



**MS Addiction Counseling**

**MS Clinical Mental Health Counseling**

**2023-2024 Annual Report**

Department of Counselor Education

**INTRODUCTION:**

Johnson & Wales University offers two advanced degree options in the field of Counselor Education, an M.S. in Addiction Counseling (AC) and an M.S. in Clinical Mental Health Counseling (CMHC). These degrees are housed in the Department of Counselor Education in the College of Arts & Sciences. The department has the responsibility for preparing students to become professional counselors in the fields of Clinical Mental Health and Addiction Counseling. The goal of the department is to prepare learners to become competent clinicians in their areas of specialization.

**MISSION STATEMENT:**

*The mission of the Department of Counselor Education is to educate students to have the skills and knowledge to become ethically conscious and professionally disposed counselors. Our program fosters evidence-based practices to prepare students to meet the diverse needs of the populations they will serve in a variety of community settings as well as for lifelong personal and professional growth. Faculty represent diverse professional backgrounds, theoretical orientations and clinical experiences who value experiential learning practices to contribute to student development.*

**PROGRAM OBJECTIVES:**

CACREP Professional Standard	JWU Program Objectives for the M.S. in Clinical Mental Health Counseling and the M.S. in Addiction Counseling
Professional Orientation and Identity	Demonstrate professional proficiency and exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.
Social and Cultural Diversity	Illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.
Human Growth and Development	Provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.
Career Development	Demonstrate planning and implementation of career development practices and theoretical perspectives.
Helping Relationships	Show command of counseling theories and how to conceptualize cases from a wellness perspective.
Group Work	Exhibit knowledge of group dynamics, group leadership, group development and the ability to apply these concepts in a variety of group types.
Assessment	Implement basic and advanced assessment techniques in the framework of helping relationships.
Research and Program Evaluation	Demonstrate the role of research in advancing the counseling profession.
Program Area Standards/CMHC	Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face a variety of mental health disorders.
Program Area Standards/AC	Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face addiction.

## PROGRAM HIGHLIGHTS:



*The Counselor Education department hired our first Graduate Assistants Brianna Seippel and Vincent Cicalese.*



*Briana Seippel and Shauna Bienvenue, graduate students in the Clinical Mental Health Counseling Program, were awarded The Health and Well-Being Award at the 2024 JWU Student Research, Design, and Innovation Symposium for their research presentation on The Integration of Artificial Intelligence in the Counseling Field.*

Their study highlighted the diverse applications of AI within the counseling field, such as treatment planning, predictive analytics, and AI chatbot therapists. However, the lack of research on ethical guidelines and standards for AI implementation in counseling practices raises significant legal, ethical, and multicultural concerns, as it may compromise client confidentiality, privacy, and equity. To mitigate these concerns, Briana and Shauna proposed the development and integration of robust protocols and ethical guidelines into the existing counseling framework. These measures aim to safeguard client privacy, ensure confidentiality, and maintain the highest professional standards amidst the rapid advancement and implementation of AI technology in the mental health field.

## **FACULTY PUBLICATIONS, PROFESSIONAL DEVELOPMENT AND PRESENTATIONS:**

During AY 2023-24, Counselor Education Faculty actively researched, published, and delivered presentations at regional and national workshops and conferences.

### **Presentations:**

Giresunlu, Yesim, Association for Counselor Education and Supervision Biannual Conference, "An Exploration of Maladaptive Perfectionism Among Graduate Counseling Students," Association for Counselor Education and Supervision, Denver, CO. (October 11, 2023).

Giresunlu, Yesim, Association for Counselor Education and Supervision Biannual Conference, "Supervisees Contributions in Supervision," Association for Counselor Education and Supervision, Denver, CO. (October 11, 2023).

Smarinsky, Evan C, Association for Counselor Education and Supervision, "Addressing Counseling Student's Cognitive Bias in the Classroom," Denver, CO. (October 11, 2023).

