

University of Nebraska at Kearney

CMHC WEAVE 2022-2023

September 26, 2023

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Mission

1 **Goal** Effective Clinical Mental Health Counselors

The UNK Clinical Mental Health Counseling program prepares professional clinical mental health counselors to meet the highest CACREP standards for delivering counseling in a wide variety of community and agency settings. Students in Clinical Mental Health Counseling are eligible to obtain the appropriate national certification (e.g., NCC) and Nebraska state licensure (LMHP/LPC/LIMHP). • Possess knowledge of the development of the mental health counseling movement. • Understand the general roles, duties, and expectations of the mental health counselor. • Know the specialized legal and ethical responsibilities and functions of the mental health counselor. • Possess an understanding of cultural diversity as it relates to mental health counseling. 41 • Possess an understanding of the relationship of mental health counseling to other health and human services. • Be familiar with the factors related to the management of mental health services. • Be familiar with the treatment procedures of mental and emotional disorders. • Know specific models for assessing psychopathological behavior and be familiar with the DSM diagnostic categories. • Be knowledgeable about the effects and side effects of the commonly used psychotropic drugs. • Be familiar with case management procedures and the steps for developing a treatment plan. • Be familiar with procedures for referral and possess consultation skills for use with other mental health professionals. • Understand factors related to client advocacy and patients' rights. • Be familiar with several approaches to individual, group, marital, couple, and family counseling.

1.1 **Outcome** Knowledge, Skills, & Dispositions

Counseling Discipline: Graduates will demonstrate knowledge of the CACREP core and clinical mental health counseling program areas including: • Counseling culturally diverse populations and multicultural competencies • Human development theories, the impact of atypical development resilience/wellness factors, crisis/trauma, and neurobiological behavior including the role of psychopharmacological medications • Theories of addiction and addictive behaviors • Career development, theories, and assessments • Major individual, group, couple, and family counseling theories and their use in the conceptualization of client concerns • Statistical concepts related to assessment and research Clinical Competence: Graduates will gain the

ability to perform a wide range of therapeutic services for diverse client populations in a variety of settings including:

- Theoretical concepts, skills, and strategies to counsel and/or advocate for culturally diverse clients
- Applies human development to develop differentiated interventions to treat various client populations
- Diagnostic process and role of psychopharmacological medications and applies that knowledge in the prevention and treatment of mental and/or emotional disorders
- Strategies for prevention, intervention and treatment of addiction
- Skills and strategies of career development in addressing client concerns
- Individual, couple, family, and group counseling theories, assessments, and interviewing skills to address client concerns
- Administering assessments including diagnostic interviews and mental status exams
- Differentiated interventions and evidence-based practices to treat various client populations

Professional Identity/Ethical Reasoning: Graduates will possess a strong counselor identity, professionalism and ethical practice including:

- Professional identities of counselors/clinical mental health providers, including professional issues, organizations, advocacy role, preparation standards and credentialing
- ACA ethical standards, including those specific to the practice of clinical mental health counseling; applies them in an exceptionally professional manner
- Professional strengths and limitations
- Collaboration with professional colleagues
- Communicates respectfully
- Commitment to professional growth and wellness

Professional Practice Graduates will demonstrate knowledge and skills related to the operation of mental health services and various professional counselor roles.

- Roles in various practice settings, including responsibilities in interdisciplinary treatment teams, expert witness status, and crisis management
- The use of consultation/clinical supervision in the counseling process
- The administrative/business aspects of public and private mental health agencies including program development and service delivery and clinical record keeping

Action Plan

Budget Source	Amount	Due	Status
	\$0.00	no due date set	

Action Item 1	Created	Due	Status
	9/4/2019		

1.1.1 Measure/Source of Evidence Comprehensive Exams

All students are required to successfully complete comprehensive exams during the final

semester of their program. The comprehensive exam is based on the learning objectives. Faculty evaluators assess the student using the Clinical Mental Health Counseling Comprehensive Exam Evaluation Form.

