

**WU -CMHC Program Annual Report
(2019-2020)**



WILMINGTON

UNIVERSITY

Report Prepared by Doris G. Lauckner, Ph.D., CMHC Director and Elizabeth
(Lisa) Adair, Ph.D., CMHC Chair

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Wilmington University Mission

Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunity for higher education to students of varying ages, interests, and aspirations.

The university provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly qualified full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the university's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.

Wilmington University Vision

Wilmington University will distinguish itself as an open-access educational institution by building exemplary and innovative academic programs and student-centered services while anticipating the career and personal needs of those it serves.

Wilmington University Institutional Values

We are committed to being a University where **RESPECT** for each other is paramount, **INTEGRITY** guides all of our choices, providing educational **OPPORTUNITY** is our primary purpose, and **RESPONSIVENESS** to community needs is key.

In designing academic programs and student services, we support **INNOVATION** and actively seek faculty with **EXPERIENCE** in their fields who can provide students with an **EDUCATION** focused on practical application. We are especially committed to **CARING** for our students as customers and partners.

CMHC Program Mission Statement:

The CMHC program is committed to providing a quality counselor education to students in preparation for a professional counseling practice that serves the mental health needs of an ever-changing multicultural world. The program is dedicated to establishing a professional formative process that highlights the humanistic perspective and thereby incorporates compassion, self-care, and resilience, empathy, awareness of self and others in the context of cultural diversity and the challenges of the 21st century.

CMHC Program Vision:

- ❖ Establishing the values and curriculum, which are consistent with a counselor identity.
- ❖ Creating an inclusive learning environment that provides for and expects optimal personal growth and professional development.
- ❖ Setting expectations for introspection, self-reflection, and a willingness to address personal growing edges.
- ❖ Teaching a scholarly-based curriculum in current mental health counseling, techniques, theories, clinical skills and research that has a foundation in the humanistic theory and approach to counseling.
- ❖ Subscribing to the highest standards of ethical and social justice practices in a multicultural and pluralistic society.
- ❖ Utilization of innovative technologies that enhance student educational experience and preparation as counselors.

CMHC Program Objectives:

The following objectives demonstrate our mission and vision and are aligned with the American Counseling Association (ACA) and Council for Accreditation of Counseling and Related Education Program (CACREP) standards for professional practice.

Students who graduate from the CMHC Program will demonstrate foundational knowledge and skills in:

- (1) Professional Counseling Orientation and Ethical Practice
- (2) Social and Cultural Diversity
- (3) Human Growth and Development
- (4) Career Development
- (5) Counseling and Helping Relationships
- (6) Group Counseling and Group Work

- (7) Assessment and Testing
- (8) Research and Program Evaluation
- (9) Professional Practice – Application of professional knowledge and clinical skills through practicum and internship
- (10) Professional Counselor Conduct and Dispositions

CMHC Program Profile

The MSCC Program was established in 1994 to train counselors who would qualify for professional licensure in Delaware. The MSCC Program was a 48 credit program consisting of 33 credits (i.e., 11 classes) of non-clinical coursework covering the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core areas and 15 credits (i.e., 5 classes) of supervised clinical fieldwork. The MSCC Program was accredited by the Council for Accreditation of Counseling and Related Educational Programs in 1998 as a Community Counseling program.

The 2009 CACREP accreditation standards combined the Community Counseling program standards and the Mental Health Counseling program standards into a single set of standards designated, Clinical Mental Health Counseling. Thus changes were made to put the program into compliance with the 2009 CACREP standards and the MSCC program was transformed into the CMHC program. Although the MSCC and CMHC programs are very similar, 12 credits of coursework were added so that the CMHC program complies with CACREP's 2009 Clinical Mental Health Counseling Standards.

The CMHC program is designed to be completed in three calendar years from the first term of admission. The program consists of a two-year academic course sequence followed by a one-year practicum/internship field placement. The academic coursework and field placement are structured to fulfill the standards of CACREP. Upon completion of the CMHC program, students will be prepared to sit for the National Counselor Examination (NCE) administered by the National Board of Certified Counselors and may subsequently begin to work toward becoming a Licensed Professional Counselor of Mental Health (LPCMH) in their state's Division of Professional Regulation.

