Counseling Program Annual Report Academic Year 2022-2023

The following report details the outcomes of assessments and data collection in accordance with the program's assessment plan. The plan is organized according to three major categories: Student Assessment Data, Demographic Data, and Follow-Up Data. The report provides information on our current, prospective, and graduated students, and reflects review and analysis by the program faculty.

In the M.S. in Counseling program, courses and fieldwork experiences are designed to assist students in attaining the following outcomes. The faculty and stakeholders believe the following makes a well-informed practitioner.

1. *Adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.*
2. *Apply individual, group and crisis intervention counseling skills for working with persons in different stages of development across the lifespan.*
3. *Integrate counseling and interdisciplinary advocacy services for children, families, and clients at risk due to crisis, disaster, trauma, addictions, and co-occurring mental health disorders.*
4. *Develop and maintain multicultural competencies, including a personal commitment to social justice, and ethical practices in accordance with ACA, AMHCA, and ASCA Code of Ethics, Washington State law.*
5. *Through the use of standardized and informal assessments, plan and evaluate the use of evidence-based or efficacy-based counseling practices and programs.*
6. *Understand and analyze research in order to inform counseling practice.*
7. *Understand and perform professional responsibilities necessary for success as a professional counselor.*
8. *Demonstrates career development through the use of assessments and career resources.*

Following the report of data, we will outline specific program modifications as a result of assessment and other substantial program changes.

Student Learning Outcomes: Key Performance Indicators

To prepare for accreditation under the 2016 CACREP standards, the faculty identified key performance indicators (KPIs) to measure the above student learning outcomes with multiple measures and at multiple points of time across the program. The purpose of the assessment of student learning outcomes is to determine how, in aggregate form, students are demonstrating the knowledge and skills identified as indicators of students' preparedness for the counseling profession.

The faculty identified key performance indicators for each of the CACREP core area curricular standards as well as overarching program specialty area standards with a minimum of two assessment points each. Assessments were primarily related to course assignments (rated on a 1-3 scale, with 1=Inadequate , 2=Proficient, and 3=Exceptional) or a score on specific sections of the Counselor Preparation Comprehensive Examination (CPCE) that the program uses as an exit requirement for all students.

The following is an overview of the identified KPIs and a report of the outcomes.

Foundational Areas			Key Performance Indicator	Assessment Artifact	When Assessed
CACREP Core Areas	*2.F.1*	*Professional Counseling Orientation & Ethical Practice*	*Students will apply ethical standards of professional counseling organizations in professional counseling.*	*Ethical Decision Making Model*	*Quarter 1*
				CPCE	*Quarter 7*
	2.F.2	*Social and Cultural Diversity*	*Students will understand and apply the multicultural counseling competencies when working with students or clinical mental health clients.*	*Cultural Experience*	*Quarter 2*
				CPCE	*Quarter 7*

	2.F.3	*Human Growth and Development*	*Students will demonstrate knowledge of individual and family development and learning.*	*Internship Project*	*Quarter 7*
				CPCE	*Quarter 6*
	2.F.4	*Career Development*	*Students will understand and apply theories and models of career development, counseling and decision making when working with clients or students.*	*Personal Career Development*	*Quarter 5*
				CPCE	*Quarter 7*
	2.F.5	*Counseling and Helping Relationships*	*Students will adopt a guiding theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.*	*Advanced Skills Project*	*Quarter 3*
				CPCE	*Quarter 7*
	2.F.6	*Group Work*	*Students will understand group processes and dynamics for working with persons in different stages of development across the life span.*	*Group Proposal*	*Quarter 2*
				CPCE	*Quarter7*

	2.F.7	Assessment and Testing	Students will use assessment for diagnostic and intervention planning purposes.	Character Analysis	Quarter 2
				CPCE	Quarter 7
	2.F.8	Research and Program Evaluation	Students will demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Internship Project	Quarter 7
				CPCE	Quarter 7
Specialty Area: Clinical Mental Health Counseling	Students studying clinical mental health counseling will be able to develop a treatment plan that is informed by diagnosis and evidence-based practice.			Practicum Treatment Plan	Quarter 3
				Internship Project	Quarter 7
Specialty Area: School Counseling	Students studying school counseling will be able to understand and create a comprehensive school counseling program.			CSCP Debate	Quarter 1
				Creation of Comprehensive School Guidance Model (website)	Quarter 4

Results for AY2022-23

Professional Orientation and Ethical Practice (POEP)

Artifact	Number of Students	Inadequate	Proficient	Exceptional
Ethical Decision Making Model	17	0	6	11
POEP subscale of the CPCE	N/A*			

N/A - during the AY2022-23, we did not have any second-year students, so the CPCE was not delivered.

