2022 SOU Clinical Mental Health Counseling Assessment Report
September 2022

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This report is a brief summary and overview of our ongoing program evaluation efforts and is intended for current students, alumni, site supervisors, employers of alumni and other relevant stakeholders. Each group that has provided essential feedback helps the CMHC faculty to better understand our successes and areas needing improvement. We thank you for your candid responses and many suggestions. We hope that this report will also be useful to applicants, faculty, staff, administrators, and the general public.

The CMHC Faculty

* Of course, in March 2020 with the advent of the COVID-19 pandemic, significant portions of our programmatic endeavors were impacted by the sudden shift to lockdowns, state/federal regulations, and the sudden shift to remote instruction, clinical training, and program administration. Keeping in line with CDC and Governor Brown's guidelines, we continued with remote teaching for the academic year 2020-21. This document reflects more anecdotally some of these impacts. Importantly, our outcome data (from sources such as graduating student surveys, clinical efficacy via site supervisor evaluations, and CPCE scores) demonstrate no noticeable dip in performance indicators (KPIs) or other program outcomes.

The Assessment Process

According to our CMHC Assessment Plan, each year the CMHC program gathers and analyzes a wide spectrum of focused assessment data to continually inform our program evaluation and improvement efforts. Each year, we survey New Students, Graduating Students, Alumni, Site Supervisors, and Employers of our graduates. We analyze characteristics of applicants, students, and the annual results of the exit exam, the Counselor Preparation Comprehensive Exam (CPCE) which allows for comparison with national data. We also assess Key Performance Indicators (KPIs) embedded across the curriculum that measure essential counseling competencies for entry-level clinical mental health counselors, covering knowledge, skills, and dispositions. Each fall, CMHC Faculty review these program assessment data to determine what we are doing well and where there are opportunities for improvement. We identify changes to make with curriculum, staffing, policy, and procedures and establish a timeline for the changes.

Important Actions Implemented in 2021-22

- Implemented our revised KPIs and associated measures into SOU's assessment system, Nuventive Improve, continuing to tie CMHC KPIs to SOU's strategic planning core themes and institutional goals, thereby further incorporating CMHC's assessment results into SOU's institution-wide assessment efforts.
- Conducted a nationwide search for tenure-track position to expand the CMHC program

Additionally, the CMHC program faculty, in conjunction with SOU IT and other resources, had developed important changes in 2020-21 to accommodate for remote learning. Some of these are listed below, and as appropriate were incorporated for 2021-22 academic year

- Converted all in-person classes to a hybrid/remote model with mostly synchronous teaching via Zoom, Google apps, and other technological tools. Augmented the Moodle LMS to support more robust asynchronous learning and course management.
- Taught all content-focused and clinical training courses remotely.
- Developed clinical, ethical, legal and culturally competent guidelines for the use of technology in instruction and clinical training for faculty, students, and supervisors.
- Planned and conducted group counseling practicum and internship courses remotely.
- Supported interns and internship sites on remote counseling delivery and remote clinical supervision.
- Planned and conducted our second Virtual Internship Fair which replaced our customary in-person internship fair and internship matching process.
- Provided ad hoc emotional, pedagogical, supervisory, and technological support to students.
- Maintained the health and well-being of all CMHC stakeholders: students, faculty, staff, site supervisors, clients, etc. while maintaining all CMHC and CACREP guidelines.
- Advocated with the OBLPCT for possible flexibility re: graduation requirements.
- Updated all students on shifting health requirements/guidelines, statewide executive orders, and implications for CMHC courses and requirements.

Applicants: In 2021, our applicant pool increased from 54 completed applications to 69, with 19% (compared to 16% the previous year) of applicants identifying as members of a racial or ethnic minority. Of applicants accepted into and enrolled in the program's incoming 2022 cohort and identifying their race/ethnicity, 34% identify as being of a racial/ethnic minority, compared to 19% from last year.

