

**WU -CMHC Program Annual Report
(2015-2016)**



Report Prepared by Doris G. Lauckner, Ph.D., CMHC Program Chair

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Wilmington University Mission

Wilmington University is committed to excellence in teaching, relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunity for higher education to students of varying ages, interests, and aspirations.

The university provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. A highly qualified full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the university's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.

Wilmington University Vision

Wilmington University will distinguish itself as an open-access educational institution by building exemplary and innovative academic programs and student-centered services while anticipating the career and personal needs of those it serves.

Wilmington University Institutional Values

We are committed to being a University where **RESPECT** for each other is paramount, **INTEGRITY** guides all of our choices, providing educational **OPPORTUNITY** is our primary purpose, and **RESPONSIVENESS** to community needs is key.

In designing academic programs and student services, we support **INNOVATION** and actively seek faculty with **EXPERIENCE** in their fields who can provide students with an **EDUCATION** focused on practical application. We are especially committed to **CARING** for our students as customers and partners.

CMHC Program Purpose

Wilmington University's CMHC program seeks to prepare students to be effective counselors in a diverse world and profession. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Consistent with the values of the counseling profession, the CMHC program seeks to infuse multicultural awareness, knowledge, and skills throughout the curriculum. The program is structured to ensure that students will develop a professional identity as a mental health counselor and will master the knowledge and counseling skills needed to practice effectively. Students are trained for careers in community mental health and human service agencies, educational institutions, private practices, as well as government, business and industrial settings. Two field experiences (practicum [100 hours] and internship [600 hours]) are required. Students are prepared to sit for the National Counseling Exam (NCE) administered by the National Board of Certified Counselors (NBCC) which awards the National Certified Counselor (NCC) credential. Following 3200 hours of post-master's supervised experience by a licensed professional, individuals who have NCC status may apply for state licensure to become a Licensed Professional Counselor of Mental Health (LPCMH) in the state of Delaware.

CMHC Program Profile

The MSCC Program was established in 1994 to train counselors who would qualify for professional licensure in Delaware. The MSCC Program was a 48 credit program consisting of 33 credits (i.e. 11 classes) of non-clinical coursework covering the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core areas and 15 credits (i.e. 5 classes) of supervised clinical fieldwork. The MSCC Program was accredited by the Council for Accreditation of Counseling and Related Educational Programs in 1998 as a Community Counseling program.

The 2009 CACREP accreditation standards combined the Community Counseling program standards and the Mental Health Counseling program standards into a single set of standards designated, Clinical Mental Health Counseling. Thus changes were made to put the program into compliance with the 2009 CACREP standards and the MSCC program was transformed into the CMHC program. Although the MSCC and CMHC programs are very similar, 12 credits of coursework were added so that the CMHC program complies with CACREP's 2009 Clinical Mental Health Counseling Standards.

The CMHC program is designed to be completed in 3 calendar years from the first term of admission. The program consists of a two-year academic course sequence followed by a one-year practicum/internship field placement. The academic coursework and field placement are structured to fulfill the standards of CACREP. Upon completion of the CMHC program, students will be prepared to sit for the National Counselor Examination (NCE) administered by the National Board of Certified Counselors and may subsequently begin to work toward becoming a Licensed Professional Counselor of Mental Health (LPCMH) in their state's Division of Professional Regulation.

Administratively, the CMHC program is under the leadership of the College of Social and Behavioral Sciences, with program leadership by the CMHC Program Chair.

CMHC Program Goals, Objectives and Competencies

The CMHC Program Goals, Objectives and Competencies are based on the standards set forth by the CACREP.

Goal #1 Knowledge in Core Counseling Subject Areas

Objectives for Goal #1:

- Become knowledgeable about the counseling profession and ethical practice in counseling
- Become knowledgeable about social and cultural diversity
- Become knowledgeable about human growth and development
- Become knowledgeable about career development
- Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives
- Become knowledgeable about group work
- Become knowledgeable about assessment
- Become knowledgeable about research and program evaluation

Competencies Expected for these Objectives:

- Proficiency in knowledge base in each subject area
- Proficiency in the application of subject area knowledge
- Proficiency in oral and written communication related to subject area knowledge

Goal #2 Knowledge, Development and Demonstration of Clinical Mental Health Counseling Skills and Practices

Objectives for Goal #2:

- Demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and clinical supervision
- Develop and demonstrate skills in mental health counseling, prevention and intervention
- Develop and demonstrate skills in addressing issues of diversity and providing advocacy
- Develop and demonstrate skills in assessment and clinical evaluation
- Develop and demonstrate skills in research and evaluation of counseling programs and outcomes
- Develop and demonstrate skills in clinical diagnosis

Competencies Expected for these Objectives:

- Proficiency in developing counseling relationships, performing culturally competent counseling interventions, and advocacy
- Proficiency in performing intake interviews, assessing clinical information, and writing professional clinical case notes and reports
- Proficiency in conceptualizing cases, developing treatment plans, and evaluating treatment outcomes
- Proficiency in applying evidenced based practices in counseling

Master of Science in Clinical Mental Health Counseling - Program of Study

Program Credits Hours: 60 (48 Credits for Core Courses and 12 Credits for Practicum and Internship)

	Course	Credits	Term	Year	Grade
	MHC 6505 Ethics & Practices of Clinical Mental Health Counseling	3	1 Summer		
	MHC 7605 Counseling Diverse Populations	3	1 Summer		
	MHC 6501 Tools, Techniques and Strategies of Counseling I	3	1 Fall		
	MHC 6402 Human Development	3	1 Fall		
	MHC 6401 Theories of Counseling	3	1 Spring		
	MHC 6503 Tools, Techniques, & Strategies of Counseling II	3	1 Spring		
	MHC 8094 Psychopharmacology for Counselors	1	1 Spring		
	MHC 7806 Methods of Research & Program Evaluation	3	2 Summer		
	MHC 7501 Family Counseling	3	2 Summer		
	MHC 6901 Diagnosis & Treatment of Psychopathology	3	2 Fall		
	MHC 7202 Group Counseling	3	2 Fall		
	MHC 8011 Adv. Sem.: Counseling Children & Adolescents*	2	2 Fall		
	MHC 8061 Adv. Sem.: Humanistic Counseling**	2	2 Fall		
	MHC 7805 Appraisal Techniques	3	2 Spring		
	MHC 8020 Addictions Counseling	3	2 Spring		
	MHC 8012 Adv. Sem.: Evidence Based Family Treatment*	2	2 Spring		
	MHC 8062 Adv. Sem.: Cognitive Behavioral Counseling**	2	2 Spring		
	MHC 7203 Counseling for Career Development	3	3 Summer		
	MHC 8092 Sem.: Consultation for Counselors	2	3 Fall		
	MHC 8093 Sem.: Supervision for Counselors	2	3 Spring		

* Child Elective

** Adult Elective

COURSE SUBSTITUTIONS (Maximum of 6 Credit Hours Total)

CLINICAL FIELD EXPERIENCE

	Course	Credits	Term	Year	Grade
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	MHC 7905 Practicum	4	3 Summer		
Site:					
Site Supervisor:					
Faculty Supervisor:					

	MHC 9001 Internship I	4	3 Fall		
Site:					
Site Supervisor:					
Faculty Supervisor:					

	MHC 9002 Internship II	4	3 Spring		
Site:					
Site Supervisor:					
Faculty Supervisor:					

CMHC Faculty and Staff

Full Time Faculty

The CMCH program has four full time faculty who teach in the program as well as serve various administrative functions. Dr. Doris Lauckner serves as the Chair of the program. Dr. Brenda Wright serves as the Clinical Coordinator. Dr. Todd Grande oversees Admissions and Outcomes.

Professor Lisa Adair, M.S., NCC, LAC is the newest full time CMHC faculty member who started with the program in Fall of 2016.

Program Faculty

There are two part time program faculty, Dr. Lois Grande and Carlyle Hooff, M.Ed. The program assistants are integrally involved in various program activities with a focus on practicum and internship administrative activities.

Adjunct Faculty and Graduate Teaching Assistants

The program also employs numerous adjunct faculty and graduate teaching assistants. Adjunct faculty teaching in the program are selected in consideration of their expertise and clinical experience in the subjects/courses they are teaching.

Administrative Assistants

The program utilizes a number of administrative assistants to complete the variety of administrative responsibilities in the program. The main administrative assistant who assists the program is Ms. Rebecca Lawton, M.S., Administrative Coordinator and Program Specialist.

