Ethical Practice (C1): 11.5/11.5**Within 1 SD national mean:*
    - *Human Growth & Development (C3): 8.75/10*
    - *Counseling & Helping Relationships (C5): 10.3/10.8*
    - *Assessment & Testing (C7): 9.1/10.9*
    - *Group Counseling & Group Work (C6): 9.8/10.4*
    - *Research & Program Evaluation (C8): 9.7/10.9*

- The program elicits feedback from site supervisors over three semesters of Practicum, Internship & Internship II. The Counselor Competencies Scale-Revised (CCS-R) is used to determine how student preparation for the field changes over time. The program expects students to perform at a competency level of 80% or more in clinical skills and counseling dispositions. Student scores reflect ***stronger competency scores in counseling dispositions (ethical, multicultural, etc.) and improved clinical skills over time***. The following reflects competency levels (mean scores) demonstrated by Lynn students during field work in 1) clinical skills & 2) counseling dispositions:
    - Practicum: 1) 84, 2) 88.5
    - Internship: 1) 85.6, 2) 91.8
    - Internship II: 1) 91.4, 2) 92.1
2. Provide didactic and experiential opportunities for students to assess, conceptualize, diagnose and treat individuals, groups and families from a strengths-based perspective unique to the counseling profession.
- The program uses the Sperry & Sperry case conceptualization to provide didactic and experiential opportunities to assess, diagnose and treat clients. Protective factors and strengths are a critical piece of this model. This is assessed during a knowledge checkpoint (Entrance Exam) and case reports on clients during Practicum, Internship & Internship II. We collect and report data to reflect mean scores and percentage of students meeting competency:
    - Knowledge checkpoint: Case conceptualization Entrance Exam, mean score 83.5% (80% passing score required).
    - Clinical experience: 86% of students meet competency on case conceptualization reports during Practicum, 95% of students meet competency on case conceptualization reports during Internship II.
    - Knowledge & experiential assessment: Internship Skills Assessment (ISA), mean score 80% (80% passing score required).
3. Train students who become professional counselors to practice within ethical, legal, multicultural and social justice competency guidelines of the profession.
- The program uses multiple measures across courses and assignments to determine that students are: 1) demonstrating behaviors commensurate with ethical guidelines of the profession as outlined by the American Counseling Association, 2) demonstrating behaviors within the legal guidelines of the profession as outlined by the state of Florida and 3) demonstrating behaviors within the multicultural and social justice guidelines of the profession as outlined by the American Counseling Association. Data is collected and reported based on meeting competency:
    - Ethics case study: 81% of students met or exceeded competency (80% passing score required).
  - Professional Performance Dispositions (PPD) are assessed across the program to determine demonstration of ethical, legal, multicultural and justice imperatives in the field. Students are rated on 10 areas of performance with scores ranging from 1-5. Scores of 2 and below are considered problematic, 3 and above are adequate to excellent. Data is analyzed by mean:
    - Average score across courses and students, as assessed by faculty: 3.52
    - Areas of professional performance where students excel are in ability to attention to ethical and legal issues (3.97) & flexibility (3.71). Areas

of professional performance where students scored lower are in effectively willingness to accept & use feedback (3.33) and ability to deal with conflict (3.21).

4. Promote student understanding and awareness of self and others within the therapeutic relationship.
  - During field work experience (Internship) students assess and plan for self-care in an effort to manage therapeutic relationship skills. Students explore self-awareness through the development of a Self-Care Action Plan. 100% of students competently address and monitor self-care to meet ethical obligations of the therapeutic relationship.
  - The Professional Performance Dispositions (PPD) assess students' "ability to deal with conflict" (item 6). The mean score for this item is 3.21 (3 and above is goal range); as compared with other items, this score is in the lower than the mean.

#### **A. Program Modifications based on CMHC Assessment Plan**

Review of the program objectives assessed in this plan provided for areas of modification within the program.

1. Domains that were a focus from the 2017-2018 annual report demonstrated improvements in this year's CPCE performance. Areas of improvement were in C1 & C2. The focus for the coming year needs to be on improving knowledge in the areas of Human Growth & Development and Testing & Assessment. This will be done through additional multiple-choice practice questions and/or quizzes in the courses where these are a focus.
2. Add an additional recorded video for feedback to help prepare for exit checkpoint for Internship Skills Assessment (ISA). The program will include a focus on counseling skills in the introductory course in the program.
3. The PPD yielded lower scores in ability to deal with conflict among students. Opportunities for managing conflict will be more intentionally embedded in experiential learning through Group Counseling (CSL 615) with more opportunities to facilitate and navigate conflicts.
4. **Substantial Program Changes:** The former program chair, Dr. Debra L. Ainbinder has taken on a new role as the Associate Dean for the College of Arts & Sciences where the CMHC program resides. The new academic unit head for the CMHC program who will be taking over the role of administering the program is Dr. Ali Cunningham Abbott.

#### **Dissemination of CMHC Annual Report:**

This report is published on the Lynn University website on the Master's in Clinical Mental Health Counseling page and is shared electronically with stakeholders. Students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified by email that this report is available.