



**MENTAL HEALTH COUNSELING & BEHAVIORAL MEDICINE PROGRAM**

GRADUATE MEDICAL SCIENCES  
BOSTON UNIVERSITY CHOBANIAN & AVEDISIAN SCHOOL OF MEDICINE

Comprehensive Evaluation Plan  
Annual Report 2024-2025

## **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 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 2024-2025 academic year. The data and findings highlighted in this report are based on the assessment of the 1<sup>st</sup>- and 2<sup>nd</sup>-year cohorts of students (Class of 2025 and 2026). 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 leading 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 adhere to the 2016 CACREP Standards. These objectives and their 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.



[illegible]

| 2016 CACREP Standards | Techniques | Group | Psychopath | Research | Assessment | Orientation<br>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. <i>Professional Counseling Orientation and Ethical Practice.</i> 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                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Does not demonstrate understanding of ethical standards</li> <li>Does not demonstrate synthesis of professional ethical standards into decision making</li> </ul>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Understands the importance of maintaining appropriate boundaries with clients</li> <li>Incorporates knowledge of ethical standards whenever establishing new professional relationships and work with clients</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and to help them clinically</li> </ul>                                                                                                                                                                                                                                  |
| <p><i>2. Social and Cultural Diversity.</i><br/>Demonstrates knowledge, awareness, skills, and attitudes of sensitivity and respect for differences related to cultural diversity.</p> | <p>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:</p> <ul style="list-style-type: none"> <li>Does not demonstrate self-awareness regarding issues of diversity</li> <li>Does not demonstrate an attitude of openness regarding issues of diversity</li> </ul> | <p>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:</p> <ul style="list-style-type: none"> <li>Demonstrates self-awareness regarding issues of diversity</li> <li>Enters into collaborative relationships with an attitude of openness regarding issues of diversity</li> </ul> | <p>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:</p> <ul style="list-style-type: none"> <li>Consistently demonstrates self-awareness regarding issues of diversity</li> <li>Enters into collaborative relationships with sensitivity, respect, and awareness regarding issues of diversity</li> </ul> |
| <p><i>3. Human Growth and Development.</i><br/>Develops self-awareness into beliefs about what impacts the student's own development, and the</p>                                      | <p>Does not meet expectations for level of training and experience when discussing beliefs about what impacts their own personal development and the</p>                                                                                                                                                                                                                                                     | <p>Meets expectations for level of training and experience when discussing beliefs about what impacts their own personal development</p>                                                                                                                                                                                                                                                                              | <p>Surpasses expectations for level of training and experience when discussing beliefs about what impacts their own personal</p>                                                                                                                                                                                                                                                                                                                   |

| 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. <i>Career Development.</i><br>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. <i>Helping Relationships.</i><br>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: <ul style="list-style-type: none"> <li>Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach</li> </ul> | Meets expectations for level of training and experience when demonstrating counseling techniques while working with clients, evidenced by the following: <ul style="list-style-type: none"> <li>Attends to the needs of the client, and uses counseling skills that are consistent with the selected theoretical approach</li> </ul> | Surpasses expectations for level of training and experience when demonstrating counseling techniques while working with clients, evidenced by both of the following: <ul style="list-style-type: none"> <li>Interprets the interpersonal dynamics present and adapts to the needs of the client</li> <li>Employs counseling skills that are consistent with the selected theoretical approach</li> </ul> |
| 6. <i>Group Counseling.</i><br>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: <ul style="list-style-type: none"> <li>Does not positively influence interpersonal dynamics</li> <li>Does not demonstrate basic skills of linking,</li> </ul>                                                     | Meets expectations for level of training and experience when leading and co-leading groups, evidenced by both of the following: <ul style="list-style-type: none"> <li>Positively influences interpersonal dynamics</li> <li>Demonstrates basic skills of linking, drawing</li> </ul>                                                | Surpasses expectations for level of training and experience when leading and co-leading groups, evidenced by both of the following: <ul style="list-style-type: none"> <li>Demonstrates advanced skills such as immediacy and process illumination/ commentary,</li> </ul>                                                                                                                               |