Graduate Assistants

There are two graduate assistants, Michael Smith (graduating), Anah Galloway and Mary Ann Korb.

CMCH 2015-2016 Program Information

CMHC Program Vital Statistics

Applicants Accepted (percentage)

In 2010 the MSCC program had 108 applicants from which 34 were accepted—a 31% acceptance rate.

In 2011, the CMHC program had 114 applicants from which 45 were accepted—a 39% acceptance rate.

In 2012, there were 119 applicants from which 36 were accepted—a 30% acceptance rate.

In 2013, there were 111 applicants from which 40 were accepted—a 36% acceptance rate.

In 2014, there were 75 applicants from which 45 were accepted—a 60% acceptance rate.

In 2015, there were 165 applicants from which 40 were accepted—a 24% acceptance rate.

In 2016, there were 162 applicants from which 40 were accepted—a 25% acceptance rate.

Job Placement Rate (percentage)

We are currently in the process of accumulating data with regard to job placement and employer satisfaction. Information will be updated once data has been compiled.

Number of Program Graduates from the Past Year 2016

In 2016 the Clinical Mental Health Counseling program graduated 25 students.

Completion Rate (percentage)

In 2013 the CMHC program accepted 40 students and 36 enrolled. In 2016, 25 students graduated, 22 of which were accepted in 2013 (representing a 61% graduate rate). There were 3 graduates who started in 2012.

Certification Pass Rate (percentage)

The 2016 National Counselor Exam (NCE) pass rate was at a program high of 100%.

CACREP Accreditation Update

The CMHC program is accredited by CACREP, the Counsel for the Accreditation of Counseling and Related Programs. The program has been continuously accredited by CACREP since 1998.

The program is accredited until October 31, 2021, at which time it will be reviewed again for re-accreditation by CACREP. There will be a Mid-Cycle report prepared this coming July 2017.

The next self-study in preparation for the 2021 review is scheduled for 2019 – 2020.

Admissions Report 2016

Statistics

The following metrics were collected from the 2016 program admission data.

Metrics	2016
Current Enrollment	101
Students Graduating in May	25
Open Seats	36
Applications	130
Completed Applications Reviewed	99
Interview Invitations	45
Admission Offers	
WGC	18
Dover	18
Admitted Applicants	
WGC	18
Dover	18
Diversity of Applicants	
White	52
African-American	40
Hispanic	1
Other	6
Gender of Applicants	
Male	13
Female	86
Diversity of Admitted Students	
White	29
African-American	8
Hispanic	1
Other	2
Gender of Admitted Students	
Male	5
Female	35

Process

The current admission process functions efficiently. It begins with an administrative and faculty review of applicant folders. A score is assigned to each applicant based on a rubric with dimensions such as GPA, writing sample quality, and relevant work/volunteer experience. Applicants are ranked based on these scores. After adjustments for balancing demographics and locations, the higher ranked applicants are invited to participate in an on-site interview held at the Wilson Graduate Center (WU). During this half-day event, group interviews, individual interviews, and writing assessments are conducted. Scores from these three activities are combined with the original applicant score using an algorithm designed to appropriately weight each assessment. The applicants are ranked again using this composite score. Adjustments for balancing demographics and locations are made. Additionally, input from faculty and staff members who assisted with interview day is weighed. A decision is then reached regarding which applicants will be extended an invitation to join the next cohort.

Modifications

Past

Enhancements to the admission process were made before the 2016 admissions cycle. The application scoring process was divided into two parts. A new one-page rubric was developed that remains in the applicant file. Graduate assistants populate data from the applicant, such as GPA and relevance of degree. A minimum of two faculty members score areas that require counseling and/or academic expertise, including strength of references, work experience, and the boundary level observed in the writing sample. The scores from the form are then totaled and entered into a spreadsheet. This new application scoring process was successfully implemented. There was improvement in workflow accuracy, consistency, and speed.

Future

After assessing the admission process used in early 2016, no major changes are recommended. Minor adjustments to the process, including fine tuning the composite score algorithm and altering some faculty and staff interview day schedules, are being considered.

Practicum and Internship Summary Report 2015 – 2016

Wilmington University's Clinical Mental Health Counseling program had a total of 24 students in the 3rd year practicum and internship (7 at the Dover site and 17 at the Wilson Graduate Center site). Faculty coverage for these students was as follows: three Group Supervisors (1 in Dover and 2 at Wilson Graduate Center); seven Individual faculty supervisors (2 in Dover and 5 at Wilson Graduate Center).

