

Barry University

College of Health Professions and Medical Sciences
School of Mental Health and Social Work
Department of Counseling and School Psychology
Counseling Program

Annual Program Assessment Report 2024-2025

Dear Stakeholder:

Thank you for your investment in the Barry University Counseling Program. The counseling program has the privilege and obligation to report the outcomes of our annual program evaluations. Barry University counseling program faculty have an annual evaluation cycle in which we continuously collect, analyze, and disseminate program data and develop and implement an annual program improvement plan based upon this data. Our review complies with our accreditation body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This report corresponds to the 2024-2025 academic year.

The Barry University Counseling Program has established the following program objectives:

1. Develop the knowledge of counseling theories and the respective skills and techniques and their application in counseling relationships with individuals, couples, families, and groups within a variety of practice settings and contexts in a multicultural society.
2. Develop the knowledge and skills to interpret the results of clinical assessments, evaluate professional research, and apply them to counseling practice.
3. Develop a counselor professional identity, adhere to ethical counseling practice, and promote social justice, advocacy, and wellness.
4. Develop knowledge of social and cultural diversity, advocacy, human growth and development, career development, and group work, and apply this knowledge to the counseling process.

The Barry University Counseling Program collects and analyzes student- and program-level data. In a typical academic year, reviews are completed for the following student-level data:

- level of attainment on key performance indicators (KPIs) based upon the evaluation of required course assignments in alignment with CACREP standards,
- evaluation of student performance in practicum & internship by supervisors,
- performance on comprehensive exams, and
- results of a professional performance review, which is an assessment of student's professional behaviors and dispositions.

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Data are collected and analyzed from the following program-level sources:

- course evaluations (completed by students),
- site supervisor and site placement evaluations (completed by students),
- program and advisor evaluation surveys (completed by students),
- feedback from our annual advisory board meeting,
- feedback from site supervisors, and
- program outcome data from the annual CACREP vital statistics report.

The Counseling Program has established a benchmark of 80% to determine that a Key Performance Indicator (KPI) has been met at a satisfactory level.

Student-Level Data

- Level of attainment on key performance indicators (KPIs)
 - **Core MS KPIs**
 - **Assessment and Testing – Skills and Knowledge: 77-96% of students MET this KPI (were evaluated as sophisticated or acceptable)**
 - For this KPI, standards are assessed through the Assessment and Testing section of the CPCE (77%) and the Testing Review Paper and Presentation and Clinical Self-Assessment assignments in CSL 621: Psychological Measurements. (96%)
 - **Counseling and Helping Relationships- Skills and Knowledge: 85-97% of students MET (were evaluated as sophisticated or acceptable) this KPI.**
 - For this KPI, standards are assessed through the Counseling and Helping Professions section of the CPCE (85%), the Out of Class Peer Counseling Sessions with Typewritten, Self-Assessments, and Supervision assignment in the CSL 652 – Individual Counseling Procedures course, the Site and Faculty Supervisor Evaluations of Students, Items I.1, I.2, I.3, II.1-3, II.9 & III.1-11, and the Case Conceptualization and Theory Integration Paper assignment in the CSL 686 – Counseling Theories course. (97%)

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- **Career Development- Skills and Knowledge: 93-99% of students MET (were evaluated as sophisticated or acceptable) this KPI.**
- For this KPI, standards are assessed through the Career Development section of the CPCE (93%), a Special Topic Presentation in the CSL 653 – Career Development and Life Work Planning course, and the Career Socialization Paper assignment in the CSL 653 – Career Development and Life Work Planning course (99%).

- **Group Counseling & Group Work- Knowledge and Skills: 92-97% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**
- For this KPI, standards are assessed through the Group Counseling and Group Work section of the CPCE (92%), the Reflection on Group Experience in the CSL 658: Group Counseling course, the Experiential Group Exercise and Process in the CSL 658 - Group Counseling course, and the Site & Faculty Supervisor Evaluations of Students (Item: II.8) (97%).

- **Human Growth & Development: 86-99.7% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**
- For this KPI, standards are assessed through the Human Growth and Development section of the CPCE (86%) and the Assessment of Case Summary Analysis assignment in the CSL 610 – Human Growth and Development course (99.7%).

