

# Winthrop Counseling and Development Alumni Survey

April 24th 2024, 2:48 pm MDT

## Q1 - When did you graduate form the Winthrop CSDV program?

When did you graduate form the Winthrop CSDV program?

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2023

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2014

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2022

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1989

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May 2020

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2020

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2023

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2022

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May 2023

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2017

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2012

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2016

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2013

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May 2012

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2014

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2015

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2012

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2014

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2014

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May 2013

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2012

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2010

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May 2013

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2011

2018

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2011 and 2020

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2017

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2010

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2014

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2017

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2010

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May 2015

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2015

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2011

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August 2011

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2016, 2018

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2013

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2015

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2018

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May 2011

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December 2013

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May 2017

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2016

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2012

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December 2013

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2014

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2017

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May 2013

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2015

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Yes

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2015

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2016

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2011

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May 2016

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2018

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2016

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2012

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2015

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2011

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May 2010

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2014

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2014

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05/2011

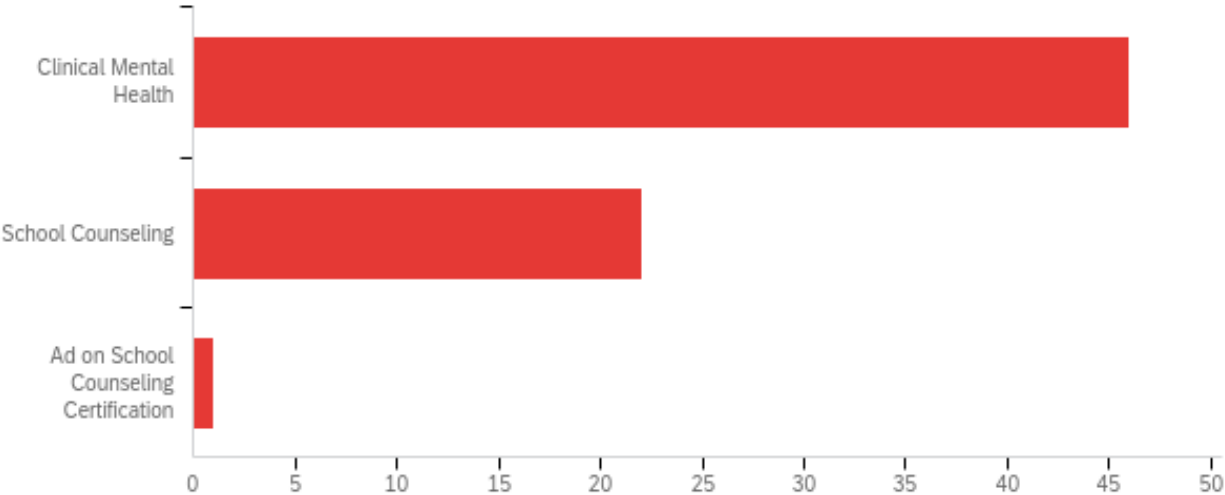
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2015

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2013

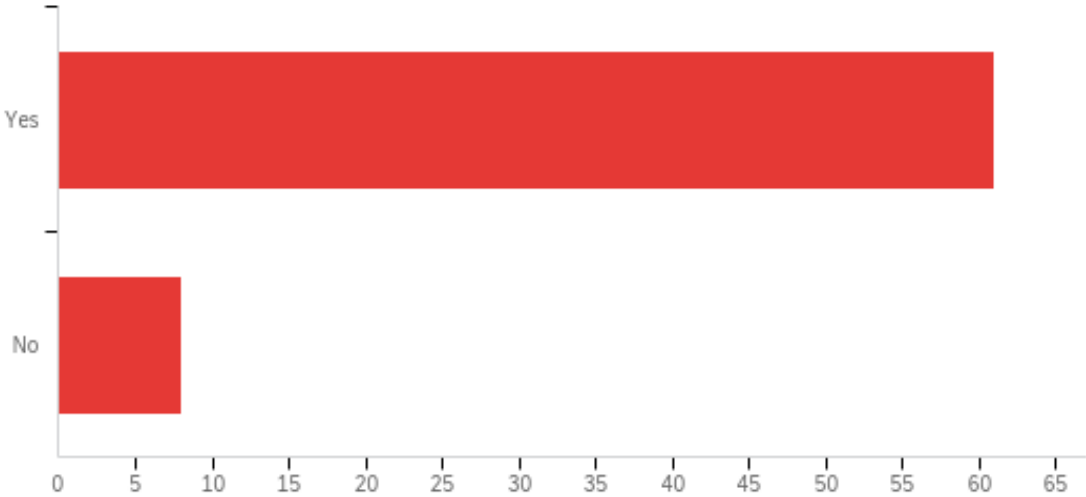
**Q2 - Which specialty area did you graduate with?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which specialty area did you graduate with?	1.00	3.00	1.35	0.51	0.26	69

