MASTER OF ARTS
CLINICAL MENTAL HEALTH COUNSELING
ANNUAL REPORT
Savannah, Georgia
January 1, 2023 – December 31, 2023

MISSION STATEMENT

The mission of the Clinical Mental Health Counseling program at South University is to train professional counselors for evidence-based practice to meet the needs of diverse populations.

PROGRAM GOALS

- *Clinical Skills*: Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.

- *Critical Thinking*: Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.

- *Technology*: Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.

- *Professional Identity & Ethics*: Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

PROGRAM STUDENT LEARNING OUTCOMES

- **PSLO1-Professional Identity and Ethics**
  Apply aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.

- **PSLO2-Social and Cultural Diversity**
  Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.

- **PSLO3-Human Growth and Development**
  Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.

- **PSLO4-Lifestyle and Career Development**
  Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.

- **PSLO5-Counseling and the Helping Relationship**
  Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.

- **PSLO6-Group Counseling and Group Work**
  Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.

- **PSLO7-Assessment and Testing**
  Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.

- **PSLO8-Research and Program Evaluation**
  Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

- **PSLO9-Clinical Mental Health Counseling**
  Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

TERM DATES FOR EVALUATION

Winter 2023	January 7 – March 25, 2023
Spring 2023	April 1 – June 17, 2023
Summer 2023	June 24 – September 9, 2023
Fall 2023	September 30 – December 16, 2023

STUDENT DEMOGRAPHICS

	Applicants	Enrolled Students	Graduates
Age			
<24	NA	7	0
25-29	NA	13	5
30-39	NA	16	3
40-49	NA	7	1
50-59	NA	3	0
60-69	NA	0	0
70+	NA	1	0
Gender			
Female	NA	39	8
Male	NA	7	1
Unknown	NA	1	0
Ethnicity			
Asian	NA	0	0
Black/African American	NA	19	5
Hispanic	NA	6	0
White	NA	18	4
Unknown	NA	2	0
Two or more	NA	1	0
American Indian or Alaska Native	NA	1	0
Total Overall		47	9

KPI DATA

| Program Statistics	
Total Number of Students Enrolled	**56**
Persistence Rate for students enrolled	75%
Number of Graduates	22
Number of Graduates Currently Employed in Mental Health Field[*]	5
Number of Withdrawn Students	13
Number of Students Dismissed from Program	2
Number of Students Admitted into Program	20
Practicum/Internship Statistics	
Number of Students in Practicum/Internship	24
Comprehensive Exam Statistics	
Total Number of Students Sitting CNS8202	
Winter 2023 Pass Rate (1st attempt)	2/2
Spring 2023 Pass Rate (1st attempt)	2/2
Summer 2023 Pass Rate (1st attempt)	1/1
Fall 2023 Pass Rate (1st attempt)	3/3

*Data is based of self-reporting alumni survey. If graduates do not respond to the survey, they are listed as "not yet employed."

DATA BY DEMOGRAPHICS
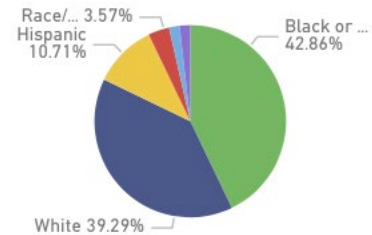
Students by Gender

Gender	DistinctStudents
Female	47
Male	8
Unknown	1

Unique Students by Ethnicity
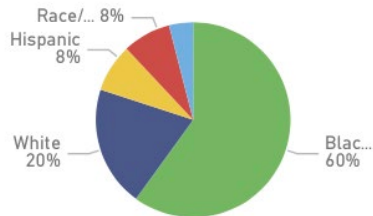
Students by Ethnicity

IPEDS Race	DistinctStudents
Black or African American	24
White	22
Hispanic	6
Race/Ethnicity Unknown	2
American Indian or Alaska Native	1
Two or More Races	1

