



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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Department Chair: Dr. Robert Eschenauer

I. ENROLLMENT

Program	Fall 2015	Spring 2016*	Fall 2016	Spring 2017*	Fall 2017	Fall 2018
MSED CMHC/ Q	26	3	17	5	18	28
MSED CMHC/SI	3	0	1	0	1	N/A
Program					Spring 18	Spring 2019
ADV CMHC - Q	0	0	2	0	0	1
Totals	29	3	20	5	19	29

**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 Ferdinandi*
 Dr. Ming-hui Li
 Dr. Heather Robertson

**Note: Dr. Ferdinandi 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)
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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%) student 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:

Robertson, H. C. & Bethea, J. S. (2019). Career challenges and opportunities for individuals with physical disabilities. *Career Development Network Journal*, 34(4), 43-53.

Presentations

- Hempstead High School, Hempstead, New York (February 2019). Invited Presenter, College and Career Planning
- Sewanhaka High School, Floral Park, New York (April 2019). Invited Presenter, Using Mantras and Values for Life and Career Planning.
- Westbury High School, Old Westbury, New York (May 2019). Invited Presenter, Using Mantras and Values for Life and Career Planning.
- Elmont High School, Elmont, New York (May 2019). Invited Presenter, Using Mantras and Values for Life and Career Planning.

- Roosevelt Middle School, Roosevelt, New York (May 2019). Invited Presenter, Using Mantras and Values for Life 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

Cicco, G. (2018). Providing counseling services in high schools: Partnerships in higher education. *i-manager's Journal on School Educational Technology*, 14(2), 1-6.

Conference Proceedings

Cicco, G. (2018). Instructor presence in online course design and delivery: Building rapport and revisiting the "PICCA" model. *In Education & Information Technology Digital Library, Proceedings of E-Learn 2018 World Conference on E-Learning*. Chesapeake, VA: AACE.

Presentations

Lutheran Elementary School, Brooklyn, New York (March 2019). Invited Speaker, "The 1960 Voyage to America."

E-Learn 2018 – World Conference on E-Learning, Las Vegas, Nevada (October 2018).
“Instructor Presence in Online Course Design and Delivery: Building Rapport and Revisiting the “PICCA” Model.”

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.”

FOUNDERS Education, Washington Crossing, Pennsylvania (June 2018). Invited Speaker,
“Dignity for All Students Act (DASA) Part 2, In-Person Trainings.”

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 SymptomBased Approach, PESI (6.25 Hours)

Dr. Robert Eschenauer, Chair

Administrative Appointments

- Chair, Counselor Education Department, School of Education, St. John’s University

Submitted Manuscript

Robertson, H. C., & Eschenauer, R. (2018). Military Student Perceptions of College-to-Career Transition. (*manuscript under revision*)

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
 - Middle States Committee
 - 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

Li, M.-H., & Preziosi, D. (submitted). Pathways to Resilience through Attachment Anxiety/Avoidance, Self-Compassion and Self-Efficacy. *Journal of research on adolescence*.

Peer Reviewed Presentations

1. Li, M.-H. (scheduled for July 18, 2019). Can Social Support-Seeking Intervene the Effect of Stress and Avoidance Coping in the Process of Developing Resilience? (scheduled to be presented at Alzheimer and Dementia Care 2019, Zurich, Switzerland.)
2. Li, M.-H., & Preziosi, D. (April 8, 2019). Learning resilience through self-efficacy and self-compassion in the U.S. and Taiwan: From the perspective of globalization. Presented at the annual meeting of the 2019 American Educational Research Association, Toronto, Canada.

Invited presentations

1. Between Attachment Anxiety and Depression: Self-Compassion, Self-Efficacy, and Trait Resilience. Presented at the 2019 St. John's University's Research Month Oral Presentations (April 26, 2019).
2. Factors that May Influence Students' Problem Behaviors in Classrooms. Presented at Tzu Chi Academy New York (March, 16, 2019).
3. Some Information for Parents: About Child Development and Parenting. Presented at Tzu Chi Academy New York (January 12, 2019).

Journal article review

Reviewer (Editorial board) (Nov, 2018): *International Journal of Stress Management* (STR-2019-0736)

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

Reviewer (Editorial board) (November, 2018): *Rehabilitation Counseling: Service Delivery and Advocacy*, submitted to American Counseling Association Publications.

Guest reviewer (2019, January) for the book *Contemporary Case Studies in School Counseling*, submitted to Rowman & Littlefield

Guest reviewer (2018, August) for the book *Lifespan Development*, submitted to Sage Publications.

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**
- August 2018. North Atlantic Region Association of Counselor Education and Supervision (NARACES), Research **Grant** (\$500), “Practice and instruction of distance counseling: Educator, supervisor, and counselor perspectives,”

Publications

Robertson, H. C., & Hayden, S. C. (2018/2019). Serving all that served: Career development among at-risk veterans. *Career Development Network Journal*, 34(4), 54-65. ISSN 0736 1920. (formerly *Career Planning and Adult Development Journal*)

Robertson, H. C., & Bethea, J. S., (2018/2019). Career challenges and opportunities for individuals with physical disabilities. *Career Development Network Journal*, 34(4), 41-53. ISSN 0736 1920. (formerly *Career Planning and Adult Development Journal*)

Journal Editor

Career Development Network Journal, Special Edition: **Career Development with Marginalized and At-Risk Populations, Part I: Winter 2018-2019**

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 Conferenc
June 2018 – Phoenix, AZ; *Presentation Title: Career Transition of Military College Students: Strengths, Barriers, and Satisfaction*

Invited Presentations

St. John's University. (2019, May 6). 10th Annual Center for Latin American and Caribbean Studies (CLAS) Interdisciplinary Symposium on Migration; Migration and the Politicization of Human Rights: The fate of the (un)wanted." **Panel Presentation**, *Trauma without Borders: Teacher preparation, classroom strategies, and Interventions*.

**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*

St. John's University, Jamaica, NY. (2018, June 28). Catholic School Principals Institute.

Presentation: *The Social and Emotional Impact of Social Technology in Schools*.

**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

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

Respectfully submitted,

Heather C. Robertson, Ph.D.

May 31, 2019