



MASTER OF ARTS
CLINICAL MENTAL HEALTH COUNSELING
ANNUAL REPORT
Savannah, GA
January 1, 2024 – December 31, 2024

MISSION STATEMENT

The mission of the Clinical Mental Health Counseling program at South University is to train professional counselors for evidence-based practice to meet the needs of diverse populations.

PROGRAM GOALS

- *Clinical Skills:* Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.
- *Critical Thinking:* Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.
- *Technology:* Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.
- *Professional Identity & Ethics:* Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

PROGRAM STUDENT LEARNING OUTCOMES

- **PSLO1 – Professional Identity and Ethics**
Apply aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
- **PSLO2 – -Social and Cultural Diversity**
Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
- **PSLO3 – Human Growth and Development**
Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
- **PSLO4 – Lifestyle and Career Development**
Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
- **PSLO5- – Counseling and the Helping Relationship**
Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
- **PSLO6 – Group Counseling and Group Work**
Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
- **PSLO7 – Assessment and Testing**
Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
- **PSLO8 – Research and Program Evaluation**
Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.
- **PSLO9 – Clinical Mental Health Counseling**
Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

TERM DATES FOR EVALUATION

Winter 2024	January 13 – March 30, 2024
Spring 2024	April 6 – June 22, 2024
Summer 2024	June 29 – September 14, 2024
Fall 2024	September 28 – December 14, 2024

STUDENT DEMOGRAPHICS

	Applicants	Enrolled Students	Graduates
Age			
≤ 24	17	7	1
25-29	7	9	3
30-39	10	18	7
40-49	7	10	2
50-59	0	2	0
60-69	0	1	0
70+	1	0	0
Gender			
Female	34	42	10
Male	8	5	3
Ethnicity			
Asian	0	0	0
American Indian or Alaska Native	1	0	0
Black/African American	13	18	4
Hispanic	2	5	2
White	22	20	6
Non-Resident Alien	1	0	0
Unknown	2	3	1
Two or more	1	1	0
Total Overall	42	47	13

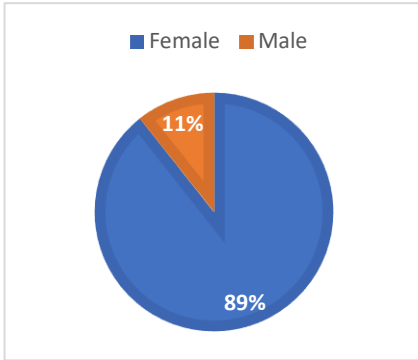
KPI DATA

Program Statistics	
Total Number of Students Enrolled	47
Persistence Rate for students enrolled	78.7
Number of Graduates	13
Number of Graduates Currently Employed in Mental Health Field*	12/13
Number of Withdrawn Students	7
Number of Students Dismissed from Program	1
Number of Students Admitted into Program	13
Practicum/Internship Statistics	
Number of Students in Practicum/Internship	20
Comprehensive Exam Statistics	
Total Number of Students Sitting CNS8202	17
Winter 2024 Pass Rate (1 st attempt)	8/8
Spring 2024 Pass Rate (1 st attempt)	2/2
Summer 2024 Pass Rate (1 st attempt)	6/7
Fall 2024 Pass Rate (1 st attempt)	1/1

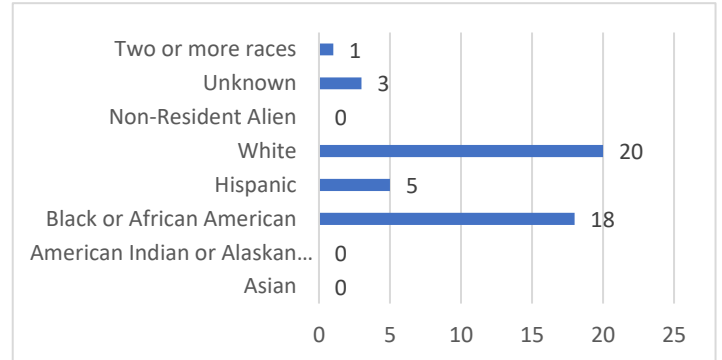
*Data is based of self-reporting alumni survey

