

**2019 CACREP Mid-Cycle Report
September 9, 2019
NMSU CMHC Program**

I. CHANGES IN PROGRAM OPERATIONS

Addressed in this Section
Briefly describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures since your last on-site visit. Include a brief discussion of the impact of those changes. (<i>Standards: I.C, E, H, K, L, O, T and V and CES I. D-F</i>)
Please describe developments in how the program uses technology for instructional purposes, noting any changes in course delivery methods or options.

Changes in organizational Structure (*Standard 1.C*)

As of Fall 2019, there have been various changes to the organizational structure at the university and college levels. New leadership includes a new university chancellor (effective Fall 2018), interim dean for the college of education (effective Fall 2018) and interim department heads (effective Fall 2018). Leadership within the program has also changed in the past three years due to faculty retirements. The current program director (Anna Lopez) was appointed shortly after the last site visit (Spring 2016). In Fall 2018, a new faculty member (Michael Kalkbrenner) was hired and took over the clinical coordinator position.

Faculty

Over the course of the last three years (2017 – 2019), 3 out of the 3.5 core faculty have left the institution (Drs. Dickson, Grayshield, and Waldo). This resulted in one faculty being appointed to the CMHC program and two new faculty being hired (Drs. Kalkbrenner and Backlund). The following are the organizational changes related to faculty in the CMHC program.

Dr. Ginger Dickson, core CMHC faculty and Program Director for the CMHC program left her position at NMSU in May 2016 after being on leave for that Spring 2016 semester. Dr. Dickson taught two courses per semester in the CMHC program for a total of 4 courses per year. During her last year at NMSU, Dr. Dickson taught CEP 524 “Professional Issues in Mental Health Counseling”, CEP 566 “Group Work Theory and Technique,” and CEP 580 “Counseling Internship.” A search to fill Dr. Dickson’s line started in Fall 2016.

Dr. Michael Waldo, who served as CACREP liaison had a .5 faculty appointment to the CMHC program at the time of the last site visit, retired from NMSU in August 2016. He taught an average of one course in the CMHC per semester (CEP 550: Counseling Theory and Technique). Because Dr. Waldo was only appointed as .5 to the CMHC program, his line was not granted to the CMHC program.

In June 2015, Dr. Chris Blazina was hired as director of the department's Counseling Training Center. He was appointed as core faculty in the CMHC program in August 2016, after Dr. Dickson and Dr. Waldo left NMSU. Dr. Blazina taught the following courses in the program prior to leaving NMSU at the end of Fall 2017: CEP 551 "Diagnosis and Treatment Planning," CEP 556 "Addictions Counseling," and CEP 572 "Counseling Practicum." After Dr. Blazina left his position, a search was initiated for a new core faculty for the CMHC program. Because Dr. Waldo was only .5 in the CMHC program, this still left the program with 3 full time core faculty (Drs. Blazina, Lopez, and Grayshield).

Dr. Lisa Grayshield, core CMHC faculty member left her position at NMSU in May 2017. Dr. Grayshield taught an average of four courses in the CMHC program per year, two of which were elective courses. Non-elective courses included CEP 532 "Research in Counseling," and CEP 512 "Human Development." A search for her position was initiated the following semester (Fall 2017).

In Fall 2017, Dr. Michael Kalkbrenner started his position as core faculty for the CMHC program. His 2/2 teaching load was dedicated entirely to the CMHC program, and included teaching CEP 512 "Human Development," CEP 532 "Counseling Research," CEP 542 "Appraisal Theory and Technique," and CEP 572 "Counseling Practicum." Dr. Kalkbrenner also teaches an elective course in psychometrics as a teaching overload. This elective is open to all students in the department, including all CMHC students.

In Fall 2018, Dr. Michelle Backlund joined the CMHC program as core faculty. Her current 2/2 teaching load is primarily dedicated to the CMHC program and includes teaching the following courses: CEP 524 "Professional Issues in Mental Health Counseling," CEP 572 "Counseling Practicum," and CEP 566 "Group Work Theory & Technique."

Leadership

The following were changes to the leadership structure. Only those changes that occurred after the last site visit are noted. The only change that impacted courses was the appointment of Dr. Anna Lopez as the CMHC Program Director.

In January 2016, due to Dr. Dickson's leave for the semester, Dr. Anna Lopez took over the leadership of the CMHC program as Program Director. This led to a change in Dr. Lopez' teaching load (from 3/2 to a 2/2) in order to accommodate for new administrative responsibilities. Dr. Lopez also began teaching CEP 580 (Counseling Internship).

In Fall 2017, Dr. Barbara Gormley was hired as the new department head for the Counseling and Educational Psychology department, which houses the CMHC program.

In Fall 2018, Drs. Eve Adams and Mary Prentice were appointed as Interim department heads for the Counseling and Educational Psychology department. Dr. Barbara Gormley continued to her role as faculty member in the department.

In Fall 2018, Dr. Susan Brown was appointed as Interim Dean of the College of Education, which houses the Counseling and Educational Psychology department.

Changes in Support Services (*Standard I.E & H*)

There have been no changes since last full review in regards to support services for students.