Administratively, the CMHC program is under the leadership of the College of Social and Behavioral Sciences, with program leadership by the CMHC Program Chair.

Master of Science in Clinical Mental Health Counseling

Program of Study

Student Name: _____ **ID#** _____

Admission Term/Year: _____ **Academic Advisor:** _____

Program Credits Hours: 60 (48 Credits for Core Courses and 12 Credits for Practicum and Internship)

CURRICULUM REQUIREMENTS

(Check-off any Course Substitutions and list below. Any changes to the signed document must be initialed and dated by the Academic Advisor and the student).

	Course	Credits	Term	Year	Grade
	MHC 6505 Ethics & Practices of Clinical Mental Health Counseling	3	1 Summer		
	MHC 7605 Counseling Diverse Populations	3	1 Fall		
	MHC 6501 Tools, Techniques and Strategies of Counseling I	3	1 Summer		
	MHC 6402 Human Development	3	1 Fall		
	MHC 6401 Theories of Counseling	3	1 Spring		
	MHC 6502 Tools, Techniques, & Strategies of Counseling II	3	1 Spring		
	MHC 8094 Psychopharmacology for Counselors	1	1 Spring		
	MHC 7806 Methods of Research & Program Evaluation	3	2 Summer		
	MHC 7501 Family Counseling	3	2 Summer		
	MHC 6901 Diagnosis & Treatment of Psychopathology	3	2 Fall		
	MHC 7202 Group Counseling	3	2 Fall		

MHC 8011 Adv. Sem.: Counseling Children & Adolescents*	2	2 Fall		
MHC 8062 Adv. Sem.: Cognitive Behavioral Counseling**	2	2 Fall		
MHC 7805 Appraisal Techniques	3	2 Spring		
MHC 8020 Addictions Counseling	3	2 Spring		
MHC 8012 Adv. Sem.: Evidence-Based Family Treatment*	2	2 Spring		
MHC 8064 Adv. Sem.: Motivational Interviewing**	2	2 Spring		
MHC 7203 Counseling for Career Development	3	3 Summer		
MHC 8092 Sem.: Consultation for Counselors	2	3 Fall		
MHC 8093 Sem.: Supervision for Counselors	2	3 Spring		

* Child Elective ** Adult Elective

COURSE SUBSTITUTIONS (Maximum of 6 Credit Hours Total)

MHC Course #	Substitute Course # / Title / College	Credits	Term	Year	Grade

CLINICAL FIELD EXPERIENCE

	Course	Credits	Term	Year	Grade
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	MHC 7905 Practicum	4	3 Summer		
Site:					
Site Supervisor:					
Faculty Supervisor:					

	MHC 9001 Internship I	4	3 Fall		
Site:					
Site Supervisor:					
Faculty Supervisor:					

	MHC 9002 Internship II	4	3 Spring		
Site:					
Site Supervisor:					
Faculty Supervisor:					

Student Signature

Date

Faculty Signature

Date

CMHC Faculty and Staff

Full-Time Faculty

The CMHC program has four full-time faculty who teach in the program as well as serve various administrative functions. Dr. Doris Lauckner serves as the Director of the program. Dr. Brenda Wright serves as the Clinical Coordinator. Dr. Wright retired from her full-time position in Fall 2019; however, she remains as an adjunct and Diversity Advocate. Dr. Todd Grande oversees Admissions and Outcomes. Dr. Elizabeth Adair is Acting Chair and will be our CACREP liaison and oversee our CACREP alignment and self-study process this year. We are happy to announce two new full-time faculty members, Dr. Melissa Lemons began November, 2019 and Lori Vien in January 2020. Lori Vien is expected to earn her Doctorate in the Fall of 2020; therefore, although she is a full-time faculty member, Ms. Vien is not considered a core faculty member for FTE ratios. Dr. James Walsh was hired as an interim full-time faculty member in the Summer and Fall of 2019, in Dr. Wright's absence.

Program Faculty

There are two part-time program faculty, Dr. Lois Grande and Carlyle Hooff, M.Ed. The program assistants are integrally involved in various program activities with a focus on practicum and internship administrative activities.

Adjunct Faculty and Graduate Teaching Assistants

The program also employs numerous adjunct faculty and graduate teaching assistants. Adjunct faculty teaching in the program are selected in consideration of their expertise and clinical experience in the subjects/courses they are teaching.

