SCHOOL OF HEALTH SCIENCES

TOURO UNIVERSITY | Behavioral Science

CLINICAL MENTAL HEALTH COUNSELING

ANNUAL PROGRAM REPORT 2023–2024

Table of Contents

Touro University
CMHC Program Annual Report

Return to Table of Contents

ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM
The Touro University Master of Science in Clinical Mental Health Counseling (CMHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. One goal of the program is to strive for excellence in faculty and graduates who contribute to the profession and the promotion of wellness and mental health across a wide variety of communities.

MISSION AND PROGRAM OUTCOMES
The mission of the Clinical Mental Health Counseling (CMHC) Program of Touro University is to guide our students to develop into ethical and competent clinical mental health counselors, who strive to provide individual, group, family and marriage counseling services that empower change in client mental health, wellness, education, and career goals. The program integrates theoretical knowledge with practical counseling experiences that promote the development of the professional counseling skills needed to practice successfully in the field. Graduates of the program fully identify with the clinical mental health counseling profession and are well-prepared to function as mental health professionals in multiple roles including treatment, assessment, advocacy, and consultative modalities with populations and across a wide range of mental health concerns. The goal is to strive for excellence in faculty and graduates who contribute to the counseling profession and the promotion of wellness and mental health.

CURRICULUM DESIGN
The Touro University Clinical Mental Health Counselor Program is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health, and prevention. The program's curriculum is based upon educational standards set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), which are supported by the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA) and are reflected in the educational requirements for licensure in New York State. The CMHC program focuses on training ethical professionals to contribute to the psychological, emotional, behavioral, and general well-being of the clients and communities with which they work. We accomplish this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession.

The program of study consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report writing, counseling and consultation and multicultural issues. As part of their training, students in the CMHC program are required to participate in fieldwork and related assignments. The program offers a two-year track and a three-year track of full-time study. Some summer-session coursework is required.

The curriculum is sequenced with knowledge-based coursework and knowledge-based examinations to be completed prior to the internship stages and the skill-based learning to be completed through practices throughout the program. Students may not register for courses out of sequence without written approval from the Program Director, Chair, or Dean. Our CMHC program is New York State accredited as per the Office of the Professions of the New York State Department of Education. Programmatic goals were developed and are aligned with Council for Accreditation of Counseling and Related Educational Program (CACREP) guidelines. The program completed the CACREP self-study in November 2021, hosted the CACREP site visit in February 2023, received initial accreditation in August 2023, with a progress report due in November 2024. In March 2025, the program received Full Accreditation, acknowledged from 7/8/2021 to 10/31/2031.

The program provides classroom and field-based experiences that prepare future mental health counselors to be ready and able to meet the challenges of achieving state-mandated standards. The program requires a

100-hour practicum experience (MNHN 702) followed by completion of a 600-hour internship (MNHN 770 and MNHN 771).

PLANS OF STUDY

The M.S. Program in Clinical Mental Health Counseling (CMHC) offers two study tracks:

- Fall Admission 2-Year Study Sequence (2-year, 5-semester course of study) [Please note that this sequence is intense and is not recommended for students who expect to work, especially in the second year when they are completing classes as well as a 600-hour internship.]
- Fall Admission 3-Year Study Sequence (3-year, 7 or 8-semester course of study)

Completion of 19 courses (60 credits) and a documented seminar in Child Abuse Identification and Reporting are required in order to be awarded the M.S. degree.

CMHC FACULTY & STAFF (2023-2024)

Faye Walkenfeld, Ph.D.
Chair and Associate Professor
212-742-8770 x 42486
faye.walkenfeld@touro.edu

Tiffany Nesbit
Administrative Director
212-742-8770 x 42452
tnesbitt3@touro.edu

Evelin Stavnitser
Coordinator of Events & Recruitment
646-537-6588
evelin.stavnitser@touro.edu

Yevgeniya (Jenny) D'Alessandro, M.S.
Administrative Assistant
212-742-8770 x 42455
yevgeniya.dalessandro@touro.edu

Kimberly Johnson, Ph.D., LMHC
Program Director and Assistant Professor
212-742-8770 x 42429
kimberly.johnson2@touro.edu

Kimberly Asner-Self, Ed.D., LMHC
Associate Professor
212-742-8770 x 42473
kimberly.asner-self@touro.edu

Lindsey Grossman Ph.D., NCC
Assistant Professor
212-742-8770 x 42489
lgrossma4@touro.edu

Menachem Kiwak, LMHC, LPC
Clinical Experience Coordinator
212-742-8770 x 42428
menachem.kiwak@touro.edu

PROGRAM LEARNING OBJECTIVES

Touro University's Clinical Mental Health Counseling (CMHC) program objectives are to prepare Counselors-in-Training (CITs) to:

1. present a strong professional counseling identity that is grounded in participation and contribution to the clinical mental health field.

