

Department of Counselor Education

Clinical Mental Health Counseling

Annual Report 2023



CONCORDIA
UNIVERSITY
CHICAGO

Truth.

Freedom.

Vocation.

Concordia University Chicago Mission

Steadfast in Jesus Christ as revealed in the Holy Scriptures, Concordia University Chicago promotes academic rigor in its liberal arts and professional programs; grounds students in objective truth, integrity, and excellence; and practices faithfulness to the Confessional teachings of the Lutheran Church—Missouri Synod, as it forms students for vocations in church, family, and the world.

M.A. Clinical Mental Health Counseling

University Changes Impacting Department of Counselor Education

In 2021, The Department of Counselor Education moved from the College of Education into the newly formed College of Health, Science and Technology in the Division of Social Science and Human Service. This change allows for a better alignment with Counselor Education and other related disciplines offered in the University.

Clinical Mental Health Counseling Mission Statement

The Clinical Mental Health Counseling Program (CMHC) at Concordia University Chicago prepares graduates with the professional knowledge, skills, and dispositions necessary to address complex human issues and to empower optimal wellness and growth working with diverse populations. The CMHC core curriculum and clinical activities highlight excellence in the vocation of counseling and emphasize the Christian beliefs of integrity, truth, and freedom.

CMCH program faculty promote student personal and professional growth through encouragement of self-reflection, clarification of values, technique development, and engagement in the field of counseling.

Overall Data

Program Completion Rate: 78%

National Counselor Exam Pass Rate: 88%

Obtaining Employment in the Field at time of Graduation: 99%

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Clinical Mental Health Counseling Program Objectives

- 1. Provide students with a core academic array of courses in compliance with national standards of counseling programs.

Measurement: National Counseling Exam pass rates at 88%. A significantly high pass rate from students that took the exam while enrolled in the course CMHC 6935 Internship I.

Measurement: Capstone Exam pass rate of 78%

Faculty Evaluation of Program Objective: Objective Benchmark Met. See "Modifications" sections.

- 2. Training through the utilization of various techniques and approaches to assist graduates in building therapeutic counselor/client relationships and effecting change.

Measurement: CCS-R, Part I. Average scores of 96% on the CCS-R which measures the ability of students to develop and maintain a therapeutic relationship with clients.

Measurement: Candidate Exit/Alumni Survey Student Report

3 = Outstanding, 2 = Satisfactory, 1 = Unsatisfied

Table with 2 columns: Prompt, Average Score. Rows include: Provides students with a core academic array of courses (2.9), Prepares students to meet national knowledge expectations (2.6), Supports and encourages students' development (2.9), Prepares students to serve and collaborate with integrity (2.9), Encourages students to get involved in professional counseling activities and organizations (3), Prepares students to serve clients ethically, with integrity (3), Helps students develop the tools to become proficient counselors (2.9), Prepares students to articulate and assume the professional and ethical role (2.9).

Measurement: Group Counseling Leadership Rubric for Practicum or Internship completed by Site Supervisor.

3 = Outstanding, 2 = Satisfactory, 1 = Unsatisfied

Table with 2 columns: Prompt, Average Score. Rows include: Intern is able to strike a balance between asserting leadership and creating a safe, welcoming environment for group participants (2.6), Intern uses active listening skills to interpret the needs and feelings of clients in a group (2.8), Intern uses group counseling leadership strategies to facilitate meaningful discussions between participants (linking) and effectively addresses and manages any conflicts that arise (2.6), Intern redirects unfocused or monopolizing group members and off-topic group discussions to more meaningful topics without discouraging members from participating (blocking) (2.6).

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Intern demonstrates understanding of the behaviors of group members in particular stages of the group and uses appropriate interventions accordingly.	2.6
Intern is able to plan for and differentiate strategies in response to the needs and goals of a particular group type and measure client change (outcomes).	2.6
Intern demonstrates understanding of the behaviors of group members in particular stages of their group and uses appropriate interventions accordingly.	2.6
Intern is able to help members become aware of what has occurred during the group and how the group and its members have changed over time (summarizing)	2.7

Faculty Evaluation of Program Objective: Objective Benchmark Met.

3. Advance opportunities for student personal and professional growth in appropriate counselor dispositions through timely and effective feedback throughout the program.

Measurement: CCS-R, Part II. Students are rated by instructors toward the end of the assigned courses utilizing the CCS-R, Part II. Students and faculty process lower scores or issues of concern. Issues of concern are passed forward to the 3R Community.