	2020-2021 Applicants	2020-2021 Admitted cohort (2021)	2021-2022 Applicants	2021-2022 Admitted cohort (2022)
Number	54	21	69	22
% minority (to the extent reported)	16	19	19	34
Average GRE	GRE requirement waived	GRE requirement waived	GRE requirement waived	GRE requirement waived
Average GPA	3.58	3.78	3.589	3.427

Program Outcomes and Key Performance Indicators:

The chart below summarizes the key components of our extensive data collection and program evaluation. It includes the program outcome and corresponding CACREP subject area, the associated key performance indicator(s) (KPI) and whether the KPI is assessing primarily knowledge, skills or dispositions. The third column illustrates the robust nature of the CMHC evaluation process by documenting the practice of "multiple measures over multiple times". By gathering multiple inputs and demonstrating varying methods of measurement, we are assured of a holistic and comprehensive assessment of student learning outcomes and ultimately, program performance. Balanced with a diversity of measures, it is important to incorporate systematic, consistent and uniform measures of learning and progress and thus, in the measurement of clinical performance and skill development, we rely upon the Counseling Competencies Scale-Revised (CCS-R), which is introduced in the first term of the program and utilized throughout the practicum training sequence and continued through the last term of the program (in the final term of internship). The deliberate and consistent use of this well-validated tool provides robust and understandable data to students, supervisors, and faculty alike.

Subject Area Program Outcome	KPI # KPI/Domain	Multiple Measures: Measure #, course & term
Professional Counseling Orientation and Ethical Practice: Students develop strong professional identities as mental health counselors and learn to think and act ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.	1. Students will grasp the importance of ethical standards that apply to each of the counselor's professional role responsibilities. (knowledge)	1. Exam in COUN 581 - Y1 Winter 2. Ethics Case Study in COUN 510 - Y2 Winter 3. CPCE score in core area - Y2 Spring
Professional Counseling Orientation and Ethical Practice: Students develop strong professional identities as mental health counselors and learn to think and act	2. Students will demonstrate ability to apply counseling skills and facilitate therapeutic conditions.	1. CCS-R (part 1) in COUN 504 - Y1 Winter 2. CCS-R (part 1) in COUN 506 - Y1 Winter

ethically, demonstrating professional accountability for their knowledge and application of ethical principles, codes, and decision-making processes.	(skills)	3. CCS-R (part 1) in COUN 510 - Y2 Spring
Social and Cultural Diversity: Students learn to be sensitive to the diversity in ethnicity and life situations of their clients and are able to adapt their counseling practice to the individual needs of diverse clients.	3. Students will demonstrate knowledge of social and cultural diversity understanding through theories of multicultural counseling and the promotion of diversity amongst different communities and mental health settings. (knowledge)	1.Cultural Awareness Research Paper in COUN 586 - Y2 Fall 2. Multicultural Case Study in COUN 510 - Y2 Spring 3. CPCE score in core area - Y2 Spring
Human Growth and Development: Students will be able to apply various theories of human development to their counseling process, so they are effective at integrating a developmental approach to counseling in their work with clients.	4. Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. (knowledge)	1.Theory into Practice Paper in COUN 570 - Y1 Fall 2. Culminating Activity in COUN 570 - Y1 Fall 3. CPCE score in core area - Y2 Spring
Career Development: Students understand career development across the lifespan for diverse clients, how to integrate career concerns with mental health concerns, and demonstrate ethical and culturally competent career counseling strategies.	5. Students will demonstrate an understanding of career development and related life factors, including theories, assessments, career resources, and the interrelationship between career and other life roles. (knowledge)	1.Research Paper/Project in COUN 549 - Y2 Winter 2. Final Exam in COUN 549 - Y2 Winter 3. CPCE score in core area - Y2 Spring
Counseling and Helping Relationships: Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.	6. Students will demonstrate an understanding of counseling theories and models for case conceptualization. (knowledge)	1.Case Conceptualization by Theoretical Model in COUN 571 - Y1 Fall 2. Final Case Conceptualization in COUN 585 - Y1 Summer 3. CPCE score in core area - Y2 Spring
Counseling and Helping Relationships: Students learn the foundational ingredients of effective counseling and psychotherapy, particularly development of an empathic, collaborative therapeutic alliance and therapeutic skills that foster movement	7. Students will demonstrate the ability to establish and maintain the therapeutic alliance, conceptualize clients' dynamics and provide a focus for treatment, and enter clients'	1.Counseling Activity Self-Efficacy Scale (CASES) in COUN 504 - Y1 Winter 2. Counseling Activity Self-Efficacy Scale