KPI DATA BY DEMOGRAPHICS

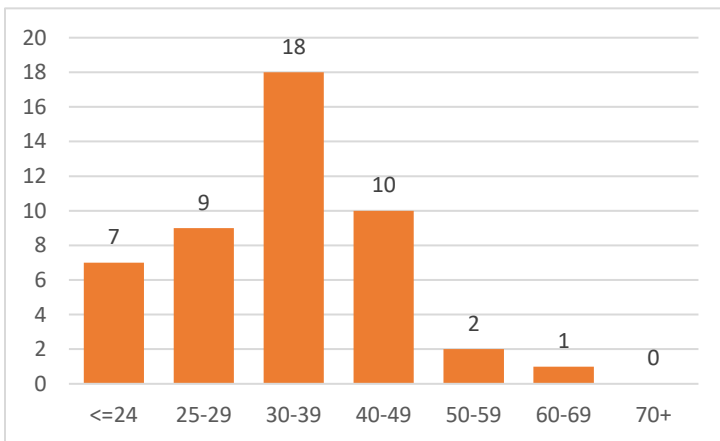
Enrollment by Gender



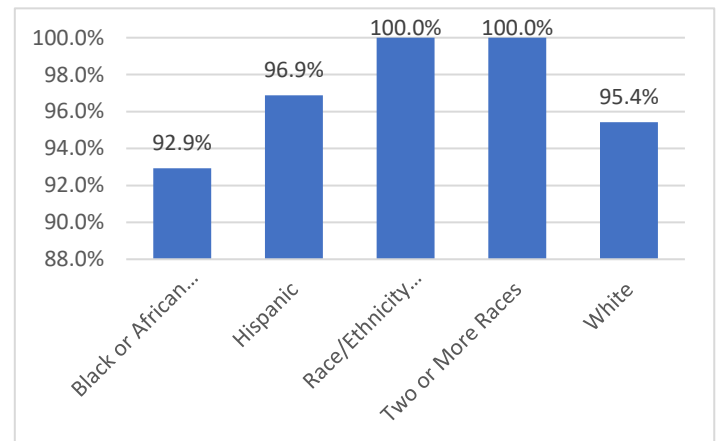
Enrollment by Ethnicity



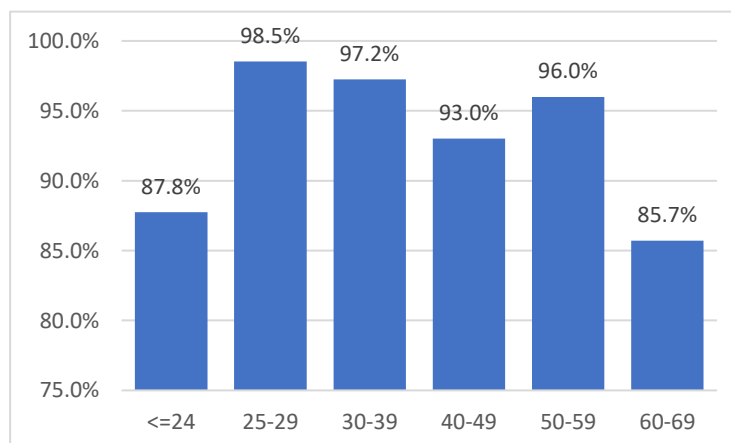
Enrollment by Age



Pass Rates by Ethnicity



Pass Rates by Age



CURRICULUM EVALUATION

	PSLO/KPI	Status	Analysis of KPI Assignments
1	Professional Identity and Ethics	Knowledge: Met Skills: Met	Knowledge: There were three measures used for this outcome in 2024: (1) final exam in CNS6775, (2) final exam in CNS6313, and (3) final exam in 6425. The benchmark was met in CNS6425 and CNS6775 (two sections), but not in CNS6313. Skills: There were four questions on the PIPEF (internship/practicum evaluation from site supervisor) that correlate to PSLO1: (1) ethical behavior, (2) professional relationships, (3) case management, and (4) general overall performance. The benchmark was met for all questions.
2	Social and Cultural Diversity	Knowledge: Met Skills: Met	Knowledge: There was one measure: (1) CNS6565 final exam. The benchmark was met. Skills: There were two measures: (1) cultural immersion project and (2) PIPEF questions titled interpersonal interactions with clients and general overall performance. The benchmarks were met for both measures. One area to note is the Professional Writing section of the rubric in the Cultural Immersion Project was not met.
3	Human Growth & Development	Knowledge: Met Skills: Met	Knowledge: There were five measures of knowledge: (1) CNS6709 final exam, (2) CNS6050 final exam, (3) CNS7970 final exam, (4) CNS6901 final exam and (5) CNS6850 final exam. The benchmark was met on 9/11 final exams. Skills: There were two questions on the PIPEF that encompass PSLO3: (1) Interpersonal interactions with clients and (2) General overall performance. The benchmark was met. There was one KPI assignment: Developmental stages PowerPoint presentation. The benchmark was met.
4	Lifestyle and Career Development	Knowledge: Met Skills: Met	Knowledge: There was one measure: CNS6602 final exam. The benchmark was met. Skills: there were three measures: (1) CNS6602 career counseling dyads, (2) CNS6602 career counseling dyad SOAP notes, and (3) CNS6602

			Career Counseling Assessment Report. The benchmark was met for all assessments.
5	Counseling and Helping Relationships	Knowledge: Not Met Skills: Met	Knowledge: There were five measures: (1) CNS6002 final exam, (2) CNS6051 final exam, (3) CNS7950 final exam, (4) CNS6018 final exam, and (5) CNS6161 final exam. The benchmark was met for 4/8 final exams. The benchmark needs to be reassessed as half of the exams that did not meet the benchmark had only one student who did not meet the benchmark and class averages of over 80%. Skills: There were eight measures: (1) CNS6002 Theory of Change Paper, (2) CNS6161 Counseling Dyads Transcript, (3) CNS6161 Counseling