

2022-2023 Departmental Annual Report

Wheaton College Clinical Mental Health Counseling (CMHC)

CMHC Program Director: Ki Chae

12/23/2023

1. Program Goals 2022–2023:

1) Complete CACREP Self Study

Met: The CACREP Self-Study was submitted on 6/15/2023, and received confirmation from CACREP on 6/20/2023

2) Redesigning Assignments and Exams to Reduce Student Stress and Promote Learning

Met: The CMHC faculty worked to avoid having assignments and exams overlapped with other CMHC courses and assigning them during the CPCE and NCE.

3) Redesigning the Integration 1 & 2 Courses

Met: The Foundation II class is scheduled for the 2nd Fall semester promoting faith and clinical integration. Led by Drs. Baraka, Butman, and Watson, first year CMHC students will have an on-campus retreat focusing on introducing integration.

4) Creating an ICA Student Chapter

Met: Led by Dr. Baraka, the ICA Student Chapter is established on 4/29/2023. Sarah Qualsett, Grace Carlson, and Anya Shepard will serve as the ICA Chapter Officers.

2. Student Learning Outcomes Assessments:

SLO and Application of Results

Following the completion of each course, the faculty completed the SLO Assessment Survey. Instructors indicate the percentage of students who met/did not meet learning objectives in each class. In addition, instructors submit a plan to improve student mastery of the SLO if the SLO is less than 84% of students meet the requirement. During the first Fall 2023 CMHC program meeting, the CMHC faculty plans to review the overall SLO Assessment Results.

The CPCE is a nationally standardized exam administered to graduating CMHC students each spring semester. This comprehensive exam is a broad assessment measure utilized at many CACREP accredited schools. To pass this exam, students must score one point higher than one standard deviation below the national mean. In the Spring of 2023, 100% of students passed the exam (33 out of 33).

Student Portfolio Data is collected across multiple domains and at various points throughout students' two-year tenure in the CMHC program to evaluate professional preparedness, clinical acumen, and skills of Christian integration. A review of all student portfolios indicated that students are progressing as expected through the CMHC program. No other changes are recommended for the Student Portfolio.

Course Evaluations are distributed for each course at the end of each semester. As part of the program assessment process, students completed Course Evaluations during Summer 2022, Fall 2022, and Spring 2023 semesters. The Course Evaluation surveys ask students to rate course

content and faculty performance in several areas using a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree). In addition, open-ended questions asking for narrative responses regarding the instructor’s strengths and weaknesses and suggestions for changes to the course are also part of the course evaluation survey. Majority of the courses received positive evaluations (e.g., strongly agree and agree).

Survey of Current Graduating Students

In Spring 2023, 16 out of 33 current graduating students completed the Student Program Evaluation Survey. The student survey results indicated that students agree that the CMHC program meets the stated goals. On a 4-point Likert scale (with 3 and 4 meaning “agree” and “strongly agree”), the highest scores were noted for Program Goal 17 (Demonstrating interpersonal skills necessary for counseling) with an average of 3.94. All Program Goal averaged above 3.00, with the lowest average score of 3.13 for Program Goal 7 (Understanding basic counseling theory and interventions).

Program Goals	Spring 2021 (N = 12)	Spring 2022 (N = 14)	Spring 2023 (N = 16)
1. Understanding professional counselor identity, role, and function	3.75	3.71	3.75
2. Understanding professional ethics and decision making	3.83	3.71	3.31
3. Understanding multicultural identity and social diversity	3.08	3.64	3.69
4. Understanding social advocacy	2.83	3.07	3.50
5. Demonstrating knowledge of human growth and development	3.00	3.14	3.31
6. Demonstrating interpersonal skills necessary for counseling	3.67	3.71	3.94
7. Understanding basic counseling theory and interventions	3.50	3.50	3.13
8. Understanding theories and interventions relevant to group counseling	3.25	3.43	3.25
9. Understanding of theories and interventions related to career development	3.08	3.50	3.44
10. Understanding of theories and interventions relevant to trauma	3.42	3.43	3.75
11. Understanding of theories and interventions in the treatment of addictions	3.17	3.43	3.75
12. Demonstrating skill in assessment	3.50	3.86	3.63
13. Demonstrating ability to consider differential diagnoses in assessment	3.25	3.21	3.38

