

**WU -CMHC Program Annual Report
(2016-2017)**



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Wilmington University Mission

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

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

Wilmington University Vision

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

Wilmington University Institutional Values

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

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

CMHC Program Purpose

Wilmington University's CMHC program seeks to prepare students to be effective counselors in a diverse world and profession. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Consistent with the values of the counseling profession, the CMHC program seeks to infuse multicultural awareness, knowledge, and skills throughout the curriculum. The program is structured to ensure that students will develop a professional identity as a mental health counselor and will master the knowledge and counseling skills needed to practice effectively. Students are trained for careers in community mental health and human service agencies, educational institutions, private practices, as well as government, business and industrial settings. Two field experiences (practicum [100 hours] and internship [600 hours]) are required. Students are prepared to sit for the National Counseling Exam (NCE) administered by the National Board of Certified Counselors (NBCC) which awards the National Certified Counselor (NCC) credential. Following 3200 hours of post-master's supervised experience by a licensed professional, individuals who have NCC status may apply for state licensure to become a Licensed Professional Counselor of Mental Health (LPCMH) in the state of Delaware. We also have students who attend our program from Maryland, New Jersey and Pennsylvania. They obtain their education and training from us which allows them to pursue licensure in their respective states.

CMHC Program Profile

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

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

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

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

CMHC Program Goals, Objectives and Competencies

The CMHC Program Goals, Objectives and Competencies are based on the standards set forth by the CACREP.

Goal # 1 Knowledge in Core Counseling Subject Areas

Objectives for Goal #1:

Become knowledgeable about the counseling profession and ethical practice in counseling
Become knowledgeable about social and cultural diversity
Become knowledgeable about human growth and development
Become knowledgeable about career development
Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives
Become knowledgeable about group work
Become knowledgeable about assessment
Become knowledgeable about research and program evaluation

Competencies Expected for these Objectives:

Proficiency in knowledge base in each subject area
Proficiency in the application of subject area knowledge
Proficiency in oral and written communication related to subject area knowledge

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

Objectives for Goal #2:

Demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and clinical supervision
Develop and demonstrate skills in mental health counseling, prevention and intervention
Develop and demonstrate skills in addressing issues of diversity and providing advocacy
Develop and demonstrate skills in assessment and clinical evaluation
Develop and demonstrate skills in research and evaluation of counseling programs and outcomes
Develop and demonstrate skills in clinical diagnosis

Competencies Expected for these Objectives:

Proficiency in developing counseling relationships, performing culturally competent counseling interventions, and advocacy
Proficiency in performing intake interviews, assessing clinical information, and writing professional clinical case notes and reports
Proficiency in conceptualizing cases, developing treatment plans, and evaluating treatment outcomes
Proficiency in applying evidenced based practices in counseling

Master of Science in Clinical Mental Health Counseling

Program of Study

Student Name: _____
ID# _____

Admission Term/Year: _____ Academic Advisor: _____

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

CURRICULUM REQUIREMENTS

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

	Course	Credits	Term	Year	Grade
	MHC 6505 Ethics & Practices of Clinical Mental Health Counseling	3	1 Summer		
	MHC 7605 Counseling Diverse Populations	3	1 Summer		
	MHC 6501 Tools, Techniques and Strategies of Counseling I	3	1 Fall		
	MHC 6402 Human Development	3	1 Fall		
	MHC 6401 Theories of Counseling	3	1 Spring		
	MHC 6503 Tools, Techniques, & Strategies of Counseling II	3	1 Spring		
	MHC 8094 Psychopharmacology for Counselors	1	1 Spring		
	MHC 7806 Methods of Research & Program Evaluation	3	2 Summer		
	MHC 7501 Family Counseling	3	2 Summer		
	MHC 6901 Diagnosis & Treatment of Psychopathology	3	2 Fall		

MHC 7202 Group Counseling	3	2 Fall		
MHC 8011 Adv. Sem.: Counseling Children & Adolescents*	2	2 Fall		
MHC 8062 Adv. Sem.: Cognitive Behavioral Counseling**	2	2 Fall		
MHC 7805 Appraisal Techniques	3	2 Spring		
MHC 8020 Addictions Counseling	3	2 Spring		
MHC 8012 Adv. Sem.: Evidence Based Family Treatment*	2	2 Spring		
MHC 8064 Adv. Sem.: Motivational Interviewing**	2	2 Spring		
MHC 7203 Counseling for Career Development	3	3 Summer		
MHC 8092 Sem.: Consultation for Counselors	2	3 Fall		
MHC 8093 Sem.: Supervision for Counselors	2	3 Spring		

* Child Elective ** Adult Elective

COURSE SUBSTITUTIONS (Maximum of 6 Credit Hours Total)

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

CLINICAL FIELD EXPERIENCE

	Course	Credits	Term	Year	Grade
	MHC 7905 Practicum	4	3 Summer		

Site:	
Site Supervisor:	
Faculty Supervisor:	

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

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

Student Signature

Date

Faculty Signature

Date

CMHC Faculty and Staff

Full Time Faculty

The CMHC program has four full time faculty who teach in the program as well as serve various administrative functions. Dr. Doris Lauckner serves as the Chair of the program. Dr. Brenda Wright serves as the Clinical Coordinator. Dr. Todd Grande oversees Admissions and Outcomes.

