



# CLINICAL MENTAL HEALTH PROGRAM

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Annual Report

for

Stakeholders and the Public

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December 31, 2023

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# CLINICAL MENTAL HEALTH COUNSELING YEARLY ASSESSMENT REPORT

## I. Introduction

### A. Mission of Bushnell University

#### 1. Mission

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

#### 2. 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.

### B. Core Themes of Bushnell University

#### 1. 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.

#### 2. 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.

#### 3. 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.

4. 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.

C. 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.

D. 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 5TR 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 informed counseling practice.

**II. Program Faculty 2022-2023**

The Program has two current openings for full-time core faculty following the departure of Julie Lerwick (December 2022), and Ryan Melton (July 2023). Another core faculty member, Marilyn Montgomery, retired from her full-time position (May 2023).

A. New Faculty (Core)

The program hired one new faculty member in 2023.

**Harmony McGuire, PhD**

Ph.D. Counselor Education, Liberty University

- B. **Continuing Faculty (Core)**  
**Ryan Melton Ph.D., LPC, ACS (1-2023 – 7/2023)**  
**Dean and Associate Professor of Counseling (1/2023-7/2023)**  
 Ph.D. Counselor Education, Oregon State University
- C. **Continuing Faculty (Affiliated)**  
**Mindi Barta, MA**  
 Ph.D. Counselor Education, Oregon State University (enrolled)  
 M.A. Clinical Mental Health Counseling, Bushnell University
- Roger Kenney, MA**  
 Ph.D. Psychology, Regis University (enrolled)  
 M.A. Clinical Mental Health Counseling, Bushnell University
- Adam DuPrez, MS. Clinic/ Field Experience Coordinator**  
 M.S., Marriage & Family Therapy, Seattle Pacific University
- D. **Supporting Faculty**  
 To support the program after the departure of Dr. Ryan Melton in July 2023, two individuals who serve as Core Faculty at other institutions with CACREP-accredited programs were hired in Fall, 2023 in a part-time/advisory role. This was done to strengthen the number of experienced faculty supporting the CMHC program, pending the hiring of additional Core faculty.
- Abraham Cervantes, PhD**  
 Ph.D. Counselor Education, Oregon State University
- Marilyn Montgomery, PhD**  
 Ph.D. Human Development and Family Studies, Texas Tech Univ.

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

### III. **Studies of Program Graduates (Alumni)**

- A. **Alumni Survey – Graduate Perceptions, Employment, Licensure**  
 In Fall 2023, 38 alumni were invited to participate in a Bushnell University CMHC Graduate survey. We received 22 responses. Of those responding, 6 reported working in a clinical mental health agency (non-profit), 10 reported working in a private group practice, and 4 reported working another setting. Thus, the majority of respondents were working as a

counselor. The majority had worked in their setting from 3 to 5 years.

Most of the alumni (5, or 23%) felt more prepared to work in the mental health tasks required at their place of employment than graduates of similar programs. The remainder (17, or 77%) felt prepared to the extent that they would expect of a new graduate of a CMHC program. Perceptions of preparedness in CACREP CMHC competency areas (compared to others at their location) are listed in the table below, with frequency of the ranking's occurrence.

Table 1: *Frequencies of Student Estimates of Preparedness by Content Area*

<b>Content Area</b>	<b>More Prepared</b>	<b>Expected Level</b>	<b>Less Prepared; Not Prepared; NA</b>
Diagnosis, Assessment, Tx Planning	4	17	1
Counseling Skills	7	13	2
Laws, Rules, Ethics	2	17	3
Working with Addictions	0	12	8 2 –Not at all
Working with Families	3	11	1 – NA 1 – Not at all
Crisis Management/Tx	4	13	3- Some but less than others 1 – Not at all 1 - NA
Culturally Informed Practice	7	14	1 - Some but less than others
Understanding MH Research	5	16	1 – NA 2 - Some but less than others
Group Work	6	11	3 - Some but less than others 1 – Not at all 1 – NA
Career Counseling	2	15	2 – Some but less than others 1 – Not at all 2 - NA
Overall Preparation	5	17	

\*Students were asked to rate the extent to which they felt the Bushnell CMHC program prepared them to do the work required at their place of employment in each curriculum area.