| Key Performance Indicator                                                                                                                               | Below Expectations                                                                                                                                                                                                                                                                                                                                                                                      | Meets Expectations                                                                                                                                                                                                                                                                                                                                        | Exceeds Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                         | drawing out, and summarization                                                                                                                                                                                                                                                                                                                                                                          | out, and summarization                                                                                                                                                                                                                                                                                                                                    | blocking, and diverting <ul style="list-style-type: none"> <li>Positively influences interpersonal dynamics that enhances group process and development</li> </ul>                                                                                                                                                                                                                                                                                     |
| <i>7. Assessment and Testing.</i> 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: <ul style="list-style-type: none"> <li>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</li> </ul> | Meets expectations for level of training and experience when conducting assessments to understand client presentation and needs, evidenced by the following: <ul style="list-style-type: none"> <li>Gathers information to assess needs and next steps in the counseling process, including safety/risk assessments and reporting requirements</li> </ul> | Surpasses expectations for level of training and experience when conducting assessments to understand client presentation and needs, evidenced by both of the following: <ul style="list-style-type: none"> <li>Gathers information to assess needs and next steps in the counseling process, including safety/risk assessments and reporting requirements</li> <li>Makes intervention decisions that are informed by a thorough assessment</li> </ul> |
| <i>8. Research and Program Evaluation.</i> 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: <ul style="list-style-type: none"> <li>Does not use this information to</li> </ul>                                                                                                                                                        | Meets expectations for level of training and experience in critically evaluating research related to counseling practice, evidenced by the following: <ul style="list-style-type: none"> <li>Uses this information to</li> </ul>                                                                                                                          | Surpasses expectations for level of training and experience in critically evaluating research related to counseling practice, evidenced by the following: <ul style="list-style-type: none"> <li>Uses this information</li> </ul>                                                                                                                                                                                                                      |

| Key Performance Indicator                                                                                                                                                                                                                                     | Below Expectations                                                                                                                                                                                                                                                                                                                                                                                                                           | Meets Expectations                                                                                                                                                                                                                                                                                                                                                                                                            | Exceeds Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                               | inform decision-making                                                                                                                                                                                                                                                                                                                                                                                                                       | inform decision-making                                                                                                                                                                                                                                                                                                                                                                                                        | effectively and thoughtfully to inform decision-making                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>9. <i>Clinical Mental Health Counseling.</i> 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.</p> | <p>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:</p> <ul style="list-style-type: none"> <li>• Conducts an inadequate assessment to understand client presentation and needs</li> <li>• Plans a clinically contraindicated course of treatment</li> </ul> | <p>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:</p> <ul style="list-style-type: none"> <li>• Conducts an adequate assessment to understand client presentation and needs</li> <li>• Plans a clinically indicated course of treatment</li> </ul> | <p>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:</p> <ul style="list-style-type: none"> <li>• Conducts a thorough assessment to understand client presentation and needs</li> <li>• Plans a coherent and appropriate course of treatment</li> <li>• Considers generalization of treatment gains</li> </ul> |
| <p>10. <i>Behavioral Medicine and Neuroscience.</i> Conceptualizes and demonstrates how a behavioral medicine framework and neuroscience evidence can inform mental health counseling practices.</p>                                                          | <p>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:</p> <ul style="list-style-type: none"> <li>• Does not use this information to inform decision-making</li> </ul>                                                                                        | <p>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:</p> <ul style="list-style-type: none"> <li>• Uses this information to inform decision-making</li> </ul>                                                                                         | <p>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:</p> <ul style="list-style-type: none"> <li>• Uses this information effectively and thoughtfully to inform decision-making and</li> </ul>                                                                                                                 |

| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Written expression.</b> 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: <ul style="list-style-type: none"> <li>• Does not write with sufficient quality regarding syntax, semantics, and overall grammar that meets professional standards</li> </ul>                                                                                                                                                             | Meets expectations for level of training and experience with writing tasks, evidenced by the following: <ul style="list-style-type: none"> <li>• Writes with sufficient quality regarding syntax, semantics, and overall grammar that meets professional standards</li> </ul>                                                                                                                                                                                           |
| <b>Verbal expression.</b> 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: <ul style="list-style-type: none"> <li>• Does not engage in challenging conversations in a respectful manner</li> <li>• Does not communicate thoughts and feelings directly to other people as appropriate</li> </ul> | 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: <ul style="list-style-type: none"> <li>• Engages in challenging conversations in a respectful manner</li> <li>• Communicates thoughts and feelings directly to other people as appropriate</li> <li>• Integrates feedback and modifies verbal behaviors</li> </ul> |

