Program Coordinator’s Annual Report 2018-2019

Program Name: Clinical Mental Health Counseling (CMHC)
Program Coordinator: Heather Robertson, Ph.D., LMHC, CASAC
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80-00 Utopia Pkwy, Jamaica, NY 11439

Department Chair: Dr. Robert Eschenauer

I. ENROLLMENT

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*Note: In the fall of 2017, the CMHC program, along with all Counselor Education programs, transitioned to a cohort model. In this cohort model, beginning in fall of 2017, we no longer admit students in to the master’s program in the spring semester. Under the new cohort model, new CMHC students are admitted only in the fall semester, and new Advanced Certificate students are only admitted in the spring semester. This change likely accounted for the larger number of CMHC students we had in fall of 2018, due to not enrolling students in the master’s program in spring of 2018.

II. PROGRAM IMPLEMENTATION

1. Program Personnel: (Faculty presented by alphabetical order)
   Dr. James Bethea
   Dr. Gina Cicco
   Dr. Robert Eschenauer
   Dr. Andrew Ferdinand
   Dr. Ming-hui Li
   Dr. Heather Robertson

*Note: Dr. Ferdinand served as the Interim Associate Dean of Student Success for the School of Education during the 2018-2019 school year, and taught a reduced course load due to these additional responsibilities. He will continue in this capacity during the fall of 2019.
2. Accreditation:
The Clinical Mental Health Counseling master’s program is fully accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP). At this time, a self-study and addendum in pursuit of CACREP re-accreditation has been submitted. CACREP is scheduled to visit our campus in fall of 2019. Our accreditation, which was originally due to expire in March of 2019, has been extended to support their delayed visit which was due to backlog of visits at CACREP.

3. Student Recruitment
We continue to see high levels of applications the M.S. Ed. in Clinical Mental Health Counseling and this year yielded a much higher enrollment rate than years prior. Specifically we had 28 students enroll in the CMHC program in fall of 2018. This continued interest and application to our Clinical Mental Health Counseling program is due to our Council on the Accreditation of Counseling and Related Education Programs (CACREP) accreditation, our approval as a license qualifying program in New York state, as well as our 2016 approval to meet education requirements for the Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) certificate. We are currently on track to yield a similar size class in 2019 having received deposits from 23 students in the CMHC program thus far. Our goal is to enroll 20-25 students in the CMHC program each fall.

Word of mouth, the CACREP website, and School of Education Open Houses continue to be our primary recruitment sources. Our CACREP accreditation continues to be a significant deciding factor for students completing their CMHC degree at St. John’s University, as opposed to competing institutions without accreditation. Graduation from a CACREP program allows graduates a significant advantage over non-CACREP graduates in the Clinical Mental Health Counseling field, particularly with reference to state licensing and federal employment options. Counselor Education programs tend to attract several students to School of Education Open Houses. The CMHC program continues to receive a large number of applications for admission, although final enrollment numbers are dependent both on the candidate’s qualifications, their financial status, and offers from more affordable/competitive programs. Prospective students are invited to sit in on graduate classes, and meet individually with faculty for information and discussion. Many students elect to observe classes and speak with faculty and students outside of the interview setting.

We are scheduled to engage in additional recruiting events in 2019 due to CACREP’s urging. These recruiting events will be aimed at diversifying our applicant pool, and will involve presentations both on and off campus for undergraduate students considering Counseling as a profession.

4. Advisement:
Students in all counseling programs receive personal advisement each term. Generally they meet with their assigned advisor, but occasionally other counseling faculty member meets with students as needed. They meet with their faculty advisor for course selection/advisement, to discuss concerns and questions, and for overall personal development. Students are encouraged to meet with faculty to discuss their academic plans, job searches and certification processes, and exam preparation. The Program Planning form in a student’s file provides guidance for
advisement. Feedback from students indicated that they generally appreciate the opportunity to meet with faculty personally to review their academic progress and discuss professional development issues. All faculty members maintained a minimum of 3 office hours per week. Faculty advisors advising caseloads for 2018-2019 are listed below.

