BOSTON UNIVERSITY

MENTAL HEALTH COUNSELING & BEHAVIORAL MEDICINE PROGRAM

GRADUATE MEDICAL SCIENCES
BOSTON UNIVERSITY CHOBANIAN & AVEDISIAN SCHOOL OF MEDICINE

Comprehensive Evaluation Plan
Annual Report 2021-2022

PROGRAM INTRODUCTION

The Mental Health Counseling and Behavioral Medicine (MHCBM) Program is a two-year Master of Arts program designed to meet the educational requirements for licensure as a Mental Health Counselor in the Commonwealth of Massachusetts as granted by the Massachusetts Board of Allied Mental Health Professions. Program faculty also work closely with students to ensure that they meet requirements for licensure in states all across the country.

The curriculum consists of a combination of academic coursework and clinical fieldwork experiences that align with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program is CACREP-accredited in the specialty area, Clinical Mental Health Counseling. Students generally complete the program in two years of full-time study. Students are encouraged to identify topics of interest and are provided with education and experience related to those interests. They are also exposed to a wide array of patient populations, clinical topics, and career paths.

Students are very well-trained in clinical assessment and diagnosis, theory and application, and modalities of care. The Program's emphasis on behavioral medicine and neuroscience provides students with a unique education in integrated care. Teaching faculty, in fact, routinely integrate physical health/wellness and behavioral health throughout the curriculum. Because the Program is housed in an academic medical center, students have a unique opportunity to avail themselves of research, clinical, and training opportunities throughout the center and are exposed to cutting-edge therapies and interventions.

PROGRAM EVALUATION

The Program has developed a Comprehensive Evaluation Plan to systematically evaluate its objectives as well as student learning with the overarching goal of curriculum and program improvement. Data from multiple sources are collected and analyzed throughout the academic year. Thus, program modifications are data-driven and empirically-based through the use of objective information systematically collected from faculty and site supervisors at planned timepoints in time throughout the academic year. The culmination of the evaluation process is an annual report.

This report illustrates the degree to which the MHCBM Program met its three objectives during the 2021-2022 academic year. The data and findings highlighted in this report are based on the assessment of the 1st- and 2nd-year cohorts of students (Class of 2022 and 2023). Findings from these assessments resulted in action items and program modifications to ensure that the Program is meeting its objectives and students are obtaining requisite knowledge and skills for working in behavioral healthcare as license-eligible mental health counselors. Program evaluation is a continual agenda item on the faculty and staff meetings throughout the academic year.

Assessment procedures, data collection strategies and tools, the comprehensive student database, and analytic methods are reviewed and discussed.

At the conclusion of each academic year, the core faculty and staff hold an annual retreat to analyze the data and findings for identifying action items and needed program modifications. The Program's CACREP liaison is responsible for spearheading this effort and writing the annual report, which is subsequently disseminated electronically via the Program's website.

PROGRAM ASSESSMENT AND THE 2016 CACREP STANDARDS

The Program's objectives were revised in 2019 to adhere to the 2016 CACREP Standards. The objectives and corresponding evaluation measures are as follows:

The MHCBM Program's objectives are to:

1) Instill in students the knowledge, skills, attitudes, and values that uniquely embody clinical mental health counselors
   a. Measure: Aggregate student assessment data on key performance indicators of student knowledge, skills, and professional dispositions
   b. Measure: Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates
2) Educate and train students of varied backgrounds, identities, and experiences as part of a vibrant learning environment that reflects the diverse communities in which they will be working
   a. Measure: Demographic and other characteristics of applicants, students, and graduates
   b. Measure: Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates
3) Prepare students for the process to become licensed to practice as mental health counselors within the healthcare workforce
   a. Measure: Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates

Coursework and Standards Matrix

The table below documents where each of the 2016 CACREP Standards for the eight core areas as well as the specialty area, clinical mental health counseling, is found in the Program curriculum.

Table 1

2016 CACREP Standards	Techniques	Group	Psychopath	Research	Assessment	Orientation Neuro	Theory	S&CF	Neuro	Psychopharm	Practicum	Internship	HG&D	BMed	Addictions	Ethics	Career
II.F.1.a						X											
II.F.1.b						X								X			
II.F.1.c						X											
II.F.1.d						X											
II.F.1.e						X											
II.F.1.f						X											
II.F.1.g						X											
II.F.1.h						X											
II.F.1.i						X										X	
II.F.1.j						X											
II.F.1.k									X								
II.F.1.l						X											
II.F.1.m						X											
II.F.2.a								X									
II.F.2.b			X			X	X	X						X			
II.F.2.c						X		X									
II.F.2.d								X									
II.F.2.e	X				X	X											
II.F.2.f								X									
II.F.2.g								X									
II.F.2.h						X		X									
II.F.3.a													X				
II.F.3.b													X				
II.F.3.c			X						X								
II.F.3.d									X						X		
II.F.3.e									A					X			
II.F.3.f								X					X				
II.F.3.g						X											
II.F.3.h													X	X			
II.F.3.i								X	X								X
II.F.4.a																	X
II.F.4.b																	X
II.F.4.c																	X
II.F.4.d																	X
II.F.4.e																	X
II.F.4.f																	X
II.F.4.g																	X
II.F.4.h																	X
II.F.4.i																	X
II.F.4.j																	X
II.F.5.a							X										
II.F.5.b							X										
II.F.5.c						X											
II.F.5.d						X										X	