Unique Students by Ethnicity

Students by Age

Age Range	DistinctStudents
<=24	8
25-29	18
30-39	20
40-49	9
50-59	3
60-69	1
70+	1
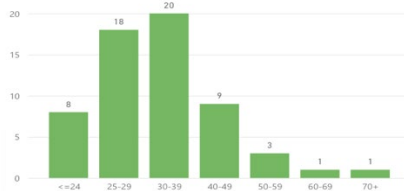
Pass Rates by Ethnicity

IPEDS Race	PassRate
White	96.6%
Two or More Races	60.0%
Race/Ethnicity Unknown	100.0%
Hispanic	97.6%
Black or African American	85.9%
American Indian or Alaska Native	0.0%
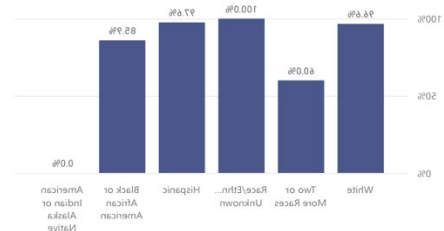
Pass Rates by Age

Age Range ▲	PassRate
<=24	95.8%
25-29	95.1%
30-39	94.0%
40-49	85.2%
50-59	71.4%
60-69	100.0%
70+	0.0%

Pass % by Age Range

Age Range	Pass %
<=24	95.8%
25-29	95.1%
30-39	94.0%
40-49	85.2%
50-59	71.4%
60-69	100.0%
70+	0.0%

PROGRAM EVALUATION

PSLO ASSESSMENT					
PSLO	Assessment Measure Title	Type of Measure	Description	Target	Results/Findings
1, 2, 3, 4, 5, 6 7, 8	Practicum/Internship Performance Evaluation Form (PIPEF)	Survey	Assessment completed by site supervisor	For question #11, "General Overall Performance," 90% of students should be in the 'satisfactory' to 'outstanding' range	TARGET MET 23/24 Results depict site supervisors rated practicum and internship students proficient or better in across all 8 domains.
1, 2, 3, 4, 5, 6, 7, 8	Comprehensive Exit Exam (CNS8202-taken during Internship IA)	Exam	Comprehensive multiple-choice exam with 136 questions covering 8 core CACREP areas (17 questions per section)	90% of students pass the exit exam by scoring within two standard deviations of the exam mean	TARGET MET 8/8 100% of Savannah students passed the comprehensive exam on their first attempt.
1	Grade in Introduction to Clinical Mental Health Counseling (CNS6425)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'A' or 'B' in CNS6425	TARGET MET 14/15 93% of Savannah students met the target in Intro to CMHC.
2	Grade in Multicultural Foundations (CNS6565)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'A' or 'B' in CNS6565	TARGET MET 16/17 94% of Savannah students met the target in Multicultural Foundations.
3	Grade in Lifespan Development (CNS6050)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'A' or 'B' in CNS6050	TARGET MET 19/20 95% of Savannah students met the target in Lifespan Development.
4	Grade in Lifestyle and Career Development (CNS6602)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'A' or 'B' in CNS6602	TARGET MET 10/10 100% of Savannah students met the target in Career Counseling.
5	Grade in Counseling Techniques (CNS6161)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'A' or 'B' in CNS6161	TARGET MET 22/24 91.6% of Savannah students met the target

					in Counseling Techniques.
6	Grade in Group Dynamics (CNS6509)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'B' or 'A' in CNS6509	TARGET MET 19/20 95% of Savannah students met the target in Group Counseling.
7	Grade in Clinical Mental Health Appraisal I (CNS6535)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'B' or 'A' in CNS6535	TARGET MET 15/15 100% of Savannah students met the target in
8	Grade in Research and Statistical Evaluation (CNS6529)	Final Grade	Final grade encompasses final exam and KPI assignment(s)	90% of students earn a grade of 'B' or 'A' in CNS6529	TARGET MET 18/19 94.7% of Savannah students met the target in Research Methods.

