

Annual Report

2022-2023

Department of Psychology and Counselor Education

Master of Science in Counseling
Clinical Mental Health and School Counseling Programs

Millicent Atkins School of Education
Northern State University (NSU)

December 19, 2023

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Faculty and Staff

(Master of Science – Clinical Mental Health and School Counseling Tracks)

Erin Kaszynski, Ph.D.	Assistant Professor Program Coordinator	CMH Counseling
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Shalini Mathew, Ph.D.	Assistant Professor CACREP Liaison Field Coordinator	School Counseling
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Christopher Puglisi, Ph.D.	Assistant Professor	School Counseling
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Administrative Staff

Heather Scott	Department. Chair	Psychology & Counselor Education
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Laura Haar	Administrative Secretary	School of Education
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April Hinze	Assessment Coordinator	School of Education
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Adjunct Faculty

Karyl Meister, Ph.D.	Adjunct Professor (Summer)	Career Development
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Overview 2022 – 2023

Program History – NSU first offered graduate course offerings in guidance and counseling in 1957. Course offerings in counseling expanded throughout the 1960’s and 1970’s in response to growing student demand. The guidance and counseling program became formally recognized by the South Dakota Board of Regents during the early 1980’s and was housed within the College of Education.

Student Enrollments – To date, approximately 354 students have completed the program, most of whom have been Not Hispanic; White females (more than 70%). Historically, the most popular counseling program track among students has been the clinical mental health track. Among students accepted into the CMH track, most are interested in serving individuals in a community agency setting. In addition, several are interested in targeting underserved populations, and others have a specific desire to help couples and families.

More recently, many students have opted to complete both the Clinical Mental Health and School Counseling tracks. The increased incidence of these requests suggests that the program is drawing a greater diversity of students. Students accepted into the program typically possess an undergraduate degree in psychology, sociology, or education.

Of the 24 students enrolled, 17 were new students accepted in the 2022-2023 incoming cohort. Program faculty conducted prospective student interviews for the new cohort in January 2022, March 2022, and June 2022.; students were given the option to participate in-person or through Zoom.

Table 1 Demographics 2022 – 2023 Academic Year Headcount

	Faculty			Students		
	Male	Female	Non-binary	Male	Female	Non-binary
Caucasian/White	1	1		4	12	
African/African American						
Asian/Asian American		1				
Native American				1	3	
Latinx						
2 or more Races					2	
Nonresident alien				1	1	
<i>Totals</i>	<i>1</i>	<i>2</i>	<i>0</i>	<i>6</i>	<i>18</i>	

Recruitment and Retention

Recruitment – Prospective student interviews are typically held in January, March, and June for the upcoming school year. To support enrollment goals for the 2023-24 cohort, three interview dates were added to accommodate prospective student schedules.

During the 2022-23 academic year, recruitment efforts were ongoing. A drip marketing campaign was created in collaboration with the graduate school to ensure sufficient and timely communications with prospective students. For a second year, a popular podcast hosted by two local mental health providers delivered marketing for the NSU counseling program.

Counseling faculty also provided in-class educational and information sessions to undergraduate psychology and education majors to increase program visibility and generate interest in the counseling field. Finally, the program faculty hosted a variety of events to raise awareness of mental health topics, while also increasing the visibility of the program. Examples include counseling supervisor training, NSU noon forum, and self-care seminar for mental health providers.

The Graduate Program Curriculum – The Clinical Mental Health and School Counseling tracks are both 60-credit-hour programs. Students take 15 of the same courses for both programs (45 credits hours). School Counseling students take an Introduction to School Counseling, School Environment, and Consultation course, School Counseling Program Development and Classroom Management Course, as well as a specialized Practicum and Internship in the schools. Clinical Mental Health students take a course in Psychopharmacology, a course in Supervision, and a specialized Practicum and Internship in a clinical mental health setting.

In anticipation of CACREP approval for HyFlex delivery, the faculty finalized plans for course delivery based on piloted courses. Courses were either designated for delivery using all three HyFlex modalities (i.e., in-person, synchronous digital, asynchronous digital) or for HyFlex Synchronous delivery (i.e., in-person, synchronous digital). The full course rotation can be found in Appendix E.

Graduate Counseling Student Handbook & Field Placement Handbook – Both the Graduate Counseling Student Handbook and the Practicum Field Placement Handbook are updated annually. The updated version of the Counseling Student Handbook is made available to students during the New Student Orientation each fall. It contains all the information students need to know about the program, the forms of evaluation, and graduation information. The Field Placement Handbook is disseminated to students in Practicum and Internship and the individual Site Supervisors of students each fall. The handbook includes all necessary forms for the Site Supervisor, Student, and University Supervisor to complete during both Practicum and Internship. All handbooks are made available to current students through the online D2L “Sandbox”.

Counseling Program D2L Site “Sandbox” – The Counseling Program sandbox is accessible to all currently enrolled counseling students, counseling faculty members, and appropriate staff. The primary purpose for the site is to provide students with enhanced access to important program-related documents, information, and announcements. The current Graduate Counseling Student Handbook and Field Placement Handbooks are available at this site 24 hours a day providing convenient and easy access to students, faculty, and staff.

Counseling Program Assessment

Comprehensive Assessment Plan - A program assessment plan, including formative and summative measures, was finalized in January of 2017. The assessment plan provides a means by which indicators of program quality can be objectively assessed at multiple levels including: the currently enrolled individual student level; class level; community level. For example, at the level of individual students, faculty began conducting semi-annual evaluations of all students during the Fall 2014 semester. The semi-annual evaluation provides students with feedback regarding their standing within the program in terms of cumulative and term GPA, course work being within the six-year timeframe, and dispositions being within the expected range.

Faculty complete disposition evaluations at midterm and near the end of each semester. Previously, program dispositions were completed by the instructor for only specific clinical courses (i.e., CGPS 758: PrePracticum, CGPS 762: Multicultural Counseling, CGPS 765: Group Counseling, CGPS 794: Internship, and CGPS 795: Practicum). However, during the 2019-2020 academic year, a revised process was implemented that includes input from all instructors, including non-core faculty teaching during that semester. Items on the disposition evaluation were also revised at that time to reflect the change from an evaluation of clinical courses to an evaluation of dispositions across all courses taught within a given semester. This change was made effective in Fall of 2019.