#	Answer	%	Count
1	Clinical Mental Health	66.67%	46
2	School Counseling	31.88%	22
3	Ad on School Counseling Certification	1.45%	1
	Total	100%	69

**Q4 - Are you currently employed in the counseling field?**



#	Answer	%	Count
1	Yes	88.41%	61
2	No	11.59%	8
	Total	100%	69

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed in the counseling field?	1.00	2.00	1.12	0.32	0.10	69

## Q5 - What type of setting do you work in (school, agency, private practice)

What type of setting do you work in (school, agency, private practice)

Group Practice

Health insurance case management & private practice

School

School and Agency

School

Private practice

Alternative High School

School

School

School

Agency

Agency

Hospital

School

School

State government and Private practice

Private practice

Agency and School

School

Elementary School

Worked department of mental health for 8 years and drug and alcohol for 2 years.

Private Practice

agency

School

School

School / Telehealth

Private practice and counselor educator

Retired

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School

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Elementary school

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Private practice

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School

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School - Charlotte Mecklenburg Schools

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Community mental health center

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School

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Higher Education Counselor Education and Supervision

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State agency

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Private practice

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School

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Military

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Private Practice

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Private practice

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Agency

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Agency

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Private

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Higher Education

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state agency

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Private practice

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Private practice; school

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Nonprofit

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School

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Private practice

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School

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School

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School

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Most recently private practice

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Hospital

Private practice

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Hospital

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Agency

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Agency

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school

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Private practice

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Agency

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Agency

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Private Practice

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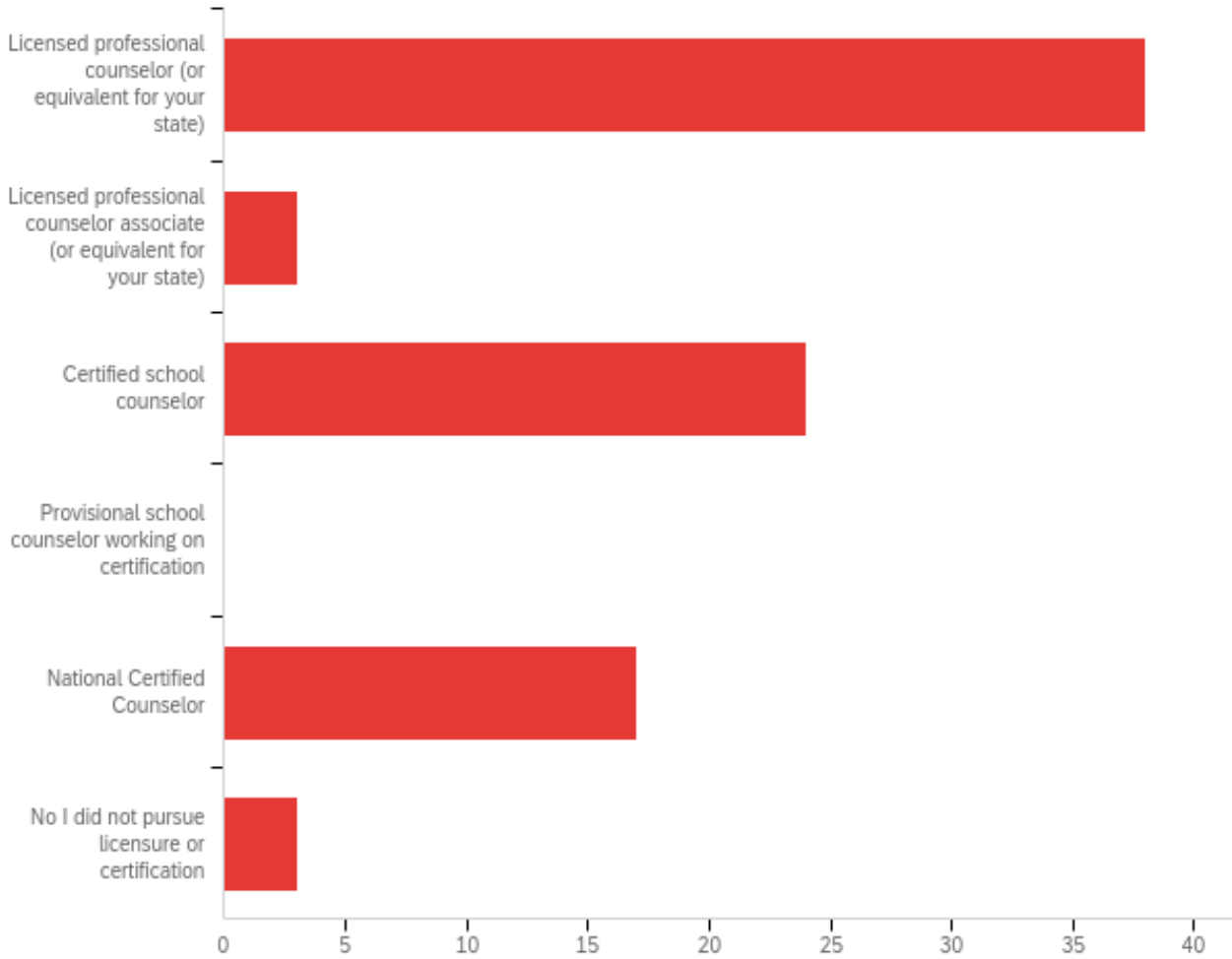
Agency and private practice