**Queens Campus Advisors**

- Dr. James Bethea  
  Clinical Mental Health Counseling (21)
- Dr. Robert Eschenauer  
  School Counseling & Clinical Mental Health Counseling (11)
- Dr. Andrew Ferdinandi  
  School Counseling (12)
- Dr. Ming hui-Li  
  School Counseling & Bi-lingual School Counseling (22)
- Dr. Heather Robertson  
  Clinical Mental Health Counseling (25)

**Staten Island Campus Advisor**

- Dr. Gina Cicco  
  School Counseling (20)

5. Exam Results

**CPCE:** St. John’s University offers the Counseling Professional Comprehensive Examination (CPCE) as an exit exam for our students. During the fall of 2019, five CMHC took the CPCE and five of these students passed the exam on the first-attempt. During the spring of 2019, 10 CMHC took the CPCE and 10 of these students passed the exam on the first-attempt, indicating a 100% passing rate among CMHC students on the exam.

**NCMHCE:** Students applying for licensure as a Clinical Mental Health Counselor in New York state are required to take the National Clinical Mental Health Counseling Examination (NCMHCE). St. John's University receives occasional reports on the success rates of our students on the NCMHCE. During the 2017-2018 academic year, we received a report for the fall of 2017 indicating that two students took the exam and two students passed the exam, which would indicate a 100% rate for fall 2017. However, it is important to note that due to NBCC’s aggregate reporting format, St. John’s University is unable to determine from the report if these attempts were first attempts or retakes from prior semesters in which students were unsuccessful. At the time of this report submission (May 2019), no report has been available from NBCC since October of 2017. Anecdotally we receive positive feedback from alumni who have taken and passed the exam, yet we continue to await a formal report from the state of New York.

**NCE:** St. John's University has been approved as a Graduate Student Option site for the National Counselor Examination (NCE). Students are eligible to take the NCE in their final semester of the program, as opposed to post graduation. While the NCE is not required for licensure in New York state, passing the exam allows students to earn their Nationally Certified Counselor (NCC) credential upon graduation, and may be used for licensing in other states. In December of 2018, we received a report including all aggregate data for students who took the exam in 2018. During the 2018 year, eleven (11) St. John’s student took the NCE and 11 students passed the exam, indicating a 100% pass rate for 2018. However, it is important to note that due to NBCC’s aggregate reporting format, St. John's University is unable to determine data from these students are Clinical Mental Health Counseling or School Counseling students. We do not receive access to individual student’s scores as we do on the CPCE, only aggregate data.
6. Internship Opportunities
During the 2018-2019 academic year, students in the Clinical Mental Health Counseling program completed internships at a variety of diverse locations and settings in the NYC metro region and Long Island. Students’ field placement experiences included inpatient hospitals, outpatient agencies, community clinics, school-based mental health services, Personalized Recovery Outpatient Services (PROS) programs, substance use disorder clinics, and specialized services for individuals with developmental delays, as well as preschool children and parents. A complete, alphabetical listing of placements during the 2018-2019 academic year is included below.

1. Arms Acres, Substance Abuse Outpatient, Queens, NY
2. Borough of Manhattan Community College, Manhattan, NY*
3. Concern for Independent Living, Residential MICA Program, Long Island, NY
4. Garden of Hope, Queens, NY *
5. Hazeldon Betty Ford Clinic, New York, NY *
6. Henry Street Settlement, PROS Program, Manhattan, NY
7. Kids Therapy Services, Early Intervention Center, Garden City, NY
8. Kingsborough Community College, College Counseling Center, Brooklyn, NY *
9. Long Island Council on Alcohol and Drug Dependence (LICADD), Mineola, NY
10. New York Psychotherapy and Counseling Center, Community Clinics and PROS Programs, various locations, NYC
11. Outreach Recovery Services, Brentwood, NY*
12. PAC of Queens, Substance Abuse Outpatient, Elmhurst, NY
13. Pride for Youth/Long Island Crisis Center; LGBTQ Services, Long Island, NY
14. Queens Hospital Center, Inpatient Unit, Queens, NY
15. St. Vincent’s Hospital, Westchester, NY*
16. SUNY Downstate Stanley Lamm Preschool Institute; Brooklyn, NY *
17. The SAFE Center, Bethpage, NY *
18. Westchester Jewish Community Services, Court Assessment Program, Westchester, NY
19. Zucker Hillside Hospital/Northwell Health, Inpatient &, PROS Units, Glen Oaks, NY