Dyads SOAP note, (4) CNS6051 Case Conceptualization paper, (5) PIPEF Interpersonal Interactions, (6) PIPEF Therapy Skills, (7) PIPEF Response to Supervision, and (8) PIPEF General Overall Performance. The benchmark was met for all in-class assignments. The benchmark was met for all PIPEF questions. Note: The Theory of Change paper was assessed twice in AY 2024 and while students met the benchmark overall, in both instances the benchmark for Professional Writing was not met.
6	Group Counseling & Group Work	Knowledge: Met Skills: Met	Knowledge: There was one measure: CNS6509 final exam. The benchmark was met on 2/2 exam. Skills: There were three measures: (1) group proposal, (2) group leadership, and (3) group membership. All measures met the benchmark. However, in the group proposal paper, students struggled in all areas that were assessed. Department will examine the criteria in the rubric and identify where the criteria are being taught in the course to ensure students are being taught the material and will also identify other assignments that will let them practice with applying material prior to completing the KPI assignment.
7	Assessment & Testing	Knowledge: Not Met Skills: Not Met	CNS6535 was offered twice during AY 2024 so each measure was assessed twice. Knowledge: There was one measure: CNS6535 final exam. In both classes, the benchmark was not met.

			Skills: There were two measures: (1) Biopsychosocial Paper and (2) PIPEF Assessment and Evaluation Skills. For the Biopsychosocial paper, the benchmark was not met in either class. PIPEF scores met the benchmark; however, it is worth noting that the averages were lower than the other required standard questions on the PIPEF.
8	Research and Program Evaluation	Knowledge: Not Met Skills: Met	Knowledge: There was one measure: CNS6529 final exam. The benchmark was not met in two exam attempts. Skills: There was one measure: CNS6529 Research Proposal. The benchmark was met.
9	CMHC Specialization	Knowledge: Met Skills: Met	Knowledge: There were three measures: (1) CNS6425 final exam, (2) CNS8202 Comprehensive Exam, and (3) CNS6051 final exam. 2/3 exams met the benchmark and the exam that did not meet the benchmark had 2/3 students met the criteria. Skills: There were three measures: (1) Client Conceptualization, (2) CNS6051 Case Conceptualization and (3) PIPEF General Overall Performance. The Client/Case Conceptualization paper is completed in every section of CNS6051, practicum and internship. All internship students met the benchmark. The only sections that did not meet the benchmark was in CNS6051 and in practicum where 3/7 students earned a C which puts them in the “emerging” category. CMHC will evaluate whether the threshold for CNS6051 and for practicum students should be different than for internship students. The benchmark was met for PIPEF scores.