Administrative Assistants

The program utilizes a number of administrative assistants to complete the variety of administrative responsibilities in the program. The main administrative assistants who assist the program are LaShawn McCray and Dawn Dresden.

CMHC 2019-2020 Program Information

Vital Statistics

Job Placement Rate (percentage)

Alumni data was not collected in May 2020.

Employment information was available for 23 (85%) of the 27 students who graduated from the Wilmington University CMHC Program in May of 2019. Of those 23, 18 (74%) were employed in a counseling or human service-related position or had been accepted for a position starting within three months of graduation. Fifteen students (65%) received direct employment opportunities in the CMHC field immediately following graduation; ten of those positions (67%) were full-time; one (7%) was part time; four positions (27%) had no designation. One (4%) of the graduates had a part-time counseling or human-service-related position; two (9%) had positions outside of the counseling field without designating whether those positions were full or part-time. Of the 23 students surveyed, fourteen (61%) were already employed in the human service field; eight students (57%) indicate promotional opportunities will arise for them from their CMHC degree; four (29%) indicate promotional opportunities within their agencies will not arise; two (14%) made no designation, and zero (0%) were unemployed.

Number of Program Graduates from the Past Year

In 2020, the Clinical Mental Health Counseling Program graduated 28 students.

Completion Rate (percentage)

In 2017, the CMHC program accepted 40 students and 35 enrolled. In 2020, 28 students graduated, 26 of which were accepted and enrolled in 2017 (representing 74.29%). There was one graduate who started in 2016, and one graduate who started in 2015.

In 2016, the CMHC program accepted 45 students and 30 enrolled. In 2019, 27 students graduated, 23 of which were accepted and enrolled in 2016, and one graduated in 2020 (representing a revised graduation rate of 80%). There were 3 graduates who started in 2015 (representing a revised graduation rate of 71% for the 2015 cohort). And, there was one graduate who started in 2014 (representing a revised graduation rate of 68% for the 2014 cohort).

Program Retention Rate (Percentage):

Of the 35 students enrolled in the 2017 cohort, the program retained 28, an 80% retention rate. Two students left/removed from program, three withdrew in 2nd semester, one of which changed majors; another student changed major after first semester, one dropped after completing one year.

In the 2016 Cohort, the program retained 24 students, an 80% retention rate. Of the 30 students, five withdrew from the program after one or more semesters, and one student changed major.

WU Retention Rate (Percentage):

Based on the 35 enrolled students from cohort 2017 and the students that changed majors, WU retention rate is 85.71%. Wilmington University also acquired two additional students that chose to change majors prior to accepting CMHC invitation.

Based on the 30 enrolled students from cohort 2016 and the student that changed major, WU retention rate is 83.31%. Wilmington University also acquired five additional students that chose to change majors prior to accepting the CMHC invitation.

Certification Pass Rate (percentage)

The 2019 National Counselor Exam (NCE) pass rate was 96.30%

Applicants Accepted (percentage)

In 2013, there were 111 applicants from which 40 were accepted – a 36% acceptance rate. In 2014, there were 75 applicants from which 45 were accepted - 60% acceptance rate. In 2015, there were 165 applicants from which 40 were accepted – a 24% acceptance rate. In 2016, there were 162 applicants from which 45 were accepted – a 25% acceptance rate. In 2017, there were 155 applicants from which 40 were accepted – a 26% acceptance rate. In 2018, there were 116 applicants from which 42 were accepted – a 36% acceptance rate. In 2019, there were 122 applicants from which 43 were accepted – a 35% acceptance rate.

Number of Enrolled Students

In the 2019-2020 academic year, we had 106 students actively enrolled in the program, and four students deferred until next year.

2019-2020 Alumni Survey

We are currently gathering data from our alumni regarding their experience in the CMHC program.

