

**South University**  
**MASTER OF ARTS**  
**CLINICAL MENTAL HEALTH COUNSELING**

Campus: Columbia, South Carolina

Annual Report for January 1, 2020 – December 31, 2020

South University - Columbia South Carolina Campus

Clinical Mental Health Counseling

**Mission Statement**

The Master of Arts in Clinical Mental Health Counseling Program is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field of clinical mental health counseling. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession. The program promotes an understanding and appreciation of individual and cultural diversity, instills an awareness of the need for ongoing education beyond graduation, and prepares those pursuing a doctoral degree in the field through granting the terminal master's degree.

**Clinical Mental Health Counseling Program Objectives**

- Students will demonstrate knowledge, comprehension, synthesis, and application of the major theories comprising the foundation of counseling from a historical and contemporary perspective.
- Students will demonstrate an awareness and comprehension of the normal and abnormal mechanisms of change within individuals across the lifespan.
- Graduates will demonstrate an ability to properly identify, assess, conceptualize, diagnose, and treat mental disorders in the context of the accepted diagnostic nomenclature.
- Students will gain an understanding and appreciation of the contributions of quantitative and qualitative research and the synergy among the theoretical, clinical and scientific components of the field.
- Students will explore and understand the impact of their personal view as it relates to their world view and the multidimensional nature of cultural influences as a Counselor Educator.

- Students will develop effective verbal and written communication skills necessary to interface with various constituents including clients, treatment teams, and public entities.
- Student will demonstrate an appropriate level of professional development as evidenced by the knowledge and understanding of pertinent ethical and legal principles in the profession, in addition to current/emerging issues in the field.
- Students will achieve an appreciation and level of proficiency concerning the knowledge, skills, and competencies deemed appropriate for use in the profession as identified by the ongoing need for education and training beyond graduation.

**Program Outcomes**

- **Quality of the Program (as reflected in achieved national accreditation or national peer comparisons)**
- **Productivity of the Program (as reflected in enrollments and degree completions)**
- **Course-level Student Success (as reflected in quality control, withdrawal/failure rates, student ratings)**

**Program Overview**

Year January 1, 2020 - December 31, 2020

1. Number of students in the CMHC program	87
2. Number of Graduates during 2020	22
3. Number of Admissions during 2020	33
4. Program’s Completion Rate for 2020	62%
5. Number of Graduates employed in Mental Health Field 2020	13
6. Number of Graduates waived/furthering education	2
7. Employment Placement Rate for 2020	61%
8. Graduates Pass Rate on State Exam 2020	80%
9. Number of students in practicum/internship placements 2020	37
10. Number of placements available to students	37
11. Number of students passed their Comprehensive Case Conceptualizations (CCC) portion of the exit examination: 26 of 34 for 76% pass rate	
a. SPRING 2020 – 13 students took the exam and 10 Passed	
b. SUMMER 2020 – 8 students took the exam and 7 Passed	
c. FALL 2020 – 8 students took the exam and 6 Passed	
d. WINTER 2021 - 5 students took the exam and 3 Passed	
12. Number of students passed/failed their CPCE portion of comps-Test administered on: 20 of 24 for 83% pass rate	
a. SPRING 2020 – 7 students took the exam and 5 Passed	
b. SUMMER 2020 – 3 students took the exam and 3 Passed	
c. FALL 2020– 6 students took the exam and 5 Passed	
d. WINTER 2021- 8 students took the exam and 7 Passed	

<b>Content Area</b>	<b>National Average 100120</b>	<b>3/2020 SUCOL Average</b>
<b>Spring 2020</b>	N=849 Mean = 83.6 Standard Deviation = 13.6	N= 7 Mean = 61.4 Standard Deviation = 12.5
Human Growth and Development	11.1	8.0
Social and Cultural Foundations	9.5	8.0
Helping Relationships	9.3	9.6
Group Work	10.2	6.3
Career and Lifestyle Development	10.5	6.7
Appraisal	9.8	6.3
Research and Program Evaluation	10.4	8.0
Professional Orientation and Ethics	10.5	8.4
<b>Content Area</b>	<b>National Average 100120</b>	<b>5/2020 SUCOL Average</b>
<b>SUMMER 2020</b>	N=670 Mean = 82.9 Standard Deviation = 13.9	N= 3 Mean = 57.0 Standard Deviation = 3.6
Human Growth and Development	10.9	9.3
Social and Cultural Foundations	10.1	7.3
Helping Relationships	12.0	7.7
Group Work	10.1	7.2
Career and Lifestyle Development	10.5	5.7
Appraisal	10.1	6.3
Research and Program Evaluation	8.4	4.7

