2023-2024 Annual Report

Department of Counseling and Educational Studies

Clinical Mental Health Counseling and School Counseling Programs

School of Education

Johns Hopkins University, Baltimore, Maryland

Academic Program Assessment

    I.   Programmatic Changes
  a. The Institution
  b. Academic Unit
     The Counseling program moved from TK20 to the Tevera platform in Summer 2023 for practicum and internship records.
  c. Faculty and Staff
     - Dr. Isaac Burt (Associate Professor), Dr. Brenda Dorsch (Lecturer) and Dr. Michelle Muratori (Lecturer) joined the faculty in Fall 2023.
     - Dr. Ileana Gonzalez resigned in Spring 2024.

Faculty Name	Position Title and Rank	Date Hired
Matthew Bonner, PhD	Assistant Professor, Faculty Lead, and CACREP Liaison	01/2018
Nathaniel Brown, PhD	Assistant Professor and Clinical Director	08/2022
Isaac Burt, PhD	Associate Professor	08/2023
Brenda Dorsch, PhD	Lecturer	08/2023
Justin Lauka, PhD	Assistant Professor	08/2019
Michelle Muratori, PhD	Lecturer	08/2023
Sean Newhart, PhD	Assistant Professor	08/2019
Hsin-Ya Tang, PhD	Assistant Professor	08/2022
Sterling Travis, PhD	Assistant Professor	08/2018
Yiying Xiong, PhD	Associate Professor	08/2018
Anita Young, PhD	Associate Professor	01/2010

  d. Curriculum Changes - **RESET Initiative**

Led by Dr. Anita Young, a considerable curriculum change has been the addition of the RESET (Recruit, Educate, Support, Evaluate, and Train) Initiative. The initiative provides 50-70% tuition assistance to school counseling students enrolled in the program addressing mental health issues in children and adolescents. During their internship experience, these students agree to serve in urban, suburban, and rural school districts; the school districts designated are Atlanta Public Schools (Atlanta, Georgia), Richardson Independent School District (Richardson, Texas), and Suffolk Public School District (Suffolk, Virginia).

Students in RESET have an accelerated curriculum (approximately 2 academic years) which was CACREP approved in Fall 2023.

Purpose of Annual Report

The Annual Report provides the Johns Hopkins University (JHU) Counseling Program's evaluation for the 2023-2024 academic school year listing the unit mission, programmatic goals, and eight program objectives (CACREP Section 4). Program objectives are measured according to Key Performance Indicators (KPIs), professional dispositions, demographic data, and follow up studies with alumni, employers, and site supervisors (CACREP Section 4.B.).

Data were collected through CANVAS and Qualtrics platforms where KPIs for professional identity and professional practice were uploaded. For professional dispositions, the Counselor Characteristics Form (CCF) assessed students across the following dimensions: 1) level of empathy, 2) communication skills, 3) sensitivity to racial, gender, sexual orientation, and other aspects of diversity, 4) openness to feedback, and 5) awareness of own issues and strengths. At the end of each semester, instructors rate students on a scale from 1 through 5: Novice (1), Emergent (2), Proficient (3), Approaching Exemplary (4), Exemplary (5). Students must achieve a rating of 2 or higher to demonstrate the minimum level of competence in the following lab courses: 861.503 Group Counseling and Group Experience, 861.507 Counseling Techniques, 863.603 Couple and Family Therapy, and 863.607 Diversity and Social Justice in Counseling. The JHU School of Education (SOE) Admissions Office collected demographic data from the 2023-2024 admissions cycle. OILDA collected

alumni, employer, and site supervisor data. Additionally, OILDA analyzed the data so that the Counseling program faculty could review it. The Counseling program explained how the data would be employed for the improvement of the program.

Unit Mission

The mission of the Johns Hopkins School of Education Counseling Program is to prepare graduate students to serve as socially just School Counselors and Clinical Mental Health Counselors who implement theoretical, empirical, and practical frameworks that facilitate client growth and development, introspective awareness, and well-being in a global society.