Admissions Report 2020

Metrics	2019	2020	Difference
Current Enrollment	98	106	8
Students Graduating in May	27	28	1
Open Seats	38	40	2
Applications	122	127	5
Completed Applications Reviewed	83	79	(4)
Interview Invitations	79	72	(5)
Admissions Offers	46	47	1
WGC	23	26	3
Dover	23	21	(2)
Admitted Applicants	42	43	1
WGC	21	25	4
Dover	21	18	(3)
Diversity of Applicants			
White	74	61	(13)
Black or African-American	32	45	13
Asian	4	4	0
More than one race	7*	8**	1
Other- not disclosed	5	8	3
<p>*There were three applicants with more than one race, which identified as part American Indian/Native American. Seven of the 122 applicants' ethnicities were Hispanic/ Latino.</p> <p>**There were five applicants with more than one race, which identified as part American Indian/Native American; one individual identified as part Asian, and one identified as part Native Hawaiian/Pacific Islander. Eight of the 127 applicants' ethnicities were Hispanic/Latino.</p> <p>NOTE: Although several applicants identified as Hispanic/Latino ethnicity, they also identified to a specific race (i.e. white, black, etc.).</p>			
Gender of Applicants			
Male	24	22	(2)
Female	98	105	7
Diversity of Admitted Students			
White	32	26	(6)
African-American	8	10	2
Asian	2	2	0
More than one race		4	4
Other – not disclosed		1	1
Gender of Admitted Students			
Male	7	6	(1)
Female	35	37	2

Practicum and Internship Summary Report 2019 – 2020

Wilmington University's Clinical Mental Health Counseling Program had a total of 28 students in the 3rd year Practicum and Internship sequence of clinical studies. Of that number, 12 were attendees at the Dover site, and 16 were in attendance at the Wilson Graduate Center (WGC)/ New Castle, Delaware site.

Faculty supervisory coverage for these students consisted of the following breakdown: Three Group Supervision Seminar Instructors (one faculty covering Dover and two faculty covering WGC; Eight Faculty Individual/triadic Supervisors covering Dover and WGC.

The interns for the New Castle site were placed at 12 different sites covering a four-state area (Delaware, Pennsylvania, New Jersey, and Maryland). For 2019-2020 the program was able to contract with 6 new sites for field placements.

The interns for the Dover site were placed at 8 different locations covering a two state area (Delaware and Maryland) The Program serving the Dover students had an increase of 2 new site locations.

Site Visits for the 2019-2020 Practicum/Internship year were not conducted in person. The site visits were curtailed by March of 2020 due to the COVID pandemic. Throughout the year, however, all sites visits were contacted by CMHC faculty several times through phone calls and /or email communications. Faculty kept close contact with the sites, especially their needs during the COVID breakouts, and monitored the transitions that were necessitated by COVID protocols and safety concerns. Similar to the past years, site personnel were enthusiastically supportive and positive regarding the preparation and performance of our interns. This internship year ended with having to work in very close contact with our sites regarding the transitions to telehealth and virtual counseling. It was a difficult transition for many of our interns to be able to obtain their individual contact hours once the pandemic came. The sites very accommodating to us, in ensuring that each student was able to graduate, even with some small delays.

This year the Site Supervisor's Workshop was conducted by Dr. Brenda Wright on the topic of supervision for counselors with a focus on the developmental model. It was open to the clinical supervisors from the various field placements. The workshops were held in August 2019 at both the Dover and WGC sites.

Evaluation of the Program/ Outcomes 2019-2020

Program Evaluation Overview

The CMHC program engaged in a two year review period of monthly CACREP meetings to evaluate various program processes and adherence to CACREP standards. During these meetings, the program evaluation and outcomes data and process were reviewed. It was determined that although the *Program Evaluation plan*, met some CACREP standards it did not sufficiently meet all of the standards. Most notably the review and analysis, as well as, utilization of the data for curriculum and program improvement, although done, it was not enough.

Over this past year, Dr. Adair as Acting Chair, reviewed and studied several outcomes plans from various CACREP accredited Universities, as well as other CACREP documents and resources. She also extensively reviewed and discussed outcomes with Wilmington University administrators in charge of outcomes for the University. From this, it was determined that it would be best to develop a whole new evaluation plan for the CMHC program to assure that going forward standards would be addressed and met.

A new program evaluation plan was developed and is outlined below. Once the Program Evaluation Plan was reviewed and approved by faculty, the program evaluation coordinator, Dawn Dresden, began the process of collecting and analyzing outcome data, beginning with Summer 2020 courses.