Social Cultural and Diversity

Artifact	Number of Students	Inadequate	Proficient	Exceptional
Cultural Experience	17	1	16	0
SCD subscale of the CPCE	N/A*			

N/A - during the AY2022-23, we did not have any second-year students, so the CPCE was not delivered.

Human Growth and Development

Artifact	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	14	0	4	10
HGD subscale of the CPCE	N/A*			

Career Development

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Personal Career Development	N/A			
CD subscale of the CPCE	N/A*			

*N/A - during the AY2022-23, we did not have any second-year students, so the CPCE was not delivered. The Career class was not taught; therefore, we have no data for 22-23 in this category.

Counseling and Helping Relationships

Artifact	Number of Students	Inadequate	Proficient	Exceptional
Advanced Skills Project	16	2	9	5
CHR subscale of the CPCE	N/A*			

*N/A - during the AY2022-23, we did not have any second-year students, so the CPCE was not delivered.

Group Counseling and Group Work

Assessment	Number of Students	Inadequate	Proficient	Exceptional

Group Proposal	16	0	6	10
GCGW subscale of the CPCE	N/A*			

Assessment and Testing

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Literature and Film Character Analysis	16	1	3	12
AT subscale of the CPCE	N/A*			

Research and Evaluation

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Internship Project	14	0	4	10
RE subscale of the CPCE	N/A*			

Assessment	Number of Students	Inadequate	Proficient	Exceptional
Practicum Project Treatment Plan	7	0	1	6
Internship Project Treatment Plan	14	0	4	10

*N/A - during the AY2022-23, we did not have any second-year students, so the CPCE was not delivered.

Specialty Area: School Counseling

Assessment	Number of Students	Inadequate	Proficient	Exceptional
CSCP Debate	N/A*			
Creation of Comprehensive School Guidance Model (website)	N/A*			

* AY2022-2023 was the last year we trained School Counselors. They did not have any of these assignments during their third and final year.

Summary of KPI Data

The Counseling program was challenged by the pandemic in 2020 and 2021 to have consistent direction and instruction much like many programs across the country. Because of this, we did not have many KPIs to report in 2021-22. In 2022-23, we admitted a full cohort of first year students while also working with our third-year students to finish their internship and graduate. Our third-year students had to respond to

one KPI in internship. The CPCE scores are not applicable as no students in our program in 2022-23 took the exam. Moving forward, the counseling program will not be training school counselors so this will be the last report that reflects school counselors in any way.

Skills Evaluations: Counseling Practicum & Internship

Each quarter, students in PSYC 694 & 697 are assessed on their development and performance of counseling skills. We intentionally review skills performance quarterly to determine how we can best sequence courses throughout the curriculum to show a positive developmental trajectory. The data are then reported for the academic year by program area to help us determine the number of students who are exceeding, meeting, or falling below expectations. The 2022-2023 data available for this report suggest that master's students are successfully developing their counseling skills in Counseling Techniques: 100% of Mental Health Counseling, and 100% of School Counseling students met or exceeded expectations in their counseling skills assessment from quarter to quarter during internship.

AY19-20 saw the addition of PSYC 571 Counseling Skills and 572 Advanced Counseling Skills. In AY22-23, all students passed these two courses, and the courses continue to be well received.

Dispositions

A key component of our assessment plan is to review the dispositions of students each quarter. The dispositions reflect our expectations for student behavior and development that is fitting for the counseling program and profession. The ideal is that students are rated quarterly by all program faculty.

The advisor reports the students' average scores and provides feedback at the advisor meeting. In the case that a student falls below a 3.0 on any item or if the mean of the total score is below 3.0, faculty collectively create a professional development plan for the student. This plan is communicated to the student via the advisor, and with the program director (if needed). Beginning in 2019-2020, the professional dispositions are done via Tevera. Tevera is a third-party supervision software that allows us to also give the CCS-R, the adopted scale for professional dispositions.