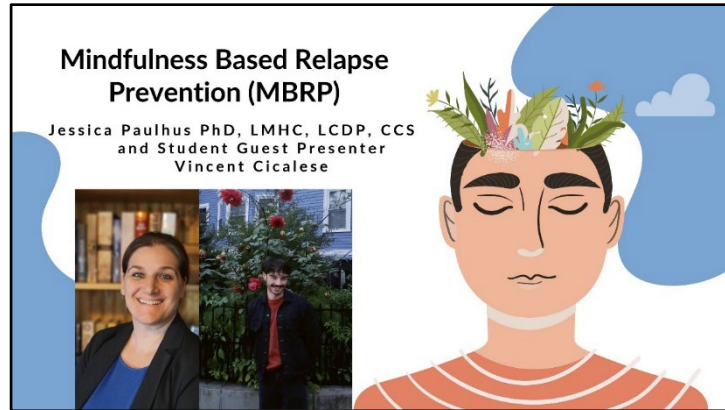


*In September of 2023 Dr. Evan Smarinsky co-presented a session at the annual Association of Assessment and Research in Counseling (AARC) conference entitled "Single-Case Research in Counseling: Where do we go from here?"*

Paulhus, Jessica Hazel (Presenter), "Co-Occurring Disorders: Integrated Treatment for Mental Health and Substance Use Disorders," Substance Use Mental Health Leadership Coalition (SUMHLC), Warwick, RI. (December 7, 2023).

Giresunlu, Yesim (Primary Presenter), Paulhus, Jessica H (Co-Presenter), "Active Listening Skills for Student-Athlete Leaders and Coaches," JWU Providence Athletics, Providence, RI. (February 9, 2024).

Paulhus, Jessica H (Presenter/Presentation Designer), Giresunlu, Yesim (Co-Presenter), "Practical Applications for Sports Performance Anxiety: Training the Mind," JWU Athletic Department. (February 16, 2024).



*On March 20, 2024, Dr. Jessica Paulhus and graduate student Vincent Cicalese presented on Mindfulness Based Relapse Prevention (MBRP) for the Substance Use Mental Health Leadership Council of RI (SUMHLC).*

This presentation highlighted practical Mindfulness Based Relapse Prevention (MBRP) strategies clinicians can use to increase awareness of individual triggers, habitual patterns, and automatic reactions (“auto pilot”) associated with relapse with their clients.

Paulhus, Jessica H (Primary Presenter), Cicalese, Vincent (Student Volunteer Presenter), "Mindfulness Based Relapse Prevention (MBRP)," The Substance Use and Mental Health Leadership Council of RI (SUMHLC), Warwick, RI. (March 20, 2024).

Giresunlu, Yesim, Paulhus, Jessica H, American Counseling Association Annual Conference, "Interprofessional Education and Practice Training for Counseling Students (IPEP)," New Orleans, LA, United States. (April 12, 2024).

Giresunlu, Yesim (Primary Investigator), Smarinsky, Evan C (Primary Investigator), Paulhus, Jessica H (Assistant Researcher), JWU Expo, "Interprofessional Education and Practice Training for Counseling Students (IPEP)," Providence, RI. (April 12, 2024).



*On August 21, 2024, Dr. Jessica Paulhus and graduate student Ryan Koch presented on DBT for the Treatment of Substance Use Disorders for the Substance Use Mental Health Leadership Council of RI (SUMHLC).*

This presentation highlighted the four domains of dialectical behavior therapy (DBT) and how each can be applied to treating individuals with substance use disorders. Topics discussed equipped participants with varied skills to address emotional regulation challenges, interpersonal struggles, and distress that often contribute to substance use. Ryan is interested in researching substance use and its intersection between mood disorders. Ultimately, Ryan aims to earn a PhD in Clinical Psychology where he would like to further develop his clinical skills and conduct research studies dealing with behavioral interventions for co-occurring disorders.

#### Faculty publications:

Giresunlu, Y. (2024). Supervision of counselor trainees in integrated behavioral health settings. *Counselor Education and Supervision*.

Giresunlu, Y. Focus of Clinical Supervision in Integrated Behavioral Health (IBH) Settings: Mental Health Counselor Trainees' Perceptions. *The Clinical Supervisor*.

Giresunlu, Y. Supervisees' Behaviors that Hinder the Supervision Experience: A Mixed-Methods Approach. *Counselor Education and Supervision*.

Smarinsky, E. C. A Neurofeedback device to reduce high school student anxiety using a single-case research design. *Journal of Counseling and Development*.

Smarinsky, E. C. A neurofeedback device to reduce high school student anxiety using a single-case research design. *Journal of Counseling and Development*.