A Program Evaluation faculty meeting was held October 11th, 2021 to discuss the changes in the Program Evaluation plan and the progress with outcomes collection. Ms. Dresden and Dr. Adair reviewed the changes in the program evaluation plan. The course assignments and respective rubrics were revised for ease of use and to clarify how the assignment met the CMHC course objectives and CACREP standards.

The scoring for each rubric was revised to a 3-point scale. This scale is now more consistent with CMHC grading requirements as follows:

- 3 – Exceeds Expectations; (grade 92-100%)
- 2 – Meets Expectations; (grade 86-91%)
- 1 – Does not meet Expectation; (grade 85% or less)

Since the CMHC program's minimum grade requirement is a "B" in all respective courses, or an 86% or higher, the 3-point Likert type scale is calculated by totaling the raw score and then dividing by the number of dimensions for the overall average score.

- 3 = Exceeds Expectations (92-100%)
- 2 = Meets Expectations (86-91%)
- 1 = Does not Meet Expectations (85% or less)

Other improvements included collection methods, dimension changes, a plan to improve the final exams used in the program evaluation, and ways to synthesize the data for practical program changes and documentation of those changes.

Wilmington University Clinical Mental Health Counseling

Program Evaluation Model for CMHC program effectiveness and student learning

Guiding Doctrines

- CMHC Mission Statement and Vision
- Wilmington University Mission Statement and Vision
- ACA Code of Ethics
- CACREP Standards
- DE Licensing Laws



Advisory Guidance

- Core Faculty
- Adjunct Faculty
- Student Feedback
- Alumni Feedback
- Site Supervisor Assessments
- Social Climate and Community Needs
- Program Evaluation Outcomes

CMHC Program Goals, Objectives and Competencies

The CMHC Program Goals, Objectives and Competencies are based on the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Goal # 1 Knowledge in Core Counseling Subject Areas

Objectives for Goal #1:

Become knowledgeable about:

- A. the counseling profession and ethical practice in counseling
- B. social and cultural diversity
- C. human growth and development
- D. career development
- E. helping relationships, counseling theories and the counseling process from individual and family system perspectives
- F. group work
- G. assessment
- H. research and program evaluation

Competencies Expected for these Objectives: Proficient knowledge base in each subject area, the application of subject area knowledge, and in oral and written communication related to subject area knowledge

Goal #2 Knowledge, Development and Demonstration of Clinical Mental Health Counseling Skills and Practices

Objectives for Goal #2:

Demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and clinical supervision

Develop and demonstrate skills in:

- A. mental health counseling, prevention and intervention
- B. addressing issues of diversity and providing advocacy
- C. in assessment and clinical evaluation
- D. research and evaluation of counseling programs and outcomes
- E. clinical diagnosis

Competencies Expected for these Objectives: Proficiency in

- F. developing counseling relationships, performing culturally competent counseling interventions, and advocating
- G. performing intake interviews, assessing clinical information, and writing professional clinical case notes and reports
- H. conceptualizing cases, developing treatment plans, and evaluating treatment outcomes

Proficiency in applying evidenced based practices in counseling

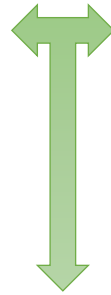


Program Effectiveness Evaluation Points

- Enrollment/Retention (Demographics, Location preference)
- Graduation Rate
- Pass Rate on the CPCE and NCE
- Alumni Survey
- Site Supervisor Evaluation
- Core and Non-Core Faculty and Student Evaluations/Feedback of Course

Student Learning Evaluation Points

- Rubric and Exam Outcomes in Eight Core Areas of Study
- Rubric and Exam Outcomes for University Competencies
- Candidacy and Clinical Candidacy Review
- Student Evaluation Forms and Final Grade Assessments in Coursework



Program Evaluation Plan and Student Assessment

- Data Collection Points in Admissions to First Year, Second Year, and Third year clinical practice
- Review of Data Collection for each point and comparison of Admission/First year and Second year data to Final Assessments in Third year/alumni
- Analyzing and review of practical considerations from Outcomes data
- Implementation of program changes/improvement in response to findings



Annual Reporting and Discussion

- Written and posted to Website
- Faculty Outcomes Meeting

DATA Collection, Review and Program Changes

At this time, the new program evaluation plan is still being rolled out and data is being collected. A full data review and analysis will be conducted and reviewed at the next program review meeting in fall 2022. However, the following testing information was collected inclusion in this report.

