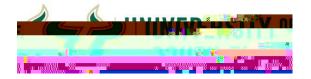
Executive Summary

2022-2023

Oinical Rehabilitation and Mental Health Counseling Program M.A. Degree

Department of Child and Family Studies



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a.

The Clinical Rehabilitation and Mental Health Counseling (CRMHC) Program is a 60-credit Master of Arts program designed to meet the educational requirements for licensure as a Mental Health Counselor in the State of Florida and National Certified Rehabilitation Counselor. The curriculum consists of a combination of academic coursework and clinical fieldwork experiences that align with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program was accredited by the Council of Rehabilitation Education (CORE) since 1977 and has been dually accredited by CACREP in the specialty areas, Clinical Mental Health Counseling, and Clinical Rehabilitation Counseling in 2015 when CORE and CACREP merged. Students generally complete the program in seven semesters of full-time study. Starting in 2022, students are required to select one specialty area between Clinical Rehabilitation Counseling and Clinical Mental Health Counseling and take all required courses in that specialty area. These specialties offer rigorous education based on the CACREP standard and students are exposed to a wide array of patient populations, clinical topics, and career paths.

The Program also offers two certificate programs for students interested in Addiction Counseling as well as Marriage and Family Therapy. Currently, the CRMHC program receives two types of federal training grants: Rehabilitation Service Administration (RSA;2015-2020; 2020-2025) program from the Department of Education through the Health and Human Services Administration - Behavioral Health Workforce Education and Training (HRSA-BHWET; 2021-2025) program from the Department of Health, provides students with a unique education in disability and integrated behavioral care. Faculty routinely integrate health/wellness and behavioral health throughout the curriculum.

b.

The CRMHC program has developed a Comprehensive Evaluation Plan to systematically evaluate its objectives as well as student learning with the overarching goal of curriculum and program improvement. Data from multiple sources are collected and analyzed throughout the academic year. Thus, program modifications are data-driven and empirically based through the use of objective information systematically collected from students, faculty, employers, alumni, and site supervisors at planned timepoints throughout the academic year. The culmination of the evaluation process is typically an annual report written at the end of the summer prior to the beginning of the upcoming Fall semester.

standards. As described below, the Program converted to the 2016 CACREP Standards in Fall 2020. Thus, the data and findings highlighted in this report are based on previous evaluation plan that meets the 2009 CACREP standards from 2016-2020 and the new assessment plan for the enrolled students from 2020-2022. For this conversion, the Program recruited stakeholders to provide input to the revision of program objectives (in accordance with 2016

17%

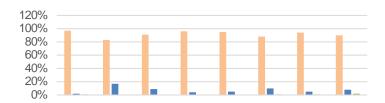
Attended virtual info session	Y: 59%; N: 41%	34
Exposure to program	Other search engine: 32.7% Student/Alumni recommendation: 16.4% RMHCwebsite: 16.4%	55

¹st choice in graduate program

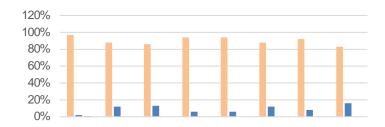
i. Course Student Learning Outcomes per Syllabi

Evaluations corresponding to different class assignments also indicate high success rates of students. The assignments assessed show that high percentages of students enrolled in each

(n = 32). 15 performance questions were self-rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, students had to report a 3/2 on at least one of the questions for the corresponding category.



(n = 31). 15 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.



(n = 48). 15 performance questions were self-rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, students had to report a 3/2 on at least one of the questions for the corresponding category.

(n = 48). 15 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.

16

(n = 34). 10 performance questions were rated on a scale from 1-5 and percentages were analyzed for above average, average, and below average ratings in the corresponding categories of questions. Above average rating = 4-5; average = 3; below average = 2. For average/below average ratings presented above, supervisors had to report a 3/2 on at least one of the questions for the corresponding category.