2016 CACREP Standards	Techniques	Group	Psychopath	Research	Assessment	Orientation/Neuro	Theory	S&CF	Neuro	Psychopharm	Practicum	Internship	HG&D	BMed	Addictions	Ethics	Career
II.F.5.e						X										X	
II.F.5.f	X																
II.F.5.g	X						X										
II.F.5.h			X									X					
II.F.5.i												X					
II.F.5.j												X		X			
II.F.5.k														X			
II.F.5.l						X										X	
II.F.5.m						X											
II.F.5.n							X										
II.F.6.a		X															
II.F.6.b		X															
II.F.6.c		X															
II.F.6.d		X															
II.F.6.e		X															
II.F.6.f		X															
II.F.6.g		X															
II.F.6.h		PG*															
II.F.7.a					X	X											
II.F.7.b					X												
II.F.7.c					X												
II.F.7.d					X	X									X		
II.F.7.e					X												
II.F.7.f					X												
II.F.7.g				X													
II.F.7.h					X												
II.F.7.i																	X
II.F.7.j					X												
II.F.7.k					X												
II.F.7.l				X	X												
II.F.7.m					X												
II.F.8.a				X													
II.F.8.b							X							X			
II.F.8.c				X													
II.F.8.d				X													
II.F.8.e				X													
II.F.8.f				X													
II.F.8.g				X													
II.F.8.h				X													
II.F.8.i				X													
II.F.8.j				X													
5.C.1.a						X											
5.C.1.b							X										
5.C.1.c			X									X	X				
5.C.1.d									X						X		

2016 CACREP Standards	Techniques	Group	Psychopath	Research	Assessment	Orientation Neuro	Theory	S&CF	Neuro	Psychopharm	Practicum	Internship	HG&D	BMed	Addictions	Ethics	Career
5.C.1.e					X												
5.C.2.a						X											
5.C.2.b			X														
5.C.2.c						X											
5.C.2.d			X														
5.C.2.e														X	X		
5.C.2.f			X			X											
5.C.2.g									X					X			
5.C.2.h										X							
5.C.2.i						X										X	
5.C.2.j	X		X		X	X	X	X								X	
5.C.2.k						X											
5.C.2.l						X										X	
5.C.2.m																X	X
5.C.3.a			X		X												
5.C.3.b	X										X	X					
5.C.3.c												X				X	
5.C.3.d						X								X			
5.C.3.e						X											

*PG = Process Group

Key Performance Indicators (KPIs)

As described in the 2016 CACREP Standards (Standard IV.F), KPIs need to be established for the assessment of students' knowledge and skills. Therefore, a total of 10 KPIs are identified and defined—eight corresponding to each core area; one for the Program's specialty area (i.e., clinical mental health counseling); and one specific to behavioral medicine and neuroscience.

Table 2

Key Performance Indicator	Below Expectations	Meets Expectations	Exceeds Expectations
1. *Professional Counseling Orientation and Ethical Practice*. Recognizes and applies professional ethical standards.	Does not meet expectations for level of training and experience when evaluating ethical dilemmas and establishing and maintaining relationships with clients, evidenced by one of the following:	Meets expectations for level of training and experience when evaluating ethical dilemmas and establishing and maintaining relationships with clients, evidenced by both of the following:	Surpasses expectations for level of training and experience when evaluating ethical dilemmas and establishing and maintaining relationships with clients, evidenced by the following:

Key Performance Indicator	Below Expectations	Meets Expectations	Exceeds Expectations
	• Does not demonstrate understanding of ethical standards • Does not demonstrate synthesis of professional ethical standards into decision making	• Understands the importance of maintaining appropriate boundaries with clients • Incorporates knowledge of ethical standards whenever establishing new professional relationships and work with clients	• Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and to help them clinically
2. *Social and Cultural Diversity*. Demonstrates knowledge, awareness, skills, and attitudes of sensitivity and respect for differences related to cultural diversity.	Does not meet expectations for level of training and experience when interacting and/or collaborating with people with diverse backgrounds and identities, evidenced by one of the following: • Does not demonstrate self-awareness regarding issues of diversity • Does not demonstrate an attitude of openness regarding issues of diversity	Meets expectations for level of training and experience when interacting and/or collaborating with people with diverse backgrounds and identities, evidenced by both of the following: • Demonstrates self-awareness regarding issues of diversity • Enters into collaborative relationships with an attitude of openness regarding issues of diversity	Surpasses expectations for level of training and experience when interacting and/or collaborating with people with diverse backgrounds and identities, evidenced by both of the following: • Consistently demonstrates self-awareness regarding issues of diversity • Enters into collaborative relationships with sensitivity, respect, and awareness regarding issues of diversity
3. *Human Growth and Development*. Develops self-awareness into beliefs about what impacts the student's own development, and the	Does not meet expectations for level of training and experience when discussing beliefs about what impacts their own personal development and the	Meets expectations for level of training and experience when discussing beliefs about what impacts their own personal development	Surpasses expectations for level of training and experience when discussing beliefs about what impacts their own personal