CPCE

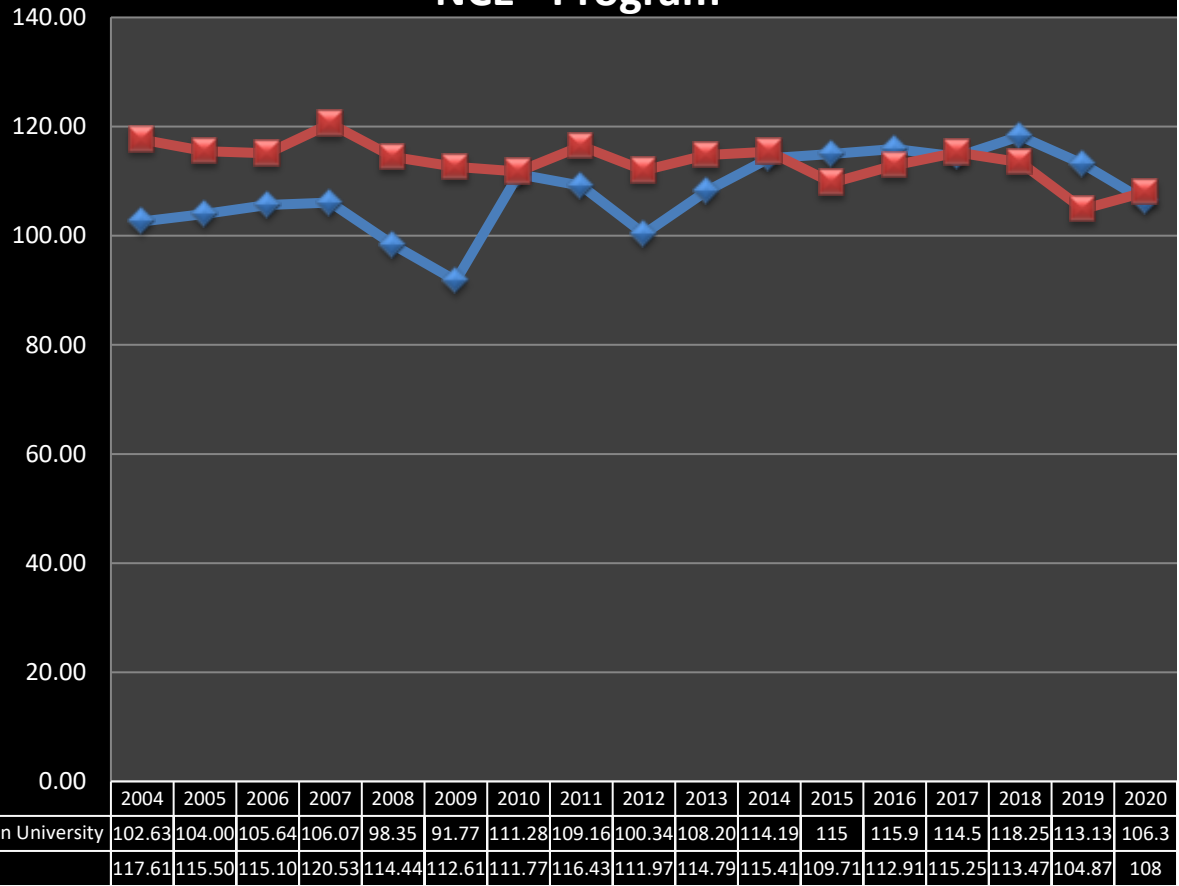
In 2019, the CPCE was not administered due to COVID restrictions and limitations for student testing.