14. Demonstrating ability to assess a client for suicide risk	3.58	3.64	3.38
15. Demonstrating ability to select and administer tests and assessment tools	3.33	3.64	3.50
16. Understanding research and program evaluation	3.42	2.93	3.44
17. Demonstrating empathy and an understanding of human suffering	3.42	3.50	3.81
18. Understanding Christian integration of faith with counseling	3.50	3.36	3.63
19. Developing a commitment to personal, professional, and relational growth	3.75	3.71	3.75
20. Developing a Christian service orientation	3.33	3.71	3.44

The CMHC faculty met in the Year-End Program Review meeting to use the program evaluation survey to inform class and program modifications. Faculty highlighted the overall scores being over 3.00, indicating the CMHC program provides a thorough and balanced counselor education and training. Program Goal 16 (Understanding research and program evaluation) increased significantly from Spring 2022. Based on last year’s program evaluation survey feedback, CMHC faculty Dr. Baraka taught the CMHC 618 Research and Evaluation (previously taught by an adjunct instructor), contributing to higher scores this year. Dr. Baraka revised the CMHC 618 class, assigning projects promoting experiential learning. In addition, many students attended the Illinois Counseling Association (ICA) and other conferences, which provided learning opportunities for conducting and presenting research projects. Program Goal 7 (Understanding basic counseling theory and interventions) received the lowest score. The CMHC faculty Dr. Ki Chae will replace the previous faculty in teaching the CMHC 625 Counseling Theories class, incorporating deeper discussions of counseling theories, removing the Theory Practice Role Play led by TAs, and increasing in-class experiential learning of counseling interventions led by the instructor.

Another component of the Program Evaluation survey asked students to provide a narrative response to open-ended questions. Many students highlighted the support and encouragement they received from the CMHC faculty and staff. They mentioned the Counseling Skills triad experience, cohort model, integration of faith and counseling, relationships with faculty, and trauma certificate and courses as strengths of the CMHC Program.

When asked what part of the program students would change, students wanted more experiential learning opportunities in class, less reflection and paperwork, advanced counseling theories and application of theories, more emphasis on self-care and longer summer breaks, and a mentorship program. Some of the program changes based on this feedback are:

- 1) changing the format of the CMHC 625 Counseling Theories course
- 2) providing more experiential learning opportunities and deeper discussions on counseling theories
- 3) Incorporating self-care and spiritual practices starting in the summer 2023 classes and the CMHC 611 Foundation 1 and CMHC 612 Foundation II courses,

- 4) offering in-person class for the summer CMHC 653 Lifestyle & Career Development class
- 5) working with the GPSA CMHC representative and ICA Chapter Officers about developing a mentorship program.

Most students responded that they would recommend the CMHC program to other students seeking a CMHC program. These students spoke about the strength of the integration component of the program and positive peer and professor relationships. Others noted the CMHC program prepared them for their clinical work.

Survey of Current Graduating Students

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Program Goals	Spring 2021 (N = 12)	Spring 2022 (N = 14)	Spring 2023 (N = 16)
1. Understanding professional counselor identity, role, and function	3.75	3.71	3.75
2. Understanding professional ethics and decision making	3.83	3.71	3.31
3. Understanding multicultural identity and social diversity	3.08	3.64	3.69
4. Understanding social advocacy	2.83	3.07	3.50
5. Demonstrating knowledge of human growth and development	3.00	3.14	3.31
6. Demonstrating interpersonal skills necessary for counseling	3.67	3.71	3.94
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14. Demonstrating ability to assess a client for suicide risk	3.58	3.64	3.38
15. Demonstrating ability to select and administer tests and assessment tools	3.33	3.64	3.50
16. Understanding research and program evaluation	3.42	2.93	3.44
17. Demonstrating empathy and an understanding of human suffering	3.42	3.50	3.81
18. Understanding Christian integration of faith with counseling	3.50	3.36	3.63
19. Developing a commitment to personal, professional, and relational growth	3.75	3.71	3.75
20. Developing a Christian service orientation	3.33	3.71	3.44

Survey of CMHC Graduate Employer

In Spring and Summer 2023, the Survey of CMHC Graduate Employer survey was administered. However, only five employers completed the survey. Overall, the results were positive. The CMHC faculty discussed ways to encourage employers to participate in the next survey. The faculty suggested creating an advisory board to receive direct feedback.