Changes in budget and funding sources (*Standard I.C & T*)

There have been no departmental changes related to the financial support provided to the program. The only change in this category is the addition of funds available to support some of the CMHC students through project TEACH. Project TEACH is an interdisciplinary training grant supported through a HRSA (Health Resources and Services Administration) Behavioral Health Workforce Education and Training program (BHWET). Financial support obtained from this grant has allowed the CMHC program to provide a \$10,000 stipend to CMHC students enrolled in their final year of study with the condition that they meet grant requirements. Grant requirements are congruent with CMHC program objectives and do not impact the students' program requirements or expectations. In addition, this grant has provided funding for an additional 10 hour/week graduate assistantship.

Changes in Student Enrollment (*Standard I.K & L*)

In Spring 2018, college administration encouraged program to attempt to expand enrollment. This led to accepting 20 students into the program for the Fall 2018 incoming cohort. This was 8 students more than the program's average. Due to challenges created by admitting additional students, such as the need to offer multiple sections of clinical courses, the CMHC Program Committee decided to decrease the number of students admitted in any given year until a new faculty line is obtained for the program. Congruent with previous years, a total of 12 students were admitted into the program for the Fall 2019 incoming cohort.

In addition to changes in admission figures for the Fall 2018 cohort, the program committee is in the process of revising the admissions process in an attempt to capture more objective observations during the individual and group interviews. In order to do this, the CMHC program faculty is in the process of updating the interview questions and developing a rubric for faculty to use to assess applicants.

Lastly, the Student Handbook was revised in Summer 2019, however it still captures all requirements under Standard I.L.2. Updated Student Handbook can be found on the following link:



CMHC HANDBOOK
SUMMER 2019 AL

Use of Technology (*Standard I.E & H*)

No significant changes have been made to how the program uses technology for instructional purposes. All required courses continue to be offered face-to-face. Technology is incorporated via the use of Canvas, but it is used for supplemental purposes only. Some instructors utilize

Canvas as a way to distribute readings, post additional resources, update grades, and communicate with students.

In order to enhance the students' experience at our Training Clinic, the Training Clinic was remodeled in Summer 2019 which also included installation of a new clinic observation system to replace the use of web cams. This system is a CVI interactive audio and video recording system that includes audio and video recording that also allows for real-time observation from authorized computers. The software also allows supervisors to add notes directly to video files and an ability to download a summary of those notes.

Impact of these changes

The most noticeable impact was the change in course assignments (refer to Table 1). The only other change that had some impact was the program's attempt to grow enrollment, which led to having to offer multiple sections of clinical courses and required more planning in regards to use of resources (i.e. recruiting more clients for the Training Clinic, longer clinical orientation, more outreach to identify potential site supervisors).

Table 1. Course Assignments

Courses Impacted	Original Instructor	New Instructor
CEP 512	Dr. Grayshield	Dr. Kalkbrenner
CEP 524	Dr. Dickson	Dr. Backlund
CEP 532	Dr. Grayshield	Dr. Kalkbrenner
CEP 542	Adjunct/Affiliated faculty	Dr. Kalkbrenner
CEP 550	Dr. Waldo	Affiliated Faculty
CEP 551	Dr. Blazina	Affiliated Faculty
CEP 566	Dr. Dickson	Dr. Backlund
CEP 572	Dr. Lopez	Drs. Kalkbrenner & Backlund
CEP 580	Dr. Dickson	Dr. Lopez

II. FACULTY

Addressed in this Section
<p>Faculty make-up:</p> <ul style="list-style-type: none"> • Please note any changes in the total number of core faculty since the last site visit (<i>Std. I.W.1</i>). • Indicate which core faculty members are new since the last full review and provide their current CVs. • Please list the program's current core faculty, documenting each faculty member's: <ul style="list-style-type: none"> ○ Terminal degree and major (<i>Std. I.W.2</i>) ○ Current professional memberships (<i>Std.I.W.4</i>) ○ Current licenses/certifications (<i>Std.I.W.4</i>) ○ Engagement in the counseling profession over the last 3 years (<i>Std.I.W.5</i>)

- Please provide a table of the program's current non-core faculty members including degree and major, professional memberships, licenses/certifications, and nature of involvement in the program (e.g., clinical faculty, adjunct, etc.). (*Std I.Y*)
- Please discuss the net impact of all faculty changes on assignments, faculty loads, etc.

Faculty ratios:

- For each term in the most recent 12-month period, please document the number of credit hours delivered by noncore faculty and the number delivered by core faculty. (*Std I.M*)
- For each term in the most recent 12-month period, please document the program's FTE student to FTE faculty ratio, including and explaining the calculations. If the program is delivered at multiple campus sites or via multiple delivery methods, please document FTE ratios for each site/method and for the aggregate of all sites/methods. (*Std I.N*)

Faculty Make up (*Standard I.W.1*)

The NMSU CMHC program consists of three core faculty. Two of the three core faculty were hired after the last CACREP site visit (Drs. Backlund and Kalkbrenner). Please refer to links below to access the curriculum vitas for these two new faculty. Tables 2 and 3 include requested information on both Core and Non-core faculty (Standards 1.W.2, I.W.4, I.W.5, and I.Y). Even though the CMHC program has two new faculty, the number of core faculty has remained very close to what was in place during the last site visit (3.5 core faculty). Due to this, the hiring of two new faculty has not had an impact on assignments or faculty loads. The faculty load has remained consistent at 3/2.