PRACTICUM/INTERNSHIP PERFORMANCE EVALUATION

PSLO	Assessment Measure	Type of Measure	Description	Target	Results/ Findings
1	Score on Site Supervisor Clinician-Practicum/Internship Performance Evaluation Form (PIPEF); 2nd Year (CNS7011, CNS7510, CNS7610, CNS7611)	Evaluation Survey	Evaluation completed by the Site Supervisor each quarter the student is in clinical training. Students receive qualitative feedback on their progress in areas like responsibility, professional interest and development, time management, organizational skills, ethical behavior, communication, etc.	90% of student scores should earn a 'satisfactory,' 'good,' or 'outstanding' on end of course results for "General Overall Performance" rating on PIPEF	TARGET MET 23/24 96% Results depict site supervisors rated practicum and internship students proficient or better across all 8 domains.

GRADUATE/ALUMNI SURVEY FEEDBACK

South University Clinical Mental Health Counseling students at the Savannah campus are asked to complete an alumni survey annually in July. In 2022, 5 of the graduates who responded to the survey reported being employed in their field. The survey was only sent out to 9 graduates of the program and the remaining 13 graduates data will be captured in a different alumni survey.

Campus	Employed	Not Yet Employed	Grand Total	Percentage
SU Savannah	5	4	9 (22)	55%

EMPLOYER SURVEY FEEDBACK

South University requested feedback from the employers identified by graduates of the program. Zero (0) responded. The office of career services and the office of assessment are currently collaborating on ways to improve the response rate to the employer survey.

STUDENT FEEDBACK

IOTA360 surveys are end-of-course evaluations that gather student satisfaction over 29 questions on a scale of 1-5, where 1 is the lowest and 5 is the highest. All responses are anonymous.

In 2023 (Winter, Spring, Summer), an average of 30 responses for each question were collected in CMHC courses at Savannah, with an average score of 4.26.

Question Number	Question	Average Score
1	My instructor has clear expectations for the students in this course.	4.22
2	My instructor seems to be knowledgeable about the subject matter.	4.59
3	The course syllabus is clear.	4.17
4	I am motivated to learn in this course.	4.42
5	My instructor motivates me to do my best work.	4.36
6	My instructor challenges me to extend my capabilities.	4.53
7	My instructor fosters enthusiasm for the subject matter.	4.48
8	This course stimulated my critical and analytical thinking.	4.47
9	My instructor explains difficult material effectively.	4.27
10	My instructor seems genuinely interested in the subject matter.	4.51
11	My instructor responds effectively to student questions and concerns.	4.09
12	My instructor is willing to assist students outside of class.	4.22

13	My instructor treats all students with respect.	4.40
14	I feel I can easily approach my instructor for help about the material I do not understand.	4.17
15	My instructor seems concerned about the students' learning.	4.33
16	My instructor uses a variety of teaching methods.	4.28
17	My instructor encourages thinking and intellectual stimulation.	4.52
18	My instructor's use of audiovisual techniques enhances my understanding of the course material.	4.31
19	The textbook(s) helps me learn the subject matter.	3.99
20	Assigned readings are valuable in learning course content.	4.14
21	The online threaded discussions add educational value to the course.	4.02
22	The course software adds educational value to the course.	4.12
23	Assignments or other graded work is returned promptly.	3.83
24	My instructor is fair with grading procedures and standards.	4.15
25	Feedback from my instructor on papers, exams, and other performance measures is helpful.	4.20
26	My instructor's standards for evaluating my work are clear and consistently applied.	4.03
28	The amount of work in this course is appropriate for the credit received.	4.19
29	So far, I would rate the quality of instruction in this course as excellent.	4.16
30	This course is meeting the objectives outlined by the instructor.	4.37

PROGRAM/CURRICULUM MODIFICATIONS

The CMHC program had several programmatic modifications. First, we created a new mission statement that was more succinct than the previous mission.

Previous Mission Statement	New Mission Statement
The mission of the South University Master of Arts degree program in Clinical Mental Health Counseling is to prepare students to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. 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	The mission of the Clinical Mental Health Counseling program at South University is to train professional counselors for evidence-based practice to meet the needs of diverse populations.