Program Goals	Spring 2023 (N = 5)
1. Understanding professional counselor identity, role, and function	3.75
2. Understanding professional ethics and decision making	3.75
3. Understanding multicultural identity and social diversity	3.75
4. Understanding social advocacy	3.75
5. Demonstrating knowledge of human growth and development	3.75
6. Demonstrating interpersonal skills necessary for counseling	3.75

7. Understanding basic counseling theory and interventions	3.75
8. Understanding theories and interventions relevant to group counseling	4.00
9. Understanding of theories and interventions related to career development	3.75
10. Understanding of theories and interventions relevant to trauma	4.00
11. Understanding of theories and interventions in the treatment of addictions	3.50
12. Demonstrating skill in assessment	3.75
13. Demonstrating ability to consider differential diagnoses in assessment	3.75
14. Demonstrating ability to assess a client for suicide risk	3.60
15. Demonstrating ability to select and administer tests and assessment tools	3.33
16. Understanding research and program evaluation	3.00
17. Demonstrating empathy and an understanding of human suffering	3.75
18. Developing a commitment to personal, professional, and relational growth	4.00

Survey of CMHC Site Supervisor

In Spring 2023, 12 current site supervisors completed the Survey of CMHC Site Supervisor Survey. The student survey results indicated that the site supervisors agreed the CMHC program met the stated goals. On a 4-point Likert scale (with 3 and 4 meaning “agree” and “strongly agree”), the highest scores were noted for Program Goal 2 (Understanding professional ethics and decision making) and Goal 7 (Understanding basic counseling theory and interventions) with an average of 3.75. All Program Goal averaged above 3.00, with the lowest average score of 3.20 for Program Goal 9 (Understanding of theories and interventions related to career development). The CMHC faculty were encouraged about the positive results. The faculty discussed improving communications and receiving feedback with the site supervisors.

Program Goals	Spring 2023 (N = 12)
1. Understanding professional counselor identity, role, and function	3.67
2. Understanding professional ethics and decision making	3.75

3. Understanding multicultural identity and social diversity	3.50
4. Understanding social advocacy	3.50
5. Demonstrating knowledge of human growth and development	3.42
6. Demonstrating interpersonal skills necessary for counseling	3.58
7. Understanding basic counseling theory and interventions	3.75
8. Understanding theories and interventions relevant to group counseling	3.22
9. Understanding of theories and interventions related to career development	3.20
10. Understanding of theories and interventions relevant to trauma	3.42
11. Understanding of theories and interventions in the treatment of addictions	3.27
12. Demonstrating skill in assessment	3.42
13. Demonstrating ability to consider differential diagnoses in assessment	3.42
14. Demonstrating ability to assess a client for suicide risk	3.67
15. Demonstrating ability to select and administer tests and assessment tools	3.33
16. Understanding research and program evaluation	3.43
17. Demonstrating empathy and an understanding of human suffering	3.67
18. Developing a commitment to personal, professional, and relational growth	3.58

3. Significant curricular changes and pedagogical innovations

The CMHC program will offer the CMHC 624 Issues & Ethics in Professional Practice as a first-year Fall course and CMHC 632 Introduction to Trauma as a first-year Spring course. The change is based on matching the curriculum to the CMHC student development. Also, the summer CMHC 653 Lifestyle & Career Development class will offer more in-person classes for the reasons mentioned previously. Starting Fall 2023, CMHC 611 Foundation I plans to have a one-day on-campus retreat for first-year CMHC students.

4. Promotions, tenure, post-tenure review, and retirements for 2022-2023

Dr. Bellah Kiteki will no longer be part of the Wheaton CMHC program. During the Spring 2023 semester, a search for a new CMHC faculty was conducted. The CMHC program identified a faculty candidate but declined the request for a campus interview. Therefore, in AY 2023 – 2024, the CMHC program will continue the search for a new CMHC faculty who can start in Fall 2024.

