



# PLAYBOOK

FOR ENHANCING INDIANA'S MENTAL  
& BEHAVIORAL HEALTH WORKFORCE

## **The Landscape Assessment: Inventory of Programs and Trends in the Postsecondary Pipeline to Practice**

**TECHNICAL REPORT**

**Bowen Center for Health Workforce Research and Policy**  
bowenctr@iu.edu

## Key Findings

- Previously, there was no centralized inventory of all mental and behavioral health training programs in Indiana.
- Through collaboration with the Indiana Commission for Higher Education (CHE) and Indiana Public Licensing Agency (PLA), all Hoosiers now have access to an inventory, which includes all programs and offers an insight into trends in the degrees issued and headcount associated with each program.
- Out of 169 programs, 67 potentially qualify an individual for behavioral health and human services (BHHS) licensure “as-is,” meaning that no special or additional coursework is required.
- The field strength of these as-is programs in 2022 was 1,635 degrees issued and 5,909 enrollments.
- There are 10 programs for psychiatric nurse practitioners (NPs), 13 programs for doctoral psychologists, and 5 residencies for psychiatrists.

# Background

**Why was it created?** This report was completed as part of the [Playbook for Enhancing Indiana's Mental and Behavioral Health Workforce](#) (Playbook Project). The Playbook Project is focused on mental and behavioral health care providers whose entire practice is dedicated to the provision of mental or behavioral health services, including psychiatrists, psychiatric NPs, clinical psychologists, social workers, mental health counselors, marriage and family therapists, clinical addiction counselors, and addiction counselors.

At the time the Playbook Project was launched (April 2023), no public and centralized source of information on Indiana's postsecondary mental and behavioral health training programs corresponding to education requirements for [selected licensed mental and behavioral health professionals](#) was available. The lack of such a resource threatened Indiana's ability to understand the status of and identify opportunities to strengthen or expand the pipeline. Additionally, without such a resource, individuals seeking this information, such as prospective students/licensees and academic/career counselors, had to conduct research to identify these programs and determine which mental or behavioral health licenses they might correspond to.

This inventory serves as a centralized source of information on Indiana-based degree programs and the mental/behavioral health professional licenses they correspond to. It has been created with an aim to support 1) state-level assessment of the distribution of the training pipeline for these professionals, 2) quick identification of degree programs in institutions and by geography, and 3) transparency in the degree pathways to licensure.

**What information does this report contain?** This report summarizes the development process for and key findings of the Indiana Postsecondary Mental and Behavioral Health Training Program Inventory. This inventory was developed as part of the [Playbook for Enhancing Indiana's Mental and Behavioral Health Workforce \(Playbook Project\)](#). This approach used to develop the inventory may serve as a framework for developing, sustaining, and refining this and similar interactive inventories.

## Methodology

The inventory was created through the following five steps:

1. Review of state statutes and administrative codes defining the qualifying degrees/education programs for mental and behavioral health licenses
2. Identification of the classification of instructional program (CIP) taxonomy codes associated with the degree/educational programs identified in the statutes/codes
3. Extraction of information related to degree programs, including the headcount, degrees issued, and other details
4. Verification of an individual degree/education program's qualification status for respective licenses
5. Data management and development of a web-based dashboard for public access.

**Step 1:** The [Indiana Mental and Behavioral Health Regulation Review](#) included a review of the relevant Indiana statutes and administrative codes for all BHHS-licensed professions. Indiana outlines the education requirements for these licensed professionals, including specific degree areas that may be pursued if an individual is interested in licensure.

**Step 2:** The Bowen Center for Health Workforce Research and Policy (Bowen Center) collaborated with the Indiana Commission for Higher Education (CHE) to gather data related to the classification of instructional programs taxonomy codes. These six-digit codes identify different training programs and define the program type, subject matter, and instructional level. This denomination of training programs is typically used for federal reporting, state-level tracking, and identification of programs.

**Step 3:** The CIP codes that were used to identify the relevant mental and behavioral health training programs are presented in Appendix A. The information included in the export from CHE is listed in Table 1.