| Professional Disposition                                                                                                                                                                                  | Below Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Meets Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Does not integrate feedback and modify verbal behaviors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Nonverbal expression.</b> Has appropriate nonverbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty.</p>                                               | <p>Does not meet expectations for level of training <b>and</b> experience with nonverbal behaviors in interpersonal interactions with clients, peers, supervisors, staff, and faculty, evidenced by the following:</p> <ul style="list-style-type: none"> <li>Does not nonverbally communicate attending behavior and active listening</li> </ul>                                                                                                                                                                                                                            | <p>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:</p> <ul style="list-style-type: none"> <li>Nonverbally communicates attending behavior and active listening</li> </ul>                                                                                                                                                                                                                                                                                                                              |
| <p><b>Professionalism.</b> Is respectful, thoughtful, and responsive, as well as follows through and is appropriate within professional interactions, including ethical guidelines of the profession.</p> | <p>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:</p> <ul style="list-style-type: none"> <li>Does not present self professionally, both in-person and in the use of communication technology</li> <li>Does not follow through on commitments</li> <li>Does not adhere to expectations regarding assignments and scheduled meetings</li> <li>Is not responsive to all professional communications</li> </ul> | <p>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:</p> <ul style="list-style-type: none"> <li>Presents self professionally, both in-person and in the use of communication technology</li> <li>Follows through on commitments</li> <li>Adheres to expectations regarding assignments and scheduled meetings</li> <li>Is responsive to all professional communications</li> <li>Accepts responsibility for one's role in situations</li> <li>Adheres to academic honesty policy of university</li> </ul> |

| Professional Disposition                                                                                                                                         | Below Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Meets Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Does not accept responsibility for one's role in situations</li> <li>• Does not adhere to academic honesty policy of university</li> <li>• Does not take actions in the best interests of their clients</li> <li>• 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</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>• Takes actions in the best interests of their clients</li> <li>• 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</li> </ul>                                                                                                                                                                                                                                                         |
| <p><b>Emotional regulation.</b> Is emotionally regulated and appropriate in interpersonal interactions with clients, peers, supervisors, staff, and faculty.</p> | <p>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:</p> <ul style="list-style-type: none"> <li>• Does not act thoughtfully and is reactive and impulsive</li> <li>• Does not effectively manage and respond to an emotional experience</li> <li>• Does not effectively manage conflict</li> <li>• Is not emotionally flexible and adaptable in response</li> </ul> | <p>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:</p> <ul style="list-style-type: none"> <li>• Acts thoughtfully rather than impulsively</li> <li>• Effectively regulates and responds to an emotional experience</li> <li>• Effectively manages conflict</li> <li>• Is emotionally flexible and adaptable in response to social cues and others' needs</li> </ul> |

| Professional Disposition                                                                                 | Below Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meets Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                          | to social cues and others' needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Interpersonal boundaries.</b><br>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: <ul style="list-style-type: none"> <li>• Does not maintain appropriate physical and emotional boundaries</li> <li>• Is not aware of one's impact on others</li> <li>• Does not respect the stated boundaries of others</li> </ul>                                                                                                                                                                                                                                         | Meets expectations for level of training and experience with boundaries, evidenced by all of the following: <ul style="list-style-type: none"> <li>• Maintains appropriate physical and emotional boundaries</li> <li>• Is aware of one's impact on others</li> <li>• Respects the stated boundaries of others</li> </ul>                                                                                                                                                                                                                         |
| <b>Openness to feedback and self-reflection.</b> 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: <ul style="list-style-type: none"> <li>• Does not attempt to learn from the perspectives of others without attempting to change their position</li> <li>• Is not open to learning</li> <li>• Is not open to receiving feedback and does not make needed changes</li> <li>• Does not seek out opportunities for personal growth, support, and any needed behavioral changes</li> <li>• Is not open to risk, uncertainty, and fear</li> </ul> | Meets expectations for level of training and experience with openness to feedback and self-reflection, evidenced by all of the following: <ul style="list-style-type: none"> <li>• Attempts to learn from the perspectives of others without attempting to change their position</li> <li>• Is open to learning</li> <li>• Is open to receiving feedback and makes needed changes</li> <li>• Seeks out opportunities for personal growth, support, and any needed behavioral changes</li> <li>• Is open to risk, uncertainty, and fear</li> </ul> |
| <b>Career goals.</b> 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.                                                                                 | <p>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:</p> <ul style="list-style-type: none"> <li>• Does not have career goals that align with entering and working within the helping professions</li> <li>• Does not understand the identity, roles, and function of professional counselors</li> </ul>                                                                                                                                                                                                                                                         | <p>engagement in promoting their growth and development as a professional counselor within the behavioral healthcare workforce, evidenced by all of the following:</p> <ul style="list-style-type: none"> <li>• Has career goals that align with entering and working within the helping professions</li> <li>• Understands the identity, roles, and function of professional counselors</li> </ul>                                                                                                                                                                                                                                                     |
| <p><b>Respect for individual and group differences.</b> Has multicultural competencies in interactions with clients, peers, staff, faculty, and supervisors.</p> | <p>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:</p> <ul style="list-style-type: none"> <li>• Is not willing to work with people who identify cultures, backgrounds, beliefs, experiences, and values that differ from the student's own</li> <li>• Does not collaborate and cooperate with others</li> <li>• Does not demonstrate the core characteristics of a counselor, including unconditional positive regard, empathic understanding, warmth, and treating others with dignity, respect, and kindness</li> </ul> | <p>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:</p> <ul style="list-style-type: none"> <li>• Is willing to work with people who identify cultures, backgrounds, beliefs, experiences, and values that differ from the student's own</li> <li>• Collaborates and cooperates with others</li> <li>• Demonstrates the core characteristics of a counselor, including unconditional positive regard, empathic understanding, warmth, and treating others with dignity, respect, and kindness</li> </ul> |