- **Professional Counseling Orientation & Ethical Practice- Skills and Knowledge: 93-99% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**
- For this KPI, standards are assessed through the Professional Counseling Orientation and Ethical Practice section of the CPCE (93%), the Site Visit/Interview and Advocacy Project assignment in the CSL 501 – Orientation to the Counseling Profession course, the Self-Assessment and Site and Faculty Supervisor Evaluations of Students (Items I.7, II.4, II.12, & II.14) in the CSL 694 – Counseling Practicum course, the Legal and Ethical Case Study Review and Presentation assignment in the CSL 600 – Legal and Ethical Issues in Counseling course, and by the Site and Faculty

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Supervisor Evaluations of Students (Items I.5 & II.15) in the CSL 694 – Counseling Practicum course (99%).

- **Social and Cultural Diversity- Skills and Knowledge: 80-100% of students MET this KPI. (Were evaluated as sophisticated or acceptable)**
- For this KPI, standards are assessed through the Social and Cultural Diversity section of the CPCE (80%), the Service Learning Project assignment in the CSL 629 – Social and Cultural Issues in Counseling course, the Immersion Experience assignment in the CSL 629 – Social and Cultural Issues in Counseling course, and by the Self-Assessment and Site and Faculty Supervisor Evaluations of Student (Items I.6 & II.16) in the CSL 694 – Practicum in Counseling course (100%).
- **Research and Program Evaluation: 76-98% of students MET this KPI. (Were evaluated as sophisticated or acceptable).** For this KPI, standards are assessed through the Research and Program Evaluation section of the CPCE (76%) and the Research Proposal and Article (Quantitative, Qualitative, Mixed Method) Review in the CSL 601: Methodology of Research course (98%).
- **Specialty KPIs**
 - **Clinical Mental Health Counseling Specialization (98.2%)**
 - For this KPI, standards are assessed by the Role Play and Comprehensive Report, as well as the Program Development & Evaluation assignments in CSL 589- Introduction to Mental Health Counseling course and Site & Faculty Supervisor Evaluations of Students in CSL 695: Clinical Mental Health Counseling Internship.
 - **Couples, Marital, and Family Counseling Specialization (95.8%)**
 - For this KPI, data was obtained from the Family Role Play and Crisis/Trauma in Couples and Family Counseling assignments in CSL 687: Family Systems and the Couples Paper and Presentation in CSL 690: Couples and Marriage Counseling

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Through the Lifespan, and the Site and Faculty Supervisor Evaluations in CSL 696: Marital, Couple, and Family Counseling Internship.

- **School Counseling Specialization (95.3%)**
 - For this KPI, data was obtained from the Consultation Project and Logs assignment in CSL 682: Consultation Procedures and the Site and Faculty Supervisor Evaluations in CSL 693: School Counseling Internship.
- **PhD KPIs**

The following data were obtained from the Learning Management System, ELC (formerly Tevera), and validated using student performance indicators derived from courses within each evaluated Core Curriculum area of the PhD program.

 - **Counseling: 95% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
 - **Supervision: 98% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
 - **Teaching: 100% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
 - **Research and Scholarship: 95% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
 - **Leadership and Advocacy: 100% of students MET this KPI.** (Were evaluated as sophisticated or acceptable).
- Evaluation of student performance in practicum & internship by supervisors
 - **MS Practicum & Internship Data**
 - **Counseling Practicum (CSL 694)**
 - Site supervisors evaluated students as meeting or exceeding expectations in 97.3% of assessed items in their midterm and final evaluations.

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- Faculty supervisors evaluated students as meeting or exceeding expectations in 97.3% of assessed items in their midterm and final evaluations.
- **CSL 693: School Counseling Internship**
 - Site supervisors evaluated students as meeting or exceeding expectations in 94% of assessed items in their midterm and final evaluations.
 - Faculty supervisors evaluated students as meeting or exceeding expectations in 98% of assessed items in their midterm and final evaluations.
- **CSL 695: Clinical Mental Health Counseling Internship**
 - Site supervisors evaluated students as meeting or exceeding expectations in 100% of assessed items in their midterm and final evaluations.
 - Faculty supervisors evaluated students as meeting or exceeding expectations in 100% of assessed items in their midterm and final evaluations.
- **CSL 696: Couple, Marital, and Family Counseling Internship**
 - Site supervisors evaluated students as meeting or exceeding expectations in 98% of assessed items in their midterm and final evaluations.
 - Faculty supervisors evaluated students at meeting or exceeding expectations in 99% of assessed items in their midterm and final evaluations.
- **PhD Internship Data**
 - **Counseling Supervision Internship**
 - **Fall 2024**
 - 100% of students were evaluated as effective, very effective or outstanding by their site supervisors.
 - 100% of students were evaluated as effective, very effective or outstanding by their faculty supervisors.