Smarinsky, E. C. (2023). Recommendations for Counselor Education and Supervision programs based on doctoral student's gatekeeping experiences. *Journal of Counselor Preparation and Supervision*, 17(1).  
<https://digitalcommons.sacredheart.edu/cgi/viewcontent.cgi?article=1646&context=jcps>

Smarinsky, E. C. (in press). A Review of Visual Analysis Among Counseling Single-Case Research. *Measurement and Evaluation in Counseling and Development*.

Smarinsky, E. C. (in press). Review of Counseling Research Using Single-Case Research Design. *Journal of Counseling and Development*.

#### **PROGRAM DEVELOPMENT:**

The Department of Counselor Education offers two advanced degree options, an M.S. in Clinical Mental Health Counseling (CMHC) and an M.S. in Addiction Counseling (AC). Each degree option offers a 60-credit program required for licensure. Our practicum and internship program has expanded to include over 50 clinical sites, with more than 70 clinical site supervisors including LMHC's, LPC's, LICSW's and Ph.D.'s. Dr. Evan Smarinsky is the clinical internship coordinator and is responsible for the approval of clinical sites, clinical site supervisors and overseeing training of faculty instructors and all site supervisors.

#### **CACREP ACCREDITATION PROCESS:**

In summer 2023, the program completed and submitted its self-study report in pursuit of CACREP accreditation. This accreditation review process will continue throughout the upcoming academic year. The program will host the CACREP accreditation team in November of 2024.



## PROGRAM STATISTICS:

During the academic year 2023-24, the department had four full-time faculty teaching courses. In keeping with CACREP standard Sec.1.S, *“to ensure that students are taught primarily by core counseling education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.”* As shown in the chart below, we met this criterion.

	# of Courses offered	# of Credits per semester	Credits carried by core graduate faculty	Credits carried by adjunct faculty	% of credits carried by core graduate faculty each semester
Fall 2023	14	51	45	6	88%
Spring 2024	18	63	45	18	71%
Summer 2024	13	42	9	33	21%
<b>Total 2023-24</b>	<b>45</b>	<b>156</b>	<b>99</b>	<b>57</b>	<b>60%</b>

### Program Enrollment AY 2023-24:

The M.S. Clinical Mental Health Counseling (CMHC) and M.S. Addiction Counseling (AC) programs welcomed two cohorts to the university during AY 2023-24. The table below shows total enrollment and FTEs by semester, full time/part time status, and those students participating in the accelerated undergraduate-graduate pathway.

	Graduate		Accelerated Undergraduate		
	Addiction Counseling	Clinical Mental Health Counseling	Psychology BS/MS Addiction Counseling	Psychology BS/MS Clinical Mental Health Counseling	Total
Fall 2023					
Full Time	5	42	0	4	51
Part Time	0	10	0	1	11
Total	5	52	0	5	62
Student FTE	5.0	45.3	0	4.3	54.7

	Graduate		Accelerated Undergraduate		
	Addiction Counseling	Clinical Mental Health Counseling	Psychology BS/MS Addiction Counseling	Psychology BS/MS Clinical Mental Health Counseling	Total
Spring 2024					
Full Time	5	53	0	2	60
Part Time	1	8	0	0	9
Total	6	61	0	2	69
Student FTE	5.3	55.7	0	2.0	63.0

	Graduate		Accelerated Undergraduate		
Summer 2024	Addiction Counseling	Clinical Mental Health Counseling	Psychology BS/MS Addiction Counseling	Psychology BS/MS Clinical Mental Health Counseling	Total
Full Time	3	37	0	1	41
Part Time	1	9	0	1	11
Total	4	46	0	2	52
Student FTE	3.3	40.0	0	1.3	44.7

#### CURRENT PROGRAM DEMOGRAPHICS:

The M.S. Clinical Mental Health Counseling (CMHC) and M.S. Addiction Counseling (AC) programs welcomed two cohorts to the university during AY 2023-24. In September of 2023, Cohort 13 entered the program with 29 students and Cohort 14 entered in the spring (January) of 2024 with 18 students.

