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 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

Fall Quarter 2013 – Fall Quarter 2014

1. Number of students in the CMHC program 20
2. Number of Graduates during 2013-2014 (CMHC) 0
3. Number of Admissions during 2013-2014 (CMHC) 13
4. Number of Graduates employed in Mental Health Field 2013-2014 0
5. Average salary for students employed in the field $0
6. Number of students in practicum/internship placements 2013-2014 5
7. Number of placements available to students 23
8. Number of students passed their Case Conceptualization part of comps 0
9. Number of students passed their CPCE portion of the exit examination 3/4

a. Test administered on September 11, 2013,

10. The South University –Cleveland campus CPCE exit exam mean score comparison with the National CPCE exit exam mean scores for individuals: mean = 78.25 with an SD of 19.6 and mean = 87.32 with a SD of 14.65, respectively.

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)
11. Case Conceptualizations Comprehensive Exam: 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 integration of 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 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, CNS Clinical Mental Health Appraisals II, CNS6162 Counseling Techniques, and CNS8100 Preliminary Clinical Evaluation. The comprehensive assessment of Section 2: Diagnosis and Treatment Planning correlates to the successful application of CNS 6041 Diagnostics of Psychopathology and CNS 6108 Advanced Counseling Skills, Interventions and Treatment, CNS6910 Treatment Planning and Implementation. The comprehensive assessment of Section 3: Clinical Practice is reflective of the effective application of CNS6315 Professional Orientation and Ethics, CNS6428 Clinical Mental Health Counseling and Interventions, and CNS 6162 Counseling Techniques.

Program Changes

There have been changes to the Student Handbook that lend to the intent to begin developing more comprehensive methods of assessment to meet CACREP standards. There is also a plan in place to hire two full time faculty members no later than Fall Quarter 2014 in order to begin the self-study process for accreditation.

Student Activities

All students actively participated in campus sponsored workshops/seminars and many students are active members in either or both American Counseling Association (ACA) or Ohio Counseling Association (OCA).

Workshops/Trainings:

Winter Quarter 2013 Seminars:
January 2013: Dialectical Behavioral Therapy by Dr. Cynthia Miller
February 2013: Adolescents and Substance Abuse by Dr. Cecil-VanDenHeuvel
March 2013: Juvenile Sex Offenders by Dr. Williams

Spring Quarter 2014 Seminars:
April 2014: Addiction Series: Practical Approaches to Treatment & Understanding by Dr. Laura Rodriguez-Kitkowski
May 2014: Understanding the Ravages of Heroin Addiction by Dr. Rodney Delaney
June 2014: Spirituality and Addiction for Counseling Professionals by D. John Duben, MA, MS, CAP, CMHP

Summer Quarter 2014 Seminars:
July 2014: Spirituality in Counseling by Dr. Metoka Welch
July 2014: Childhood Sexual Abuse by Dr. Nannette Funderburk
August 2014: DSM 5 by Dr. Kathryn Klock-Powell

Fall Quarter 2014 Seminars:
September 2014: Complex Trauma by Dr. Cynthia Miller
October 2014 Trauma Treatment by Dr. Denny Cecil-Van Den Heuvel
November 2014: Posttraumatic Growth by Portia Rawles, PsyD.

Faculty Activities

Faculty actively participated in the All Ohio Counselor and mental Health Conference. No faculty presented this year, but agreements between faculty including students to present seminars and bill boards next year 2015.