Programmatic Goals

The program will:

1. Facilitate students' mastery of requisite knowledge, skills, and dispositions aligned with CACREP Standards to deliver counseling services that embody social justice principles, advocacy, multiculturalism, and upholds the worth and human dignity of all clients from culturally diverse backgrounds.

2. Support and encourage students to incorporate a developmental approach to promote client wellness across the life span.

3. Facilitate students' development of dispositions to serve as social justice advocates and leaders in the profession.

4. Cultivate a collaborative learning atmosphere that incorporates cutting edge research and excellent didactic and experiential instruction.

Program Objectives (PO)

PO1 - Graduates will demonstrate the skills and competencies to incorporate a developmental approach to promote student/client holistic well-being across the life span, inclusive of mental health, academic, social/emotional, cultural, and career goals. (CACREP 2.F.3.a Human Growth & Development, 2.F.4.a. Career Development)

PO2 - Graduates will demonstrate the skills and competencies to serve as advocates and leaders in educational and/or mental health settings that value social justice principles, multiculturalism, human dignity and the worth of all

clients from culturally diverse backgrounds. (CACREP 2.F.2 Social & Cultural Diversity; 5.G. School Counseling)

PO3 - Graduates will demonstrate the skills and competencies to assess needs, develop goals, and counsel students/clients in educational and/or mental health settings from culturally diverse backgrounds. (CACREP 2.F.5 Counseling & Helping Relationships; 2.F.7 Assessment & Testing)

PO4 - Graduates will demonstrate the skills and competencies that reflect the knowledge, roles, and functions of the school and/or mental health counselor. (CACREP 5.C. Clinical Mental Health Counseling; 5.G. School Counseling)

PO5 - Graduates will demonstrate the skills and competencies to effectively facilitate group work with students/ clients from diverse backgrounds in educational and mental health settings. (CACREP 2.F.6 Group Counseling & 2.F.6. Group Work)

PO6 - Graduates will demonstrate the skills and competencies to develop equitable data-driven school counseling programs that meet the unique needs of student populations in educational settings. (CACREP 2.F.8 Research & Program Evaluation; 5.G. School Counseling)

PO7 - Graduates will demonstrate the skills and competencies to develop, apply, and evaluate evidence-based practices that meet the developmental needs of students/clients from diverse backgrounds in educational and mental health settings. (CACREP 2.F.8 Research and Program Evaluation; 5.G School Counseling; 5.C. Clinical Mental Health Counseling)

PO8 - Graduates will demonstrate the skills and competencies to work ethically, legally, and professionally in educational and/or mental health settings. (CACREP 2.F.1. Professional Counseling Orientation & Ethical Practice)

1. PO1 - Graduates will demonstrate the skills and competencies to incorporate a developmental approach to promote student/client holistic well-being across the life span, inclusive of mental health, academic, social/emotional, cultural, and career goals. (CACREP 2.F.3.a Human Growth & Development, 2.F.4.a. Career Development)

KPI Results

- Ninety-eight percent (57/58) of students scored 84% or above on the Mosaic Project in Human Development (ED.861.605).
- One hundred percent (55/55) of students scored 84% or above on the Capstone Presentation in the Human Development category in Internship for CMHC (ED.863.876).

- Ninety-seven percent (32/33) of students scored 84% or above on the Theory Mapping Assignment in School Counseling Practicum (ED. 863.808).

- Ninety-eight percent (60/61) of students scored 84% or above on the Career Interview Project in the Career/Life Development and Planning course (ED. 861.511).
- One hundred percent (55/55) of students scored 84% or above on the Capstone Presentation in the Career Development category in Internship for CMHC (ED.863.876).
- Ninety-seven percent (32/33) of students scored 84% or above on the Theory Mapping Assignment in School Counseling Practicum (ED. 863.808).