2. promote the wellness and mental health of clients through the use of evidence-based, ethical counseling skills and techniques.

3. function as clinical mental health professionals in multiple roles including treatment, assessment and consultative modalities addressing a wide range of mental health concerns.

4. engage in a minimum of three semesters of supervised clinical experiences designed to effectively work with a wide range of clients.

5. demonstrate knowledge in counseling theory, helping relationships, assessment, trauma/crisis, substance abuse, group work, career development, human development, respectful individualized care, research and program evaluation, and the legal and ethical foundation of the counseling profession.

6. meet the academic components required by the New York State Education Department, Office of the Professions to be eligible to apply for the limited permit, leading to clinical licensure.

7. prepare CITs for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE), required to become employable as a Licensed Mental Health Counselor (LMHC) in the State of New York.

8. educate CITs in accordance with the NYS Office of Addiction Services and Supports (OASAS) standards, with the option to apply for their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential.

ACADEMIC QUALITY INDICATORS

1. Learning Community

Table 01a: Enrolled Students by Academic Year

	2020-2021	2021-2022	2022-2023	2023-2024
# Total Student Enrollment	68	75	70	73
Completion Rates	96%	97%	85%	81%

Table 01b: Applicants by Academic Year Entered

	2020-2021	2021-2022	2022-2023	2023-2024
# Applicants	75	81	60	80
# Applicants Accepted	42	48	40	59
# Applicants Entered	29	31	28	35
# of these withdrew	0	2	5	1
# of these Applicants, # Graduated	19	25	15	N/A

Table 01c: 2023-2024 Applicants, Admissions and Enrollment Summary

Category	Total Applicants	Number Enrolled
Fall Applicants	57	33
Spring Applicants	2	2
Total (All Terms)	59	35

Of the 59 total applicants, all 59 were offered admission, and 35 enrolled.

Table 01d: 2023-2024 Admission and Enrollment Outcomes for Applicants

Admission Outcome Category	Number Accepted	Number Enrolled
Provisional Admissions	6	6
Non-matriculation students	1	1

2. Field Placement Data

Table 02: 2023-2024 Field Placement Data for Practicum and Internship CITs

Placement Setting	Practicum CITs (n = 30)	Internship CITs (n = 22)
CCBHC	20%	45%
OMH Clinic	4%	23%
OASAS Program	17%	0%
MH Private/Group Practice	23%	18%
Hospital MH Program	0%	0%
Social Services Agency	23%	5%
School	13%	9%

3. Graduate Outcomes

Table 03a: Graduate Outcomes by Academic Year (Updated 3/1/2025)

ACADEMIC YEAR GRADUATED	2020-2021	2021-2022	2022-2023	2023-2024
Total Graduated	24	28	22	30
# alumni working in MH field	24	26	22	29
Total % working in MH field	**100%**	**93%**	**100%**	**97%**
# known not in field	0	1	0	1
# not reporting/not found	0	0	0	0
# In Field but no LP	2	0	1	2
# NYS Licensed (Completed 3,000 post-master's hours and passed exam)	6	13	Too soon	Too soon
# Licensed/LP outside NYS	2	3	0	0
# with limited permit	14	11	21	27
% earned or pursuing licensure	**92%**	**93%**	**95%**	**90%**

Table 03b: State Licensing Exam - NYS

ACADEMIC YEAR GRADUATED	2020-2021	2021-2022	2022-2023	2023-2024
# attempted NYS license exam (NCMHCE)	15	16	13	8
# known passed 1st attempt (NCMHCE)	7	9	13	8
# reported failed 1st attempt (NCMHCE)	8	1	0	0
Passed unknown # attempts (NCMHCE)	0	0	0	0
# Passed on Retake (NCMHCE)	3	1	0	0
TOTAL Passed NCMHCE	10	15	13	8

Table 03c: State Licensing Exam – Other States

ACADEMIC YEAR GRADUATED	2020-2021	2021-2022	2022-2023	2023-2024
TOTAL Passed NCE	2	1	0	0
# Unknown testing Status/ or no test yet	0	0	0	0

4. Student Success

Key Progress Indicators

The Clinical Mental Health Counseling (CMHC) Program faculty continue to track the same 10 Key Performance Indicators (KPIs), tracked to each of the 8 Core and the CMHC Specialty standards set forth by CACREP that were tracked in 2023-2024. The faculty have identified CIT Performance data points to measure each KPI (as seen in the discussion below) that attempts to capture performance at various points in the CIT's course of study.