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- **Counseling Teaching Internship**
 - **Spring 2025**
 - 100% of students were evaluated as effective, very effective or outstanding by their site/individual supervisors.
 - 98% of students were evaluated as effective, very effective or outstanding by their faculty/group supervisors.
 - **Advanced Counseling Practicum**
 - **Summer 2025**
 - 100% of students were evaluated as effective, very effective or outstanding by their site supervisors.
 - 100% of students were evaluated as effective, very effective or outstanding by their faculty supervisors.
 - **Counseling Leadership and Advocacy Internship**
 - **Summer 2025**
 - 100% of students were evaluated as effective, very effective or outstanding by their site supervisors.
 - 100% of students were evaluated as effective, very effective or outstanding by their faculty supervisors.
- Performance on comprehensive exams (CPCE) – **Overall: 88% (Miami and Bahamas)**
 - **MS Data**
 - Master-level students in Miami Shores had a passing rate of 88.24% out of 68 students during the 2024-2025 academic year on their comprehensive exam.
 - Master-level students in Nassau, Bahamas had a passing rate of 100% out of 5 students during the 2024-2025 academic year on their comprehensive exam.
 - **PhD Data** – Starting in the 2024-2025 year, the schedule of the doctoral comprehensive exam was changed from the fall to the summer semester.
 - **Summer 2024:** The eight exam takers achieved a 100% first-time pass rate on the comprehensive exam.

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- **Summer 2025-02:** The two exam takers achieved a 100% first-time pass rate on the comprehensive exam.
 - **Summer 2025-03:** The three exam takers achieved a 100% first-time pass rate on the comprehensive exam.
 - **Fall 2025-4B:** The five exam takers achieved a 100% first-time pass rate on the comprehensive exam.
- Professional Performance Reviews
 - The professional performance reviews done with all MS students during the 2024-2025 academic year indicated that:
 - 95.5% of students met all criteria in the professional performance review.
 - 3.7% of students were assessed as approaching some criteria of the professional performance review.
 - Only 0.8% of students were assessed as not meeting some criteria in the professional performance review.
 - Areas most often not met are meeting course requirements and deadlines, incorporation of feedback, adjusting to environmental demands, identifying role in conflict, and emotional regulation
 - The professional performance reviews done with all PhD students during the 2024-2025 academic year indicated that:
 - 99.9% of students met all criteria in the professional performance review.
 - 0.1% of students were assessed as approaching some criteria of the professional performance review.
 - No students were assessed as not meeting some criteria in the professional performance review.
 - The only two areas approached by any students were recognizing role in conflict and meeting course requirements and deadlines

Program-Level Data

- Course and advisor evaluations
 - Student course evaluations from Fall 2024 semester indicate 93% of students either agree or strongly agreed with the successful performance of

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- their course instructors, in all items of the faculty evaluation instrument, for the classes taught by both core and non-core faculty in the semester.
- Student course evaluations from Spring 2025 semester indicate 89% of students either agree or strongly agreed with the successful performance of their course instructors, in all items of the faculty evaluation instrument, for the classes taught by both core and non-core faculty in the semester.
 - Student course evaluations from Summer 2025 semester indicate 96% of students either agree or strongly agreed with the successful performance of their course instructors, in all items of the faculty evaluation instrument, for the classes taught by both core and non-core faculty in the semester.
- Site supervisor and placement evaluations by students
 - **MS Counseling Practicum & Internship**
 - 100% of students who completed Practicum or Internship evaluated their individual/site supervisor as effective, very effective, or outstanding.
 - 99.7% of students who completed Practicum or Internship evaluated their group/faculty supervisor as effective, very effective or outstanding.
 - **MS School Counseling Internship**
 - 100% of students who completed CSL 693 School Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
 - **MS Clinical Mental Health Counseling Internship**
 - 100% of students who completed CSL 695 Clinical Mental Health Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
 - **MS Marital, Couple and Family Counseling Internship**
 - 100% of students who completed CSL 696 Marital, Couple, and Family Counseling Internship evaluated their individual/site supervisor as effective, very effective or outstanding.
 - **PhD Advanced Counseling Practicum**
 - 100% of students who completed CSL 794 Counseling Practicum evaluated their group faculty supervisor as very effective or outstanding.