Professional Dispositions

- *No data.*

Follow Up Studies

For the FY2023-2024 school year, 93% (59/63) of site supervisors agreed or strongly agreed that students met PO1. For alumni (9/11), 81% agreed or strongly agreed graduates met PO1. No data from employers were collected.

2. PO2 - Graduates will demonstrate the skills and competencies to serve as advocates and leaders in educational and/or mental health settings that value social justice principles, multiculturalism, human dignity and the worth of all clients from culturally diverse backgrounds (CACREP 2.F.2 Social & Cultural Diversity; 5.G. School Counseling)

KPI Results

- Ninety-six percent (24/25) of students scored above 84% or above in the Mock Counseling Sessions in the Diversity and Social Justice in Counseling course (ED. 863.607).
- One hundred percent (55/55) of students scored 84% or above on the Capstone Presentation in the multicultural category in Internship for CMHC (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Final Site Supervisor evaluation multicultural sub score (ED.863.828).

- Ninety-six percent (23/24) of school counseling students scored 84% or above on the Comprehensive School Counseling Program Project and Presentation Binder in the Foundations of School Counseling course (ED.861.614).
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.820).

Professional Dispositions

No data.

Follow Up Studies

For the FY2023-2024 school year, 93% (59/62) of site supervisors agreed or strongly agreed that students met PO1. For alumni (9/11), 81% agreed or strongly agreed graduates met PO2. No data from employers were collected.

3. PO3 - Graduates will demonstrate the skills and competencies to assess needs, develop goals, and counsel students/clients in educational and/or mental health settings from culturally diverse backgrounds. (CACREP 2.F.5 Counseling & Helping Relationships; 2.F.7 Assessment & Testing)

KPI Results

- One hundred percent (54/54) of students scored 84% or above on the Theory and Practice Theoretical Orientation Paper in the Counseling Theory and Practice course (ED.861.502).
- One hundred percent (55/55) of students scored 84% or above on the Capstone Presentation in the Theories sub score category in Internship for CMHC (ED.863.876).
- Ninety-seven percent (32/33) of students scored 84% or above on the Case Presentation and Video in School Counseling Practicum (ED. 863.808).

- One hundred percent (53/53) of students scored 84% or above on the Video Recordings and Transcripts in the Counseling Techniques course (ED.861.507).
- One hundred percent (55/55) of students scored 84% or above on the Final Site Supervisor Evaluation of skills sub score in Internship 2 for CMHC (863.876).

- One hundred percent (5/5) of school counseling students scored at 84% or above on the Final Site Supervisor Evaluation of skills sub score in the Internship in School Counseling course (ED.863.828).

- Ninety-nine percent (87/88) of students scored 84% or above on the Individual Referral Report in the Appraisal course (ED.861.612).
- One hundred percent (55/55) of students scored 84% or above on the Capstone Presentation in the assessment category in Internship for CMHC (ED.863.876).
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.820).

Professional Dispositions

No data

Follow Up Studies

For the FY2023-2024 school year, 92% percent (59/63) of site supervisors

agreed or strongly agreed that students met PO3. For alumni, 91% (10/11)

agreed or strongly agreed graduates met PO3.

4. PO4 - Graduates will demonstrate the skills and competencies that reflect the knowledge, roles, and functions of the school and/or mental health counselor. (CACREP 5.C. Clinical Mental Health Counseling; 5.G. School Counseling)

KPI Results

- Ninety-six percent (23/24) of students scored 84% or above on Case Vignette in the Psychopathology course (ED.863.709).
- One hundred percent (55/55) of students scored 84% or above for the Capstone Subscore of Case Formulation (CMHC Internship 863.876)

- Ninety six percent (23/24) of students scored at 84% or above on the Diagnostic Interview Role Play in the Psychopathology course (ED.863.709).
- One hundred percent (55/55) of students scored 84% or above for the Capstone Subscore of Case Formulation (CMHC Internship 863.876)

- Ninety-six percent (23/24) school counseling students scored 84% or above on the Comprehensive School Counseling Program Project and Presentation Binder in the Foundations of School Counseling course (ED.861.614).
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.820).