Michael
Kalkbrenner .docx



Michelle
Backlund.docx

Table 2. Core Faculty (*Standards I.W.2, I.W.4 and I.W.5*)

Core Faculty Name	Terminal Degree/Major	Current Professional Memberships	Current Licenses or Certifications	Professional Engagement
Anna Lopez	Ph.D. Counselor Ed	American Counseling Association (ACA) <ul style="list-style-type: none"> • Association for Counselor Education and Supervision (ACES) • Rocky Mountain Association for Counselor Education and Supervision (RMACES) • Association for Multicultural Counseling and Development (AMCD) 	LPCC (NM)	1. Terminal degree in Counselor Education and Supervision 2. Membership in ACES and ACA since 2010 3. Published refereed journal articles in the national journals of the American Counseling Association. 4. Previous leadership in counseling associations including serving as co-chair of the ACES Bilingual Counseling Interest Network.
Michael Kalkbrenner	Ph.D. Counselor Ed	American Counseling Association (ACA) <ul style="list-style-type: none"> • Association for Counselor Education and Supervision (ACES) • Rocky Mountain Association for Counselor Education and Supervision (RMACES) • North Atlantic Region Association for Counselor Education Supervision (NARACES) • Association for Assessment and Research in Counseling (AARC). 	NCC	1. Terminal degree in Counselor Education and Supervision 2. Membership in ACES and ACA since 2016 3. Published eight refereed journal articles in the national journals of the American Counseling Association in 2019, including two publications in the <i>Journal of Counseling and Development</i> (flagship journal of the ACA) 4. Published two refereed journal articles in The Professional Counselor (flagship journal of the National Board for Certified Counselors).
Michelle Backlund	Ph.D. Counselor Ed	American Counseling Association (ACA)	LMHC	1. Terminal degree in Counselor Education and Supervision 2. Membership in ACA

Table 3. Non-Core Faculty (Affiliated Faculty) (*Standard I.Y*)

Name	Terminal Degree or Major	Current Professional Memberships	Current Licenses or Certifications	Nature of Involvement
Eve Adams	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> American Psychological Association 	<ul style="list-style-type: none"> Licensed Psychologist 	Interim Department Head & Affiliated Faculty
Elsa Arroyos	Ph.D. School Psychology	<ul style="list-style-type: none"> American Psychological Association National Association of School Psychologists 	<ul style="list-style-type: none"> National Certification as a School Psychologist (NCSP) 	Interim Department Head & Affiliated Faculty
Daubney Boland	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> American Psychological Association 	<ul style="list-style-type: none"> Licensed Psychologist 	Affiliated Faculty
Na-Yeun Choi	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> American Psychological Association <ul style="list-style-type: none"> Division 17: Counseling Psychology Asian American Psychological Association Korean Psychologists Network 	<ul style="list-style-type: none"> None 	Affiliated Faculty
Barbara Gormley	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> American Counseling Association <ul style="list-style-type: none"> Division for LGBT Issues (ALGBTIC) American Psychological Association <ul style="list-style-type: none"> Division 17: Counseling Psychology Division 44: Sexual Orientation and Gender Diversity Division 56: Trauma Psychology Association for Women in Psychology 	<ul style="list-style-type: none"> Licensed Psychologist 	Affiliated Faculty
Tracie Hitter	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> American Psychological Association <ul style="list-style-type: none"> Division 17: Counseling Psychology Division 35: Society for the Psychology of Women 	<ul style="list-style-type: none"> Licensed Psychologist 	Affiliated Faculty

Virginia Longoria	Ph.D. Counseling Psychology		<ul style="list-style-type: none"> • Licensed Psychologist 	Adjunct Faculty
Casey McDougall	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> • State Psychologist Association of New Mexico • National Register of Health Service Psychologists • American Psychological Association <ul style="list-style-type: none"> ○ APA Division 18: Psychologists in Public Health ○ APA Division 38: Health Psychology ○ APA Division 45: The Society for the Psychological Study of Culture, Ethnicity, and Race; Executive Committee Program Chair; Native American Member-At Large ○ APA Division 55: American Society of the Advancement of Pharmacotherapy 	<ul style="list-style-type: none"> • Licensed Psychologist • Prescribing Psychologist in NM 	Affiliated Faculty
Andres Perez-Rojas	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> • American Psychological Association <ul style="list-style-type: none"> ○ APA Division 17: Counseling Psychology ○ APA Division 29: Society for the Advancement of Psychotherapy • Society for Psychotherapy Research 	<ul style="list-style-type: none"> • Not Currently licensed 	Affiliated Faculty
Lisa Peterson	Ph.D. School Psychology	<ul style="list-style-type: none"> • American Psychological Association • National Association of School Psychologists 	<ul style="list-style-type: none"> • Texas Licensed Psychologist • Licensed Specialist in School Psychology • Nationally Certified School Psychologist 	Affiliated Faculty
Enedina Vazquez	Ph.D. School Psychology	<ul style="list-style-type: none"> • American Psychological Association <ul style="list-style-type: none"> ○ Division 16: School Psychology ○ Division 45: The Society for the Psychological Study of Culture, Ethnicity, and Race 	<ul style="list-style-type: none"> • None 	Affiliated Faculty
Luis Vazquez	Ph.D. Counseling Psychology	<ul style="list-style-type: none"> • American Psychological Association Division 45: The Society for the Psychological Study of Culture, Ethnicity, and Race 	<ul style="list-style-type: none"> • None 	Affiliated Faculty

Faculty Ratios (Standard I.M)

Please refer to Table 4 for documentation of credit hours delivered by core and noncore faculty during the last 12 months. Tables 5 and 7 provide detailed information related to both required and non-required course assignments. Table 6 provides a summary of course/credit delivery for required courses only. These tables demonstrate that core faculty have taught more than 50% of the courses during the last 12 months. This was the case even when elective courses were included in the calculations.