Professional Orientation and Ethics	12.0	8.7
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In the Summer/early Fall of 2020, as a campus, the Faculty elected to move to a CPCE like exam that could be delivered through the university’s virtual platform, maintaining the integrity of the program, and providing a safe testing opportunity for students in the midst of the pandemic. We continued this testing process through the Summer of 2021, programmatically deciding to return to the standard CPCE once all of our students met vaccine eligibility. The following chart shows the first two administration of the CPCE alternative test derived from practice CPCE tests.

<b>Content Area</b>	<b>11/2020 SUCOL Average</b>
<b>FALL 2020</b>	N= 6 Mean = 112.8 Standard Deviation = 3.02
Human Growth and Development	14.5
Social and Cultural Foundations	13.5
Helping Relationships	14.5
Group Work	13.8
Career and Lifestyle Development	12.7
Appraisal	14.5
Research and Program Evaluation	15.7
Professional Orientation and Ethics	14.5
<b>Content Area</b>	<b>02/2021 SUCOL Average</b>
<b>Winter 2021</b>	N= 8 Mean = 112.8 Standard Deviation = 3.01
Human Growth and Development	13.5
Social and Cultural Foundations	13.8
Helping Relationships	12.5
Group Work	14.7

Career and Lifestyle Development	15.5
Appraisal	14
Research and Program Evaluation	15.6
Professional Orientation and Ethics	14.5

13. CPCE - Tested areas were: Human Growth and Development (C1), Social and Cultural Foundations (C2), Helping Relationships (C3), Group Work (C4), Career and Lifestyle Development (C5), Appraisal (C6), Research and Program Evaluation (C7), and Professional Orientation and Ethics (C8).

14. CCC - Number of students who passed their Comprehensive Case Conceptualizations and what is entailed: The second part of the exit examination entails students producing comprehensive clinical reports on case studies that are assessed across the following categories: evaluation and assessment, diagnosis and treatment planning, and clinical practice. Criterion reviewed includes accuracy, comprehensiveness, critical thinking, individualized case plan, and mechanics of the case conceptualization report. Students show evidence of improvement for critical thinking and analytical problem-solving skills while taking the second part of the exit exam, which is the case conceptualization.

In assessing each comprehensive case conceptualization component the degree of accuracy, comprehensiveness, critical thinking, individualized case plan, and mechanics of writing the assessment is reviewed for the following sections: Section 1: Evaluation & Assessment: entails identifying precipitating problems or symptoms, comprehensive psychosocial assessment, and identifying individual and relationship functioning; Section 2: Diagnosis & Treatment Planning: entails the integrating client assessment and observational data to formulate a conceptualization and utilizing that information to formulate a differential diagnosis on a multiaxial system before developing a treatment plan and Section 3: Clinical Practice: entails determining and identifying other services that could address client needs, identify and discuss applicable ethical and legal issues, and finally determining the practitioners scope of practice parameters.

The comprehensive case conceptualization evaluation tool is a rubric that measures accuracy, comprehensiveness, critical thinking, individualized case plan and mechanics basis for the three areas of the case conceptualization are assessed across five levels of competence. This comprehensive assessment (accuracy, comprehensiveness, critical thinking, individualized case plan, and mechanics) detailed in the rubrics assess Section 1: Evaluation and Assessment correlates directly to the successful application of the following core classes:

CNS6535 Clinical Mental Health Appraisal I, CNS6161 Counseling Techniques, and CNS8100 Preliminary Clinical Evaluation. The comprehensive assessment of Section 2: Diagnosis and Treatment Planning correlates to the successful application of CNS 6051 Diagnostics of Psychopathology and Treatment and CNS 6161 Counseling Techniques. The comprehensive assessment of Section 3: Clinical Practice is reflective of the effective application of CNS6313 Professional Orientation and Ethics and CNS6425 Clinical Mental Health Counseling.