The interns were placed at a total of 23 different sites covering three (3) states in addition to Delaware: New Jersey, Pennsylvania and Maryland.

We also sponsored a Site Supervisor workshop on Motivational Interviewing. With the use of technology, we were able to live stream so both the Dover and Wilson Graduate Center facilities could partake in the workshop.

CMHC Full Program Outcomes

Final Exams

From summer of 2015 through spring of 2016, eight multiple-choice final exams were administered, one in each of the courses corresponding with the eight CACREP core domains. These exams were designed to mirror the content and difficulty level of the NCE. The benchmark for these exams is a z-score (a standard score with a mean of zero and a standard deviation of 1) of -1.00, calculated independently for each exam by site (WGC & Dover). **(The results for Ethics and Research are used for university outcomes and appear in that section as well).**

	Pass Rates	
	WGC	Dover
MHC 6505 Ethics & Practices of CMHC	86%	83%
MHC 6402 Human Development	81%	83%
MHC 7605 Counseling Diverse Populations	77%	100%
MHC 6401 Theories of Counseling	85%	91%
MHC 7806 Methods of Research & Program Evaluation	77%	87%
MHC 7202 Group Counseling	90%	76%
MHC 7805 Appraisal Techniques	76%	86%
MHC 7203 Counseling for Career Development	88%	89%

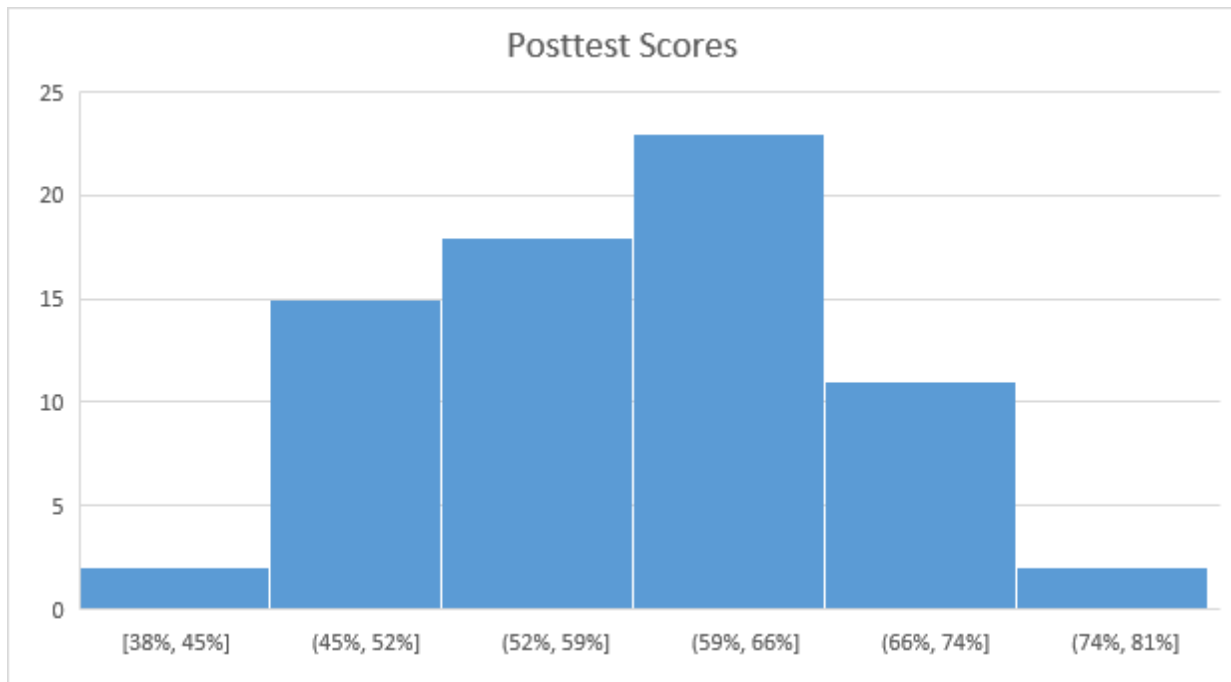
Rubrics

Communication skills were assessed using the Oral Communication Rubric during the Consultation course in the fall of 2015. This rubric contains five dimensions: (a) Effective Communication, (b) Organization, (c) Content, (d) Delivery, and (e) Technology. The benchmark for this rubric is 4 points out of a maximum of 5 points. Using this benchmark, 92% of the students passed ($n = 24$). **(The results for this rubric are used for university outcomes, therefore they appear both here and in the university outcomes section).**