Cohort 13 September 2023 (202410)					
ETHNICITY	MALE	FEMALE	UNKWN	TOTAL	PERCENTAGE
BLACK OR AFRICAN AMERICAN	1	2		3	10%
HISPANIC OR LATINO		5		5	17%
WHITE	4	15		19	66%
UNKNOWN		2		2	7%
<b>TOTAL COHORT</b>	<b>5</b>	<b>24</b>	<b>0</b>	<b>29</b>	<b>100%</b>

Cohort 14 January 2024 (202430)					
ETHNICITY	MALE	FEMALE	UNKWN	TOTAL	PERCENTAGE
ASIAN		1		1	5.6%
BLACK OR AFRICAN AMERICAN		4		4	22.2%
HISPANIC OR LATINO	2			2	11.1%
TWO OR MORE RACES		1		1	5.6%
WHITE	1	7	1	9	50.0%
NON-RESIDENT ALIEN		1		1	5.6%
<b>TOTAL COHORT</b>	<b>3</b>	<b>14</b>	<b>1</b>	<b>18</b>	<b>100%</b>

\*Demographic gathered from Institutional Research database



Student Retention Rate and Student Full Time Graduation Rate for cohorts 10-12

Cohort 10 January 2022 (202230)								
1 Year Retention			Full Time Graduation Rates - 18 mo. and 24 mo.					
Total Cohort (FT + PT)	Count Retained or Graduated at 1YR	%	FT Cohort	Count Graduated	Count Graduated w/in 18 MO	%	*Count Graduated w/in 24 MO	**%
8	8	100%	8	7	6	75.0%	7	87.5%

Cohort 11 September 2022 (202310)								
1 Year Retention			Full Time Graduation Rates - 18 mo. and 24 mo.					
Total Cohort (FT + PT)	Count Retained or Graduated at 1YR	%	FT Cohort	Count Graduated	Count Graduated w/in 18 MO	%	*Count Graduated w/in 24 MO	**%
18	14	77.8%	16	15	10	62.5%	15	93.8%

Cohort 12 January 2023 (202330)								
1 Year Retention			Full Time* Graduation Rates - 18 mo. and 24 mo.					
Total Cohort (FT + PT)	Count Retained or Graduated at 1YR	%	FT Cohort	Count Graduated	Count Graduated w/in 18 MO	%	*Count Graduated w/in 24 MO	**%
10	9	90%	8	6	6	75.0%	*	*

\* Can't calculate "true" graduation rate until end of 202530 term for this cohort

Graduates 2023-24:

Graduates 2023-24	
	2023-24
Addiction Counseling	3
Clinical Mental Health Counseling	21
<b>Total:</b>	<b>24</b>

## **PROGRAM MODIFICATIONS:**

### **Program Outcomes & Assessment:**

The Department of Counselor Education has a fully developed outcomes plan that assesses all eight program objectives and two specialization objectives for each of the degree options. Common assignments are embedded in courses to assess each objective formatively and summatively. Each outcome is summarized below.

**Program Outcome #:1** *Demonstrate professional proficiency and exhibit familiarity with professional orientation and ethical practices as advocated by the American Counseling Association (ACA) Code of Ethics.*

- Formative outcome is assessed in CSLG 5250 Professional Orientation and Ethics “Current Topics” Presentation.
- Summative outcome is assessed in CSLG 6899 Internship II “Ethics Paper” Assignment. This assignment has two parts: Part 1 “Ethical Autobiography” and Part 2 “Resolving Ethical Dilemmas”. Both parts are assessed using the same rubric.

### **Findings and Recommendations:**

#### Summative Outcome

- Overall results indicated 94% of the students met or exceeded expectations. No action is necessary.

**Program Outcome #: 2** *Illustrate the importance of multicultural issues in the counseling profession when working with diverse clients.*

- Formative assessment was assessed in CSLG 5170 Multicultural Theories and Techniques. Students developed a presentation on multicultural issues and counseling implications for working with a specific cultural group. The focus of the presentation is to increase understanding of the unique experiences of persons who belong to this group, and to understand any important implications that might exist in counseling persons from this group.
- Summative assessment was piloted this year in CSLG 6888, Counseling Internship I. Students were assigned an 8–10-page reactionary paper on course texts.

### **Findings and Recommendations:**

#### Summative Outcome:

- 84% of the students met or exceeded expectations. No action is necessary.

**Program Outcome #: 3** *Provide illustrations of human growth and developmental theories framed in the principles of assessment and appraisal.*

- Formative assessment is assessed in CSLG 5150 Counseling Across the Lifespan through a Paper and Presentation.
- Summative assessment is conducted in CSLG 5400 Psychopathology and Treatment Planning. The assignment is the development of a treatment plan for a targeted stage of the lifespan.