### EVALUATION OF KEY PERFORMANCE INDICATORS

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*

|        | <b>1<sup>st</sup> Year</b> |               | <b>2<sup>nd</sup> Year</b> |               |
|--------|----------------------------|---------------|----------------------------|---------------|
|        | <i>Fall</i>                | <i>Spring</i> | <i>Fall</i>                | <i>Spring</i> |
| 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 PROFESSIONAL DISPOSITIONS

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 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> 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                                                               |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Program Action</b> | <p>Applicant: may be declined admission to the Program.</p> <p>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.</p> | No action required. Student is meeting or exceeding expectations of the Program. |

### FINDINGS OF KPIS, 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 1<sup>st</sup>-Year Cohort (Class of 2026)

|        | Introductory |     |      |      |
|--------|--------------|-----|------|------|
|        | <i>n</i>     | %BE | %ME  | %EE  |
| KPI 1  | 40*          | 0   | 100  | 0    |
| KPI 2  | 40*          | 0   | 7.5  | 92.5 |
| KPI 3  | 39**         | 0   | 56.4 | 43.6 |
| KPI 4  | 40*          | 0   | 100  | 0    |
| KPI 5  | 39**         | 0   | 59.0 | 41.0 |
| KPI 6  | 39**         | 0   | 100  | 0    |
| KPI 7  | 40*          | 0   | 7.5  | 92.5 |
| KPI 8  | 40*          | 0   | 100  | 0    |
| KPI 9  | 41           | 0   | 95.1 | 4.9  |
| KPI 10 | 40*          | 2.4 | 97.6 | 0    |

BE = Below Expectations; ME = Meets Expectations; EE = Exceeds Expectations

\*One part-time student isn't included

\*Two part-time students aren't included

*Table 7. Key Performance Indicators for the 2<sup>nd</sup>-Year Cohort (Class of 2025)*

|        | Introductory |     |      |      | Mastery  |     |      |      |
|--------|--------------|-----|------|------|----------|-----|------|------|
|        | <i>n</i>     | %BE | %ME  | %EE  | <i>n</i> | %BE | %ME  | %EE  |
| KPI 1  | 37           | 0   | 0    | 100  | 35**     |     | 74.3 | 25.7 |
| KPI 2  | 36*          | 2.8 | 2.8  | 94.4 | 34***    | 0   | 73.5 | 26.5 |
| KPI 3  | 36*          | 5.4 | 62.2 | 32.4 | 36*      | 0   | 2.8  | 97.2 |
| KPI 4  | 37           | 0   | 0    | 100  | 37       | 2.7 | 83.8 | 13.5 |
| KPI 5  | 36*          | 0   | 83.8 | 16.2 | 34***    | 0   | 82.4 | 17.6 |
| KPI 6  | 36*          | 0   | 100  | 0    | 34***    | 0   | 76.5 | 23.5 |
| KPI 7  | 36*          | 0   | 100  | 0    | 35**     | 0   | 74.3 | 25.7 |
| KPI 8  | 36*          | 0   | 100  | 0    | 37       | 0   | 97.3 | 2.7  |
| KPI 9  | 35**         | 0   | 100  | 0    | 34***    | 0   | 82.4 | 17.6 |
| KPI 10 | 37           | 4.9 | 35.1 | 64.9 | 37       | 0   | 83.8 | 16.2 |

