Welcome to the new academic year! We are so happy to see everyone’s fresh faces; all ready and prepared to take on a new year!

We know how tough the summer schedule can be so, hopefully you spent some time working on your self-care. Perhaps you relaxed by a beach or slept in an extra hour.

The sign of fall is near as the leaves transform from green to red and orange. In order for this to be a transformative year for you, it is important to remember your own wellness.

Some tips on how to remain calm….

1) Reflect…you are exactly where you need to be in this moment!

2) Breathe…a master’s program is supposed to be challenging but you are worth it!

3) Check in…sometimes we all need a person to talk to; perhaps it is time to do some personal counseling.

Be sure to reach out to your peers, your teachers, and your advisors for support.

DID YOU KNOW???
There are 7 Universal Emotions?

From Darwin to renowned psychologist, Paul Eckman, researchers have identified seven universal emotions that are displayed among both man and primate. Those seven emotions are: Anger, Fear, Sadness, Disgust, Enjoyment, Surprise, and Contempt. Can you guess these?
Getting Involved in the Counseling Field

Some things you might expect to gain from becoming a member of a counseling association or organization include: professional networking, developing professional relationships, employment, research opportunities, supervisor access, and discounts on liability insurance and of course regional and national conferences. Most associations offer presentation opportunities that look amazing on your curriculum vitae or resume.

Some things to consider when selecting an organization…
- Which associations match my personal professional interests?
- What is the cost for student membership?
- What are some of the student benefits of joining a specific association?
- Can I present as a student at the association conference?

If you have any questions on this particular part of your professional journey, please feel free to contact your advisor.

Welcome Dr. Frederick Boley,
Newest Program Coordinator at the Sedalia Site!
Just a little info from Dr. Bolev!

I did my doctoral work at Regent University. I grew up in Canada, Mexico, Brazil, and various states, as my parents are missionaries.

My undergrad days were spent in Ann Arbor (Michigan), and then I did a master's degree in Pasadena at Fuller Theological Seminary's Graduate School of Psychology in clinical psychology.

As an adult, I practiced in southeast Kansas before moving to Italy and then to England.

I did another MA in medieval English at the University of London (King's College), as well as taking courses at the London School of Economics, the Sapientis Institute (in analytical Thomism), and Liberty University (the latter in order to get my Missouri counseling license).

I am excited to be joining a program and a University that are going places!

It is the ideal combination of small-town friendliness and big-city ambition, and I am looking forward with great relish to the Counseling program being awarded CACREP accreditation in the very near future.

- Dr. Fred Boley
Growing MSCC

From the New MSCC Director – Dr. Angela Schubert

Welcome Everyone!

As you know the semester is in full swing and I couldn’t be more excited for you! I want to give a special welcome to our newest cohort of students at all four sites: 4 at Sedalia, 10 at Columbia, 5 at Park Hills, and 6 at Maryland Heights. I am so happy I had the chance to meet with each of you at MSCC Orientation.

Our Newest MSCC Cohorts. For those of you just beginning, this may seem terrifying and exhilarating all at once. My sentiments to you is chocked full of cliché commentary, and nonetheless, valid. Keep your eye on the prize and take one day at a time. Our faculty are here for you! If there is ever a question (regardless of how silly it may seem) ask us. Two things we treasure at the MSCC program, is transparency and openness. I am a firm believer that intelligence can only take a person so far, and that it is actually the amount of personal grit and determination that makes a person successful. To borrow from the MSCC Student Handbook, “Ideal instructors nurture the learner, are available for dialogue, and promote the use of research and critical thinking in the delivery of counseling.” (p. 7). We are so happy to be part of your journey.

2nd and 3rd Year Students. To our advanced students, this is your time to shine! Shine as leaders, as peers, and as future colleagues. Lean in to the material and don’t settle for anything less. Now is the time to practice those skills, develop a solid understanding of theoretical orientation, and gain a more meaningful perspective of yourself as future clinicians. We know you can do it! We have seen you in action! Be supportive of each other and of yourself. It takes time and practice to become a seasoned mental health counselor, and as Viktor Frankl explained, “Don’t aim at success. The more you aim at it and make it a target, the more you are going to miss it. For success, like happiness, cannot be pursued; it must ensue, and it only does so as the unintended side effect of one’s personal dedication to a cause greater than oneself or as the by-product of one’s surrender to a person other than oneself.

