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Licensed and Certified
Masters Degree in Professional Counseling



Clinical Mental Health COUNSELING

Earn your Masters Degree at a Nationally Accredited Program.

Become a Clinical Mental Health Counselor in supportive learning environment with a skilled and caring faculty. Make a different in the lives of others and become the professional helper you were meant to be.

- ▶ Applied Skills
- ▶ Supervised Practice
- ▶ Professional Growth

Graduate Students are trained in applied theory and techniques in order to provide professional care during trauma and in the psychotherapy relationship.

- ▶ Practicum & Internships
- ▶ Supportive Supervision
- ▶ Distinguished Faculty
- ▶ Caring Colleagues
- ▶ CACREP Accredited

Fill one of the many opportunities in the Health Field. All become licensed eligible for graduation.



Get in touch TODAY!
phone: 706 568-2301
e-mail: Baltimore_Michael@csu.edu

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Certified School Counselor
Masters Degree in Professional Counseling



SCHOOL COUNSELING

Earn your Masters Degree at a Nationally Accredited Program.

Become a Certified School Counselor in supportive learning environment with a skilled and caring faculty. Make a different in the lives of others and become the professional helper you were meant to be.

- ▶ Applied Skills
- ▶ Supervised Practice
- ▶ Professional Growth

Graduate Students are trained in applied theory and techniques in order to provide professional care and to respond during trauma in the schools and community.

- ▶ Practicum & Internships
- ▶ Supportive Supervision
- ▶ Distinguished Faculty
- ▶ Caring Colleagues
- ▶ CACREP Accredited

Fill one of the many job opportunities in School Counseling. Students are eligible for certification with GA Professional Standards Commission



Get in touch TODAY!
phone: 706 568-2301
e-mail: day_ryan@columbusstate.edu

Masters of Science in Clinical Mental Health Counseling
Masters of Education in School Counseling

COUNSELOR EDUCATION

Program Annual Report

COUNSELOR EDUCATION

The Master of Science degree in **Clinical Mental Health Counseling** and the Master of Education in **School Counseling** programs are nationally accredited with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The 60 and 48 semester hour degree programs is designed around the eight areas of (1) Human Growth and Development, (2) Social and Cultural Foundations, (3) The Helping Relationship, (4) Group Dynamics and Processes, (5) Lifestyle/Career Development, (6) Appraisal of Individual, (7) Research and Evaluation, and (8) Professional Orientation. Curricular experiences include direct clinical work under supervision of a 100-hour practicum and two internships in a mental health setting. The M.S. program is designed to prepare counselors to function in the mental health field in a variety of community settings including: mental health centers, community agencies, hospitals, residential treatment centers, corrections, private practice or other helping or human service oriented programs. The M.Ed. program is designed to prepare counselors to function in various school counseling positions across K-12 districts. Job opportunities in Professional Counseling are projected to grow 19 percent from 2014 to 2024.

SUMMARY OF RECENT EVALUATION RESULTS

The Master of Science degree in **Clinical Mental Health Counseling** and the Master of Education in **School Counseling** programs have completed the Annual Program Review process. Findings indicated a need for modification to program goals to meet national, regional accreditation standards.

The Master of Science degree in **Clinical Mental Health Counseling** was reviewed and awarded national accreditation by the Council and Counseling Related Programs (CACREP), the accrediting body of the American Counseling Association.

Additional, the programs are preparing for re-accreditation. This process assists in evaluating program effectiveness. The Site Visit is expected in the spring of 2017. A recent survey of site supervisors and employers revealed a positive reputation in the community. The survey results are shown below:

Table 1 shows the latest survey from 20 respondents of 94 site supervisors and employers sent surveys regarding our program graduates gathered this year:

COUNSELOR EDUCATION

Table 1.