SITE SUPERVISOR EVALUATIONS (PIPEF)

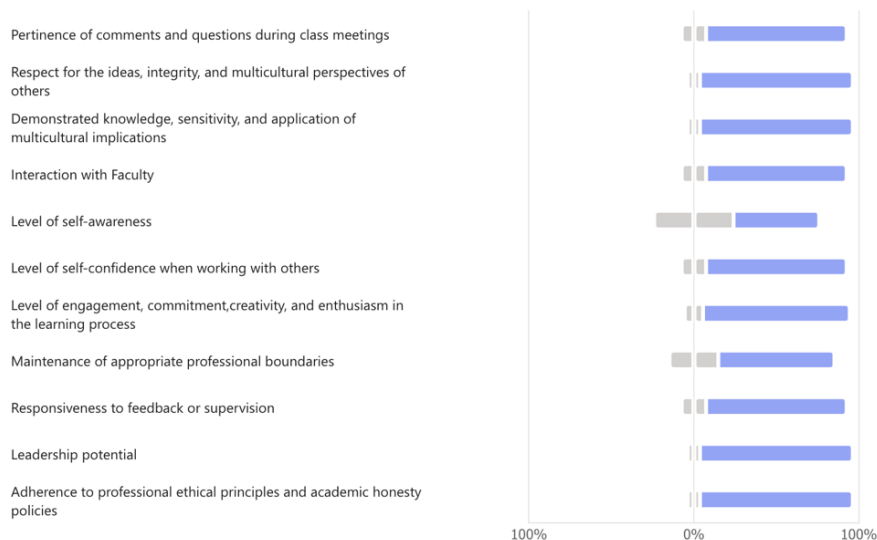
STANDARD CRITERIA	AVERAGE (1 LOW-5 HIGH)
Responsibility/Dependability	3.7
Professional Interest & Development	3.78
Time Management	3.63
Work Completion, Organizational Skills, & Documentation	3.65
Ethical Behavior	3.81
Professional Relationships	3.77
Interpersonal Interactions W/ Clients	3.69
Assessment and Evaluation Skills	3.46
Therapy Skills	3.35
Case Management Skills	3.52
Response to Supervision	3.73
General Overall Performance	3.69

AGGREGATE DISPOSITIONAL DATA

CMHC-Savannah collected data for each student throughout the year using the evaluative grade sheet (EGR). Faculty fill out the form and then the formative evaluation data is compiled and used in writing the students' summative evaluations in the Graduate Student Evaluation Report (GSER). The results of the GSER are shared with students and signed by the student and faculty member. They are stored in student files. Below is a visual depiction of the aggregate results from the EGR in 2024 demonstrating that all students are above expected competency or meeting the expected competency:

10. *Interpersonal/Professional Presentation and Participation:* Please rate how well the student demonstrated the following as applicable in your class. Please comment on all ratings of 1 or 2 with a **specific description** supporting the need for improvement in each respective area. In addition, please comment on areas of strength. **Ratings: 1 = Below expected competency; 2 = Emerging; 3 = Meets expected competency; 4 = Above expected competency** [More details](#)

Below Expected Competency Emerging Meets Expected Competency Above Expected Competency N/A Did Not Observe



OVERALL PROGRAM EVALUATION ANALYSIS

AY 2024 was the first year that CMHC Savannah was able to systematically capture across the curriculum to assess our students' academic performance at the knowledge and skills levels. The department will maintain all the KPI assignments within the assessment plan for one more year so that we can examine two years of data and then use the cumulative assessment data to make decisions regarding our KPI assignments and possible revisions to the assessment plan. Previously, CMHC leadership had concerns about the benchmark thresholds, however, we did not have data to assist in making an informed decision about whether the benchmarks should be changed. Data from AY 2024 will be used by each campus and the overall department in making changes to KPI benchmarks so that we can capture data that is meaningful and a more accurate representation of how students perform individually and as an aggregate.