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Private practice



## Q6 - Do you have one of the following licenses or credential?



#	Answer	%	Count
1	Licensed professional counselor (or equivalent for your state)	44.71%	38
2	Licensed professional counselor associate (or equivalent for your state)	3.53%	3
3	Certified school counselor	28.24%	24
4	Provisional school counselor working on certification	0.00%	0
5	National Certified Counselor	20.00%	17
6	No I did not pursue licensure or certification	3.53%	3
	Total	100%	85

**Q7 - What type of specialty training have you taken since you left the program if any (i.e. EMDR, Motivational Interviewing, Play therapy, etc..)**

What type of specialty training have you taken since you left the program if any (i.e. EMDR, Motivational Interviewing, Play therapy, etc..)

NA

LPC-S

M.I.

Obtained an LBSW, which has since lapsed

Trauma-skilled school, play therapy

IFS, EMDR in progress, psychedelic training in 2024

None

TF-CBT

EMDR, TFCBT, MI, Attachment

EMDR and Motivational Interviewing

N/a

PMH-C (perinatal mental health)

EMDR

MI, AFCBT, EMDR, Play Therapy

Gottman Level 1, pursuing Sex Therapy credential

Motivational Interviewing

Eating Disorders, Career Development Facilitator

TFCBT

Various

Trauma informed

DBT

N/a

National Board Certification

Motivational interviewing

GCDF

N/A

None

Gaming disorder, behavior threat assessments in school

CPT, MI, TF-CBT, PE

CBT & Hypnosis

EMDR

Motivational Interviewing, Trauma-Informed Care, Trauma-Informed Suicide Prevention, many trainings in Substance Use Disorder specialization

MI, SFBT, CBT

TFCBT

vocational rehabilitation counselor training, business relations training, various counseling related to clients with disabilities based trainings.

N/a

Ph.D. Counselor Education

EMDR, ADHDSC

IFS and EAP

None

Trauma informed trained

Play Therapy, Cognitive Behavioral Therapy

DBT focused, have not gotten certified as of yet

EMDR

TF-CBT

Telemental/Distance Counseling; Career Counseling

NA

Trauma informed, restorative practices

Trauma informed care

Motivational Interviewing

CBT

TF-CBT, EMDR

TFCBT

**Q8 - In which state are you currently working?**

In which state are you currently working?