5. Enrollment Trends and Student/Faculty Ratios

Ratio of Full-Time Equivalent (FTE) Students to FTE Faculty

During AY 2022- 2023, four full-time CMHC Faculty (Drs. Baraka, Chae, Kiteki, and Schultz) hold faculty lines dedicated to the CMHC program. In addition, one affiliate faculty member (Dr. Watson) teaches primarily in the program. Six adjunct faculty members contribute to the CMHC program by teaching required CMHC classes in their areas of specialty. Other faculty members in the psychology department teach electives classes that are available to CMHC students.

Wheaton College defines a full-time teaching load as 24 credits per year. A full-time graduate student is enrolled for a minimum of 12 credits. Institutional enrollment statistics from Fall 2022 identified the Student FTE for the CMHC program as 55 students (33 first-year and 22 second-year students). Student FTE student statistics are calculated from the number of credit hours that students are enrolled and not the actual number of students (i.e., every 12 enrolled credits = 1 FTE). Thus, the actual number of students enrolled is typically lower than the FTE number since all CMHC students take 13 credit hours per semester during the first year of the program, utilizing a cohort model. A calculation of faculty FTE based on the 2022-23 teaching load (see table below) reflects a current student-faculty ratio of 10.63 to 1. The CACREP Standard 1.T. requires FTE students to FTE faculty ratio not to exceed 12:1.

Academic Term	Faculty FTE	Student FTE	FTE Student: FTE Faculty Ratio
AY 2022 – 23	5.374	55	10.23:1

Demographic Data Denoting Applicant and Student Characteristics

The CMHC faculty met in December 2022 for early admissions decisions and again in February 2023 to review the program applicant files and choose a diverse cohort that meets the admission requirements. These meetings inform needed program modifications in recruiting and admissions procedures. Data denoting characteristics of graduates, including job placement and professional licensure status, are collected each year.

Characteristics of Applicants and Graduates

For the AY 2022-2023, the CMHC program enrolled 22 new students and 32 returning students for a total of 55 students. Demographic characteristics of the CMHC student body are summarized in the following chart:

Gender	Number of Students	Percentage
Male	15	27%
Female	40	63%

Total	55	100%
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Nationality	Number of Students	Percentage
Domestic Students	44	80%
International Students	11	20%
Total	55	100%

Race/Ethnicity	Number of Students	Percentage
Black/African American	1	2%
Asian/Asian-American	18	33%
Latino/a American	1	2%
Native American	0	-
White Non-Hispanic American	35	64%
Unknown/ Not Reported	0	-
Total	55	100%

Demographic data on student racial and ethnic identification indicates that 64% of the CMHC student body identify as White Non-Hispanic and 20% self-identify as international. The percentage of White Non-Hispanic students in the CMHC program (64%) is lower than the national U.S. statistic reported by the most recent U.S. Census (2010), which noted that 72% of the population identifies as White Non-Hispanic. Evaluated together, these demographic characteristics are encouraging and reflect the CMHC program’s efforts to attract and retain a diverse student body. However, the CMHC faculty and the Office of Graduate Admissions staff recognize that intentional efforts to maintain diversity in the CMHC program require continual planning and engagement. In particular, a greater effort would be well spent toward attracting and enrolling Native American, Latino, and Black/African American students.

As of 5/17/2023, the program received 68 total new student applications, and 27 applicants confirmed admissions for the 2023 – 2025 cohort. Retention rates and program completion rates are noted in the chart below:

	Number of Students	Retention Rate: Year 1–Year 2	Graduation Rate (May & Aug. grads)
2013 – 2015 cohort	27	96%	89%
2014 – 2016 cohort	25	96%	96%
2015 – 2017 cohort	25	96%	96%
2016 – 2018 cohort	27	93%	85%

2017 – 2019 cohort	26	88%	88%
2018 – 2020 cohort	29	100%	97%
2019 – 2021 cohort	19	100%	95%
2020 – 2022 cohort	26	100%	100%
2021 – 2023 cohort	34	97%	97%

6. The Identification of Problems Limiting Department Effectiveness and Suggested Solutions
Significant Curricular Changes & Teaching Innovations

Dr. Terri Watson joined the CMHC faculty and taught CMHC 614 Group Counseling and CMHC 696 Internship II courses. Dr. Baraka taught the CMHC 642 Psychopathology course (previously taught by an adjunct instructor). CMHC 612 Foundation II course moved to the 2nd year fall semester. Dr. Baraka developed the PSYC 470 undergraduate course, which introduces CMHC to Wheaton undergraduate students.