Students who progressed through the program and completed courses in 2024 met expectations for professional dispositional characteristics. While there were dispositional concerns about students raised by faculty, those students made the choice to withdraw from the program which contributed to the lack of negative disposition ratings and having no dismissals related to academics, clinical skills, or professional disposition.

ACTION PLAN BASED ON KPI ASSESSMENT DATA

CMHC-Savannah had an average pass rate of 93.1%. There were four courses where students approached the benchmark: CNS6002, CNS6425, CNS6018, and CNS6161. These are courses offered in quarters 1 and 2 of the program when many students are adjusting to starting a graduate program. These are classes where we see challenges with time management, academic writing, and demonstrating basic clinical skills. **ACTION STEPS:** The faculty have discussed these issues and have made the following decisions about how to address them: 1) we will examine the “getting started” and “resource” modules in CNS6002 and CNS6425 to audit the academic writing resources provided to students and those will be edited as necessary; 2) faculty will provide more detailed feedback on academic writing for assignments submitted early in the courses; and 3) we determined the first in-person residency would be tied to CNS6161 so that we can observe essential individual clinical skills and provide real-time feedback to students.

The other two courses where the benchmark was not met, CNS7010 and CNS 7610 were classes where students had incompletes. In 7010, if a student has not secured a clinical site by the end of the quarter, they earn an incomplete until a site contract has been signed. CNS7610 is internship IA and if a student does not complete their clinical hours, they earn an incomplete until hours logs are submitted that show all clinical hours have been obtained. **ACTION STEPS:** 1) as the online version of CNS7010 is developed, hard deadlines will be established for when students will need to have made contact with possible clinical sites and a requirement for the student to copy the faculty of record (or clinical coordinator) on all emails to the possible clinical sites that they have identified so that faculty can ensure that communication is occurring in a timely manner that will lessen the possibility of the student earning an Incomplete in the course; 2) we determined the second in-person residency would be tied to CNS7510 so that we can observe essential group counseling clinical skills and provide real-time feedback to students; and 3) the in-person residency during CNS7510 will allow faculty to talk with students about the current number of hours they have accumulated at the half-way point in the quarter and how many

additional hours will be required in order to progress in internship without receiving an Incomplete for internship IA.

ACTION PLAN BASED ON PROGRAM GOALS/OBJECTIVES DATA

Program Goal/Objective	Key Performance Indicators	Action Steps
Graduates will employ culturally responsive assessments and develop evidence-based treatment plans	KPI2 -Met KPI5-Met KPI7-Not Met KPI9-Met	Our students are meeting the program objective related to treatment planning, however, are not meeting standards related to assessment of clients. A faculty meeting will be dedicated to examining the current assignments, readings, and other course related materials to determine what changes should be made to enhance student learning and retention of assessment related material in CNS6535.
Graduates will apply counseling theories and research findings to case conceptualization and treatment planning across diverse clinical issues and populations.	KPI2-Met KPI3-Met KPI4-Met KPI5-Met KPI6-Met KPI8-Not Met KPI9-Met	Our students are meeting the program objective related to applying counseling theories to case conceptualizations and treatment planning, but are challenged when it comes to critically reading, understanding, and implementing discipline specific research. Currently, CNS6529 has students create a research study proposal and most of the course content centers around that assignment. In an upcoming faculty meeting, we will sift through the content of the class and current assignments to identify any areas we can adjust to focus on understanding and applying research. In addition, we can utilize professional development opportunities to focus on this area and help strengthen student's understanding of how research can be applied in clinical settings.

