

Introduction to MHC Program Vision, Mission, Goals, and Objectives

The vision of the Seminary of the Southwest's MHC program is to empower transformation through mutuality.

The mission of the Seminary of the Southwest's MHC program is to prepare counselors to provide spiritually competent mental health services in urban and rural settings.

Our goal is to graduate culturally and spiritually competent counseling professionals who have experienced formation and transformation in the three areas of 1) being, 2) knowing, and 3) doing. By doing this, we intend to help meet the mental health needs of diverse communities and move the counseling profession forward in the theory and practice of psychological and theological integration.

MHC Program Objectives

Through in-depth study of counseling theory and ethical practice in a multicultural society, as well as spiritual integration courses in Bible interpretation, American religions, theology and ethics, students will experience formation and transformation in the three competency areas of Being, Knowing, and Doing:

Being- Disposition Objectives

- Students will display a professional counselor identity in relation to self, including self awareness, openness, and a commitment to personal and spiritual wellness
- Students will display a professional counselor identity in relation to others, including character, cultural empathy, and professionalism

Knowing - Content Objectives

- Students will demonstrate knowledge of professional orientation and counselor identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research and evaluation, crisis and trauma, psychopathology, couples, parents and family systems and addiction, as well as clinical mental health counseling foundation, context and practice
- Students will demonstrate knowledge of the influence of culture, religion and spirituality on clients' and counselors' worldview

Doing- Skill Objectives

- Students will display an ability to perform the essential tasks of a competent professional clinical mental health counselor
- Students will display a commitment to personal and spiritual practices capable of sustaining the vocation of a professional counselor

MHC Program Key Learning Objectives

The following Key Learning Objectives have been established to assist students in gaining an overview of expected outcomes and achievements.

Core Knowledge Objectives	Assessment Methods
<p>1. Professional Counseling Orientation and Ethical Practice- Demonstrates foundational knowledge of professional counseling orientation and ethical practice, including the following:</p> <p>History and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a)</p> <p>The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b)</p> <p>Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2.F.1.c)</p> <p>The role and process of the professional counselor advocating on behalf of the profession (CACREP 2.F.1.d)</p> <p>Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e)</p> <p>Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f)</p> <p>Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g)</p> <p>Current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2.F.1.h)</p> <p>Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i)</p> <p>Technology's impact on the counseling profession (CACREP 2.F.1.j)</p> <p>Strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)</p>	<p>CMH5325 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>

<p>Self-care strategies appropriate to the counselor role (CACREP 2.F.1.l)</p> <p>The role of counseling supervision in the profession (CACREP 2.F.1.m)</p>	
<p>2. Social and Cultural Diversity- Demonstrates foundational knowledge of social and cultural diversity, including the following:</p> <p>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a)</p> <p>Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2.F.2.b)</p> <p>Multicultural counseling competencies (CACREP 2.F.2.c)</p> <p>The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d)</p> <p>The effects of power and privilege for counselors and clients (CACREP 2.F.2.e)</p> <p>Help-seeking behaviors of diverse clients (CACREP 2.F.2.f)</p> <p>The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2.g)</p> <p>Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)</p>	<p>CMH5308 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>
<p>3. Human Growth and Development- Demonstrates foundational knowledge of human growth and development, including the following:</p> <p>Theories of individual and family development across the lifespan (CACREP 2.F.3.a)</p> <p>Theories of learning (CACREP 2.F.3.b)</p> <p>Theories of normal and abnormal personality development (CACREP 2.F.3.c)</p> <p>Theories and etiology of addictions and addictive behaviors (CACREP 2.F.3.d)</p> <p>Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.f)</p> <p>Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2.F.3.g)</p>	<p>CMH5305 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>

<p>A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h)</p> <p>Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i)</p>	
<p>4. Career Development- Demonstrates foundational knowledge of career development, including the following:</p> <p>Theories and models of career development, counseling, and decision making (CACREP 2.F.4.a)</p> <p>Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4.b)</p> <p>Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP 2.F.4.c)</p> <p>Approaches for assessing the conditions of the work environment on clients' life experiences (CACREP 2.F.4.d)</p> <p>Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP 2.F.4.e)</p> <p>Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP 2.F.4.f)</p> <p>Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP 2.F.4.g)</p> <p>Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP 2.F.4.h)</p> <p>Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP 2.F.4.i)</p> <p>Ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4.j)</p>	<p>CMH5306 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>
<p>5. Counseling and Helping Relationships- Demonstrates foundational knowledge of counseling and helping relationships, including the following:</p> <p>Theories and models of counseling (CACREP 2.F.5.a)</p> <p>A systems approach to conceptualizing clients (CACREP 2.F.5.b)</p> <p>Theories, models, and strategies for understanding and practicing consultation</p>	<p>CMH5303 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p>