Several assessments are utilized during the Practicum and Internship experiences. Students complete formative self-evaluations and are evaluated by both the Site Supervisor and course instructor. In Spring 2023, students in Pre-Practicum completed formative self-evaluations and were evaluated by course instructor at midterm and final using the evaluation given at practicum and internship. Students evaluate the Internship and Practicum Site, the Site Supervisor and course faculty. Every semester, students can complete an evaluation of their courses using the Student Opinion of Instruction survey. Finally, graduating students are evaluated using the Counselor Preparation Comprehensive Exam (CPCE). The Oral Defense/Portfolio was discontinued by faculty after the 2018-2019 academic year to align better to other CACREP programs graduation requirements. Other program assessments include an exit survey of graduating students and an employer's survey.

The counseling curriculum represents another important indicator of quality addressed by the program assessment plan. During the 2022-23 academic year, the faculty began efforts to ensure that all evaluations could be delivered electronically, for ease of distribution, tracking, and in preparation for digital delivery approval. Each counseling course syllabus includes a section that clearly describes the content area addressed in the course, associated knowledge and skill objectives, methods of instruction, and evaluation criteria. Objectives of each class evaluate student learning. A mid-cycle review was submitted to CACREP in the summer of 2021, which reflected the 2016 standards. Table 2 provides an overview of current assessment activities and their timelines.

Table 2 Comprehensive Assessment Plan Timeline – Formative and Summative

Semester	Assessment	Program-Level	Assessors
Fall	Program Admission Evaluation (Formative)	Program wide	Faculty

Fall	Digital competency for Hyflex	Program wide	Student
Fall	Mid-term dispositions (Formative)	All courses	Faculty
Fall	Final dispositions (Summative)	All courses	Faculty
Fall	Practicum/Internship Student Self Evaluation Mid-Term Evaluation (Formative)	Practicum/Internship	Student
Fall	Counseling Skills Acquisition mid-term evaluations (includes Dispositions) (Formative)	Practicum/Internship	Site Supervisors & Practicum Faculty
Fall	Counseling Skills Acquisition final evaluations (includes Dispositions) (Summative)	Practicum/Internship	Site Supervisors & Practicum Faculty
Fall	Practicum/Internship Student Self Evaluation Final Evaluation (Formative)	Practicum/Internship	Student
Fall	Site Supervisor Evaluation (Summative)	Practicum/Internship	Student
Fall	Site Evaluation (Summative)	Practicum/Internship	Student
Fall	Student Opinion of Instruction (Summative)	Program wide	Student
Fall	Counselor Preparation Comprehensive Exam (Summative)	Program wide	Graduating students
Fall	Program Exit Survey	Program wide	Graduating students
Fall	Semi-Annual Counseling Candidate Academic Review (Formative)	Program wide	Faculty
Spring	Program Admission Evaluation (Formative)	Program wide	Faculty

Spring	Digital competency for Hyflex	Program wide	Student
Spring	Mid-term dispositions (Formative)	All courses	Faculty
Spring	Final dispositions (Summative)	All courses	Faculty
Spring	Practicum/Internship Student Self Evaluation Mid-Term Evaluation (Formative)	Practicum/Internship	Students
Spring	Counseling Skills Acquisition mid-term evaluations (includes Dispositions) (Formative)	Practicum/Internship	Site Supervisor & Internship Faculty
Spring	Counseling Skills Acquisition final evaluations (includes Dispositions) (Summative)	Practicum/Internship	Site supervisors & Internship Faculty
Spring	Practicum/Internship Student Self Evaluation Final Evaluation (Formative)	Practicum/Internship	Student
Spring	Supervisor Evaluation (Summative)	Practicum/Internship	Student
Spring	Practicum/Internship Site Evaluation (Summative)	Practicum/Internship	Student
Spring	Student Opinion of Instruction (Summative)	Program wide	Student
Spring	Counselor Preparation Comprehensive Exam (Summative)	Program wide	Graduating students
Spring	Program Exit Survey (Summative)	Program wide	Graduating students
Spring	Semi-Annual Counseling Candidate Academic Review (Formative)	Program wide	Faculty
Spring	Counseling Field Coordinator	Program wide	Site supervisors

	Evaluation (Formative)		
Spring	Employer Survey (Formative)	Program wide	Employers of past graduates
Summer	Student Opinion of Instruction (Summative)	Program wide	Student
Summer	Practicum/Internship Student Self Evaluation Mid-Term Evaluation (Formative)	Practicum/Internship	Students
Summer	Counseling Skills Acquisition mid-term evaluations (includes Dispositions) (Formative)	Practicum/Internship	Site Supervisor & Internship Faculty
Summer	Counseling Skills Acquisition final evaluations (includes Dispositions) (Summative)	Practicum/Internship	Site supervisors & Internship Faculty
Summer	Practicum/Internship Student Self Evaluation Final Evaluation (Formative)	Practicum/Internship	Student
Summer	Supervisor Evaluation (Summative)	Practicum/Internship	Student
Summer	Practicum/Internship Site Evaluation (Summative)	Practicum/Internship	Student
On-going	Individualized Written Remediation Plan (Formative)	Individual students, as needed	Faculty & Student

Advisory Council Processes and Feedback - The Counselor Education department hosts a yearly advisory board meeting to gather input from site supervisors, practitioners, and individuals in both clinical and school counseling fields. These meetings and discussions aid the department in making progressive decisions involving curriculum revisions, community outreach, collaborative efforts, and policy endorsements. Agenda items include program assessment (including CPCE and NCE results), discussions of program strengths and limitations, student and faculty demographics, and new developments to co-curricular experiential learning. Advisory Council members do not have voting rights or official status but are valued for their contributions and input. The meeting for the school counseling program is typically conducted in conjunction with the district school counselors monthly board meeting while the clinical mental advisory board meeting is planned by the program at a venue that is convenient for participants.

Student interns are welcome to participate in the meetings. Sample meeting agendas can be viewed in Appendix A and B.

The advisory board suggested that we consider additional coursework related to child and adolescent development level and the intake process. The faculty plans to add additional adolescent development content in the CGPS 774 and the intake process content will be added to CGPS 739, and a problem-based learning approach to the evaluation of trauma in the CGPS 750 class in the Spring of 2024. The school counselor advisory board requested a reduction in the number of placement 2023-2024 academic school year at the high school level due to the lack of supervisors available. To address this concern, the field coordinator will implement four (4) new affiliation agreements with local school districts including Ipswich, Groton, Winner, and Lower Brule.