Graduates will utilize ethical and effective technology in counseling practice and critically evaluate emerging tools and trends in the field.	KPI1-Met KPI4-Met KPI5-Met KPI6-Met	While this program objective has been met, new technology is constantly emerging and challenging counselors to identify how and if they should employ that technology. In the Summer 2025 Residency, we will create a professional development event focused on the topic of Artificial Intelligence (AI) and discussing it from an ethical perspective through the lens of how it might be used by students, practicing clinicians, and site supervisors. Site supervisors will be invited, and this will count for CE's.
Graduates will practice professional counseling behaviors, develop a clear professional identity, and apply the ACA Code of Ethics in decision-making.	KPI1-Met KPI4-Met KPI5-Met KPI6-Met KPI9-Met	We will continue to focus on ethics in all CMHC courses and will incorporate all ethical recommendations from professional counseling organizations into our courses as we try to remain nimble amid changes in the profession.

GRADUATE/ALUMNI SURVEY FEEDBACK

South University Clinical Mental Health Counseling students at the Savannah campus are asked to complete an alumni survey annually in July. In 2024, 12 of the 13 graduates reported being employed in their field.

Campus	Employed	Not Yet Employed	Grand Total	Percentage
Savannah	12	1	13	92%

EMPLOYER SURVEY FEEDBACK

South University requested feedback from the employers identified by graduates of the program. Zero (0) responded. The office of career services and the office of assessment are currently collaborating on ways to improve the response rate to the employer survey.

STUDENT FEEDBACK

END-OF-COURSE SURVEYS

Watermark surveys are end-of-course evaluations that gather student satisfaction over 8 quantitative questions on a scale of 1-5, where 1 is the lowest and 5 is the highest. All responses are anonymous. Qualitative data is also collected and available upon request.

In 2024, 101/247 (41.34%) responses were collected in CMHC courses at Savannah, with an average score of 4.25.

Question Number	Question	Average Score
1	Instructor(s) effectively communicated course concepts and assignment expectations.	4.38
2	Instructor(s) effectively engaged students through course discussions.	4.25
3	Instructor(s) was approachable and available.	4.36
4	Instructor(s) provided valuable and timely grades and feedback on submissions.	4.24
5	The course content and supplemental materials were relevant, well-structured, and organized.	4.42
6	The assessments (assignments, quizzes, exams) accurately reflect the course content and supplemental materials.	4.27
7	The course workload was reasonable and manageable.	4.01
8	Classroom/Lab resources were sufficient for learning.	4.05

PROGRAM/CURRICULUM MODIFICATIONS

In 2023, CMHC leadership embarked on an overhaul of our assessment plan and practices. At that time, three of our programs (Richmond, Columbia, West Palm Beach), had submitted self-studies to CACREP to seek programmatic reaccreditation. The feedback from CACREP indicated that our assessment plan was inadequate and not meeting accreditation standards. The CACREP feedback necessitated comprehensive changes that could be implemented quickly and easily accessed by faculty and students. The assessment plan was shared with the faculty in 2023 and CMHC became an early adopter of Watermark so that we could begin the process of systematically assessing our students and collecting data that could for programmatic improvements. CMHC-Savannah submitted their CACREP self-study in November 2023 with preliminary data from the new assessment plan with the goal of obtaining a full AY of data by the end of 2024. The final assessment plan was approved by UAC on 04/08/2024.

The changes are summarized below:

Previous Mission	Updated Mission
The mission of the South University Master of Arts degree program in Clinical Mental Health Counseling is to prepare students to meet the local and regional need for qualified counselors. The Master of Arts in Clinical Mental Health	The mission of the Clinical Mental Health Counseling program at South University is to train professional counselors for evidence-

Counseling is designed to provide advanced and broad training for South University graduate students regarding theories, principles, and dynamic applications in the field. Students develop the skills necessary to engage in effective assessment and treatment practices, achieve competence for ethical, legal, and professional issues, and understand the significance and utility of research to the field. Faculty members are dedicated to maintaining high teaching standards, developing intellectual curiosity, advancing critical thinking, and engaging in service to the University, community, and profession.	based practice to meet the needs of diverse populations.
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Previous Program Learning Goals/Objectives		Updated Program Learning Goals/Objectives	
1	Comprehensive knowledge of field: Promote the development of broad and comprehensive knowledge of the field of Clinical Mental Health Counseling.	1	Clinical skills: Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.
2	Critical thinking regarding field: Promote critical/analytical thinking regarding concepts and applications in the field.	2	Critical thinking: Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.
3	Understanding of assessment and treatment: Promote a thorough understanding of mental health assessment and treatment.	3	Technology: Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.
4	Professionalism and current issues: Raise awareness of professionalism and issues impacting the profession.	4	Professional Identity & Ethics: Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