Program Administration

Dr. Bellah Kiteki took a leave of absence in the Spring 2023 semester, and CMHC faculty taught overloads to cover her classes. The CMHC program fully implemented Tevera, a field education software, aligned with the CACREP, to manage placement sites, track student performance, and clinical training requirements.

Program Morale

The CMHC program continued to be a strong program, demonstrated through the positive program survey results, 100% pass rate for the CPCE, high application numbers, and successful internship experience. Dr. Watson joining the CMHC program provides expertise in clinical supervision, integration, and Christian counselor character and virtue development. Dr. Kiteki will no longer be part of the CMHC program, and the CMHC program will conduct a search to hire a new CMHC faculty who can bring new ideas and expertise to the program.

In Fall 2022, the CMHC program hosted a fundraising event to support Ukraine. Led by a CMHC student, Liliia Chernytska from Ukraine, the CMHC faculty, staff, and students gathered for worship and prayer. In Spring 2023, many CMHC students joined Dr. Baraka on the Civil Rights Tours, allowing them to engage in racial and social justice issues. In May 2023, the graduating CMHC students had the CMHC Graduating Banquet, where they celebrated their accomplishments with faculty, staff, and cohort mates.

7. Significant Accomplishments Within the Department

Job Placement and Professional Licensure Rates

Job placement and professional licensure rates for the 2022 CMHC graduates were determined through a query sent out via Qualtrics. Of 26 graduates in 2022, 10 responded to the survey. A comparative chart of licensure and job placement data, including previous years, is provided below.

	Mental health jobs within 6 months of graduation	Achieved licensure within 6 months of graduation
2015 Graduates	71%	41%

2016 Graduates	67%	67%
2017 Graduates	67%	78%
2018 Graduates	93%	79%
2019 Graduates	92%	66%
2020 Graduates	100%	94%
2021 Graduates	100%	100%
2022 Graduates	90%	90%

The percentages of graduates getting mental health jobs and achieving licensure within six months of graduation prove that the CMHC program adequately prepares students to work in the mental health profession.

Significant Student Internships

100% of CMHC students seeking summer practicum were successful in their endeavors. 100% of students seeking fall and spring internships were successfully placed.

Notable Faculty Activities

Dr. Mandy Baraka

Award

- Illinois Counselor Educators and Supervisors – 2022 Counselor of the Year Award

Publication

- Brown, E.M., Liu, T., Baraka, M., Yeboah, M., Fang, T., Chang, J., Huang, Y., Fu, R., Wong, S., & Jones, D. C. (2023). Self-protective strategies used by Asian and Black psychology and counselor education faculty who teach multicultural competence courses. *Training and Education in Professional Psychology, 17*(2), 200–207. <https://doi.org/10.1037/tep0000412>
- Liu, T., Brown, E. M., Yeboah, M., Baraka, M., Chang, J., Fu, R., Fang, T., Huang, Y., Wong, S., & Jones, D. (2022). Counterstories of multiculturalism and social justice: Lived experience of Asian and Black faculty teaching multicultural classes. *Training and Education in Professional Psychology*. Advance online publication. <https://doi.org/10.1037/tep0000437>

Grant

- Faculty Missions Project Grant – Supervision in Sri Lanka [Collaboration with Terri Watson]. Awarded for \$562
- Mental Health Collective – Mental Health Collaborations with Wheaton-Affiliated Christian Leaders and Organizations [Project Leaders: Edward B. Davis, Mandy Kellums Baraka, and Hana Yoo]. Awarded for \$31,000
- Globalization of the Curriculum Grant – Career Counseling Program for Children in North India. Awarded for \$2,275
- Globalization of the Curriculum Grant – Multicultural & Trauma Informed Clinical Supervision [Collaboration with Terri Watson]. Awarded for \$3,900