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.	

Revised Mission Statement Components

Component MSC #	Mission Statement Components (MSC)	University Learning Outcome(s)
1	Train professional counselors for evidence-based practice using contemporary modalities.	1, 3, 4
2	The curriculum for the Master of Arts in Clinical Mental Health Counseling is aligned to current industry standards and reflects best practices in counselor education and supervision	1
3	Supporting efforts to diversify the field	2
4	Graduates are equipped with the awareness, knowledge, and skills essential to make a positive impact as counselors and advocates in their communities	1, 2, 3, 4

Second, we modified the program goals and mapped those goals to the mission statement, university learning outcome, and program student learning outcomes.

PROGRAM LEARNING GOALS (PLGs)			
PLG #	Previous Description	New Description	Supported MSC #:
1	Comprehensive Knowledge of the Field: Promote the development of broad and comprehensive knowledge of the field of Clinical Mental Health Counseling.	Clinical Skills: Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.	1, 2, 3
2	Critical Thinking Regarding Field: Promote critical/analytical thinking regarding concepts and applications in the field.	Critical Thinking: Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.	1, 4
3	Understanding of Assessment and Treatment: Promote a thorough	Technology: Prepare graduates for the integration of technology in contemporary counseling practice and	1, 3, 4

	understanding of mental health assessment and treatment.	critical/analytical thinking regarding concepts and applications in the field.	
4	Professionalism and Current Issues: Raise awareness of professionalism and issues impacting the profession	Professional Identity & Ethics: Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.	1, 2

Third, we created a new program student learning outcome that would encompasses many of the CACREP standards for the specialization in Clinical Mental Health Counseling.

PROGRAM STUDENT LEARNING OUTCOMES (PLSOs)			
PLSO#	Short Title	Description	Supported PLG #:
9	Clinical Mental Health Counseling (CMHC) Specialization	Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.	1, 2, 3, 4

Fourth, CMHC engaged in a process to create and implement a comprehensive assessment plan. The process included mapping CACREP standards to courses and then to readings and assignments. All standards were mapped at the introductory, reinforcement, and mastery levels across the curriculum. Below is a brief example from CACREP Standard 2.F.7:

CACREP Standard F.7: Assessment and Testing and CMHC Course Evaluation Matrix

Key: ☐ Introduction   ☐ Reinforced   ☐ Mastered

CACREP Standard & Description	6002	6425	6018	6161	6050	6051	6313	6565	6509	6529	6535	6602	6850	7950	7970	6901	6775	7010	7011	7510	7610	7611	8202
F.7 ASSESSMENT AND TESTING																							
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling											I Knowledge										M Knowledge & Skills	M Knowledge & Skills	R Knowledge

b. methods of effectively preparing for and conducting initial assessment meetings								I Knowledge					R Knowledge	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge	
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide			I Knowledge & Skills					R Knowledge & Skills	I Knowledge	M Knowledge			R Knowledge & Skills	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge	
d. procedures for identifying trauma and abuse and for reporting abuse			I Knowledge & Skills					I, R Knowledge	I Knowledge	M Knowledge			R Knowledge & Skills	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge	
e. use of assessments for diagnostic and intervention planning purposes			I Knowledge					I, R Knowledge / I Skills	I Knowledge				R Knowledge	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge	
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments		I Knowledge						I, R Knowledge						R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge	
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions,		I Knowledge						R Knowledge / I, R Knowledge						R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge	

Competency												
and correlations												
h. reliability and validity in the use of assessments	I Knowledge			R Knowledge	I, R Knowledge		R Knowledge	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge
i. use of assessments relevant to academic/educational, career, personal, and social development					I Knowledge & Skills		R Knowledge	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge
j. use of environmental assessments and systematic behavioral observations	I Knowledge		I, R Knowledge		I, R Knowledge / I Skills		R Knowledge	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge
k. use of symptom checklists, and personality and psychological testing	I Knowledge	I Knowledge & Skills	I, R Knowledge & Skills		I, R Knowledge / I Skills		R Knowledge	R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge
l. use of assessment results to diagnose developmental, behavioral, and mental disorders		I Knowledge & Skills			R Knowledge & Skills	I Knowledge		R Knowledge & skills	R Knowledge & skills	M Knowledge & Skills	M Knowledge & Skills	R Knowledge
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results					I Knowledge & Skills	I Knowledge		R Knowledge & skills	R Knowledge & skills	M Knowledge & skills	M Knowledge & skills	R Knowledge