## Findings and Recommendations:

### Summative Outcome:

- 17 students were assessed in CSLG 5400. 95% of the students met or exceeded expectations. No action is necessary.

**Program Outcome #: 4** *Demonstrate planning and implementation of career development practices and theoretical perspectives.*

- Formative Assessment is assessed CSLG 5100 Advanced Career Counseling using a multiple-choice Pre-test.
- Summative Assessment is assessed CSLG 5100 Advanced Career Counseling developing a career counseling program appropriate for a selected population and present the project to the class. A summative multiple-choice post-test is also administered. A summative presentation was not assessed during this period.

## Findings and Recommendations:

### Summative Outcome:

- Nine students were assessed in CSLG 5100. Although there was an increase from 41% to 67% of students who met or exceeded expectations, this result does not meet minimum objectives.
- This result is consistent with past years. It is suspected that the multiple-choice assessment does not accurately assess the student learning. A detailed review of the course content, and formative and summative assessment strategies will be analyzed to determine reliability.

### **Program Outcome #: 5**

*Show command of counseling theories and how to conceptualize cases from a wellness perspective.*

- Formative Assessment assessed through abbreviated rubric (using 4 of 7 criteria) used in CSLG 5300 Individual Counseling Theories and Techniques I. The areas assessed include: - 1. Counseling Relationship, 2. Comprehensive use of skills, 3. Structure and direction of session and 4. Accurate Attention to affect, content and meaning.
- Summative Assessment is assessed in CSLG 6150 Advanced Mental Health Counseling using a 7-criteria rubric assessing the baseline and advanced counseling skills. See 1-4 listed above. 5. Professional Role Skills. 6. Case Conceptualization Skills. 7. Professional Growth Skills.

## Findings and Recommendations:

### Formative outcome

- Results indicated 100% of the students (n = 36) met expectations in the formative assessment

### Summative outcome

- The sequence of courses was adjusted in the past year and the course CSLG 6150, which was offered in semester 5 is now offered in semester 2. As a result, it is offered too early in the program to assess any long-term development. The faculty will identify another course offered in semester 4 or 5 which will provide more opportunity to assess the development of skills.

### **Program Outcome #: 6**

*Exhibit knowledge of group dynamics, group leadership, group development and the ability to apply these concepts in a variety of group types.*

- Formative assessment is assessed in CSLG 5500 Advanced Group Counseling Theories & Techniques. Students co-facilitate a psychoeducation group in a classroom setting.
- Summative assessment is assessed in CSLG 6899 Counseling Internship II through site supervisor evaluations.

## Findings and Recommendations

### Formative Outcome

- Results indicated 100% of the students (n = 36) met expectations in the formative assessment

### Summative Outcome

- A review of clinical supervisor's assessment indicated 83% of students met or exceeded expectations. The response rate from supervisors was lower than anticipated and going forward, we will emphasize to site supervisors the essential nature of feedback on direct observation.
- It is essential that all students accumulate a minimum of 20 hours of group facilitation during their field experience. Faculty will not pass a student for CSLG 6888 or CSLG 6899 until they have demonstrated completion of these hours.

### **Program Outcome #: 7**

*Implement basic and advanced assessment techniques in the framework of helping relationships.*

- Formative Assessment is conducted in CSLG 5450 Testing and Assessment in Counseling. Students are required to create a novel Assessment Tool, present the document to the class, and submit a research-based paper supporting their development of this new tool.
- Summative Assessment is conducted in CSLG 5400 Psychopharmacology and Treatment Planning. Students develop a treatment plan including use of and rationale for various test measures.

## Findings and Recommendations:

### Formative Outcomes

- In this formative assessment, (N=54) 79% of the students met expectations.

### Summative Outcomes:

- In CSLG 5400 88% of students (N=19) met or exceeded expectations. No action is needed.

