University of New Mexico
Counselor Education Program
Annual Report 2017–2018

The program annual report is prepared to provide students, applicants, alumni, and other interested parties with a review of the year’s key activities and accomplishments.

Overview of the 2017–2018 Academic Year

During fall semester, Dr. Keim assumed the position of clinical director for Manzanita Counseling Center.

At the end of the fall semester, Professors Lemberger-Truelove and Stoltz announced their departure from UNM to pursue other opportunities.

Dr. Keim assumed the position of program coordinator at the beginning of the spring semester.

During the spring semester, the program performed a search for three new faculty members. Three new assistant professors were invited to join the program faculty and accepted. They will assume their new positions as of fall semester 2018.

During the spring semester, the program faculty performed annual review of students in the MA and PhD programs. Faculty was very pleased with the progress of program students.

As of July 1, 2018, Dr. Goodrich assumed the chairmanship of the Department of Individual, Family, and Community Education, of which the counseling program is a part.

Profile of Students and Recent Graduates

During the fall and spring semesters, 23 of 23 counseling program students who sat for the Counselor Preparation Comprehensive Examination (CPCE) passed. The CPCE is a national standardized exam used by the counseling program as the comprehensive exam required for graduation from the MA program.

During the academic year, 20 of 20 counseling program students who sat for the National Counselor Examination (NCE) passed. The NCE is a national standardized exam required by the state of New Mexico for licensure as a Licensed Mental Health Counselor.

One PhD student during fall semester and two during spring semester sat for comprehensive exams and passed.

Counselor Education Program Mission Statement

The Counselor Education Program prepares students to address the counseling and human development needs of a pluralistic society. The program recruits and retains students who reflect
the broad range of diversity found in New Mexico. Students graduate with knowledge and skills in core competency areas that include professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation.

The Counselor Education Program features an integration of theory, research, practice, and interdisciplinary collaboration. It is intended to prepare counselors who are informed; who will be sensitive to the diversity and uniqueness of individuals, families, and communities; and who will value and promote the dignity, potential, and well-being of all people. The program prepares professional school and clinical mental health counselors (master’s level) and counselor educators (PhD level) to respond to a world with challenging and pressing social problems.

Faculty members are committed to integrating teaching, scholarship, research, clinical practice, and service, while promoting a climate of social justice, systemic change, and advocacy. The faculty’s goal is to infuse multicultural and diversity training in all aspects of academic and clinical coursework in order to prepare multiculturally competent counselors and counselor educators. From the beginning of the graduate course of study, classroom education is combined with real-world integration and experiences. These experiences provide the opportunity for students to work in and with various educational settings and community agencies.

**Counselor Education Program Aspirations**

Consistent with the goals and vision of UNM and the College of Education, the Counselor Education Program is committed to promoting excellence and diversity in teaching, scholarship, and community service. Faculty and students work to promote an understanding of human development and psychological health that will improve and foster optimal potential for individuals, families, and our communities.

The program features an integration of theory, research, and practice along with interdisciplinary collaboration that is intended to prepare counselors who are informed; who will be sensitive to the diversity and uniqueness of individuals, families, and communities; and who will value and promote the dignity, potential, and well-being of all people.

**Counselor Education Program Objectives**

Through their performance in courses, during practica/internships, and on comprehensive examinations, students will demonstrate

1. a knowledge and understanding of human development as it relates to personality and counseling theory and as it applies to self-awareness, interpersonal interactions, and counselor-client dynamics;
2. a knowledge of and ability to apply personality, career, and counseling theories as they relate to the role of the professional counselor in a variety of settings;
3. a knowledge of and ability to apply group counseling theories as they relate to the role of professional counselors in a variety of settings
4. an ability to synthesize, integrate, and apply the major counseling and developmental theories into a coherent personal philosophy that can be applied in school and clinical mental health settings;

5. an ability to synthesize, integrate, and apply knowledge of human development, counseling theory, and ethical and legal principles to the effective practice of counseling;

6. a general knowledge of and respect for the influences of culture, race, ethnicity, gender identity, ability, sexual orientation, socioeconomic status, class, immigration status, and spirituality;

7. an understanding of current issues and concerns confronting counselors in schools and clinical mental health settings;

8. the ability to identify resources within the community for continued education and consultation for specialized counseling concerns;

9. a knowledge and understanding of assessment, diagnosis, and related application and ethical considerations;

10. an awareness and understanding of professional counseling-related organizations as evidenced by student membership and active participation; organizations include Chi Sigma Iota, American Counseling Association, New Mexico Counseling Association, New Mexico Association for Counselor Education and Supervision, and New Mexico School Counselor Association;

11. a knowledge and understanding of the ethical standards and guidelines presented by the American Counseling Association as well as Association for Counselor Education and Supervision (for PhD students);

12. the ability to design a research evaluation project, provide an analytical critique of research published in a current professional journal, and apply it appropriately in counseling-related settings;

13. self-awareness, self-understanding, and continued personal and professional growth;

14. a commitment to multicultural counseling competency, the addressing of social justice, and advocacy.