



# **Annual Report for Stakeholders and the Public**

**March 31, 2021**

**CLINICAL MENTAL HEALTH PROGRAM**  
828 E 11<sup>TH</sup> Avenue, Eugene, OR 97401

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# CLINICAL MENTAL HEALTH COUNSELING YEARLY ASSESSMENT REPORT

## I. Introduction

### Mission of Bushnell University

#### Mission

Bushnell University fosters wisdom, faith, and service through excellent academic programs within a Christ-centered community.

#### Vision

Bushnell University aspires to be characterized by its commitment to equip students to discover and answer God's call in their lives.

Bushnell University achieves this vision through academic excellence and faithful stewardship in a Christ-centered community that develops purposeful graduates.

### Core Themes of Bushnell University

#### Manifest Excellence in Christian Higher Education

Bushnell University takes seriously its history and calling to deliver excellent academic programs within a distinctively Christian learning environment. Faculty and students engage in research and academic dialogue from a faith-based perspective and with a confessional commitment to the authority of the Bible as Holy Scripture.

#### Exercise Faithful Stewardship

With the conviction that all the resources we have at our disposal (financial, physical plant, faculty, staff, students, community partners, etc.) are gifts from God, we seek to utilize these resources in such a way that demonstrates respect for the resources themselves and that brings honor to the One who has entrusted them to us. Faithful stewardship ensures appropriate resources and capacity for educational and institutional effectiveness.

#### Foster Life-Transformation in a Christ-Centered Community

Bushnell University is committed to a holistic approach to education and life-long learning that engages not only the mind of the learner, but every aspect of life – body, spirit, and heart. Bushnell University fosters life-transformation through co-curricular learning, campus ministries, student development programs, service activities, and community experiences, including programs

designed for non-traditional and adult students, as well as traditional undergraduate students.

### Develop Purposeful Graduates

Developing purposeful graduates is the culmination of all aspects of a Bushnell University education and experience. Purposeful graduates apply skills and knowledge into practice as productive and contributing members of their respective families, churches, communities, and places of work.

### Mission of the CMHC Program

The mission of the Bushnell University Clinical Mental Health Counseling Program is to prepare culturally humble mental health counselors who integrate current, evidence-based interventions and techniques with clients to foster their wellness and relationships.

### CMHC Program Objectives

Upon completion of the Bushnell University Master of Arts in Clinical Mental Health Counseling, candidates will be able to:

- Develop and exhibit a professional identity as a counselor, as evidenced by membership in relevant professional organizations, active preparation for licensure, and obtaining relevant counseling credentials.
- Verbalize a personal theoretical orientation to counseling.
- Conduct a comprehensive mental health assessment including a DSM diagnosis as appropriate.
- Formulate and monitor the effectiveness of an evidence-based treatment plan for counseling.
- Deliver supervised counseling services to individuals and groups and document a minimum of 700 clock hours (280 direct hours) of supervised clinical experience.
- Model professional ethical practices and adherence to legal requirements for counselors.
- Demonstrate awareness of social, spiritual, and cultural issues affecting clients, and integrate that awareness into culturally competent counseling practice.

## Program Faculty 2020-2021

### New Faculty

The program hired one new faculty member in 2020-2021.

**Julie Lerwick, Ph.D., LPC, NCC, RPT**  
**Associate Professor of Counseling**

Ph.D. Counselor Education, Oregon State University  
B.A. Christian Ministry, Theology, Leadership, Puget Sound Christian  
College

## Continuing Faculty

**Ryan Melton Ph.D., LPC, ACS**

**Assistant Dean and Associate Professor of Counseling**

Ph.D. Counselor Education, Oregon State University  
M.A. Counseling Psychology, Pacific University  
B.A. Psychology, Pacific University

**Gene James, Ph.D.**

**Associate Professor of Counseling**

Ph.D. Counselor Education, Oregon State University  
M.S. Counselor Education, Oregon State University  
B.A. Multicultural Counseling, Evergreen State College  
A.A.S. & A.A. Human Services, Grays Harbor CC

**Kaj Kayij-Wint, Ph.D. CMHS, MHP, LMFT**

**Associate Professor of Counseling**

Ph.D. Counselor Education, Oregon State University  
M.A. Counseling Psychology, St. Martin's University  
B.A. Sociology, Providence College

**Mindi Barta, M.A., LPC, NCC**

**Clinic Manager & Field Experience Coordinator**

M.A. Clinical Mental Health Counseling, Northwest Christian University  
B.A. Interdisciplinary Studies, Northwest Christian University

The Program also employs affiliate and adjunct faculty who support the mission, goals, and curriculum of the Program. All affiliate faculty hold graduate degrees, preferably in counseling or counselor education from CACREP-accredited programs, have relevant preparation and experience in the assigned area of teaching, and who identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

## Studies of Program Graduates (Alumni)

### Alumni Survey – Graduate Perceptions, Employment, Licensure

In 2021, alumni were invited to participate in a Bushnell University CMHC Graduate survey. We received 47 responses; this is up from 40 the previous survey. Of those responding, the majority (94%) indicated that they were working as a counselor; this is up from 90% from our previous survey.