### **Program Outcome #: 8**

*Demonstrate the role of research in advancing the counseling profession.*

- Formative Assessment is conducted in PSYC 5200 Advanced Neuroscience and Psychopharmacology. This is a change to the assessment plan. Originally the formative assessment was conducted in RSCH 5150 Applied Research in Counseling. This course has been incorporated into the RSCH 6100 & 6150. Over the past year we developed a common assignment and rubric which will be piloted in the spring of 2024.
- Summative Assessment Results for Addiction Counseling resulted in one student failing the course and one student meeting expectations. Also, in CMHC one student failed the course and 4 either met expectations (60%) or exceeded expectations (20%).

## Findings and Recommendations

### Formative Outcome

- A common assignment and a rubric have been developed over this academic year. The assessments will be piloted in the spring of 2024.

### Summative Outcomes:

- In RSCH 6100/6150 70% of the students met or exceeded expectations. These results fall far below our goals.
- In the future, it will be important to identify outliers that skew the findings and provide explanations.
- Research has historically been a course where students experience high levels of anxiety due to the subject matter. This has resulted in the instructor providing study sessions, tutorials, and additional explanatory assignments.

### **Program Outcome #9: Specialization CMHC**

*Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply*

*counseling theories, models and approaches to individuals and groups who face a variety of mental health disorders.*

- Formative Assessments for the specialization outcomes are assessed through abbreviated rubric (using 1-4 of the 7 criteria) used in CSLG 5300 Individual Counseling Theories and Techniques I - 1. Counseling Relationship, 2. Comprehensive use of skills, 3. Structure and direction of session and 4. Accurate Attention to affect, content and meaning.
- Summative Assessments is assessed in CSLG 6150 Individual Counseling Theories and Techniques using a 7-criteria rubric assessing the baseline and advanced counseling skills but due to the change in sequencing, as discussed in Program Outcome #5, the assessment will be conducted using data from Clinical Site Supervisor student evaluations in CSLG 6899 Internship II.

### **Findings and Recommendations:**

#### Formative Outcomes

- Results indicated 100% of the students (n = 36) met expectations in the formative assessment
- The faculty recommend moving the formative assessment from CSLG 5300 Adv. Individual Counseling Theories and Techniques I to CSLG 6150 Adv. Individual Counseling Theories and Techniques II. This course is the advanced skills course, and students are assessed on 7 criteria instead of 4. This will give a more realistic view of formative skills.

#### Summative Outcomes

- Students completed their field experiences with very good to excellent ratings by their clinical site supervisors.
- In Part 1 of the final evaluation, students are assessed by their clinical site supervisor in the areas of dispositions, professional behavior, and working in the counseling environment. In Part 2, students are assessed on counseling process and skills, conceptualization process, personalization process and supervision conduct. In Part 1, 86% of the students competently performed or exceeded professional standards and expectations. In Part 2, 92% of the students performed or exceeded professional standards and expectations. Given that these students are new to the field, these results are above our expectations for performance.

### **Program Outcome #10: Specialization Addiction Counseling**

*Articulate and demonstrate knowledge and skills necessary to identify and treat behaviors and situations and apply counseling theories, models and approaches to individuals and groups who face addiction.*

- Formative Assessments for the specialization outcomes are assessed through abbreviated rubric (using 1-4 of the 7 criteria) used in CSLG 5300 Individual Counseling Theories and Techniques I - 1. Counseling Relationship, 2. Comprehensive use of skills, 3. Structure and direction of session and 4. Accurate Attention to affect, content and meaning.
- Summative Assessment is assessed in CSLG 6100 Advanced Co-occurring Disorders using role play and video presentation focusing on issues related to SUD. The rubric is the 7-criteria rubric assessing the baseline and advanced counseling skills. See 1-4 listed above. 5. Professional Role Skills. 6. Case Conceptualization Skills. 7. Professional Growth Skills.

### **Findings and Recommendations**

#### Formative Outcomes

- The results indicated 100% of the Addiction Counseling students (n = 3) met expectations.
- The faculty recommend moving the formative assessment from CSLG 5300 Adv. Individual Counseling Theories and Techniques I to CSLG 6150 Adv. Individual Counseling Theories and Techniques II. This course is the advanced skills course, and students are assessed on 7 criteria instead of 4. This will give a more realistic view of formative skills.

#### Summative Outcomes

- The results for the MS in Addiction Counseling are limited due to the small population.
- For Addiction Counseling students (N=3) one student met the expected professional standards and

expectations and 2 students exceeded professional standards and expectations.