1.1.1.1

Targets

See above Met

TARGET	Comprehensive Exam Scale The scale is Target = 2; Met = 1; Not Met = 0; The average score of all students who complete comps will be above .99.
RESULTS	Results - Comprehensive Exam Scale Target (Pass/ Exceeds Expectations)=1.5-2.0; Met (Pass/ Meet Expectations) =1.0-1.49; Not Met (Fail) =0-.99 Clinical Mental Health Counseling N=24 Grand Mean Range = 1.60-1.85 Grand Mean = 1.74 Areas Target by Semester
ANALYSIS OF FINDINGS	<p>Analysis - Strength Areas All areas are indicated as strengths given 100% of students at Target or Met, and 0 Not Met's..</p> <p>Growth Areas:</p> <p>While all areas are at met or target, a score of 1.55 in Applies Multicultural Competencies and 1.60 is in the area of “Applies Group Theory and Practice” emerges from the data across two semesters during this review period.</p>
IMPROVEMENT TYPE	Academic
IMPROVEMENT DESCRIPTION	Academic support
IMPROVEMENT	Comprehensive exam rubrics have been added to the student handbook to provide CMHC students access to study guides and expectations at admission to the program. Further, Compressive Exams are now discussed in the new student orientation twice per year. Comprehensive exam questions have been revised as has the assessment process with an updated rubric. The Group and Multicultural class instructor(s) will begin to utilize case studies to help improve application of these concepts in Comprehensive Exams to demonstrate clear and direct integration of group theory and practice, goals, screening, dynamics, benefits, group developmental stages, and indications/contraindications. There are so few groups to refer to and not sure Continue to monitor the data for needed changes next reporting period.

1.1.2 Measure/Source of Evidence

Internship Evaluation

All students are required to successfully complete an internship experience which involves direct field experience in a specialized professional work setting under the supervision of a qualified professional and the Department internship coordinator. A program faculty member in consultation with the site supervisor assesses competence related to the learning objectives.

1.1.2.1 Targets

See above Met

TARGET	The average score of all students' final evaluation from their supervisor(s) will be above a grand mean of .76. Internship Evaluation Scale Target=1.5-2.0 Met=.76-1.49 Not Met=0-.75
RESULTS	Clinical Mental Health Counseling N = 12 (22F=9, 23S=7, 23U=8) Grand Mean Average Range = 1.54- 2.0; Grand Mean of Student Scores by Semesters= 1.89; Target = 12, Met = 0, Not Met = 0
ANALYSIS OF FINDINGS	<p>Analysis of Findings –</p> <p>Strength Areas Overall: Results indicate that students were very strong (Target) in all performance areas assessed. Grand mean increased from 1.67 in the previous year to 1.89 during this review period which shows a significant increase.</p> <p>Growth Areas Overall: Results indicate that program improvement may be needed around “Strategies for interfacing with integrated behavioral health care professionals.” (1.81). That said, this score is clearly in the target range, yet this is targeted in CSP 886 Advanced Prac and CSP 892 Internship.</p>
IMPROVEMENT TYPE	Curricular Modifications
IMPROVEMENT DESCRIPTION	Curriculum Revisions
IMPROVEMENT	If scores shows this is a trend next year, will continue to work to enhance this in CSP

1.1.3 Measure/Source of Evidence
Graduate Exit Survey

The Graduate Exit Survey is a graduation requirement for all clinical mental health counseling students. The survey is an evaluation of the program effectiveness related to student learning and professional preparation.

1.1.3.1 Targets
See above **Met**

TARGET	The average score of all students' exit surveys will be above a grand mean of .76. Scale: 2=Target Exemplary in preparing counselors 1=Met Adequately prepares counselors 0=Not Met Fails to prepare
RESULTS	Clinical Mental Health Counseling (CMHC) N= 7, Range 1.0-2.0, Grand Means = 1.67
ANALYSIS OF FINDINGS	Qualitative Improvement Areas indicated all were at met or target and no additional changes were noted from students.