Effective Communication	Organization	Content	Delivery	Technology
4.17	4.20	4.26	4.23	4.35

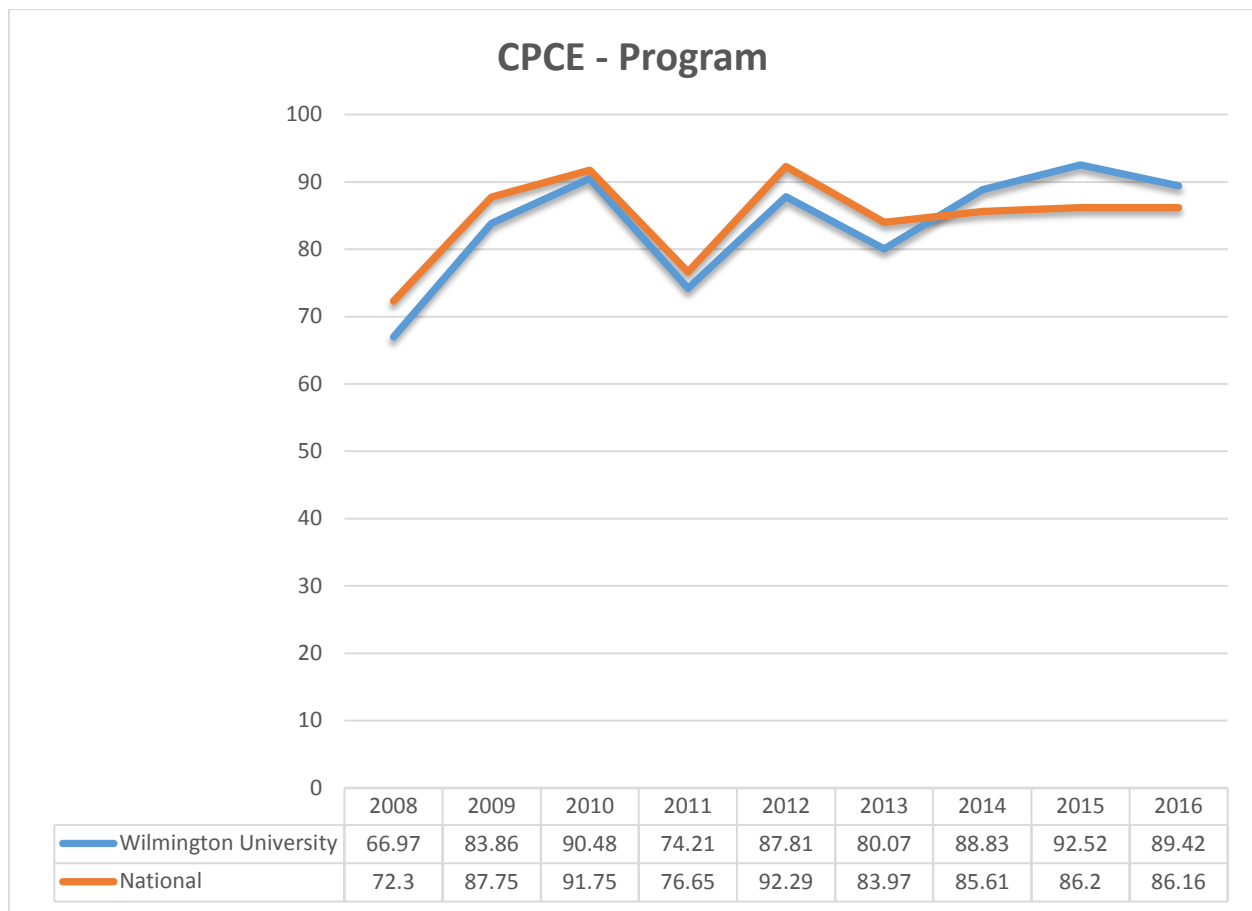
Posttest

The Posttest is a multiple-choice assessment deployed during the Consultation course each fall. It was designed to mirror the content and difficulty level of the NCE. Data from three administrations of the Posttest (2013 – 2015) was aggregated and analyzed. Using a z-score (a standard score with a mean of zero and a standard deviation of 1) of -1.00 as the benchmark, 83% of the students ($n = 71$) passed the exam. The mean score on the exam was 59%, and the standard deviation was 8%.