North Carolina

SC

SC

SC

SC

South Carolina

SC

North Carolina

South Carolina

Colorado

South Carolina

South Carolina

South Carolina

North Carolina

Sc

South Carolina

Maryland

SC

South Carolina

SC

North Carolina

Sc

NC & SC

South Carolina

South Carolina

South Carolina

NC

TN & AL

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Fl

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Sc

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South Carolina

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NC and SC

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FL

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North Carolina

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South Carolina

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North Carolina

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North Carolina

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VA

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GA & TN

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South Carolina

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South Carolina

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North Carolina and Texas

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NC

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SC

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SC

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South Carolina

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North Carolina

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SC

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None

South Carolina

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Sc

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North Carolina

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NC

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NC

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GA

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SC

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South Carolina

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NC

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North Carolina

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SC and NC

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South Carolina

## Q9 - Impression of faculty during my time at Winthrop

#	Field	Minimum	Maximum	Mean	Variance	Count
1	faculty were highly qualified for their positions.	1.00	5.00	4.77	0.47	69
3	Faculty used a variety of assessment strategies to evaluate learning.	2.00	5.00	4.68	0.42	68
2	Faculty presented current research and best practices in the field.	2.00	5.00	4.61	0.51	67
4	Faculty instilled a sense of ethical decision making.	1.00	5.00	4.79	0.43	68
8	Faculty challenged me to work effectively with students or clients with disabilities.	1.00	5.00	4.36	1.04	69
9	Faculty challenged me to work effectively with diverse groups of students or clients.	1.00	5.00	4.64	0.61	69
10	Faculty challenged me to utilize technology in professional roles and functions.	2.00	5.00	4.46	0.48	69
16	Faculty challenged me to understand the rights and responsibilities of students, clients, teachers, parents, and/or other constituents.	1.00	5.00	4.80	0.34	69
14	Faculty challenged me to meet the needs of my students/clients.	1.00	5.00	4.81	0.36	69
12	Faculty challenged me to integrate knowledge and practice derived from research into my professional duties.	2.00	5.00	4.64	0.46	69
5	Faculty challenged me to grow intellectually and perform my best.	2.00	5.00	4.79	0.43	68
17	Faculty challenged me to engage in continual reflection and refinement of my performance.	1.00	5.00	4.74	0.46	68
15	Faculty challenged me to effectively assess student learning or client progress.	1.00	5.00	4.59	0.73	69
13	Faculty challenged me to construct a supportive, well-managed, motivational learning or therapeutic environment.	2.00	5.00	4.70	0.50	69
11	Faculty challenged me to communicate effectively with students/clients, families, and community members.	2.00	5.00	4.75	0.45	68
18	Faculty challenged me to collaborate effectively with colleagues.	2.00	5.00	4.71	0.50	69
7	Faculty challenged me to be plan and implement effective instruction and/or counseling interventions.	1.00	5.00	4.65	0.61	68
6	Faculty challenged me to be an effective instructional leader.	1.00	5.00	4.53	0.75	68

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	faculty were highly qualified for their positions.	1.45%	1	1.45%	1	1.45%	1	10.14%	7	85.51%	59	69
2	Faculty presented current research and best practices in the field.	0.00%	0	2.99%	2	4.48%	3	20.90%	14	71.64%	48	67
3	Faculty used a variety of assessment strategies to evaluate learning.	0.00%	0	2.94%	2	1.47%	1	20.59%	14	75.00%	51	68
4	Faculty instilled a sense of ethical decision making.	1.47%	1	1.47%	1	0.00%	0	10.29%	7	86.76%	59	68
5	Faculty challenged me to grow intellectually and perform my best.	0.00%	0	4.41%	3	0.00%	0	7.35%	5	88.24%	60	68
6	Faculty challenged me to be an effective instructional leader.	1.47%	1	2.94%	2	7.35%	5	17.65%	12	70.59%	48	68
7	Faculty challenged me to be plan and implement effective instruction and/or counseling interventions.	1.47%	1	1.47%	1	5.88%	4	13.24%	9	77.94%	53	68
8	Faculty challenged me to work effectively with students or clients with disabilities.	2.90%	2	4.35%	3	10.14%	7	18.84%	13	63.77%	44	69
9	Faculty challenged me to work effectively with diverse groups of students or clients.	1.45%	1	2.90%	2	1.45%	1	18.84%	13	75.36%	52	69
10	Faculty challenged me to utilize technology in professional roles and functions.	0.00%	0	1.45%	1	7.25%	5	34.78%	24	56.52%	39	69
11	Faculty challenged me to communicate effectively with students/clients, families, and community members.	0.00%	0	4.41%	3	0.00%	0	11.76%	8	83.82%	57	68
12	Faculty challenged me to integrate	0.00%	0	1.45%	1	7.25%	5	17.39%	12	73.91%	51	69