Table 4. Summary of Course/Credit Delivery (Including elective courses for CMHC program)

Term	Core	Non-Core
Summer 2018	9	6
Fall 2018	27	15
Spring 2019	24	15
Summer 2019	6	12
Total	66	42

Table 5. Detailed Description of Course/Credit Delivery (Including Elective Courses)

Term	Course	Title of Course	# of Credits	Instructor	Core or Non-core
Summer 2018					
	CEP 517	Multicultural Counseling	3	Anna Lopez	Core
	CEP 512	Human Development	3	Elsa Arroyos	Non-Core
	CEP 556	Addictions Counseling	3	Na-Yeun Choi	Non-Core
	CEP 562	Family Therapy Theory and Technique	3	Michelle Backlund	Core
	CEP 551	Diagnosis and Treatment Planning	3	Michael Kalkbrenner	Core
Fall 2018					
	CEP 524	Professional Issues in Mental Health Counseling	3	Michelle Backlund	Core
	CEP 550	Counseling Theory & Technique	3	Barbara Gormley	Non-Core
	CEP 517	Multicultural Counseling	3	Abril Padron	Non-Core
	CEP 532	Counseling Research	3	Michael Kalkbrenner	Core
	CEP 522*	Organizational and Administrative Issues in School Counseling	3	Ivelisse Torres-Fernandez	Non-Core
	CEP 563*	Primary Care	3	Steve Colmant	Non-Core

	CEP 670/598*	Behavioral Health Practicum	3	Virginia Longoria	Non-Core
	CEP 572	Counseling Practicum	3	Michelle Backlund	Core
	CEP 578*	Advanced Practicum	6**	Anna Lopez	Core
	CEP 580	Counseling Internship	12**	Anna Lopez	Core
Spring 2019					
	CEP 558	Child & Adolescent Counseling	3	Ivelisse Torres-Fernandez	Non-Core
	CEP 550	Counseling Theory & Technique	3	Barbara Gormley	Non-Core
	CEP 552	Career/Life Planning & Vocational Assessment	3	Andres Perez-Rojas	Non-Core
	CEP 566	Group Work Theory & Technique	3	Ivelisse Torres-Fernandez	Non-Core
	CEP 670/598*	Behavioral Health Practicum	3	Virginia Longoria	Non-Core
	CEP 572	Counseling Practicum	3	Michelle Backlund	Core
	CEP 572	Counseling Practicum	3	Michael Kalkbrenner	Core
	CEP 578*	Advanced Practicum	6**	Anna Lopez	Core
	CEP 580	Counseling Internship	12**	Anna Lopez	Core
Summer 2019					
	CEP 512	Human Development	3	Michael Kalkbrenner	Core
	CEP 517	Multicultural Counseling	3	Anna Lopez	Core
	CEP 556	Addictions Counseling	3	Andres Perez-Rojas	Non-Core
	CEP 562	Family Therapy Theory & Technique	3	Ivelisse Torres-Fernandez	Non-Core
	CEP 598*	Traumatology	3	Barbara Gormley	Non-Core
	CEP 616*	Spanish for Mental Health Professionals	3	Virginia Longoria	Non-Core
TOTAL CREDITS			108	CORE= 66 NONCORE= 42	

(*Elective; **Credit variability due to the option to enroll in the course in either 3 or 6 credits (CEP 578) or 6 or 12 credits (CEP 580). Max number used in calculations.)

Table 6. Summary of Course/Credit Delivery (Only Required Classes)

Term	Core	Non-Core
Summer 2018	9	6
Fall 2018	24	6
Spring 2019	18	12
Summer 2019	6	6
Total	57	30

Table 7. Detailed Description of Course/Credit Delivery (Only Required Classes)