toward clients' goals and potentialities. Students demonstrate basic competence in utilizing psychotherapy skills fundamental to all theoretical approaches, conduct an intake interview with initial assessment and case conceptualization, and facilitate counseling sessions with classmates using role play scenarios under supervision.	subjective worldview and respond to their feelings with accurate empathy. (skills)	(CASES) in COUN 573 - Y2 Spring
Group Counseling and Group Work: Students are introduced to the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups, application of contemporary theoretical approaches; and standards of practice through completion of a group proposal.	8. Students will demonstrate a theoretical understanding of group purpose, group development (including stages and members roles / behaviors), theories, methods, skills, and approaches. (knowledge)	1. Exam in COUN 574 - Y1 Spring 2. CPCE score in core area - Y2 Spring
Group Counseling and Group Work: Students are introduced to the theory and practice of group counseling. Students demonstrate understanding of types of groups related to clients' goals; ethical and professional concerns related to group work; leadership issues and skills; group dynamics; stages of group development; therapeutic factors evoked within groups, application of contemporary theoretical approaches; and standards of practice through completion of a group proposal.	9. Students will demonstrate the ability to facilitate a small group process over multiple sessions effectively (skills)	1. 1st Case Presentation in COUN 506 - Y1 Spring 2. 2nd Case Presentation in COUN 506 - Y1 Spring
Assessment and Testing: Students will gain knowledge needed to administer, interpret and utilize psychological tests and other sources of assessment data in school, community, clinic and other mental health settings.	10. Students will demonstrate an understanding of standardized approaches to assessment and evaluation including basic concepts of testing, norms, statistical concepts, and psychometric properties. Students will be able to use this knowledge to interpret and utilize assessment information to inform diagnosis and treatment planning. (knowledge)	1. Assessment Battery & Report in COUN 521 - Y2 Fall 2. Final Exam in COUN 521 - Y2 Fall 3. CPCE score in core area - Y2 Spring
Research and Program Evaluation: Students will understand how to apply principles of effective research to evaluating counseling research to inform their	11. Students will demonstrate an understanding of research methods, statistics, needs assessment, and program	1. Research Paper in COUN 542 - Y2 Winter 2. Article Critique in COUN 542 - Y2 Winter

counseling practice and to participate in practice-based research at their counseling site.	evaluation, including social and cultural implications for interpreting and reporting results. (knowledge)	3. CPCE score in core area - Y2 Spring
Clinical Mental Health Counseling: Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.	12. Students will demonstrate understanding of salient characteristics of a disorder, prevalence rates, causal and related factors, diagnostic criteria, and differential diagnosis. (knowledge)	1.Group Project in COUN 583 - Y1 Spring 2. Final Case Presentation in COUN 573 - Y2 Spring
Clinical Mental Health Counseling: Students understand the theories and models of clinical mental health counseling and are able to effectively use client case conceptualizations to assess, diagnose, and identify and apply appropriate treatment modalities to a wide range of client situations.	13. Students will demonstrate diagnostic skills with clients while understanding the many different situational circumstances that may be occurring. (skills)	1. Diagnostic Case Study Assignment in COUN 583 - Y1 Spring 2. Final Case Presentation in COUN 573 - Y2 Spring
Professional Dispositions: Students demonstrate the interpersonal capacity to relate to others in the appropriate and professional manner as expected of professional counselors.	14.Students will demonstrate the appropriate counseling dispositions (dominant qualities) and behaviors expected of professional counselors. (dispositions)	1.CCS-R (part 2) in COUN 504 - Y1 Winter 2. CCS-R (part 2) in COUN 510 - Y2 Spring

KPI Data Collection Results

The KPI Data Collection is discussed in the following sections. While in the past several KPI parameters were met by all students in the program, there was a slight decline in the number. Most of this decline can be attributed to 1 or 2 students being unable to meet the KPI requirement. For example, for COUN 549 (M-05-2) 18 of the 22 students in the program successfully met the requirement. The instructor met with the other four students offered extensive feedback and discussed the outcomes. For detailed KPI scores, please review the excel sheet here

The Counselor Activity Self-Efficacy Scales (CASES) - click here to see a copy.

