

**METHODIST**
UNIVERSITY

CLINICAL MENTAL
HEALTH COUNSELING

AY 2024-2025 Report

Program Mission, Vision & Objectives

Mission Statement

The mission of Methodist University's Master of Science in Clinical Mental Health Counseling program is to prepare future counselors to utilize foundational clinical skills to serve multicultural and diverse clients and community members in an ever-changing global world. It is our goal to operate from the values of diversity, social justice, advocacy, technology, leadership and community engagement.

Vision Statement

It is the goal of the Clinical Mental Health Counseling program to build a diverse community of dynamically trained counselors that will meet the mental health and wellness needs of the global community.

Program Objectives

After completing the master's program in clinical mental health counseling, graduates will:

1. Students will gain an understanding of the foundations of mental health counseling in the clinical setting including trends; roles, functions, and standards of practice and credentialing of community counselors; policies and laws, ethical and legal considerations (e.g., the ACA Code of Ethics); and diversity issues.
2. Students will demonstrate commitment to learning their own cultural identity, including privilege, oppression, and biases, and how it influences the counseling relationship.
3. Students will learn various theories of human development to engage in developmentally appropriate approaches when working with a wide range of diverse clients across the lifespan.
4. Students will understand various career counseling theories to conceptualize career development, including how career concerns influence mental wellness.
5. Students will learn counseling theories and techniques that are needed to foster movement towards clients' goals through effective use of helping skills, theoretical conceptualizations, and related diverse helping modalities.
6. Students will obtain knowledge and skills required for effective and culturally competent facilitation of group counseling.
7. Students will learn to utilize assessment and testing throughout the counseling relationship while centering the impact of assessment on diverse populations.
8. Students will gain knowledge related to the principles of ethical, culturally appropriate and effective research methods for counselors; in particular, an understanding of how to use counseling research to inform counseling practice and direct future research for the field at large.
9. Students will gain a comprehensive understanding of clinical mental health counseling practices, including advocacy, prevention, and treatment for a broad range of mental health concerns.

Clinical Mental Health Counseling Specialty

The profession of counseling houses specialties of counseling: School Counseling, Rehabilitation Counseling and Clinical Mental Health Counseling. This Clinical Mental Health Counseling program is a 60-credit-hour non-certification program designed for the individual interested in a professional counseling career in the public or private setting including higher education. The Clinical Mental Health Counseling Program has distinct and specific learning objectives in addition to core counseling learning objectives, akin to School and Rehabilitation Counseling specialties.

The Clinical Mental Health Counseling specialty has the following learning objectives:

1. Demonstrate the knowledge and skills necessary for entry-level Licensed Clinical Mental Health Counselor practice across a wide variety of practice areas.
2. Demonstrate effective communication skills with clients and colleagues to ethically negotiate practice within a variety of settings.

3. Engage in contemporary critical thinking, which incorporates evidence-based decision making in the practice of Clinical Mental Health Counseling and the generation of new knowledge.
4. Practice as autonomous clinicians who utilize authentic, evidence-based, and ethical approaches for client-centered care.
5. Demonstrate a commitment to servant-leadership through active participation in professional development activities including continuing education, post-graduate education, clinical specialty, advanced certification, local/regional/national presentations, and research activities.
6. Promote activities to support the promotion of mental health, wellness, and access to care in clinical settings and the communities they serve.

2024-2025 Program Updates

Program Modifications & Changes

The Counseling Program curriculum is a 60-credit hour program that covers the eight core CACREP competency areas; and the Clinical Mental Health counseling specialty area standards. Program modifications that were made during the 2024-2025 AY are as follows:

1. **New Faculty Hired:** In August 2025, the Clinical Mental Health Counseling program hired their third full-time faculty member, which is required to submit for accreditation. *Dr. Kierra Carter* was previously an adjunct professor within the Clinical Mental Health Counseling Program. She is licensed to practice in North Carolina & South Carolina and holds her PhD in Rehabilitation Counseling and Rehabilitation Counselor Education from a CACREP-accredited program.
2. **Additional Practicum Course Added:** CACREP added an addendum to the 2024 standards requiring clinical mental health counseling practicum courses to be expanded across a full 16-week term. Beginning Fall 2025, newly admitted students will take MHC 5598: Clinical Mental Health Counseling Practicum 1 in Fall Term 1 and MHC 5599: Clinical Mental Health Counseling Practicum 2 in Fall Term 2.
3. **Existing Course Changes:** Multiple courses underwent name changes to align with licensing board requirements across the nation. Adjustments to existing courses were based on licensure board needs across the nation as well as student and site supervisor feedback. All changes underwent institutional approval and processes.
 - a. *MHC 5500: Addiction Counseling was changed to Addiction Counseling and Psychopharmacology.*
 - b. *MHC 5200: Advanced Clinical Skills & Crisis Management is now MHC 5200: Advanced Clinical Skills.*
 - c. *MHC 5550: Trauma & Crisis in Counseling* was added to ensure crisis management and trauma informed knowledge is still provided to students
 - d. *MHC 5520: Classification of Mental & Emotional Disorders is now MHC 5520: Diagnosis, Psychopathology & Treatment Planning.*
4. **New Courses Added:** An additional course, *MHC 5350: Human Sexuality*, has also been added for students living in states where Human Sexuality is needed for licensure. *MHC 5150: Professional Skills in Counseling* was added as a deceleration course for students needing additional support in clinical, academic or professional work. *MHC 5799: Comprehensive Examination* was added as a future support course for students preparing for their licensure examination. Lastly, CACREP is requiring two on-campus residencies for students beginning in Fall 2026. Residency courses have been approved and will move back through curriculum committee so they can be required for the next academic year.
5. **Adjusted Plan of Study:** The Clinical Mental Health Counseling program has adjusted its curriculum course sequence based on student and site supervisor feedback. All clinical courses needed to be successful in field experience (e.g.: *Appraisal for Counselors & Diagnosis, Psychopathology & Treatment Planning*) will be offered during the didactic course period. This adjustment creates space for scaffolded learning and proper clinical and academic assessment.

Program Enrollment & Graduation Rates

New Student Admissions

Semester	# Admitted	Total Enrolled
Fall 2024	15	19
Spring 2025	6	25
Fall 2025	15	40

New Admit Demographics

Gender	%	Ethnicity	%	Geographic Locations	%
Female	92% n=22	White	29% N=7	In State	79% N=19
Male	8% n=2	Hispanic/Latino/a	25% N=6	Out of State	20% N=5
Nonbinary	0%	Alaskan Native/American Indian/Indigenous	20% N=5		
		Two or more races	16% N=4		
		Black/African American	8% N=2		

Graduation & Completion Rate

Program	Percentage
Clinical Mental Health Counseling	28%

First students graduated in May 2025.

Table: Reasons for Student Withdrawal

Table. Student Withdrawal Reasons and Percentages		
Reason for Withdrawal	Number of Students	Percentage of Withdrawals
Life Transition	5	50%
Accreditation Concerns	2	20%
Financial Concerns	1	10%
Military Deployment / Work Obligation	1	10%
Family Planning	1	10%
Total	10	100%

Program Learning Outcomes

During the 2024-2025 AY program learning outcomes were changed to align with CACREP standards and assessment needs. All PLOs were changed to meet each CACREP core area and the Clinical Mental Health Counseling specialty. Assignments were adjusted to ensure new PLOs and SLOs were assessed.

PLO #	Program Learning Outcome
PLO 1	Students will gain an understanding of the foundations of mental health counseling in the clinical setting including trends; roles, functions, and standards of practice and credentialing of community counselors; policies and laws, ethical and legal considerations (e.g., the ACA Code of Ethics); and diversity issues.
PLO 2	Students will demonstrate commitment to learning their own cultural identity, including privilege, oppression, and biases, and how it influences the counseling relationship.
PLO 3	Students will learn various theories of human development to engage in developmentally appropriate approaches when working with a wide range of diverse clients across the lifespan.
PLO 4	Students will understand various career counseling theories to conceptualize career development, including how career concerns influence mental wellness.

PLO 5	Students will learn counseling theories and techniques that are needed to foster movement towards clients' goals through effective use of helping skills, theoretical conceptualizations, and related diverse helping modalities.
PLO 6	Students will obtain knowledge and skills required for effective and culturally competent facilitation of group counseling.
PLO 7	Students will learn to utilize assessment and testing throughout the counseling relationship while centering the impact of assessment on diverse populations.
PLO 8	Students will gain knowledge related to the principles of ethical, culturally appropriate and effective research methods for counselors; in particular, an understanding of how to use counseling research to inform counseling practice and direct future research for the field at large.
PLO 9	Students will gain a comprehensive understanding of clinical mental health counseling practices, including advocacy, prevention, and treatment for a broad range of mental health concerns.

The Clinical Mental Health Counseling faculty have reviewed core counseling courses and SLOs that align with PLOs. Modifications that are needed and will be implemented are detailed on the table below.