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- 100% of students who completed CSL 794 Advanced Counseling Practicum evaluated their individual/site faculty supervisor as effective, very effective or outstanding.
- **PhD Counseling Supervision Internship**
 - 100% of students who completed CSL 786 Counseling Supervision Internship evaluated their group faculty supervisor as outstanding.
 - 100% of students who completed CSL 786 Counseling Supervision Internship evaluated their individual/site faculty supervisor as effective, very effective or outstanding.
- **PhD Counseling Teaching Internship**
 - 100 students who completed CSL 795 Counseling Teaching Internship evaluated their group faculty supervisor as outstanding.
 - 100% of students who completed CSL 795 Counseling Teaching Internship evaluated their individual/site faculty supervisor as outstanding.
- **PhD Counseling Leadership and Advocacy Internship**
 - 100% of students who completed CSL 792 Counseling Leadership and Advocacy Internship evaluated their individual/site faculty supervisor as very effective or outstanding.
 - 100% of students who completed CSL 792 Counseling Leadership and Advocacy Internship evaluated their group faculty supervisor as very effective or outstanding.
- Program Evaluation Surveys

The MS and PhD programs in Counseling received **consistently excellent marks** across most areas of assessment in recent program evaluation surveys, reflecting the programs' commitment to academic excellence, professional preparation, and inclusive learning environments. Highlights from the evaluation include:

- Curriculum Relevance and Rigor: Students reported high satisfaction with the breadth and depth of course content, noting strong alignment with CACREP standards and professional competencies required for licensure and advanced clinical or academic practice.
- Faculty Effectiveness: Respondents praised faculty members for their expertise, mentorship, and accessibility. Faculty were noted for fostering

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- inclusive classroom environments, delivering high-quality instruction, and providing meaningful academic and career guidance.
- Advising and Student Support: Both MS and PhD students rated academic advising and student support services as highly effective. Students felt well-informed about degree requirements, professional opportunities, and pathways to graduation.
 - Practicum and Internship Preparation: Internship and practicum experiences were rated as well-organized and impactful, with students indicating strong confidence in their clinical skills and supervision experience. Site placements were seen as diverse, relevant, and supportive of professional growth.
 - Diversity, Equity, and Inclusion (DEI): Both programs were highly rated for creating a culturally responsive and inclusive environment. Students felt respected, seen, and supported in their social identities, and appreciated the integration of DEI content throughout the curriculum and supervision.
- Feedback from our annual advisory board meeting
The main discussion and recommendations from the 2024-2025 Counseling Program Advisory Board meeting were:
 - Mediation training is recommended- would give an extra “punch” to graduate’s resumes; conflict resolution and mediation skills are essential for counselors, especially those working with families.
 - Ensure the curriculum includes working with older adults.
 - The program will review MCFC courses for the inclusion of older adults within the family.
 - To attract more P&I sites, we support site supervisors in becoming qualified supervisors with the state of Florida and offer free CE training.
 - Adding education about the “business side” of the counseling profession is important and not well covered in the counseling curriculum
 - Technology, including AI, could be covered more comprehensively in the program
 - Program outcome data from the annual CACREP outcomes report
 - **MS Data**
 - Based upon the results of the most recent annual program outcomes report, the program admits and graduates from a diverse group of students, most of whom get hired in the field. The most recent program outcomes report states that 88% of MS in Marital,

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Couple and Family Counseling graduate, 95% of MS in Clinical Mental Health Counseling graduates, and 90% of MS in School Counseling worked in the counseling field.

- Based upon the results of the most recent annual program outcomes report, the program completion rate is 85% for MS in Marital, Couple and Family Counseling students, 95% for MS in Clinical Mental Health Counseling Students, and 85% for MS in School Counseling students.
- **PhD Data**
 - Based upon the results of the most recent annual program outcomes report, the program admits and graduates from a diverse group of students, most of whom get hired in the field. The most recent program outcomes report states that 91-100% of PhD in Counseling graduates worked in the counseling field.
 - Based upon the results of the annual program outcomes report, the program completion rate was 40% for PhD in Counseling students.

Continuous Improvement Program Modifications Made

The following program modifications were made based on the last annual program assessment report:

1. Due to Barry University's new strategic plan, which includes the reorganization of all programs in the School of Education, Leadership and Human Development, where the Counseling Program was formerly housed, the University decided to relocate the Counseling Program to the College of Health and Wellness, rebranded (01.07.2025) as a College of Health Professionals and Medical Sciences. The main purpose of this change was to increase efficiency in the use of resources, as well as to align programs with academic units that facilitate higher collaboration and synergies.
2. Since July first, 2025, the Counseling Programs, faculty, staff, and students are housed at the new School of Mental Health and Social Work. Therefore, the following organizational and procedural changes took place;
 - a. The Department of Counseling and School Psychology (DCSP) was established, ensuring the Counseling Programs unique CACREP-based identity, budgeting managing, and leading by seasoned counselor

