ANNUAL REPORT

FY 2018

Mental Health Counseling and Behavioral Medicine Program
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To Our Stakeholders

INTRODUCTION
The Annual Report adheres to the Boston University School of Medicine Division of Graduate Medical Sciences template for the yearly programmatic review and budget meeting.

MISSION
The mission of the Mental Health Counseling and Behavioral Medicine (MHCBM) Master’s Degree Program at Boston University School of Medicine is to provide exceptional academic and clinical fieldwork experience that emphasizes the core competencies of clinical mental health counseling with complementary training in behavioral medicine and neuroscience. Accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP), the MHCBM Program places great value on excellence, diversity, integrity, social justice, advocacy, collegiality, equality of opportunity, and interdisciplinary collaboration. Our Program offers theoretical, experiential, clinical, and research-supported activities related to clinical mental health counseling with adults, adolescents, and children on the medical campus as well as in community settings. We accept and educate a broad range of outstanding students who seek careers as clinical mental health counselors. Graduates of the MHCBM Program generally become independently licensed and are trained to work in settings where traditional mental health interventions can be informed by evidence-based practice, an understanding of neuroscience, and strategies to address physical illness and health promotion.

Program Objectives
At the completion of the MHCBM Program, students are able to:
• Demonstrate the knowledge, skills, attitudes, and values that uniquely embody clinical mental health counselors
• Apply theories and methods derived from the mental health counseling field to the assessment, prevention, and treatment of mental health and conditions
• Integrate multicultural and diversity competence into their counseling practice
• Articulate how a behavioral medicine framework and neuroscience evidence can inform mental health counseling
• Establish that they possess the requisite knowledge to become licensed to practice as mental health counselors within the behavioral healthcare workforce

VISION
The MHCBM Program strives to be a national leader in counselor education by preparing future generations of clinical mental health counselors to use evidence-based practices in their work with diverse client and patient populations with health and mental health disorders.

Stephen M. Brady, Ph.D., Assistant Dean & Program Director
September 14, 2018
Program Recruitment, Faculty, & Administration

<table>
<thead>
<tr>
<th>Year</th>
<th># Applicants</th>
<th>Qualifications</th>
<th>Mutual Accepts</th>
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<tbody>
<tr>
<td>2014-15</td>
<td>50 Accepted</td>
<td>Mean GPA = 3.36</td>
<td>27 Matriculated</td>
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<td>Mean GRE Verbal = 56%ile</td>
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<td>Mean GRE Quantitative = 35%ile</td>
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<tr>
<td>2015-16</td>
<td>57 Accepted</td>
<td>Mean GPA = 3.36</td>
<td>28 Matriculated</td>
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<td></td>
<td>Mean GRE Verbal = 68%ile</td>
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<tr>
<td></td>
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<td>Mean GRE Quantitative = 57%ile</td>
<td></td>
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<tr>
<td>2016-17</td>
<td>70 Accepted</td>
<td>Mean GPA = 3.58</td>
<td>33 Matriculated</td>
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<td></td>
<td></td>
<td>Mean GRE Verbal = 68%ile</td>
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<tr>
<td></td>
<td></td>
<td>Mean GRE Quantitative = 52%ile</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>67 Accepted</td>
<td>Mean GPA = 3.53</td>
<td>34 Matriculated</td>
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<tr>
<td></td>
<td></td>
<td>Mean GRE Verbal = 69%ile</td>
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<tr>
<td></td>
<td></td>
<td>Mean GRE Quantitative = 35%ile</td>
<td></td>
</tr>
<tr>
<td>2018-19</td>
<td>70 Accepted</td>
<td>Mean GPA = 3.57</td>
<td>35 Matriculated</td>
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<td></td>
<td></td>
<td>Mean GRE Verbal = 68%ile</td>
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<tr>
<td></td>
<td></td>
<td>Mean GRE Quantitative = 49%ile</td>
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The Program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through October 2022. The incoming class has 11% male and 29% minority students, including Asian and Pacific Islander (20%), Latino/Hispanic (3%), and Black/African American (6%). Five (14%) are international students.