Key Performance Indicator	Below Expectations	Meets Expectations	Exceeds Expectations
development of their clients.	development of their clients	and the development of their clients	development and the development of their clients
4. *Career Development*. Understands the history and development of career and vocational counseling.	Does not meet expectations for level of training and experience when discussing the history and development of career and vocational counseling	Meets expectations for level of training and experience when discussing the history and development of career and vocational counseling	Surpasses expectations for level of training and experience when discussing the history and development of career and vocational counseling
5. *Helping Relationships*. Develops treatment alliance and employs counseling techniques that are consistent with client presentation and the selected theoretical approach.	Does not meet expectations for level of training and experience when demonstrating counseling techniques while working with clients, evidenced by the following: • Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach	Meets expectations for level of training and experience when demonstrating counseling techniques while working with clients, evidenced by the following: • Attends to the needs of the client, and uses counseling skills that are consistent with the selected theoretical approach	Surpasses expectations for level of training and experience when demonstrating counseling techniques while working with clients, evidenced by both of the following: • Interprets the interpersonal dynamics present and adapts to the needs of the client • Employs counseling skills that are consistent with the selected theoretical approach
6. *Group Counseling*. Understands dynamics associated with group process and development.	Does not meet expectations for level of training and experience when leading and co-leading groups, evidenced by one of the following: • Does not positively influence interpersonal dynamics • Does not demonstrate basic skills of linking,	Meets expectations for level of training and experience when leading and co-leading groups, evidenced by both of the following: • Positively influences interpersonal dynamics • Demonstrates basic skills of linking, drawing	Surpasses expectations for level of training and experience when leading and co-leading groups, evidenced by both of the following: • Demonstrates advanced skills such as immediacy and process illumination/ commentary,

Key Performance Indicator	Below Expectations	Meets Expectations	Exceeds Expectations
	drawing out, and summarization	out, and summarization	blocking, and diverting • Positively influences interpersonal dynamics that enhances group process and development
7. *Assessment and Testing*. Assesses to understand before intervening, including evaluation for suicide/homicide risk and reporting requirements.	Does not meet expectations for level of training and experience when conducting assessments to understand client presentation and needs, evidenced by the following: • Gathers information to assess needs and next steps in the counseling process, but does not demonstrate knowledge and skill in safety/risk assessments nor reporting requirements	Meets expectations for level of training and experience when conducting assessments to understand client presentation and needs, evidenced by the following: • Gathers information to assess needs and next steps in the counseling process, including safety/risk assessments and reporting requirements	Surpasses expectations for level of training and experience when conducting assessments to understand client presentation and needs, evidenced by both of the following: • Gathers information to assess needs and next steps in the counseling process, including safety/risk assessments and reporting requirements • Makes intervention decisions that are informed by a thorough assessment
8. *Research and Program Evaluation*. Critically evaluates research related to counseling practice.	Does not meet expectations for level of training and experience in critically evaluating research related to counseling practice, evidenced by the following: • Does not use this information to	Meets expectations for level of training and experience in critically evaluating research related to counseling practice, evidenced by the following: • Uses this information to	Surpasses expectations for level of training and experience in critically evaluating research related to counseling practice, evidenced by the following: • Uses this information

Key Performance Indicator	Below Expectations	Meets Expectations	Exceeds Expectations
	inform decision-making	inform decision-making	effectively and thoughtfully to inform decision-making
9. *Clinical Mental Health Counseling*. Understands and applies theories and methods derived from the mental health counseling field to the assessment, case conceptualization, prevention, and treatment of health and mental health conditions.	Does not meet expectations for level of training and experience in understanding and applying theories and methods derived from the mental health counseling field to their work with clients, evidenced by one of the following: • Conducts an inadequate assessment to understand client presentation and needs • Plans a clinically contraindicated course of treatment	Meets expectations for level of training and experience in understanding and applying theories and methods derived from the mental health counseling field to their work with clients, evidenced by both of the following: • Conducts an adequate assessment to understand client presentation and needs • Plans a clinically indicated course of treatment	Surpasses expectations for level of training and experience in understanding and applying theories and methods derived from the mental health counseling field to their work with clients, evidenced by all of the following: • Conducts a thorough assessment to understand client presentation and needs • Plans a coherent and appropriate course of treatment • Considers generalization of treatment gains
10. *Behavioral Medicine and Neuroscience*. Conceptualizes and demonstrates how a behavioral medicine framework and neuroscience evidence can inform mental health counseling practices.	Does not meet expectations for level of training and experience in conceptualizing and demonstrating how a behavioral medicine framework and neuroscience evidence can inform their work with clients, evidenced by the following: • Does not use this information to inform decision-making	Meets expectations for level of training and experience in conceptualizing and demonstrating how a behavioral medicine framework and neuroscience evidence can inform their work with clients, evidenced by the following: • Uses this information to inform decision-making	Surpasses expectations for level of training and experience in conceptualizing and demonstrating how a behavioral medicine framework and neuroscience evidence can inform their work with clients, evidenced by the following: • Uses this information effectively and thoughtfully to inform decision-making and

Key Performance Indicator	Below Expectations	Meets Expectations	Exceeds Expectations
			treatment planning

Professional Dispositions

Professional dispositions are identified and defined per 2016 CACREP Standards (Standard IV.G). As highlighted in the Standards, a total of nine dispositions were created that encompass *"commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues"*.