BE = Below Expectations; ME = Meets Expectations; EE = Exceeds Expectations

\*One part-time student isn't included

\*\*Two part-time students aren't included

\*\*\*Two part-time and one off-cycle student aren't included

Table 6 illustrates that all but one student met or exceeded expectations across all KPIs at the Introductory level. Given that one student represents only 2.4% of the cohort, 97.6% of students meeting or exceeding expectations is an expectedly high percentage.

As shown in Table 7, the most notable finding is that three KPIs weren't passed by at least one student at the introductory level but only one KPI wasn't passed by one student at the mastery level. This student also failed the course in which this KPI is assessed (Career and Vocational Development).

### Professional Dispositions

Table 9 shows the 1<sup>st</sup>-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 students maintained this level of performance at the second timepoint.

*Table 9. Professional Dispositions for the Class of 2026*

|                                            | Time 1   |     |     | Time 2   |     |     |
|--------------------------------------------|----------|-----|-----|----------|-----|-----|
|                                            | <i>n</i> | %BE | %ME | <i>n</i> | %BE | %ME |
| Written Expression                         | 41       | 0   | 100 | 41       | 0   | 100 |
| Verbal Expression                          | 41       | 0   | 100 | 41       | 0   | 100 |
| Nonverbal Expression                       | 41       | 0   | 100 | 41       | 0   | 100 |
| Comportment                                | 41       | 0   | 100 | 41       | 0   | 100 |
| Emotional Regulation                       | 41       | 0   | 100 | 41       | 0   | 100 |
| Interpersonal Boundaries                   | 41       | 0   | 100 | 41       | 0   | 100 |
| Openness to Feedback                       | 41       | 0   | 100 | 41       | 0   | 100 |
| Career Goals                               | 41       | 0   | 100 | 41       | 0   | 100 |
| Respect for Individual & Group Differences | 41       | 0   | 100 | 41       | 0   | 100 |

BE = Below Expectations; ME = Meets Expectations

Table 10 illustrates 2<sup>nd</sup>-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 2025*

|                                            | Time 1   |     |     | Time 2   |     |     | Time 3   |     |     |
|--------------------------------------------|----------|-----|-----|----------|-----|-----|----------|-----|-----|
|                                            | <i>n</i> | %BE | %ME | <i>n</i> | %BE | %ME | <i>n</i> | %BE | %ME |
| Written Expression                         | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Verbal Expression                          | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Nonverbal Expression                       | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Comportment                                | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Emotional Regulation                       | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Interpersonal Boundaries                   | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Openness to Feedback                       | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Career Goals                               | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |
| Respect for Individual & Group Differences | 37       | 0   | 100 | 37       | 0   | 100 | 37       | 0   | 100 |

BE = Below Expectations; ME = Meets Expectations

### Student Demographics

Table 11 outlines the demographic data of all matriculated students during the 2024-2025 academic year. Across the two cohorts, 63 (32.4%) identified as female, 9 (11.8%) as male, and 1 (1.3%) as other (3 students didn't report their gender identity). Forty-two percent of all students identified as White. In contrast, 10.5% were African-American/Black, 31.6% were Asian, 19.7% were Hispanic/Latino, and 17.1% were multi-racial. This year's students also comprised 22.4% of international status.

