

# **Pastoral Clinical Mental Health Counseling Program**

## **Neumann University**

### **2020-21 Annual Report**

The Pastoral Clinical Mental Health Counseling (PCMHC) Program at Neumann University is a 60-credit, CACREP accredited master's program. The program is evaluated in a variety of ways, including a program assessment plan, demographic data on applicants, students, and graduates, and data from follow-up studies of key stakeholders. Program outcomes are evaluated through a Program Assessment Plan, created in conjunction with the Office of Institutional Research. This report outlines the findings of the different evaluation measures from Summer 2020-Summer 2021 as well as program modifications and substantial program changes.

#### **Evaluation of Program**

##### **Program Assessment Plan Results**

The Program Assessment Plan systematically evaluates program objectives with related CACREP standards. Key performance indicators are assessed for each course in the PCHMC program as well as aggregate data on student knowledge, skills, and professional dispositions. Assessment data is obtained on each course every time it is offered, and all 20 courses were offered at least once during the evaluation cycle.

The results of the assessment were favorable. Across the full year (Summer 2020 to Summer 2021), 26 individual courses were offered where data was able to be collected. Of those courses, 20 individual courses met all formative, summative, and IDEA evaluative criteria. Of the courses that did not meet the formative, summative, or IDEA evaluation criteria, each course met at least two out of the three criteria. In two of the three content courses that did not meet the formative criteria, it was found that the criteria were either too difficult or changes in the assignment due to COVID resulted in decreased scores on the measure. In those cases, the rubrics and expectations were changed. The third content course that did not meet all formative evaluation criteria was offered twice in the evaluation cycle. When examining scores across the two times it was offered, the course overall met the formative criteria. For the clinical courses, two out of four sections offered did not meet the summative criteria. This was in part due to low class sizes, where if one or two students did not meet the criteria, the overall percentage of students who achieved the criteria was automatically lower than 80%. In several cases where students did not meet the evaluative criteria, it was due to classroom engagement rather than clinical performance. Students received individualized interventions depending on their specific situations.

##### **Demographics and Other Characteristics**

Applicants to the PCMHC program represent diversity in regard to age, gender, citizenship, and racial/ethnic identity. The total applicant pool from Summer 2020 to Summer 2021 was comprised of 50 individuals, including any prospective student who filled out the graduate application but did not advanced further in the application process. Of the 50 applicants, a total of 14 individuals ultimately became enrolled students in the program.

Around 76% of applicants (38) identified as female, whereas about 24% identified as male. The majority of applicants (86%) identified as U.S. citizens, and 8 applicants identified as "permanent resident" or "foreign national." Only 42 applicants provided information regarding

their racial/ethnic identity, with 23 individuals identifying as White, 15 as Black or African America, three as Asian, and one as more than once race.

Demographic data on students enrolled is also collected. Of the 45 students enrolled in the program, the majority (69%) identified as female. Using the categories provided by the Department of Education, 53% of students identified as White, 27% identified as Black or African American, 6% identified as Hispanic, 2% identified as Asian, 2% identified as non-resident alien, and 9% did not identify their race/ethnicity.

**Follow-Up Studies**

Neumann seeks feedback from graduates, employers, and supervisors of the program. This feedback is designed to assess for outcomes related to the program objectives as well as solicit other feedback.

**Alumni and supervisor responses.** An invitation to participate in a survey was sent to the two graduates from Summer 2020-Summer 2021. Both graduates are employed and working in the mental health field, and both intend to pursue licensure. Alumni were invited to rate their overall experience on a 1-5 Likert-style scale. The results were overall positive and are detailed below.

<b>Experiences in Program</b>	<b>Somewhat Good or Extremely Good</b>
Education	100%
Clinical experiences	100%
Process and preparation of becoming a counselor	100%
Faculty interaction	100%
Overall Experience	100%

Clinical supervisors of current students were asked to provide feedback on their experience, and a total of ten supervisors responded to the invitation to participate in the survey. All participants felt “somewhat supported” to “very supported,” and 60% of supervisors survey indicated feeling “very supported” in their role of supervisor. Nine out of ten supervisors stated they would be willing to work with Neumann students in the future; the one supervisor who did not indicate future interest reported logistical constraints preventing them from doing so.

In addition to overall experiences, alumni and supervisors were invited to rate themselves or their supervisees on 1-5 Likert-style scale as related to 19 key program outcomes. The overwhelming majority of responses were positive. The combined responses of alumni and student supervisors is outlined in the table below.

<b>Professional Identity and Growth Outcomes</b> I am [or the student is] able to...	<b>Alumni</b> Strongly Agree or Somewhat Agree	<b>Supervisor</b> Strongly Agree or Somewhat Agree
Understand the field of professional counseling.	100%	100%

Recognize key ethical principles and use an ethical decision making model.	100%	100%
Apply a theological reflection process to personal integration and therapeutic relationships.	100%	100%
Provide skills and service in areas that entail advocacy, outreach and consultation.	100%	100%
Recognize critical points of development and maturation in self and others.	100%	100%
Demonstrate an openness to feedback that allows for self-examination, theologically-based reflection and articulation of pastoral/spiritual character.	100%	100%
<b>Theoretical and Skills Outcomes</b> I am able to....	<b>Strongly Agree or Somewhat Agree</b>	<b>Strongly Agree or Somewhat Agree</b>
Work with diverse populations and support ongoing efforts to promote cultural awareness.	100%	100%
Evidence knowledge of state and stage theories of lifespan development.	100%	100%
Recognize the etiology, symptomology, progression of pathologies; understand effective treatment modalities.	100%	100%
Apply knowledge of career assessment protocols and theories of career development.	100%	100%*
Identify a therapeutic orientation for engaging in assessments, interaction, and positive outcomes with clients.	100%	100%
Apply, interpret, and/or analyze research writing, needs assessments, statistical results, and program evaluations.	100%	80%*
Employ strategies and interventions within group counseling settings.	100%	100%
<b>Clinical Counseling Skills Outcomes</b> I am able to....	<b>Strongly Agree or Somewhat Agree</b>	<b>Strongly Agree or Somewhat Agree</b>
Formulate working diagnosis and treatment goals.	100%	100%
Use therapeutic interventions within clear multicultural and ethical guidelines.	100%	100%
Integrate spirituality and psychology in the assessment of various cases and therapeutic interactions.	100%	100%
Demonstrate knowledge and use of theoretical approaches consistent with client issues.	100%	100%
Attend to clients in empathic and non-judgmental way.	100%	100%
Reflect theologically in counseling relationships that facilitate understanding their roles as pastoral counselor.	100%	100%

\*Only includes percentage of respondents who felt equipped to provide feedback; excludes respondents who indicated “unable to rate.”

**Employer responses.** Alumni were invited to provide contact information of an employer who could speak to their clinical skills or training. Only one individual provided contact information.

### **Subsequent Program Modifications**

The faculty engaged in a collaborative process of gathering and analyzing data for the program assessment plan. No programmatic changes were made as a result of the data; however, individual course changes of rubrics and standards were made. One programmatic modification was made regarding the name of PCC 510. The previous name was “Psychological Foundations,” and it has been renamed to “Counseling Theories” to better reflect the content of the course.

### **Substantial Program Changes**

The PCMHC program is currently undergoing a faculty search, with the anticipation of hiring one additional full-time, core faculty member for the 2022-2023 academic year. No other substantial program changes were made to the program between Summer 2020 to Summer 2021.