Program Overview
The Masters of Professional Studies in Integrated Behavioral Health (IBH) is a 60-credit program that prepares students to be culturally responsive, highly qualified, compassionate counseling professionals who continually evolve and hone their practice to demonstrate and adhere to the highest standards of evidence-based practices in order to better serve community and client needs.

Equipped with state-of-the-art training and a deep and active understanding of the complexity of behavioral health, IBH students are advancing practices in Minnesota by utilizing empirically based, client-centered, integrated interventions.

Our program curriculum emphasizes clinical competency attained through evidence, rigorous scholarship, self-awareness and direct practice. Upon successful completion of the program, IBH students are able to demonstrate competency in five (5) broad goals that directly reflect the distinctive applied focus of our program.

<table>
<thead>
<tr>
<th>IBH PROGRAM GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be proficient in applying principles of culturally and developmentally relevant, client-centered, evidence-based practice in their clinical service delivery. Students will be adept in the written and interpersonal communication skills necessary for providing quality care.</td>
</tr>
<tr>
<td>Students will be reflective and critical scholar-practitioners who pursue, analyze, evaluate, synthesize and apply relevant evidence based findings to their clinical practice.</td>
</tr>
<tr>
<td>Students will be self directed and hold themselves to the highest standard of professional integrity ensuring that they apply knowledge and skills in an ethical and responsible manner with a keen awareness of the implications of their practice decisions for the client, community and profession. They will be committed to developing and advancing their professionalism and practice throughout their careers.</td>
</tr>
<tr>
<td>Students will be prepared to serve as mentors and leaders in bridging treatment approaches and fostering connected, collaborative multidisciplinary care teams for the purpose of improving clinical outcomes, client well-being and advancing the counseling profession.</td>
</tr>
<tr>
<td>Students will be committed to supporting social and relational equity, engaging in thoughtful dialogue regarding the role of oppression in relation to mental wellbeing and reflecting deeply on the implications of their own emotional, psychological, relational, and cultural patterns, assumptions, and biases as it relates to clinical practice.</td>
</tr>
</tbody>
</table>
IBH Program Goals
Program-specific goals have informed and guided IBH curriculum since the program’s inception in 2011. During the initial development phase, competencies determined to be essential to effective, ethical clinical practice were identified through extensive consultation with diverse national, regional, state and local sources, a review of licensing requirements and clinical practice research literature. These competencies were then translated into student learning goals and have subsequently informed the foundation for IBH program curricula.

Now in our third year, with nearly 100 admitted students, the current Graduate Student Outcome Initiative has provided a timely opportunity to revisit, re-evaluate and refine the initial learning goals and establish future priorities for program improvement. Like the initial program goals, the most recent set reflects best practices as defined by the research literature and community practice standards. As with the original competencies the newly refined criteria are intended to guide curriculum design, program development, program and student evaluation and clearly communicate the standard expected of all IBH students.

Program Goals Revision Process
In May of 2014, resident faculty and staff convened for a half-day strategic planning session to determine the objectives, processes and time-line for completing the program goals project. We began by compiling the learning objectives from program syllabi (20 courses) and mapping them to both the Graduate School’s principles and the original set of IBH program learning goals. Through this collaborative review process, we identified and eliminated redundancy, enhanced outcomes related to critical thinking, scholarship and leadership and strengthened and clarified connections between program and Graduate School learning goals.

This step of the review process led to a new draft of program goals that was then shared with IBH staff, resident and community faculty, several key community stakeholders, current student and several IBH alumni for additional input. Student participation was sought via an on-line survey and several in-person focus groups. Between the on-line survey and focus groups, approximately 40% of current IBH students contributed to the identified program learning goals.

While much feedback has been gathered and the program goals have been significantly refined and revised, the current version included here is still considered a draft and has not yet been approved by a vote of the IBH Advisory Council.

Assessment Strategies
The IBH student and program goals evaluation process is continuous and includes successful completion of milestones such as:

1. Satisfactory completion of coursework. The DGS and program advisers evaluate each student’s academic progress on an annual basis. Students receive an updated program-planning chart that reflects their current progress and status in the program.
2. Successful Internship Application and Placement. All IBH students are required to participate in an intensive field placement experience. Students have to apply for and be accepted into the internship. Successful students must demonstrate that they have successfully completed the prerequisite coursework, have demonstrated baseline clinical competencies, have clearly articulated learning goals and objectives for the internship and have the full support and approval of IBH faculty. If a student’s application is not successful, remediation steps are provided to the student and he/she can apply for a future semester.

3. Satisfactory evaluations from Internship Site Supervisor and Internship Faculty Supervisor as they pertain to professional and skill development.

4. Satisfactory completion and passing score on Portfolio that demonstrates the student’s clinical conceptualization and practice skills through:
   - A client case study that includes an assessment and treatment plan;
   - A video taped treatment session with a real or mock client;
   - A philosophy of counseling statement outlining the student’s theoretical orientation to counseling and specific applications of his/her counseling philosophy to the population she/he intends to serve;
   - Evaluations outlining areas of competence and skill as assessed by internship Site Supervisor;
   - Self-selected papers and projects from program coursework that demonstrate the student’s mastery of knowledge and skills.

5. Passing score on oral defense of program portfolio.

6. Passing score on the national LPCC/LADC credentialing exams.

**Future Plans**

This self-study provided us with an opportunity to closely review how well our program goals mapped to our program curriculum, our program objectives and the Graduate School’s learning outcomes. Through this process, we have identified our strengths as well as areas that can be improved to further enhance the student experience.

An important future step in the program goals endeavor is to map each of the five goals to specific IBH coursework and to the State requirements for the Licensed Professional Clinical Counselor and Licensed Alcohol and Drug Counselor. This extensive mapping will clearly demonstrate the direct connections between our program goals, the curriculum and licensing criteria.