**Table 1:** Data fields included in the CHE export of postsecondary behavioral health training programs

Data Field	Definition
CIP code	Six-digit taxonomy code for instructional programs
CIP code title	Definition of the six-digit CIP code
Degree level	Degree level for which the programs qualify
Institution	Name of the institution, including the campus name
Sector	Categorical denomination of whether the program is public, private, or state-level
Program name	Name of the degree program
Program status	Categorical denomination of whether the program is active or eliminated
Distance education status	Yes/No indicator of whether distance education is offered by the institution
Program approval date	Date on which the program was approved under the CIP code
Program end year	Date on which the program was discontinued as a qualifying program
Credit range	Total number of credits that can be obtained under a specific program
Headcount	Total number of students enrolled in the program per year from 2000–2022
FTE	Total credit hours per year for a student enrolled from 2000–2022
Degrees	Total number of degrees issued per year from 2000–2022

**Step 4:** Several degree programs are referenced to “qualify” or “potentially qualify” an individual with the education requirements for one or more Indiana BHHS license. The “qualifying status” for each degree program was verified by the Indiana BHHS Licensing Board. Each degree was classified as either qualifying graduates “as-is,” meaning that the degree satisfied the educational requirements for licensure, or “conditionally,” meaning that the degree program may qualify if the specified course or course content is completed.

Due to an overlap in the requirements, one degree program may qualify as-is for one license but conditionally for another based on the specific course content. Further information is provided in Table 2. A similar approach was used for the development of a psychology-specific inventory, although the psychology programs were validated by the Psychology Licensing Board.

**Table 2:** Qualifying status definitions

Qualifying Status	Definition
Qualifies as-is	This program and the typical course structure meet the licensure educational requirements
Qualifies conditionally based on the course content	This program may meet the licensure educational requirements if certain electives or supplemental courses separate from the typical course structure are taken

**Table 2:** Qualifying status definitions

Qualifying Status	Definition
Does not qualify	This program does not meet the licensure educational requirements

Psychiatric NP programs were validated by the Psychiatric NP Focus Group, an advisory group for the Playbook Project. This mechanism was used because neither a license nor a regulatory body currently exists in Indiana for advanced practice registered nurses.

The Accreditation Council for Graduate Medical Education is responsible for accrediting all graduate medical training programs, including psychiatry residencies, and includes an inventory of all U.S. residencies. This database was used to capture information regarding all psychiatry residencies in Indiana. Graduation data for these residencies were obtained from residency coordinators. These data were linked with the institution data obtained from CHE. Additionally, addresses for each institution's campus were obtained from online Google searches.

**Step 5:** To support the longitudinal assessment of graduation data, the CIP code data was transposed such that each program was designated a row for each year of data. Transposition was conducted for the headcount, FTE, and degrees issued. Similarly, the license qualification data were transposed such that each program was assigned a row for the qualification status for each license type. However, rows that comprised information on programs that did not qualify for a license were eliminated. After the data were transposed, the address for each institution was merged with the qualification data.

#### Dashboard Development: Longitudinal Assessment

A longitudinal assessment that examined the degrees issued over time was linked to the formatted longitudinal graduation data obtained from CHE. Data were combined to facilitate the development of a longitudinal trends graph. The field Degree Level, which denoted the type of degree issued, was used to stratify the counts by program degree level (bachelor's, master's, doctoral, postgraduate certificate).

A new dashboard table including the degree issue and headcount trends was added. Filters were added in each sheet to enable users to select the license for which the degree programs qualify, view the level of degree program, and check whether distance education is offered.

#### Dashboard Development: Behavioral Health Training Program Inventory

Geographic pinpoints of the existing behavioral health programs in Indiana that qualify either as-is or conditionally for at least one behavioral health license were developed. The addresses, which were collected by the Bowen Center staff, were used to develop the pinned locations of these programs over a county map of Indiana.

To create a dynamic table that allowed the program information to be expanded and collapsed, the program qualification had to be sorted by degree level, institution, program name, and license name (with qualification status), in this specific order. Next, the first row for a program name in the sorting condition (of degree level, institution, and license type) was

duplicated. This allowed for the first row to serve as the primary entry, and the subsequent rows were progressively added.