Table 04a: Key Performance Indicators

CACREP Common Core F1: Professional Orientation and Ethical Practice
KPI 1: CIT will articulate the interrelationship between their personal identity and their professional Counselor identity, and how this impacts their CMHC practice.
KPI 2: CIT demonstrates an understanding of the legal and ethical standards of the professional Clinical Mental Health counselor and their application to professional practice.
CACREP Common Core F2: Social and Cultural Diversity
KPI 3: CIT will demonstrate understanding of theories and models of multicultural, pluralistic counseling and display competent application to practice.
CACREP Common Core F3: Human Growth and Development
KPI 4: CIT will demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior across the lifespan.
CACREP Common Core F4: Career Development
KPI 5: CIT will identify and describe approaches to the assessment of abilities, interests, values, personality, and other factors that contribute to career development, and their implication to the counseling process.
CACREP Common Core F5: Counseling and Helping Relationships
KPI 6: CIT will demonstrate knowledge and practical application of theoretically based counseling skills and techniques with individuals and groups
CACREP Common Core F6: Group Counseling & Group Work
KPI 7: CIT will identify and apply ethical and culturally relevant strategies for designing and facilitating groups, and how therapeutic factors contribute to group effectiveness.
CACREP Common Core F7: Assessment and Testing
KPI 8: CIT will identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results to the counseling process.
CACREP Common Core F8: Research and Program Evaluation
KPI 9: CIT will articulate the importance of research in advancing the counseling profession, including how to critique and synthesize research to inform counseling practice
CACREP Common Specialty: CMHC
KPI 10: CIT will demonstrate ability to utilize core clinical principles, intake interviewing, and assessment, including the DSM-5 and MSE, to inform treatment planning.

Return to Table of Contents

The table below outlines how the CMHC program interprets the identified data points to evaluate the Key Performance Indicators (KPIs). Throughout this Annual Self-Evaluation, the program uses the benchmark of "Meeting" or "Exceeding" expectations. This is equivalent to a benchmark of 85% or higher.

Table 04b: Assessment Rating Scale and Interpretation

Rating Label	Numeric Value	Interpretation
Exceeding expectations	5	Meets or exceeds benchmark
Meeting expectations	4	Meets or exceeds benchmark
Approaching expectations	3	Does not meet benchmark
Below expectations	2	Does not meet benchmark
Does not meet expectations	1	Does not meet benchmark

Table 04c: Assessment Benchmarks Used to Evaluate CMHC Program KPIs

Assessment Measure	(5) Exceeding Expectations	(4) Meeting Expectations	(3) Approaching Expectations	(2) Below Expectations	(1) Does Not Meet Expectations
Assignment Rubrics	95%+	85%-94%	80%-84%	75%-79%	75%>
Comps Exam I	5	4	3	2	1
Comps Exam II	77%+	62%-76%	52-61%	42-51%%	41%>
CCS-R Evaluations	5	4	3	2	1

Table 04d: KPI Overview - AY 2023-2024

KPI	% of CITs "Meeting" or "Exceeding" Expectations	% of CITs "Not Meeting" Expectations
KPI 1	97%	3%
KPI 2	86%	14%
KPI 3	98%	2%
KPI 4	96%	4%
KPI 5	92%	8%
KPI 6	90%	10%
KPI 7	96%	4%
KPI 8	91%	9%
KPI 9	95%	5%
KPI 10	97%	3%

Table 04e: KPI Aggregate Knowledge and Skills - AY 2023-2024

KPI	Knowledge (% of CITs "Meeting" or "Exceeding" Expectations)	Skills (% of CITs "Meeting" or "Exceeding" Expectations)
KPI 1	96%	97%
KPI 2	88%	83%
KPI 3	98%	95%
KPI 4	98%	93%
KPI 5	96%	100%
KPI 6	100%	87%
KPI 7	96%	96%
KPI 8	90%	95%
KPI 9	91%	100%
KPI 10	98%	98%

Professional Dispositions

CIT disposition was monitored during the 2023-2024 academic year using the nationally recognized Counselor Competencies Scale- Revised (CCS-R). This evaluation reviews CIT counseling skills (part 1) and disposition (part 2). For the evaluation of CIT Disposition, only Part 2 is considered.

