



MASTER OF ARTS
CLINICAL MENTAL HEALTH COUNSELING
ANNUAL REPORT
Richmond, Virginia
January 1, 2022 – December 31, 2022

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.

PROGRAM GOALS

- Promote the development of broad and comprehensive knowledge of the field of Clinical Mental Health Counseling.
- Promote critical/analytical thinking regarding concepts and applications in the field.
- Promote a thorough understanding of mental health assessment and treatment.
- Raise awareness of professionalism and issues impacting the profession.

PROGRAM STUDENT LEARNING OUTCOMES

- **Professional Counseling Orientation and Ethical Practice**
 Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
- **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.
- **Human Growth and Development Through the Lifespan**
 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.
- **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.
- **Counseling and the Helping Relationship**
 Demonstrate knowledge and skill application of 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.
- **Group Dynamics 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.
- **Assessment and Appraisal**
 Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
- **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.

TERM DATES FOR EVALUATION

Winter 2022	January 8 – March 26, 2022
Spring 2022	April 2 – June 18, 2022
Summer 2022	June 25 – September 10, 2022
Fall 2022	October 1 – December 17, 2022

STUDENT DEMOGRAPHICS

	Applicants 29	Enrolled Students 31	Graduates 9
Age			
<24	NA	NA	NA
25-29	NA	NA	NA
30-39	NA	NA	NA
40-49	NA	NA	NA
50-59	NA	NA	NA
Gender			
Female	NA	2	9
Male	NA	28	0
Unknown	NA	1	0
Ethnicity			
Asian	NA	3	0
Black/African American	NA	20	7
Hispanic	NA	0	0
White	NA	6	2
Unknown	NA	2	0
Two or more	NA	0	0
Total Overall	29	31	9

KPI DATA

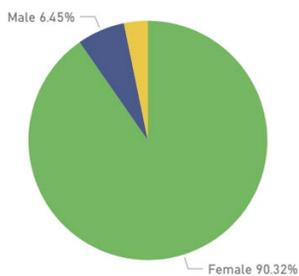
Program Statistics	
Total Number of Students Enrolled	31
Persistence Rate for students enrolled	69.2%
Number of Graduates	9
Number of Graduates Currently Employed in Mental Health Field*	4/5
Number of Withdrawn Students	4
Number of Students Dismissed from Program	1
Number of Students Admitted into Program	17
Practicum/Internship Statistics	
Number of Students in Practicum/Internship	13
Comprehensive Exam Statistics	
Total Number of Students Sitting CNS8202	
Winter 2022 Pass Rate (1 st attempt)	0/0
Spring 2022 Pass Rate (1 st attempt)	2/2
Summer 2022 Pass Rate (1 st attempt)	1/1
Fall 2022 Pass Rate (1 st attempt)	3/3

*Data is based of self-reporting alumni survey

KPI DATA BY DEMOGRAPHICS

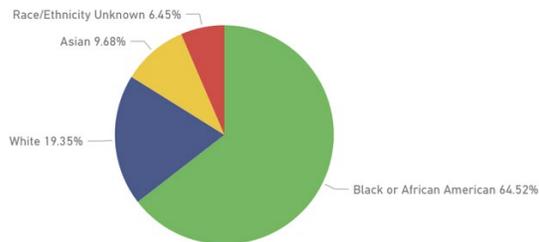
Students by Gender

Gender	DistinctStudents
Female	28
Male	2
Unknown	1



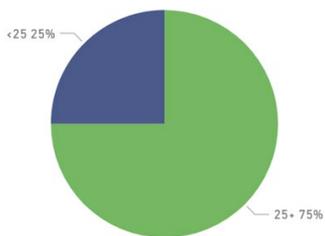
Number Students by Ethnicity

IPEDS Race	DistinctStudents
Black or African American	20
White	6
Asian	3
Race/Ethnicity Unknown	2