*Table 11. Student Demographics (2024-2025; N = 76\*)*

|                                    | Male (%) | Female (%) | Other (%) | Total (%)        |
|------------------------------------|----------|------------|-----------|------------------|
| African-American/Black             | 0        | 8          | 0         | <b>8 (10.5)</b>  |
| American Indian/Native Alaskan     | 0        | 1          | 0         | <b>1 (1.3)</b>   |
| Asian                              | 4        | 20         | 0         | <b>24 (31.6)</b> |
| White                              | 3        | 28         | 1         | <b>32 (42.1)</b> |
| Hispanic/Latino                    | 0        | 15         | 0         | <b>15 (19.7)</b> |
| Native Hawaiian/Pacific Islander   | 0        | 0          | 0         | <b>0 (0.0)</b>   |
| Multiracial                        | 0        | 13         | 0         | <b>13 (17.1)</b> |
| International Student/Non-Resident | 3        | 14         | 0         | <b>17 (22.4)</b> |
| Active Duty Military               | 0        | 0          | 0         | <b>0 (0.0)</b>   |
| Veteran                            | 0        | 2          | 0         | <b>2 (2.6)</b>   |

\*The part-time and off-cycle students are exclude

Table 12 outlines characteristics of the 2024-2025 pool of student applicants\*. Almost 80% identified as a woman. Approximately one in three applicants were non-U.S. citizens/permanent residents; about 17% were 1<sup>st</sup> generation college students; and their ages spanned from transition-age youth to middle-age adults with a mean around 23 years.

*Table 12. Student Applicants (N = 626)*

| <b>Gender</b>       | <b>1<sup>st</sup> Generation College Student</b> | <b>Military Status</b>    | <b>Citizenship/<br/>Residence Status</b> | <b>Age (Years)</b>          |
|---------------------|--------------------------------------------------|---------------------------|------------------------------------------|-----------------------------|
| Man = 11.3%         | Yes = 16.8%                                      | Veteran = 0.3%            | Non-U.S. = 31.5%                         | Mean = 23.3                 |
| Woman = 79.2%       | No = 63.9%                                       | Active Duty = 0.2%        | U.S./Permanent = 68.5%                   | S.D. = 3.9<br>Range = 20-57 |
| Non-binary = 1.9%   | Not reported = 19.3%                             | Military Dependent = 1.0% |                                          |                             |
| Other = 0.6%        |                                                  | Not reported = 10.5%      |                                          |                             |
| Not reported = 6.9% |                                                  |                           |                                          |                             |

\*Due to federal law, race and ethnicity information was not obtained.

### Findings from Graduates

As an additional measure of the Program's objectives, alumni were last surveyed in summer 2024. They were asked to provide ratings on the extent to which they believe that the Program meets its three objectives. The percentage of respondents (total n = 36) who endorsed "Much" or Very Much" to indicate that the Program objectives are being met is as follows: 1) Objective 1: 92% (33/36); 2) Objective 2: 80% (29/36); and 3) 81% (29/36).

Alumni also rated to what extent they believe that the Program prepares students to demonstrate foundational knowledge in the eight core CACREP areas. Ninety-one percent endorsed "Very Much" or "Much", indicating overall that students are adequately educated across these content domains.

Graduates were also asked about their employment status immediately post-graduation and their licensure status. Of the students who applied for jobs, 97% obtained a position within the first six months after graduating. All graduates who took a certification exam and provided performance data passed their tests (all on the first time). Likewise, all alumni who took a licensing exam and provided performance data passed.

### Findings from Site Supervisors and Employers

Parallel data were also collected from site supervisors and employers of graduates in summer 2024 (total n = 18). Ninety-five percent of site supervisors indicated that the Program is meeting all objectives and 89% reported that the education provided across the core counseling areas is satisfactory. For employers, "Much" or "Very Much" was endorsed by 100%, 83%, and 100% of them across Objectives 1, 2, and 3, respectively. All rated that the Program adequately educates its students across the core counseling domains (i.e., ratings of "Much" or "Very Much").

### Licensing Exam

Seventeen 2<sup>nd</sup>-year students took the National Clinical Mental Health Counseling Examination during the Spring 2025 cycle. Not only did all students pass, the group as a whole scored seven points higher than the national mean (73.1 [SD = 6.0] vs. 66.1 [SD = 9.8]; total possible = 100).

## **PROGRAM MODIFICATIONS**

### Program Objectives

Objective #1: *Instill in students the knowledge, skills, attitudes, and values that uniquely embody clinical mental health counselors.* As a result of dropping the Counselor Preparation Comprehensive Examination in 2024, students' case presentation and oral defense during their last semester matriculated in the Program became the sole culminating experience (i.e., capstone). Thus, this activity is conducted for students to demonstrate that they possess the requisite knowledge, skills, and practices to graduate and consequently enter the behavioral health care workforce as pre-licensed clinical mental health counselors. Historically, the capstone has been evaluated by the faculty member who served as their internship supervision instructor for that final semester. Because of the gravity of that final assessment and corresponding judgment (i.e., "pass" or "fail"), a decision was made for a committee of two faculty members to evaluate the oral defense portion of the capstone (the internship supervision instructor will remain responsible for assessing the written report). This revised protocol is expected to increase the reliability and validity of the capstone evaluation, which will be initiated in the spring semester of 2026.