After the data were imported into Tableau, a table was created in which each program was listed by institution, degree level, and qualification status (where appropriate). A true/false expression was calculated to control the expanding and collapsing of each institution row as well as the appearance of the institutional and program information in the inventory table. The inventory table was created in this manner.

A geographic map was also created, which displayed the location of the institutions that provide training programs for behavioral health, psychology, and psychiatry. A new dashboard in which the program map and dynamic tables were included was designed. Additionally, filters were added to the dashboards to allow users to customize the map and table by institution, sector, degree level, programs' license type, qualification status, and distance education courses.

### Limitations

It is important to note that this inventory currently serves as a snapshot of the training landscape as of November 2023. Programs that were newly created or received accreditation after the data extract would not be included in the Inventory. This also includes programs housed at institutions that do not report to CHE. Playbook Project recommendations include a mechanism for sustainable management of the training program inventory which includes regular data collection and updates. Secondly, the program data provided by CHE has limited granularity, sometimes aggregating programs offered at separate campuses to one campus. For instance, Indiana University Columbus is included in Indiana University Indianapolis in state level reporting and in tables presented in this report. However, with additional investigations, the classes delivered at IU Columbus were identified and highlighted in the program inventory to support student and community planning. It is important to note that this report does not aim to generalize findings across the entire workforce population, but to represent feedback received from the smaller sample of survey respondents.

## Results

The following section describes the findings from the inventory related to Indiana's mental and behavioral health professional postsecondary pipeline.

### Inventory

**The "Field Strength" of the Pipeline:** At present, Indiana has 169 degree programs offering students partial or complete training required for BHHS licensure, 12 degree programs preparing for psychology licensure, 10 degree programs preparing individuals as psychiatric NPs, and 5 residencies preparing physicians to be psychiatrists (Table 3). In terms of psychiatrists, there are four general psychiatry residencies in the state as well as a special "Triple Board" residency providing instruction on psychiatry, pediatrics, and child and adolescent psychology.

**Table 3:** Total programs by profession

Profession	Total Programs
BHHS	169
Psychologist	12
Psychiatric NP	10

Psychiatrist	5 (residencies)
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**A Deeper Dive into Degrees for BHHS:** Of the 169 programs identified as preparing students with some or all of the knowledge required for an Indiana BHHS license, 67 programs were identified as qualifying individuals as-is, or with the typical course structure. Every license type presented in Table 4. It is important to note that there are no conditional programs for social work licenses.

**Table 4:** Qualifying courses for all BHHS licenses

License	Programs Qualifying As-Is
Marriage and family therapy (LMFT and LMFTA)	4
Mental health counseling (LMHC and LMHCA)	20
Addiction counseling (LAC, LACA)	3
Clinical addiction counseling (LCAC and LCACA)	2
Social work (LSW and LCSW)	15
Bachelor's in social work (LBSW)	23
<b>Total</b>	<b>67</b>

**Degree/Education Level/Type:** Table 5 describes the degree/education level/type for the programs included in the inventory. Bachelor's degrees for BHHS qualifying programs form the bulk of the inventory. In psychiatric advanced nursing, the split of the programs is almost even between master's programs and post-master's certificates.

**Table 5:** Degree-level breakdown for profession-specific inventories

	BHHS Inventory	Psychology Inventory	Psychiatric NP Inventory
Bachelor's degree	75	0	0
Doctoral degree - professional practice	2	1	1
Doctoral degree - research/scholarship	14	11	0
Master's degree	69	0	4
Post-master's certificate	9	0	5

**Geographic Distribution of the Pipeline:** Geographically, there are several areas in the state without BHHS training programs, including the northwest and southeast parts, which are typically more rural (Figure 1). The geographic inequities are starker for psychologists, as almost all programs are located in central Indiana, leaving southern Indiana without a doctoral training site and northern Indiana with only the University of Notre Dame. Psychiatrist residencies have two urban locations in central Indiana, one urban location in northwest Indiana, and one rural location in southwest Indiana. Therefore, wide gaps exist all over the eastern side of the state. Although all the psychiatric NP programs are located in central Indiana, many of them offer distance education, expanding their area of impact while allowing Hoosier students to stay in their communities. Remote options are not exclusive to the psychiatric NP programs, as several BHHS degree programs include remote options. The number of programs with remote options and the number of students enrolled in these programs has increased drastically over the last several years.