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- educators and reporting to a new associate dean who is a counselor educator with strong counseling leadership experience.
- b. The School Psychology Program was assigned to this new DCSP.
 - c. Budget responsibilities were assigned to the DCSP
 - d. At the curriculum level, doctoral level research courses that the School of Education used to manage, codes HSE 705, HSE 706, HSE 707, and HSE 708, are now managed by the DCPS; therefore, those codes labeled were changed to CSL, preserving the same numeration. Likewise, the Master level research course EDR 601 was changed to CSL 601. All under the direction of the counseling faculty.
 - e. Another organizational step was to assign faculty as coordinators per counseling specialization; therefore, the flow of work and responsibility in leading each specialization was better distributed. This decision also has created space for continuing mentoring and development of junior faculty to progressively assume more leadership roles and ensure more effectiveness of the DCSP.
3. As consequences of housing the Counseling Program in the College of Health Professions and Medical Sciences and the creation of the Department of Counseling and School Psychology, a Substantive Change Report was prepared and submitted (04/30/2024) to the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This Report was needed to seek approval and preserve the Master and PhD Programs' accreditation. The Substantive Change Report was approved without conditions by the CACREP Board on 07/13/2024.
 4. Another important development for the international visibility of the Counseling Program and its global competitiveness is related to the application to be acknowledge by the International Registry for Counselor Education Program (IRCEP) Registration (an CACREP affiliated institution), an application packet to IRCEP was submitted on 07/10/24 and approved for recognition and additions to the Registry of Approved Programs on 10/11/24 for a five-year cycle.

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New Curriculum and Programmatic Recommendations

Two KPIs were not fully met at the 80% benchmark level, (1) Assessment and Testing and (2) Research and Program Evaluation. As such, we are including curriculum and programmatic recommendations to improve the program performance in these areas that were recommended for improvement.

The following are the main recommendations made by faculty in the counseling program, as well as other stakeholders related to the results of the 2024-2025 Annual Program Evaluation Report:

1. Curriculum Recommendations

- a. Due to the new CACREP Accreditation Standards (2024); the faculty of the counseling program has made curriculum changes to meet the new standards.
 - o For the PhD Program, the new accreditation standards require sixty (60) credits. Our Program had fifty-seven (57) credits. Therefore, 3 (three) new credits were added to meet the 60 Credits standard. Since the program offered one elective advanced research class, CSL-706 Advanced Qualitative Methods or CSL 708 Advanced Quantitative Methods, the faculty decided to add this class as part of the research cognate. Therefore, the new student's cohort will take these courses as part of their study instead of being an elective course. Therefore, all students will complete both courses.
 - o For the MS Program, we will enhance the Research and Program Evaluation and Assessment and Testing curriculum.
 - o This includes making the Research Colloquium an annual event that is open to all students across the university.
 - o A program evaluation assignment will be added to the CSL 601: Methodology of Research Course
 - o Low-stakes CPCE-style assessments will be administered throughout the semester in CSL 621: Psychological Measurements to enhance student performance on the CPCE. Weekly quizzes consisting of a small number of multiple-choice questions, followed by in-class discussion of the correct and incorrect options, help students become familiar with the format and logic of standardized exam questions.

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- Additionally,
 - CSL 601: Methodology of Research is now being taught by counseling program faculty. This will allow research concepts in counseling-relevant examples.
- 2. Programmatic Recommendations
 - a. To address the low PhD completion rate, the faculty will update dissertation milestones to include development of the student's prospectus and selection of their dissertation committee by the completion of CSL 796: Dissertation Seminar course, as well as inclusion of other research topics, such as writing literature reviews and methodology sections earlier in the curriculum..
 - b. Faculty will update the dissertation handbook and training information in the Learning Management System (Canvas) to reflect dissertation timelines and other milestones to ensure all faculty dissertation advisors are up to date and able to inform student accordingly.
 - c. We are currently hiring a new core faculty member who will be able to serve on dissertation committees and teach CSL 796: Dissertation Seminar, which will also address the PhD completion rate.
 - d. Core faculty will begin offering regular doctoral support groups focused on research, dissertation work, doctoral student support, and other topics relevant for retention and program completion.

If you have any questions or concerns about this report or the Barry University Counseling Program, please contact Dr. Philippa Chin, Assistant Professor and MS Program Director, Dr. George Vera, Professor and PhD Program Director, or Dr. Lauren Shure, Associate Dean, using the information below.

Thank you for your time, attention, and investment in our program.

Sincerely,



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