Table 3

Professional Disposition	Below Expectations	Meets Expectations
Written expression. Understands context, audience, and purpose, and demonstrates a clear focus on writing tasks.	Does not meet expectations for level of training with writing tasks, evidenced by the following: ● Does not write with sufficient quality regarding syntax, semantics, and overall grammar that meets professional standards	Meets expectations for level of training and experience with writing tasks, evidenced by the following: ● Writes with sufficient quality regarding syntax, semantics, and overall grammar that meets professional standards
Verbal expression. Has appropriate verbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty.	Does not meet expectations for level of training and experience with verbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty, evidenced by one or more of the following: ● Does not engage in challenging conversations in a respectful manner ● Does not communicate thoughts and feelings directly to other people as appropriate	Meets expectations for level of training and experience with verbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty, evidenced by all of the following: ● Engages in challenging conversations in a respectful manner ● Communicates thoughts and feelings directly to other people as appropriate ● Integrates feedback and modifies verbal behaviors

Professional Disposition	Below Expectations	Meets Expectations
	● Does not integrate feedback and modify verbal behaviors	
Nonverbal expression. Has appropriate nonverbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty.	Does not meet expectations for level of training **and** experience with nonverbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty, evidenced by the following: ● Does not nonverbally communicate attending behavior and active listening	Meets expectations for level of training and experience with nonverbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty, evidenced by the following: ● Nonverbally communicates attending behavior and active listening
Professionalism. Is respectful, thoughtful, and responsive, as well as follows through and is appropriate within professional interactions, including ethical guidelines of the profession.	Does not meet expectations for level of training and experience with respectfulness, thoughtfulness, and responsiveness as well as within professional interactions, evidenced by one or more of the following: ● Does not present self professionally, both in-person and in the use of communication technology ● Does not follow through on commitments ● Does not adhere to expectations regarding assignments and scheduled meetings ● Is not responsive to all professional communications	Meets expectations for level of training and experience with respectfulness, thoughtfulness, and responsiveness as well as within professional interactions, evidenced by all of the following: ● Presents self professionally, both in-person and in the use of communication technology ● Follows through on commitments ● Adheres to expectations regarding assignments and scheduled meetings ● Is responsive to all professional communications ● Accepts responsibility for one's role in situations ● Adheres to academic honesty policy of university

Professional Disposition	Below Expectations	Meets Expectations
	● Does not accept responsibility for one's role in situations ● Does not adhere to academic honesty policy of university ● Does not take actions in the best interests of their clients ● Does not recognize and practice within ethical guidelines of the profession of clinical mental health counseling, including the ACA Code of Ethics and AMHCA Code of Ethics	● Takes actions in the best interests of their clients ● Recognizes and practices within ethical guidelines of the profession of clinical mental health counseling, including the ACA Code of Ethics and AMHCA Code of Ethics
Emotional regulation. Is emotionally regulated and appropriate in interpersonal interactions with clients, peers, supervisors, staff, and faculty.	Does not meet expectations for level of training and experience with emotional regulation and appropriateness in interpersonal interactions with clients, peers, supervisors, staff, and faculty, evidenced by one or more of the following: ● Does not act thoughtfully and is reactive and impulsive ● Does not effectively manage and respond to an emotional experience ● Does not effectively manage conflict ● Is not emotionally flexible and adaptable in response	Meets expectations for level of training and experience with emotional regulation and appropriateness in interpersonal interactions with clients, peers, supervisors, staff, and faculty, evidenced by all of the following: ● Acts thoughtfully rather than impulsively ● Effectively regulates and responds to an emotional experience ● Effectively manages conflict ● Is emotionally flexible and adaptable in response to social cues and others' needs

Professional Disposition	Below Expectations	Meets Expectations
	to social cues and others' needs	
Interpersonal boundaries. Demonstrates consistent and appropriate boundaries.	Does not meet expectations for level of training and experience with boundaries, evidenced by one or more of the following: ● Does not maintain appropriate physical and emotional boundaries ● Is not aware of one's impact on others ● Does not respect the stated boundaries of others	Meets expectations for level of training and experience with boundaries, evidenced by all of the following: ● Maintains appropriate physical and emotional boundaries ● Is aware of one's impact on others ● Respects the stated boundaries of others
Openness to feedback and self-reflection. Is open to feedback and implements recommended changes.	Does not meet expectations for level of training and experience with openness to feedback and self-reflection, evidenced by one or more of the following: ● Does not attempt to learn from the perspectives of others without attempting to change their position ● Is not open to learning ● Is not open to receiving feedback and does not make needed changes ● Does not seek out opportunities for personal growth, support, and any needed behavioral changes ● Is not open to risk, uncertainty, and fear	Meets expectations for level of training and experience with openness to feedback and self-reflection, evidenced by all of the following: ● Attempts to learn from the perspectives of others without attempting to change their position ● Is open to learning ● Is open to receiving feedback and makes needed changes ● Seeks out opportunities for personal growth, support, and any needed behavioral changes ● Is open to risk, uncertainty, and fear
Career goals. Has career goals in alignment with the roles and	Does not meet expectations for level of training and experience	Meets expectations for level of training and experience with