CIT disposition is measured across their academic experience by multiple reviewers (see the table below for an outline of how Disposition is captured, by whom, and when in the academic plan of study).

The Assessment Committee was pleased to note that CITs continue to receive strong ratings from site supervisors in both counseling skills and professional disposition. As expected, scores increased from the mid-program evaluation during the Practicum experience to the end-of-program assessment completed at the conclusion of Internship II, indicating a positive developmental trend as CITs progress through their fieldwork. These findings suggest that CITs enter practicum with a solid foundation and continue to strengthen their skills and professional competencies throughout the internship sequence.

Table 05a: CCS-R Part 2: Professional Disposition Assessment

Program Level	CCS-R Part 2 Disposition Activity	Assessed in (course #)	When
Entry Level	CIT Self-assessment	MNHN 600	Mid-Fall semester 1st year
Entry Level	Assessment by Faculty	MNHN 630	End-Fall semester 1st year
Entry Level	Assessment by Faculty	MNHN 632	End-Spring semester 1st year
Midpoint Level	Assessment by Site Supervisor	MNHN 702	Mid & End Semester
Midpoint Level	Assessment by Faculty	MNHN 702	End Semester
Midpoint Level	CIT Self-assessment	MNHN 702	End Semester
Midpoint Level	Assessment by Site Supervisor	MNHN 770	Mid & End Semester

Program Level	CCS-R Part 2 Disposition Activity	Assessed in (course #)	When
Midpoint Level	Assessment by Faculty	MNHN 770	End Semester
Midpoint Level	CIT Self-assessment	MNHN 770	End Semester
Midpoint Level	Assessment by Faculty	MNHN 692	End Semester
Exit Level	Assessment by Site Supervisor	MNHN 771	Mid-Spring semester final year; End-Spring semester final year
Exit Level	Assessment by Faculty	MNHN 771	End-Spring semester final year
Exit Level	CIT Self-assessment	MNHN 771	End-Spring semester final year

Table 05b: DISPOSITION DATA: Site Supervisor evaluations of CIT performance, showing the percentage of CITs "Meeting" or "Exceeding" expectations by academic year.

	2021-2022	2022-2023	2023-2024
Mid-Program: Practicum	95%	98%	94%
End Program: Internship II	93%	99%	99%

INFORMED BY PROGRAM EVALUATION

Across all KPI domains, Counselors-in-Training (CITs) met or exceeded the established benchmark of 85% for the 2023–2024 academic year. A closer examination of both the "Knowledge" and "Skills" KPI subdomains, along with individual KPI data points, indicates progress across several key performance areas. Notably, KPI 3 demonstrated a strong upward trend, with CIT performance increasing from 90% to 100% meeting or exceeding benchmark on the Comprehensive Examination I data point. Gains were also observed within KPI 4, where performance in the "Knowledge" subdomain increased from 88% to 93%.

In response to goals set in the 2022-2023 program evaluation, additional data points were added to KPI 5, KPI 7, and KPI 8 during the 2023-2024 academic year to allow for a more comprehensive evaluation of CIT performance. Results across these KPIs reflected stable outcomes for KPI 5 and KPI 8, and improved performance for KPI 7. The consistency of outcomes despite the addition of new data points suggests stability in CIT performance and supports the value of these expanded measures in capturing a clearer and more reliable assessment of CIT outcomes.

Further review of KPI subdomains identified targeted areas for refinement. Performance in the "Skills" subdomain of KPI 2 was slightly below benchmark at 83%, representing a modest decline from the prior year. The Committee noted that this "Skills" outcome is currently based on a single data point drawn from early in the CITs' plan of study. To a more developmentally focused evaluation of CIT skill acquisition, the Committee recommends adding a second, later-stage skills-based assessment. The course in which the current measure is embedded is also undergoing modification, with improved performance anticipated in the 2024–2025 academic year.