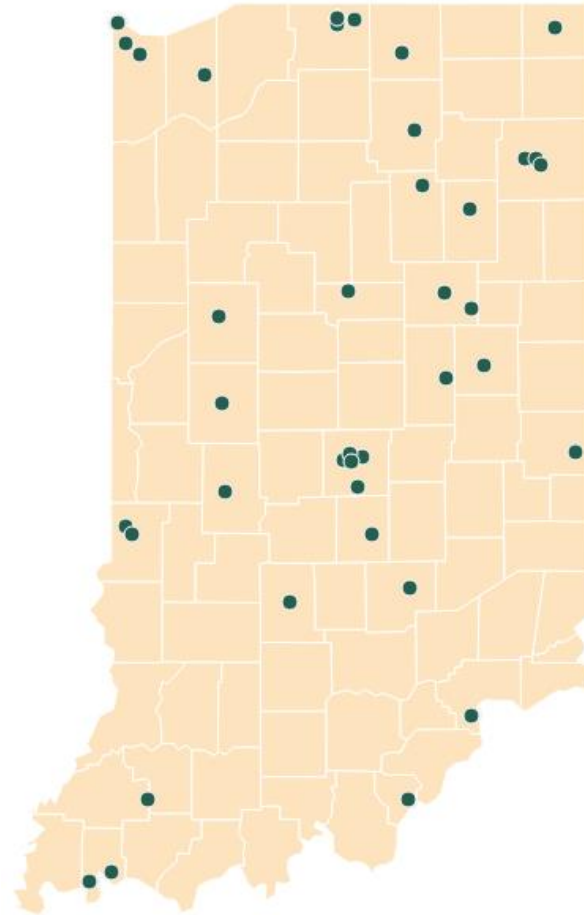


Figure 1: Mental and Behavioral Health Inventory Map; view more maps depicting the geographic distribution [here](#)

**Pipeline by Indiana Institution:** Table 6 provides the institutional program count for all programs in the inventory, excluding the psychiatry residencies, denotes private institutions, and includes the institutional distance education program count. Including satellite campuses and online programs, Indiana University has the most programs at 47, followed by Indiana Wesleyan University at 24, Ball State University at 18, and Purdue University at 16. Independent Colleges of Indiana (ICI) is an organization that represents 29 private colleges and universities. ICI member colleges and universities, excluding Indiana Wesleyan University, accounted for 32% of the programs (n=62).<sup>1</sup>

**Table 6:** Institutional breakdown across all inventories excluding psychiatry

Institution	Total Program Count	Distance Education Program Count
Anderson University*	2	-
Ball State University	18	3
Bethel University - Mishawaka*	2	-
Butler University*	2	-
Calumet College of St. Joseph*	2	2
Christian Theological Seminary*	2	-
DePauw University*	1	-
Earlham College*	1	-
Franklin College*	1	-

<sup>1</sup> ICI member list available at: <https://www.icindiana.org/indiana-private-colleges/>  
Bowen Center For Health Workforce Research and Policy

**Table 6:** Institutional breakdown across all inventories excluding psychiatry

Institution	Total Program Count	Distance Education Program Count
Goshen College*	2	-
Grace College and Theological Seminary*	2	2
Hanover College*	2	-
Holy Cross College*	1	-
Huntington University*	4	4
Indiana University Bloomington	16	1
Indiana University Columbus	2	-
Indiana University Fort Wayne	2	-
Indiana University Kokomo	3	1
Indiana University Northwest	4	-
Indiana University Indianapolis	13	1
Indiana University South Bend	4	1
Indiana University Southeast	3	-
Indiana Institute of Technology*	2	1
Indiana State University	12	2
Indiana University East	5	2
Indiana Wesleyan University*	9	5
Indiana Wesleyan University - Marion*	8	4
Indiana Wesleyan University - National and Global*	7	7
Manchester University*	2	-
Marian University - Indianapolis*	4	-
Martin University*	3	-
Oakland City University*	1	-
Purdue University Northwest	3	-
Purdue University - West Lafayette	7	1
Purdue University Global	6	6
Saint Mary-of-the-Woods College*	1	1
Saint Mary's College*	2	-
Taylor University*	2	-
Trine University*	1	1
University of Indianapolis*	9	-
University of Evansville*	2	-
University of Notre Dame*	4	-
University of Saint Francis - Fort Wayne*	2	-
University of Southern Indiana	6	3
Valparaiso University*	4	-
Wabash College*	1	-