Concerning suggestions, several suggested more preparation for working or coordinating with community mental health or clients in higher levels of

care. Similarly, more training on communicating with others on behalf of a client was mentioned as a need. A course on working with severe and persistent mental illness was also suggested by several students. Finally, training on working specifically with children was suggested.

In discussing these results, the faculty see the pattern of student responses as reflecting two significant influences on our program during the past 5 years: 1) the increasing severity of mental health needs in our community impacting many aspects of treatment, and 2) the disruptive impact of the COVID-19 pandemic on the depth and variety of curricular experiences that the program was able to offer while itself experiencing the impact of that crisis. Planning and program changes are underway to effect improved preparation of our graduates.

## B. Graduation Rate

Of those students who entered in Fall 2020, a total 92% have graduated.

The majority Bushnell University 2022-2023 CMHC Graduates are are, or are in the process of, registering to become an LPC Affiliate with the Oregon Board.

The NBCC reported a 90% pass rate for Bushnell students on the national exams (NCE & NCMHE) over the last year. This is approximately the same pass rate as in previous years.

## C. Employer Survey

In 2023, 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 (9 total settings, rating 22 Bushnell students they had employed over the past year), including mental health agencies, hospitals, schools, universities, and group practice. This was slightly fewer respondents than for our previous survey (probably attributable to a shift in our method for disseminating our survey, and a shorter time for responding).

The majority of employers (100%) felt the Bushnell University CMHC program prepared Bushnell students to work in their respective settings. This trend was the same as our previous survey. With respect to global ratings of students' preparation, about half rated our students' preparation as "Prepared to the extent I would expect of a new graduate of a CMHC program," and about half rated them as "More prepared than graduates of other equivalent programs."

Employers were also asked to rate the students they employed in areas of the core CMHC curriculum. The table below lists the frequencies of employers' estimations of our students' preparation by CACREP CMHC

Content area.

Table 2: Frequencies of Employer Estimates of Student Preparedness

<b>Content Area</b>	<b>More Prepared</b>	<b>Expected Level</b>	<b>Less Prepared</b>
Diagnosis, Assessment, Tx Planning	4	5	
Counseling Skills	2	7	
Laws, Rules, Ethics	2	7	
Working with Addictions	0	7	2 - NA
Working with Families	0	8	1
Crisis Management/Tx	2	7	
Culturally Informed Practice	2	7	
Understanding MH Research	1	6	2 - NA
Group Work	1	5	1 – Less; 2 -NA
Career Counseling	0	5	1 – Less 3 - NA
Overall Preparation	4	5	

\*Employers were asked to rate CMHC students “compared to graduates of equivalent programs (CMHC, social work, etc.)”.

Employers provided the following comments: 1) “I know what to expect and where I would put my efforts as a administrative and clinical supervisor with a Bushnell graduate; these students are solid and I have been pleased as a employer and colleague.” 2) “I am very satisfied. The only thing I would like more is further training in specific modalities. CBT, DBT or ACT; modalities that give a good structure to work with clients as a beginner therapist.” 3) “Some additional preparation around systems of care with various agencies, schools, hospitals, residential facilities, private practice providers, law enforcement, etc. might be helpful.”

Almost half (four) of the employers indicated they are “more likely” to hire a Bushnell University graduate than one from similar programs! Six said they would hire CMHC graduates at the same rate as graduates of equivalent programs. While fewer employers gave the highest level of endorsement than previously, this result is likely due to shifts in the program occurring during the COVID-19 pandemic. They will be discussed by the faculty and compared to other assessment data; more information will be sought to pinpoint potential areas where students’ knowledge, skills, and dispositions can be improved.