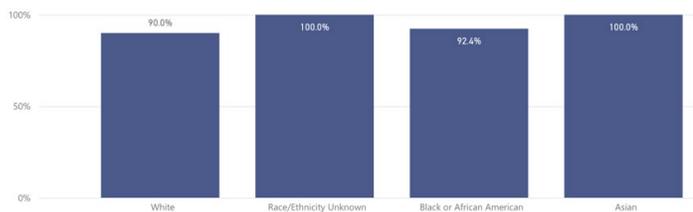
Students by Age

Age	DistinctStudents
25+	24
<25	8



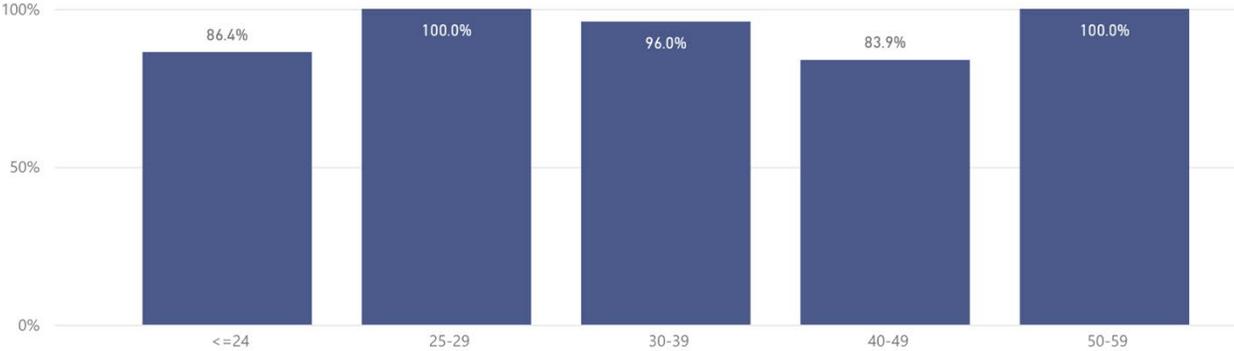
Pass Rates by Ethnicity

IPEDS Race	PassRate
White	90.0%
Race/Ethnicity Unknown	100.0%
Black or African American	92.4%
Asian	100.0%



Pass Rates by Age

Age Range	PassRate
<=24	86.4%
25-29	100.0%
30-39	96.0%
40-49	83.9%
50-59	100.0%



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	12/13 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	5/5 100% of Richmond students passed the comprehensive exam on their first attempt.
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	4/4 100% of Richmond students met the target in Multicultural Foundations.
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	8/8 100% of Richmond students met the target in Career Counseling.
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	5/5 100% of Richmond 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	11/12 92% 100% of Richmond students met the target in CMHC Appraisals.
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	0/0 Research Methods was not offered during the 2022 academic year.

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); 2 nd 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	12/13 92% 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 Richmond campus are asked to complete an alumni survey annually in July. In 2022, 4 of the 5 graduates who responded to the survey reported being employed in their field.

Campus	Employed	Not Yet Employed	Grand Total	Percentage
SU Virginia Beach	4	1	5	80%

EMPLOYER SURVEY FEEDBACK

South University requested feedback from the employers identified by graduates of the program. 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

IOTA360 surveys are end-of-course evaluations that gather student satisfaction over 30 questions on a scale of 1-5, where 1 is the lowest and 5 is the highest. All responses are anonymous.

In 2022, an average of 78 responses were collected in CMHC courses at Richmond, with an average score of 4.6.

Question Number	Question	Responses	Average Score
1	My instructor has clear expectations for the students in this course.	81	4.6
2	My instructor seems to be knowledgeable about the subject matter.	81	4.8
3	The course syllabus is clear.	81	4.4
4	I am motivated to learn in this course.	81	4.7
5	My instructor motivates me to do my best work.	81	4.6
6	My instructor challenges me to extend my capabilities.	81	4.6
7	My instructor fosters enthusiasm for the subject matter.	81	4.7
8	This course stimulated my critical and analytical thinking.	81	4.7
9	My instructor explains difficult material effectively.	80	4.6
10	My instructor seems genuinely interested in the subject matter.	81	4.8
11	My instructor responds effectively to student questions and concerns.	81	4.6
12	My instructor is willing to assist students outside of class.	79	4.6
13	My instructor treats all students with respect.	80	4.7
14	I feel I can easily approach my instructor for help about the material I do not understand.	80	4.7
15	My instructor seems concerned about the students' learning.	80	4.7
16	My instructor uses a variety of teaching methods.	78	4.5
17	My instructor encourages thinking and intellectual stimulation.	80	4.7
18	My instructor's use of audiovisual techniques enhances my understanding of the course material.	78	4.6
19	The textbook(s) helps me learn the subject matter.	77	4.2
20	Assigned readings are valuable in learning course content.	77	4.5
21	The online threaded discussions add educational value to the course.	55	4.2
22	The course software adds educational value to the course.	62	4.2
23	Assignments or other graded work is returned promptly.	79	4.2