CMHC 6000 Intro	100% Developing or Higher
CMHC 6015 Techniques	100% Developing or Higher
CMHC 6055 Multicultural	72% Developing or Higher
CMHC 6030 Practicum	100% Developing or Higher
CMHC 6035 Internship	100% Developing or Higher

Faculty Evaluation of Program Objective: Objective Benchmark Met.

4. Enhance student professional identity by encouragement in professional counseling organizations and activities.

Students are taught about and encouraged to join ACA and Illinois Counseling Association and Illinois Mental Health Counseling Association from their first semester in Introduction to Counseling course and we continue to refer to these associations throughout our program. Although faculty determined not to make it a requirement to join due to varying SES, data is pulled from Blackboard as an extra credit assignment which was 66% (17/26) of students in 2022 Intro classes. Data is then again pulled from the practicum requirement to be covered by insurance. Since ACA offers that insurance as an advantage of joining the organization, we highly encourage that option, and 100% of our students were members of ACA during their clinical year.

Measurement: Professional Activities by candidates.

One student presented professionally at the Wisconsin Compulsive Gambling Conference on issues related to ethical issues.

Three students volunteered at the Illinois Counseling Association Annual Conference.

Two students worked with faculty in creating a proposal for a presentation for the Illinois Counseling Association.

Faculty Evaluation of Program Objective: Objective Benchmark Met.

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5. Provide counselor education training for a diverse student body with quality clinical experiences and supervision.

Measurement: Student Demographics on the Graduating Student Exit Survey of 2022 revealed students identified themselves as:

Female = 89%

Male = 11%

African American/Black = 15%

Asian = 3%

Hispanic or Latino = 31%

White = 44%

Undisclosed = 7%

Measurement: Candidate Evaluation of Site Experience

Survey is completed by students in practicum and internship, reviewed by faculty regularly to ensure the highest level of clinical supervision allowing students to refine their counseling skills and apply them to counseling situations. Students rate the experience on a 5 point scale from 1 = Strongly Disagree to 5 = Strongly Agree.

Prompt	Aggregate Score
1. Your supervisor provided you with an orientation to the site, policies, procedures, and other staff and ensured adequate resources were available for you to conduct professional activities.	4.9
2. Your supervisor provided opportunities for you to engage in a variety of counseling activities consistent with ACES standard of Supervision.	4.9
3. The supervisor gave appropriate time to discuss, help and evaluate.	4.8
4. You met individually with our supervisor for at least one hour a week to discuss your counseling experience.	4.8
5. The supervisor provided appropriate balance between supervision and independence.	4.9
6. You were satisfied with the amount of supervision you received.	4.8
7. You were satisfied with the quality of supervision you received.	4.8
8. The supervisor enabled you to express opinions, questions and concerns about your counseling.	4.9
9. The supervisor provided useful feedback regarding counseling skills and interventions.	4.9
10. The supervisor provided evaluation of your performance on a regular basis.	4.6
11. The expectations of me and the evaluation process were fair and helpful.	4.8
12. Your supervisor was knowledgeable about the school/agency setting in which you worked, and he/she shared knowledge and expertise freely.	4.9
13. The variety and quantity of counseling activities in which you participated met your expectations of a quality practicum/internship experience.	4.9
14. This was a valuable experience and you believe the experiences you have had during this practicum/internship has prepared you to assume duties as a professional counselor.	4.8

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15. The overall quality of the supervision that you received was what you expected.	4.9
16. You would recommend this supervisor and site to another candidate.	4.9

Faculty Evaluation of Program Objective: Objective Benchmark Met.

6. Prepare students to serve and collaborate with integrity as professional counselors with multicultural, diverse and marginal populations.

Measurement: Candidate Exit Survey/Alumni Survey

3 = Outstanding, 2 = Satisfactory, 1 = Unsatisfied

Prompt	Average Score
Provides students with a core academic array of courses	2.9
Prepares students to meet national knowledge expectations	2.6
Supports and encourages students' development	2.9
Prepares students to serve and collaborate with integrity	2.9
Encourages students to get involved in professional counseling activities and organizations	3
Prepares students to serve clients ethically, with integrity	3
Helps students develop the tools to become proficient counselors	2.9
Prepares students to articulate and assume the professional and ethical role	2.9

Measurement: Case Conceptualize Rubric in CMHC 6935

(2 = Competent, 1 = Emerging, 0 = Unsatisfactory)

1. Assessment and Demographic Reporting: 1.9
2. Ability to Identify the Focus of Counseling: 1.9
3. Assessment and Identification of Pertinent Background Information: 1.9
4. Synopsis of Counseling: 1.9
5. Counselor Self Awareness: 1.9

Faculty Evaluation of Program Objective: Objective Benchmark Met.

