



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

School of Health Professions

Department of Clinical Counseling and Mental Health

Master of Science in Clinical Mental Health Counseling 2019-2020 Annual Report

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year.

This report was generated using data and information from Fall 2019, Spring 2020, and Summer 2020. MSMH is an abbreviation for “Master of Science in Clinical Mental Health Counseling”; NR = Not Reported.

Program completion rate is computed based on the retention of students during the specified academic year: (Current students + Graduates) / Total Students.

Employment rate indicates the proportion of students who secured employment within six months of graduation. The credentialing exam pass rate indicates the proportion of graduates who took and passed a counseling licensure or certification exam during the prior preceding academic year.

Past Year Student Data

- Currently enrolled in MSMH: 164
- Graduates in 2019-2020: 3
- Program Completion/Retention Rate: 94%
- Employment Rate: NR
- Credentialing Exam Pass Rate: 100% (1/1)

Sources of Data

- Student performance on final internship ratings from instructors and site supervisors.
- Admissions, enrollment, and graduation data from 2019-2020 academic year.
- Systematic follow-up surveys of graduates regarding employment.
- Professional Disposition Evaluations (PDE) implemented annually, as well as within clinical courses.

Program Objectives & Major Program Activities

The program faculty engaged in a number of relevant activities during the 2019-2020 Academic year. The following are highlights of faculty engagement and accomplishments:

- The program hired an additional faculty member in the Fall 2019 semester, Carmen Stein, PhD, LPC-S, CCMHC, NCC, LPCC, LMHC-S.
- The MSMH faculty published 3 book chapters in career counseling textbooks and a couples, marriage and family counseling textbook and 2 journal articles within the NACE Journal and Journal of Child and Adolescent Counseling.

- Dr. Winkelman presented at the 2020 national NCDA virtual conference on current trends in diversity recruiting practices and using CBT in career counseling with diverse students at a higher education career center as well as the Big 12 LGBTQIA & Allies Summit on advocating for authentic career development.
- The MSMH faculty are participating in various research projects that have collaborations across the School of Health Professions and TTUHSC.

MSMH Program Evaluation Findings

Student Learning Outcome #1

Educational Experiences: Students will develop the knowledge, attitudes and skills necessary to practice as qualified clinical mental health counselors with a diverse population in a wide variety of contexts.

1. Measure: Professional Development Exam. The Professional Development exam is within the HPMC 5333 capstone course designed to assess students' theoretical and skills competence prior to graduation. Exam topics cover work the student has completed throughout the entirety of the MSMH program. The exam contains approximately 200 items and is designed to evaluate the specialty area of clinical mental health counseling practice.
 - a. Achievement Target: It is expected that 60% or more of students will receive an 80% or higher on the exam.
 - b. Finding: 92% of students (n= 26 students) who took the exam passed with 80% or better. The average for the exam was 88%.

2. Measure: Professional Disposition Evaluation. Professional Disposition Evaluations assess fundamental characteristics necessary for competent professional counseling practice. Professional dispositions are: the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. Professional Disposition Evaluation (PDE) assessment occurs annually and within specific clinical courses (Group Counseling, Micro Counseling, Practicum, and Internship) across the curriculum. The term describes fundamental characteristics necessary for competent professional counseling practice. The PDE is completed by instructors teaching clinical courses the semester the student is enrolled, and by all full-time faculty in the department annually.
 - a. Achievement Target: It is expected that 90% of students will receive a 3 or higher across all 9 categories on the Professional Disposition Evaluation (PDE) prior to graduating from the program. Scoring a 3 indicates that the student is developing toward competency, and is meeting the expectations of a mental health counseling student.
 - b. Finding: During the 2019-2020 academic year, 98% of students (n= 133) received a rating of 3 or higher across all 9 domains on the PDE.

3. Measure: Clinical Site Supervisor Evaluation. The MSMH program requires summary assessment of clinical skills at a mental health counseling focused site during enrollment in HPMC 5314 - Practicum and HPMC 6001 - Internship. This assessment is conducted by

the site supervisor. This evaluation tool was developed to meet accrediting standards and to acquire summative feedback on MSMH students' clinical skills.