	knowledge and practice derived from research into my professional duties.											
13	Faculty challenged me to construct a supportive, well-managed, motivational learning or therapeutic environment.	0.00%	0	4.35%	3	1.45%	1	14.49%	10	79.71%	55	69
14	Faculty challenged me to meet the needs of my students/clients.	1.45%	1	0.00%	0	1.45%	1	10.14%	7	86.96%	60	69
15	Faculty challenged me to effectively assess student learning or client progress.	2.90%	2	1.45%	1	2.90%	2	18.84%	13	73.91%	51	69
16	Faculty challenged me to understand the rights and responsibilities of students, clients, teachers, parents, and/or other constituents.	1.45%	1	0.00%	0	0.00%	0	14.49%	10	84.06%	58	69
17	Faculty challenged me to engage in continual reflection and refinement of my performance.	1.47%	1	1.47%	1	0.00%	0	16.18%	11	80.88%	55	68
18	Faculty challenged me to collaborate effectively with colleagues.	0.00%	0	4.35%	3	1.45%	1	13.04%	9	81.16%	56	69

## Q10 - What were the strengths of your degree program?

What were the strengths of your degree program?

The Practicum I experience was a greatly beneficial and unique and allowed students to gently ease into face-to-face with with clients without the daunting expectations of fully managing their hours, paperwork, scheduling, etc. Some of the professors were knowledgeable and evident to have experience in the subjects of the classes they were teaching.

Very knowledgeable staff and having the clinic to practice counseling skills

Variety of methods learned from classic Rogerian, Gestalt, Reality Therapy, etc. to Play Therapy, Career Counseling and Substance Abuse Counseling techniques; Cross-cultural counseling was also taught and emphasized, which in hindsight, was pretty progressive for the late 1980's

Small cohort allowed for personalized learning experience, hands on experience early on with practicums

Dr Jordan's teaching and clinic leadership with Dr Monroe.

Dr. Barna was my practicum supervisor for one semester and she was phenomenal. I also enjoyed my internships in CMS (that I had to fight for because everything was so unorganized the entire time).

Having the opportunity to have hands on experience during practicum 2 was beneficial.

Pacing of courses Clinical oversight Variety of coursework topics

Collaboration with peers, high quality professors, and meaningful experiences.

The didactic and experiential teachings were very enriching.

Caring instructors who were available and helped me to develop my skills by encouraging me to be self-reflective, challenging me to face insecurities in therapeutic settings, helping me to meet clients where they are, and identifying strategies and tools to use to facilitate growth opportunities.

The faculty really cared!

The program challenged me in ways that words cannot accurately convey. The professors helped us to learn more about ourselves, our beliefs, and our values and aided us in navigating techniques and strategies to best support our clients towards healing.

The hands on experience and constructive feedback

The faculty were professional, knowledgeable, approachable and supportive. Cohorts are like family You learn a lot about yourself in this program

I would say being patient, and being a good listener.

Getting valuable feedback from the faculty. The program at Winthrop held us to a higher standard compared to what I'm currently seeing in the field. Incompetence was not tolerated. They assessed each candidate's appropriateness for the program and the general field of mental health counseling to ensure that we would not be a danger to the public.

Thorough, cohort was close, variety of courses, knowledgeable professors

High quality instructors who pushed me and confronted me when necessary, and supported me as well.

Our professors! They were amazing. The way they taught the classes were very hands on and you really felt like they cared.

Availability of the faculty and hands on experiences.

Best hands on experiences to go out of the program prepared

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Our curriculum was more rigorous than other programs

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Theory, practicum and internship

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Comfortable approaching staff with questions

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Relationships and role play

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Personable and empathetic.

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The size, it felt like family

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The professors were amazing and I believe they were the strengths of the program.