*Indicated a new field placement site for 2018-2019

7. Employment Outcomes
CMHC alumni continue to perform well in the classroom, and in the job search process. The CMHC program graduated 20 students in January of 2019 and May of 2019. Of the 16 students who graduated in January of 2019, 13 reported having found employment in the mental health counseling field by May. Of the 4 students who graduated in May 2019, two reported having found employment by May. Four students did not reply to request for employment information (20%). These numbers currently indicate a 75% employment rate upon graduation for all graduates, and a 94% graduation rate for students who provided employment information.

8. Graduation and Completion Outcomes
Graduation and completion rates are calculated on the fall entering class three years prior to this report. This is due to the fact that the CMHC program is 2.5 years for fulltime students, and as such, graduation rates and completion rates are calculated after the 2.5 year time frame.
In the fall of 2016, 17 CMHC students entered the program at the Queens campus and one CMHC student entered at the Staten Island Campus. In addition, in the spring of 2017, five new CMHC students entered the program, as our last cohort of spring master’s students before transitioning to the cohort model in fall of 2017.

Of the 18 who entered the Queens and Staten Island in the fall 2016,
- Fourteen (14) (78%) graduated within the expected time-frame for FT students
- One (1) (5%) students did not graduate due to being part-time but will graduate in 2020
- Three (3) (16%) students did not persist in the program and left for personal reasons

Of the 5 who entered the Queens spring 2017,
- One (1) (20%) student graduated within the expected time-frame for FT students
- Two (2) (40%) students did not graduate due to being part-time but will graduate in 2020
- One (1) (20%) student was academically dismissed
- One (1) (20%) student did not persist in the program and left for personal reasons

These figures indicate an overall on-time completion rate of 65% full-time students, and an overall graduation rate of 78% for FT and PT students in the program.

9. Program Changes
The Clinical Mental Health Counseling program on the Staten Island campus was put on moratorium during the spring of 2018 due to minimal applications and enrollments on that campus. While the program has not formally closed, we are not currently accepting applications for CMHC students on the Staten Island campus.

As indicated under section I. ENROLLMENT, the CMHC program, along with all Counselor Education department programs, transitioned to a cohort model in fall of 2017. In this model, we admit new master’s students only in the fall semester, and new Advanced Certificate students only in the spring semester.

III. FACULTY HIGHLIGHTS (In alphabetical order):

**Dr. James Bethea**

**Publications:**

**Presentations**
- Hempstead High School, Hempstead, New York (February 2019). Invited Presenter, College and Career Planning

**Continuing Education**
- Stop the Stigma: Breaking Down Barriers to Seeking Counseling After Racial Injustice, American Counseling Association (ACA) (1.0 Hours)
- The Art of Integrative Counseling, ACA (1.0 Hours)
- Clinical Techniques for Managing Suicidal Clients, ACA (1.5 Hours)
- Creative Group Counseling for Anxiety: Run an Effective Group in Your Setting, ACA (1.0 Hours)
- Factoring Wellness into Treatment Planning, ACA (1.0 Hours)
- Making a Practical Difference: Promoting Mental health and Averting Addiction, ACA (1.5 Hours)
- Application of Acceptance and Commitment Therapy: Navigating Shame and Moral Injury, ACA (1.5 Hours).
- Recreating Black Clients’ Stories with Narrative Therapy, ACA (1.0 Hours)
- Mental Health in Schools: Modern, Research-Based Strategies That Work, ACA (1.5 Hours)
- Creative Group Counseling for Anxiety: Run an Effective Group in Your Setting, ACA (1.0 Hours)
- Cognitive-Behavioral Understanding of Social Anxiety Disorder, ACA (1.5 Hours)
- Creative TF-CBT techniques Focused on Preschool an Elementary School Children, ACA (1.0 Hours)
- DSM 5 Cultural Formations: Paranormal Issues in Counseling, AMCD (1.0 Hours)
- Microaggressions and the Intersection of Persons of Color, LGBTQ Identities, and People with Disabilities: Implications for Counseling, AMCD (1.0 Hours)
- Traumatic Stress & Systemic Oppression, AMCD (1.0 Hours)
- Stereotype Threat Among Underrepresented Students in STEM, AMCD (1.0 Hours)
- Counseling the Multiple Heritage Population, AMCD (1.0 Hours)
- School Counselors’ Effort to Advocate for Mental Health Disparities, AMCD (1.0 Hours)