The CMHC program utilizes the CASES, a self-report measure, to assess a broad range of counseling skills and tasks and students' progress regarding their self-efficacy to perform these skills, tasks, and client scenarios. The CASES is given two times in the program: the first CASES administration is given early in the 1st year winter term. The second CASES is administered in the 2nd year spring term. The aggregate results in both categories (each category contains multiple skills, tasks, and scenarios totaling 41 items) are compared from the 1st to the 2nd administration for each cohort as a measure of their skill development and growing self-efficacy as a counselor. When this KPI and associated measure was first selected, a target goal of 30% improvement over baseline was chosen as an appropriate target. Over the last few years, the overall improvement (the average improvement for all 41 items) has ranged between 20 and 25%, with this year's (2019 cohort) result being 21.73%. For 2019-20 report (2018 cohort), the overall improvement was 20.43%. For each of the last three years, we have fallen below the 30% target rate of improvement. Since, there is no data or research to suggest an appropriate target goal, it is suggested that the target is adjusted to 20%, as a more realistic goal. This change was confirmed in the 2021-22 annual faculty meeting.

Regrettably, while the first CASES study for the 2020 cohort yielded about 19 responses, the second CASES report yielded only 2 responses. Thus, data should be cautiously interpreted

Survey data

Each year, the CMHC program administers comprehensive and anonymous surveys to key stakeholders to ascertain their experiences, perspectives, feedback and suggestions for the program. We survey: New/1st Year Students, Graduating Students, Site Supervisors, and Alumni (1st year post-graduates).

Program Strengths

Many program strengths were identified by survey respondents (new, graduating and former students, as well as site supervisors and employers). Scores across the board were consistently high.

Quantitative Survey Data:

New Students Survey:

Program Experience

Item	2022 (current) Assessment Report
CMHC faculty have encouraged me to join professional mental health organizations.	• 85.7% (strongly agree or agree) • 12/14 participants
The application process was managed effectively	• 92.8% (strongly agree or agree) • 13/14 participants
The academic advising process meets my needs.	• 92.8% (strongly agree or agree) • 13/14

I would recommend this program to other potential students.	• 85.7% (strongly agree or agree) • 12/14 participants
Class size in experiential courses (e.g. 502, 504, 506, 510) is conducive to learning	• 92.8% (strongly agree or agree) • 13/14 participants

Program Highlights from the Survey:

1. Our professors are incredible - I'm so thankful for the kindness they extend. The papers we've had to write overwhelm me initially, so providing a layout and/or questions to address in the paper has really reduced my anxiety and stress around these assignments.
2. The research papers were interesting and meaningful. The practicum classes are great.
3. I love the cohort model of the program! Valli's instructions for papers in her class are SO thorough and helpful! Valli's class in general was amazing and so engaging! I absolutely love group supervision. Getting to do pre-practicum with my peers right away during the first term was so beneficial to my learning and has helped me feel prepared and excited to work with undergraduates next term! I'm absolutely loving the program!
4. The 502 clinical supervision was the most meaningful part. The theory class was grounding and the lifespan development class was good for personal reflection.

Graduating Students Survey:

Item	2022 (current) Assessment Report
Program Satisfaction: The academic advising process meets my needs.	• 71.5% (strongly agree or agree) • 5/7 participants
Program Satisfaction: Faculty mentoring meets my needs.	• 71.5% (strongly agree or agree) • 5/7
Program Satisfaction: The CMHC Program Coordinator (Cody Christopherson) is helpful to students.	• 100% (strongly agree or agree) • 7/7 participants
Program Satisfaction: The CMHC Clinical Coordinator (Victor Chang) is helpful to students.	• 100% (strongly agree or agree) • 7/7 participants
Program Satisfaction: The CMHC Faculty are helpful to students.	• 100% (strongly agree or agree) • 7/7 participants

Program Satisfaction: Courses are consistent with my employment goals.	• 71.5% (strongly agree or agree) • 5/7 participants
Professional identity	• 85.7% substantial improvement • 6/7 participants
Helping relationship	• 100% substantial improvement • 7/7 participants
Clinical Mental Health Counseling specialty	• 100% substantial improvement • 7/7 participants

Each graduating student survey asks students to rate their level of improvement across different counseling knowledge domains from the beginning to the end of the program. Of course, every student and each cohort enters into the program with actual and perceived skills and knowledge. However, it is interesting to note that vast differences in what they are reporting, especially in terms of reported substantial improvement.

Course	No improvement	Minor improvement	Substantial improvement
Assessment	0%	14.3%	85.7%
Group Counseling	0%	28.6%	71.4%
Career Development	0%	28.6%	71.4%
Research and Program Evaluation	0%	28.6%	71.4%
Human Growth and Development	0%	28.6%	71.4%
Sociocultural Development	0%	0%	100%

Commonly mentioned strengths (both new student and graduating student surveys) from qualitative comments across surveys:

Program Satisfaction: Faculty and Staff Helpfulness

They were all wonderful to work with.