Term	Course	Title of Course	# of Credits	Instructor	Core or Non-core
Summer 2018					
	CEP 517	Multicultural Counseling	3	Anna Lopez	Core
	CEP 512	Human Development	3	Elsa Arroyos	Non-Core
	CEP 556	Addictions Counseling	3	Na-Yeun Choi	Non-Core
	CEP 562	Family Therapy Theory and Technique	3	Michelle Backlund	Core
	CEP 551	Diagnosis and Treatment Planning	3	Michael Kalkbrenner	Core
Fall 2018					
	CEP 524	Professional Issues in Mental Health Counseling	3	Michelle Backlund	Core
	CEP 550	Counseling Theory & Technique	3	Barbara Gormley	Non-Core
	CEP 517	Multicultural Counseling	3	Abril Padron	Non-Core
	CEP 532	Counseling Research	3	Michael Kalkbrenner	Core
	CEP 542	Appraisal Theory & Technique	3	Michael Kalkbrenner	Core
	CEP 572	Counseling Practicum	3	Michelle Backlund	Core
	CEP 580	Counseling Internship	12**	Anna Lopez	Core
Spring 2019					
	CEP 558	Child & Adolescent Counseling	3	Ivelisse Torres-Fernandez	Non-Core
	CEP 550	Counseling Theory & Technique	3	Barbara Gormley	Non-Core
	CEP 552	Career/Life Planning & Vocational Assessment	3	Andres Perez-Rojas	Non-Core
	CEP 566	Group Work Theory & Technique	3	Ivelisse Torres-Fernandez	Non-Core
	CEP 572	Counseling Practicum	3	Michelle Backlund	Core
	CEP 572	Counseling Practicum	3	Michael Kalkbrenner	Core
	CEP 580	Counseling Internship	12**	Anna Lopez	Core
Summer 2019					
	CEP 512	Human Development	3	Michael Kalkbrenner	Core
	CEP 517	Multicultural Counseling	3	Anna Lopez	Core
	CEP 556	Addictions Counseling	3	Andres Perez-Rojas	Non-Core

	CEP 562	Family Therapy Theory & Technique	3	Ivelisse Torres-Fernandez	Non-Core
TOTAL CREDITS			87	CORE= 57 NONCORE= 30	

(*Elective; **Credit variability due to the option to enroll in the course in either 3 or 6 credits (CEP 578) or 6 or 12 credits (CEP 580). Max number used in calculations.)

Calculating FTE's (Standard I.N.)

Faculty FTE

Calculations for faculty FTE followed CEP departmental course load of 3/2 per academic year. That is a total of 5 courses per year, making each course worth 20%.

Student FTE

Utilizing the institutional definition of full-time students, any student enrolled in 9 or more credit hours was given a numerical value of "1.0." Any students enrolled an average of less than 9 credit hours a semester was assigned a ".50" when calculating student FTE. Any student enrolled 9 or more credit hours was assigned a "1.0" when calculating student FTE.

Table 8. Summary of CMHC program FTE student to Faculty ratio

Number of Faculty FTE	Number of Students	
6.20	36	FTE Ratio based on these totals is approximately 1:6

Table 9. Detailed Description of Students

Number of Full Time Students (average of 9 or more Credits per semester)	Number of Part Time Students (average of 8 or less Credits per semester)	TOTAL
33 (*1)	6 (*.50)	36

Table 10. Detailed Description of Course/Credit Delivery including electives

Term	Course	Title of Course	# of Credits	Instructor	Effort
Anna Lopez- Core Faculty					
Summer 2018	CEP 517	Multicultural Counseling	3	Anna Lopez	20%
Fall 2018	CEP 578	Advanced Practicum	6	Anna Lopez	20%
Fall 2018	CEP 580	Counseling Internship	12	Anna Lopez	20%
Spring 2019	CEP 578	Advanced Practicum	6	Anna Lopez	20%
Spring 2019	CEP 580	Counseling Internship	12	Anna Lopez	20%

Summer 2019	CEP 517	Multicultural Counseling	3	Anna Lopez	20%
Administrative Course Release	N/A	N/A	3	Anna Lopez	20%
				Total	1.0 FTE
Michael Kalkbrenner- Core Faculty					
Summer 2018	CEP 551	Diagnosis and Treatment Planning	3	Michael Kalkbrenner	20%
Fall 2018	CEP 532	Counseling Research	3	Michael Kalkbrenner	20%
Spring 2019	CEP 572	Counseling Practicum	3	Michael Kalkbrenner	20%
Summer 2019	CEP 512	Human Development	3	Michael Kalkbrenner	20%
Research Course Release	N/A	N/A	3	Michael Kalkbrenner	20%
Administrative Course Release	N/A	N/A	3	Michael Kalkbrenner	20%
				Total	1.0 FTE
Michelle Backlund- Core Faculty					
Summer 2018	CEP 562	Family Therapy Theory and Technique	3	Michelle Backlund	20%
Fall 2018	CEP 524	Professional Issues in Mental Health Counseling	3	Michelle Backlund	20%
Fall 2018	CEP 572	Counseling Practicum	3	Michelle Backlund	20%
Spring 2019	CEP 572	Counseling Practicum	3	Michelle Backlund	20%
Research Course Release	N/A	N/A	3	Michelle Backlund	20%
				Total	1.0 FTE
Elsa Arroyos- Affiliated Faculty					
Summer 2018	CEP 517	Human Development	3	Elsa Arroyos	20%
				Total	.20 FTE
Na-Yeun Choi- Affiliated Faculty					
Summer 2018	CEP 556	Addictions Counseling	3	Na-Yeun Choi	
				Total	.20 FTE
Steve Colmant- Adjunct Faculty					
Fall 2018	CEP 563	Primary Care	3	Steve Colmant	20%
				Total	.20FTE