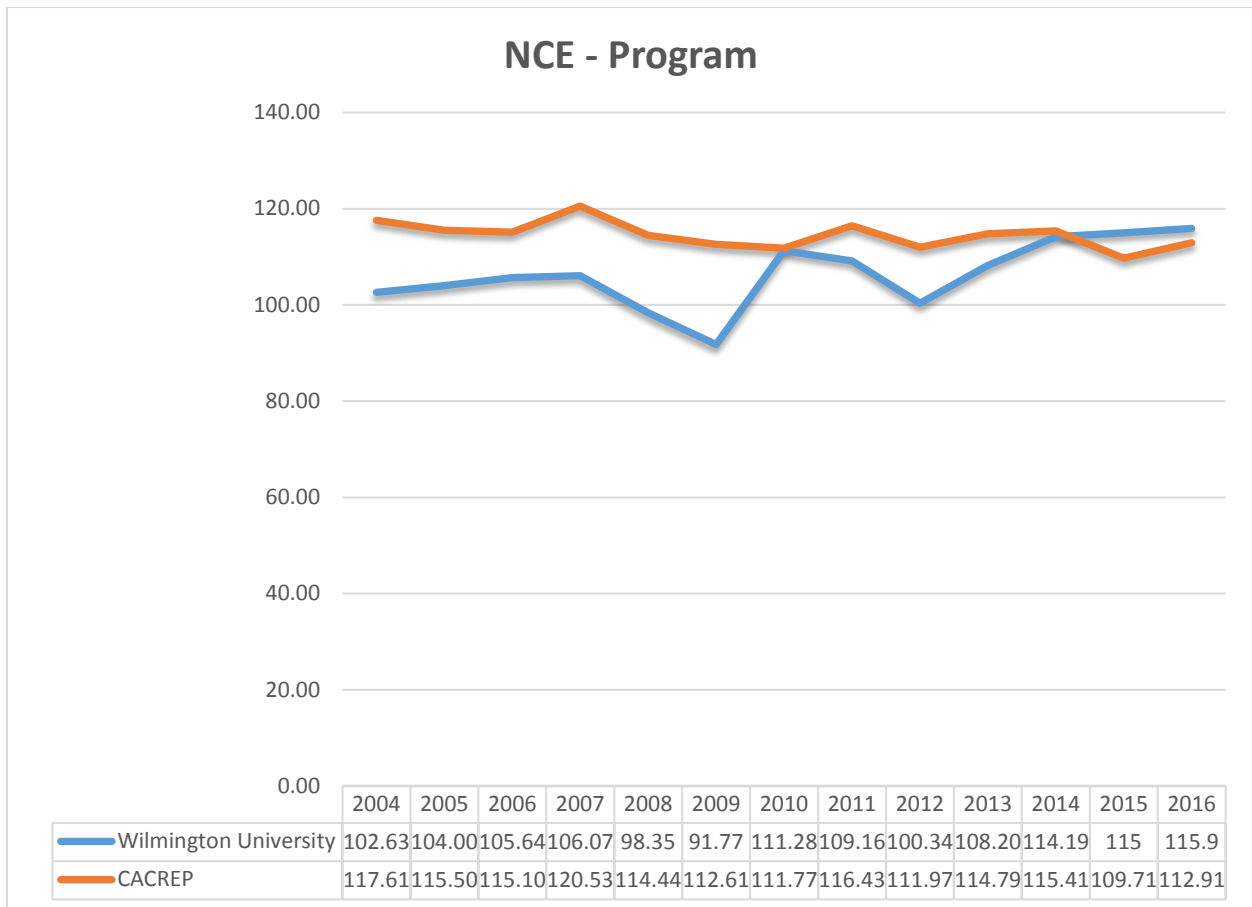
CPCE

In January of 2016, the Counselor Preparation Comprehensive Exam (CPCE) was administered to the cohort graduating in May of 2016. The CPCE comprises eight core domains taught in the CMHC, and reports these score totals and an aggregate score. The university scored 3.78% better than the national average overall (z-score of .20 compared to the national), and exceeded the national average for five of the eight domains. This is the third year in a row where the university has exceeded the national average. For the domains where the university scored lower than the national average, the largest score difference was less than 2%. The pass rate for this exam was 92%, with 22 students out of 24 passing. The CMHC has been tracking the CPCE scores since 2008 (9 data sets). The 2016 score was the third highest total score and represented the second highest percentage difference over the national average.