In addition, KPI assignments were identified and were systematically implemented across the curriculum in order to assess student skills at different points in the curriculum. For example, there is a client/case conceptualization KPI assignment that students first encounter in CNS6051 Diagnostics and Treatment Planning (quarter 3) where students are presented with case studies throughout the quarter while they progressively work on their skills in developing a complete client conceptualization that includes three key areas: evaluation and assessment, diagnosis and treatment planning, and clinical practice. Within those three areas, there are specific items that must be fully addressed to create a comprehensive overview of the client and their treatment plan.

Students move into practicum/internship in quarters 7-10. In each of these quarters, students are required to complete and present, in campus-based group supervision, at least one client conceptualization related to one of their clinical clients using the same rubric that was used in CNS6051. We expect to see continued growth in their ability to accurately capture and report the most important information using appropriate clinical language. The rubric used for CNS6051, CNS7011, CNS7510, CNS7610, and CNS7611 can be found below:

Comprehensive Examination: Case Conceptualization Rubric

I. Evaluation & Assessment	Exceptional (A-range)	Proficient (B-range)	Emerging (C-Range)	Insufficient/Unacceptable (D/F-range)	Total Points
Presentation Factors (10%) 5.C.3.a	assesses client concerns from a holistic lens and identifies all of the presentation factors in connection with the given problem while formulating the least severe diagnosis based on DSM-V criteria	identifies 3 of the four presenting factors and is able to formulate an accurate diagnosis based on DSM-V criteria	identifies at least 1-2 of the four presenting factors and is able to formulate an accurate diagnosis based on DSM-V criteria	demonstrates little to no capacity to identify any of the presentation factors and/or is unable to formulate an accurate diagnosis	
Comprehensive Biopsychosocial (10%) 5.C.3.a	identifies and creates connections between relevant biological, psychological, social, and cultural factors while utilizing appropriate clinical language that is succinct and grammatically accurate	identifies biological, psychological, and social factors while utilizing appropriate clinical language that is succinct and grammatically accurate	identifies limited biological, psychological, and/or social factors while utilizing rudimentary clinical language	Demonstrates little to no capacity to identify any biological, psychological, and social factors and/or uses informal or inappropriate language	
Social-Emotional Functioning (10%) 5.C.3.a	identifies protective factors and systemic barriers that may impact the client's prognosis and demonstrates the capacity to utilize this information to help increase desired outcomes	identifies protective factors and systemic barriers that may impact the client's prognosis	identifies either protective factors or systemic barriers that may impact the client's prognosis	identifies neither protective factors or systemic barriers that may impact the client's prognosis	

II. Diagnosis & Treatment Planning	Exceptional (A-range)	Proficient (B-range)	Emerging (C-range)	Insufficient/Unacceptable (D/F range)	Total Points
Case Formulation (10%) 5.C.3.b	Includes all the given information provided in the case study to illustrate an accurate clinical picture and demonstrates fluidity when identifying connections between sections of the case conceptualization	Includes all the given information provided in the case study to illustrate an accurate clinical picture	Includes some of the given information provided in the case study to illustrate an accurate clinical picture	Includes limited or inaccurate information provided in the case study and/or demonstrates a lack of insight on how these concerns may be related	
Differential Diagnosis (11%) 5.C.3.b	identifies 2 alternative diagnoses that reflects the client's presenting concerns and provides support for why the alternatives are not the most viable diagnoses	identifies 2 alternative diagnoses that reflects the client's presenting concerns	identifies 1 alternative diagnosis that reflects the client's presenting concerns	identifies an alternative diagnosis that does not reflect the client's presenting concerns or does not provide any alternative diagnosis	
Treatment Planning (10%) 5.C.3.b	develops an appropriate and realistic plan that includes at least: 2 goals with 2 corresponding objectives, 2 evidence-based interventions and 2 measurable outcomes	develops an appropriate and realistic plan that includes at least:1 goal with 2 corresponding objectives, 1 evidence-based intervention and 1 measurable outcome	develops an appropriate and realistic plan that includes at least: 1 goal with 2 corresponding objectives, and 1 evidence-based intervention	develops a plan that is not realistic or is inappropriate and/or severely lacks details required of proficiency in treatment planning	