Program Goals and Learning Objective Domains:

Global Evaluation of Program:

Overall evaluations of the clinical competence of the CMHC program were positive with an overall mean of 1.67 across the reporting period by the students. By key indicators within the CMHC program (General Evaluation = 1.71, CMHC Counseling Discipline = 1.62, CMHC Clinical Competence = 1.67, CMHC Professional Identity and Ethical Practice = 1.69, CMHC Professional Practice = 1.62)

Strength Areas:

General Evaluation:

“The Academic/Professional Knowledge Taught to You” 1.92

CMHC Counseling Discipline:

“The Program’s Curriculum” with a mean average of 1.86.

CMHC Clinical Competency Key Indicator:

“Theories of addiction and addictive behaviors.” was noted as strengths of the program with a mean average of 1.86.

CMHC Professional Identity and Ethical Practice:

“Professional identities of counselors/clinical mental health providers, including professional issues, organizations, advocacy role, preparation standards and credentialing.” 1.86

Growth Areas:

All areas evaluated are at target. Academic Process Modifications

Continue to monitor data for trends that need addressed after implementation of new CACREP assessment plan. Will assess next cycle.

IMPROVEMENT TYPE	Academic Process Modifications
IMPROVEMENT DESCRIPTION	Action Plan implemented; will assess next cycle
IMPROVEMENT	Improvement(s) Achieved” Students indicated in their comments the clinical coursework was most beneficial.

1.1.4 **Measure/Source of Evidence** Employer/Site Supervisor Survey

The Employer/Site Supervisor Survey is an evaluation of the clinical mental health counseling program’s effectiveness related to student learning and professional preparation and is completed every-other-year by employers, site supervisors and stake holders in the area. This was last completed and reported upon in last year’s WEAVE report. Gathered every two years.

1.1.4.1 **Targets** 90% of employers/site supervisors will score student learning and professional preparation items at met or target. Met

TARGET	Scale: Not met =0-.74 Met=.75-1.49 Target= 1.5-2.0 Clinical Mental Health Counseling (CMHC) Employers/Site Supervisors
RESULTS	(CMHC) Employers/Site Supervisors N= 8, Range=1.38 to 1.88, M= 1.67.

ANALYSIS OF FINDINGS

Analysis

Qualitative Improvement included more specific education with assessment and ability to explore research based interventions.

Program Goals and Learning Objective Domains

General Evaluation of Program:

Overall evaluations of the CMHC program were positive with an overall mean of 1.67 across the reporting period.

Strength Areas:

Selected highlighted strengths include “Clinical Mental Health Counseling Professional Identity and Ethical Practice - Graduates will possess a strong counselor identity, professionalism, and ethical/multicultural practice. ACA ethical standards, including those specific to the practice of clinical mental health counseling; applies them in an exceptionally professional manner” M=1.88.

Growth Areas The lowest item:

Growth areas in the CMHC program included “Roles in various practice setting, including responsibilities in interdisciplinary treatment teams, expert witness status, and crisis management.” M=1.38 across the reporting period.

IMPROVEMENT TYPE

Academic Process Modifications

IMPROVEMENT DESCRIPTION

Action Plan implemented; will assess next cycle

IMPROVEMENT

Action Plan implemented; Academic Process Modifications > The CMHC program implemented a new electronic health record into Advanced Practicum to increase student experience with clinical record keeping. CSP 862 Administration and Consultation added additional curriculum to address interdisciplinary treatment teams, expert witness status, and crisis management. Added training for Internship Supervisors to enhance their ability to evaluate supervisees. Continue to monitor the data for the potential of sites to be lacking in opportunities to provide growth in expert witness status. Perhaps this is a gap in the knowledge base in Nebraska to offer additional training in. The CMHC program expected a Spring 2023 site visit from

CACREP. As of Fall 2023, we are still awaiting that visit. Following the visit, we will re-administer our survey based upon recommendations of the CACREP site visit.