Professor Lisa Adair, M.S., NCC, LAC is the newest full time CMHC faculty member who started with the program in Fall of 2016.

Program Faculty

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

Adjunct Faculty and Graduate Teaching Assistants

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

Administrative Assistants

The program utilizes a number of administrative assistants to complete the variety of administrative responsibilities in the program. The main administrative assistant who assists the program is Ms. Rebecca Lawton, M.S., Administrative Coordinator and Program Specialist.

Graduate Assistants

There are three graduate assistants, Anah Galloway, Mary Ann Korb and Carol Kirby.

CMHC 2016-2017 Program Information

Vital Statistics

Job Placement Rate (percentage)

Employment information was available for 21 (70%) of the 30 students who graduated from the Wilmington University CMHC in May of 2017. Of those 21, 16 (76%) were employed full-time in a counseling or counseling-related position or had been accepted for a full-time position starting within three months of graduation. Two (9.5%) of the graduates had part-time counseling positions, one (5%) graduate had a full-time job outside of the counseling field, and two (9.5%) were unemployed.

Number of Program Graduates from the Past Year

In 2017 the Clinical Mental Health Counseling program graduated 30 students.

Completion Rate (percentage)

In 2014 the CMHC program accepted 51 students and 44 enrolled. In 2017, 30 students graduated, 27 of which were accepted in 2014 (representing a 61% graduate rate). There were 3 graduates who started in 2013.

Certification Pass Rate (percentage)

The 2017 National Counselor Exam (NCE) pass rate was 90%.

Applicants Accepted (percentage)

In 2013, there were 111 applicants from which 40 were accepted – a 36% acceptance rate. In 2014, there were 75 applicants from which 45 were accepted – a 60% acceptance rate. In 2015, there were 165 applicants from which 40 were accepted—a 24% acceptance rate. In 2016, there were 162 applicants from which 40 were accepted—a 25% acceptance rate. In 2017, there were 155 applicants from which 41 were accepted—a 26% acceptance rate.

Number of Enrolled Students

We currently have 100 students in our program.

2016-2017 Alumni Survey

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

Admissions Report 2017

Metrics	2016	2017	Difference
Current Enrollment	101	100	(1)
Students Graduating in May	25	31	6
Open Seats	36	30	(6)
Applications	130	93	(37)
Completed Applications Reviewed	99	64	(35)
Interview Invitations	45	64	19
Admission Offers			
WGC	18	19	1
Dover	18	17	(1)
Admitted Applicants			
WGC	18	19	1
Dover	18	17	(1)
Diversity of Applicants			
White	52	50	(2)
African-American	40	30	(10)
Hispanic	1	1	0
Other	6	11	5
Gender of Applicants			
Male	13	12	(1)
Female	86	81	(5)
Diversity of Admitted Students			
White	29	22	(7)
African-American	8	14	6
Hispanic	1	0	(1)
Other	2	4	2
Gender of Admitted Students			
Male	5	8	3
Female	35	32	(3)

Practicum and Internship Summary Report 2016 – 2017

Wilmington University's Clinical Mental Health Counseling program had a total of 31 students in the 3rd year practicum and internship (13 at the Dover site and 18 at the Wilson Graduate Center site). Faculty coverage for these students was as follows: four Group Supervisors (2 in Dover and 2 at Wilson Graduate Center); seven individual faculty supervisors (4 in Dover and 3 at Wilson Graduate Center).

The interns were placed at a total of 31 different sites covering three (4) states Delaware, New Jersey, Pennsylvania and Maryland. This year the program had a gain of 8 sites.

This year our Site Supervisors Workshop was open to area mental health professionals, focusing on counselor self-care and vicarious trauma. The workshops were offered both at Dover and New Castle, Delaware.

CMHC Full Program Outcomes 2016-2017

1. Outcomes

a. Program

i. Final Exams

1. From summer of 2016 through spring of 2017, eight multiple-choice final exams were administered, one in each of the courses corresponding with the eight CACREP core domains. These exams were designed to mirror the content and difficulty of the NCE. The benchmark for these exams is a z-score (a standard score with a mean of zero and a standard deviation of 1) of -1.00, calculated independently for each exam by site (WGC & Dover). **(The results for Ethics and Research are used for university outcomes and appear in that section as well).**

	Pass Rates*	
	WGC	Dover
MHC 6505 Ethics & Practices of CMHC	94%	80%
MHC 6402 Human Development	81%	77%
MHC 7605 Counseling Diverse Populations	80%	85%
MHC 6401 Theories of Counseling	87%	85%
MHC 7806 Methods of Research & Program Evaluation	82%	91%
MHC 7202 Group Counseling	94%	90%
MHC 7805 Appraisal Techniques	88%	100%
MHC 7203 Counseling for Career Development	84%	100%

*Exam data are not collected from the same cohort. The first four exams are delivered to first-year students, the next three are delivered to second-year students, and the last exam is taken by third-year students.