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The cohort model allowed me to form lasting professional relationships I still rely on today. I have collaborated with friends from my cohort multiple times per year since graduating.

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The strengths of my program were making sure we were present with ourselves and owning our stuff, so it could be addressed and we were all the better for it!

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Small program allowed for frequent and quality interaction with faculty members. I really enjoyed having the in house clinic to work with clients and develop clinical skills.

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The practicum experiences truly helped me grow.

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The hands on experience with internships

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Staff/faculty were always available to help and teach.

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The internship & learning advanced clinical skills & pathology

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The challenges from professors, the small cohort, the availability of professors to consult

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Some of the professors were really incredible. The course content and assignments were applicable and well thought out. The professors were mostly supportive and understanding. All of them had great real life experiences to share. Projects and research aided our continuing education with up to date knowledge from the field. There was kind of a high turn over with professors though and quite a few who were only teaching one class and not invested in the program. The long term professors were much better than the non invested ones.

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The fact that we were doing some form of counseling every semester with techniques in the summer, 2 practicums and 2 internships. It really prepared me for clinical work and that's not something I've known other programs to do. I also liked the group counseling class set up for group with our cohort. The professors were great!

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Builds community; hands-on learning

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Student faculty ratio, close cohorts, well developed program and on-site clinic

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Knowledgeable professors

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Class size was small allowing a better learning experience with faculty

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Internship experience, speed of program, and +30 hours built into the program

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The professors were organized and very down to earth.

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A connectedness among staff and students and desire for student learning

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Great sense of community and collaboration. Very encouraging and supportive.

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I liked having a smaller program/group. I felt I was able to develop a good rapport with the professors.

Having clinic to intern

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This program really helped me develop my clinical skills and knowledge which were strengths.

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Wonderful and knowledgeable instructors. Small enough cohorts to get to know and genuinely care about each other. Prepares you for the field.

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The professors were diverse and had lots of experience.

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The versatility amongst our professors, and those in leadership Gave us vast knowledge in several areas.

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Being able to be a small cohort allowed me to be able to learn better. Also, the professors were highly effective.

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Amazing professors and access to internship opportunities

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Extremely knowledgeable professors and compassionate faculty.

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-Being taught consultation/supervision is never bad.. consulting is so important in the field! -University faculty support was amazing! Dr. Jordan, Dr. Briggs and Dr. Strange were always ready and able to assist, meet, etc.

## Q11 - What changes would you recommend for your degree program?

What changes would you recommend for your degree program?

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Many of the classes were unproductive and lacked any intentional education and instruction. These classes were most commonly online courses and occasionally hybrid courses where the professor seemed to know little or care little about the content being taught. Most of these courses were taught by Dr. Strange. Especially in internship classes led by Dr. Strange, I felt there was little productivity in those classes and even cases where the instructor seemed extremely ill-informed of the field of clinical mental health counseling. Before I started the program, I had a high esteem of Winthrop and the counseling program but after graduating with my degree I have a very low opinion of the program and will continue to do so until the Director of the program is someone who has had any substantial and/or recent experience in the field. Over 75% of the courses I took were online which drastically reduced my enjoyment of the program. The program was not advertised as being mostly online, so I was very disappointed that so many of my courses were not in person. The few classes I did have in person were some of my favorite and most cherished experiences in the program. While it could be convenient for students and faculty, I believe the benefits of in-person courses outweigh their inconvenience. Having a more diverse group of professors would've been greatly beneficial for my experience in the program. Especially having professors who are specialized/highly experienced in the subject being taught because this was typically not my experience in the program. I would also highly encourage not combining school and clinical internship classes unless the instructor has substantial experience in both fields. Internship classes felt unproductive and at times nonsensical when staffing cases with an instructor who knew less about diagnostic criteria and counseling interventions than the students posing questions and concerns about their clients. Clear communications about the time and energy required for graduate school, especially the second year, is needed. Several students from my cohort and the cohort after mine were under the impression they could hold a full-time, 9-5 job while being a student. While that may be true for the classes sometimes, it is not realistic to have a full-time, 9-5 job and in an internship where most internships (both clinical and school) are not available in the evenings and weeks.

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None

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Too much time has passed for me to give a meaningful answer, however, I think the program has improved greatly in the past decade.

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More focus on providing emotional support to staff and teachers to boost morale and prevent burnout

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Less asynchronous classes that were not as helpful.