Professional Disposition	Below Expectations	Meets Expectations
functions of professional counselors within the behavioral healthcare workforce.	with engagement in promoting their growth and development as a professional counselor within the behavioral healthcare workforce, evidenced by one or more of the following: ● Does not have career goals that align with entering and working within the helping professions ● Does not understand the identity, roles, and function of professional counselors	engagement in promoting their growth and development as a professional counselor within the behavioral healthcare workforce, evidenced by all of the following: ● Has career goals that align with entering and working within the helping professions ● Understands the identity, roles, and function of professional counselors
Respect for individual and group differences. Has multicultural competencies in interactions with clients, peers, staff, faculty, and supervisors.	Does not meet expectations for level of training and experience with multicultural competencies in interactions with clients, peers, staff, faculty, and supervisors, evidenced by one or more of the following: ● Is not willing to work with people who identify cultures, backgrounds, beliefs, experiences, and values that differ from the student's own ● Does not collaborate and cooperate with others ● Does not demonstrate the core characteristics of a counselor, including unconditional positive regard, empathic understanding, warmth, and treating others with dignity, respect, and kindness	Meets expectations for level of training and experience with multicultural competencies in interactions with clients, peers, staff, faculty, and supervisors, evidenced by all of the following: ● Is willing to work with people who identify cultures, backgrounds, beliefs, experiences, and values that differ from the student's own ● Collaborates and cooperates with others ● Demonstrates the core characteristics of a counselor, including unconditional positive regard, empathic understanding, warmth, and treating others with dignity, respect, and kindness

EVALUATION OF KEY PERFORMANCE INDICATORS

The Program revised its objectives as well as identified and defined student KPIs in 2019 to align with the 2016 CACREP Standards. Each KPI is assessed at introductory and mastery levels with a specified assignment or assessment. Course instructors provide these ratings using a rubrics-driven, 3-point Likert scale: 1) Below Expectations; 2) Meets Expectations; and 3) Exceeds Expectations.

The Program maintains a database for tracking student performance on KPIs across courses and identifying areas where a student may need additional support or training. Faculty advisors meet with students after each semester to review their progress, which partly consists of an assessment of student performance on the KPIs. A make-up assignment is given if a student performs "Below Expectations" on any KPI.

KPIs are also analyzed in aggregate to determine which assignments are (or aren't) helping students demonstrate the required knowledge and skills as well as to identify KPIs in which students consistently underperform. During the summer, data collected throughout the academic year are presented to faculty at the annual retreat. The analyzed data are consequently used to guide program improvement, which may include the modification of one or more areas (e.g., course assignments, course content, instruction mode and delivery, and course sequencing).

The following timeline delineates when introductory and mastery level assignments for the KPIs are assessed.

Table 4

	1st Year		2nd Year	
	Fall	*Spring*	*Fall*	*Spring*
KPI 1	I			M
KPI 2		I		M
KPI 3		I	M	
KPI 4	I			M
KPI 5		I		M
KPI 6	I			M
KPI 7	I			M
KPI 8	I		M	
KPI 9		I		M
KPI 10		I		M

I = Introductory; M = Mastery

EVALUATION OF CORE KNOWLEDGE

The Program has used the Counselor Preparation Comprehensive Examination (CPCE) since 2014 as a summative evaluation of student knowledge across the eight core content areas. Utilized by over 400 college and university counseling programs nationwide, the CPCE meets high psychometric standards to provide the Program an objective view of the knowledge level of students. The exam is typically taken during the spring semester of students' 2nd year.

EVALUATION OF PROFESSIONAL DISPOSITIONS

As with the KPIs, the professional dispositions were identified and defined in 2019. Per 2016 CACREP Standards, the Program's faculty systematically and continually assesses each student's professional dispositions at the following timepoints: 1) admissions interview; and 2) end of the 1st, 2nd, and 3rd semesters of study. Evaluation can also occur at any point during the Program when a student demonstrates problems with professional dispositions. The following rubric is used for assessing professional dispositions and the program's response.

Table 5

	Below Expectations	Meets Expectations
Program Action	Applicant: may be declined admission to the Program. Student: must participate in faculty-determined professional growth plan. Students who continue to demonstrate problematic professional dispositions during or following remediation may be dismissed from the Program.	No action required. Student is meeting or exceeding expectations of the Program.

FINDINGS OF KPIs, CPCE, PROFESSIONAL DISPOSITIONS, DEMOGRAPHICS, EMPLOYMENT, & LICENSURE

KPIs
The tables below outline overall student performance on the KPIs at the Introductory level for the 1st-year cohort and the Introductory and Mastery levels for the 2nd-year cohort.