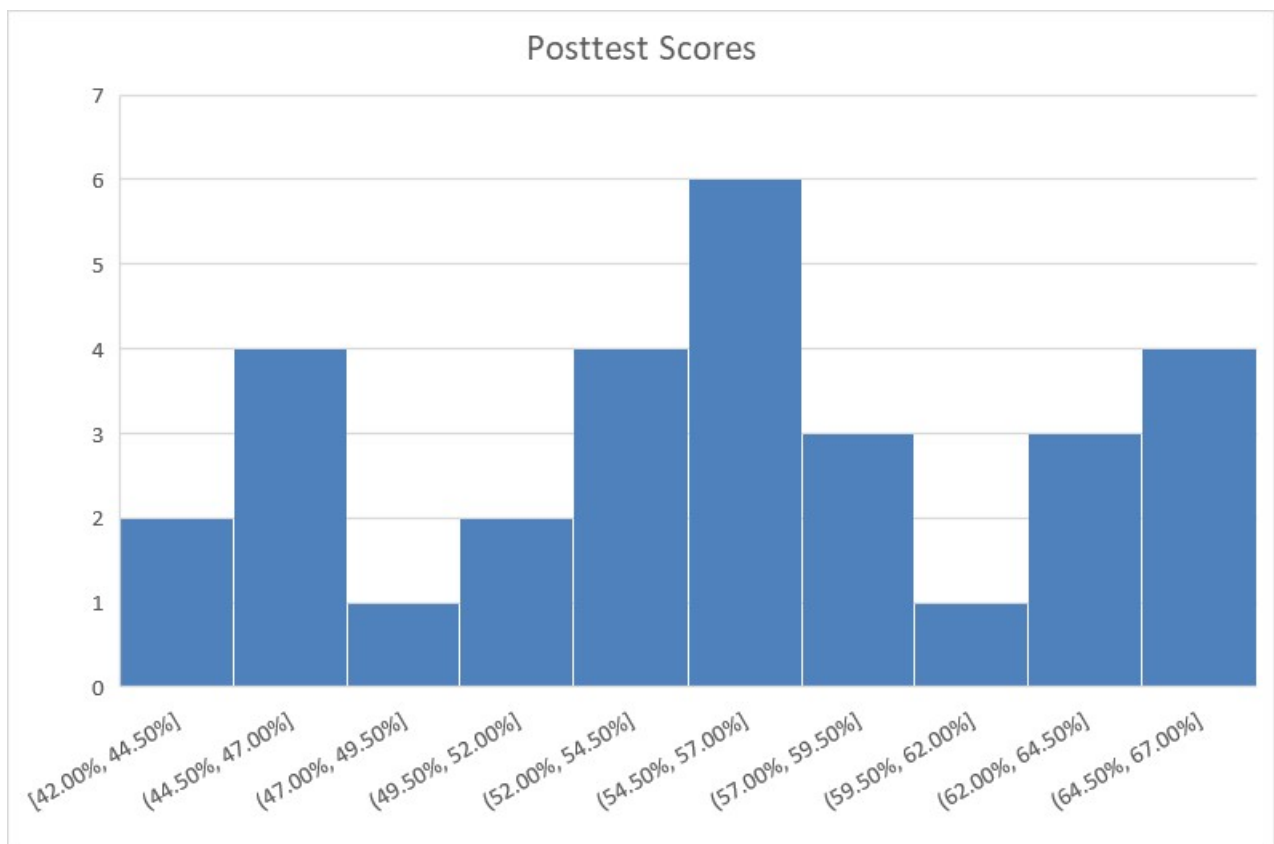
ii. Rubrics

1. Communication skills were assessed using the Oral Communication Rubric during the Consultation course in the fall of 2015. This rubric contains five dimensions: (a) Effective Communication, (b) Organization, (c) Content, (d) Delivery, and (e) Technology. The benchmark for this rubric is 4 points out of a maximum of 5 points. Using this benchmark, 100% of the students passed ($n = 29$). **(The results for this rubric are used for university outcomes, therefore they appear both here and in the university outcomes section).**

