



MASTER OF ARTS
CLINICAL MENTAL HEALTH COUNSELING
Campus: VIRGINIA BEACH, VA

Annual Report

South University – Virginia Beach Campus

January 2020 – December 2020

Clinical Mental Health Counseling

Mission Statement

The South University Master of Arts degree program in Clinical Mental Health Counseling is intended to meet the local and regional need for qualified counselors. The Masters of Arts in Clinical Mental Health Counselling 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 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.

Clinical Mental Health Program Objectives:

- Students may demonstrate knowledge, comprehension, synthesis, and application of the major theories comprising the foundation of counseling from a historical and contemporary perspective.
- Students may 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 may 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 may 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 may develop effective verbal and written communication skills necessary to interface with various constituents including clients, treatment teams, and public entities.
- Student may 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 may 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 Goals

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

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 2020

Number of total students enrolled in CMHC program	44
Completion Rate for students enrolled	76%
Number of Graduates during 2020	20
Number of Students Admitted during 2020	16
Number of Graduates employed in Mental Health Field 2019-2020	6/7
	1/2
Total	7/9
Percentage of available graduates employed in related field	85.71%
	50%
Total	67.85%
Number of students in practicum/internship placements 2020	
Winter 2020	10
Spring 2020	12
Summer 2020	9
Fall 2020	12
Number of placements available to students	19
Number of students passed their Case Conceptualization part of comps	
Winter 2020	1/1
Spring 2020	none given
Summer 2020	5/5
Fall 2020	3/3
Number of students passed their CPCE portion of the exit examination	
Winter 2020	none given
Spring 2020	none given
Summer 2020	3/3
Fall 2020	6/6

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, 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, 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 practitioner's scope of practice parameters.

The comprehensive case conceptualization evaluation tool is a rubric that measure accuracy, comprehensiveness, critical thinking, individualized 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, 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.



SUVB CMHC students are active on campus. SUVB CMHC was able to establish a Chi Sigma Iota Honor Society in less than three (3) years with well over 50% of active students eligible for membership. Not only are students active in Chi Sigma Iota, they are involved in many other on campus activities. See student report below.

South University Virginia Beach campus has a very active student body. During this academic year, the SUVB student body has participated, volunteered, and given back to the community in various locally, regionally, and nationally affiliated organizations.

Thus far the SUVB campus has made donations to the Norfolk Animal Shelter, SPCA-Virginia Beach, and the Children's Hospital of the King's Daughters (donated toys). Activities were limited due to the COVID-19 virus mandates in Virginia

Additional activities included:

- 1 Blood drives annually
- 1 Platelet Drive
- ASPCA – supply drive
- Clean the Bay
- Thanksgiving Food Drive - UpCenter
- STEP-UP – UpCenter Food Bank
- Toys for Tots
- American Red Cross
- SPCA-Virginia Beach
- Food Bank of Hampton Roads
- Hope Foundation
- One Warm Coat of Hampton Roads
- Seton Youth Shelters
- Collaboration with Medical Reserve Corps
- Virginia Blood Services

The current clubs, organizations and honor societies include:

- Student Veterans Association (SVA)
- Book Club
- NSNA
- Chi Sigma Iota, Counseling Honor Society
- Sigma Theta Tau, Nursing Honor Society
- Run/Walk Club
- Golden Key International Honor Society
- PTA Club
- American Criminal Justice Association- Lambda Alpha Epsilon
- Alpha Phi Sigma, Criminal Justice Honor Society
- Delta Mu Delta, Business Honor Society
- Pi Gamma Mu, Social Science Honor Society
- Theta Alpha Kappa, Theology Honor Society
- Gray Matter Association - Psychology Club
- SOTA Club - OTA

CMHC students had the opportunity to participate in four different professional development seminars during 2020.

Fall 2020 – ***“Stress During a Time of Pandemic: Active Self-Care Strategies”***

2-Hour Virtual Presentation - GoToTraining

Presenter: Dr. Dana Taylor – Savannah Campus Adjunct Instructor

Summer 2020 – ***“Effective Play Therapy Techniques in Counseling”***

2-Hour Virtual Presentation – GoToTraining

Presenter: Dr. Aimee Brickner – Richmond Campus Program Director

Spring 2020 – ***“Understanding Trauma Response: Psychological and Physiological”***

1-Hour (Seminar Part 1) Virtual Presentation – GoToTraining

Presenter: Dr. Melinda L. Paige – Guest Speaker/Trauma Expert

“The Often Invisible Military Clients: Civilian Husbands Married to Deployed Military Wives & Adult Children of Military Upbringing”

1-Hour (Seminar Part 2) Virtual Presentation – GoToTraining

Presenter: Dr. Thomas I. Watson – Savannah Campus Program Director

Winter 2020 – ***“Using Polyvagal Theory to Conceptualize and Treatment Plan”***

2-Hour VTC Presentation – Broadcast from the Savannah Campus

Presenter: Ms. Christine Lucas, MA – Savannah Campus Adjunct Instructor (Psych)

CMHC faculty presented other trainings to outside groups via a virtual format during the year 2020. These included training three training sessions for the Virginia Counselors Association on the subject of supervision. Several staff also presented virtually at the Virginia Counselors Association’s annual convention in November 2020.