The informal review of dispositions over the past year suggests that most students are suited to the program and are engaging in appropriate and developmentally sound ways relative to the dispositions. The faculty continues to discuss any concerns and referrals are made to assigned advisors to communicate concerns and develop remediation plans for success throughout the program.

Comprehensive Exam Results

Due to sequencing changes, no student took the comprehensive exam (CPCE) in AY22-23 so there are no results to report.

National Counselor Exam (NCE) Results

Due to reworking the curriculum and not admitting any students in AY21-22, no students took the NCE in 22-23.

Job Placement Data

As of the end of summer 2023, when this report is written, 100% of the school counseling graduates were employed. Approximately 65% of the clinical mental health counseling graduates were employed at the time of writing this report (less than 6 months from graduation). While this rate is lower than our typical outcome, many graduates chose not to pursue employment right away.

Demographic Data

Demographic Data for Applicants

The Counseling program maintains a commitment to diversity, and as such we are committed to attracting a diverse applicant pool for our program. With increased and intentional recruitment efforts, we hope to enhance the diversity of applicants who are attracted to our program. The table below provides the demographic data of applicants to the Counseling master's programs for enrollment in Fall 2023.

Please note that applicants are not required to offer this information and they can select more than one category.

All Applicants for Fall 2023

**EWU's counseling program did not accept any school counseling applications in spring 2023*

	Clinical Mental Health Counseling (126)
Alaskan/Native American	Male:**1** Female:**2** Other Gender: 0 Not Reported: **1**
Asian	Male:**1** Female:**5** Other Gender: 0

	Not Reported:0
Black/African American	*Male:**2*** *Female: **3*** *Other Gender: 0* *Not Reported:0*
Native Hawaiian/Pacific Islander	*Male:0* *Female:0* *Other Gender: 0* *Not Reported:0*
Caucasian/White	*Male:**18*** *Female:**73*** *Other Gender: 0* *Not Reported:**1***
Hispanic/Latino	*Male:**1*** *Female:**10*** *Other Gender: 0* *Not Reported:0*
Unknown or not reported	*Male:0* *Female:**3*** *Other Gender: 0* *Not Reported:**1***
Two or more	*Male:0* *Female:**7*** *Other Gender: 0* *Not Reported:0*

Veteran or Military Status	Male:**4** Female:**5** Other Gender: 0 Not Reported:0
First Gen Student	Male:**1** Female:**1** Other Gender: 0 Not Reported:0

Newly Admitted/Enrolled Fall 2023 Students

	Clinical Mental Health Counseling (23)
Alaskan/Native American	Male:0 Female:**2** Other Gender: 0 Not Reported: 0
Asian	Male:0 Female:**2** Other Gender: 0 Not Reported:0
Black/African American	Male:0 Female:**1** Other Gender: 0 Not Reported:0
Native Hawaiian/Pacific Islander	Male:0 Female:0 Other Gender: 0 Not Reported:0

Caucasian/White	Male:**6**
	Female:**8**
	Other Gender: 0
	Not Reported:0
Hispanic/Latino	Male:0
	Female:**4**
	Other Gender: 0
	Not Reported:0
Unknown or not reported	Male:0
	Female:0
	Other Gender: 0
	Not Reported:0
Two or more	Male:0
	Female:0
	Other Gender: 0
	Not Reported:0
Veteran or Military Status	Male:**1**
	Female:**1**
	Other Gender: 0
	Not Reported:0
First Gen Student	Male:**1**
	Female:**1**
	Other Gender: 0
	Not Reported:0

Upon review of the racial/ethnic data provided, it is noteworthy that despite recruitment and

commitment to diversity the applicant pool remains predominantly Caucasian/White. Although this is reflective of the broader community in which the university is situated, and indeed the student population, the program would like to recruit a more diverse applicant pool. We do recognize that many of our applicants do represent first generation to college/graduate school families. Our university is known to foster and embrace this population and our graduate program is indicative of that. Our number of applicants has grown since each year after our pause in admissions.

The demographic data for students currently enrolled in the Counseling master's programs is provided in the tables below. This number reflects returning students.