Effective Communication	Organization	Content	Delivery	Technology
4.22	4.41	4.29	4.22	4.26

iii. Posttest

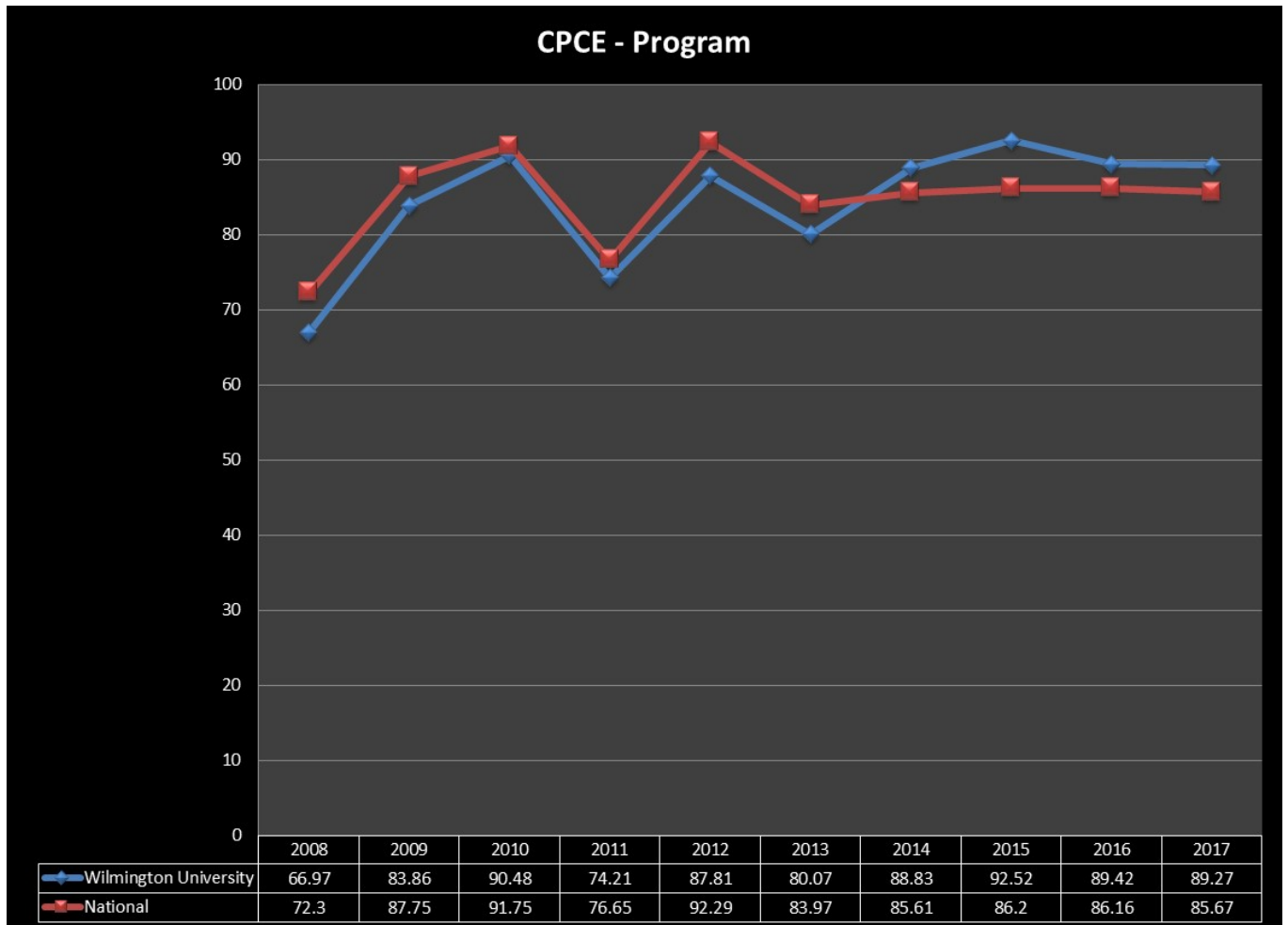
1. The Posttest is a multiple-choice assessment deployed during the Consultation course each fall. It was designed to mirror the content and difficulty of the NCE. Data from the 2016 administration of the Posttest were analyzed. Using a z-score (a standard score with a mean of zero and a standard deviation of 1) of -1.00 as the benchmark, 77% of the students ($n = 30$) passed the exam. The mean score on the exam was 55.43%, and the standard deviation was 7.28%.



iv. CPCE

1. In January of 2017, the CPCE was administered to the cohort graduating in May of 2017. The CPCE comprises eight core domains taught in the CMHC, and reports these score totals and an aggregate score. The university scored 4.2% better than the national average overall, and exceeded the national average for six