**FACULTY & ADMINISTRATION**

**MHCBM Core Faculty & Staff**

- **Brady, Stephen M.** 1.0 FTE; Functional Title: Assistant Dean & Program Director
  Cost Centers (CC): MHCBM and Graduate Medical Sciences
  Teaching: Counseling Techniques, Human Sexuality

- **Berger-Greenstein, Jori** 1.0 FTE; Functional Title: Director of Curricula
  CC: MHCBM
  Teaching: Counseling Techniques, Ethics, Behavioral Medicine, Internship Supervision

- **Levy-Bell, Rachel** 1.0 FTE; Functional Title: Associate Director and Director of Clinical Training
  CC: MHCBM
  Teaching: Orientation to Professional Counseling, Internship Supervision

- **Navalta, Carily P.** .80 FTE; Functional Title: Core Faculty
  CC: MHCBM
Teaching: Theory and Practice of Child and Adolescent Counseling, Psychological Trauma, Internship Supervision

**Craigien, Laurie** 1.0 FTE; Functional Title: Core Faculty  
CC: MHCBM  
Teaching: Human Growth and Development, Counseling Theory, Internship Supervision

**Field, Thomas** 1.0 FTE; Functional Title: Core Faculty  
CC: MHCBM  
Teaching: Group Dynamics, Internship Supervision, Neuroscience

**Concannon, Emily** 1.0 FTE; Functional Title: Senior Program Manager  
CC: MHCBM

**Boston University Affiliate Faculty**  
Devine, Eric (Department of Psychiatry) (Addictions, Clinical Field Research)  
Fulford, Daniel (Sargent College) (Clinical Field Research)  
Reid, Kathleen (Department of Psychiatry) (Practicum Supervision)

**Course Educators**  
Alfeo, Jillian (Mental Health Assessment)  
Cashman, Alicia (Psychopharmacology)  
Chen, Zi (Career & Vocational Counseling)  
Connor, Meg (Career & Vocational Counseling)  
Corkum, Kristen (Practicum Supervision)  
Freeburg, Melissa (Research and Evaluation)  
Kates, Todd (Marriage and Family Counseling)  
Spitz, Kaitlin (Psychopathology)  
Zuckerman, Shelby (Behavioral Medicine and Applied Health Psychology)
Courses

**Fall 2017**

GMS MH 703-A1 Counseling Techniques - Berger-Greenstein/Brady (1 section each)

*GMS MH 704-A1 Group Dynamics - Croteau*

GMS MH 705 Psychopathology - Spitz

GMS MH 707 Research and Evaluation - Freeburg

GMS MH 708 Human Growth and Development - Craigen

*GMS MH 710 Assessment - Alfeo*

GMS MH 712: Marriage and Family Counseling - Kates

*GMS MH 714-A1 Behavioral Medicine and Applied Health Psychology - Berger-Greenstein/Zuckerman (1 section each)*

GMS MH 812 Addictions - Devine

GMS MH 814 Clinical Field Research - Fulford

GMS MH 901 Orientation to Professional Counseling - Levy-Bell

*GMS MH 921-A1 Internship Supervision – Navalta (2 sections)/Craigen (1 section)/Reid (1 section)*

**Spring 2018**

*GMS MH 701 Counseling Theory - Craigen*

GMS MH 702 Professional Orientation and Ethics - Berger-Greenstein

*GMS MH 706 Social and Cultural Foundations - Ciervo*

GMS MH 709 Neuroscience for Mental Health Professionals - Joseph

GMS MH 713 Human Sexuality - Brady

*GMS MH 716 Career and Vocational Counseling – Connor & Chen*

GMS MH 717 Theory and Practice of Child and Adolescent Counseling - Navalta

*GMS MH 810 Psychopharmacology - Cocozzella*

GMS MH 814 Clinical Field Research – Fulford

*GMS MH 814 Clinical Field Research - Devine*

*GMS MH 902-B1 Practicum Supervision - Reid/Corkum (1 section each)*

GMS MH 922-A1 Internship Supervision - Levy-Bell (2 sections)/Craigen (1 section)/Alfeo (1 section)

**Summer 2018**

GMS MH 708 Human Growth and Development – Craigen (all other core faculty and staff were guest lecturers)

*GMS MH 716 Career and Vocational Counseling – Connor & Chen*

*Bold italics denote changes in instructor or course offering*
Financial Statements

MHCBM PROGRAM 2018 FY BUDGET
MHCBM Program Anticipated Revenue: $3,585,268
Program Budget: $1,449,192
Program Evaluation

As part of accreditation, CACREP requires that the Program complete an annual Vital Statistics Survey – the findings of which are the following:

- Number of students who graduated from the program in the past year: 32
- Completion rate of students from the Program: 97%
- Licensure (or certification) examination pass rate of students graduating from the Program: 100%
- Job placement rate of graduates from the Program who were actively seeking employment: 87%

Several achievements were also attained across the Program’s strategic initiatives. First, a concerted effort was made on the Program’s website to emphasize the Program’s focus on integrated care and its location in a medical school. Second, curricular options were expanded by creating an intensive format for the course, Career and Vocational Counseling, and including a new elective course in the regular academic year, Psychological Trauma Across The Lifespan. Third, improved program outcomes were evident by the increased completion rate of students as well as the increased licensure exam pass rate of alumni. Lastly, Dr. Craigen’s recent promotion to Associate Professor is indicative of the Program’s initiative to foster faculty development.
Programmatic Changes

In response to data from student, course, and program evaluations, our annual faculty retreat, and administrative meetings with BUSM, we have made or are making the following changes.