Barbara Gormley- Affiliated Faculty					
Fall 2018	CEP 550	Counseling Theory & Technique	3	Barbara Gormley	20%
Spring 2019	CEP 550	Counseling Theory & Technique	3	Barbara Gormley	20%
Summer 2019	CEP 598*	Traumatology	3	Barbara Gormley	20%
				Total	.60 FTE
Virginia Longoria- Adjunct Faculty					
Fall 2018	CEP 670/598*	Behavioral Health Practicum	3	Virginia Longoria	20%
Spring 2019	CEP 670/598*	Behavioral Health Practicum	3	Virginia Longoria	20%
Summer 2019	CEP 616*	Spanish for Mental Health Professionals	3	Virginia Longoria	20%
				Total	.60 FTE
Abril Padron- Adjunct Faculty					
	CEP 517	Multicultural Counseling	3	Abril Padron	20%
				Total	.20 FTE
Andres Perez-Rojas- Affiliated Faculty					
Spring 2019	CEP 552	Career/Life Planning & Vocational Assessment	3	Andres Perez-Rojas	20%
Summer 2019	CEP 556	Addictions Counseling	3	Andres Perez-Rojas	20%
				Total	.40 FTE
Ivelisse Torres-Fernandez					
Fall 2018	CEP 522*	Organizational and Administrative Issues in School Counseling	3	Ivelisse Torres-Fernandez	20%
Spring 2019	CEP 558	Child & Adolescent Counseling	3	Ivelisse Torres-Fernandez	20%
	CEP 566	Group Work Theory & Technique	3	Ivelisse Torres-Fernandez	20%
Summer 2019	CEP 562	Family Therapy Theory & Technique	3	Ivelisse Torres-Fernandez	20%
				Total	.80 FTE
Total 6.20 Faculty FTE					

III. CURRICULUM

Addressed in this Section

For each accredited specialty area, please:

- Note any required courses that have been added, dropped, or revised significantly, and explain the rationale for those changes. Include current syllabi for new or significantly revised courses.
- Explain and document where curricular standards are now met if they were formerly covered in a course that has been dropped.

Curricular Changes

Advanced Practicum and School Counseling course

In Spring 2018, under new departmental leadership, the CMHC Program Committee decided that CEP 578 “Advanced Practicum” and CEP 522 “Organization and Administration of School Counseling Services” would no longer be offered, as they are elective courses and not required components of a Clinical Mental Health Counseling program. These elective courses were included as options in the Student Handbook for the incoming Fall 2018 cohort.

Addictions Course (CEP 556)

CEP 556 (Addictions Counseling) was removed from the program of study for the incoming Fall 2018 cohort. Despite it being removed from the program of study, this course continued to be offered as an elective option to all students in the program. All but one student in that cohort enrolled and completed the CEP 566 course despite it being offered as an “elective only.” The following is documentation of how that one student successfully met the standards associated with that class despite not completing the Addictions course. Please refer to Table 11.

Table 11. CACREP Standards: Addiction Counseling

Section I: Professional Identity		
Standard	Class	Assignment
3G. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.	CEP 551: Diagnosis & Treatment Planning	Diagnostic Case Reports and Treatment Plans: Students complete a series of assignments in which they write diagnostic case reports and treatment plans, based on a case vignette, video clip of a counseling session, and a scripted role-play. Many of these case studies require students to identify addictive behaviors and select strategies for treatment and prevention.

CACREP Standards: Clinical Mental Health Counseling		
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	CEP 551: Diagnosis & Treatment Planning	Diagnostic Case Reports and Treatment Plans: Students are presented with client scenarios in a variety of formats (case vignette, scripted role-play, or video clip of a counseling session) and are tasked with writing a treatment plan that involves making a comorbid diagnosis, including Addictive Disorders and selecting appropriate treatments.
C4. Knows the disease concept and etiology of addiction and co-occurring disorders.	CEP 551: Diagnosis & Treatment Planning	Final Exam: Students must pass a written final exam that includes conceptualizing the etiology of a hypothetical client who is living with a co-occurring Addictive Disorder and other mental health conditions.
G4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	CEP 542: Appraisal Theory & Technique	Interview & Test Report: Students administer and interpret a psychological test battery with a practice client and write a complete test report. Students are required to identify, administer, and interpret at least one assessment for Addictive Disorders, for example, the Substance Abuse Subtle Screening Inventory (SASSI), Brief Addiction Monitor (BAM), to include in their final test report.
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	CEP 572: Counseling Practicum	Students administer the Counseling Center Assessment of Psychological Symptoms (CCAPS) to at least five clients at three different intervals over a 10-12 week period. The CCAPS is a rigorously validated multi-dimensional assessment instrument that is comprised of eight subscales, including Substance Use, and a variety of other co-occurring mental health disorders (e.g., Depression, Generalized Anxiety, Social Anxiety, & Eating Disorders).

Credit hour enrollment for CEP 550 and 572

Another change included for the Fall 2018 incoming cohort related to the number of credit hours students had to enroll for CEP 550 (Counseling Theory and Technique) and CEP 572 (Counseling Practicum). Both of these courses transitioned from 3 credit hours to 6 credit hours. The reasoning behind this change was to capture the time commitment required for students to complete these courses as they both require a considerable amount outside of class.

Client during CEP 550 (“Counseling Theory and Technique”)

In Fall 2018, it was decided that CMHC students would not see clients at the Training Clinic as part of their CEP 550 experience. Instead, students would begin seeing clients as part of the course requirements for CEP 572. Prior to this, CMHC students would be assigned one Client in their last five weeks of CEP 550. Role plays and experiential activities were added to CEP 550 to substitute their work with one Client.