Note: Private institutions are identified with an asterisk

## Trends

The inventory includes an interactive dashboard where individuals can access trends in headcount and degrees issued. These trends are divided into four tabs categorized by profession type (BHHS, psychologist, psychiatrist, and psychiatric NP). Individuals can manipulate the graphs by the program level (bachelor's, master's, post-master's, doctorate) and qualifying license for the BHHS programs. All results shown in the below figures can be replicated on the [dashboard](#).

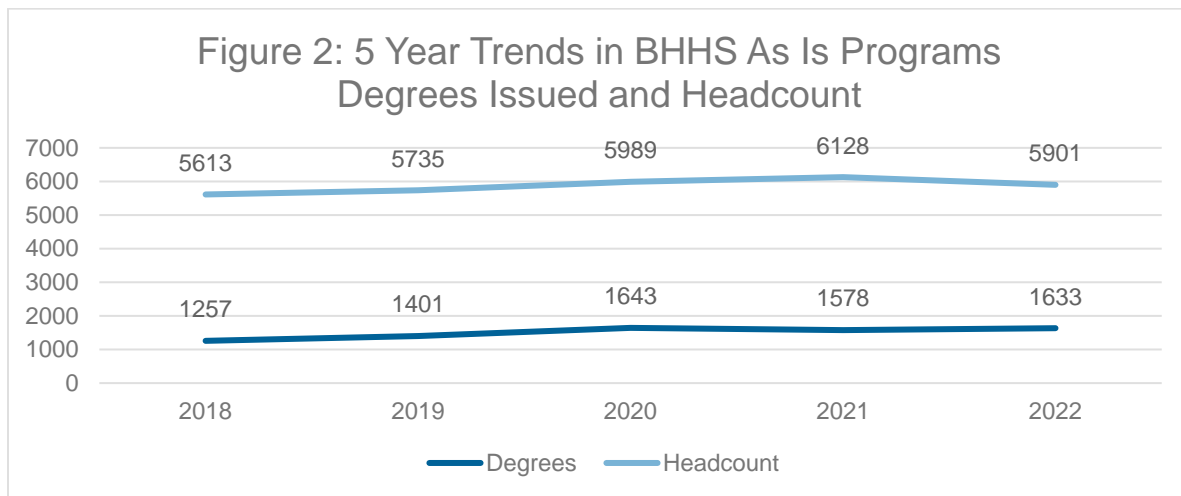
Regarding BHHS programs, the trends are broken down by license type. Social work reported the highest number of master's degrees issued with 1,253 in 2022, followed by mental health counselor at 1,087 and marriage and family therapy with 157. This order has been longitudinally consistent. In terms of the trend in enrollment, social work programs

have shown steady and consistent growth since 2015, and there was an increase from 3,404 students in 2021 to 3,481 in 2022. Similarly, an increase in the enrollment for mental health counseling (2,908 in 2021 vs. 2,935 in 2022) was observed while marriage and family therapy master’s programs experienced a decrease in enrollment (359 vs. 355). Limited master’s degrees have been awarded for clinical addiction counseling with 73 issued in 2022, although this number has continued to increase since 2019. Similarly, enrollment in master’s programs has continued to rise since 2018.

Very few students have graduated from doctoral or post-master’s certifications programs, with the total degrees issued remaining constant between 20 and 40 since 2018. This is to be expected as the master’s degree is considered the “terminal degree” for most BHHS licenses, excluding the LACA and LBSW licenses. These trends can be replicated by selecting programs that qualify for Clinical Social Worker and Mental Health Counselor licenses.