PLO #	Course	SLO	Student Performance Target	2024-2025 Results	Modifications
1	MHC 5000: Professional Orientation to Counseling	SLO1: Students will demonstrate a clear counselor professional identity, as evidenced by embodiment of essential counseling characteristics and underlying philosophies of the counseling profession.	The benchmark minimum performance for graduate students determined by faculty: at least 80% of the students enrolled in the course are expected to obtain 85% or better, interpreted as meeting expectations.	<p>The first assignment used to assess this SLO has remained consistent since the program's inception and results remain consistent. The assessment History of Counseling Paper (K). The data indicates that 68% (n=22) of students exceeded expectations, 22% (n=9) of students met expectations and 10% (n=4) of students somewhat met expectations. The majority of students met expectations, with most exceeding them, indicating this metric was met.</p> <p>The second assignment used for this PLO is the Client Ethical Dilemma Conceptualization in MHC 5800. According to the data, 100%</p>	<p>This first assignment has undergone adjustments to expand the content to ensure CACREP standards are met. Adjustments also included a more robust grading process and rubric to provide students with more guidance. Outcomes to these changes will be reviewed in next year's annual report.</p> <p>The second assessment measure will need to undergo more review to determine assignment efficacy. A more in-depth review of these</p>

				(n=2) of students exceeded expectations. This indicates this metric was met.	assignments in connection with this metric will occur in next year's annual report.
2	MHC 5230: Cultures and Counseling	<p>SLO2: Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.</p> <p>SLO3: Understand how living in a multicultural society affects clients who are seeking clinical mental health counseling services and the relevance and potential biases of commonly used diagnostic tools with multicultural populations.</p>	The benchmark minimum performance for graduate students determined by faculty: at least 80% of the students enrolled in the course obtain 85% or better, as interpreted as meeting expectations.	<p>The first assignment accompanying this PLO is the Cultural Case Study Conceptualization. The data shows that 60% (n=3) of students exceeded expectations, 20% (n=1) meeting expectations and 20% (n=1). The majority of students met expectations, indicating this metric was met.</p> <p>The second assignment to assess this PLO is the Social and Cultural Development Analysis paper in MHC 5800. The data shows that 100% (n=2) of students exceeded expectations indicating that this metric was met.</p>	<p>After reviewing course outcomes and programmatic needs for assessment, the assignment for this PLO will be adjusted to assess counseling skills and dispositions. The Cultural Role Play will serve as the next assessment assignment and will be paired with the CCS-R and PFR prior to students engaging in residency. Outcomes of these changes will be reviewed in next year's annual report.</p> <p>Due to the small sample size associated with the final capstone in MHC 5800, further ongoing</p>

					assessment will indicate if modifications need to be made.
3	MHC 5040: Lifespan Development: Implications for Counselors	<p>SLO 1: Students will demonstrate an understanding of theories of human development and how developmental levels and cultural contexts inform wellness across the lifespan.</p> <p>SLO 2: Provide a perspective on the changes and transitions that take place during an individual's life from birth to death</p>	The benchmark minimum performance for graduate students determined by faculty: at least 80% percent of the students enrolled in the course are expected to obtain 80% or better	<p>The first assignment to measure this PLO was added to this course during curriculum changes during the 2024-2025 academic year. The assessment for MHC 5040 was the Lifespan Portfolio. The data indicates that 94% (n=29) of students exceeded expectations. The target of 80% of students meeting this metric was met.</p> <p>The second assignment to measure this PLO is the Client Lifespan Development</p>	No modifications for the first assessment point. Due to the small sample size associated with the final capstone in MHC 5800, further ongoing assessment will indicate if modifications need to be made.

				<p>Analysis paper in MHC 5800. The data indicates that 100% (n=2) of students exceeded expectations. This indicates this assessment measure was met.</p>	
4	MHC 5240: Career Development and Counseling	<p>SLO 1: To become familiar with historical and current career development theories, a variety of career assessment tools, and standardized testing, and to understand their applications and issues of diversity in the career counseling process.</p> <p>SLO 2: To learn about career development program planning, organization, implementation, administration and evaluation; career vocational, educational, occupational and labor market information resources and career information systems.</p>	The benchmark minimum performance for graduate students determined by faculty: at least 80% percent of the students enrolled in the course are expected to obtain 85% or better	<p>The first assignment used for this PLO is the Career Theory Paper. The data indicates that 85% (n=17) exceeded expectations, 10% (n=10), met expectations and n=1 somewhat met expectations. The target of 80% of students meeting this metric was met.</p> <p>The second assignment associated with this PLO is the Career Counseling Role Play in MHC 5600. The data indicates that 67% (n=2) exceeded expectations and 33% (n=1) met expectations. This</p>	No modifications