- Summative evaluations of specific counseling skills are also conducted by Clinical Site Supervisors in CSLG 6899 Counseling Internship II. All site supervisors evaluated these students as meeting expectations.
- Faculty will continue to monitor all internship placements and seek site supervisor feedback for all student interns.

Based on the **review of findings** for each outcome we have identified the following OVERALL emerging themes or issues within the program's data set:

1. A review of CSLG 5100 Advanced Career Counseling assessment strategies will be reviewed other assessment techniques will be discussed.
2. A summative common assignment to assess Program Outcome #2 "illustrate the importance of multicultural issues in the counseling profession when working with diverse clients" was successfully implemented in CSLG 6888 Counseling Internship I. It will become part of the common assignments used to assess this outcome.
3. A common assignment was developed in PSYC 5200 and will be piloted in the Spring of 2024 as the formative assessment for Program Outcome #8 "Demonstrate the role of research in advancing the counseling profession in the context of clinical mental health counseling and addiction counseling.
4. The summative results for RSCH 6100/6150 Research in CMHC and AC counseling courses are very concerning. Although research has historically been a course where students experience high levels of anxiety due to the subject matter, faculty will make additional effort to provide study sessions, tutorials, and additional explanatory assignments.
5. CSLG 6150 Advanced Individual Counseling Theories and Techniques II will replace CSLG 5300 as a formative assessment in order to assess more advanced skills taught in the second skills training course.



## EXIT SURVEYS:

Twice a year, in May and December, faculty ask graduating cohorts for feedback. Student feedback for the AY 2023-2024 includes exit data from two cohorts, 11 and 12. Seventeen (17) students responded to the exit survey.

Graduating students were asked to rate their experience in the program on the following items using a five-point scale Extremely Satisfied (4), Satisfied (3), Neither Satisfied/Not Satisfied (2), Somewhat Dissatisfied (1) and Extremely Dissatisfied. The areas of concern are defined as scores lower than 2.50 (82%).

16 Graduates were asked to rate the following questions:	ES	S	N S/D	SD	ED	Strategies to address the concern
Rate your content area knowledge	2	12	2	1		
Rate your comprehension of professional standards including the ACA Code of Ethics	2	13	1	1		
Rate your comprehension of state standards and the licensing process		1	9	6	1	As a result of students' request for more information regarding the licensure process, faculty have integrated an overview of the licensure process for RI in CSLG 6899 Counseling Internship
Rate your ability to apply professional and pedagogical knowledge conducting a counseling session	4	12	1			
The curriculum/coursework and clinical experiences help acquire knowledge, skills and dispositions delineated in professional, state and institutional standards	3	13	1			
Rate the extent the curriculum and clinical field experiences help you to work with diverse clients.	2	12	2	1		
Rate the extent the program helped you to understand the importance of developing a range of skill sets to work with a diverse client population	1	13	3			
Rate the extent to which the faculty demonstrated in-depth knowledge of the content areas they teach	3	13	1			
Rate the extent to which the faculty value each student's development and learning	5	9	3			
Rate the extent the faculty reflect the dispositional characteristics of a professional counselor	4	11	2			

Rate the extent to which the faculty foster critical thinking and problem solving	4	10	3			
Rate the extent to which faculty are knowledgeable of current developments in their field of counseling	4	13				
Rate the overall quality of the curriculum	2	8	5	2		Faculty continually review and update curricula to align with the CACREP standards, licensure requirements and provide additional skills training for students annually. This item will be reviewed after the next cohort and determine if this is a continuing issue Upon review of students' exit interview response to this question, there appears to be overlapping concerns regarding licensure preparation note above.
Rate the availability of faculty of advising	2	12	3			
Rate the quality of advising you received	4	10	1	2		
Rate the value of your field/clinical experiences	7	10				
Rate the overall quality of the program	1	13	2	1		

Responses to students' suggestions to improve the program:

- As a result of students' request for additional training focusing on specific therapeutic skills, in the fall of 2023 the counseling faculty offered a DBT/trauma training for students enrolled in the program. 22 students participated in the training. Additional trainings will be offered. Topics will be determined from student input.
- Focusing on students' desire to have input in student governance, once the program is successfully accredited, there are plans to institute a chapter of Chi Sigma Iota honor society.
- Faculty will continue to review assignments and best practices to infuse critical thinking and problem solving throughout the curriculum.
- Students suggested matching new students with seasoned students as mentors. Faculty will pilot this initiative with the incoming students in the Spring of 2025.