Regarding bachelor’s degrees, 2,129 bachelor’s in social work degrees were issued in 2022 compared with 244 bachelors in addiction counseling degrees in the same year. Enrollment at the bachelor’s social work level has been consistent since 2018 but declined from 10,156 in 2021 to 9,970 in 2022. Similarly, enrollment at the bachelor’s addiction counseling level decreased from 1,205 in 2021 to 1,109 in 2022. However, enrollment in the bachelor’s level addiction counseling programs has been stagnant or steadily decreasing since 2018.

Across all BHHS license types, the as-is programs awarded 1,635 degrees in 2022, a slight increase from 1,578 in 2021. The same is true for the headcount, with the total number of enrollees decreasing between 2021 (n=6,128) and 2022 (n=5,901). As shown in Figure 2 below, only slight increases in both degrees issued and students enrolled since 2018 have been observed. The information presented in Figure 2 as well as Figures 3, 4, and 5 are presented combined for ease. They can be bifurcated as per the program level in the dashboard.



Psychologist trends revealed that doctoral programs are classified as “research and scholarship” and “professional practice.” This is a designation from the state and not indicative of the program objective. As shown in Figure 3, in 2022, 551 students were enrolled and 80 degrees were awarded. This is a slight decrease from 82 degrees and an increase from 532 enrollees in 2018.

