



Annual Report

FY 2019

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 experiences that emphasizes the core competencies of clinical mental health counseling with complementary training in behavioral medicine, neuroscience, and psychopharmacology. 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 transdisciplinary collaboration.

Our 2-year Program offers academic, experiential, and clinical training related to clinical mental health counseling with adults, adolescents, and children on the medical campus as well as in community and hospital based settings. We accept and educate a broad range of outstanding students who seek careers as clinical mental health counselors and strive to be ethical leaders and advocates for the counseling profession. The 60-credit Program meets educational requirements to become a Licensed Mental Health Counselor (LMHC) in Massachusetts as well as in most states nationwide. Graduates of the MHCBM Program generally become independently licensed and are trained to work in settings where traditional mental health counseling interventions can be informed by science-based practice. As counselors, they work in environments where they engage in innovative strategies by incorporating their knowledge of behavioral medicine to implement treatments for health promotion, restoration, and maintenance.

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
- Collaborate with persons of varied backgrounds, identities, and experiences as part of a vibrant learning environment that reflects the diverse communities in which they will be working
- Establish that they possess the requisite knowledge to become licensed to practice as mental health counselors within the 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 science-based practice to improve the health and wellness of diverse patient/client populations.

Stephen M. Brady, Ph.D., Program Director

Program Recruitment, Faculty, & Administration

Year	# Applicants	Qualifications	Mutual Accepts
2015-2016	57 Accepted	Mean GPA = 3.36 Mean GRE Verbal = 68%ile Mean GRE Quantitative = 57%ile	28 Matriculated
2016-2017	70 Accepted	Mean GPA = 3.58 Mean GRE Verbal = 68%ile Mean GRE Quantitative = 52%ile	33 Matriculated
2017-2018	67 Accepted	Mean GPA = 3.53 Mean GRE Verbal = 69%ile Mean GRE Quantitative = 35%ile	34 Matriculated
2018-2019	70 Accepted	Mean GPA = 3.57 Mean GRE Verbal = 68%ile Mean GRE Quantitative = 49%ile	35 Matriculated
2019-2020	68 Accepted	Mean GPA = 3.54*	36 Matriculated**

*Please note: This academic year the program decided to no longer require the GRE.

**One student has part-time status.

The Program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through October 2022. The incoming class has 16.7% male and 34% minority students, including Asian and Pacific Islander (16.7%), Latino/Hispanic (16.7%), and Black/African American (11.1%). Five (13.9%) are international students.

This year we had a 200% increase in the number of applications. Our acceptance rate was 34.5% of all applicants (197 total applications were received).

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, Carryl 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)

Fulford, Daniel (Sargent College) (Clinical Field Research)

Reid, Kathleen (Department of Psychiatry) (Practicum Supervision)

Demers, Lindsay (Department of Medicine) (Research and Evaluation)

Course Educators

Alfeo, Jillian (Mental Health Assessment)

Cashman, Alicia (Psychopharmacology)

Connor, Meg (Career & Vocational Counseling)

Corkum, Kristen (Practicum Supervision)

Freeburg, Melissa (Research and Evaluation)

Gilliam, Keith (Practicum Supervision)

Kates, Todd (Marriage and Family Counseling)

Kunnenkeri, Tanaya (Internship Supervision)

Spitz, Kaitlin (Psychopathology)

Zuckerman, Shelby (Behavioral Medicine and Applied Health Psychology)

Courses

Fall 2018

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

GMS MH 704-A1 Group Dynamics - Field

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

GMS MH 718 Psychological Trauma Across the Lifespan - Navalta

GMS MH 812 Addictions - Devine

GMS MH 901 Orientation to Professional Counseling - Levy-Bell

GMS MH 921-A1 Internship Supervision – Navalta (1 sections)/Craigen (1 section)/Field (1 section)/Kunnenkeri (1 section)

Spring 2019

GMS MH 701 Counseling Theory - Craigen

GMS MH 702 Professional Orientation and Ethics - Berger-Greenstein (2 sections)

GMS MH 706 Social and Cultural Foundations - Shared by core faculty (Field, Berger-Greenstein, Brady, Craigen, Levy-Bell, Navalta)

GMS MH 709 Neuroscience for Mental Health Professionals - Field

GMS MH 712: Marriage and Family Counseling - Kates

GMS MH 713 Human Sexuality - Brady

GMS MH 716 Career and Vocational Counseling – Connor

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

GMS MH 810 Psychopharmacology - Cashman

GMS MH 814 Clinical Field Research – Fulford (not offered)

GMS MH 814 Clinical Field Research - Devine (not offered)

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

GMS MH 922-A1 Internship Supervision - Levy-Bell /Craigen/Field/Navalta/(1 section each)

Summer 2019

GMS MH 712 Marriage and Family Counseling - Kates

GMS MH 716 Career and Vocational Counseling – Connor

Number of credits taught by core faculty: 63 (62%)

Number of credits taught by course educators (adjunct faculty): 13 (38%)

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

Financial Statements

MHCBM PROGRAM 2019-2020 FY BUDGET

MHCBM Program Anticipated Revenue: \$ 3,702,695

Program Budget: \$ 1,851,348

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: **31**
- Completion rate of students from the Program: **94%**
- 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: **97%**

