

University of Dayton

Department of Counselor Education and Human Services

2022-2023 ANNUAL REPORT

Counseling Program Feedback and Updates

School Counseling and Clinical Mental Health Counseling students provided feedback on the counseling programs. General themes from the feedback and department responses are summarized below.

Feedback from School Counseling Students and Site Supervisors

Overview:

The School Counseling program moved from a 48 semester hour program to a 60 hour program in the summer of 2023. The new design includes 7 hours of elective credits which draw from Clinical Mental Health Counseling, Higher Education and Student Affairs, and School Psychology.

The School Counseling Advisory Committee met prior to the start of the 2023 fall semester to provide guidance and feedback about the course sequences and potential electives. Many of the members of the School Counseling Advisory Committee also serve or have served as practicum and internship site supervisors and included comments about their experiences in that role. Finally, the School Counseling Advisory Committee was asked to comment and provide feedback on updated course descriptions for the School Counseling required coursework.

Site Supervisors:

“Review graduation requirements and the testing and scheduling processes.”- now emphasized in EDC 546 School Counseling Program Development & Implementation

“Discuss the reality of having a school/life balance.”—included in EDC 522, Introduction to School Counseling through panels of recent program graduates.

“Talk with students about letters of recommendation and the specifics of college counseling.”—A new course, EDC 621, College Counseling for School Counselors is required as part of the 60 semester hour program.

“Emphasize the challenges of working with students with mental health issues and a school counselor’s limitations.”—emphasized in EDC 544 Philosophical, Professional, Ethical & Legal Aspects in Counseling

“The new Practicum evaluation is much better than the one previously used.”—the site supervisor practicum evaluation form was updated based on prior feedback.

“As I read through the descriptions, there were several courses that I wished were available when I was a UD student.”

“Students are well prepared.” And “I believe the pathway that UD has created encompasses the key skills, knowledge, and mindsets needed by today's school counselors. “

Students:

“Emphasize the time constraints when counseling students in the school setting. The Counseling Lab class does not address this.”—These are points of emphasis presented in the Practicum/Internship Orientation as well as through the EDC 585 (Practicum) and EDC 599 (Internship) courses.

“More opportunities are needed to experience the work of a school counselor from the beginning of the program until Practicum/Internship (observations, etc.) to understand the reality of the job.” AND

“More shadowing earlier in the program to understand the different levels of school counseling and the differing roles/responsibilities.”—EDC 522, Introduction to School Counseling includes additional required shadowing of counselors at each grade band level and EDC 585 Practicum in School Counseling will be moved to spring of the first year (second semester) beginning in the spring of 2025.

“Some of the Practicum/Internship assignments should be more practical to address the needs of the school site.”—Assignments in EDC 585 (Practicum) and EDC 599 (Internship) are designed to be practical and responsive to the school site. Site supervisors, students, and the University based Clinical Coordinator, collaborate to design projects that meet the course requirements while benefitting the school site.

Feedback from Clinical Mental Health Counseling Students

Students wanted to have opportunities to build their leadership abilities and to participate in service events.

Students will be mentored for involvement in counseling organization committee leadership. New Chi Sigma Iota Chapter leaders were elected, and members scheduled student engagement events for the coming year.

Students will be able to hold leadership positions in the developing Ecotherapy club. Students in EDC 671 will have an assignment option to submit a proposal and present at the All Ohio Counselors Conference

Additional leadership opportunities in the BHWET program including meeting facilitator, secretary, and project lead. See detailed notes about the BHWET grant program below.

Students requested specific professional seminars and trainings:

Sexual issues in counseling, ecotherapy related skills training, private practice, and eating disorders.

New initiatives in Clinical Mental Health Counseling

Advisory Committee

An Advisory Committee is being developed of former students, adjunct faculty, and community leaders to provide feedback and guidance on program improvements. The advisory committee will meet annually.

Ecotherapy Certificate

An Ecotherapy certificate was finalized and consists of 10 hours within the existing CMHC program (including elective courses in Ecotherapy, Holistic Wellness, and Adventure Counseling).

Students can choose this micro concentration to supplement their interest in this topic. Dr. Hall completed the Eco Certification course through Pacific University which will add to his leadership of UD's certificate program.

An Ecotherapy Club is being developed that will have student leaders, outreach opportunities, and professional development initiatives

Interprofessional Education Microcredential

An Interprofessional Education (IPE) Microcredential is being discussed which will highlight the growing trend toward cross-disciplinary practice. These electives would coincide with the ongoing bi-annual IPE symposiums which bring together students in multiple health care professions across 3 universities for case study and collaboration.

Behavioral Health Workforce Education and Training Grant

Students from Clinical Mental Health Counseling and School Counseling are able to apply to participate in a grant-funded training program that provides Interprofessional Education and Practice (IPEP) training and engagement opportunities with other mental health professionals (School Psychologists and Clinical Psychologists) as well as 83 community partners. Training is completed in a large group setting, in small lab groups, and on an individual basis. Students work under faculty supervision to develop research studies, community outreach projects, and public education campaigns. Students also develop professional identity as they see how their profession works with other mental health professions and with other professions in the community. To date, 87 students have enrolled in the program. 30 new students are accepted into the program each year. Students who either opt to not apply or are not accepted into the program still receive the benefit of learning from BHWET participants as they share what they are learning in class.

Great Minds Fellowship Program

Clinical Mental Health Counseling students who complete their internship at a Community Behavioral Health Center (CBHC), as defined by the Ohio Mental Health and Addiction Services department, and agree to work at a CBHC for one year post-graduation are eligible to receive a \$10,000 fellowship from the Ohio Department of Higher Education. Students also receive a \$5,000 signing bonus after obtaining a job post-graduation. We have identified and processed applications for 16 eligible students to date. The clinical training sites that train our students in practicum and internship also receive \$2500 per student per semester to support supervision costs. The program is explained in more detail at the OhioMHAS site:

<https://mha.ohio.gov/research-and-data/dashboards-and-maps/dashboards/tableau-resources/great-minds-fellowship-dashboard>.