To improve communication between the NSU Counseling Program and School Site Supervisors, a new Site Supervisor Orientation was developed. This training PowerPoint is sent to each Supervisor at the start of a Practicum or Internship experience. Additionally, discussions began to create membership terms of service to increase consistency between meetings year-to-year. In addition to board members, current site supervisors would be invited and encouraged to attend the annual meeting.

Selected Assessment Outcomes

Academic Assessment Annual Report – All academic programs are expected to assess their program and the learning gains made by enrolled students each year. Annual assessment reports are due December 31 of each academic year. The report is developed to summarize the assessment efforts that took place during the prior academic year. Once the report is completed it is reviewed by the department chair and/or dean. Finally, during the spring semester, the campus assessment committee reviews all the submitted reports. Follow-up communications and feedback are provided to the department chair by the director of assessment. A summary of the campus's assessment efforts, as evidenced by the submitted reports, is documented in the committee's annual report to the provost's office. The Clinical Mental Health and School Counseling programs are assessed individually. A summary of the applicable Assessment Report is included in the program's Annual Report (see Appendix C and D).

Semi-Annual Academic Review - Faculty work with students to address and overcome concerns identified through the review and dispositions process in accordance with the student retention and gatekeeping policy and procedures.

Placement Information - During the 2022-23 report cycle, 7 students were eligible for graduation by May 2023, of which 5 were clinical mental health and 2 were school counseling. The completion rate for the Clinical Mental Health track is 100% and the job placement rate for the Clinical Mental Health track is 100%. The school counseling completion rate was 100% and job placement rate was 100% as well. Typical employers of counseling program graduates include many K-12 schools in this geographic region, Northeastern Mental Health Center, the Support Circle and other regional mental health non-profits, and Vocational Rehabilitation.

Summary of the Vital Statistics Report

2022-2023 ACADEMIC YEAR
PROGRAM/STUDENT OUTCOMES

Program	New Admits	Total Program Enrollment	Graduates	Completion Rate	Licensure or Certification Pass Rate	In Field Employment Rate
Clinical Mental Health Counseling	10	18	5	100%	100%	100%
School Counseling	7	6	2	100%	100%	100%

<https://northern.edu/degrees/counseling-masters-degree>

CPCE Cumulative Data 2016 – 2023

Knowledge Domain	Means and Standard Deviations by Year											
	2017-2018		2018 – 2019		2019 – 2020		2020 – 2021		2021 – 2022		2022 – 2023	
	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>	<i>NSU</i>	<i>Nat'l</i>
<i>Prof. Orient. /Ethics</i>	11.71, 2.59	11.38, 2.46	11.46, 3.50	11.52, 1.96	12.00, 1.90	11.77, 2.19	13.0, 1.1	13.7, 2.3	11.5, 2.2	12.3, 2.1	11.6 1.1	11.4, 2.1
<i>Social/Cult. Found.</i>	8.71, 2.36	10.30, 2.65	9.31, 2.98	9.73, 1.85	9.10, 1.90	10.15, 2.36	9.7, 2.3	9.8, 2.4	9.2, 2.0	10.4, 2.6	8.2 3.6	10.0, 2.5
<i>Human Growth & Dev.</i>	11.57, 2.37	11.62, 2.83	8.92, 3.34	10.01, 2.36	10.70, 2.80	10.65, 2.58	9.7, 2.1	9.5, 2.3	9.3, 1.9	10.3, 2.4	7.8 2.6	10.6, 2.4
<i>Career Development</i>	9.57, 1.38	9.38, 2.57	10.31, 3.46	10.51, 2.08	10.40, 1.70	10.52, 2.32	10.8, 2.6	11.4, 2.6	9.2, 3.4	11.4, 2.7	10.8 2.8	10.2, 2.4
<i>Helping Relationships</i>	11.71, 1.73	11.94, 2.80	10.62, 3.28	10.77, 2.04	11.00, 1.90	11.44, 2.14	9.5, 1.8	10.7, 2.6	10.8, 3.1	12.1, 2.9	9.4 3.3	10.0, 2.7
<i>Group Work</i>	11.14, 3.08	10.84, 2.94	9.85, 3.61	10.37, 2.51	9.40, 2.30	10.55, 2.58	10.8, 1.2	12.5, 2.5	9.0, 2.4	12.0, 2.7	12.0 1.0	11.9, 2.5
<i>Assessment</i>	11.71, 1.26	10.63, 2.29	10.62, 3.70	10.85, 2.22	11.80, 1.60	10.30, 2.39	8.5, 2.0	10.0, 2.5	8.2, 1.8	9.2, 2.5	9.2 3.3	10.1, 2.5
<i>Research & Prog. Eval.</i>	11.42, 2.43	11.04, 2.18	11.00, 3.53	10.90, 2.14	10.40, 3.00	9.00, 2.58	10.0, 2.0	11.5, 2.6	10.0, 1.7	11.6, 2.9	12.0 2.9	11.8, 2.8

Data Informed Program Modifications (AY 2022-2023)

HyFlex Delivery – Until 2017, the Counseling program had utilized a hybrid model using the Digital Dakota Network (DDN) to deliver coursework synchronously to students at a distance. As educational technologies have improved over time, and faculty have gained valuable experience teaching and communicating with digital technologies, discussions began to identify the courses that could be taught asynchronously or synchronously using distance technologies. The faculty, with the support of the university administration, applied for a substantive change to digital delivery from CACREP during the summer of 2022.

In anticipation of CACREP approval and a shift to digital delivery, all student handbooks and course syllabi were reviewed and updated to include policy, and curriculum adjustments inclusive of HyFlex learning. During the January 2023 CACREP Board of Directors meeting, the Board approved the program's request for HyFlex delivery to include in-person, digital synchronous, and digital asynchronous learning options. HyFlex delivery as a pathway to program completion is planned for implementation starting Fall 2023.

Counseling Program Curriculum – In an effort to reflect the most current professional standards, the counselor education faculty updated all student knowledge and skill learning objectives to map from the 2009 CACREP standards to the 2016 CACREP standards. All 2022-2023 course syllabi included a section that clearly describes the objectives of each class, the content area addressed, the associated knowledge and skill objectives, the methods of instruction, and the evaluation methods and criteria.

During the 2022-23 academic year, a third member of the counseling faculty was accepted to a HyFlex training cohort, which allowed for the continued adaptation and development of curriculum for HyFlex delivery. Additional courses were piloted including CGPS 762 - Multicultural Counseling, CGPS 794 – Internship, CGPS 739 – Psychopharmacology, and CGPS 750 - Trauma Informed Care.