NCE

In April of 2016, the NCE was administered to 24 students of the cohort graduating in May of 2016. For the second year in a row, the program had a 100% pass rate on the NCE. The program mean score was 2.58% higher than the national mean (z-score of .18 compared to the national). Of the eight CACREP domain mean scores, the program score was higher than the national in seven domains.



University

Final Exams

From summer of 2015 through spring of 2016, eight multiple-choice final exams were administered, one in each of the courses corresponding with the eight CACREP core domains. These exams were design to mirror the content and difficulty of the NCE. The benchmark for these exams is a z-score (a standard score with a mean of zero and a standard deviation of 1) of -1.00, calculated independently for each exam by site (WGC & Dover). Two of these exams are used for university outcomes (Ethics & Research). **(These results and the results from the other six courses are used for program outcomes and appear in that section).**

	Pass Rates	
	WGC	Dover
MHC 6505 Ethics & Practices of CMHC	86%	83%
MHC 7806 Methods of Research & Program Evaluation	77%	87%

Rubrics

The ability to integrate counseling theory into a cohesive counseling style is assessed using the Theory Integration Rubric during the Theories of Counseling course in the spring of 2016. This rubric contains eight dimensions: (a) Focus, (b) Organization, (c) Paragraph Development, (d) Theoretical Knowledge, (e) Synthesis, (f) Grammar, (g) Mechanics, and (h) Writing Style. The benchmark for this rubric is 4 points out of a maximum of 5 points. Using this benchmark, 80% of the students passed ($n = 31$).

Focus	Organization	Paragraph Development	Theoretical Knowledge	Synthesis	Grammar	Mechanics	Writing Style
4.63	4.57	4.55	4.47	4.47	4.29	4.48	4.22

The ability to write a manuscript-quality research proposal is assessed using the Research Proposal Rubric during the Methods or Research and Program Evaluation course in the spring of 2016. This rubric contains seven dimensions: (a) Research Questions, (b) Relevance of Research, (c) Operationalization of Variables, (d) Design, (e) Participants, (f) Procedure, and (g) Analysis. The benchmark for this rubric is 4 points out of a maximum of 5 points.

Using this benchmark, 46% of the students passed ($n = 37$). The mean score was 3.97.

Research Question	Relevance of Research	Operationalization of Variables	Design	Participants	Procedure	Analysis
4.09	4.16	3.35	4.22	4.42	4.38	3.14

Communication skills were assessed using the Oral Communication Rubric during the Consultation course in the fall of 2015. This rubric contains five dimensions: (a) Effective Communication, (b) Organization, (c) Content, (d) Delivery, and (e) Technology. The benchmark for this rubric is 4 points out of a maximum of 5 points. Using this benchmark, 92% of the students passed ($n = 24$). **(The results for this rubric are used for program outcomes, therefore they appear both directly below and in the program outcomes section).**

Effective Communication	Organization	Content	Delivery	Technology
4.17	4.20	4.26	4.23	4.35

Modifications Past

A tracking spreadsheet for outcomes was developed and implemented in the summer of 2015. It is referred to as the Outcomes and Administrative Log, and was designed to track tasks related to outcomes, admissions, and other related program functions. The log has a schedule of these tasks and a place for the graduate assistants to record the completion month for each task. The log includes reminders for several functions including the installation of exams, administration of exams, and exam data collection. It also tracks the stages of the admission process, including reviewing applicant folders, scheduling interview day, arranging interviewers, and data analysis.

The implementation of the Outcomes and Administrative Log was largely successful. Continued training of the graduate assistants has improved its impact on process.

Future

1. Technological tools are being considered to enhance the rubric data collection process. Unlike other data sources, the rubric data for one class are produced by several different supervisors. The creation of a centralized repository for the data, which can be

accessed by all the supervisors, would streamline the collection process and ensure all the data are collected.

