

**Executive Summary**  
**University of Lynchburg (Formerly Lynchburg College) Counselor Education Program**  
**2017-2018 Academic Year**

The Counselor Education Program of Lynchburg College (LC) is proud to be accredited by the Council for the Accreditation of Counseling & Related Educational Programs (CACREP). In conjunction with that accreditation and in accordance with that organization's standards, the Counselor Education at LC engages in systematic, on-going evaluation of program design and educational outcomes. This executive summary is provided to share that information with the appropriate stakeholders as delineated by CACREP.

The following components are addressed in the summary:

- Enrollment statistics, degrees conferred, and employment outcomes
- Revisions to curriculum and rationale for changes
- Counselor Preparation Comprehensive Examination pass rates
- Summary of professional disposition evaluation of student over the academic year
- Aggregate data from site supervisor evaluation of students in Practica and Internship
- Data collected regarding perceptions of program effectiveness from identified stakeholders: program alumni, employers of graduates, and site supervisors
- Key considerations for future analysis and/or program modifications

**Enrollment Statistics, Degrees Conferred, and Employment Outcomes**

During the 2017-2018 academic year, there were 55 actively enrolled graduate students seeking degrees in the Counselor Education program. Forty-three students were enrolled in Clinical Mental Health Counseling and 12 were enrolled in School Counseling. Forty-two students were enrolled full-time and 13 were enrolled part-time. At the close of the academic year, 7 students received degrees in School Counseling and 14 students received degrees in Clinical Mental Health Counseling.

All of the students earning degrees in School Counseling found employment as school counselors with various school divisions as follows:

- Botetourt County, Virginia
- Campbell County Schools, Virginia
- Franklin County Schools, Virginia
- Lynchburg City Schools, Virginia
- Pittsylvania County, Virginia
- Roanoke County, Virginia (2)

All of the students earning degrees in Clinical Mental Health Counseling found employment as residents in counseling. Recent graduates are currently employed by the following agencies:

- Centra Behavioral Health
- Horizon Behavioral Health
- Madeline Centre
- Blue Ridge Behavioral Healthcare
- Impact Living Services
- Family Preservation Services
- National Counseling Group
- Family Insight

Graduates have also entered doctoral programs in Counselor Education.

### **Revisions to Curriculum**

The program of studies for students enrolled in School Counseling was altered to ensure that students received the academic preparation needed to meet the CACREP standards set forth for crisis counseling. The courses required for this degree now include COUN 611 Crisis Counseling. In conjunction with this alteration, COUN 630 Marriage, Family, and Couples Counseling was eliminated as a degree requirement.

The structure of the Internship course for both Clinical Mental Health Counseling and School Counseling was altered to require students enroll in Internship I and Internship II: two sequential semesters of study, eliminating the option to complete Internship over the course of a single semester. This alteration ensures that students have continuity of experience over multiple semesters.

Students enrolled in School Counseling Internship are now required to tape one session on-site per semester to present in on-campus seminar for review and feedback. This activity will support and supplement the live supervision and assessment conducted by the site supervisor and the faculty supervisor.

### **Counselor Preparation Comprehensive Examination Pass Rates:**

All graduating students from the program sat for the Counselor Preparation Comprehensive Exam. Students in the 2017-2018 graduating class had a **100% passing rate on this comprehensive exam.**

### **Summary of Professional Disposition Evaluations of Students**

At the end of each semester, Counseling Program faculty rate evaluate student dispositions on a 4-point Likert Scale (Exceeds Expectations=3, Meets Expectations=2, Approaching Expectations=1, Below Expectations=0) across three domains: Academic Performance, Professional Development, and Personal Development. At the completion of the 2017-2018 Academic year, average ratings of students on Academic Performance 2.30 (2="consistent and proficient"; 3="strong evidence"). On measures of Professional Development, current students averaged a score of 2.34, and on measures of Personal Development, students averaged a rating of 2.42 on the same scale. With regard to the program

objectives, students in the 2017-2018 academic year received a rating of 2.46 on the same 4-point Likert Scale, suggesting that most University of Lynchburg students were either meeting or exceeding program expectations.