Professional Dispositions

No data

Follow Up Studies

For the FY2023-2024 school year, 88% percent (56/63) of site supervisors

agreed or strongly agreed that students met PO4. For alumni, 91% (10/11)

agreed or strongly agreed graduates met PO4.

5. PO5 - Graduates will demonstrate the skills and competencies to effectively facilitate group work with students/ clients from diverse backgrounds in educational and mental health settings (CACREP 2.F.6 Group Counseling & 2.F.6. Group Work)
Results

- One hundred percent (92/92) of students scored 84% or above Group Proposal Development in the Group Counseling and Group Experience course (ED.861.503).
- One hundred percent (55/55) met expectations for the Final Site Supervisor Evaluation Group Subscore for ratings CMHC Internship 2 863.876..
- One hundred percent (5/5) students met expectations for Final Site Supervisor Evaluation Group Subscore ratings for SC Internship 2 863.820.

Professional Dispositions - There were no data for professional dispositions.

Follow Up Studies

For the FY2023-2024 school year, 76% percent (48/63) of site supervisors

agreed or strongly agreed that students met PO5. For alumni, 91% (10/11)

agreed or strongly agreed graduates met PO5. There were no data for

employers.

6. PO6 - Graduates will demonstrate the skills and competencies to develop equitable data-driven school counseling programs that meet the unique needs of student populations in educational settings. (CACREP 2.F.8 Research & Program Evaluation; 5.G. School Counseling)

KPI Results

- Eighty-five percent (110/130) of students scored 84% or above on Research Plan and Proposal in the Research and Evaluation for Counselors course (ED.863.681).
- One hundred percent (55/55) of students scored 84% or above for Final Site Supervisor Evaluation Research sub score ratings CMHC Internship 2 863.876
- One hundred percent (5/5) of SC students scored 84% or above for Final Site Supervisor Evaluation Research sub score ratings SC Internship 2 863.828

- Ninety-six percent (23/24) of school counseling students scored 84% or above on the Comprehensive School Counseling Program Project and Presentation Binder in the Foundations of School Counseling course (ED.861.614).
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.828).

Professional Dispositions - There were no data for professional dispositions.

Follow Up Studies

For the FY2023-2024 school year, 65% percent (41/63) of site supervisors

agreed or strongly agreed that students met PO6. For alumni, 72% (8/11)

agreed or strongly agreed graduates met PO6. There were no data for

employers.

7. PO7 - Graduates will demonstrate the skills and competencies to develop, apply, and evaluate evidence-based practices that meet the developmental needs of students/clients from diverse backgrounds in educational and mental health settings. (CACREP 2.F.8 Research and

Program Evaluation; 5.G School Counseling; 5.C. Clinical Mental Health Counseling)

KPI Results

- Eighty-five percent (110/130) of students scored 84% or above on Research Plan and Proposal in the Research and Evaluation for Counselors course (ED.863.681).
- One hundred percent (55/55) met expectations for Final Site Supervisor Evaluation Research Subscore ratings CMHC Internship 2 863.876

- Ninety-six percent (23/24) school counseling students scored 84% or above on the Comprehensive School Counseling Program Project and Presentation Binder in the Foundations of School Counseling course (ED.861.614).
- One hundred percent (5/5) of school counseling students scored at 84% or above on the Equitable Outcomes Initiative in the Internship in School Counseling course (ED.863.828).

- Ninety-six percent (23/24) of students scored 84% or above on Case Vignette in the Psychopathology course (ED.863.709).
- One hundred percent (55/55) of students scored 84% or above for the Capstone Subscore of Case Formulation (CMHC Internship 863.876)

- Ninety six percent (23/24) of students scored at 84% or above on the Diagnostic Interview Role Play in the Psychopathology course (ED.863.709).
- One hundred percent (55/55) scored 84% or above for the Capstone Subscore of Case Formulation (CMHC Internship 863.876)

Professional Dispositions- There were no data for professional dispositions.