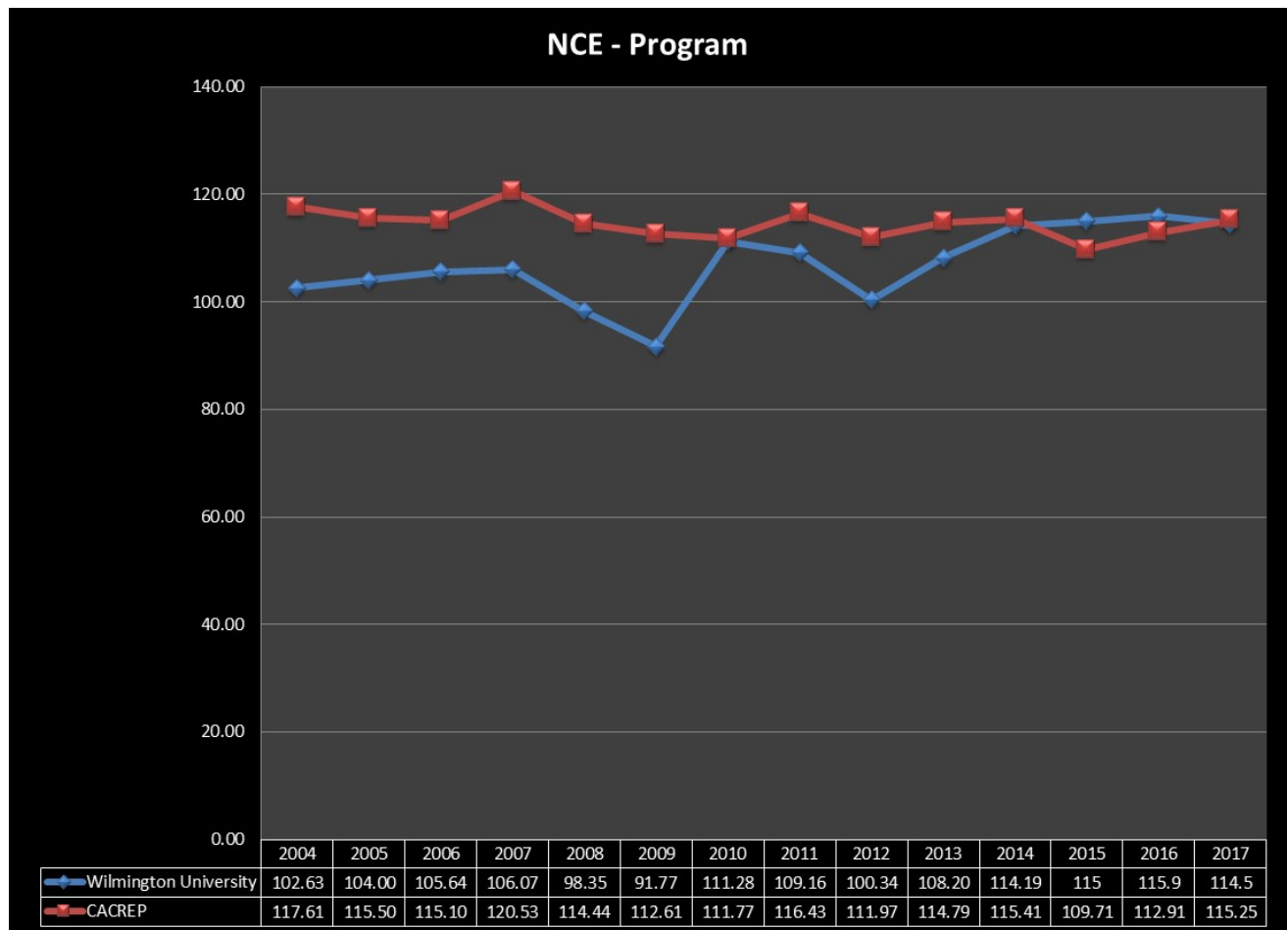
of the eight domains. This is the fourth year in a row where the university has exceeded the national average. The pass rate for this exam was 96.67%, with 29 students out of 30 passing. The CMHC has been tracking the CPCE scores since 2008 (10 data sets). The 2017 score represented the second highest percentage difference over the national average. The 2017 CPCE pass rate was the highest since the program starting calculating pass rates in 2014. The cumulative pass rate from 2014 to 2017 was 93% (98 passing students / 105 students who were assessed).