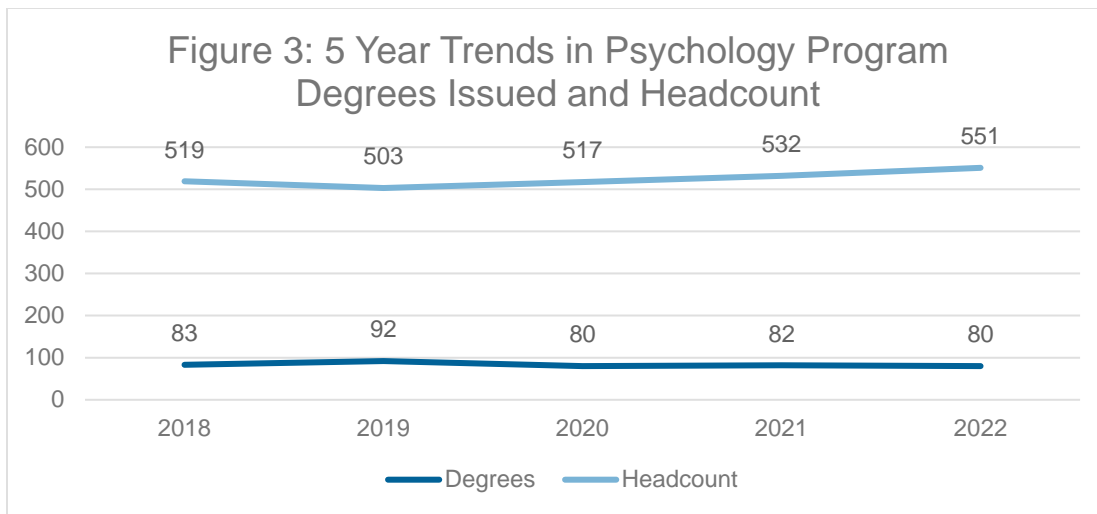
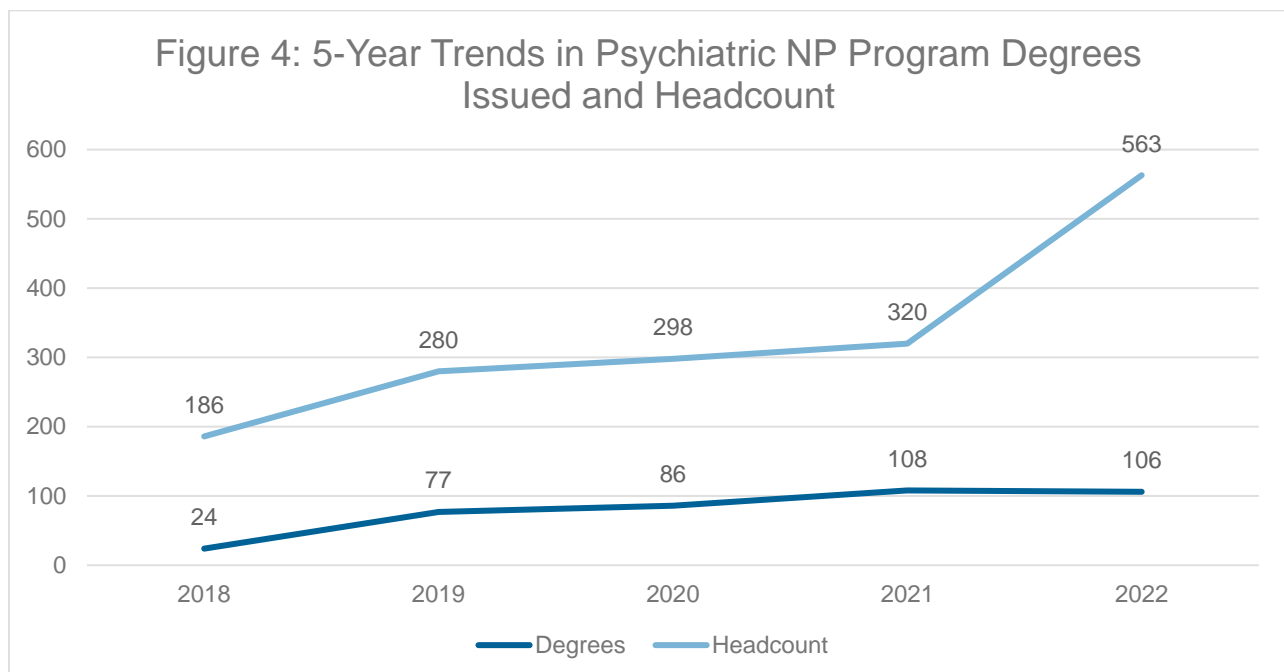
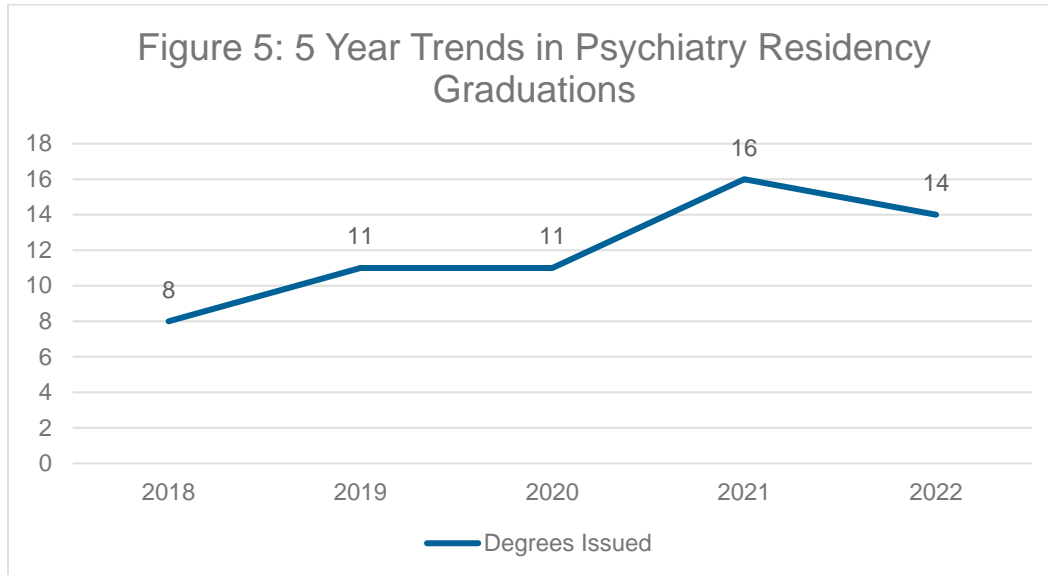


Figure 4 depicts the trends in psychiatric NP headcount and degrees/certificates issued. Psychiatric NP trends were heavily influenced by the seven new programs that were launched between 2018 and 2020. In 2022, 563 students were enrolled, and 106 degrees were issued. This is a large increase in the number of total enrollees from 320 in 2021, although there was a slight decrease in the number of degrees issued. The increase in enrollees can be attributed to the post-master’s certificate programs (and likely family nurse practitioners), which rose from 63 students in 2021 to 289 students in 2022.