CPCE/NCE Examination preparation support continued to be offered to second year students. A CPCE/NCE preparatory text was added to the Internship course with the goal to support successful outcomes on the CPCE Exam in future academic years. With this cohort, the group counseling class was moved from the spring to the fall semester to accommodate the CPCE. The results of the CPCE exam for this cohort increased during the 2022-2023 testing period. Scores

for social and cultural foundations and human growth and development were lower than expected. These content areas will be monitored for one more year and changes will be implemented as needed.

Pre-Practicum Outcome- Starting Fall 2020, all students admitted to the counseling program will participate in at least three individual counseling sessions. This requirement must be fulfilled before completion of CGPS 795 Practicum (CMH/SC). These personal counseling sessions are included as an assignment in CGPS 758 Pre-practicum. This counseling requirement is based on feedback from the Advisory Council and is intended to assist students in the exploration of themselves, self-reflection, and enhancing personal choices and relationships with others. Students can receive counseling services for free through the university counseling center and are given a list of organizations where counseling services can be obtained in the Aberdeen community. Students outside Aberdeen and surrounding areas are given links to sites like Psychology Today and telehealth counseling service sites. All the information is available to students through the Student Sandbox in D2L. All students completed this standard in 2022-23 academic year.

School Counseling Curriculum - Based on a review of state licensure requirements and feedback from the Advisory Board, the School Counseling practicum requirements were updated during the 2020-2021 academic year. Students will now complete an experience at the elementary, middle, and high school levels during the practicum experience. This change was made to be inclusive of states that require students to have experience within each of the K-12 levels. All students completed this standard in 2022-23 academic year. Additionally, the Field Coordinator increased communications with the site supervisors to ensure that all students achieved counseling competencies including classroom guidance hours, individual small group counseling, and large group counseling. Students also had the option to learn about infinite campus the student data management system

Part of the practicum/internship school counseling curriculum are data-driven projects. Three students competed, and two received a Northern Edge grant to support their data-driven research under the supervision of Dr. Mathew and Dr. Kaszynski. All students who submitted proposals for the grant presented the results of their research at the South Dakota Counseling Association conference with Dr. Mathew and Dr. Kaszynski.

Contributions to the University

International Mental Health Day Planning Committee & Tabling at Event - Drs. Kaszynski and Mathew helped to coordinate the first Northern State University Mental Health day. They

served as mental health consultants for events and speakers. They conducted communication and outreach during the resources fair providing self-care tips.

Alcohol Awareness Month Activity – Dr. Kaszynski and the students from her addiction course conducted tabling outreach in the university student center in April 2022 to discuss the dangers of drinking and driving and handed out smoking cessation kits.

Hyflex Pedagogy Training - Dr. Puglisi was accepted to and successfully completed a yearlong Hyflex Training Program offered by the Center for Excellence in Teaching and Learning at Northern State University. Dr. Puglisi developed a HyFlex course (CGPS 739 – Psychopharmacology) during the fall and implemented it in the Spring 2023 semester.

Center for Excellence in Teaching and Learning Grant Recipient - Dr. Kaszynski received a grant to support the implementation of HyFlex pedagogical strategies in her pre-practicum course via Theravue (now Skillsetter) simulation software to support the development and faculty assessment of basic counseling skills. Research based on this funded project was presented in Fall 2022 at the Northern Central Association for Counselor Educators and Supervisors in Omaha, Nebraska. In collaboration with Skillsetter, she was able to continue access to the Skillsetter platform during spring 2023 to further this research project.

Northern Virtual Reality Grant - Dr. Mathew was awarded the Northern State University Virtual Reality grant to support student learning experience in the crisis counseling course using simulation software. Implementation of the funding will occur in Summer 2023.

NCAA Grant - Dr. Mathew was part of an interdepartmental team that received a grant for the project, “Changing Outcomes through Positive Empowerment (COPE): A Mental Health Initiative for Student Athletes.” Their research aims to enhance mental health literacy in campus culture by creating a program for student-athletes and coaches that targets time constraints, criticism, relationships, pressure, fatigue, disconnection, and well-being. The project aims to decrease stigma, increase help-seeking behaviors, and enhance psychological skills. It also seeks to gain insight into the comfort level, preparedness, and knowledge of coaches surrounding their approach to the mental health and well-being of their athletes.

2023 Cosma Conference – Dr. Mathew, graduate student, Megan Kingsriter, along with Sport Science faculty from NSU gave an invited presentation at the Spring 2023 Commission on Sport Management Accreditation (COSMA) conference in Tampa, Florida. The presentation was titled, Changing Outcomes through Positive Empowerment (COPE): Trauma Informed Group Counseling Experiences for Student Athletes.

Psychoeducational Group – Drs. Mathew and Puglisi, along with graduate student, Megan Kingsriter, facilitated several mental wellness education sessions for students and student-athletes during the Spring 2023 semester. Session topics included well-being, pressure and fatigue, relationship and disconnection, criticism, and time management; approximately 30 students participated in each session.

Professional Counseling Education Sessions – Dr. Kaszynski and Dr. Puglisi provided education sessions to undergraduate students about the counseling field and careers in the counseling profession multiple times in the fall and spring terms, as requested.

Faculty Recruitment - The department searched for a new tenure track faculty member in spring 2023 to begin during the 2023-24 academic year. Dr. Junwei Jia accepted and will be welcomed to campus as a core faculty in Fall 2023.

Active Minds – Dr. Kaszynski established a chapter of Active Minds at NSU in fall 2022. This student organization replaced Alpha Chi Omega, which had been deactivated. Active Mind members collaborated with undergraduate students to engage in the Out of Darkness Community Walk with the American Foundation for Suicide Prevention, hosted a Mental Health Podcast event with “Shrink Wrap”, supported student affairs with campus Mental Health Week, participated in a Doodle and Destress event around finals week. In addition, Drs. Mathew and Puglisi rang the Salvation Army bell through the SDCA organization at a local grocery store.

Contributions to the Discipline or Profession

Demonstration of Leadership/Advocacy in the Profession – Two Counseling Faculty were appointed to positions within the South Dakota Counseling Association North Central Chapter to serve during the 2022-23 year. Dr. Mathew accepted the appointment of President Elect while Dr. Kaszynski accepted the chair position for the ethics committee.