Most of the alumni (88%) feel that the CMHC program prepared them equivalent

to or better than others in the mental field with similar degrees; this is up from 77% from the previous survey.

Majority (88%) of Bushnell University CMHC Graduates are in the process of registering to become a registered intern with the licensing board or currently a licensed professional counselor. This is identical to our previous survey.

The NBCC reported a recent 100% pass rate for Bushnell students on the national exams (NCE & NCMHE). This is the same pass rate as previous results. Bushnell students score on average higher than the national average with higher than national averages on 10 of the 14 exam areas.

## Graduation Rate

Of those students who entered in Fall 2016, a total of 70% of those have graduated.

## Employer Survey

In 2021, employers of Bushnell University CMHC graduates were invited to participate in an employer survey regarding program objectives related to employment outcomes. Employers from a wide range of settings responded (12 total) including mental health agencies, hospitals, schools, universities, group practice, etc. This was a slightly lower response rate from the previous survey (14).

The majority of employers (100%) felt the Bushnell University CMHC program prepared them to work in their respective settings. This is up from 93% in previous survey.

100% of employers indicated they are “likely to more likely” hire a Bushnell University graduate! This is the same result as our previous survey. With half of those responses stating they are more likely to hire a Bushnell graduate!

## Studies of Applicants and Current Students

### Program Applicant Characteristics

Summary of Demographics for FA-19 and FA-20 CMHC Admits

<b>RACE</b>		<b>RELIGIOUS AFFILIATION</b>	
Hispanic	2	Agnostic	3
		Baptist	3
		Buddhist	2
<b>ETHNICITY</b>		Catholic	5
American Indian or Alaska Native	5	Christian Church/Church of Christ	3
Asian	1	Christian Church/Church of Christ (Non-Instrumental)	2
Black or African American	2	Christian Missionary Alliance	1
Native Hawaiian/Other Pacific Islander	0	Episcopal	1
White	46	Foursquare	1
No Response	4	Lutheran	1
	<b>58</b>		
*5 students reported two or more ethnicities		Methodist	1
		Mormon	2
<b>GENDER</b>		No Affiliation	5
Female	42	Non-Denominational	12
Male	11	Other	1
	<b>53</b>	Unknown	10
			<b>53</b>
<b>FROM</b>			
Oregon	50		
Montana	1		
Washington	1		
California	1		
	<b>53</b>		

### Current Student Characteristics

In Fall, 2020, 25 admitted students began the CMCH program. Making a total of 53 currently enrolled.

Most are female (79%), and most indicate that their race is non-Hispanic White (87%). Other student races (totaling 15% of current students, slightly higher than previous reports) include American Indian/Alaska Native; Hispanic/Latino; Black/African American; and two or more races. Currently, 11% of our students are Veterans.

## Student Satisfaction Survey

When it comes to student satisfaction, the Bushnell University CMHC program believes in “by the student, for the student”. A student survey is administered every six (6) months by a student representative. In 2021, 18 CMHC students (36% of CMHC students invited to participate) completed the survey, down from previous survey.

84% of students expressed feeling satisfied or very satisfied with the structure of the program. This is up from 45% from the previous survey. 89% reported feeling satisfied or very satisfied with the course content and support from faculty and administration; this is up from 80% from previous survey.

Areas where students expressed the most dissatisfaction were around online courses (50%). These results highlight areas where improvements will be targeted; see *Program Modifications* (Section VII) below. We will focus on improving survey response rates given the decline in responses with this survey.

## Studies of Site Supervisors and Sites

### Feedback from Site Supervisors

The Bushnell University CMHC program utilizes the Counselor Competency Scale (CCS) for Off-site evaluations of students. The CCS measures three primary areas: Primary Counseling Skills, Professional Dispositions and Professional Behaviors with the following anchors:

- 2 = Below Expectations / Insufficient / Unacceptable
- 4 = Near Expectations / Developing Towards Competencies
- 6 = Meets Expectations / Demonstrates Competencies
- 8 = Exceeds Expectations / Demonstrates Competencies

Over the course of the 2020-2021 academic year, 30 responses from supervisors were collected with the following summary of results.

Supervisors responded that

- 7.0 was the average score in the area of Primary Counseling



### Skills

- 7.4 was the average score in the areas of Professional Dispositions
- 7.1 was the average in the areas of Professional Behaviors

## Student Evaluations of Fieldwork Sites

Bushnell University currently has established relationships with 30 community sites where our Internship students are placed for their field experiences.