2. Student evaluations were scheduled for collection of the original Outcomes and Administrative Log. Those data are not needed for outcomes and will be removed from the log.
3. No recommendations for changes to the exam data collection process are being made at this time.
4. The scores on the Research Proposal Rubric indicated a need to improve APA writing skills. A plan was developed to create quizzes that correspond to an existing series of YouTube videos, which is used in the current research class to teach APA style. This YouTube playlist contains 10 videos specifically related to the use of APA style in counselor education and supervision. The quizzes should increase engagement with the current video content and improve APA writing skills. The task of creating the quizzes has been assigned to a CMHC graduate assistant.
5. For two years in a row, there has been a 100% pass rate on the NCE, and a 92% pass rate on the CPCE. Faculty determined that the lower pass rate on the CPCE may be due to the CPCE not being required as an exit exam. There is also a desire to maintain the high pass rate on the NCE. Therefore, faculty decided that the CPCE become an exit exam, thus requiring that students pass the exam as a pre-requisite to graduate from the CMHC program. This policy change will be instituted in 2017. Details will be developed. It is hoped this change will help assure a 100% pass rate on the NCE and improve the CPCE scores, as well as scores on the various final exams.

Clinical Mental Health Counseling (CMHC) /College of Social and Behavioral Science Goals (CSBS) - Goals 2016

CSBS Goal 1 - Academic Quality/Integrity

Objective 1: Increase Enrollment in the CMHC program (this increases potential diversity in students and faculty)

Strategy: Hire 5th faculty member – In Progress

Objective 2: Stabilize CMHC program (Assure CACREP compliance)

Strategy: Hire 5th faculty member to assure CACREP compliance –In Progress

Objective 3: Maintain a high pass rate (92%-100%) on the CPCE and NCE exams

Strategy: Make the CPCE an exit exam. Todd and Doris – In Progress

CSBS Goal 2 - Strengthen Internal & External Partnerships and Relationships

Objective 1: Stabilize CMHC program (Assure CACREP compliance)

Strategy: Hire 5th faculty member to assure Cacrep compliance – In Progress

Objective 2: Increase the number of faculty teaching the CMHC students to diversify the number of faculty for student exposure to various ethnicities, clinical experience, therapeutic styles and professional models.

Strategy: Hire 5th faculty member to increase diversity in faculty– In Progress

CSBS Goal 3 - Recruit & Retain a Diverse Student Population

Objective 1: Increase CMCH capacity for developing relationships

Strategy: Hire 5th faculty member – **In Progress**

Objective 2: Revamp CMHC Advisory Committee – Carlyle- **In Progress**

Strategy: Reach out to current internship sites to generate interest in Advisory Committee

Strategy: Contact former members of Advisory Committee to determine interest

Strategy: Reach out to CMCH alumni to generate interest in Advisory Committee

Strategy: Develop mission for the Advisory Committee before we invite people

Objective 3: Redevelop Mentoring Plan/ program – **In Progress**

Strategy: Redevelop the practicum course in the CMHC program so that the advanced students provide mentoring to the 1st year students as a part of their course work – Brenda – **In Progress**

Strategy: Invite alumni and other professionals to become mentors – particularly targeting mentoring for practicum and internship students – Brenda – **In Progress**

Strategy: Continue to offer mentoring by the graduate assistants as requested by students

Objective 3: Normalize “Leave of Absence” – In progress

Strategy: Include normalizing “leave of absence” in the Student Handbook, during orientation and as a part of advising – L. Adair – **In Progress**

Objective 4: Outreach to Nonprofits – **In Progress**

Strategy: As a natural part of internship site contacts and visits, advertise the CMHC program and CSBS programs.

Strategy: Make contact with two new non-profits in Delaware, N.J. and MD. inform them about CMHC program for their employees who currently have undergraduate degrees. Also provide information about other CSBS certificates and degrees.

College Objective

Develop an Advanced Clinical Training Program that is integrated with the CMHC program –

On Hold

Strategy: Develop a proposal plan – already done

Strategy: Identify personnel and financial resources to get the plan started

Strategy: Develop a plan – already done

Strategy: Identify personnel and financial resources to get the plan started

Additional Program Modifications and Goals for 2016-2017

Change program focus – increase foundational training in working with children and adolescents

Incorporate more humanistic training opportunities.

Eliminate Advanced Humanistic Course and add in Advanced Motivational Interviewing Course