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.* The demographics of our current students indicate that almost 60% are persons of color—the majority of which are Asians (31.6%). Twenty-two percent self-identified as international/non-resident and two students have military backgrounds. The percentages of Black/African-American and Hispanic/Latino students approximate the 2020 U.S. Census data (10.5% vs. 13.4% vs. and 19.7% vs. 18.9%, respectively). Thus, the current study body is quite diverse across these positionalities.

However, more work needs to be done to identify, matriculate, and retain students who have limited financial means in the context of the Program's high, prohibitive cost of attendance. Thus, ongoing efforts will be made to increase the chances of identifying such students, such as implementing holistic admissions practices that recognize the potential of students with underserved/underresourced backgrounds; granting Provost scholarships specifically earmarked for accepted students from underserved/underresourced areas; and procuring public and private grants to fund student stipends.

Objective #3: *Prepare students for the process to become licensed to practice as mental health counselors within the healthcare workforce.* Given the pass rate of students who most recently took the National Clinical Mental Health Counseling Examination, no relevant changes will be made.

## PROGRAM CONVERSION

The MHCBM faculty and staff have been earnestly working to convert the Program to the 2024 CACREP Standards, which needs to be effected by June 30, 2026. To provide an infrastructure to accomplish this work, four committees were assembled to correspond with the four major domains of the Standards: 1) Learning Environment; 2) Academic Quality; 3) Foundational Counseling Curriculum; and 4) Professional Practice (this committee was also tasked to address the specialty practice area, Clinical Mental Health Counseling). For example, the Academic Quality committee updated the Program's mission, objectives, and vision based on input from persons involved in the conduct of the Program—faculty, current and former students, and community partners. Below is the revision:

### MISSION STATEMENT

*The mission of the Mental Health Counseling and Behavioral Medicine Program at the Boston University Chobanian & Avedisian School of Medicine is to educate and train future clinical mental health counselors to help enhance the health and wellness of individuals with diverse identities and backgrounds who represent people across the globe. The Program's curriculum emphasizes best practices for counseling approaches across behavioral health care and integrated care settings that serve various clinical populations and promote health care equity, especially in marginalized and underserved areas. Accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP), the Program places great value on personal and professional growth, self-reflection, excellence, diversity, integrity, social justice, advocacy, collegiality, equity of opportunity, cultural humility, and interdisciplinary collaboration.*

### PROGRAM OBJECTIVES

- *Instill in students the knowledge, skills, attitudes, and values that uniquely embody clinical mental health counselors, with a strong emphasis on cultural humility, anti-oppressive practices, and social justice advocacy*
- *Educate and train students of varied backgrounds and identities as part of a vibrant learning environment that reflects the diverse communities and global society in which they will be working*
- *Prepare students for the process to become licensed to practice and to establish successful, enduring careers as clinical mental health counselors and leaders within the healthcare workforce in an ever-changing diverse and global society*
- *Provide students with ethical decision-making skills, opportunities to experience interdisciplinary collaboration, and a foundation for lifelong learning in an evolving healthcare landscape*

### *VISION STATEMENT*

*The Program strives to be a leader in counselor education by training future generations of clinical mental health counselors in professional behavior, standards in clinical care, and ethics to enhance the health and wellness of various clinical populations across health care settings in a diverse and global society.*

To fully complete the conversion, the following overarching changes between the 2016 and 2024 CACREP Standards will need to be addressed:

- Elevation of program evaluation to a primary framework
- Major emphasis of DEI, social justice, and culturally sustaining practices
- Formal, specific attention to technology and program delivery types
- Renamed, expanded, and reframed curriculum areas
- Restructured clinical mental health counseling specialty area
- Strengthened and more specific faculty requirements
- Required community engagement and advisory committee
- Formalized student feedback loops and bidirectional accountability
- Expanded fieldwork infrastructure requirements

In all, alignment of the Program with the 2024 CACREP Standards will represent a fundamental shift from a “content-compliance model” to a “quality-accountability model”.