7. Timely review and updating of course content and delivery approaches based on best practice and changing needs.

Measurement: 100% of course prospecti were reviewed and approved for modification by the College of Health Science and Technology Committee.

Measurement: All courses were modified from "CED" to a more specific "CMHC" course prefix to allow for academic oversight of course delivery by the department including inclusion of timely best practice additions and instructor qualifications that reflect professional counseling.

Faculty Evaluation of Program Objective: Objective Benchmark Met.

8. Create and support a diverse faculty instructional environment.

Measurement: Faculty & Adjunct Demographics-Self-Report

African-American/Black = 25%

Asian = 25%

White = 50%

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Faculty Evaluation of Program Objective: Objective Benchmark Met.

9. Encourage greater use of technology and key program data collection by students and faculty in the instructional process.

Measurement: Department implemented Tevera Software system. 100% of students in the CMHC 6000 Introduction to Professional Counseling were trained and registered in the Tevera system.

Measurement: 100% of core program faculty were trained in using the Tevera system.

Measurement: All practicum and internship courses utilize the Tevera technology by students and faculty.

Faculty Evaluation of Program Objective: Objective Benchmark Met.

Key Performance Indicators (KPI): Aggregate student data that address student knowledge, skills, and professional dispositions.

KPI's are Key Program Indicators identified by the faculty to identify points in the program where students are assessed on various knowledge points, identified in the title with a "K", or skill points, identified with an "S". These evaluation points are used to assess student growth and program quality. Faculty review the aggregate scores for program improvement and individual student scores to assist students in need of remediation activities. An aggregate rate demonstrating mastery was set at 80% by the department for each of these KPI's and 60% for the Capstone Exam.

Professional Counseling Orientation & Ethical Practice	Pass Rate
KPI 1.K.a: Knowledge of Professional Counseling	95%
KPI 1.K.b: Capstone Exam Domain	66%
KPI 1.S.a: Ethical Decision Making	95%
Social & Cultural Diversity	Pass Rate
KPI 2.K.a: Cultural Awareness	98%
KPI 2.K.b: Capstone Exam Domain	74%
KPI 2.S.a: Cultural Competence	97%
Human Growth & Development	Pass Rate
KPI 3.K.a: Effects of Crisis and Trauma	98%
KPI 3.K.b: Capstone Exam Domain	68%
Career Counseling	Pass Rate
KPI 4.K.a: Capstone Exam Domain	68%
KPI 4.S.a: Career Counseling Assessment	100%
Counseling & the Helping Relationship	Pass Rate
KPI 5.K.a: Counseling Theories	80%
KPI 5.K.b: Capstone Exam Domain	74%

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KPI 5.S.a: Case Conceptualization	100%
Group Counseling & Group Work	Pass Rate
KPI 6.K.a: Group Counseling Proposal	99%
KPI 6.K.b: Capstone Exam Domain	64%
KPI 6.S.a: Group Counseling Leadership Evaluations	84%
Assessment & Testing	Pass Rate
KPI 7.K.a: Capstone Exam Domain	43%
KPI 7.S.a: Case Conceptualization	100%
Research & Program Evaluation	Pass Rate
KPI 8.K.a: Group Proposal and Evaluation	99%
KPI 8.K.b: Capstone Exam Domain	49%
KPI 8.S.a: Research Project	78%
Clinical Mental Health Counseling: Foundations	Pass Rate
KPI CMHC.1.K.a: Client and Counselor Characteristics	100%
KPI CMHC.1.S.a: Advanced Intake	98%
Clinical Mental Health Counseling: Contextual Dimensions	Pass Rate
KPI CMHC.2.K.a: Community Activities	93%
Clinical Mental Health Counseling: Practice	Pass Rate
KPI CMHC.3.K.a: Case Presentation	99%
KPI CMHC.3.S.a: CCS-R Section I in CMHC 6935 Internship	96%
KPI CMHC.3.S.b: Case Conceptualization in CMHC 6935 Internship	94%
Professional Counselor Conduct & Disposition	Pass Rate
KPI CMHC 4.K.a: Self Care Plan	100%
KPI CMHC 4.K.b: Professional Disclosure	88%
KPI CMHC 4.S.a: CCS-R Section 2 in CMHC 6000 Introduction (first course) <i>Scoring: 1 = Harmful, 2 = Unacceptable, 3 = Developing, 4 = Meets, 5 = Exceeds</i>	100% Developing or above
2A-Professional Ethics	3.6
2B-Professional Behavior	4.0
2C-Professional & Personal Boundaries	4.0
2D-Knowledge & Adherence to Site and Course Policies	3.8
2E-Record Keeping & Task Completion	4.0
2F-Multicultural Competence in Counseling	4.0
2G Emotional Stability & Self-control	4.0
2H-Motivated to Learn & Grow / Initiative	4.0
2I-Openness to Feedback	4.0
2J-Flexibility & Adaptability	4.0
2K-Congruence & Genuineness	4.0
KPI CMHC 4.S.b: CCS-R Section 2 in CMHC 6015 Techniques <i>Scoring: 1 = Harmful, 2 = Unacceptable, 3 = Developing, 4 = Meets, 5 = Exceeds</i>	100% Developing or above
2A-Professional Ethics	3.5
2B-Professional Behavior	4.5
2C-Professional & Personal Boundaries	4