Previous PSLOs/KPIs		Updated PSLOs/KPIs	
1	Professional Counseling & Ethical Practice: Demonstrate knowledge and application of all aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.	1	Professional Identity and Ethics: Apply aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships	2	Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships

	in the context of culturally competent counseling.		in the context of culturally competent counseling.
3	Human Growth & Development: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.	3	Human Growth & Development: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
4	Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.	4	Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
5	Counseling and Helping Relationships: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.	5	Counseling and Helping Relationships: Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
6	Group Counseling & Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.	6	Group Counseling & Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
7	Assessment & Testing: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.	7	Assessment & Testing: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.	8	Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.
		9	Clinical Mental Health Counseling (CMHC) Specialization: Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

PROGRAM HIGHLIGHTS

In AY2024, South University-Savannah transitioned to become a fully online program. In addition to the online curriculum, the program also began planning for in-person residencies that are tied to specific courses: CNS6161 Counseling Techniques (quarter 2) and CNS7510 Internship IA (quarter 8). The program submitted a second self-study for reaccreditation addendum to CACREP and are waiting for a site visit date to be determined.

During this time, the program also experienced a change in leadership with Dr. Manis resigning in July 2024 and Dr. Brickner stepping in as the interim Program Director. In October 2024, Dr. Brickner was appointed as the full-time Program Director and became the Chair for all Clinical Mental Health Counseling programs at South University.

South University-Savannah also hired two new core faculty members. Dr. Michaela Kelly was hired as the Clinical Coordinator and Dr. Danielle Lee was hired as a full-time faculty member.

FACULTY ACTIVITIES

Dr. Aimee Brickner

At the 2024 VCA Convention, Dr. Brickner received the award for VACES Member of the Year and VACES was awarded the VCA Large Division of the Year award under her leadership. She presented at the following national and state conferences:

White, D. B. & **Brickner, A. R.** (2024, May 31). *Experiential learning activities for counselor self-care: Why now?*. Accepted presentation at the Association for Humanistic Counseling Association Conference, virtual.

White, D. B. & **Brickner, A. R.** (2024, January 23). *Experiential learning activities for counselor self-care: Why now?*. Presentation at the Law and Ethics in Counseling Conference hosted by the University of Holy Cross, virtual.

Brickner, A. R., Blake, J., Boykin, R., McCleskey, K., Froehlich, R. J., Restivo, S., & Honacker, H. (2024, November). *Artificial Intelligence: Considerations for the Counseling Profession*. Presentation by the VCA Ethics Committee at the Virginia Counselors Association Convention, Hampton Roads, VA.

STUDENT ACTIVITIES

Ms. Hollicia Kemzan and Ms. Arianna Maldonado were selected as part of the 2024 cohort for the Pre-Master's Fellowship Program sponsored by the National Mental Health Workforce Acceleration Collaborative. The program is aimed at providing specialized training for mental healthcare treatment amid an ongoing national workforce shortage.

WORKSHOPS AND SEMINARS

Winter 2024:

- Interprofessional Education, February 7, Topic: *Malpractice vs. Criminal Negligence*
- CMHC South University-WPB, One-Hour Training March 13, Topic: *When the Parent is the Perpetrator: A Clinical Guide to Preventing Violence and Supporting Healing in Families*

Spring 2024:

- Interprofessional Education, June 12, Topic: *Women's Health*

Summer 2024:

- Interprofessional Education, August 7, Topic: *Healthcare & the LGBTQ+ Patient; A crash course in gender & sexual minority health*
- Crisis and Trauma Resource Institute, One-Hour Webinar, Topic: *Gender and Sexual Diversity in Youth*

Fall 2024:

- Interprofessional Education, November 12, Topic: *Bridging Healthcare and Technology: The Future of Telehealth Across Disciplines*
- Crisis and Trauma Resource Institute, One-Hour Webinar, Topic: *Motivational Interviewing*