- a. Achievement Target: 75% of MSMH students will receive a mean score of 3 out of 5 on the Supervisor Evaluation of Student Survey.
 - b. Finding: In the 2019-2020 academic year, 24 students completed practical training. Of the 24 students, 100% had a mean score of 3 or higher out of 5 on the Supervisor Evaluation of Student Survey.
4. Measure: Site Supervisor Program Evaluation Survey. The MSMH program requests clinical site supervisors to evaluate the program. This survey seeks responses around student readiness for clinical work, professional interactions with faculty supervisors, and responsiveness of programmatic personnel to the needs of individual clinical sites. These evaluations are conducted each semester and used in the overall program evaluation process. Data collection occurs during the HPMC 5314 - Practicum and HPMC 6001 – Internship classes.
- a. Achievement Target: The program will receive a mean score of 3 out of 5 on the Supervisor Program Evaluation Survey.
 - b. Finding: The program received a mean score of 4.32 out of 5 on the Supervisor Program Evaluation Survey for the 2019-2020 academic year.
5. Measure: Comprehensive Exam. The Department of Clinical Counseling and Mental Health administers a comprehensive examination near the end of the student's program of study. The exam is a summary achievement exam of counseling curriculum content mastery. The exam contains approximately 200 items and is designed to mimic the National Counselor Exam for Licensure and Certification (NCE).
- a. Achievement Target: It is expected that 60% or more of students will score 70% or higher on the comprehensive exam on their first attempt. NOTE: The program faculty modified the pass rate from AY18-19 of 80% to 70% to reflect more accurately national exam pass rates.
 - b. Finding: In the 2019-2020 academic year, 8 students completed their comprehensive exam. Of the 8 students, 75% scored a 70% or higher on the comprehensive exam on their first attempt.

Student Learning Outcome #2

Learning Opportunities: Students will develop the ability to implement culturally responsive and ethically sound counseling practices throughout their careers.

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 - a. Achievement Target: It is expected that 60% or more of students will receive an 80% or higher on the exam.
 - b. Finding: 92% of students (n= 26 students) who took the exam passed with 80% or better. The average for the exam was 88%.

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- b. Finding: In the 2019-2020 academic year, 8 students completed their comprehensive exam. Of the 8 students, 75% scored a 70% or higher on the comprehensive exam on their first attempt.

Student Learning Outcome #3

Students will demonstrate evidence-based clinical mental health counseling practices in clinical training settings.

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Summary:

Overall, the MSMH program was successful during the 2019-2020 academic cycle. This cycle was third full year for the MSMH program.

A significant accomplishment for the MSMH program during this reporting cycle regards advancing through the accreditation process by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). A site visit for the final stage of the accreditation cycle was scheduled in November 2020. To better serve students and meet the needs of CACREP accreditation student to faculty ratio, the program opened 2 new faculty positions and hired 3 new faculty members.

The MSMH program was challenged to respond to the COVID-19 pandemic in innovative ways. First, we accelerated our telehealth training for students, seeking out a new training vendor to offer specialized training in tele-mental health counseling. This new training is expected to be implemented in the Summer of 2021. Next, with our departmental colleagues, we

collaboratively drafted new procedures for clinical coursework in relation to modified licensure board rules and accreditation policies to support our students. The majority of our students on clinical rotations have been able to shift into telehealth to maintain progress toward their clinical course clock-hour accumulations.

The MSMH faculty created Pre-Clinical Orientation and FAQs presentations including helpful resources to improve the clinical coaching process for all CCMH students entering clinicals. Two MSMH faculty members volunteered as clinical coaches throughout the 2019-2020 academic year to assist the department in preparing students to enter their clinical experience. Plans are in place to create an assistant clinical coordinator position to assist with the clinical placement process.

The MSMH program contributed to the overall mission of TTUHSC in several ways. First, we have assisted the Office of Interprofessional Education to provide meaningful experiences to all students through MSMH faculty and MSMH student volunteerism in the first ever virtual IPE event. Second, starting the Fall 2020 admissions cycle, the program implemented an admissions cap and interview process to increase the caliber of students admitted into the program. Limiting the number of students admitted while increasing the caliber of students admitted into the program allows the program to provide high-impact innovative educational experiences to all students and align with CACREP accreditation student to faculty ratio requirements.