Additional elective courses

CEP 598 “Special Topics: Traumatology” will be offered at least every other the summer as an elective option in an effort to enhance student’s training in trauma-related issues. Similarly, CEP 642 “Psychometrics” will be offered for students who want to obtain more in-depth experience in the area of research and appraisal.

“Group Member” experience

The activity in which students participate as group members (for 10 hours) has been removed from the Group class and instead will be incorporated in the CEP 580 (Counseling Internship) course effective Fall 2020.

Update on changes

In Fall 2018, CMHC Program Committee engaged in additional discussions about necessary coursework and possible elective courses for the program, taking into consideration the needs of the students, the community, and formal and informal feedback obtained from students, faculty, alumni, and site supervisors. In Spring 2019, CMHC faculty finalized the course of study for the CMHC Program, which included the following changes: (a) CEP 522 “Organization and Administration of School counseling services,” will continue to be offered as an elective course but will be offered only every other year. This course will not be part of the program of study but will be an optional elective course for students; (b) CEP 556 “Addictions Counseling” will remain as part of the program course of study, as it is a required training component for several state licensing boards, this means that all standards originally associated with this course will remain covered in this course; (c) CEP 578 Advanced Practicum will be offered as an elective every year in an effort to enhance child/adolescent counseling training but will continue to not be a part of the required course of study. Additionally, site supervisors for this optional/additional practicum experience need to be licensed mental health professionals; (d) and CEP 550 and CEP 572 will return to a 3-credit course as there were no drastic changes to the curriculum or time requirements for students that would explain the additional credit hours. None of these changes impacted where curricular standards are now being met.

IV. CLINICAL INSTRUCTION- PRACTICUM AND INTERNSHIP

Addressed in this Section
<p>Please document the program's supervision ratios for practicum and internship (<i>Stds I.Q and I.R</i>).</p> <p>For the following elements of clinical instruction, please note any changes since your last on-site visit:</p> <ul style="list-style-type: none"> • Clock hour requirements • Supervisor qualifications and requirements • Practicum and internship site placements generally <p>If changes have occurred, please provide evidence of continued compliance with applicable CACREP Standards (<i>Stds. III. A-G; CES Standards III. A-C</i>).</p>

After the last site visit, CEP 578 (Advanced Practicum), which provided students with clinical experience in a school setting, was removed from the program of study and instead is now more clearly labeled as an elective course. It should be noted that similarly to what was explained to site visitors, this class requires students to be supervised by a licensed mental health professional and therefore is still perceived as a viable added clinical opportunity for the students. Clinical Mental Health Counseling standards evaluated in CEP 578 were also evaluated in CEP 580 (Counseling Internship) and therefore these standards continued to be measured in this course.

The only other remarkable change that has occurred in relation to practicum and internship is the instructor for those courses. Drs. Backlund and Kalkbrenner have been assigned CEP 572 (Counseling Practicum) and Dr. Lopez began teaching CEP 580 (Counseling Internship) in Spring 2016. Clock hour requirements, supervisor qualifications and requirements, practicum and internship placements have remained the same.

Table 12 displays group supervision ratios for both practicum (CEP 572) and CEP 580 (Counseling Internship). Individual supervision was provided by doctoral student supervisors in weekly consultation with course instructor. Please note that for internship all individual supervision is provided by site supervisors. (*Standards I.Q and I.R*)

Table 12. Practicum and Internship supervision ratios

	Practicum	Internship	Faculty Supervisor Practicum	Faculty Supervisor Internship
Fall 2016	8	4	Dr. Blazina	Dr. Lopez
Spring 2017	5	7	Dr. Lopez	Dr. Lopez
Fall 2017	6	8	Dr. Combs*	Dr. Lopez
Spring 2018	5	8	Dr. Combs*	Dr. Backlund
Fall 2018	6	6	Dr. Backlund	Dr. Lopez
Spring 2019	9 8	7	Dr. Kalkbrenner Dr. Backlund	Dr. Lopez

*Dr. Combs was an adjunct faculty member in the department from Fall 2017-Spring 2018. He is not included in the list of current affiliated faculty or FTE calculations.

V. PROGRAM ASSESSMENT AND EVALUATION

Addressed in this Section

Please provide the most recent official report that documents outcomes of your program's systematic program evaluation. Please also document distribution of the report to the program's constituent groups. (*Stds I.AA.6, CES I.L*)

Please outline the next scheduled program evaluation activities, indicating when they will take place, the process involved, and how results are used for program development. (*Stds I.P, AA.1-5, CES I.L*)

Please click on following icon to access the program's 2019 comprehensive evaluation, which is the latest systemic program evaluation. Assessment findings were distributed to CMHC program faculty and department faculty during the September 4th, 2019 meeting. Findings are also on the agenda for the Site Supervisor training and advisory meeting scheduled for September 13th 2019. (*Standards I.AA.6, CES I.L*)



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The outline in Table 13 indicates the next scheduled program assessment activities. (*Standards I.P, AA.1-5, CES I.L*). A more detailed documentation of the Assessment Plan can also be found on the following link. Although the following plan details assessment activities related to the 2009 standards, the CMHC is planning on transitioning to the 2016 CACREP Standards and will therefore be drafting a new assessment plan congruent with those standards.