				indicates that this metric was met.	
5	<p>MHC 5050: Theories and Models of Counseling</p> <p>MHC 5100: Basic Counseling Skills & Techniques</p>	<p>SLO1: Students will demonstrate knowledge of counseling theories and skills needed to effectively conceptualize and provide support for clients in a counseling context.</p>	<p>The benchmark minimum performance for graduate students determined by faculty: at least 80% percent of the students enrolled in the course are expected to obtain 85% or better on Theory Orientation Paper and a combined score of >65 on CCS-R</p>	<p>This PLO has two assessment points, for Knowledge and Skills. assignment used for this PLO is the Theoretical Orientation Paper. The data indicates that 88% (n=22) exceeded expectations, 8% (n=2), met expectations, and n=1 somewhat met expectations. The target of 80% of students meeting this metric was met.</p> <p>CCS-R data indicates students consistently meet and exceed expectations in basic core counseling skills such as nonverbal skills (56%), open ended questions (43%), goal setting (40%), and creating therapeutic environments (56%). Lower clinical scores were found in more advanced clinical skills such as reflection of feeling</p>	<p>The counseling program will modify assessment of this PLO by adjusting CCS-R reporting to the first half of the tool, in lieu of both sections. Additionally, peer reflections for peer interactions in the clinical role play will also be implemented to offer additional student support and inform the Professional Fitness Review needed prior to beginning field experience. Additionally, MHC 5100 and MHC 5050 have the highest DFW rates within the program. Additional tools to aid in supporting students during their first clinical</p>

				<p>(11%), summarization (20%), advanced reflection (15%) and confrontation (30%). This indicates that 80% of students are meeting this metric, as indicated by meeting expectations.</p> <p>The second year assignment to assess this PLO is the 2nd Counseling Session Video in MHC 5450. The data indicates that 37% (n=3) exceeded expectations, 25% (n=2) met expectations and 37% (n=3) somewhat met expectations. The target of 80% of students meeting this metric was met.</p>	course will be implemented.
6	MHC 5210: Group Procedures in Counseling	SLO 1: Students will demonstrate abilities to conceptualize and facilitate groups with consideration of group theories, group counseling skills, group counseling interventions, therapeutic factors of groups, and ethical and professional considerations for group work.	The benchmark minimum performance for graduate students determined by faculty: at least 80% percent of the students enrolled in the course are	The assessment used for the PLO is the Group Manual . According to the data, 68% (n=13) students exceeded expectations, 21% met expectations and the remaining 5% (n=2) somewhat met expectations. The	No modifications needed

			expected to obtain 85% or better	target of 80% of students meeting this metric was met.	
7	MHC 5520: Classification of Mental & Emotional Disorders	<p>SLO 1: To determine appropriate diagnoses using client information and the DSM-V TR diagnostic categories and descriptions.</p> <p>SLO 2: To describe, explain, and demonstrate ethically sound uses and limitations of diagnostic judgments, including cultural and gender biases of the diagnostic system</p>	The benchmark minimum performance for graduate students determined by faculty: at least 80% percent of the students enrolled in the course are expected to obtain 85% or better	<p>The assignment used for the PLO is the Movie Analysis Paper. According to the data, 33% (n=1) exceeded expectations and the remaining 67% (n=2) met expectations. The metric was met as over 85% of students met and exceeded expectations.</p> <p>The second assignment for this PLO occurs in MHC 5800 and is the Assessment, Diagnosis, Trauma Informed Care & Crisis Management paper. The data indicates that 100% (n=2) met expectations. This indicates this metric was met.</p>	No modifications at this time. Sample size for this assessment is too small to determine if minimal, substantial or no adjustments need to be made. Faculty will review assessment data during next year's annual review.
8	MHC 5320: Professional,	SLO 1: Students will demonstrate knowledge around ethical standards and implement ethical	The benchmark minimum	The assignment used for this PLO is the	No modifications

	Legal, and Ethical Issues in Counseling	decision-making skills across professional counselor roles and responsibilities.	performance for graduate students determined by faculty: at least 80% percent of the students enrolled in the course are expected to obtain 85% or better	Ethical Group Presentation. According to the data, 100% (n=6) of students exceeded expectations. This indicates this metric was met.	
9	MHC 5400: Clinical Mental Health Counseling	SLO 1: Students will demonstrate the knowledge and skills necessary for effective mental health counseling services, including assessment, diagnosis, treatment planning, therapeutic interventions, and ethical best practices to support clients along the continuum of care.	The benchmark minimum performance for graduate students determined by faculty: at least 80% percent of the students enrolled in the course are expected to obtain 85% or better	The assignment used for this PLO is the Continuum of Care: Case Conceptualization Paper . The data indicates that 94% of students exceeded expectations with 1% of students meeting expectations and 1 % of students somewhat meeting expectations. This indicates this metric was met. The second assignment to measure this PLO is the Counseling Role Play Session Video in MHC 5700. The data indicates that students consistently exceed and meet expectations in basic counseling and professional skills. Students consistently	No modifications

				meet and are near expectations on advanced clinical skills. While this indicates that measures are being met, students can improve on advanced clinical skills.	
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