Innovations in Pedagogy – Dr. Puglisi, was accepted in the NSU HyFlex Pedagogy Cohort through the Center for Excellence in Teaching and Learning. This yearlong course provides the training, tools, and experience to effectively implement HyFlex coursework.

Dr. Mathew received competitive grant funding from the Center for Excellence in Teaching and Learning to enhance pedagogy in the Crisis Intervention course. Dr. Mathew was able to implement a simulation training program during the summer 2023. Data was collected to determine the effect of this additional teaching-learning opportunity for second-year students.

NBCC & SDCA Sponsored Counselor Supervision Training – Members of the Advisory Council requested additional training in supervision. To achieve this, NSU Faculty (Dr. Mathew and Dr. Kaszynski) led a summer supervision workshop with 4 contact hours of training in supervision models, as needed for licensure renewal for Clinical Mental Health & School Counselors. This event was held on June 17, 2022 at Northern State University. This was well attended by both school counselors and mental health counselors in the South Dakota. Participants earned CEUs for this training through NBCC. This professional development event provided an overview of supervision models and framework and best practices in the supervision role. It helped participants to:

Discuss the discrimination model of supervision from a developmental framework

Discuss trauma-informed supervisory practice

Identify and explore best practices & ethical issues in counselor supervision

Evaluate supervision notetaking, goal setting, & internship practice or program planning

The South Dakota Counseling Association received such positive feedback that they requested to host the event again in Fall 2022 virtually to support individuals in meeting their CEU requirements for supervision and ethics.

SDCA Conference 2022/23 - Drs. Mathew and Kaszynski presented research with 4 graduate counseling students at the South Dakota Counseling Association and Dr. Puglisi presented independently.

2023 NDCA Conferences – Dr. Puglisi presented on research related to animal-assisted therapy at the North Dakota Counseling Association conference.

Texas Counseling Association Conference 2022 - Dr. Kaszynski presented research with graduate counseling students at the Texas Counseling Association Professional Growth and Development Conference to more than 300 counseling professionals.

CACREP Reviewer - Dr. Mathew was appointed as a CACREP Team Member, completed training and began serving in her role as a reviewer beginning Fall 2022.

ACES Graduate Student Grant Proposal Reviewer - Dr. Mathew serves as a grant proposal reviewer for graduate-level students on behalf of ACES. She has just accepted her second 3-year term.

Invited Lectures - Dr. Mathew was invited to lecture remotely at an international conference at Mahatma Gandhi University and North Carolina Agricultural and Technical State University.

School Counselor Conference – All counseling faculty, along with the department chair, developed a half-day conference for school counselors from across South Dakota. The conference took place on January 13, 2023 and the theme was self-care. Participants were eligible to receive CEU credits. Drs. Mathew and Kaszynski presented tips for integrating your self-care strategies with student SEL activities, Dr. Puglisi presented on self-care after the loss of a student, and psychology professor, Dr. Qiao, presented on self-care related to bullying in the school environment.

Junior Achievement of South Dakota - Drs. Mathew and Puglisi volunteered with the Junior Achievement of South Dakota at Aberdeen Central High School, presenting and engaging with students on ethical decision-making.

Aberdeen Scrubs Camp - Drs. Mathew, Kaszynski, Puglisi, and Chair, Scott volunteered and presented at the Aberdeen Scrubs Camp on March 8th, 2023. The focus of the presentation was mental health careers and engaging students a hands-on learning activity; there were approximately 110 students in attendance.

Appendix A

Clinical Mental Health Advisory Board Meeting Agenda

January 26, 2023, 10:00 AM
HyFlex (Virtually on Zoom & F2F in GB 211)

Introductions

New Faculty Member- Dr. Chris Puglisi

Updates on prospective changes in course rotations

Annual Report presentation- Department Chair

HyFlex Program Delivery

Supervision Class/ Summer Workshops

CACREP Reaccreditation and Advisory Board

Concerns/questions from Advisory Board

Appendix B

Advisory Board Meeting

February 16, 2023, 2:40 PM
At the Aberdeen School District Office

Update on change in course rotation

HyFlex delivery

Resignation of Dr. Kaszynski & Dr. Puglisi and Faculty Search update

Annual Report

Concerns/questions from Advisory Board

Appendix C

NSU Academic Assessment Annual Report

Academic Unit/Department	Psychology and Counseling
Academic Program	Counselor Education – Clinical Mental Health
Date Range	08/2022 – 07/2023
Completed By	Dr. Junwei Jia & Dr. Shalini Mathew

Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also attach to this email a current copy of the assessment plan for the program. The assessment plan should include the rubrics used to assess each learning outcome and a curriculum map showing which required courses focus on and assess each learning outcome.

Learning Objective 1

Objective description

To describe the foundations of the clinical mental health counseling profession.

Method of assessment

In CGPS 769 (Professional Orientation & Ethics) – Ethical Decision-Making Project that is both formative and summative.

In the final semester, students take the Counselor Preparation Comprehensive Exam (CPCE).

Goal for assessment results

Students will score a B (80%) or better on the Ethical Decision-Making Project in CGPS 769.

Students will score within one standard deviation of the national mean on the Counselor Preparation Comprehensive Exam (CPCE).

Goal met?

Partially met

Learning Objective 2

Objective description

To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate.

Method of assessment	<p>Dispositions were reported for each CMH student each semester.</p> <p>CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.</p> <p>CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.</p> <p>CGPS 762 (Multicultural Counseling) - Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.</p>
Goal for assessment results	<p>Dispositions - students obtain at least an average of a 2.00 on all dispositions prior to graduation.</p> <p>Counseling Skills Acquisition - students average at least a 4.00 in CGPS 795 and an average of at least a 6.00 in CGPS 794.</p> <p>Student Evaluation of Self – students average at least a 3.00 at Midterm in both CGPS 794 and 795; a score of at least 4.00 must be obtained at Final in CGPS 794.</p> <p>Students will score at least an average of B (80%) on the Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.</p>
Goal met?	Met
Learning Objective 3 Objective description	<i>To implement culturally appropriate counseling practice.</i>
Method of assessment	<p>Dispositions were reported for each CMH student each semester.</p> <p>CGPS- 758 (Pre-Practicum), CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.</p> <p>CGPS- 758 (Pre-Practicum), CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.</p>