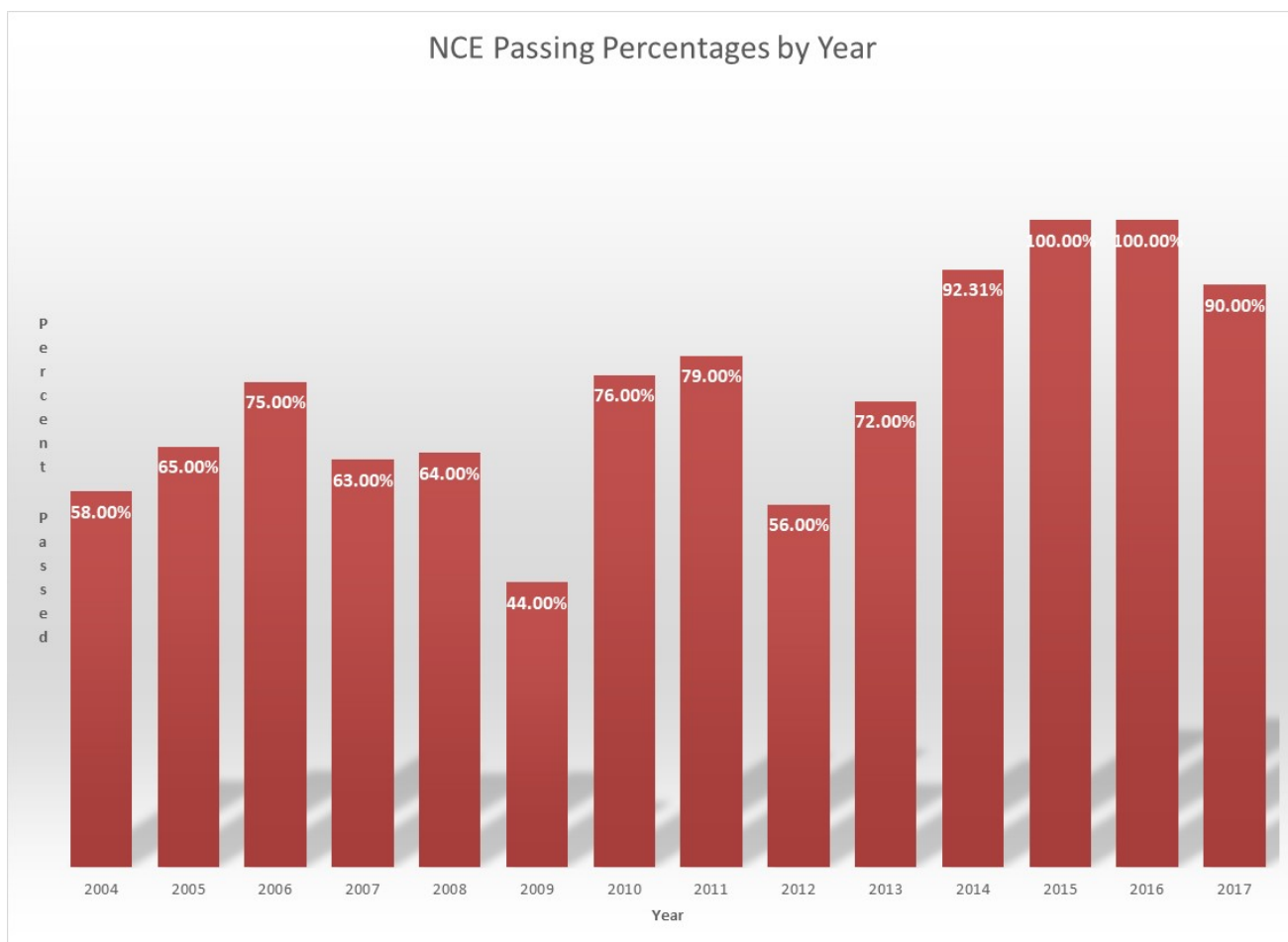


Year	Pass Rate	Passing Students	Total Students
2014	91.67%	22	24
2015	92.59%	25	27
2016	91.67%	22	24
2017	96.67%	29	30

v. NCE

1. In April of 2017, the NCE was administered to 30 students of the cohort graduating in May of 2017. The program had a 97% pass rate on the NCE (29 students passing out of 30). The program mean score was 0.6% lower than the national mean (z-score of -.05 compared to the national). Of the eight CACREP domain mean scores, the program score was higher than the national mean in three domains.
2. From 2014 – 2017 (4 NCE examinations), 102 out of 105 students have passed the NCE (95.23%).





b. University

i. Final Exams

- From summer of 2016 through spring of 2017, eight multiple-choice final exams were administered, one in each of the courses corresponding with the eight CACREP core domains. These exams were designed to mirror the content and difficulty of the NCE. The benchmark for these exams is a z-score (a standard score with a mean of zero and a standard deviation of 1) of -1.00, calculated independently for each exam by site (WGC & Dover). Two of these exams are used for university outcomes (Ethics & Research). **(These results and the results from the other six courses are used for program outcomes and appear in that section).**

MHC 6505 Ethics & Practices of CMHC

MHC 7806 Methods of Research & Program Evaluation

Pass Rates	
WGC	Dover
94%	80%
82%	91%

ii. Rubrics

1. The ability to integrate counseling theory into a cohesive counseling style is assessed using the Theory Integration Rubric during the Theories of Counseling course in the spring of 2017. This rubric contains eight dimensions: (a) Focus, (b) Organization, (c) Paragraph Development, (d) Theoretical Knowledge, (e) Synthesis, (f) Grammar, (g) Mechanics, and (h) Writing Style. The benchmark for this rubric is 4 points out of a maximum of 5 points. Using this benchmark, 100% of the students passed ($n = 28$).