<p>(CACREP 2.F.5.c)</p> <p>Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2.F.5.d)</p> <p>The impact of technology on the counseling process (CACREP 2.F.5.e)</p> <p>Counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f)</p> <p>Essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)</p> <p>Developmentally relevant counseling treatment or intervention plans (CACREP 2.F.5.h)</p> <p>Development of measurable outcomes for clients (CACREP 2.F.5.i)</p> <p>Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j)</p> <p>Strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k)</p> <p>Suicide prevention models and strategies (CACREP 2.F.5.l)</p> <p>Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2.F.5.m)</p> <p>Processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.n)</p>	<p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>
<p>6. Group Counseling and Group Work- Demonstrates foundational knowledge of group counseling and group work, including the following:</p> <p>Theoretical foundations of group counseling and group work (CACREP 2.F.6.a)</p> <p>Dynamics associated with group process and development (CACREP 2.F.6.b)</p> <p>Therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c)</p> <p>Characteristics and functions of effective group leaders (CACREP 2.F.6.d)</p> <p>Approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e)</p> <p>Types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f)</p>	<p>CMH5304 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p>

<p>Ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)</p> <p>Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP 2.F.6.h)</p>	<p>Capstone Paper</p> <p>Alumni Survey</p>
<p>7. Assessment and Testing- Demonstrates foundational knowledge of assessment and testing, including the following:</p> <p>Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a)</p> <p>Methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.b)</p> <p>Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c)</p> <p>Procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d)</p> <p>Use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e)</p> <p>Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 2.F.7.f)</p> <p>Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g)</p> <p>Reliability and validity in the use of assessments (CACREP 2.F.7.h)</p> <p>Use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i)</p> <p>Use of environmental assessments and systematic behavioral observations (CACREP 2.F.7.j)</p> <p>Use of symptom checklists, and personality and psychological testing (CACREP 2.F.7.k)</p> <p>Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2.F.7.l)</p>	<p>CMH5302 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>

Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m)	
<p>8. Research and Program Evaluation- Demonstrates foundational knowledge of research and program evaluation, including the following:</p> <p>The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 2.F.8.a)</p> <p>Identification of evidence-based counseling practices (CACREP 2.F.8.b)</p> <p>Needs assessments (CACREP 2.F.8.c)</p> <p>Development of outcome measures for counseling programs (CACREP 2.F.8.d)</p> <p>Evaluation of counseling interventions and programs (CACREP 2.F.8.e)</p> <p>Qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f)</p> <p>Designs used in research and program evaluation (CACREP 2.F.8.g)</p> <p>Statistical methods used in conducting research and program evaluation (CACREP 2.F.8.h)</p> <p>Analysis and use of data in counseling (CACREP 2.F.8.i)</p> <p>Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j)</p>	<p>CMH5307 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>
Specialty Area Knowledge Objectives	Assessment Schedule
<p>Clinical Mental Health Counseling Foundations- Demonstrates foundational knowledge of clinical mental health counseling, including the following:</p> <p>History and development of clinical mental health counseling (CACREP 5.C.1.a)</p> <p>Theories and models related to clinical mental health counseling (CACREP 5.C.1.b)</p> <p>Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c)</p> <p>Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 5.C.1.d)</p> <p>Psychological tests and assessments specific to clinical mental health counseling (CACREP 5.C.1.e)</p>	<p>CMH5325 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>

<p>Clinical Mental Health Counseling Contextual Dimensions- Demonstrates foundational knowledge of the contextual dimensions of clinical mental health counseling, including the following:</p> <p>Roles and settings of clinical mental health counselors (CACREP 5.C.2.a)</p> <p>Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 5.C.2.b)</p> <p>Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 5.C.2.c)</p> <p>Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 5.C.2.d)</p> <p>Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 5.C.2.e)</p> <p>Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 5.C.2.f)</p> <p>Impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)</p> <p>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 5.C.2.h)</p> <p>Legislation and government policy relevant to clinical mental health counseling (CACREP 5.C.2.i)</p> <p>Cultural factors relevant to clinical mental health counseling (CACREP 5.C.2.j)</p> <p>Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP 5.C.2.k)</p> <p>Legal and ethical considerations specific to clinical mental health counseling (CACREP 5.C.2.l)</p> <p>Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 5.C.2.m)</p>	<p>CMH5315 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <hr/> <p>CMH5325 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p>
<p align="center">Core and Specialty Area Practice and Skills Objectives</p>	<p align="center">Assessment Schedule</p>
<p>Clinical Mental Health Counseling Practice Skills:</p>	<p>CMH5315</p>