#### **IV. Studies of Applicants and Current Students**

##### **D. Program Applicant Characteristics**



Summary of Demographics for CMHC Students Enrolled in Fall 2023 Semester

<b>RACE</b>	
Hispanic	13
<b>ETHNICITY</b>	
American Indian or Alaska Native	0
Asian	1
Black or African American	0
Native Hawaiian/other Pacific Islander	1
White	108
No Response	2
2 or more	9
<b>GENDER</b>	
Female	96
Male	38
<b>OTHER</b>	
Veteran	11
With Disability Accommodations	14

**E. Current Student Characteristics**

In Fall 2022, 42 (currently continuing) students began the CMCH program, making 121 enrolled in 2022-2023.

Most enrolled students are female (66%), and most indicate that their race is non-Hispanic White (86%). Other student races (totaling 10% of current students, slightly lower 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.

**F. Student Satisfaction Survey**

A student survey is administered every year by a student representative. In Spring 2023, 22 CMHC students completed the survey.

According to results of the survey, 80% of students expressed feeling satisfied or very satisfied with the structure of the program. This is slightly down from 84% from the previous survey. Approximately 89% reported feeling satisfied or very satisfied with the course content and support from faculty and administration; this is the same from the previous survey.

Areas where students expressed the most dissatisfaction were around online courses (50%; many comments centered on inconsistent expectations across faculty and changes to assignments after the class had launched). These results highlight areas where improvements will be targeted; see *Program Modifications* (Section VII) below.

We will continue to focus on improving student survey response rates given

the decline in responses with this survey.

#### IV. Studies of Site Supervisors and Sites

##### A. 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 2022 – 2023 academic year, responses from supervisors were collected with the following summary of results.

Supervisors responded that

- 7.3 (up from 7.0 from our last report) was the average score in the area of Primary Counseling Skills
- 7.5 (up from 7.4 from our last report) was the average score in the areas of Professional Dispositions
- 7.3 (up from 7.1 from our last report) was the average in the areas of Professional Behaviors

##### B. Student Evaluations of Fieldwork Sites

Bushnell University currently has established relationships with 59 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:

Name
1. Bushnell University - Mental Health Counseling Clinic
2. Family Faith And Relationship Advocates (FARA)
3. CAHOOTS - White Bird Clinic
4. Shangri-La
5. Youth Services - Lane County
6. Willamette Sky Counseling

7. Umpqua Community College
8. The Sage House
9. Eugene Mission
10. South Lane Mental Health
11. The Child Center
12. El Rod
13. Monte Nido (Rain Rock)
14. Lane Community College
15. Lane County Behavioral Health
16. JJ Oregon State Hospital
17. Jasper Mountain
18. Holly Residential Center
19. Douglas County Educational Service
20. COMPASS
21. Cascade Behavioral Health
22. Center Community Counseling
23. Center for Family Development
24. Children's Farm Home
25. Empowerment Therapy
26. Options Counseling
27. PeaceHealth
28. Stronger Oregon
29. Serenity Lane
30. Maegan Mexicotte
31. G Street Integrated Health
32. Bethel Health Center
33. Cascade Hospice
34. Christians As Family Advocates (CAFA)
35. Faith Hope and Healing
36. Family Development Center Douglas County Relief Nursery
37. The Relief Nursery
38. C.H.O.I.C.E.S. Creating Healthy Options In Confronting Exploitive Sexuality
39. CFD - Recovery Program
40. Jackson County Health and Human Services
41. Looking Glass - (AYS)
42. Postpartum Support International
43. Left Coast Wellness
44. Parry Center for Children
45. Oakland Elementary School
46. Eating Disorder Center of Eugene - Monte Nido
47. North Douglas Elementary Middle School

48. Direction Service
49. Children's Behavioral Health, Marion County
50. Wild Wish Counseling
51. Rimrock Trails Treatment Services
52. Breaking Free LLC
53. Benson Health Clinic
54. Sweet Home School District
55. Parenting Now
56. Bob Belloni Ranch
57. Veritas Community Counseling
58. ElRod Center
59. McKenzie Living – Eugene

Samples of student feedback include the following:

Student feedback *Center for Community Counseling*: “Leora has been a fantastic supervisor. She has a unique perspective that has pushed me to grow in many new ways. She is comfortable taking risks and always emphasizes the importance of doing all things for the benefit of the client, something I will remember for the rest of my time practicing as a counselor. She was supportive throughout my internship and was always willing to case something with me as needed.”