Table 6. Key Performance Indicators for the 1st-Year Cohort (Class of 2023)

	Introductory			
	n	%BE	%ME	%EE
KPI 1	38	5.3	60.5	34.2
KPI 2	35**		91.4	8.6
KPI 3	35**		5.7	94.3
KPI 4	38	5.3	73.7	21.1
KPI 5	35**		37.1	62.9
KPI 6	35**		74.3	25.7
KPI 7	38		73.7	26.3
KPI 8	36*		52.8	47.2
KPI 9	35**		65.7	34.3
KPI 10	35**		45.7	54.3

BE = Below Expectations; ME = Meets Expectations; EE = Exceeds Expectations
*Two students dropped out of the program during the fall semester
**A third student dropped out of the program during the spring semester

Table 7. Key Performance Indicators for the 2nd-Year Cohort (Class of 2022)

	Introductory				Mastery			
	n	%BE	%ME	%EE	*n*	%BE	%ME	%EE
KPI 1	44		37.8	62.2	45*		64.4	35.6
KPI 2	44		43.2	56.8	44	2.3	50.0	47.7
KPI 3	45*		53.3	46.7	46**	2.2	32.6	65.2
KPI 4	45*		9	91	46**		95.7	4.3
KPI 5	45*		51	49	44	2.3	65.9	31.8
KPI 6	44		79.5	20.5	46**		88.4	11.6
KPI 7	45*		64.4	35.6	44		63.6	36.4
KPI 8	45*		26.7	73.3	46**	4.3	80.4	15.2
KPI 9	45*		55.6	44.4	44	2.3	52.3	45.5
KPI 10	46*		93.5	6.5	46**	4.3	80.4	15.2

BE = Below Expectations; ME = Meets Expectations; EE = Exceeds Expectations
*One part-time student is included
**One part-time and one returning student are included

Table 6 illustrates that all but two students met or exceeded expectations across all KPIs at the Introductory level. The two KPIs for which these two students did not meet expectations are assessed for the course, Professional Orientation & Ethics. Given the type of assessment utilized and content covered, the small percentage of students who were below expectations is unsurprising.

As shown in Table 7, the most notable finding is that two students were below expectations on the two KPIs that are assessed for the course, Behavioral Medicine & Applied Health Psychology. Again, the small percentage of students who did not meet expectations is not surprising given the assessment modality used and coverage of content.

CPCE
Table 8 delineates the CPCE scores for the Class of 2022. The cohort scored 7.3 percentage points higher than the national mean (73.0% vs. 65.7%). The three lowest scores correspond to the following content areas: Human Growth and Development, Social and Cultural Diversity, and Assessment and Testing—the same three areas that students nationwide (N = 657) had the lowest scores. This pattern is a repeat of the previous year when both the Class of 2021 and the national sample of students scored lowest in the same subject domains. Although the domains with the three lowest scores slightly differed the year prior, both the Class of 2020 and the national student sample shared these same scores. Thus, our students consistently perform the poorest in the CPCE content areas that have the most challenging questions.

Table 8. CPCE scores for the 2nd-Year Cohort (Class of 2022)

Content Area	Cohort Mean (%)	National Mean (%)
Professional Counseling Orientation and Ethical Practice	76.8	72.4
Social and Cultural Diversity	67.6	61.2
Human Growth and Development	68.5	60.6
Career Development	76.5	67.1
Counseling and Helping Relationships	78.2	71.2
Group Counseling and Group Work	76.8	70.6
Assessment and Testing	60.4	54.1
Research and Program Evaluation	79.3	68.2
Total	*73.0*	*65.7*

Professional Dispositions

Table 9 shows the 1st-year students' ratings on the identified professional dispositions at the first two assessment timepoints (Time 3 is at the Fall semester of Year 2). Not only did students meet expectations across all dispositions when first assessed, all but one student maintained this level of performance at the second timepoint.

Table 9. Professional Dispositions for the Class of 2023

	Time 1				Time 2*		
	n	%BE	%ME		*n*	%BE	%ME
Written Expression	38	0	100		35	2.9	97.1
Verbal Expression	38	0	100		35	0	100
Nonverbal Expression	38	0	100		35	0	100
Comportment	38	0	100		35	0	100
Emotional Regulation	38	0	100		35	0	100
Interpersonal Boundaries	38	0	100		35	0	100
Openness to Feedback	38	0	100		35	0	100
Career Goals	38	0	100		35	0	100
Respect for Individual & Group DIfferences	38	0	100		35	0	100

BE = Below Expectations; ME = Meets Expectations
*Three students dropped out of the program before the assessment point

Table 10 illustrates 2nd-year students' performance on the professional dispositions across all assessment timepoints. As can be seen, all students met expectations at every timepoint.