I can remember multiple instances when faculty went out of their way to provide me individual guidance on an assignment, professional, or personal issue.

Everyone was helpful when asked. I wish professors were more proactive about providing mentorship and requiring advisor meetings more than once per term.

Program Satisfaction: Work-Life Balance and Course Structure

Even more stress on self-care and reminders every once in a while to practice self-care. I know I would forget from time to time.

Paid internships are more and more of a priority. I had to work a part-time job in addition to working my internship and completing course workloads. It creates unnecessary stress for students. The summer term was incredibly packed and I felt the 4 week classes were too fast-paced to retain information effectively. I feel ill-prepared to provide counseling on substance use and to families.

I would could have used more time in psychopharmacology during the summer term. Lots of content to move through in such a short time frame.

The order of the classes felt odd at times. I understand there are benefits to learning and applying material simultaneously, as with Group Counseling, but there were approaches taught in later weeks of class that I could have used in earlier weeks of facilitating my group.

Course Satisfaction: Classroom Experience

510 would be better in smaller class sizes.

Possibly reduce class size in 510 to mirror 502/504/506 sizes?

In 510 it would have been nicer to have smaller class sizes, but I realize that it may not be plausible.

The class sizes in experiential courses were often too large to allow for individual focus. There were many weeks were we only talked about one or two people's concerns for the whole supervision and no one else had time to discuss their clients.

Course Satisfaction: Practicum and Internship

I thought the internship fair was a great way to practice interviews as well as ask questions to potential employers.

More guidance in using Tevera to track hours and fill out official forms during the first Practicum experiences would be helpful. I remember being quite overwhelmed and confused about the process and worried that I would miss details or count hours incorrectly.

Internship experiences should be paid. It places too much stress and financial burden to have to provide 600+ hours of unpaid work. The practicum experiences were extremely useful and a good introduction to a caseload, however organizing clients at the beginning was confusing as we got their names at the last possible minute.

Summary Evaluation

Online classes were difficult in a number of ways. It inhibited social connection and made it more difficult to focus and retain information. Having heard of how other programs at SOU operate, I wish there had been some built-in features (perhaps facilitated by the GA) for connecting with classmates, whether that be over Zoom or safely in person.

Disorganization within the program during the first year. It often felt like things were "up in the air" regarding class. It felt unstable.

Research methods/Statistical math, and adapting to some multicultural concepts have been challenging but doable.

Essentially the feedback I've given here. It is a supportive network, a challenging program, and I am grateful to have gone through this program.

Alumni Survey:

Historically, the alumni survey has yielded very low response. For the past two years, only two alumni for each assessment cycle have responded. Report from this year's survey is below

- Currently a registered counseling intern working toward state licensure - 100%
- The CMHC faculty were helpful to my professional growth - 100%
- I would recommend this program to other potential students - 100%

Site Supervisor Survey:

Item	2022 (current) Assessment Report
The SOU CMHC Program internship expectations and requirements are clear to me	• 88% (strongly agree or agree) • 8/9 participants
The student evaluation procedures are appropriate and manageable	• 100% (strongly agree or agree) • 9/9 participants
The SOU clinical coordinator is accessible and helpful	• 100% (strongly agree or agree) • 9/9 participants
The course schedule is compatible with students' internship schedules	• 100% (strongly agree or agree) • 9/9 participants
Did your organization hire a graduate of the SOU Counseling Program in the past two years?	• 77.7% yes • 7/9 participants
How useful was the Internship Fair in getting the word out about your agency?	• 40% neither useful or useless, and completely useless • 2/5 participants
How useful was the Internship Fair in meeting and selecting next year's intern(s)?	• 40% neither useful or useless, and completely useless • 2/5 participants
Did you receive a current version of the SOU Practicum & Internship Manual?	• 44.44% reported "no" • 4/9 participants

Exit exam results: Our students once again continued to score significantly above the national average in all eight CACREP core areas and in the overall total score on the Counselor Preparation Comprehensive Exam (CPCE). This is a remarkable achievement especially given a full academic year (2020-21) of being remote. Despite these challenges, our students surpassed the national mean in every CPCE domain - see chart below. We also provide the opportunity for our graduating students to take the National Counselor Examination (NCE) required for licensure. In this examination, our students also scored above the national average compared against every demographic group (CACREP, non-CACREP schools, and Professionals) in every subject area. Thus, our students demonstrate a strong basic fund of knowledge in the counseling field in comparison to a national sample of masters and doctoral level students and professionals. It is interesting to note the scores across domains and these data have been shared with program faculty, especially the instructors of those courses, to note for their continued course development.