Overall, CITs demonstrated strong performance on Comprehensive Examination I (COMPS I), achieving a 96% overall pass rate. Of the five assessed content domains, CITs met benchmark in four areas. Performance in the "Developmental" content domain was lower at 81%, reflecting a decline from the previous academic year. A review of student responses suggests that this outcome was primarily related to incomplete responses to multi-part questions rather than gaps in content knowledge. For the 2024–2025 academic year, the Committee has recommended revising the question format to more clearly delineate each required component. Subsequent data will be reviewed to evaluate the impact of this change.

The 2023–2024 academic year marked the second administration of the program-developed Comprehensive Exam II (COMPS II) which aligns with the New York State licensing examination, the National Clinical Mental Health Counseling Examination (NCMHCE). CITs again met the established benchmark for COMPS II, with 93% of CITs passing on their first attempt and 100% of retakers passing on their second attempt. Overall, the cohort's average aggregate score exceeded the national required passing score by 13%. Across the NCMHCE aligned subcategories, our of five areas met benchmark, with 90% to 100% of CITs meeting expectations. Performance in the "Core Counseling Attributes" subcategory was lower, with 67%

meeting benchmark. At this time, the Committee will continue to monitor this area across future administrations before determining whether targeted curricular or programmatic adjustments are indicated.

Closing the Loop

Table 06a: 2022-2023 Observations and 2023-2024 Outcomes

2022-2023 Observations	2023-2024 Outcomes
Improve technology to monitor breadth of program assessment data points.	Program continues to evaluate technological options to support program management and growth. The faculty have been working closely to improve use of Tevera and evaluating Simulation software. This continued as a goal for upcoming academic years.
Need to add/consider "knowledge" or "skill" domain measurements of KPIs 5 and 7.	Achieved: Expanded Data points were added to KPI 5, KPI 7, and KPI 8.
Need to add/consider "knowledge" domain measure for KPI 4	Achieved: The Assessment Committee reviewed and felt that 2 "Knowledge" data points were sufficient. Suggested adding an additional
Need to add/consider "skill" domain measure for KPI 8	Achieved: Skill measure was added to KPI 8 and assed this 2023-2024 review cycle
Consider evaluations of PLOs (per Site Supervisor feedback)	Achieved: The CMHC Advisory Board and Faculty reviewed the feedback from the Site Supervisors in 2023 and determined that the PLOs were in line with the program goals and intended outcomes. No Changes made.
Considerations of how to measure the identified domain of "professionalism" across various PLOs	Achieved: The Program added additional Professionalism activities and opportunities across the program – through an increase in Professional Development seminars, inclusion of CITs in conferences as attendee and presenters, and through service opportunities.
Revision of Site Supervision training to address more specific counselor concepts and model interventions	Achieved: New training video has been recorded and made available to all site supervisors. It includes a mid-video check-in to ensure Site Supervisor participation.

Table 06b: Recommended Interventions for 2024-2025: Course level

Course	2023-2024 Observed Concerns	2024-2025 Modification Recommendations
MNHN 640	Ethics Final (skills) data point at 83% - below benchmark	Consider including an additional skills data point from the mod or end of the Plan of study.
COMPS II	Lower than expected performance in the "Core Counseling" Domain (67%)	Assessment committee to evaluate if any patterns emerge to consider in curriculum review
COMPS I	Q1 – Development did not meet 85% benchmark (81%)	Reformate question for the 2024-2025 COMPS I and then re-evaluate.

Table 06c: Recommended Interventions for 2024-2025: Program level

2023-2024 Observations	Action Plan	Goal	Measurement
Become a Continuing Education (CE) Provider for LMHCs in NYS	Complete the application process to become a CE provider	2024-2025	Approval from NYS to provide CE credits
Establish a Chi Sigma Iota (CSI) honor society chapter at Touro	Designate a faculty person to begin the applications process	2025-2026	An approved CSI Chapter at Touro
Improve CIT knowledge of Legal and Ethical standards as they apply to the Counseling Profession	Host either a panel or create a video on NYS specific laws relevant to the Mental Health Counselor	2024-2025	Evidence of panel and/or video available for CIT use
Alumni survey does not provide information on treatment service modality (telehealth, etc.)	Add question to alumni survey regarding primary form of treatment environment (telehealth, etc.)	2025-2026	Update survey
Increase opportunities to observe and practice clinical skills	Explore other technologies that would of use (suggest 2-3 other options to improve clinical skills & observations)	2025-2026	Evidence of use of new technologies
Increase feedback to sites and site supervisors	Continued goal: Fieldwork coordinator to develop a plan and approach to providing feedback	2025-2026	Developed protocol