<p>Displays ability to conduct an intake interview including mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a)</p> <p>Displays ability to apply techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.3.b)</p> <p>Displays ability to apply strategies for interfacing with the legal system regarding court-referred clients (CACREP 5.C.3.c)</p> <p>Displays ability to apply strategies for interfacing with integrated behavioral health care professionals (CACREP 5.C.3.d)</p> <p>Displays ability to apply strategies to advocate for persons with mental health issues (CACREP 5.C.3.e)</p>	<p>Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>1. Professional Orientation and Ethical Practice Skills:</p> <p>Displays ability to apply ethical standards and legal considerations in professional counseling. (CACREP 2.F.1)</p> <p>Displays ability to use strategies for personal and professional self-evaluation with implications for practice. (CACREP 2.F.1)</p>	<p>CMH5325 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>2. Social and Cultural Diversity Skills:</p> <p>Displays ability to self-reflect on the impact of one's own heritage, attitudes, beliefs, understandings, and acculturation experiences on one's view of others (CACREP 2.F.2)</p> <p>Displays ability to assess the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2)</p>	<p>CMH5308 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>3. Human Growth and Development Skills:</p> <p>Displays ability to assess for the effects of crises, disasters and trauma on individuals across the lifespan (CACREP 2.F.3)</p> <p>Displays ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3)</p>	<p>CMH5305 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>4. Career Development Skills:</p> <p>Displays ability to conceptualize the interrelationships among work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4)</p>	<p>CMH5306 Key Learning Objectives Assessment</p>

Displays ability to apply ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4)	Final Internship II Supervisor Evaluation Form
<p>5. Counseling and Helping Relationships Skills:</p> <p>Displays skill in using a systems approach to conceptualizing clients (CACREP 2.F.5)</p> <p>Displays counselor characteristics and behaviors that positively influence the counseling process (CACREP 2.F.5)</p>	<p>CMH5303 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>6. Group Counseling and Group Work Skills:</p> <p>Displays the characteristics and functions of an effective group leader (CACREP 2.F.6)</p> <p>Displays ability to apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6)</p>	<p>CMH5304 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>7. Assessment and Testing Skills:</p> <p>Displays ability to effectively prepare for and conduct initial assessment meetings (CACREP 2.F.7)</p> <p>Displays ability to use assessment results to diagnose developmental, behavioral and mental disorders (CACREP 2.F.7)</p>	<p>CMH5302 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>8. Research and Program Evaluation Skills:</p> <p>Displays ability to use research to advance the counseling profession including how to critique research to inform counseling practice (CACREP 2.F.8)</p> <p>Displays ability to identify evidence-based counseling practices (CACREP 2.F.8)</p>	<p>CMH5307 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
MHC Professional Disposition Objectives	Assessment Schedule
<p>1. Professional Counselor Identity in Relation to Self</p> <p>a. SELF-AWARENESS - Demonstrates self-reflection, explores blind spots, engages in accurate self-evaluation, and takes responsibility for one's part in relational dynamics.</p> <p>b. OPENNESS - Demonstrates ability to learn from and with peers, faculty, staff, supervisors, and/or clients.</p>	<p>CMH5308 Key Learning Objectives Assessment (1a and 1b)</p> <p>CMH5301</p>

<p>c. PERSONAL and SPIRITUAL WELLNESS- Demonstrates commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health).</p>	<p>Key Learning Objectives Assessment (1c)</p> <p>Key Professional Dispositions Final Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>2. Professional Counselor Identity in Relation to Others</p> <p>a. CHARACTER - Demonstrates honesty, integrity, and commitment to the ethical principles of the profession.</p> <p>b. PROFESSIONALISM – Attends to the impact of one’s behavior on others (e.g., boundaries, appearance, flexibility, communication style, timeliness, follow-through).</p> <p>c. CULTURAL EMPATHY – Maintains an interpersonal posture of appreciation and respect for the diverse cultural identities and histories of others.</p>	<p>CMH5325 Key Learning Objectives Assessment (2a and 2b)</p> <p>CMH5308 Key Learning Objectives Assessment (2c)</p> <p>Key Professional Dispositions Final Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>