A Little Bit about Myself. I began working for the MSCC program at Central Methodist University in 2011 shortly after relocating with my military spouse from Saint Louis to Windsor, Missouri. I started off as adjunct faculty, then was asked to participate in a program development meeting, and from there was asked to stay on full time as program coordinator at the Sedalia site. For two years, Dr. Keown and I worked endlessly to strategically build a comprehensive clinical counseling program. We were lucky to hire on incredible faculty who were committed to teaching and the clinical counseling field. We successfully advocated for the creation of two training centers at both our Columbia and Sedalia sites. And to my surprise in April of last year, Dr. Johnmeyer, program director at the time, encouraged me to apply for the position of program director.

With the support of my family and colleagues, I accepted the position of program director and began right away in May 2017. As director, with five years of experience in this particular program, I have developed a great vision for our clinical counseling program and our students. As you know, we have an upcoming CACREP visit. This is an earlier vision of Dr. Keown’s and one that I intend to see to fruition.

I know that regardless of the outcome of this visit, your faculty have worked tirelessly and effectively to ensure a quality education. Be sure to thank them for their efforts.
Counselor Educator of the Year Award Recipients!

Last year, students from Columbia, Park Hills, and Sedalia voted for whom they believed to be the best counselor educator among our most prestigious faculty. Four Counselor Educator of the Year Awards are granted each year in recognition of the vital contributions faculty and staff make to the MS Clinical Counseling program. The Counselor Educator of the Year Award recipient demonstrates excellence in both teaching and service. Candidates are inspiring, challenging, and demonstrates a commitment to their students and counselor education. They are also approachable and willing to help students on an individual basis, and demonstrates effective teaching practices. Such a faculty member makes important contributions to the field of counseling, and shares those gifts with peers and students through publication, presentations, and class instruction. Finally, the ideal candidate willingly and effectively devotes time and energy in useful service to the university, the profession, and the state. Faculty nominees for 2016-2017 academic year represented each site and of all 15 nominees, a CONGRATULATIONS are in ORDER! Please take time to high five,

Dr. Connie Johnmeyer, Dr. Jessica Z. Taylor, Professor Courtney Boddie & Professor Rick Strait

Dr. Connie Johnmeyer, a counseling psychologist by trade, had many titles over the last four years but her last position as program director, launched the MS Clinical Counseling (MSCC) program to the final phase of CACREP accreditation. Prior to working in the MSCC program, she served for 20 years as an Air Force psychologist. One student described her as a “force to be reckoned with!” She is loved by all MSCC staff and students and we wish her the best as she voyages onward with her sister, Donna, to hike the Camino de Santiago. Follow their blog at https://twooldwomenwalking.blog/author/twooldwomenwalking/.

Dr. Jessica Z. Taylor is a MSCC program coordinator for the Maryland Heights site. Dr. Taylor is a phenomenal teacher and administrator. As Dr. Johnmeyer was stretching her wings to fly, Dr. Taylor focused all of her efforts to ensure a quality CACREP self-study. Her hard work and labor did not go unnoticed and she was promoted to MSCC Assistant Director in addition to her work as program coordinator. One of the voters described Dr. Taylor in the following way: “Dr. Taylor has been more than an adviser and professor, she is a mentor to every student she comes in contact with. She practices what she teaches by exemplifying the essence of a great counselor when she interacts with her students.”

Professor Courtney Boddie is an incredible philosopher at such a young age, at the time he received this award he was the MSCC program coordinator for the Columbia site. His approach to class and higher learning left students feeling confident and excited about clinical counseling. Sadly, Professor Boddie has left us to journey back home to Illinois but he has left an indelible mark on this program and in our hearts. We wish you the best! One student put it best, “Professor Boddie shows great concern for the education of his students and always checks in” to be sure that the students are well academically and emotionally.”