iii. Counseling Dispositions

The student, supervisor, and faculty evaluations are also utilized

	Practicum I Self-Evaluation & Supervisor Evaluation (Q1 & 2)	х		Self: 100%, Supervisor: 100%	202208, 202301 & 202305	RCS6803 Practicum I
	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 &2)		х	Self: 100%, Supervisor: 98%	202301 & 202305	RCS6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 &2)		x	Self: 99%, Supervisor: 100%, Faculty: 99%	202208 & 202301	RCS6825 Internship
	Field Readiness Assessment	х		100%meet expectations	202208	MHS5020 Foundations of Mental Health Counseling
	Practicum I Self-Evaluation & Supervisor Evaluation (Q3 & 4)	х		Self: 100%, Supervisor: 100%	202208, 202301 & 202305	RCS6803 Practicum I
2	Practicum II Self-Evaluation & Supervisor Evaluation (Q3, 4, 6, 14)		х	Self: 100%, Supervisor: 100%	202301 & 202305	RCS6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q3, 4, 6, 14)		х	Self: 100%, Supervisor: 98%, Faculty: 100%-Q14 not included	202208 & 202301	RCS6825 Internship
	Practicum I Self-Evaluation & Supervisor Evaluation (Q2 & 8)	х		Self: 100%, Supervisor: 100%	202208, 202301 & 202305	RCS6803 Practicum I
3	Practicum II Self-Evaluation & Supervisor Evaluation (Q1 & 14)		х	Self: 100%, Supervisor: 100%	202301 & 202305	RCS6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q1 & 14)		x	Self: 100%, Supervisor: 100%, Faculty: 97%Q14 not included	202208 & 202301	RCS6825 Internship
	Practicum I Self-Evaluation & Supervisor Evaluation (Q9, 10, 11, 12, 13, 14)	х		Self: 98%, Supervisor: 99%	202208, 202301 & 202305	RCS6803 Practicum I
4	Practicum II Self-Evaluation & Supervisor Evaluation (Q2)		х	Self: 100%, Supervisor: 97%	202301 & 202305	RCS6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q2)		х	Self: 98%, Supervisor: 100%, Faculty: 100%	202208 & 202301	RCS6825 Internship
	Field Readiness Assessment	х		100%meet expectations	202208	MHS5020 Foundations of Mental Health Counseling
	Practicum I Self-Evaluation & Supervisor Evaluation (Q5 & 7)	х		Self: 89%, Supervisor: 98%	202208, 202301 & 202305	RCS6803 Practicum I
5	Practicum II Self-Evaluation & Supervisor Evaluation (Q6, 7, 8, 10)		х	Self: 98%, Supervisor: 99%	202301 & 202305	RCS6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q6, 7, 8, 10)		х	Self: 99%, Supervisor: 98%, Faculty: 100%	202208 & 202301	RCS6825 Internship

	Practicum I Self-Evaluation & Supervisor Evaluation (Q3 & 6)	х		Self: 97%, Supervisor: 100%	202208, 202301 & 202305	RCS6803 Practicum I
6	Practicum II Self-Evaluation & Supervisor Evaluation (Q5, 9, 11, 12)		х	Self: 100%, Supervisor: 100%	202301 & 202305	RCS6803 Practicum II
	Internship Self-Evaluation, Supervisor Evaluation, and Faculty Evaluation (Q5, 9, 11, 12)			Self: 100%, Supervisor: 99%, Faculty: 100% Q11, 12 not induded	202208 & 202301	RCS6825 Internship

iv. Comprehensive Exams

All 29 CRMHC students that sat for the Fall 2022 and Spring 2023 Comprehensive Exam (COMPS) successfully passed. Additionally, 14 CRMHC students sat for the Fall 2022 Certified Rehabilitation Counselor (CRC) exam and 12 passed. It is important to note that the two students that did not pass the Fall 2022 CRC, successfully passed the Fall 2022 COMPS. This indicates that CRMHC students received proper training and preparation for the exams.

J q

Total Number of Students that

Cert.

Rehab. LMHC LMFT

Counse %

lor %

My graduate training program prepared me to	F: 31.6	F: 52.6	F: 10.5	F: 5.3	F: 0
work with a wide range of people, from varied	S p: 60	S p: 40	S p: 0	Sp: 0	Sp: 0
cultures and socioeconomic background.					
My graduate training prepared me for employment	F: 39.5	F: 47.4	F: 10.5	•	
opportunities.	\$ p: 40	\$ p: 20			