Current Students Fall 2023 (Continuing from previous years)

	Clinical Mental Health Counseling (16)
Alaskan/Native American	**Male:0** **Female:0** **Other Gender: 0** **Not Reported: 0**
Asian	**Male:0** **Female:0** **Other Gender: 0** **Not Reported:0**
Black/African American	**Male:0** **Female:1** **Other Gender: 0** **Not Reported:0**
Native Hawaiian/Pacific Islander	**Male:0** **Female:0**

	Other Gender: 0
	Not Reported:0
Caucasian/White	*Male:3*
	Female:8
	Other Gender: 0
	Not Reported:0
Hispanic/Latino	*Male:0*
	Female:1
	Other Gender: 0
	Not Reported:0
Unknown or not reported	*Male:0*
	Female:0
	Other Gender: 0
	Not Reported:0
Two or more	*Male:1*
	Female:2
	Other Gender: 0
	Not Reported:0
Veteran or Military Status	*Male:1*
	Female:1
	Other Gender: 0
	Not Reported:0
First Gen Student	*Male:1*

	Female:4	
	Other Gender: 0	
	Not Reported:0	

The table below provides demographic data for students who graduated from our program in the last year (Spring 2023). The program will no longer train school counselors so this will be the last school counseling data.

Spring 2023 Graduates

	Clinical Mental Health Counseling (14)	*School Counseling (5)*	*Total (19)*
Alaskan/Native American	**Male:0** **Female:0** **Other Gender: 0** **Not Reported: 0**	**Male:0** **Female:0** **Other Gender: 0** **Not Reported:0**	**Male:0** **Female:0** **Other Gender: 0** **Not Reported:0**
Asian	**Male:0** **Female:0** **Other Gender: 0** **Not Reported:0**	**Male:0** **Female:1** **Other Gender: 0** **Not Reported:0**	**Male:0** **Female:1** **Other Gender: 0** **Not Reported:0**
Black/African American	**Male:0** **Female:0** **Other Gender: 0** **Not Reported:0**	**Male:0** **Female:0** **Other Gender: 0** **Not Reported:0**	**Male:0** **Female:0** **Other Gender: 0** **Not Reported:0**
Native Hawaiian/Pacific Islander	**Male:0** **Female:0**	**Male:0** **Female:0**	**Male:0** **Female:0**

	Other Gender: 0 *Not Reported:0*	*Other Gender: 0* *Not Reported:0*	*Other Gender: 0* *Not Reported:0*
Caucasian/White	*Male:1* *Female:5* *Other Gender: 0* *Not Reported:0*	*Male:1* *Female:1* *Other Gender: 0* *Not Reported:0*	*Male:2* *Female:6* *Other Gender: 0* *Not Reported:0*
Hispanic/Latino	*Male:0* *Female: 1* *Other Gender: 0* *Not Reported:0*	*Male:0* *Female: 1* *Other Gender: 0* *Not Reported:0*	*Male:0* *Female: 2* *Other Gender: 0* *Not Reported:0*
Unknown or not reported	*Male: 3* *Female: 3* *Other Gender: 0* *Not Reported:0*	*Male:0* *Female:* *Other Gender: 0* *Not Reported:0*	*Male: 3* *Female: 3* *Other Gender: 0* *Not Reported:0*
Two or more	*Male:0* *Female: 1* *Other Gender: 0* *Not Reported:0*	*Male:0* *Female:1* *Other Gender: 0* *Not Reported:0*	*Male:0* *Female: 2* *Other Gender: 0* *Not Reported:0*
Veteran or Military Status	*Male: 0* *Female:0* *Other Gender: 0* *Not Reported:0*	*Male:0* *Female:0* *Other Gender: 0* *Not Reported:0*	*Male:0* *Female:0* *Other Gender: 0* *Not Reported:0*
First Gen Student	*Male:0* *Female:1*	*Male:1* *Female:1*	*Male:1* *Female:2*

	Other Gender: 0	Other Gender: 0	Other Gender: 0
	Not Reported:0	Not Reported:0	Not Reported:0

Follow-up Data

Surveys: Graduates, Employers, Supervisors, Graduating Students

The program regularly surveys graduates of the program, employers of our graduates, internship site supervisors, and students in their final semester of the program. The purpose of these assessments is to ascertain aspects of the program that are effective in preparing students for their work experience, evaluating our program objectives, and determining needed adjustments to the curriculum to meet constituent needs and to best serve the consumers our graduates will work with at their internship and employment sites.