Professor Rick Strait is a seasoned MSCC adjunct faculty! Professor Strait is an active member of the mental health community in Missouri and works hard to bring clinicians together and to teach the importance of counseling to all of his students. One student explained Professor Strait so perfectly! “Rick has continuously encouraged me to grow as a counselor and an internship student. He has always been extremely genuine and has helped me with numerous issues. Also, Rick is extremely knowledgeable about the counseling field and is always more than willing to share his knowledge.”
MSCC Student Awards for AY2016-2017

Two years ago, the MSCC faculty decided to create two awards for student performance and clinical excellence. Each year, we ask our faculty and staff to nominate a student who excels beyond expectations. This pool of nominees is then discussed and, by consensus, the faculty determines the winner; one from each site for both awards. Although there was heavy competition this year for both awards, four students excelled in each category of evaluation.

Outstanding Second Year Graduate Student Award

This award recognizes a second year student for outstanding contributions, academic achievements, commitment to client advocacy, and demonstration of outstanding promise for their future professional development based upon evaluations by the faculty, the students' transcripts, and an essay written by each nominee. Candidates must be in good standing with the university, have a minimum GPA of 3.2, and be nominated by a faculty member. This year, we need to congratulate three phenomenal students!

Susan Valle of Park Hills

Will McFail of Sedalia

RoxAnn Bell of Columbia

Outstanding Clinical & Academic Performance Award

This award is based on a record of distinguished scholarship and outstanding service to the community as determined by faculty feedback, the students' transcripts, and essays written by the nominees. Members of the faculty of the Department of Clinical Counseling nominate graduating students (in their final semester) whom they feel have an outstanding record of achievement in their work with us. Congratulations,

Brandie Cochran of Park Hills & Stephanie Gilgour of Sedalia

Congratulations to all five recipients!

Want to SHINE a LIGHT on a staff member or student???

Please email your SHOUT OUT to Angela Schubert at aschuber@centralmethodist.edu with staff or students you feel should be highlighted in this newsletter.
MSCC ANNUAL PROGRAM EVALUATION – 2016-2017
DR. JESSICA TAYLOR

Part of CACREP requirements (2016 Standard 4.D) guides us to annually share a summary of the results of our program evaluation plan, subsequent program modifications, and any other substantial program changes with program stakeholders. If you’ve read this far in this issue of the Chronicle, then you have already read about some new and exciting substantial program changes in effect for this 2017-2018 academic year (AY)! What follows is the aggregated summary report of our program evaluation plan for AY 2016-2017 and data-informed modifications. Each core and specialty content area is presented with its relevant program objective, its selected 2016 CACREP curricular content area standard to represent a key performance indicator for that identified program objective, and the aggregated results of chosen measures that assess for knowledge or skills learned in each content area.

We review the results of our program evaluation plan to identify and inform areas of needed curriculum and program improvement. Our primary areas for modification for this AY 2017-2018 are summarized below the data tables as bulleted lists. Please do not hesitate to contact us for additional conversation about these results and related modifications.

Core 1 Professional Counseling Orientation and Ethical Practice
Program Objective 1: Demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.

KPI 1 (Knowledge): 2.F.1.b. Students will understand 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

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Core 2 Social and Cultural Diversity
Program Objective 2: Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.

KPI 2 (Knowledge): 2.F.2.d. Students will understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

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**Core 3 Human Growth and Development**

**Program Objective 3:** Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.

**KPI 3 (Knowledge):** 2.F.3.f. Students will understand the systematic and environmental factors that affect human development, functioning, and behavior

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**Core 4 Career Development**

**Program Objective 4:** Develop an understanding of career development and related life factors and the effects on an individual’s mental health and lifestyle and its application within counseling.

**KPI 4 (Knowledge):** 2.F.4.b. Students will understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other role factors

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**Core 5 Counseling and Helping Relationships**

**Program Objective 5:** Demonstrate effective individual and group counseling skills which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.