	Unacceptable 1	Poor 2	Fair 3	Good 4	Excellent 5	N/A	Average Rating
Overall program reputation in the community	0	0	2	9	7	2	4.28
Overall reputation of graduate students from the program	0	0	1	11	6	2	4.28
Overall quality of graduates of the community and school counseling programs	0	0	1	12	5	2	4.22
For supervisors with direct experience of a CSU counseling student during practicum and/or internship							
Overall student performance and skill level on clinical tasks	0	0	2	9	4	5	4.13
Faculty support and communication with the site supervisors before and during practicum and internship	0	2	1	4	7	6	4.14
Responses from supervisors/employers with direct experience with CSU counseling students and alumni							
The students/graduates I have worked with from the CSU counseling program are knowledgeable of the role and function of the professional counselor	0	0	4	5	5	1	4.07
The students/graduates I have worked with demonstrate knowledge of the learning	0	0	1	6	6	1	4.38

COUNSELOR EDUCATION

theories and change strategies							
The students/graduates I have worked with demonstrate skills in planning and evaluation, individual counseling, small group facilitation, appraisal, consultation and referral	0	0	4	6	3	1	3.92
The students/graduates I have worked with demonstrate knowledge in the areas of social foundations, cultural issues, lifespan issues and variables in individual context which affect the counseling process	0	0	3	6	5	0	4.14
The students/graduates I have worked with demonstrate expertise in working individually with clients on educations, vocations, social, emotional or personal problems	0	0	1	8	4	1	4.23
Students/graduates demonstrate the ability/initiative to consult with other professionals and administrators concerning the client's developmental needs	0	0	2	4	7	1	4.38
Students/graduates demonstrate skills in administering psychological assessment programs including the interpretation of test results	0	0	4	3	3	4	3.9
Students demonstrate the ability to conduct research	0	0	2	2	4	6	4.25

COUNSELOR EDUCATION

Students demonstrate overall competency and ethical professional behaviors	0	0	3	3	7	0	4.31
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Overall Perceptions (*verbatim*)

- *It is my current perception that the strengths of the CSU counseling program are that it provides a good foundation of knowledge for the helping professions.*
- *I believe that CSU attracts a higher caliber of student than the other programs in the local area. I've appreciated the supervisor handbook and supervisor training that has been offered over the years.*
- *I'm a firm believer in application of what is learned with focus equally on using the skills in actual practice. Playing around in a group class with your peers simulating counseling is not the same thing, though I know it's necessary. CSU was excellent in teaching the material.*
- *My perception is that students are well prepared to pass the major exams, encouraged to pursue professional memberships, and encouraged to continue professional learning.*
- *Competent professors. Know and understand the needs of the student.*

SUBSEQUENT MODIFICATIONS BASED ON RESULTS

Program goals were reduced to 4 and included core standards for practice and licensure in the state of Georgia and other jurisdictions. Key strategic learning objectives for all students in the graduate programs in counseling will participate in required courses with the integrated necessary knowledge, skills and practice.

As a result of the accreditation for the Clinical Mental Health Counseling program, and the review of data from surveys, student and graduate input, stakeholders and supervisors, the programs have updated and refined the practicum process to meet national standards and meet the training needs of the students; to end the portfolio requirement for students, and begin use of the CPCE as the exit exam for program. The Counselor Preparation Comprehensive Examination provides results compared to other counseling programs and focused on the eight core areas of CACREP, for which the program is accredited.

COUNSELOR EDUCATION

SUBSTANTIAL PROGRAM CHANGES

As the process for re-accreditation continues through 2017, we are asking our partners in the community to provide input as we meet national standards. Also, the program is recruiting a new faculty member and expanding our partnerships in the community. As the program continues to grow, we look forward to working with and sharing our success with our training and teaching partners in the Columbus and surrounding areas.

COUNSELOR EDUCATION PROGRAM OUTCOME DATA

- (1) the number of graduates for the past academic year : 24 (9-School, 15-CMHC)
 - (2) pass rates on credentialing examinations : 85% first attempt, 100% second attempt
 - (3) program completion rates : 82%
 - (4) job placement rates : 96%
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