Table 10. Professional Dispositions for Class of 2022

	Time 1			Time 2			Time 3		
	n	%BE	%ME	*n*	%BE	%ME	*n*	%BE	%ME
Written Expression	45*	0	100	46	0	100	46	0	100
Verbal Expression	46	0	100	46	0	100	46	0	100
Nonverbal Expression	46	0	100	46	0	100	46	0	100
Comportment	46	0	100	46	0	100	46	0	100
Emotional Regulation	46	0	100	46	0	100	46	0	100
Interpersonal Boundaries	46	0	100	46	0	100	46	0	100
Openness to Feedback	46	0	100	46	0	100	46	0	100
Career Goals	46	0	100	46	0	100	46	0	100
Respect for Individual & Group DIfferences	46	0	100	46	0	100	46	0	100

BE = Below Expectations; ME = Meets Expectations
*Data unavailable for one student

Student Demographics
Table 11 outlines the demographic data of all matriculated students during the 2021-2022 academic year. Across the two cohorts, 85% identified as female, 12.5% as male, and 2.5% as other. Seventy percent of all students identified as White. In contrast, 6.2% were African-American/Black, 25% were Asian, 18.8% were Hispanic/Latino, and 5% were multi-racial. This year's students also comprised 8.8% of international status.

Table 11. Student Demographics (2021-2022; N = 81)*

	Male (%)	Female (%)	Other (%)
African-American/Black	2 (2.5)	9 (7.4)	0 (0)
American Indian/Native Alaskan	0 (0)	0 (0)	0 (0)
Asian	0 (0)	20 (26.5)	0 (0)
White	9 (11.1)	44 (67.6)	1 (100)
Hispanic/Latino	2 (30)	10 (16.2)	1 (50)
Native Hawaiian/Pacific Islander	0 (0)	0 (0)	0 (0)
Multiracial	2 (0)	11 (5.9)	0 (0)
International Student/Non-Resident	0 (0)	7 (10.3)	0 (0)
Active Duty Military	0	0	0
Veteran	0	0	0
With a Disability	2	3	0

*Males = 10 (12.5%); Females = 68 (85%); Other = 2 (2.5%)

Table 12 outlines characteristics of the 2021-2022 pool of student applicants (N = 406).

Sex/Gender	Race/Ethnicity	First Generation College Student	Citizenship/Residence Status	Age
Male = 11.3%	Hispanic/Latino = 9.4%	No/NR = 79.3%	Non-U.S. = 27.1%	Mean = 23.1 years
Female = 88.7%	Asian = 33.5% (11.8% U.S. only)	Yes = 20.7%	U.S./Permanent = 72.9%	S.D. = 3.7 years
	Black = 5.9%			
	Pacific Islander/Native Hawaiian = 0.2%			
	American Indian = 1.0%			

Sex/Gender	Race/Ethnicity	First Generation College Student	Citizenship/Residence Status	Age
	White = 60.3%			

Findings from Graduates

To measure the Program's objectives, alumni were also surveyed in 2022. They were asked to provide ratings on the extent to which they believe that the Program meets its three objectives (Figures 1-3). The percentage of respondents who endorsed "Much" or Very Much" to indicate that the Program objectives are being met is as follows: 1) Objective 1: 84.2% (16/19); 2) Objective 2: 68.4% (13/19); and 3) 89.5% (17/19). Thus, almost 30% of Program graduates indicated that the Program insufficiently meets its objective to *"educate and train students of varied backgrounds, identities, and experiences as part of a vibrant learning environment that reflects the diverse communities in which they will be working"*.

Qualitative data that help to illuminate this finding on Objective 2 include the following:

- *"Opportunities for students to learn from each other and discussion of diversity in each learning objective"*
- *"I think always improving the environment in regard to diversity and having safe spaces to discuss difficult topics."*
- *"Always improving in recruiting a diverse class. My class was fairly diverse."*
- *"The program does a pretty good job of preparing us to work with clients of various identities, but I feel like there is always room for improvement in this area."*

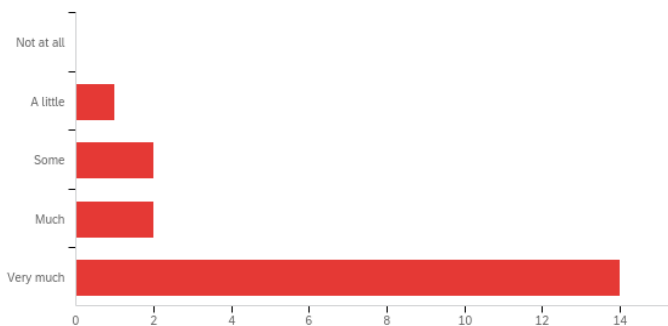*Figure 1. Alumni Ratings of Program Objective #1 (N = 19)*