Employer Surveys will be administered October 2023.

Completer Survey

Graduates in 2023 completed their three-year program. This cohort began in Fall 2020 during the COVID-19 accommodations of online instruction. They then moved to in person instruction in fall 2021. The Completer survey was done as part of the exit interview in May 2023.

Overall, the feedback from the cohort was positive including:

- Recorded Lectures to watch independently
- Discussions and collaboration in class
- Faculty availability, support, and knowledge
- Advanced skills class very beneficial
- Built relationships with students

Some of the feedback for the program to improve:

- More resource sharing in Internship
- Group by interest/population in Internship
- Increase academic rigor
- More focus on working with children
- Dealing with patient death and no shows
- More on referral and discontinuation of services
- Create more space for connection with peers

Graduates' (or alumni) Survey

The program tried to reach graduates from 2020 to 2022 to understand the impact of COVID-19 and to ensure we received the feedback to make appropriate changes to the program. In addition, we wanted to fill the gap with data we did not receive prior to now. The Alumni Survey was administered in October 2022 to capture the graduates from 2020, 2021 and 2022.

The survey was sent to 42 persons, and we received 9 completed surveys for a response rate of 21%. We will continue to discuss how to increase the number of responses.

Of the 9 responses, 7 graduated from the clinical mental health emphasis and 2 from the school counseling emphasis. Five of the nine graduated in 2020, one in 2021 and three graduated in 2022.

It is important to note that those who graduated in 2020, had 2 quarters impacted by the pandemic. 2021 graduates had 6 quarters affected by the pandemic. And those who graduated in 2022 were impacted the most.

The responses truly illustrate the variety of experiences in our program from 2020 to 2022, therefore it is difficult to generalize the responses. The faculty met at the Annual Assessment Meeting to discuss the results of the surveys. The program will continue to assess these points to understand the program's impact on students.

Site Supervisor Survey

The Site supervisor survey was administered in October 2022. Sixteen supervisors responded. We administer the site supervisor survey every three years as traditionally we have used the same supervisors. As we are admitting more students, we will inevitably have more interaction with sites so the timing of surveys should be addressed.

Seven of the respondents were supervisors at a school. The remaining 9 supervised at a mental health agency.

The survey has two main areas of understanding – how are the students prepared and the relationship between the site and the program faculty. There was a range of responses making it difficult to generalize. The program faculty discussed the results at the Annual Assessment Meeting. Data submitted by school site supervisors support the programs decision to forgo the school counseling specialty area. The last students in that specialty area graduated in June 2023. The program followed a teach out plan that was submitted to CACREP and approved in April 2023. Responses from the clinical mental health counseling specialty area support that the program is strong and supported in the community by mental health agencies/practices.

The survey will be revised as many questions reflect school counseling. The program will send this in May/June 2024 as since the program has grown, we have many new sites and supervisors we would like to receive feedback from.

Employers Survey

The employer survey will be administered in October 2023 and included in the next report.

In August 2020, the program received full accreditation through 2026.

The program submitted a Mid-Cycle Report to CACREP in October 2022. We received feedback that we needed to file an interim report in October 2023 to address missing assessment data, the lack of three core faculty members, and more credits being taught by non-core faculty members.

In addition, the program submitted a Digital Delivery report in October 2022 to address changes made to the program format and two substantial change reports – one to reflect the decision to not continue the School Counseling specialty area and the other to reflect the program's new College.

Below were the actual program modifications for the AY22-23 based on the above data. The table below summarizes these changes to demonstrate their connection to specific assessment areas.