2022- April CPCE Results

CPCE Core Knowledge Area	National Mean	SOU Mean
Professional Counseling Orientation and Ethical Practice	12.09	12.8
Social and Cultural Diversity	10.37	11.2
Human Growth and Development	10.38	10.0
Career Development	11.38	12.5
Counseling and Helping Relationships	12.01	13.1
Group Counseling and Group Work	12.09	13.3
Assessment and Testing	9.33	9.4
Research and Program Evaluation	11.58	12.6
Total	89.24	94.7

Program Changes for AY 2021-22

Taking into account the overall very positive program evaluations and all the assessment data and feedback received balanced against constraints of curriculum requirements, available resources, demands of our upcoming reaccreditation process, and logistical considerations, the CMHC faculty agreed to focus on a few key areas of program improvement for the coming year:

Actions:

- Increase the emphasis on expectation-setting regarding time, financial, and emotional commitments involved in the program at the new student orientation session. A new "informed consent" detailing these aspects will be offered to incoming first year students at the CMHC Orientation
- Continued strategizing and planning of summer term given student needs and programmatic resources to adjust scheduling, length, instructors, etc. of the summer courses, as much as possible, to address multiple program and student needs.
- Faculty sought to increase collaboration and sharing of ideas, strategies, feedback, etc. between faculty to increase consistency and linkages between courses, share creative ideas and solutions, and to increase the overall quality of student experience.

Continued Coordination and Work with SOU Graduate Program Assessment

Through collaboration and coordination with the SOU Director of University Assessment, the Associate Provost for Graduate Studies, the Graduate Council, the Social Sciences Division Director and the CMHC Program Coordinator, the CMHC Assessment Coordinator will continue providing the necessary data, results tracking, and assessment reporting within the Nuventive Improve software system and continuing preparing the Annual Graduate Program Assessment rubrics, narratives, and reports. Feedback from Graduate Council to document actions taken in response to data gathered by assessment coordinator will also be implemented this academic year.

In conclusion, we hope that this annual assessment report conveys the breadth, depth, utility, and robustness of our integrated assessment processes and associated results. The CMHC program takes program evaluation and program improvement seriously and we believe this report highlights our endeavors and is demonstrable proof of our efforts

CMHC Faculty & Staff 2021 – 2022

Role	Name	Contact information
Program Coordinator	Dr. Cody Christopherson	christoc1@sou.edu
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Office Coordinator	Ms. Angel McDonald	mcdonald@sou.edu

Appendix A
CMHC Curriculum 2021-22 AY

Fall   First Year

Course	Title	Credits in 2020-21	Credits in 2021-22
COUN 571	Counseling Theory	4	4
COUN 502	The Helping Relationship	4	4
COUN 570	Advanced Human Growth/Development	4	4

Winter

Course	Title	Credits	Credits
COUN 504	Individual Counseling Practicum	4	4
COUN 581	Ethics and Roles	4	4
COUN 575	Crisis Intervention	4	4

Spring

Subj/Course	Title	Credits	Credits
COUN 574	Group Counseling	4	4
COUN 506	Group Counseling Practicum	4	4
COUN 583	Advanced Psychopathology	3	3

Summer

Course	Title	Credits	Credits
COUN 510	Internship	5	5
COUN 576	Family & Couples Counseling	4	4
COUN 585	Treatment Planning & Consultation	3	3
COUN 525	Psychopharmacology & SUD	4	4

Fall   Second Year

Course	Title	Credits	Credits
COUN 510	Internship	5	5
COUN 586	Multicultural Mental Health	4	4
COUN 521	Assessment	4	4
COUN 507	Elective	0	1

Winter

Course	Title	Credits	Credits
COUN 549	Career Counseling	4	4
COUN 510	Internship	5	5
COUN 542	Research Design	4	4
COUN 507	Elective	0	1

Spring

Course	Title	Credits	Credits
COUN 573	Mental Health Profession	4	3
COUN 510	Internship	5	5
COUN 531	Community Counseling	4	3

TOTAL credits   90   90