Academic Implemented new instructional techniques Improvement suggestions:
Academic Process Modifications > The CMHC program implemented a new electronic health record into Advanced Practicum to increase student experience with clinical record keeping. CSP 862 Administration and Consultation added additional curriculum to address interdisciplinary treatment teams, expert witness status, and crisis management. Added training for Internship Supervisors to enhance their ability to evaluate supervisees.

1.1.5 **Measure/Source of Evidence** National Counselor Exam (NCE)

National Counselor Examination (NCE) for Clinical Mental Health Counseling (CMHC) The NCE is a national exam required for professional counselor licensure and National Counseling Certification. It is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states and for the National Certified Counselor (NCC) certification.

1.1.5.1 **Targets** National Counselor Examination (NCE) for Clinical Mental Health Counseling (CMHC)

Met

TARGET	80% of our students will pass the NCE on the first attempt.
RESULTS	Fall 2022 and Spring 2023 9 of 11 students who took the NCE passed (82%). Fall 2022 NCE Number Tested = 6, Number Passed = 5 (83%), Number Failed = 1 (17%); Spring 2023 Number Tested = 5, Number Passed = 4 (80%), Number Failed = 1.
ANALYSIS OF FINDINGS	For the reporting period, 82% passed the NCE on the first attempt, exceeding our goal of 80%.

Fall 2022 indicated that CMHC students were at the national average (or within one standard deviation) in all areas. The results from Spring 2023 indicated that CMHC students were at the national average (or within one standard deviation) in all areas except Social and Cultural Diversity. It should be noted that in the Fall of 2022 students average in this area exceeded the national mean average.

IMPROVEMENT
TYPE

Academic Process Modifications

IMPROVEMENT
DESCRIPTION

Action Plan implemented; will assess next cycle

IMPROVEMENT

Improvement Description - Improved Performance Improvement - Although meeting our goal of “80% of our students will pass the NCE on the first attempt” by 2 (80% goal and 82% actual), Social and Cultural Diversity emerged from the data. The new assessment plan to comply with CACREP accreditation, highlights two key performance indicators (KPI 2) to enhance student learning in this areas. Advisors and internships supervisors will also continue to make efforts to prepare students to better prepare for the NCE and encourage all to access study materials (e.g., Rosenthal, Encyclopedia of Counseling, NBCC study library, etc.) available in the UNK Calvin T. Ryan Library. Improvement Plan - Prepare students better for the NCE. Make students aware of the NCE Study resources that are available to them at UNK and within NBCC to prepare for their exam.

1.1.6 Measure/Source of Evidence

Key Professional Dispositions

The CMHC program underwent significant updating and enhancement preparing for accreditation. The former Student Progress Review (formerly reported here) is no longer completed. Assessment of student progress is now conducted at four strategic points 1) Intakes (entry), 2) CSP 855 Techniques of Counseling & Application for Candidacy (early on-going), 3) CSP 885 Practicum in Counseling (mid on-going), and 4) CSP 892 Internship (end and summative). Student progress is also conducted extensively throughout Internship in consultation with the Site Supervisor. These assessments of student progress on the Key Professional Dispositions are formative assessments where students are given feedback from program faculty with which they may monitor their own progress and make necessary improvements in their academic work, clinical skills, and dispositions.

1.1.6.1 Targets

KPD Mean Rating Scale; Average of score, based on the following rating scale: 0-.99 = Does Not Meet Expectations 1.0 - 1.49 = Meets Expectations 1.50 - 2.00 = Exceed Expectations Met

TARGET

If a student scores 0 in any area, at any time, conversation with student is mandatory. At Techniques average of 1.0-1.49 is expectation. At Practicum average of 1.50-2.0 is

expectation.