Follow Up Studies

For the FY2023-2024 school year, 85% percent (54/63) of site supervisors agreed or strongly agreed that students met PO7. For alumni, 81% (9/11) agreed or strongly agreed graduates met PO7. There were no data for employers.

8. PO8 - Graduates will demonstrate the skills and competencies to work ethically, legally, and professionally in educational and/or mental health settings (CACREP 2.F.1. Professional Counseling Orientation & Ethical Practice)

KPI Results

- Ninety-two percent (81/88) of students scored at 84% or above on the Clinical Mental Health Counseling Case Analysis in the Ethics and Legal Issues of Mental Health course (ED.863.795).
- One hundred percent (55/55) of students met expectations for the Final Site Supervisor subscore of Ethics.(CMHC Internship 863.876)

- Ninety-two percent (11/12) of students scored 84% or above on the School Counseling Ethical Decision Assignment in the Foundations of School Counseling course (ED.861.614).
- One hundred percent (5/5) of SC students met expectations for the Final Site Supervisor sub score of Ethics.(SC Internship 863.820)

Professional Dispositions - There were no data for professional dispositions.

Follow Up Studies

For the FY2023-2024 school year, 88% percent (56/63) of site supervisors agreed or strongly agreed that students met PO8. For alumni, 72% (8/11) agreed or strongly agreed graduates met PO8. There were no data for employers.

Demographic Diversity Data

Demographic diversity data can be found for applicants, students, and graduates in Appendices A-F.

Program Modifications

Groups like Chi Sigma Iota (CSI) have addressed diversity issues and student concerns through surveys and meetings. Additionally, faculty have dedicated a component of orientation to mentorship in the program and

committees have been formed to advocate for students. Regular meetings are held with administration, Student Affairs, the faculty lead, and CSI. Opportunities for faculty and student engagement are continually being assessed and revised.

The missing data are a result of personnel changes in assessment and lack of processes to ensure data collection for dispositions and employers. The program will work with the administration concerning data collection to obtain dispositions and employer data so that processes will be more efficient ensuring accurate data collection. Further, the program moved from collecting data in TK20 to data collection in Tevera and CANVAS. The data collection process needs to be reevaluated and there will be a team working on this area in FY2024-2025.

Respectfully Submitted,

Matthew W. Bonner, PhD

Faculty Lead

APPENDIX A

Applicants and Admittance for CMHC

2023-24	Applied			
MS Clinical Mental Health Counseling	Female	Male	Unknown	Total
Hispanics of any race	17	5	1	23
Non-Hispanic, American Indian or Alaskan Native	1	0	0	1
Non-Hispanic, Asian	26	8	0	34
Non-Hispanic, Black or African American	27	7	0	34
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Hispanic, Two or More Races	11	0	0	11
Non-Hispanic, White	99	15	0	114
Non-resident alien	194	59	5	258
Race and ethnicity unknown	1	2	0	3
Total	376	96	6	478

Ethnicity	Admitted			
	Female	Male	Unknown	Total
Hispanics of any race	11	3	0	14
Non-Hispanic, American Indian or Alaskan Native	1	0	0	1
Non-Hispanic, Asian	8	1	0	9
Non-Hispanic, Black or African American	7	3	0	10
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Hispanic, Two or More Races	2	0	0	2
Non-Hispanic, White	29	5	0	34
Non-resident alien	36	5	0	41
Race and ethnicity unknown	0	1	0	1
	94	18	0	112

APPENDIX B Enrollment CMHC

2023-24	Enrolled			
CMHC	Female	Male	Unknown	Total
Hispanics of any race	6	2	0	8
Non-Hispanic, American Indian or Alaskan Native	0	0	0	0
Non-Hispanic, Asian	4	0	0	4
Non-Hispanic, Black or African American	3	3	0	6
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Hispanic, Two or More Races	0	0	0	0
Non-Hispanic, White	12	2	0	14
Non-resident alien	15	3	0	18
Race and ethnicity unknown	0	0	0	0
	40	10	0	50