Faculty and Staff Responsiveness: The Program filled the full-time position of Assistant Director of Field Placement in October 2017. However, the individual who served in this role subsequently resigned in May 2018. During this period, a decision was made in collaboration with BU Human Resources to phase out the Program Coordinator role and create a Senior Program Manager position to bolster the Program’s overall functional operations, which was filled by Emily Concannon, Ed.M. in August 2018. Prior to her arrival, Ms. Concannon served as Senior Program Coordinator of the Undergraduate Academic & Career Development Center at BU Questrom School of Business. In addition, the Program successfully recruited and hired a full-time, core faculty member, Thomas Field, Ph.D., who started in July 2018. Most recently, Dr. Field was Associate Professor and Assistant Program Director of the mental health counseling program at City University of Seattle.

Coursework: Besides new instructors for a few courses (primarily course educators), one major course change was made this past year. Specifically, the Career and Vocational Counseling course was adapted in Spring 2018 to be offered over two full weekends. Dr. Berger-Greenstein, Director of Curricula, worked with two non-core instructors (Dr. Zi Chen and Margaret Connor, LMHC) to ensure that CACREP and other curricular standards were met. The decision to offer this course in an intensive format was primarily driven by data from the Counselor Preparation Comprehensive Examination (CPCE), which suggests nationally and for the Program that career counseling scores are generally the lowest across the eight content areas. For the first time in the Program, students completed the intensive course several weeks prior to the CPCE and their scores on this subsection increased. Indeed, this year is the first time that every student passed the CPCE on their first attempt. This course was also well-received by students and will be offered yearly during the Spring semester only in this intensive format, although assessment of the impact of the course on students’ CPCE scores will continue. Lastly, the elective course, Psychological Trauma Across The Lifespan, was placed in the Spring 2018 schedule, thereby offered for the first time during the regular academic year (the course was developed and piloted in Summer 2016).

Clinical: Over the course of the year, the Program has continued to grow clinical field placement opportunities, including the development of affiliations with three major umbrella agencies within the Commonwealth of Massachusetts, which allows students to have access to apply to over 15 new programs within those organizations. In addition, partnerships were created with five independent programs providing varied services across diverse populations. These newly developed relationships have led to the availability of approximately 155 programs for students to engage in clinical counseling training opportunities.

Recruitment: To strengthen and focus the Program’s recruitment strategy, current students were surveyed by asking them two fundamental questions: 1) How did you find the MHCBM Program? and 2) Why did you decide to attend the Program? The majority of students (64%) indicated that they found the Program online (i.e., Google or other search engine (49%); CACREP website (15%)). The top five reasons identified for matriculating in the Program are as follows: 1) Program is housed in a medical school; 2) Program is CACREP-accredited; 3) number and/or types of clinical training opportunities; 4) faculty and staff; and 5) curriculum.
Consequently, this year's recruitment efforts and budget will reflect these findings. Specifically, the majority of the monies will be spent on improving the Program's website and web presence by capitalizing on those aforementioned factors that drive students towards us. In addition, recruiting will continue to focus on race- and/or ethnic-specific student undergraduate organizations to draw prospective students with diverse backgrounds and identities.
Administrative Faculty Contact Information

<table>
<thead>
<tr>
<th>STEPHEN M. BRADY, PH.D.</th>
<th>RACHEL J. LEVY-BELL, PSY.D.</th>
<th>JORI BERGER-GREENSTEIN, PH.D.</th>
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<tbody>
<tr>
<td>ASSISTANT DEAN/PROGRAM</td>
<td>ASSOCIATE DIRECTOR/DIRECTOR</td>
<td>DIRECTOR OF CURRICULA</td>
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<tr>
<td>DIRECTOR</td>
<td>OF CLINICAL TRAINING</td>
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<tr>
<td>Tel: 617-358-5475</td>
<td>Tel: 617-358-6571</td>
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<tr>
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<td>Fax: <a href="mailto:jberger@bu.edu">jberger@bu.edu</a></td>
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Program Information

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