## PLACEMENT:

Program effectiveness is also measured by employment. The following table provides data for the academic year 2023-24, in which 24 graduates were surveyed and 17 graduates responded.

Survey: Total Number of Graduates 2023-24 24 graduates were surveyed; 17 responses were received		
Employed in field	15	63%
Employed out of field	0	0%
Continuing Education	2	8%
No response	7	29%

## LICENSE ACQUISITION:

To become a licensed clinical mental health counselor (LMHC) in Rhode Island, the following requirements are required:

1. **Education:** An earned Master's or Doctoral degree in counseling, psychology, or a related field.
2. **Postgraduate Supervised Experience:** An individual must accumulate at least **3,000 hours** of supervised clinical experience. This should be done over a period of at least **2 years** and under the supervision of a licensed professional.
3. **Supervision Requirements:** Of the 3,000 hours, at least 100 hours (one hour weekly) must be direct supervision by a licensed clinical supervisor.
4. **Examination:** An individual must pass the National Clinical Mental Health Counseling Examination (NCMHCE).
5. **Application:** Submit an application to the Rhode Island Department of Health.

Once an individual has accumulated 2000 hours, they may apply for an associate licensure. The exact time it takes depends on how long it takes an individual to complete post-graduate clinical hours, but typically it's between **2-4 years**.

License Acquisition by Cohort			
Cohort # Entry Year	Enrollment	LMHC/LPC/ *LMHC-A	%
1 2013	15	3	20%
2 2014	20	11	55%
3 2015	16	10	63%
4 2016	22	13	59%
5 2017	16	13	81%
6 2018	31	2	3%
7 2019	23	2	9%
8 2021 (Jan.)	12	10*	75%

\*Cohort 9 is now eligible for the LMHC-A.

### **PASS RATES ON CREDENTIALING EXAMINATIONS:**

The program annually surveys all its graduates and requests updates on examinations taken, pass rates for examinations and certifications and licensing documentation. This data is gathered via an annual survey and review of RI Department of Health, which lists active Licensed Mental Health Counselors in the state. Because this information is based on the voluntary sharing of alumni data and program efforts to review state records, it is necessarily incomplete.

### **SITE SUPERVISOR FEEDBACK:**

Clinical Site Supervisors are surveyed annually. They are asked to share their impressions of the program on a five-point scale. A survey distributed via Qualtrics to 29 active site supervisors. Although the response was low, common themes emerged including ratings which exceeded expectations including the observations and applications of acquired professional behaviors and skills, and professional dispositions program's preparation of students' counseling and leadership skills.

During preparation for the CACREP accreditation site visit, site supervisors were interviewed by the visiting team. Site supervisors applauded the personal touch and proactive manner of the faculty engaging them in preparation of getting new interns and in remediating issues of concerns when they arise. Site supervisors specifically noted appreciation that site placements were intentional and considered fit of the student for the site.

### **AGENCIES WHO HIRED GRADUATES IN AY 2023-24:**

East Coast Mental Wellness, Providence, RI  
Eleanor Slater Hospital Cranston RI  
Fuller Hospital, Attleboro MA  
ME Psychotherapy, Providence, RI  
Momentum Counseling and Consulting, Fort Collins, CO  
New Patterns Therapy, New York, NY  
North American Family Institute, Warwick, RI  
S.A. Inc, Tiverton, RI  
The Providence Center, Providence RI  
Tides Family Services, West Warwick, RI,  
Vista, Providence RI

### **CONCLUSION:**

The Department of Counselor Education strives to continuously improve the student experience at Johnson & Wales University. The faculty continuously assess program objectives and student performance in order to provide a premier program experience for students in our degree options. Our program deeply values the contributions of our students, faculty, staff, graduates, and other program stakeholders to the continued quality of our counselor training. Faculty strive to train students in academic and dispositional competencies and develop professional competencies. In the late summer of 2023, faculty submitted our self-study for CACREP accreditation. Seeking this accreditation has been a goal since the program's inception. At the time of this publication, the program has hosted a CACREP team visit and received suggestions for continued program improvement, which will be reported in the 2024-25 annual report. We eagerly await the decision of the CACREP Board of Directors in the Spring of 2025.