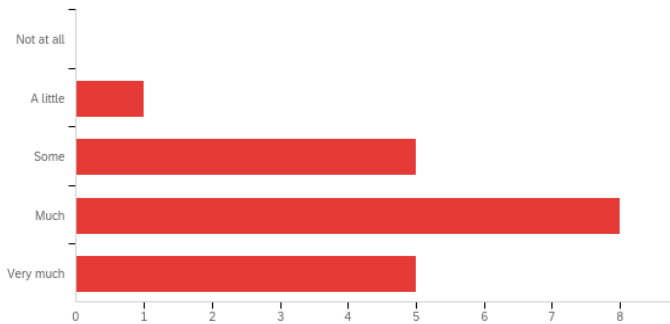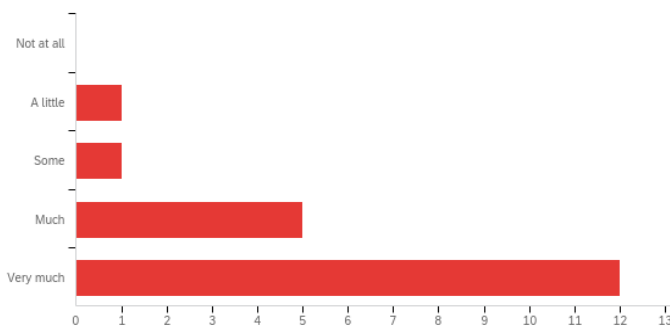*Figure 2. Alumni Ratings of Program Objective #2 (N = 19)*

Figure 3. Alumni Ratings of Program Objective #3 (N = 19)

Alumni also rated to what extent they believe that the Program prepares students to demonstrate foundational knowledge in the eight core CACREP areas. Sixteen of nineteen graduates (84.2%) endorsed "Very Much" or "Much" that students are adequately educated across these content domains.

Graduates were also asked about their employment status immediately post-graduation and their licensure status. All obtained a position within the first six months after graduating. One-hundred percent of graduates who took a licensure or certification exam and provided performance data passed their tests (90% on the first time).

Findings from Site Supervisors and Employers

To measure the Program's objectives, data are also collected from site supervisors and employers of graduates. Site supervisors (n = 6) and employers (n = 32) collectively rated that the Program meets its objectives to a great extent. Specifically, "Much" or "Very Much" was endorsed by 94.7%, 86.8%, and 94.7% of them across Objectives 1, 2, and 3, respectively. This pattern of findings is similar to Program graduates' data in that Objective 2 was the lowest rated one. Again, to provide clarity on this evidence, the qualitative data below is provided.

- *"Seems like there could be more class focus on identities and how that impacts the work and counter transferrance* [sic]*"*
- *"MHCBM can improve its performance by hiring, developing and retaining more clinicians of color in order to reflect the culture and needs of diverse communities."*

Site supervisors and employers were also asked to rate the extent that the Program prepares its graduates to demonstrate knowledge and skills in the eight core counseling areas outlined in the 2016 CACREP Standards. Again, the respondents collectively provided quite high ratings. Specifically, 91.2% of them endorsed "Much" or "Very Much".

PROGRAM MODIFICATIONS

Program Objectives

Objective #1: *Instill in students the knowledge, skills, attitudes, and values that uniquely embody clinical mental health counselors*. One main finding is that the Class of 2022 scored the lowest on the CPCE across the same three content domains as the national sample (i.e., Human Growth and Development, Social and Cultural Diversity, and Assessment and Testing). Upon closer inspection, students in this cohort performed the worst in the Assessment and Testing subject area (60.4%). The mean score is just above the Program's minimal passing score for the entire exam (i.e., ≥60%). Therefore, the curricular content for the corresponding required course, Basic Mental Health Assessment, will be closely examined to determine necessary changes to improve students' knowledge and skills in assessment best-practices. Relevant study guides for the CPCE (e.g., *Encyclopedia of Counseling*) will also be reviewed to identify content that might be either missing and/or insufficiently covered in the course.

Objective #2: *Educate and train students of varied backgrounds, identities, and experiences as part of a vibrant learning environment that reflects the diverse communities in which they will be working*. This objective was rated the lowest across surveyed alumni, site supervisors, and employers. Given this finding combined with reported and witnessed experiences of current students, the Program will make consistent and systematic efforts to address issues related to diversity, equity, and inclusion. This work will be effected at the programmatic level and directed by a newly created group—Justice, Equity, Diversity, Anti-Ism, & Inclusion (JEDAI) Committee. The committee's mission is as follows:

The mission of the Justice, Equity, Diversity, Anti-Ism, & Inclusion (JEDAI) Committee is to build and foster a culturally diverse and inclusive community within the Program, anchored in intersectional justice, equity, and respect for all differences. The goals of the committee are to integrate justice, equity, diversity, anti-ism, and inclusion into all aspects of the MHCBM Program; to provide continuing cultural education and training for faculty, staff, and students; and to support students, faculty, and staff from varied underrepresented communities.

The Program will also establish Affinity Groups for students to meet, converse, support, and learn from one another in a more intimate forum. These groups will be facilitated by one or more core faculty and meet throughout the academic year with one overarching objective to help initiate and sustain students' perception of community and belonging. Initially, four groups will be created for students with similar backgrounds, identities, and experiences: 1) LGBTQI Affinity Group; 2) International Counseling Student Affinity Group; 3) Affinity Group for Racially Minoritized Students; and 4) Ally Affinity Group.

The Program will also work to identify potential resources through the Diversity & Inclusion Office of the BU School of Medicine as well as the university-wide Diversity & Inclusion Office.

Objective #3: *Prepare students for the process to become licensed to practice as mental health counselors within the healthcare workforce.* No program modifications were decided upon for this objective as findings from surveyed alumni, site supervisors, and employers of alumni indicate that this objective was adequately met.