Presentation

- Baraka, M.K., Kirszman, D., Lin, X., Oniko, K., & Goodyear, R. [moderator] (2022). Opening International Symposium Plenary: Learning From Each Other: A Cross-National Dialogue About Clinical Supervision. Presentation at the International Interdisciplinary Conference on Clinical Supervision, Washington, DC, USA. June 30, 2022
- Baraka, M.K. (2023, March 5-8). Trauma informed care for children and families. Presentation at Central and Eastern Europe Mental Health Advisory Group Conference. Prague, Czechia.
- Baraka, M.K., Davis, P.S., & Masilela, L. * (2023) Harnessing the therapeutic powers of play to enhance posttraumatic growth across the lifespan. Presentation at the Christian Association for Psychological Studies International Conference, Louisville, Kentucky, United States.
- Baraka, M.K., & Hart, K. (2022, November). Supervision and six-thinking hats: Increasing counselor conceptualization skills. Presentation at the Illinois Counseling Association, Conference, Lisle, Illinois, United States.
- Wang, H. & Baraka, M.K. (2022, November 10-11). Sadness metaphors from Chinese and English-speaking clients: Implications for counselors [Poster presentation]. Illinois Counseling Association Conference, Lisle, Illinois, United States.
- Park, A., Simbolon, T.N., & Baraka, M.K. (2022, November 10-11) LGBTQ experiences with religion and spirituality: Implications for counselors [Poster presentation]. Illinois Counseling Association Conference, Lisle, Illinois, United States.

Dr. Ki Chae

Grant

- Mental Health Psychoeducation in Collaboration with Asian American Churches, Wheaton College Mental Health Collective (WMHC), Co-Principal Investigator, Awarded for \$25,000
- Youth Mental Health Checkup in Collaboration with Asian American Churches, Wheaton College Mental Health Collective (WMHC), Co-Principal Investigator, Awarded for \$15,000

Presentation

- Chae, K., & Shin, S. M. (April 1, 2023). Teaching in Counselor Education Program. Korean Counseling Association – International Chapter Conference in American Counseling Association Annual Conference, Toronto, Canada.
- Chae, K. (November 20, 2022). Mental health Q&A. Springbrook Community Church, Plainfield, IL.
- Chae, K. (October 2, 2022). Mental health and well-being [Seminar]. Naperville Korean First Presbyterian Church, Naperville, IL.

Professional Service

- President-Elect, Korea Counseling Association International Chapter (KCA-IC)
- Committee Chair, Professional Development Committee, Korea Counseling Association International Chapter (KCA-IC)
- CACREP Team Member, Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Dr. Tammy Schultz

Publication

- Worthington, E., McConnell, J., Walter, S., Palmer, M.E., Schultz, T., & Hill, H. Assessing healing of traumas in Christians: The development of the Trauma Healing Institute-Impact Survey. [Manuscript submitted for publication].
- Worthington, E., Walter, S., Schultz, T., McConnell, J., Palmer, M.E., & Hill, H. Treating traumas among Christians in Nigeria: A randomized controlled field study of the Healing the Wounds of Trauma program. [Manuscript submitted for publication].
- Schultz, T., Estabrook, H., & Dell, A. Beyond Desolate (2nd. Ed. In progress).
- Lendy, S., Kellums-Baraka, M., & Schultz, T. Pivoting technology use in counseling's ever changing work and academic environment [Unpublished manuscript]. Wheaton College.
- Peugh, R., & Schultz, T. (2022, April). Was ist Gebet? (What is prayer?) Kinder Evangelisations Bewegung, 4-7.