24	My instructor is fair with grading procedures and standards.	78	4.7
25	Feedback from my instructor on papers, exams, and other performance measures is helpful.	78	4.6
26	My instructor's standards for evaluating my work are clear and consistently applied.	79	4.4
28	The amount of work in this course is appropriate for the credit received.	79	4.6
29	So far, I would rate the quality of instruction in this course as excellent.	80	4.5
30	This course is meeting the objectives outlined by the instructor.	80	4.7

PROGRAM/CURRICULUM MODIFICATIONS

- A change in course title and description from CNS7010 Practicum IA to Pre-Practicum IA.

Previous Course Title	Updated Course Description
CNS7010 Pre-Practicum	CNS7010 Pre-Practicum IA
Previous Course Description	Updated Course Description
In this initial, supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 40 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of South Carolina.	In this pre-practicum experience, the student is required to receive 15 hours of group supervision that will provide clinical coaching and supervised experiential activities for diagnosing, generating clinical documentation, treatment planning, further development of clinical skills in diverse populations and settings, professional and ethical information, collaboration and consultation skills, self-care strategies, and a thorough review of supervision models during the academic term. During the pre-practicum, the student will process the knowledge and skills learned from the group supervision topics for application in clinical settings. The students will interview for their first on-site placements for CNS7011 Practicum IB during the pre-practicum course. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic manual (DSM).

PROGRAM HIGHLIGHTS

In September 2022, CMHC Richmond welcomed Dr. Julia Lancaster as a new Core Full-Time Faculty member.

CMHC-Richmond submitted their CACREP self-study for reaffirmation in July 2022.

FACULTY ACTIVITIES

- Dr. Brickner served as the President-Elect for VACES and as a member of the VCA Ethics Committee
- Dr. Brickner served as the Chair of the Interprofessional Education (IPE) committee for the health-related disciplines
- Dr. Brickner presented *Momma needs a break: Addressing the unique mental health needs of women post-pandemic*, at the American Counseling Association Virtual Conference
- Dr. Brickner presented the following at the Virginia Counselors Association Convention:
 - *Supervision of novice counselors in a post-pandemic environment: Experiential learning of self-care;*
 - *Collapsing within: Ethical issues in grief and loss counseling;*
 - *Revised code of professional ethics for rehabilitation counselors and its implications for counselors and counselor educators.*
- Dr. Barner presented *Black counselors: Where are we and where do we go from here* at the Virginia Counselors Association Convention
- Dr. Barner received a grant award from the Commonwealth of Virginia -Subrecipient Equity 0 to develop the State of Virginia Black-Led Crisis Coalition
- Dr. Lancaster presented *Counselor resiliency through improved crisis and trauma education and preparation* at the Virginia Counselors Association Convention.

STUDENT ACTIVITIES

Students created an educational and self-care area in the lobby of the school for National Mental Health Awareness month.

WORKSHOPS AND SEMINARS

- Seminars – Winter 2022
 - IPE session: *Burnout, Coping, and other Pandemic-Related Challenges in Health Professions*
 - Webinar from SAMHSA. *Serious Mental Illness in the Correctional System*
- Seminars – Spring 2022
 - IPE session: *Ethical Issues in Healthcare: The Malpractice and Criminal Negligence Case Against RaDonna Vaught.*
 - Webinar from the Crisis and Trauma Resource Institute (CTRI). *Refugees and Trauma*

- Seminars – Summer 2022
 - IPE session: August 18, 2022. *End of Life Issues.*
 - Webinar, *Walking with Grief: Helping Others Deal with Loss*

- Seminars – Fall 2022
 - IPE session: October 1, 2022. *Understanding the Roles and Functions of Different Health Professions in the Care for a Patient: A Case Study Approach.*
 - Webinar from the Crisis and Trauma Resource Institute (CTRI). *Providing Appropriate Peer Support*