**KPI 5 (Skill):** 2.F.5.g. Students will demonstrate essential interviewing, counseling, and case conceptualization skills

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### Core 6 Group Counseling and Group Work

**Program Objective 6**: Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

**KPI 6 (Knowledge)**: 2.F.6.c. Students will understand therapeutic factors and how they contribute to group effectiveness.

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### Core 7 Assessment and Testing

**Program Objective 7**: Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.

**KPI 7 (Knowledge)**: 2.F.7.e. Students will understand the use of assessments for diagnostic and intervention planning purposes.

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<td>CPCE category 6 score – 1st attempt</td>
<td>11</td>
<td>10.27</td>
<td>10.00</td>
<td>2.57</td>
<td>5</td>
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<td>2.95</td>
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</table>

### Core 8 Research and Program Evaluation

**Program Objective 8**: Develop the ability to read, critique, evaluate, and contribute to professional research literature.

**KPI 8 (Knowledge)**: 2.F.8.a. Students will understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

<table>
<thead>
<tr>
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<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
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<tr>
<td>PY 550 Journal Article Critique</td>
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<td>86.35</td>
<td>86.75</td>
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</tbody>
</table>
Specialty Clinical Mental Health Counseling

**Program Objective CMHC:** Be proficient with the assessment and treatment of clients with a broad range of mental health issues.

**KPI 9 (Knowledge):** 5.C.1.e Students will know psychological tests and assessments specific to clinical mental health counseling

<table>
<thead>
<tr>
<th>Measure</th>
<th>N</th>
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<th>SD</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>

**KPI 10 (Knowledge):** 5.C.2.d Students will know 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)

<table>
<thead>
<tr>
<th>Measure</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
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<th>Max</th>
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**KPI 11 (Skill):** 5.C.3.b. Students will demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues

<table>
<thead>
<tr>
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<tbody>
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<td>.47</td>
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**Professional Disposition 1:** A positive attitude and eagerness toward professional growth and development.

<table>
<thead>
<tr>
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<th>N</th>
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<th>SD</th>
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**Professional Disposition 2:** Cooperative and respectful interpersonal behavior.

<table>
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<th>Measure</th>
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<th>Mean</th>
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<th>SD</th>
<th>Min</th>
<th>Max</th>
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**Professional Disposition 3:** Attention and adherence to the ethical standards of the counseling profession.
<table>
<thead>
<tr>
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<th>SD</th>
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**Professional Disposition 4:** Actively practices self-care strategies to promote personal and professional growth.

<table>
<thead>
<tr>
<th>Measure</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
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<table>
<thead>
<tr>
<th></th>
<th>Academic Year 2016-2017 Incoming Cohort</th>
<th>Academic Year 2016-2017 Current Students, Not Including Accepted Incoming Students or Graduates for AY 2016-2017</th>
<th>Academic Year 2016-2017 Graduates</th>
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<tr>
<td>Demographics</td>
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<td>N=29</td>
<td>N=12</td>
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<tr>
<td>Gender</td>
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<td>Female: 24 (82.8%) Male: 5 (17.2%)</td>
<td>Female: 10 (83.3%) Male: 2 (16.7%)</td>
</tr>
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<td></td>
<td>Trans/Non-Binary/Other: -</td>
<td>Trans/Non-Binary/Other: -</td>
<td>Trans/Non-Binary/Other: -</td>
</tr>
<tr>
<td>Race</td>
<td>White/Caucasian: 29 (85.3%)</td>
<td>White/Caucasian: 29 (100%)</td>
<td>White/Caucasian: 10 (83.3%)</td>
</tr>
<tr>
<td></td>
<td>Black/African American: 5 (14.7%)</td>
<td>Black/African American:-</td>
<td>Black/African American:-</td>
</tr>
<tr>
<td></td>
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<td>American:-</td>
<td>Latino(a/x):-</td>
</tr>
<tr>
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<td>Asian/Asian American:-</td>
<td>Asian/Asian American:-</td>
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</tr>
<tr>
<td></td>
<td>Native American:- Multi-racial:-</td>
<td>Native American:- Multi-racial:-</td>
<td>Native American:- Multi-racial: 2 (16.7%)</td>
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<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Age</td>
<td>21-30: 14 (41.2%) 31-40: 9 (26.5%)</td>
<td>21-30: 6 (20.7%) 31-40: 9 (31.0%)</td>
<td>21-30: 4 (33.3%) 31-40: 4 (33.3%)</td>
</tr>
<tr>
<td></td>
<td>41-50: 6 (17.6%) 51-60: 5 (14.7%)</td>
<td>41-50: 12 (41.4%) 51-60: 2 (6.9%)</td>
<td>41-50: 2 (16.7%) 51-60: 1 (8.3%)</td>
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<tr>
<td></td>
<td>61-70:- 70+:-</td>
<td>61-70:- 70+:-</td>
<td>61-70:- 1 (8.3%) 70+:-</td>
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**Other Characteristics**