<p>Goal for assessment results</p>	<p>CGPS 762 (Multicultural Counseling) - Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.</p> <p>Dispositions - students obtain at least an average of a 2.00 on all dispositions prior to graduation.</p> <p>Counseling Skills Acquisition - students average at least a 4.00 in CGPS 795 and an average of at least a 6.00 in CGPS 794.</p> <p>Student Evaluation of Self – students average at least a 3.00 at Midterm in both CGPS 794 and 795; a score of at least 4.00 must be obtained at Final in CGPS 794.</p> <p>Students will score at least an average of B (80%) on the Cultural Immersion Experience and Cultural Autobiography/Project Implicit reflection.</p>
<p>Goal met?</p>	<p>Met</p>
<p>Learning Objective 4 Objective description</p> <p>Method of assessment</p>	<p><i>To adhere to professional standards and codes of ethical conduct.</i></p> <p>Dispositions were reported for each CMH student each semester.</p> <p>CGPS- 758 (Pre-Practicum), CGPS 795 (Practicum) & 794 (Internship) - Counseling Skills Acquisition Form.</p> <p>CGPS- 758 (Pre-Practicum), CGPS 795 (Practicum) & 794 (Internship) - Student Evaluation of Self.</p> <p>CGPS 769 (Professional Orientation & Ethics) - Midterm and Final Exams.</p>
<p>Goal for assessment results</p>	<p>Dispositions - students obtain at least an average of a 2.00 on all dispositions prior to graduation.</p>

Counseling Skills Acquisition - students average at least a 4.00 in CGPS 795 and an average of at least a 6.00 in CGPS 794.

Student Evaluation of Self – students average at least a 3.00 at Midterm in both CGPS 794 and 795

Students will score at least a B (80%) on the Midterm and Final exams in CGPS 769.

Goal met?

Partially met

Learning Objective 5
Objective description

To articulate a theoretically based philosophy of counseling.

Method of assessment

CGPS 795 (Practicum) - Theory of Change paper.

CGPS 761 (Theories of Counseling) – Three (3) Reflection papers: Theory Integration into Counseling, “Theory Sorter” results, and Theory in Practice.

Goal for assessment results

Students will receive a score of “satisfactory” on the Theory of Change paper in CGPS 795.

Students will attain an average of at least a “B” (80%) on the three reflection papers in CGPS 761.

Goal met?

Met

Learning Objective 6
Objective description

To demonstrate effective and therapeutic use of research relevant to the practice of clinical mental health counseling.

Method of assessment

CGPS 736 (Assessment), CGPS 739 (Psychopharmacology), CGPS 762 (Multicultural Counseling), and CGPS 769 (Professional Orientation & Ethics) – Research Article Reviews

EDER 761 (Graduate Research & Design) – successful completion.

Goal for assessment results	Students will score at least a “B” (80%) on all research article reviews in all courses assigning reviews. Students will complete EDER 761 with a “C” (70%) or better.
Goal met?	Met
Learning Objective 7 Objective description	<i>To demonstrate knowledge of various approaches to clinical evaluation and to select appropriate assessment interventions.</i>
Method of assessment	CGPS 736 (Assessment) - two clinical evaluation papers (Inventory Reports) and Midterm and Final Exams.
Goal for assessment results	Students will score at least an average of “B” (80%) on each of the clinical evaluation papers in CGPS 736. Students will score an average of at least a “B” (80%) on the Midterm and Final exams in CGPS 736.
Goal met?	Met
Learning Objective 8 Objective description	<i>To demonstrate appropriate knowledge of the principles of the diagnostic process and use of diagnostic tools.</i>
Method of assessment	CGPS 736 (Assessment) - two clinical evaluation papers (Inventory Reports); successful completion. CGPS 737 (Psychopathology & Diagnosis) - Diagnostic Assessment Report, Case Study Report, and successful course completion.
Goal for assessment results	Students will score an average of “B” (80%) or better on two Inventory reports CGPS 736.

Students will score an average of at least a “B” (80%) on the Diagnostic Assessment Report, Case Study Report, and course grade for CGPS 737.

Goal met?

Met

Summary of strengths and/or areas for improvement

Overall, the goals of the program were met. Significant efforts continue to increase enrollment in the CMH program.

Action Plans

Action Item 1 (Course Level)

Description

Increase first attempt pass rates for students taking CPCE.

Goal

100% of CMH students will pass the CPCE on their first attempt with a score higher than one standard deviation below the national mean.

Timeline

Spring 2024

Individual(s)
responsible

Dr. Shalini Mathew in collaboration with students as part of their internship courses.

Resources needed

Extra assistance during Internship classes in the FALL for students who are planning to take the CPCE, share additional study resources, a review of longitudinal sub-score data and implement strategies to address identified areas of need.

Action Item 2 (Programmatic)

Description

Increase enrollment in the CMH program.

Goal

While enrollment in the CMH program increased from 16 students for a total of 17 for AY 2022-23, action item, it was not a significant increase. The goal is to increase CMH enrollment by 20%, with the help of HyFlex delivery.

Timeline

AY 2023-2024

Individual(s)
responsible

Dr. Shalini Mathew, Dr. Junwei Jia, Dr. Chris Puglisi and Dr. Jeff Howard with support from the offices of Enrollment & Marketing and Graduate Studies.

Resources needed

Continue to pursue innovative marketing for the Counseling program. Information sessions directed to the Aberdeen-area community, undergraduate students, and promoting positive reviews from previous students. Continued focus on ways to streamline undergraduate psychology and other appropriate majors efficiently into the counseling program. Ongoing

conversations about building a counseling minor. Dr. Chris Puglisi marketing outside of SD for Hyflex students. Increased social media presence and student activity in the community. Meeting with graduate admissions staff to give more information about the program. Increased follow up to students demonstrating interest via Slate. Going into classrooms to market the counseling program.

Action Item 3 (Course level)

Description

A change in the course description, content, and assignments in CGPS 739 Psychopharmacology- to meet the CACREP standards of CMH Foundations.

Goal

Revising syllabi, course assignments and rubrics to match the changed and approved CGPS 739

Timeline

January 2024 and ongoing

Individual(s)
responsible

Dr. Shalini Mathew & Dr. Junwei Jia

Resources needed

New textbooks and feedback from students

Action Item 4 (Programmatic)

Description

Complete CACREP SS-send out for Internal Review in January 2024

Goal

The counseling program is seeking program reaccreditation from CACREP. Complete all the work required for the review visit.

Timeline

June 2024 and ongoing till re-accreditation.