“Gale from *New Springs Counseling (Now Faith, Hope and Healing)* has been fantastic and I've enjoyed my time with them. I look forward to continuing my internship with them.”

Regarding *CAFA*, “Corey is the reason I wanted to intern with CAFA. He has a lot of good qualities I need to cultivate more of.”

## V. Studies of Faculty and Supervisors

### A. Faculty Course Evaluations

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 2022-2023, students rated faculty on average of 4.5 across all domains. This is the same from the previous report, with the following averages for each area:

Quality of Course:	4.6 (no change)
Quality of Delivery:	4.5 (no change)
Class Environment:	4.7 (no change)
Integration of Faith in Learning:	4.1 (no change)

Approximately half of students in courses are completing these evaluations (49%). This continues to be a drop from previous response rates. Faculty plan to encourage greater numbers of students to complete these evaluations

so that feedback can be used to target continuous improvements.

## B. Academic Clinical Supervisors

Practicum and Internship supervisors were rated by students over the 2022-2013 academic year on a 29-item 5-point Likert scale (5 = *very satisfied*). CMHC faculty's ratings averaged 4.8; denoting a high degree of student satisfaction with faculty supporting their clinical training.

## VI. Program Modifications

### A. Achieved and Planned Targeted Improvements

Based on data from several sources (including the 2021-2022 annual report), the faculty achieved or continue to target the following improvements:

1. We invited both employers and currently placed practicum and internship students to our internship fair in order to increase visibility of employment opportunities for soon-to-be graduates. This was based on feedback from sites that attended the fair previously that they are in need of employees in addition to interns.
2. We hope to increase the quality and amount of *course feedback* to faculty. To achieve this, we plan to construct reminder announcements to CMHC faculty specifically to encourage students to provide detailed feedback on their courses. In addition, we will enter those students who respond to the annual program feedback survey by entering them into a drawing for a Bookstore Gift Card. We will also work with student representatives to garner their ideas and solicit their assistance in improving this number. We will use the same strategy to increase student participation in the *program feedback* survey.
3. We have improved on-boarding training and support to ensure that part-time and new faculty receive tools and training for all aspects of teaching at Bushnell University and in the CMHC. Course leads have begun developing course "shells" in Beacon Learning and sharing them with all professors teaching the course in order to promote consistency across sections.
4. We will continue to work to increase diversity in our student body. This is now supported by the award of two grants to the CMHC program that provide tuition reimbursement to students who will serve in rural areas, racial minority communities, and areas of critical mental health needs in Oregon. We are also creating opportunities in courses to link with Bushnell University's commitment to *Becoming Beloved Community*, a year-long university-wide commitment to bring spiritual and racial

reconciliation efforts within the curricular and co-curricular university experience.

5. We revised and updated the professional and personal disposition form that supports students in developing proficiency, expertise, and leadership consistent with their roles as professional counselors, administrators, and leaders in the field. The rubric will be used to assess students at the following points: CMHC 530, 590, 520, 685, and all 695 courses. Student ratings will be documented in each of these courses, and used in developmental feedback/mentoring/advising sessions.

## B. Sustaining Strengths

Additionally, the faculty plan to do the following in order to sustain and continuously improve in areas of strength:

1. Continue high quality course content in curriculum planning and course design, for online, hybrid, and face-to-face courses pinpointing needs evidenced by student, alumni, and employer evaluations.
2. Maintain and /or increase the frequency, quality, and amount of feedback to students on their coursework, professional dispositions, and clinical skills with improved evaluation tools, including developmental support in student/mentor meetings and in clinical supervision.
3. Continue high availability to students through face-to-face and online meetings as needed.
4. Continue to obtain high employment rates and employer high satisfaction of Bushnell University CMHC graduates.
5. Continue to offer support for the NCE and CMHCE to maintain high pass rates.