### **Aggregate Data from Site Supervisor Evaluation of Students in Practicum and Internship**

At the end of each semester, Site Supervisors rate counseling interns on a 4-point Likert Scale (Exceeds Expectations=3, Meets Expectations=2, Approaching Expectations=1, Below Expectations=0) across 19 domains.

- Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (CMHC, Foundations B1; CACREP, 2009)
  - Supervisor average rating = 2.63
- Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC, Skills and Practices, D1; CACREP, 2009)
  - Supervisor average rating = 2.75
- Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CMHC, Skills and Practices, D2; CACREP, 2009).
  - Supervisor average rating = 2.69
- Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities (CMHC, Skills and Practices, D3; CACREP, 2009)
  - Supervisor average rating = 2.81
- Apply effective strategies to promote client understanding of and access to a variety of community resources (CMHC, Skills and Practices, D4; CACREP, 2009)
  - Supervisor average rating = 2.56
- Demonstrate the appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHC, Skills and Practices, D5; CACREP, 2009).
  - Supervisor average rating = 2.81
- Demonstrate the ability to use procedures for assessing and managing suicide risk (CMHC, Skills and Practices, D6; CACREP, 2009)
  - Supervisor average rating = 2.56
- Apply current record-keeping standards related to clinical mental health counseling (CMHC, Skills and Practices, D7; CACREP, 2009).
  - Supervisor average rating = 2.44
- Provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders (CMHC, Skills and Practices, D8; CACREP, 2009).
  - Supervisor average rating = 2.44
- Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CMHC, Skills and Practices, D9; CACREP, 2009).
  - Supervisor average rating = 2.69

- Maintain information regarding community resources to make appropriate referrals (CMHC, Skills and Practices, F1; CACREP, 2009)
  - Supervisor average rating = 2.56
- Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (CMHC, Skills and Practices, F3; CACREP, 2009)
  - Supervisor average rating = 2.63
- Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CMHC, Skills and Practices, H1; CACREP, 2009).
  - Supervisor average rating = 2.48
- Demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (CMHC, Skills and Practices, H2; CACREP, 2009).
  - Supervisor average rating = 2.63
- Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CMHC, Skills and Practices, H3; CACREP, 2009).
  - Supervisor average rating = 2.81
- Apply relevant research findings to inform the practice of clinical mental health counseling (CMHC, Skills and Practices, J1; CACREP, 2009)
  - Supervisor average rating = 2.38
- Demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments (CMHC, Skills and Practices, L1; CACREP, 2009).
  - Supervisor average rating = 2.44
- Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals (CMHC, Skills and Practices, L2; CACREP, 2009).
  - Supervisor average rating = 2.56
- Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CMHC, Skills and Practices, L3; CACREP, 2009).
  - Supervisor average rating = 2.63

### **Data Collected Regarding Perceptions of Program Effectiveness from Identified Stakeholders**

Identified stakeholders were asked the following eight questions in order to report their perceptions of the effectiveness of the Counselor Education program at Lynchburg College. Stakeholder rated each of the following areas on a 5-point Likert scale (1 - Strongly Agree, 2 - Agree, 3 - Neutral, 4 - Disagree, 5 - Strongly Disagree).

- To what extent do you agree that the Counselor Education program prepares students along the following points?
  - Demonstrate an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.
    - Stakeholder average rating = 1.42

- Expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society.
  - Stakeholder average rating = 1.92
- Gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.
  - Stakeholder average rating = 2.04
- Cultivate an understanding of career development and related life factors.
  - Stakeholder average rating = 1.79
- Convey an understanding of the counseling process in a multicultural society.
  - Stakeholder average rating = 1.92
- Develop both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
  - Stakeholder average rating = 1.96
- Extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society.
  - Stakeholder average rating = 2.12
- Acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.
  - Stakeholder average rating = 1.88

### **Key Considerations for Future Analysis and/or Program Modifications**

Transition from a 48-credit hour School Counseling program to a 60 credit-hour School Counseling program, which will include alignment with the 2016 CACREP accreditation standards and standards set forth by the Virginia Department of Education (VDOE) for professional licensure

Analysis of the School Counseling degree program assessment and processes related to the requirements established by the Council for the Accreditation of Educator Preparation (CAEP) for licensure programs.

Future modifications include the option of moving both School and Clinical Mental Health Counseling programs to a Cohort model to complete the program in two years.