**Dr. Gina Cicco; School Counseling Program Coordinator**

**Journal Articles**

**Conference Proceedings**

**Presentations**

20th Annual Catholic School Principals Institute, St. John’s University, Queens, New York (June 2018). “The Social and Emotional Impact of Social Technology in Schools, Part II: Social Media and Bullying; Suggestions for School Leaders.”


Awards
St. John’s University, The Sigma Tau Upsilon Chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International, Staten Island Campus 2019 New Member Induction Ceremony, “Program Dedication & Student Inspiration Award” (2019).

Professional Development
Building a Great Marriage with Drs. John and Julie Gottman, PESI (1.0 Hours)
Shame Shields: The Armor We Use to Protect Ourselves and Why It Doesn’t Serve Us, PESI (1.0 Hours)
Visual Tools for Children with Autism, PESI (1.5 Hours)
Mindfulness, Healing and Transformation: The Pain and the Promise of Befriending the Full Catastrophe, PESI (1.0 Hours)
Mastering DSM5® & ICD10 Diagnosis: A Symptom-Based Approach, PESI (6.25 Hours)

Dr. Robert Eschenauer, Chair
Administrative Appointments
- Chair, Counselor Education Department, School of Education, St. John’s University

Submitted Manuscript

Service to the University
- School of Education Dean’s Search Committee
- Institutional Review Board, St. John’s University
- Academic Fairness Committee, School of Education, St. John’s University

Service to the Profession
- Association of Counselor Education and Supervision (ACES) Conference, Program Reviewer for 2019 conference
• Significant participation in professional societies/associations (AMHCA, NYMHCA, AERA, ACES, NARACES)

Conference Attendance
• North Atlantic Association of Counselor Education and Supervision (NARACES) Conference. October 2018; Burlington, VT

Continuing Education
• NARACES Conference in September, 2018. 6.5 CE hours
• Neurobiology for Mental Health Professionals - NBCC 13. CE hours
• Telemental Health Professional Training Series; completed 9 module program

Dr. Andrew Ferdinandi
Administrative Appointments
• Interim Associate Dean of Student Success, School of Education (SOE), 2018 – present

Service
• Created the School of Education Ambassador Program
• Director for the Student and Faculty Engagement program
• Co-led the SOE Service Day
• Faculty Advisor for KDP (9/2018 – 2/2019)
• SOE representative for America Reads
• Led St. John’s students on a mission trip to Rome May 2018; coordinated and will attend a follow up mission trip again in July 2019
• Committee Work
  o Middle States Committee
  o Dean’s Search Committee

Presentations
• Grand Rounds, Queens Hospital Center (March 5, 2019)
• Faculty Council, Student Success Updates, School of Education, St. John’s University (2018-2019)

Dr. Ming-hui Li, Bilingual School Counseling Program Coordinator
Submitted manuscript

Peer Reviewed Presentations

Invited presentations

2. Factors that May Influence Students’ Problem Behaviors in Classrooms. Presented at Tzu Chi Academy New York (March, 16, 2019).