Individual(s)
responsible

Dr. Shalini Mathew and Dr. Chris Puglisi

Resources needed

Availability of data from institution, GA support and Internal review feedback from upper admin and supervisors.

Action Item 5 (Programmatic)

Description

Develop plan for having permanent members in the advisory board.

Goal	Develop connections with alumni and community members who are in the field as CMH professionals, who can stay on the advisory board, meet CACREP reviewers and speak on behalf of the program. Provide NBCC approved supervision training to supervisors during summer in collaboration with SDCA.
Timeline	January 2024 and ongoing
Individual(s) responsible	Dr. Shalini Mathew and Dr. Junwei Jia
Resources needed	Site supervisors with locations where students can practice; institutional support for supervisor training (marketing, tech support for Hyflex training and space to hold training).

Action Item 6 (Programmatic)

Description	HyFlex training for new faculty
Goal	All new hires need to get Hyflex training before they start teaching classes, since the program is completely HyFlex.
Timeline	August 2024
Individual(s) responsible	Department Chair
Resources needed	Acceptance to Hyflex training

Appendix D

NSU Academic Assessment Annual Report

Academic Unit/Department	Psychology & Counseling
Academic Program	Counselor Education- School Counseling
Date Range	August 2022 to July 2023
Completed By	Dr. Junwei Jia & Dr. Chris Puglisi

Submit this report to the NSU Office of Institutional Research & Assessment via the email address nsuassessment@northern.edu. Also attach to this email a current copy of the assessment plan for the program. The assessment plan should include the rubrics used to assess each learning outcome and a curriculum map showing which required courses focus on and assess each learning outcome.

Learning Outcome 1

Outcome description	To describe the foundations of the school counseling and educational system.
Method of assessment	<i>Grades assigned for Informational interviews & Shadowing reflection in CGPS 754; ASCA School Counseling Program Assignment (ASCA Mock Comprehensive School Counseling Program Project) in CGPS 774</i>
Goal for assessment results	Students will score at least 80% on the informational interviews and shadowing reflection paper, in CGPS 754. Students will score at least an 80% on the ASCA Mock Comprehensive School Counseling Program Project assignment in CGPS 774.
Goal met?	Met

Learning Outcome 2

Outcome description	To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate.
Method of assessment	<i>Professional disposition scores in CGPS 769, CGPS 795 & CGPS 794</i>

Counseling Skills Acquisition Form in CGPS 795 & 794 (twice per class); Practicum/Internship Student Evaluation of Self; Cultural Immersion Experience in CGPS 762; Project Implicit Reflection in CGPS 762

Goal for assessment results

Students obtain at least an average of a 2.00 on all dispositions prior to graduation. Students average at least 4.00 on all skills on the Counseling skills on the Counseling Skills Acquisition Form in CGPS 795. Students will score an average of at least a 6.00 on all skills on the Counseling Skills Acquisition Form in CGPS 794. Students average at least a 3.00 on the Practicum/Internship Student Evaluation of Self at both Midterm and Final for CGPS 795. Students will complete the Cultural Immersion experience with at least a “B” on the assignment. Students will receive at least a “B” on the Project Implicit results reflection portion of their Cultural Autobiography.

Goal met?

Met

Learning Outcome 3
Outcome description

To implement culturally appropriate counseling practice.

Method of assessment

Dispositions in CGPS 758, CGPS 769, CGPS 795, CGPS 794; Counseling Skills Acquisition Form in CGPS 795 & 794 (twice per class); Practicum/Internship Student Evaluation of Self. Cultural Immersion Experience in CGPS 762; Project Implicit reflection in CGPS 762. Students will receive at least a “B” on the Project Implicit results reflection portion of their Cultural Autobiography. Group leadership experience in CGPS 765 at least a B or better.

Goal for assessment results

Students obtain at least an average of a 2.00 on all dispositions prior to graduation. Students average at least a 4.00 on all skills on the Counseling Skills Acquisition Form in CGPS 795. Students will score an average of at least a 6.00 on all skills on the Counseling Skills Acquisition Form in CGPS 794. Students average at least a 3.00 on the Practicum/Internship Student Evaluation of Self at both Midterm and Final for CGPS 795.

Goal met?	Met
Learning Outcome 4 Outcome description	To adhere to professional standards and codes of ethical conduct.
Method of assessment	<i>Dispositions in CGPS 765, CGPS 758, CGPS 769, CGPS 795, CGPS 794; Counseling Skills Acquisition Form in CGPS 795 & 794 (twice per class); Practicum/Internship Student Evaluation of Self.; Ethical decision-making project and presentation in CGPS 769.</i>
Goal for assessment results	Students obtain at least an average of a 2.00 on all dispositions prior to graduation. Students average at least a 4.00 on all skills on the Counseling Skills Acquisition Form in CGPS 795. Students will score an average of at least a 6.00 on all skills on the Counseling Skills Acquisition Form in CGPS 794. Students average at least a 3.00 on the Practicum/Internship Student Evaluation of Self at both Midterm and Final for CGPS 795. Students average at least a 3.00 on the Internship Student Evaluation of Self at Midterm and at least a 4.00 at Final; All students obtain a “B” or better on the Ethical decision- making project in CGPS 769.
Goal met?	Met
Learning Outcome 5 Outcome description	To articulate a theoretically based philosophy of counseling.
Method of assessment	Theory of Change paper in CGPS 795. In CGPS 761, students write two reflection papers: Theory integration into counseling paper, Reflection of “theory sorter” results and Theory in practice.
Goal for assessment results	<i>Students will receive a “satisfactory” grade on the Theory of Change paper in CGPS 795. Students will attain at least a “B” on the two reflection papers in CGPS 761.</i>

Goal met?	Met
Learning Outcome 6	
Outcome description	To demonstrate effective and therapeutic use of research relevant to the practice of school counseling.
Method of assessment	<i>Research article or movie reviews in CGPS 736, 752, 754, 762, and 769; Advocacy Activity using research in CGPS 774; Successful completion of EDER 761.</i>
Goal for assessment results	Students will receive at least a “B” on all research article reviews and movie review in all courses assigning reviews. Students will receive at least a “B” on their Advocacy Activity in CGPS 774. Students will complete EDER 761 with at least a “C.”
Goal met?	Met
Learning Outcome 7	
Outcome description	To demonstrate knowledge of various needs assessments and to select appropriate assessment strategies to evaluate academic, career, and personal/social development.
Method of assessment	<i>Successful completion of a data driven project in CGPS 794, School Counseling Internship; Completion of two clinical evaluation papers in CGPS 736, Midterm and Final exams in CGPS 736 and CGPS 742.</i>
Goal for assessment results	Students will complete a data driven project as per ASCA standards in CGPS 794, School Counseling Internship. Students will complete CGPS 736 with at least a “B” or better in the course. Students will score at least an 80% on each of the Inventory Report papers in CGPS 736. Students will score an average of 80% on the Midterm and Final exams in CGPS 736 and CGPS 742.
Goal met?	Met

Learning Outcome 8

Outcome description

To implement appropriate pedagogical strategies, including differentiated instruction, to promote student achievement.