APPENDIX C

Applicants and Admittance School Counseling

		2023-24	Applied			
		MS School Counseling (SCH)	Female	Male	Unknown	Total
		Hispanics of any race	2	1	0	3
		Non-Hispanic, American Indian or Alaskan Native	0	0	0	0
		Non-Hispanic, Asian	5	1	0	6
		Non-Hispanic, Black or African American	2	2	0	4
		Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
		Non-Hispanic, Two or More Races	0	0	0	0
		Non-Hispanic, White	6	1	1	8
		Non-resident alien	38	14	0	52
		Race and ethnicity unknown	1	0	1	2
		Total	54	19	2	75

Ethnicity	Admitted			
Gender	Female	Male	Unknown	Total
Hispanics of any race	1	1	0	2
Non-Hispanic, American Indian or Alaskan Native	0	0	0	0
Non-Hispanic Asian	2	1	0	3
Non-Hispanic, Black or African American	2	1	0	3
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Hispanic, Two or More Races	0	0	0	0
Non-Hispanic, White	2	1	1	4
Non-resident alien	4	1	0	5
Race and ethnicity unknown	1	0	1	2
	12	5	2	19

APPENDIX D

Enrollment School Counseling

Ethnicity	Enrolled			
Gender				
	Female	Male	Unknown	Total
Hispanics of any race	1	0	0	1
Non-Hispanic, American Indian or Alaskan Native	0	0	0	0
Non-Hispanic Asian	1	0	0	1
Non-Hispanic, Black or African American	2	1	0	3
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Hispanic, Two or More Races	0	0	0	0
Non-Hispanic, White	0	0	0	0
Non-resident alien	1	1	0	2
Race and ethnicity unknown	0	0	1	1
Total	5	2	1	8

APPENDIX E

Total Enrollment

Enrolled by Gender, Ethnicity, & Race				
MS Clinical Mental Health Counseling	Female	Male	Unknown	Grand Total
Hispanics of any race	17	2	0	19
Non-Hispanic, American Indian or Alaskan Native	0	0	0	0
Non-Hispanic, Asian	20	3	0	23
Non-Hispanic, Black or African American	16	10	0	26
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Hispanic, Two or More Races	7	3	0	10
Non-Hispanic, White	42	14	0	56
Non-resident alien	45	9	0	54
Race and ethnicity unknown	3	0	0	3
Grand Total	150	41	0	191

Enrolled by Gender, Ethnicity, & Race				
MS School Counseling	Female	Male	Unknown	Grand Total
Hispanics of any race	1	0	0	1
Non-Hispanic, American Indian or Alaskan Native	0	0	0	0
Non-Hispanic, Asian	6	0	0	6
Non-Hispanic, Black or African American	4	2	1	7
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0
Non-Hispanic, Two or More Races	0	0	0	0
Non-Hispanic, White	5	2	0	7
Non-resident alien	8	1	0	9
Race and ethnicity unknown	0	0	0	0
Grand Total	24	5	1	30

APPENDIX F

Demographics Graduates

MS Counseling	Clinical Mental Health Counseling			School Counseling			
Graduates by Gender, Ethnicity, & Race	Female	Male	Unknown	Female	Male	Unknown	Total
Hispanics of any race	6	0	0	0	0	0	6
Non-Hispanic, American Indian or Alaskan Native	1	0	0	0	0	0	1
Non-Hispanic, Asian	5	3	0	3	0	0	11
Non-Hispanic, Black or African American	6	1	0	0	1	0	8
Non-Hispanic, Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0
Non-Hispanic, Two or more resources	0	0	0	0	0	0	0
Non-Hispanic, White	16	4	0	2	0	0	22
Non-resident alien	13	2	0	1	0	0	16
Unknown	2	0	0	0	0	0	2
Grand Total	49	10	0	6	1	0	66