Students and Field Experience Coordinator evaluations/comments of field experience sites are recorded in the Student Development Assessment files and specific information about the sites is kept in the Field Experience Coordinator's office. The purpose of its availability is to allow each succeeding cohort to consider information about prospective.

Here are the sites we currently have a contract in place:

1. Bethel Health Center
2. CAHOOTS - White Bird
3. Cascade Behavioral Health
4. Cascade Health Hospice
5. Center Community Counseling
6. Center Family Development (CFD)
7. Centros
8. Children's Farm Home
9. Choices
10. Christians As Family Advocates (CAFA)
11. Compass
12. Douglas County Educational Service
13. El Rod Center
14. Family Development Center
15. Family Faith and Relationship Advocates (FARA)
16. G Street Integrated Health
17. Holly Residential Center
18. Jasper Mountain
19. Junction City Oregon State Hospital
20. Lane Behavioral Health
21. Lane Community College
22. Monte Nido - Rain Rock
23. Options Counseling
24. Oregon EMDR
25. PeaceHealth

26. Serenity Lane
27. Shangri-La
28. South Lane Mental Health
29. Stronger Oregon
30. The Child Center
31. The Eugene Mission
32. The Sage House
33. Umpqua Community College
34. White Bird/Chrysalis
35. Willamette Sky Counseling
36. Youth Services - Lane County

Faculty review this information in order to ascertain those sites that best serve our students and those that might need to be dropped. Faculty also review this information to note whether only students with specific training would be appropriate for the site (e.g., working with client populations with particular disabilities).

Comments include:

*“Mr. Kimbell was a huge blessing to me during this internship. He is also very knowledgeable, approachable, and always interested in discussing different treatment modalities. He also encouraged me to pursue my CADC since I was well on my way to earning the certification. Mr. Kimbell enriched the beginning of my counseling career tenfold.” Site: Eugene Mission, May 2020.*

*“Caitlin is an experienced and excellent clinical supervisor. She allows me to process and navigate the supervision to gain the most benefit while still ensuring that we cover all aspects of my role. Caitlin has helped me grow as a clinician and is always willing to staff a case or help identify modalities that might be beneficial. Additionally, she is able to help explain different modalities in a way that is easy to understand and to start to implement those items in session. Site: Looking Glass Summer 2020.*

*“Caitlin is an integrative counselor and applies this to her supervision modality. She is supportive both clinically and personally and is able to bring this into the counseling process and how this affects my conceptualization or any countertransference. Caitlin gives feedback in a way that allows growth and does not feel punitive. Caitlin elicits continued growth by allowing open dialogue and allowing me to explore my own theoretical approach and conceptualization.” Site: Looking Glass Spring 2020.*

## Studies of Faculty and Supervisors

### Faculty Course Evaluations

In 2020-2021, the majority of sections of academic courses were taught by core faculty; three were taught by non-core faculty. Students rated faculty on a 25-item 5-point Likert scale (5 = *excellent*) in each of the four areas: *Quality of Course*, *Quality of Delivery*, *Class Environment*, and *Integration of Faith and Learning*.

Over the course of 2020-2021, students rated faculty on average of 4.5 across all four domains. This is an increase from 4.2 in the previous report. With the following averages for each area:

Quality of Course:	4.6
Quality of Delivery:	4.5
Class Environment:	4.7
Integration of Faith in Learning:	4.3

Over half of students in courses are completing these evaluations (56%). While this is improved from under 50% in the previous report, the faculty plan to encourage greater numbers of students to complete these evaluations so that feedback can be used to target continuous improvements.

### Clinical Supervisors

Practicum and Internship supervisors were rated by students over the 2020-2021 academic year on a 29-item 5-point Likert scale (5 = *very satisfied*). CMHC faculty's ratings averaged 4.7; this is slightly up from the previous report.

## Program Modifications

### Targeted Improvements

Based on data from several sources, the faculty plan to target the following improvements:

1. Increase opportunities for specific intervention skills for students by starting the Special Topics Courses.
2. Increase the frequency, quality, and amount of feedback to students on their coursework, need for support, and clinical skills.
3. Increase the frequency, quality, and amount of feedback to faculty on their courses and the quality of the program.
4. Ensure that part-time and new faculty receive support and training for all aspects of teaching at Bushnell University and in CMHC; improve on-boarding processes.
5. Work to continue to increase diversity in our student body.

## Sustaining Strengths

Additionally, the faculty plan to do the following in order to sustain their areas of strength:

1. Emphasize quality course content in curriculum planning and course design, for online, hybrid, and face-to-face courses.
2. Continue high availability and improved structure to students through face-to-face and online meetings as needed.
3. Continue to obtain high employment rates and employer high expectations of Bushnell University CMHC graduates.