RESULTS

Results from Fall 2021 to Summer 2022 at) Intakes (entry), 2) CSP 855 Techniques of Counseling & Application for Candidacy (early on-going), 3) CSP 885 Practicum in Counseling (mid on-going), and 4) CSP 892 Internship (below)

ANALYSIS OF FINDINGS

-Intakes

F 22

N= 7

Range 1.0-2.0

Grand Mean = 1.43

Areas Exceed Expectations = 3

Areas Meets Expectations = 4

Areas Does not Meet Expectations = 0

S 23

N= 14

Range 1.0-2.0

Grand Mean = 1.71

Areas Exceed Expectations = 10

Areas Meets Expectations = 4

Areas Does not Meet Expectations = 0

-U 22

N= 10

Range 1.0-2.0

Grand Mean = 1.80

Areas Exceed Expectations = 8

Areas Meets Expectations = 2

Areas Does not Meet Expectations = 0

855

F 22

N=21

Range 1.0-2.0
Grand Mean = 1.95
Areas Exceed Expectations = 20
Areas Meets Expectations = 1
Areas Does not Meet Expectations = 0

S 23
N=3
Range 2.0-2.0
Grand Mean = 2.0
Areas Exceed Expectations = 3
Areas Meets Expectations = 0
Areas Does not Meet Expectations = 0

U 23
N=10
Range 1.0-2.0
Grand Mean = 1.78
Areas Exceed Expectations = 8
Areas Meets Expectations = 2
Areas Does not Meet Expectations = 0

885

F 22
N=15
Range 1.0-2.0
Grand Mean = 1.87
Areas Exceed Expectations = 13
Areas Meets Expectations = 2
Areas Does not Meet Expectations = 0

S 23
N=7
Range 1-2.0

Grand Mean = 1.86
Areas Exceed Expectations = 6
Areas Meets Expectations = 1
Areas Does not Meet Expectations = 1

U 23
N=6
Range 2.0-2.0
Grand Mean = 2.0
Areas Exceed Expectations = 6
Areas Meets Expectations = 0
Areas Does not Meet Expectations = 0

892

F 22
N=6
Range 1.0-2.0
Grand Mean = 1.83
Areas Exceed Expectations = 5
Areas Meets Expectations = 1
Areas Does not Meet Expectations = 0

S 23
N=10
Range 2.0-2.0
Grand Mean = 2.0
Areas Exceed Expectations = 10
Areas Meets Expectations = 0
Areas Does not Meet Expectations = 0

U 23
N=8
Range 2.0-2.0
Grand Mean = 2.0

Areas Exceed Expectations = 8
Areas Meets Expectations = 0
Areas Does not Meet Expectations = 0

Analysis

Further, all student key CMHC program indicators were at target or at met for this review period.

IMPROVEMENT
TYPE

Academic

IMPROVEMENT
DESCRIPTION

No Improvements Deemed Necessary

IMPROVEMENT

No Improvements Deemed Necessary at this time. Continue to monitor the Key Professional Dispositions assessment process in the coming year for any changes needed.

1.1.7 Measure/Source of Evidence

Annual Advisory Council Meeting

Department and Clinical Mental Health Advisory Council members (e.g., alumni, public, institutional administrators, cooperating agencies, site- supervisors, employers, etc.) are presented program assessment results and asked for feedback to inform program strengths, growth points, and improvements.

1.1.7.1 Targets

Annual AC Meeting Agenda or Powerpoint Presentation Met

TARGET

Annual AC Meeting is directed by CACREP to gain input from the field on program changes to better prepare future students.

RESULTS

At the time of this reporting, this meeting is being planned so as to occur when CACREP site visit happens. We anticipate this to be Fall 2023 or Spring 2024.

ANALYSIS OF
FINDINGS

IMPROVEMENT
TYPE

Academic

IMPROVEMENT
DESCRIPTION

No Improvements Deemed Necessary


IMPROVEMENT

This is reported by the committee to fully meet their needs. At the time of this reporting, this meeting is being planned so as to occur when CACREP site visit happens. We anticipate this to be Fall 2023 or Spring 2024.

Project Attachments (1)

Attachments

File Size

 CMHC Assessment Summary Questions for AY 2022-23.docx

17KB