Presentation

- Schultz, T., & Dell, A. (2023, April 3). Living beyond desolate: For survivors of abuse and those who love them. Invited seminar presented at Wheaton College, Wheaton, IL.
- Wang, H., Choi, Y., Huang, H., Schultz, T., Worthington, E., L., Walter, S., L., McConnell, J., M., Palmer, M., E., Cowden, R., G., & Hill, H. (2023, March 30-April 1). Trauma treatment among Christians in Nigeria: A randomized control field study of the Healing the Wounds of Trauma method. Poster session presented at the Christian Association for Psychological Studies. 2023 International Conference. Louisville, KY.
- Lancaster, S., Canning, S.S., Schultz, T., & Hawkins, H. (2023, March.) This is the first time in my life that I actually can be comfortable in my own skin: Narratives of sexuality of individuals exiting from the sale of sex. Annual Conference of the Christian Association for Psychological Studies.
- Mertz, A., Canning, S.S., Marxen, M., & Schultz, T. (2023, March.) Familial causal connections in the life narratives of women exiting the sale of sex. Annual conference of the Christian Association for Psychological Studies.
- Schultz, T. (2022, October). Biblical Trauma Narratives in Faith Communities. Invited seminar presented at the Lost Sparrows Trauma Conference. Grace College, Winona Lake, IN.
- Schultz, T. (2022, October). Adverse Childhood Experiences (ACEs) Protective & Compensatory Experiences (PACEs). Grace College, Winona Lake, IN.

Dr. Terri Watson

Publication

- Watson, T.S. (Manuscript in preparation and under contract). The Client's Guide to Psychotherapy: Gaining the most from your counseling experience. IVP Academic.

Grant

- Faculty Missions Project Grant for teaching and ministry in Sri Lanka during summer 2023. Awarded for \$592
- Globalizing the Curriculum Grant, Global Programs & Studies. Awarded for \$3900
- Alumni Association Grant. Awarded for \$2290

Presentations

- Watson, T.S. (2023). Trauma-informed Supervision Practices. Central and Eastern Europe Mental Health Advisory Conference, Prague, Czech Republic.
- Watson, T.S. & Van Dyke, D. (2023). Practicing Presence: A trauma-informed response to suffering. Central and Eastern Europe Mental Health Advisory Conference, Prague, Czech Republic.
- Watson, T.S. (2023). Character Development in the Classroom: Encouraging students' growth in Christ-likeness. Invited presentation for Northwest University's Faculty ProDay.

Professional Service

- Served as invited external reviewer, Taylor University Psychology Department's eight-year review.
- Provide ongoing academic consultation to MA Counseling Program, CTS, Sri Lanka
- Co-taught Counseling Theories Class to CTS students during the summer 2022
- Visited Semmelweis University in Budapest, Hungary, and networked with dean and faculty members
- Planned and implemented (with D. Van Dyke) the 2023 conference in Prague for Central and Eastern European Christian mental health professionals
- Provided guest lectures and training on Christian approaches to clinical supervision for various colleges, universities, and clinical practices

Faculty Activity Report

All core faculty met the requirements for participating in counseling-related activities as noted on individual Faculty Activity Reports. The CMHC faculty continue to contribute to counselor education and professional counseling through publications, professional presentations, and service to professional counseling organizations.

8. Program Objections and Goals 2022 – 2023

- 1) Complete CACREP Site Visit
- 2) Hire New CMHC Faculty
- 3) Successful Inaugural ICA Student Chapter
- 4) Incorporate Self-Care and Spiritual Practices into the Curriculum

Top Funding Needs and Priority

- 1) The CMHC program made significant budget cuts for the past two years. As a result, the program is restricted to developing new initiatives to grow the program and attract more applicants. The program requests restoring the operational budget to two years ago.
- 2) The CMHC program will continue the faculty search in the AY 2022 – 2023. To recruit a strong candidate, the program requests a highly competitive starting salary for the new faculty member.
- 3) The CMHC program requests marketing and recruitment funds for sponsoring CMHC-related events or conferences. The CMHC faculty, students, and staff can attend events or

- conferences to actively market the program and recruit students, especially from marginalized communities. The program is requesting \$10,000 for marketing and recruitment.
- 4) The CMHC program requests funds to develop a play therapy certificate program. There is a growing market for play therapists, but no faith-based CMHC program offering a play therapy certificate program. The program is requesting \$10,000 for developing play therapy courses.

Summary

During the AY 2022-2023, the CMHC program conducted a comprehensive assessment of the CMHC program. Data was collected from multiple sources, including the Office of Graduate Admissions, SLO surveys completed by course instructors, an anonymous survey given to graduating students, and Course Evaluations completed by students. Data indicates that the CMHC program is fulfilling its overarching mission to train competent Christian counselors committed to serving the underserved.