Focus	Organization	Paragraph Development	Theoretical Knowledge	Synthesis	Grammar	Mechanics	Writing Style
4.35	4.63	4.57	4.62	4.56	5.00	5.00	4.14

2. The ability to write a manuscript-quality research proposal is assessed using the Research Proposal Rubric during the Methods or Research and Program Evaluation course in the spring of 2017. This rubric contains seven dimensions: (a) Research Questions, (b) Relevance of Research, (c) Operationalization of Variables, (d) Design, (e) Participants, (f) Procedure, and (g) Analysis. The benchmark for this rubric is 4 points out of a maximum of 5 points. Using this benchmark, 75% of the students passed ($n = 28$). The mean score was 4.17.

Research Question	Relevance of Research	Operationalization of Variables	Design	Participants	Procedure	Analysis
4.14	4.36	4.02	4.14	4.54	4.38	3.59

3. Communication skills were assessed using the Oral Communication Rubric during the Consultation course in the fall of 2015. This rubric contains five dimensions: (a) Effective Communication, (b) Organization, (c) Content, (d) Delivery, and (e) Technology. The benchmark for this rubric is 4 points out of a maximum of 5 points. Using this benchmark, 100% of the students passed ($n = 29$). **(The results for this rubric are used for program outcomes, therefore they appear both here and in the program outcomes section).**

Effective Communication	Organization	Content	Delivery	Technology
4.22	4.41	4.29	4.22	4.26

c. Modifications

i. Past

1. The tracking spreadsheet for outcomes that was developed and implemented in the summer of 2015, was used for the 2016-2017 academic year. It is referred to as the Outcomes and Administrative Log, and was designed to track tasks related to outcomes, admissions, and other related program functions. The log has a schedule of these tasks and a place for the graduate assistants to record the completion month for each task. The log includes reminders for several functions including the installation of exams, administration of exams, and exam data collection. It also tracks the stages of the admission process, including reviewing applicant folders, scheduling interview day, arranging interviewers, and data analysis.

ii. Future

1. The collection of rubric data will be modified for the next academic year. The design of the current counseling skills rubric will be modified to a 3-point Likert scale. This rubric, the oral communication rubric, and the research paper rubric will be the only rubrics for the CMHC outcome assessment. These adjustments will streamline the rubric data collection process and ensure all the data are collected.
2. The final exams will be reviewed by the GA's and items will be updated. Instructors will track any adjustments to final exam scores (grade curves) in a separate column in the Blackboard grade center. This will ensure that all of the scores that are collected are the raw exam scores, which will improve the accuracy of the analysis results.
3. In the upcoming academic year, the CPCE will be made into an exit exam as planned last year. This should increase the students' motivation level to perform well on the CPCE and increase scores. The increase in studying should improve NCE scores as well.

2. Admissions

a. Statistics

- i. The following metrics were calculated from the 2016 and 2017 program admission data.

Metrics	2016	2017	Difference
Current Enrollment	101	100	(1)
Students Graduating in May	25	31	6
Open Seats	36	30	(6)
Applications	130	93	(37)
Completed Applications Reviewed	99	64	(35)
Interview Invitations	45	64	19
Admission Offers			
WGC	18	19	1
Dover	18	17	(1)
Admitted Applicants			
WGC	18	19	1
Dover	18	17	(1)
Diversity of Applicants			
White	52	50	(2)
African-American	40	30	(10)
Hispanic	1	1	0
Other	6	11	5
Gender of Applicants			
Male	13	12	(1)
Female	86	81	(5)
Diversity of Admitted Students			
White	29	22	(7)
African-American	8	14	6
Hispanic	1	0	(1)
Other	2	4	2
Gender of Admitted Students			
Male	5	8	3
Female	35	32	(3)

b. Process

- i. The current admission process functions efficiently. It begins with an administrative and faculty review of applicant folders. A score is assigned to each applicant based on a rubric with dimensions such as GPA, writing sample quality, and relevant work experience. Applicants are ranked based on these scores. After any adjustments for balancing demographics and locations, the higher ranked applicants are invited to participate in an onsite interview held at the Wilson Graduate Center. During this half-day event, group interviews, individual interviews, and writing assessments are conducted. Scores from these three activities are combined with the original applicant score using an algorithm designed to appropriately weigh each assessment. The applicants are ranked again using this composite score. Adjustments for balancing demographics and locations

are made. Additionally, input from faculty and staff members who assisted with interview day is weighed. A decision is then reached as to who will be extended an invitation to join the next cohort.

c. Modifications

i. Past

1. No significant changes to the admission process were made before the 2017 admissions cycle.

ii. Future

1. The application review process will be modified so that applicants who are categorized as “Do Not Interview” by faculty reviewers, will still have the opportunity to interview if their total application score ranks above the cutoff. The reasons they were categorized as “Do Not Interview” will be addressed by the individual interviewer on interview day. This will allow the applicant an opportunity to explain whatever concerns were noted by faculty.