NCE

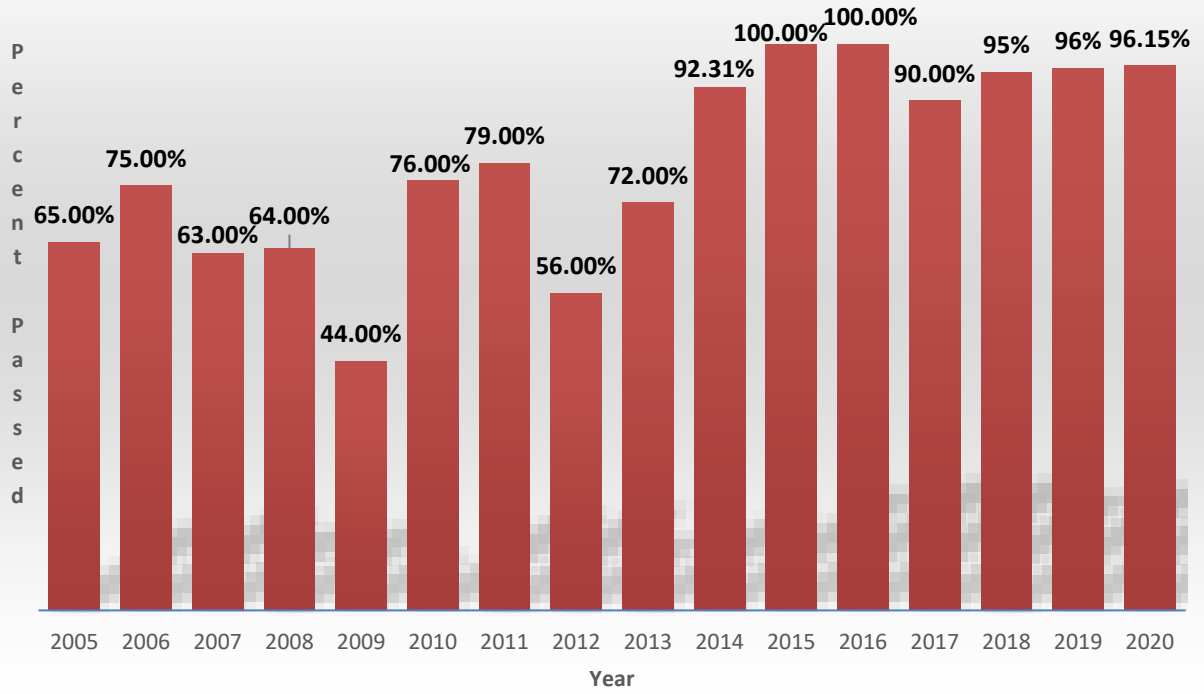
In April of 2020, the NCE was administered to 26 students of the cohort graduating in May of 2020. The program had a 96.15% pass rate on the NCE (25 students passing out of 26). The program mean score was 1.7 points (1.57%) lower than the national mean (z-score of 0.3 compared to the national). Of the eight CACREP domain mean scores, the program score was higher than the national mean in three domains.

From 2015 – 2020 (6 NCE examinations), 142 out of 148 students have passed the NCE (95.95%).

NCE - Program



NCE Passing Percentages by Year



Program Modifications and Goals for 2019 – 2020

(Based on outcomes and program review meetings)

- Revised Program Evaluation Plan and implementation- Dr. Adair, Dawn Dresden (In progress)
- Rubrics revised, updated, and exported to Wufoo document links – Faculty (completed)
- Revision of Practicum Syllabus to include Telehealth guidelines and ethical considerations-Dr. Lois Grande, Dr. Lisa Adair, and Dr. Doris Lauckner (completed)
- Review and addition of the Theravue training program for basic counseling skills course– Dr. Lori Vien and Dr. Melissa Lemons (Completed)
- Review and use of the online system Supervision Assist to transfer Practicum and Internship documentation and supervision to a digital format– Dr. Lauckner (Completed.)
- Complete CACREP Self Study Plan Addendum– (Completed)
- Access for AATBS online program and ebook for the Cohort 2020 and subsequent first year students. (Completed)
- Develop and Implement Digitization Plan (Put student, files, outcomes, and relevant CMHC paperwork in electronic files- (In progress)
- Develop Video Training Library for Faculty (In progress)
- Establish biannual Full (Adjunct and Program Faculty)Faculty Meetings (In progress)
- Determine if there should be different or more requirements to assure students are adequately prepared personally and emotionally to enter the counseling profession (i.e. require personal counseling or mindfulness training) (In progress)
- Add Mindfulness Advanced Skills Course to Curriculum – Faculty (In Progress)
- Establish Candidacy and Retention Data and Review Process- Dr. Doris Lauckner (In progress)