Program or Curricular Modification	*Linked Assessment Outcome or Discussion*	*Action*	*Feedback*
Exit Interview Addition	*PEAB Recommendation, Professional Dispositions, Graduation Requirement.*	*Each student will engage in an exit interview in the last quarter of study. The interview will be an opportunity to present and discuss a case with a panel. This addresses a PEAB recommendation of demonstration of impact to students. Guidelines to be created in AY20-21. Will have informal process in 2021 and will be formalized in 22-23.*	*Exit Interviews were conducted with CMHC students and faculty in May 2023. Faculty received good programmatic feedback. SC students engaged in exit interview with the PEAB in June 2023.*
Course Addition Summer 2023	*PSYC 546 Trauma Informed Counseling*	*This course will be the third in a sequence. Crisis Intervention, Suicide Assessment and Trauma Informed Counseling. Done to match the field.*	*This was taught for the first time in Summer 2023.*

	Overall Assessment Plan	*Review KPIs for potential change.* *Will implement in 23-24.*	*New KPIs are in chart below.*
Add to Dispositions	*Professional Disposition*	*Revisit professional dispostions and review updated version of dispositions which will be routinely reviewed in program meetings.*	
Timing of Dispositions Assessments	*Professional Disposition*	*Will formally review professional dispositions uisng the following guidelines:* • *Conclusion of Advanced Skills Winter Quarter - Second year* • *Conclusion of program – at Exit Interview*	
Development of Hybrid Program	*Overall Program Delivery*	*Following conversations in 2020 and a year of not admitting students, the program moved back to a 2 year program.* *Courses will be delivered using a hybrid model of lectures delivered online and in class will be experiential.* *In addition, 4 classes will be taught using asynchronous delivery:* • *PSYC 520 Tactics of Psychological Research* • *PSYC 506 Development Across the Lifespan* • *PSYC 542 Career Counseling* • *PSYC 592 Suicide Assessment* *Will collect student feedback regarding*	*Program concluded the first year of the hybrid program in Summer 2023.* *Will solicit feedback regarding format at conclusion of AY2023-24.*

		program delivery.	
Hiring New Faculty Member	**Overall Program Delivery**	*Search for new faculty member in Fall 2022 with intent to start in January 2023.*	*A new faculty member was hired and started in January 2023.*

Below are proposed programmatic changes for AY23-24.

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Action	Feedback
New KPIs	**New KPIs will be assessed in 23-24**		
Course name changes	**Update many course names to reflect current practice and connection to CACREP standards**	*Will submit changes to CIM/PIM system at EWU by October 31, 2023*	
New course addition	**Ongoing feedback from students suggested a need to add a Human Sexuality course**	*Will submit course proposal for a 3 credit Human Sexuality course to CIM/PIM system at EWU by October 31, 2023*	

Below is the updated KPI chart.

Foundational Areas	Key Performance Indicator	Assessment Artifact	When Assessed

CACREP Core Areas	2.F.1	Professional Counseling Orientation & Ethical Practice	Students will apply ethical standards of professional counseling organizations in professional counseling.	Ethical Decision-Making Model	Quarter 1
				CPCE	Quarter 7
	2.F.2	Social and Cultural Diversity	Students will understand and apply the multicultural counseling competencies when working with students or clinical mental health clients.	Group presentation	Quarter 2
				CPCE	Quarter 7
	2.F.3	Human Growth and Development	Students will demonstrate knowledge of individual and family development and learning.	Family Systems Movie Conceptualization	Quarter 5
				CPCE	Quarter 6
	2.F.4	Career Development	Students will understand and apply theories and models of career development, counseling and decision making when working with clients or students.	Personal Career Development	Quarter 5
				CPCE	Quarter 7
	2.F.5		Students will adopt a guiding	Advanced Counseling Skills Project	Quarter 2

		Counseling and Helping Relationships	theory of counseling that will serve as a foundation for practicing counseling in a school or clinical mental health setting.	CPCE	Quarter 7
	2.F.6	Group Work	Students will understand group processes and dynamics for working with persons in different stages of development across the life span.	Group Proposal	Quarter 3
				CPCE	Quarter7
	2.F.7	Assessment and Testing	Students will use assessment for diagnostic and intervention planning purposes.	Diagnosis of a Fictional Character	Quarter 2
				CPCE	Quarter 7
	2.F.8	Research and Program Evaluation	Students will demonstrate an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	Case Presentation Research Critique	Quarter 3
				CPCE	Quarter 7

Specialty Area: Clinical Mental Health Counseling	Students studying clinical mental health counseling will be able to develop a treatment plan that is informed by diagnosis and evidence-based practice.	Case conceptualizations	Quarter 4 (summer)
			Quarter 7