Indiana has only one psychiatric NP doctoral program (see Table 5 for a full degree-level breakdown), which was launched in 2019. No degrees have been issued by the program yet, although an increase in student enrollment from one in 2020 to five in 2022 has been noted. The majority of graduates belong to the master’s programs while about 25% are from the post-master’s certificate programs, indicating that there may be interest in obtaining this certification as a means to expand the existing NP capacity in psychiatry. A complete breakdown comparing the master’s degrees and post-master’s certificates can be explored on the [dashboard](#).



New psychiatry residencies were set up in 2015, 2017, and 2020, greatly impacting the trends in graduation as shown in Figure 5. One residency has yet to have any graduates while another residency graduated its first class in 2023 (n=4). In 2021, two residencies saw an increase in graduations, resulting in an uptick that remained elevated in 2022. As new residencies continue to operate and produce residents, it is expected that these figures will continue to increase. In 2022, there were 14 graduates of psychiatry residency programs.



## Conclusion

Indiana education leaders, prospective students, and community members can now access transparent information about the locations of mental and behavioral health training programs as well as the ability to visually depict and manipulate the data related to headcount and degrees issued. Many areas in this state lack training capacity, and opportunities may exist for program expansion in those communities. Additionally, many students are enrolled in “as is” programs, although the enrollment has slightly decreased. It is important that initiatives are targeted toward increasing the number of these students interested in pursuing independent clinical licensure and to financially support students to ensure that they successfully graduate.

# Appendix

Requested CIP codes
19.0701 Human Development and Family Studies, General
19.0702 Adult Development and Aging
19.0704 Family Systems
19.0706 Child Development
19.0707 Family and Community Services
19.0708 Child Care and Support Services Management
19.0709 Child Care Provider/Assistant
19.0710 Developmental Services Worker
19.0711 Early Childhood and Family Studies
19.0712 Parent Education Services
19.0799 Human Development, Family Studies, and Related Services, Other
34.0104 Addiction Prevention and Treatment
39.07 all Pastoral Counseling and Specialized Ministries
39.0701 Pastoral Studies/Counseling
39.0799 Pastoral Counseling and Specialized Ministries, Other
42.0101 Psychology General
42.27 all Research and Experimental Psychology
42.28 all Clinical, Counseling, and Applied Psychology
42.99 all Psychology, Other
44.0701 Social Work
51.1501 Substance Abuse/Addiction Counseling
51.1502 Psychiatric/Mental Health Services Technician
51.1503 Clinical/Medical Social Work
51.1504 Community Health Services/Liaison/Counseling
51.1505 Marriage and Family Therapy/Counseling
51.1506 Clinical Pastoral Counseling/Patient Counseling
51.1507 Psychoanalysis and Psychotherapy
51.1508 Mental Health Counseling/Counselor
51.1510 Infant/Toddler Mental Health Services
51.1511 Medical Family Therapy/Therapist
51.1512 Hospice and Palliative Care
51.1513 Trauma Counseling
51.1599 Mental and Social Health Services and Allied Professions, Other
51.3810 Psychiatric/Mental Health Nurse/Nursing

# Acknowledgements

Please address any correspondence regarding this document to the Bowen Center via email at [bowenctr@iu.edu](mailto:bowenctr@iu.edu) or by phone at 317.278.4818.

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Department of Family Medicine  
Indiana University School of Medicine  
1110 W. Michigan Street, Suite 200  
Indianapolis, IN 46202

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## Authored By

Mykayla Tobin, Special Projects Policy Analyst  
Sierra Vaughn, Assistant Director of Data and Research  
Hannah L. Maxey, Director

## Contributions By

Cleveland Dietz, State Projects Coordinator