3. Employment Survey

- a. Employment information was available for 17 (57%) of the 30 students who graduated from the Wilmington University CMHC in May of 2017. Of those 17, 14 (82%) were employed full-time in a counseling or counseling-related position or had been accepted for a full-time position starting within three months of graduation. Two (12%) of the graduates had part-time counseling positions and one (6%) graduate had a full-time job outside of the counseling field.

Clinical Mental Health Counseling (CMHC) /College of Social and Behavioral Science Goals (CSBS) - Goals 2016

CSBS Goal 1 - Academic Quality/Integrity

Objective 1: Increase Enrollment in the CMHC program (this increases potential diversity in students and faculty)

Strategy: Hire additional faculty – On Hold

Objective 2: Stabilize CMHC program (for program growth and CACREP compliance)

Strategy: Hire additional faculty for program growth and CACREP compliance –On Hold

Objective 3: Maintain a high pass rate (92%-100%) on the CPCE and NCE exams

Strategy: Make the CPCE an exit exam. Todd and Doris – Accomplished and will start Fall 2018

CSBS Goal 2 - Strengthen Internal & External Partnerships and Relationships

Objective 1: Stabilize CMHC program (for program growth and CACREP compliance)

Strategy: Hire additional faculty member for program growth and CACREP compliance – On Hold

Objective 2: Increase the number of faculty teaching the CMHC students to diversify the number of faculty for student exposure to various ethnicities, clinical experience, therapeutic styles and professional models.

Strategy: Hire additional faculty to increase diversity in faculty– On Hold

CSBS Goal 3 - Recruit & Retain a Diverse Student Population

Objective 1: Increase CMHC capacity for developing relationships

Strategy: Hire additional faculty member – **On Hold**

Objective 2: Revamp CMHC Advisory Committee – Carlyle- **Accomplished**

Strategy: Reach out to current internship sites to generate interest in Advisory Committee

Strategy: Contact former members of Advisory Committee to determine interest

Strategy: Reach out to CMHC alumni to generate interest in Advisory Committee

Strategy: Develop mission for the Advisory Committee before we invite people

Objective 3: Redevelop Mentoring Plan/ program – **Accomplished**

Strategy: Redevelop the practicum course in the CMHC program so that the advanced students provide mentoring to the 1st year students as a part of their course work – Brenda – **Revised**

Strategy: Invite alumni and other professionals to become mentors – particularly targeting mentoring for practicum and internship students – Brenda – **Accomplished**

Strategy: Continue to offer mentoring by the graduate assistants as requested by students

Objective 3: Normalize “Leave of Absence” – **Accomplished**

Strategy: Include normalizing “leave of absence” in the Student Handbook, during orientation and as a part of advising – L. Adair – **Accomplished**

Objective 4: Outreach to Nonprofits – **Accomplished via Marketing Efforts**

Strategy: As a natural part of internship site contacts and visits, advertise the CMHC program and CSBS programs.

Strategy: Make contact with two new non-profits in Delaware, N.J. and MD. inform them about CMHC program for their employees who currently have undergraduate degrees. Also provide information about other CSBS certificates and degrees.

College Objective

Develop an Advanced Clinical Training Program that is integrated with the CMHC program –
On Hold

Strategy: Develop a proposal plan – completed

Strategy: Identify personnel and financial resources to get the plan started

Strategy: Develop a plan – completed

Strategy: Identify personnel and financial resources to get the plan started

Additional Program Modifications and Goals for 2016-2017

- Change program focus – increase foundational training in working with children and adolescents - **Accomplished**
- Incorporate more humanistic training opportunities in coursework.- **Accomplished**
- Eliminate Advanced Humanistic Course and add in Advanced Motivational Interviewing Course - **Accomplished**
- *** Marketing for the program was developed and successful in increasing qualified applicants for admissions 2018 – **Accomplished**
- ****Reviewed curriculum for trauma training. Program determined to have baseline training in trauma in various courses. MHC6402 Human Development and MHC6801 Diagnosis and Treatment of Psychopathology Identified - **Accomplished**

Program Modifications and Goals for 2017 – 2018

- Pursue Scope of Practice Legislation for Counselors in Delaware – Doris
- Draft Proposal Counseling Center for WU – Todd and Brenda

- Develop Full Day New Student Orientation – Lisa
- Add Mindfulness Advanced Skills Course to Curriculum – Doris
- Add Case Conceptualization Training throughout the curriculum – All
- Review Possibilities for Advanced Trauma Course and College Certificate – Brenda
- College of Social and Behavioral Sciences Retention Goal – In progress with mentoring plan.
- Establish Candidacy Data and Review- Doris
- APA Clinical Videos – Integrate throughout CMHC Coursework
- Fully Transition to CACREP 2016 Standards – All
- Develop CACREP Self Study Plan –TBD
- Develop and Implement Digitization Plan (Put student, files, outcomes, and relevant CMHC paperwork in electronic files- TBD