Assessment plan
2016.docx

Table 13. Assessment Plan

What	When	Who	Next...
Program mission statement	Every 3 years	Committee	2019 Fall
Program goals and objectives			
Curricular offerings			
Course syllabi	Semester by semester basis	Program G.A.	Each semester
Course syllabi review (reflect program/curricular changes)	Every three years	Committee	2019 Fall

Advisory board meeting (feedback is sought during meeting)	Annually	Program Director	Each semester
Data regarding intern's prep in core areas defined by CACREP and additional coursework that compromise regular work collected from Supervisors of current student interns (Feedback collected from advisor board)	Annually	Program Director	Annually
Academic and personal characteristics of admitted students to see trends	Yearly	Program Director	Annually
Gender, race, average GPA	Yearly	Program Director	Annually
Assessment of student learning and performance on professional identity standards (From written comps, oral comps, surveys of recent grads)	"routine assessment"	Program Director	
Ratings of above assessments are aggregated to assess extent which the curriculum addresses professional identity standards	Every three years	Program Director	2019 Fall
Data about written comps is compiled and analyzed	Every three years	Program Director	2019 Fall
Data about oral comps is compiled and analyzes	Every three years	Program Director	2019 Fall
Data from the surveys of recent graduates to ID potential issues	Yearly	Program Director	Annually
Data from the surveys of recent graduates is aggregated and analyzed to assess extent of which program effectively addresses identity standards of CACREP	Every three years	Program Director	2019 Fall
Surveys with post grads and employers	Every three years	Program Director	2019 Fall
Analysis of surveys with post grads and employers	Every three years	Program Director	2019 Fall
Surveys of supervisors of student interns	Annually	Clinical Coordinator	2020 May

Data from surveys of supervisors of student interns to address potential issues	Annually	Clinical Coordinator & Program Director	2020 May
Aggregate of surveys of supervisors of student interns	Every three years	Program Director	2019 Fall
Assessment of student learning and performance on professional practice standards through the supervisor evaluation of student's professional skills during prac, advanced prac, and internship	"Routine" (but assessments are conducted during and at end of each course)	Program Director	
Review of supervisor evaluation for prac, advanced prac, and internship	Semester	Clinical Coordinator & Program Director	Every Semester
Aggregate of supervisor evaluations to examine curriculum effectively addressing professional practice in CACREP and program goals	Three years	Clinical Coordinator	2019 Fall
Data from supervisor evaluations will be analyzed to ID systematic trends in student's acquisition of skills	STARTS fall 2015	Clinical Coordinator & Program Director	2019 Fall
Follow-up surveys with post grads and employers	Within three years of graduation	Program Director	2019 Fall (Early)
Data from follow-up surveys with post grads and employers	Every three years	Program Director	2019 Fall
Assessment of student learning and performance using SLOSE	Routine	Program Director	
SLOSE completion and review	Semester	All faculty (Completion), Program Director (Review)	Every semester
Data from SLOSE are reviewed to ID areas where optimal learning is limited	Annually	Program Director & Committee	Annually

Ratings of key learning outcomes and identified FTP competencies are aggregated to assess curriculum effectively addressing area standards in relation to program goals	Three years	Program Director	2019 Fall
Students FTP	Ongoing basis	Program Director & Committee	
FTP Semester Evaluation	End of the semester	Program Director	Every Semester
SLOE	End of every course	All Faculty	Every Semester

**Fall 2019 data has been included in 2019 Comprehensive report*

VI. PROGRAM IMPROVEMENT AND INNOVATION

Addressed in this Section
CACREP encourages creativity within the standards on the part of program faculty. Please share any innovations either recently implemented or under consideration by your program(s) that are designed with program development and improvement in mind.

In the Spring 2019 semester, the CMHC program faculty voted to approve three versions or options of course sequencing to meet students' needs and career goals. Option 1 involves following the standard course sequencing and completing internship across two semesters, allowing students more time to develop their clinical skills in a community-based mental health facility. Option 2 provides students with an opportunity to take an optional second practicum in which they gain experience practicing mental health counseling in a school setting under the supervision of a Licensed Professional Counselor (LPC). Students gain clinical experience above and beyond the hours that they earn in practicum and internship. When following option 2, students can elect to complete internship in one semester or they can opt to take internship across two semesters. Option 3 provides students with an opportunity to participate in the BHWET Grant, which provides them with internship experience practicing clinical mental health counseling in an integrated behavioral health care setting. Participation in the BHWET Grant also makes students eligible to receive a \$10,000 stipend. This new course sequencing has implications for program development and innovation in a variety of ways. Students and advisors can work collaboratively to select the course sequence that is the best fit with students' needs and career goals. Specifically, students can pursue clinical experiences practicing in school-based and integrated behavioral health settings.

The CMHC program faculty have also added an optional research collaboration experience for students who are interested in the pursuit of scholarship. The collaboration involves a student and a faculty member working together on an original research study. This experience provides students with practical experience conducting counseling research, including opportunities for authorship on publications and presentations. Students are already experiencing the benefits of this collaboration; in 2019, a CMHC student was a co-author on a manuscript that was accepted for publication in the flagship journal of the American Counseling Association, *Journal of Counseling and Development*.

Lastly, the CMHC program faculty are in the process of planning the transition to the 2016 CACREP standards. In order to be better informed about the changes that this would entail, Drs. Kalkbrenner and Lopez attended the CACREP Workshop in August 2019.