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2D-Knowledge & Adherence to Site and Course Policies	4.5
2E-Record Keeping & Task Completion	4
2F-Multicultural Competence in Counseling	4.5
2G Emotional Stability & Self-control	4
2H-Motivated to Learn & Grow / Initiative	4.5
2I-Openness to Feedback	4.5
2J-Flexibility & Adaptability	4.5
2K-Congruence & Genuineness	4.5
KPI CMHC 4.S.c: CCS-R Section 2 in CMHC 6055 Multicultural <i>Scoring: 1 = Harmful, 2 = Unacceptable, 3 = Developing, 4 = Meets, 5 = Exceeds</i>	72% Developing or above
2A-Professional Ethics	4.5
2B-Professional Behavior	4
2C-Professional & Personal Boundaries	3.6
2D-Knowledge & Adherence to Site and Course Policies	3.5
2E-Record Keeping & Task Completion	3.2
2F-Multicultural Competence in Counseling	4.5
2G Emotional Stability & Self-control	4.5
2H-Motivated to Learn & Grow / Initiative	3.2
2I-Openness to Feedback	4.5
2J-Flexibility & Adaptability	4.5
2K-Congruence & Genuineness	4.5
KPI CMHC 4.S.d: CCS-R Section 2 in CMHC 6930 Practicum <i>Scoring: 1 = Harmful, 2 = Unacceptable, 3 = Developing, 4 = Meets, 5 = Exceeds</i>	100% Developing or above
2A-Professional Ethics	4.4
2B-Professional Behavior	4.3
2C-Professional & Personal Boundaries	4
2D-Knowledge & Adherence to Site and Course Policies	4.5
2E-Record Keeping & Task Completion	4.1
2F-Multicultural Competence in Counseling	4
2G Emotional Stability & Self-control	4.6
2H-Motivated to Learn & Grow / Initiative	4.7
2I-Openness to Feedback	5
2J-Flexibility & Adaptability	4
2K-Congruence & Genuineness	4.6

KPI CMHC 4.S.e: CCS-R Section 2 in CMHC 6935 Internship <i>Scoring: 1 = Harmful, 2 = Unacceptable, 3 = Developing, 4 = Meets, 5 = Exceeds</i>	100% Developing or above
2A-Professional Ethics	4.6
2B-Professional Behavior	4.7
2C-Professional & Personal Boundaries	5

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2D-Knowledge & Adherence to Site and Course Policies	4.5
2E-Record Keeping & Task Completion	4.3
2F-Multicultural Competence in Counseling	5
2G Emotional Stability & Self-control	4.7
2H-Motivated to Learn & Grow / Initiative	5
2I-Openness to Feedback	5
2J-Flexibility & Adaptability	4.8
2K-Congruence & Genuineness	4.8

Modifications & Other Substantial Program Changes

Course prefix from CED to CMHC for all courses in the degree to allow for closer tracking of academic experiences for students across all areas.

Regarding Program Objective #1, KPI 7.K.a, KPI 8.K.b: The domains of Appraisal/Assessment and Research revealed that students were not strong in these areas, bringing down the pass rate. Prior to 2022, these two courses were offered outside the counselor education department. Administration and faculty have agreed to bring these two courses under the jurisdiction of the CMHC department, allowing for oversight of course material and instructor qualifications.

Regarding Program Objective #4: Faculty will continue to serve as role models and mentors for students around engagement in professional organizations. Faculty is in the process of initiating a *Chi Sigma Iota*, an international and professional academic honors society for counseling students, counselor educators, and professional counselors. Faculty will plan and deliver one (1) professional development workshop annually on campus for students and the professional counseling community encouraging students to engage in presentations, research and poster presentations.