Several achievements were also accomplished 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, Marriage & Family Counseling, and moving an elective course in the fall semester of 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 job placement 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: A number of faculty and staff changes have been implemented or are in process. In Summer 2018, we hired a Senior Program Manager, Emily Concannon, Ed.M., to manage operations and she has now completed an academic year and implemented a number of changes to enhance program administration. In addition, we successfully recruited and hired a full-time, core faculty member, Thomas Field, Ph.D. During his first year, Dr. Field was appointed as Assistant Professor of Psychiatry and was involved in many aspects of the Program, including recruitment, accreditation, teaching, and scholarship. One of our core faculty, Dr. Laurie Craigen, was promoted to Associate Professor for her scholarly contributions. Another core faculty's promotion to Associate Clinical Professor is in process (Dr. Carryl Navalta). The Director of Curriculum, Dr. Jori Berger-Greenstein, and the Associate Program Director/Director of Clinical Training, Dr. Rachel Levy-Bell, have also indicated they will submit applications for promotion to Associate Clinical Professor this academic year.

Coursework: Besides new instructors for a few courses (primarily course educators), one major course change was made this past year. Specifically, the Marriage & Family Counseling course was adapted in Summer 2019 to be offered over two full weekends. Dr. Berger-Greenstein, Director of Curricula, worked with a non-core instructor (Dr. Todd Kates) to ensure that CACREP and other curricular standards were met. An elective course, Psychological Trauma Across The Lifespan, was moved from the Spring schedule to the Fall, based on student feedback that a more dedicated focus on trauma earlier in the program would be helpful for their internship training. The Marriage & Family Counseling course was moved from Fall to Spring in order to accommodate this change. We were unable to offer our Clinical Field Research course due entirely to the lack of clinical research labs with funding and academically meaningful experiences to offer our students. Finally, the core faculty co-taught our Social and Cultural Foundations course in an effort to more directly address issues of culture and cultural sensitivity.

Course Educators: We welcomed several new instructors for the 2018-2019 academic year, including Tanaya Kunnenkeri (Internship Supervision) and Alicia Cashman (Psychopharmacology). We also welcomed back Keith Gilliam (Practicum Supervision) who had taught with us previously. Zi Chen did not teach with us last year; Margaret Connor, with whom she co-taught the Career & Vocational Counseling course, taught the course independently.

Clinical: Over the course of the year we have continued to grow our clinical field placement opportunities. We have developed affiliations with 20 new sites and are in the process of partnering with UMass Memorial Health Care, which is the largest health care system in Central Massachusetts. This new partnership will increase student opportunities to train in a medical and hospital environment where they will work on interdisciplinary teams in the areas of psychiatric emergency services, medical inpatient consultation and liaison services, addictions medicine, psychiatric inpatient, and health psychology. Our program will begin piloting training opportunities across some of these programs in January 2020.

In response to the needs of our community and student interests, we have focused our attention on increasing training opportunities working with children and adolescents in residential treatment, school, and outpatient clinics. In addition, we have expanded our training sites to include services that address the opioid crisis in our state, in which students can engage in partial hospitalization, residential treatment, inpatient consultation, and outpatient services to attend to the prevention and intervention needs for those individuals in recovery. Given our program's focus on integrated healthcare, we have increased training opportunities for students to work in several new community-based integrated programs where students will have opportunities to work within Family Medicine, Internal Medicine, or Pediatrics departments.

This year, we have successfully adopted and implemented a new online clinical tracking system by Tevera that has enabled us to streamline and organize our documentation systems. We will be increasing our utilization of this tool moving to capture data related to our students' performance on program-identified key performance indicators and professional dispositions.

Recruitment: To strengthen and focus the Program's recruitment strategy, the faculty changed our approach by using data obtained last year as the guide for this new model. The data is based on responses to the following 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%)). Consequently, this year's recruitment efforts and budget mirrored these results. As such, the majority of our efforts went to increasing the visibility/profile of our website. We also hired a professional videography company to embed a video onto our website. Additionally, we continued our Adobe connect virtual open houses and started Facebook Live sessions where faculty would "meet" with students to discuss various aspects of the Program. We also continued a targeted recruitment plan to increase our underrepresented minority (URM) applications and dedicated both time and resources to attend graduate fairs at universities and colleges with high URM populations and also attended historically black colleges and universities (HBCU) fairs and classes (where the faculty gave talks to junior and seniors in psychology and human services courses). Next year, we plan to continue with this recruitment model and focus our efforts and resources on our online presence as well as increasing our URM yield.

Student Assessment: In our efforts toward conversion to the 2016 CACREP Standards, a two-day retreat was held in May 2019 that was funded by an assessment mini-grant from the BU Office of the Provost. At the retreat, two assessment areas were targeted—key performance indicators (KPIs) and professional dispositions (PDs). Specifically, 10 KPIs were identified and defined: eight corresponding to each of the CACREP core areas; one for the clinical mental health counseling specialty area; and one for behavioral medicine and neuroscience. In addition, nine PDs were operationalized. As defined by CACREP, PD's are characteristics that *"influence the counselor's professional growth and interactions with clients and colleagues"*. Moreover, the format and time points were identified for the assessment of KPIs and a decision was made to assess PDs by all instructors of record each semester. The initiation of assessment of KPIs and PDs is slated for the Fall 2019 semester.

Administrative Faculty Contact Information

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