### **Program Changes**

We welcomed a new counselor educator adjunct to the program to continue teaching excellence: Dr. Gail Rouse and Dr. Aubrey Sejuit.

The global pandemic of 2020 and the CACREP flexibility allowed for students to have educational experiences with CMHC faculty from across the South University system as classes were shared across campuses on the South VR platform.

In the late Summer of 2020, South University decided to suspend the CMHC program in Austin, Texas. Students enrolled in the CMHC program were transferred to the Columbia campus to complete the program of study through the South VR platform.

In March 2021, the Columbia campus was approved by CACREP to offer a satellite campus in Atlanta, Georgia.

In April 2021, the program director, Dr. Charlotte R. Hamilton left the university and Dr. Katherine DeWitt became program director.

### **Chi Sigma Iota Honor Society – Sigma Upsilon Sigma**

The local chapter, Sigma Upsilon Sigma, encourages the furtherance of high standards of scholarship and professional practice through volunteering, speaker programs, workshops, colloquia awards, social activities, and networking opportunities. We inducted 32 new members into the chapter on Saturday, May 21, 2021. We also participated in service projects and donated items such as toiletries, clothing and non-perishable food to the local shelters in the Columbia area. Our CSI Chapter also provided Santa Bags filled with small games, scarves, mittens, activity books, colors, and other holiday items to residents of the Babcock Center, a home for adults with intellectual disabilities who because of COVID restrictions would not be able to be with their families or have traditional Christmas and holiday gatherings in the winter of 2020-2021.

The CMHC program did many service projects to several community agencies such as Transitions Homeless shelter, Sister Care Victim's Advocate, sock drive and donations, and United Way. Students volunteers for local School Districts delivering lunches and worked as tutors for children with special needs to students in virtual school during lockdowns.

### **Activities of Counseling Students 2020**

CMHC program donated socks to the homeless shelters in the community. January 2020.

CMHC program awarded two students registration fees and hotel reservations for the South Carolina Counseling Association (SCCA) conference in Hilton Head, SC. February 2020.

CMHC student, Ms. Chelsea Samide, was named an “Emerging Leader” at the South Carolina Counseling Association (SCCA) conference in Hilton Head, SC. February 2020.

CMHC program students participated in webinars and workshops on Tele-mental health and virtual service delivery. April/May 2020

CMHC students were awarded at the honor’s virtual convocation for grades and for being in the CSI honor society at South University. August 2020.

CMHC program submitted its annual report and CACREP Vital Statistics. September 2020.

### **Student State Licensure**

1. R.N. (CMHC) passed the NCE October 2020. June Graduate 2020.
2. L.N. (CMHC) passed the NCE October 2020. June Graduate 2020.
3. T.D. (CMHC) passed the NCE in October 2019. September Graduate 2020.
4. S.B. (CMHC) passed the NCE October 2020. September Graduate 2020.
5. J.D. (CMHC) passed the NCE October 2020. March Graduate 2021.

### **Workshops and Seminars**

#### Seminars – Winter 2020

- January 25, 2020
- February 22, 2020
- March 14, 2020-Student CHOICE

#### Seminars – Spring 2020

- April 25, 2020 Counseling for Military Dependents-  
Dr. Tom Watson, Savannah, GA
- June 1, 2020 Student CHOICE

#### Seminars – Summer 2020

- August 15, 2020- Play Therapy Counseling –  
Dr. Aimee Brickner, Richmond, VA
- August 24, 2020 – Student CHOICE

#### Seminars – Fall 2020

- October 26, 2020 – Self-Care in the Pandemic-  
Dr. Katherine DeWitt- Columbia, SC

- November 23, 2020 – Student CHOICE