Method of assessment

Lesson plan and classroom management practices in CGPS 774; Classroom lesson presentation in CGPS 774; Classroom lesson presentation in CGPS 754.

Goal for assessment results

Students will score at least 80% on the Lesson plan and Classroom management practices assignment in CGPS 774. Students will score at least an 80% on the classroom lesson presentation in CGPS 754.

Goal met?

Met

Learning Outcome 9

Outcome description

To show knowledge of, and ability to work with, school and community resources to promote academic, career, and personal/social development.

Method of assessment

Self-Development paper in CGPS 742. Career Center Visit paper in CGPS 742. Informational Interviews in CGPS 754; Shadowing Reflections in CGPS 754.

Goal for assessment results

Students will score at least an 80% on the Self-Development paper and Career Center Visit paper in CGPS 742. Students will score at least an 80% on the Informational Interview assignment in CGPS 754. Students will score at least an 80% on the Shadowing Reflection assignment in CGPS 754.

Goal met?

Met

Learning Outcome 10

Outcome description

To assist in the development, implementation, and evaluation of a school counseling program.

Method of assessment	<i>Section of an ASCA Comprehensive School Counseling Program Plan in CGPS 774</i>
Goal for assessment results	Students will score at least an 80% on the ASCA Section of a School Counseling Plan assignment in CGPS 774.
Goal met?	Met

Summary of strengths and/or areas for improvement

The school counseling program has a strong base and students do well in that area. The overall school-counseling arena is shrinking nation-wide, but is slowly picking up, after the increased demands of mental health needs in schools post pandemic. The biggest area for improvement continues to be the need to increase enrollment.

Action Plans

Action Item 1(At the course level)

Description	Add a peer intervention assignment in CGPS 774 to meet SC CACREP standards.
Goal	Making sure that all CACREP School Counseling standards are addressed in CGPS 754 and CGPS 774, through the addition of a peer intervention assignment in CGPS 774.
Timeline	July 2024 and ongoing
Individual(s) responsible	Dr. Shalini Mathew & Dr. Junwei Jia
Resources needed	Creating rubrics for the new assignment, and getting student feedback

Action Item 2(At the program level)

Description	Increase enrollment in the School Counseling program.
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Goal	The program was able to achieve the 2021-22 action item and increase enrollment in SC to 8. The school counseling program will increase by nine students.
Timeline	August 2024
Individual(s) responsible	Dr. Shalini Mathew & Junwei Jia
Resources needed	Time to attend other universities and other classrooms at Northern to address our program and what students can do with a school counseling degree. Email to connect to other universities. Opportunities to conduct information sessions.
<i>Action Item 3(At the program level)</i>	
Description	Complete CACREP SS-send out for Internal Review in January 2024
Goal	The counseling program is seeking program reaccreditation from CACREP. Complete all the work required for the review visit.
Timeline	June 2024, and until reaccreditation
Individual(s) responsible	Dr. Chris Puglisi & Dr. Shalini Mathew
Resources needed	Availability of data from institution, GA support and Internal review feedback from upper admin and supervisors.
<i>Action Item 4(At the program level)</i>	
Description	Develop plan for having permanent members in the advisory board.
Goal	Develop connections with alumni and community members who are in the field as SC professionals, who can stay on the advisory board, meet CACREP reviewers and speak on behalf

of the program. Provide NBCC approved supervision training to supervisors during summer in collaboration with SDCA.

Timeline	January 2024 and ongoing
Individuals responsible	Dr. Shalini Mathew & Dr. Junwei Jia
Resources needed	Institutional support (space and marketing)
<i>Action Item 5(At the program level)</i>	
Description	Hyflex Training for new faculty
Goal	All new hires need to get Hyflex training before they start teaching classes, since the program is completely HyFlex.
Timeline	August 2024
Individuals responsible	Department Chair
Resources needed	Acceptance to HyFlex Training

Appendix E

Counselor Education Course Rotation

Counselor Education Course Rotation

Updated June, 2023

*Rotation is subject to change based on departmental/student needs

Fall Semester 2023

	Tuesday		Thursday	
First-Year	3:00p	CGPS 762: Multicultural** - JJ	3:00p	CGPS 755: HGD** CP
	6:00p	CGPS 769: Ethics+ SM	6:00p	CGPS 761: Theories+ CP
Second-Year	3:00p	CGPS 765: Group & Family+ SM	3:00p	CGPS 795/794: Practicum/Internship SCHL+ SM
	6:00p	CGPS 775: Adv. Theories+ CP	6:00p	CGPS 794: Internship CMH+ JJ
			6:00p	CGPS 736: Assessment+ JJ

Spring Semester 2024

	Tuesday		Thursday	
First-Year	3:00p	CGPS 754: Intro to School+ CP	3:00p	CGPS 758: Pre-practicum+ JJ
		CGPS 739: Psycho-Pharm** JJ		
	6:00p	EDER 761: Research Methods* or ***	6:00p	CGPS 737: Diagnosis+ CP
Second-Year	3:00p	CGPS 750: Trauma Informed Care+ SM	4:00 – 5:50p	CGPS 794: Internship+ SM
	6:00p	CGPS 745: Addictions + CP	6:00p	CGPS 760: Intro Integrative+ SM

Summer Semester 2024

First-Term (5 weeks)		CGPS 752: Crisis* or **
		CGPS 770: Supervision* or **
Second-Term (5 weeks)		CGPS 742: Career* or **
		CGPS 774: SC Development* or **
Full-Term (10 weeks)	Wed/100-250p	CGPS 795: Practicum+

*ASYNCHRONOUS

+ SYNCHRONOUS (In-person synchronous, Digital synchronous only)

**HYFLEX (In-person synchronous, Digital synchronous, Asynchronous)