Understanding the principles of group dynamics and applying skills to facilitate the therapeutic factors of group work.	F: 55.3	F: 26.3	F: 18.4	F: 0	F: 0
	Sp: 80	Sp: 20	Sp: 0	Sp: 0	Sp: 0
Understanding the principles of family dynamics and applying skills to facilitate the therapeutic factors of family work.	F: 44.7	F: 31.6	F: 15.8	F: 7.9	F: 0
	\$p: 60	Sp: 20	Sp: 20	Sp: 0	Sp: 0
Maintaining updated knowledge of counseling principles and behaviors that influence the counseling process. Using skills to provide individual counseling.	F: 52.6 Sp: 60 F: 60.5 Sp: 80	F: 34.2 Sp: 40 F: 29 Sp: 20	F: 13.2 Sp: 0 F: 10.5 Sp: 0	F: 0 Sp: 0 F: 0 Sp:	F: 0 Sp: 0

Using appropriate strategies for working with and advocating for diverse populations, including multicultural		\$p: 20 Fa: 39	\$p: 20 Fa: 46	\$p: 0 Fa: 0	Sp: 100 Fa: 100
competencies					
Maintaining awareness of current literature and	Sp: 40	\$ p: 60	Sp: 0	Sp: 0	S p: 100
recommendations related to counseling culturally diverse	Fa: 8	Fa: 23	Fa: 69	Fa: 0	Fa: 100
dients.					
Utilizing knowledge of human behavior and strategies for	Sp: 60	Sp: 40	Sp: 0	Sp: 0	\$ p: 100
facilitating optimum development and wellness over the	Fa: 8	Fa: 62	Fa: 30	Fa: 0	Fa: 100
lifespan.					
Understanding developmental crises, disability,	S p: 80	S p: 20	Sp: 0	S p: 0	S p: 100
psychopathology, and situational/environmental factors that affect behavior	Fa: 23	Fa: 62	Fa: 15	Fa: 0	-

Operating from an ethical decision-making model to solve \$: ethical dilemmas.

Using research to inform evidence-based practices.	52.9	47.1	0	0	100%

iv. Modifications

Based on the 2022-2023 results, the CRMHC will make several modifications:

- 1. Based on Alumni feedback on conducting work-related assessments, faculty will incorporate a case study for work-related assessments.
- 2. Based on the Alumni feedback, the 792 reWimni f

MHS-5020-001: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	5
MHS-5020-003: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	3
MHS-5020-004: Foundations of Mental Health Counseling	Instructor met 100% of student expectations.	8
RCS-4452-799: Introduction to Assessment & Tx	Instructor met 99% of student expectations.	23
RCS-4453-799: Introduction to Addictive Disorders	Instructor met 100% of student expectations.	16
RCS-5035-798: RC Concepts/ Applications	Instructor met 99% of student expectations.	16
RCS-6440-799: Social/Cultural Foundations of Counseling	Instructor met 93% of student expectations.	10
RCS-6440-798: Social/Cultural Foundations of Counseling	Instructor met 98% of student expectations.	6
RCS-5780-001: Legal & Ethical Issues	Instructor met 100% of student expectations.	12
RCS-5780-901: Legal & Ethical Issues	Instructor met 100% of student expectations.	6
RCS-6220-001: Individual Evaluation & Assessment	Instructor met 100% of student expectations.	5

RCS-6220-901: Individual Evaluation &

Assessment

Instructor met 100%

RCS-6476-001: Human Sexuality	Instructor met 100% of student expectations.	12
RCS-6456-799: Counseling Approaches for Substance Abusers	Instructor met 100% of student expectations.	7
RCS-6740-001: Research & Program Evaluation	Instructor met 100% of student expectations.	9

RCS-4504-799: Therapeutic Skills Instructor met 100% of student expectations.

on their performance, and a list of expectations and goals for the incoming year. Each faculty meets with the Program Director and Department Chair as part of the review process to review feedback and the numerical ratings.

For the 2022-2023 reporting period, all faculty received a satisfactory or outstanding rating in their annual performance evaluation.

iv. Modifications

If faculty a member receives a continuously low rating for a class, faculty are referred to Center for Innovative Teaching & Learning (CTL). CTL offers workshops and training to improve faculty teaching styles. The Program Director follows up with the faculty member during the annual performance evaluation meeting to discuss implementation of new teaching methods.

- 1. In response to the lower faculty evaluation in RCS 6470 Research and Program
 - first spring semester so they can be better prepared to conduct research and thesis work.
- Based on the results of student feedback for RCS6803 Practicum and RCS6825 Internship, the program started offering courses related to child and families as electives (e.g. introduction to Play Therapy, Expressive Art, Individual and Family Treatment for Child & Adolesce)