III. Clinical Practice	Exceptional (A-range)	Proficient (B-range)	Emerging (C-range)	Insufficient/Unacceptable (D/F range)	Total Points
Resourcing (10%) 5.C.3.d	describes more than 2 applicable community resources/services that are accessible to the client based on the given information, provides justification for each recommendation, and a plan for referral	describes 2 applicable community resources/services that are accessible to the client based on the given information, and either justification for at least one recommendation or a plan for referral	describes 1 community resource that could be applicable in providing the client with supplemental support	does not describe any community resources that could be applicable in providing the client with supplemental support	
Ethical & Legal Considerations (10%) 5.C.3.c	identifies more than 2 ethical and legal considerations that could impact the client's care and affect the counselor's professional standing, and includes a plan to mitigate risk factors	identifies 2 ethical and legal considerations that could impact the client's care and/or affect the counselor's professional standing	identifies 1 ethical or legal consideration that could impact the client's care	does not identify or misidentifies ethical and legal considerations that could impact the client's care	
Clinical Scope & Treatment Barriers (10%) 5.C.3.c, 5.C.3.d, 5. C.3.e	demonstrates a clear understanding of appropriate clinical scope, demonstrates boundaries based on professional role and responsibilities, and plans for any foreseen limitations attributed to these parameters	demonstrates an understanding of appropriate clinical scope and can plan for any foreseen limitations attributed to professional role and responsibilities	demonstrates some understanding of appropriate clinical scope	demonstrates a lack of understanding of appropriate clinical scope and/or provides responses that are indicative of causing harm	

Finally, we started the process of revising all our academic course outlines (ACO's) by editing our course learning outcomes and adding all KPI assignments for each class. The ACO revision process will continue across 2024 and 2025 as all our courses are undergoing review as we create online asynchronous courses for an online CMHC program that will run concurrently with the ground programs.

PROGRAM HIGHLIGHTS

Dr. Amie Manis was hired in July 2023 to serve as the Program Director and Chair of Online CMHC. Prior to Dr. Manis, the CMHC program hired Dr. Caroline Bertolet to be the Clinical Coordinator and Brian Shaffer to serve as full-time faculty.

CMHC-Savannah continued the process for CACREP reaccreditation and submitted the self-study addendum in November 2023.

FACULTY ACTIVITIES

- Dr. Manis presented at the ACES Conference in Denver, CO in October, 2023

STUDENT ACTIVITIES

- December 9, 2023—South University-Savannah hosted a Career/Internship fair for current students and alumni.

WORKSHOPS AND SEMINARS FOR STUDENT PROFESSIONAL DEVELOPMENT

- Seminars – Winter 2023
  - IPE session: *Adolescent Mental Health Crisis*
  - Webinar from Crisis and Trauma Resource Institute (CTRI): *Family Violence*

- Seminars – Summer 2023
  - Webinar from Crisis and Trauma Resource Institute (CTRI): *Dementia Strategies for Supporting*

- Seminars – Fall 2023
  - Virtual training presented by Dr. Julia Lancaster (WPB campus): *Let's talk about sex: Navigating client concerns on human sexuality*
  - Virtual training presented by Dr. Steven DeMille (SAV campus): Using client feedback to inform clinical decision-making (1.5 CE's available for students and site supervisors)