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<tr>
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<th>Average Undergraduate GPA</th>
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<tr>
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<td>3.17/4.00</td>
<td>3.47/4.00</td>
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Identified Areas for Curriculum and Program Improvement:

- Core 1: CL 500 midterm exam
Core 4: CL 505 final exam
Core 7: Graduate average response to Item, “Gain knowledge in assessment techniques” (7.1) on follow-up survey < 3

Modifications to Occur for Curriculum and Program Improvement:
- Core 1: CL 500 midterm exam revised for AY 2017-2018
- Core 4: CL 505 final exam will be revised for AY 2017-2018
- Core 7: Revise CL 520 and CL 544 to better address practical information for assessment techniques

In reviewing our program evaluation results for AY 2016-2017, we identified three primary curricular components needing revision: (a) the PY 500 Midterm exam KPI, (b) the PY 505 Final Exam KPI, and (c) the first part of our 7th program objective relating to “gain knowledge in assessment techniques.” For AY 2016-2017, the average earned point value on the PY 500 Midterm was 70.29 (SD = 12.43), with the lowest score being a 40 out of 100 possible total points. We have revised the PY (now CL) 500 Midterm Exam for AY 2017-2018 to assess whether student scores follow a more expected trend in measuring their knowledge in the Core 1 Professional Counseling Orientation and Ethical Practice core content area. For AY 2016-2017, the average earned point value on the PY 505 Final Exam was 59.04 (SD = 13.45), with the lowest score being a 28 out of 75 possible total points. We have revised the PY (now CL) 505 Final Exam for AY 2017-2018 to assess whether student scores student scores follow a more expected trend in measuring their knowledge in the Core 4 Career Development core content area.

Finally, for AY 2016-2017 the graduate student follow-up survey item asking about their perception of how well the program prepared them to gain knowledge in assessment techniques resulted in a mean score of 2.95 (SD = 1.00), with a score of 1 meaning graduates felt not at all prepared and a score of 4 meaning graduates felt very prepared. Graduate responses on the follow-up survey for all other items earned a mean score of 3 or greater. The two courses in the MSCC curriculum pertaining most closely to students gaining knowledge in assessment techniques are CL 520 Introduction to Psychological Measurement and CL 544 Advanced Evidence Based Counseling. For AY 2017-2018, CL 520 has incorporated new assessments – in addition to the NEO-PI-3 – including Miller and Duncan’s (2000) ORS and SRS; Garner et al.’s (1982) EAT-26; Crum, Anthony, Bassett, and Folstein’s (1993) MMSE; and Buck’s (1969) House-Tree-Person Technique. For each assessment, students read its original psychometric development article and then practice administering each assessment to one another during dedicated class time. For AY 2017-2018, CL 544 continues to focus on the evidence-based practices of CBT for treating anxiety disorders, interpersonal therapy for treating depressive disorders, exposure therapy for treating PTSD, and integrated therapy for treated co-occurring disorders. Revised assignment instructions and rubrics for the course assignments aim to more clearly explain the assessment-related knowledge and skills they are expected to learn and demonstrate in their role-plays, treatment plans, and case conceptualizations throughout the course. We hope these data-informed curricular modifications serve to improve future graduated student perception that the program prepared them to gain knowledge in assessment techniques.