Journal article review

Guest reviewer (May 2019) for International Journal for Educational and Vocational Guidance (IJVO-D-19-00069)

Guest reviewer (May, 2019) for Education Sciences (education-503273)

Guest reviewer (November, 2018) for Journal of Multicultural Counseling and Development (SSCI journal) (JMCED-0063-10-18)

Guest reviewer (August, 2018) for Quality of Life Research (SSCI journal) (QURE-D 18-00729-R1)

Book review


Dr. Heather Robertson, Clinical Mental Health Program Coordinator

New Certifications
- Board Certified Telemental Health Provider (BC-TMH, #1298)

Grants/Awards/Scholarships
- October 2018. National Board of Certified Counselors (NBCC); NBCC Foundation Global Career Development Facilitator (GCDF) Scholarship recipient ($1,000).
August 2018. St. John’s University; School of Education; Faculty Recognition Award

Publications


Journal Editor
Guest Editors Heather Robertson and Sharon Givens
Vol 34, No 4

Career Development Network Journal, Special Edition Career Development with Marginalized and At-Risk Populations, Part II: Spring 2019
Guest Editors Heather Robertson and Sharon Givens
Vol 35, No 1

Peer Reviewed Conference Presentations
North Atlantic Region of the Association for Counselor Education & Supervision (NARACES). September 2018 – Burlington, VT; Presentation Title: Teaching Distance Counseling in CACREP Counseling Programs

North Atlantic Region of the Association for Counselor Education & Supervision (NARACES). September 2018 – Burlington, VT; Roundtable Title: Applying Distance Counseling Concepts to Distance Teaching Environments

National Career Development Association (NCDA) National Conference June 2018 – Phoenix, AZ; Roundtable Title: Post-High School Planning for Students that are Not College-Bound

National Career Development Association (NCDA) National Conference June 2018 – Phoenix, AZ; Roundtable Title: Substance Use Disorder and Career Development: Exploring Career Concepts and Substance Misuse

National Career Development Association (NCDA) National Conference June 2018 – Phoenix, AZ; Presentation Title: Career Transition of Military College Students: Strengths, Barriers, and Satisfaction
**Invited Presentations**


*Panelist with Yvonne Pratt-Johnson, Ed.D, Interim Dean of the School of Education, and Seung Eun McDevitt, Ed.D. Assistant Professor, Department of Education Specialties.*

New York State Career Development Association (NYSCDA). (2018, December 19). Professional Development **Webinar**: *Opioids in the Workplace*

CEU Onestop. (2018, December 5). **Webinar**: *Substance Use Disorder and Career Development: Exploring Career Concepts and Substance Misuse*


*Co-presenter with Dr. Gina Cicco; Associate Professor, St. John’s University*

**Consultant Projects**

- Yellow Ribbon Reintegration Project (YRRP), Penn State University; Contracted to evaluate and develop Vocational/Employment Curriculum for nationwide program for Reserves and National Guard, 2018 to present
### UNIVERSITY/SCHOOL COMMITTEES

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Committee</th>
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<tr>
<td>Dr. James Bethea</td>
<td>Department Personnel and Budget Committee</td>
</tr>
<tr>
<td>Dr. Gina Cicco</td>
<td>Department Personnel and Budget Committee, Academic Integrity Committee, Curriculum Committee, Chair, DASA Training Program Committee, 30,000 Degrees Faculty Advisory Board &amp; Working Group</td>
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<tr>
<td>Dr. Robert Eschenauer</td>
<td>Department Personnel and Budget Committee, Academic Fairness, University IRB Committee</td>
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<td>Dr. Andrew Ferdinandi</td>
<td>SOE Personnel and Budget Committee, Graduate Education Policy</td>
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<td>Dr. Ming-hui Li</td>
<td>University Senate, Department Personnel and Budget Committee</td>
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<tr>
<td>Dr. Heather Robertson</td>
<td>University Personnel Committee, Curriculum Committee, Equity and Inclusion Council (EIC), Academic Center for Equity and Inclusion (member); ACEI Teaching and Learning Subcommittee (chair)</td>
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Respectfully submitted,

**Heather C. Robertson, Ph.D.**

May 31, 2019