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More competent professors. Professors that follow ethical guidelines and do not make up their own rules for APA 7 (Dr. Tolbert) . Students should be treated equally and fairly regardless of which track they are on. The only professors I had positive experiences with were Dr. Paolini (you all fired her), Dr. Barna (she was part time), and Dr. Jordan (you all demoted her from running the clinic, she needs to be the boss again) . Dr. Strange is incompetent and Dr. Tolbert is unhinged.

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I would love to see more attention and resources for the school counseling students. There was a deficit in competent faculty that would be supportive and provide meaningful feedback and information. I can only recall 1 professor specifically for school counseling who was a wonderful resources to students and consistently held students to their high expectations. They provided meaningful assignments that were relevant to the ASCA standards that school counselors are expected to abide by. Overall, the counseling program at Winthrop would benefit from a complete overhaul. Communication of expectations for assignments, class meetings, and assessments were inconsistent. Students were largely not held accountable for their lack of effort towards their studies by a certain professor. There were questionable ethical decisions made by students that could potentially cause harm to clients and students that were not properly addressed. I entered this program because it came highly recommended by reputable professionals in the mental health field. My experience in this program did not reflect the reputation I was told about prior to enrollment.

Additional adjunct professors. Would be great to have had more exposure to additional staff.

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More opportunities to explore the specifics of the role of school counselor.

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Include more training and classes on Family Therapy and Ethics.

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Now that artificial intelligence is making its way into the therapeutic space understanding how it can be used effectively in counseling sessions with clients.

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None

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None!

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To incorporate more info about for school counselors about 504 and IEOs, advocating for yourself, PowerSchool and other school systems that are used in an educational setting. For clinical counselors the business side of counselors, insurance panels , and exploration around agency culture since norms and policies are not always the same.

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The community track, I would have liked to have more skills to work with kids, and adolescents. I gained the skills through working, but that's where I thrived.

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N/A

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Include/add more addiction specific coursework

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Na

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None

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A business course for non-business oriented people who want to own their own practice- like a business 101 class for counseling entrepreneurs

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More current day experience, bring in more current school counselors to speak on experience vs just what is in syllabus

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When I went there was not a lot of focus on ASCA or behavior interventions which are the 2 main areas of focus for school counselors today

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None

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N/A

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None

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More emphasis on specific interventions as well as documentation.

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I don't have any changes to communicate.

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Perhaps a course or didactic on the administrative/case management side of clinical work.

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More trauma courses. And perhaps a course or resources of the different career options.

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More assistance could be provided in helping students find and obtain internships

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Have local practitioners and agencies present to students about their programs and the populations they serve. It would give students more insight into the career options that exist within the community and where they might fit into that as emerging counselors.

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None

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More prep with note writing

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only utilize long term professors who are invested in the program and not just people from the community teaching one class. Do more to learn how to work with peers and difficult people. Do more leadership emphasis. Emphasize consumers with disabilities or diverse needs more. assist more with career exploration of things you can do with a

MHC degree that are less traditional path of private practice.

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More focus on diversity and social justice throughout the curriculum

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Though not required by CACREP, evidence-based practice and specialized training opportunities (e.g. DBT)

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The changes I would have recommended have been adapted since I graduated

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NA

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More trauma informed education

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100%

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N/a

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None

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None

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Communication with some staff members at the time was difficult in terms of them responding in a timely manner. I'm not sure if that's the case now or not.

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More applicable theories

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I really loved the program overall. I would recommend proving more practicum opportunities for students in the clinic on campus.

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I would have been interested in learning a specific counseling model more in depth.

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None

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More focus on clinical documentation and insurance issues within the field

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N/a

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Documentation is not discussed much. Although I've learned that everywhere does something different, it's important to have some knowledge/practice of documentation. We briefly discuss documentation and this is an area of growth for the program.

### Q13 - Where are you currently working?

Where are you currently working?

BCBSSC & private practice

School

No longer in an agency setting

School Setting

Brooklyn Springs Elementary School

Private practice self owned

Turning Point Academy High School

Fort Mill School District

Colorado connections academy

South Carolina

DMH and Private practice.

Atrium Health Employee Assistance Program

Lexington school district 4

AC Flora High School

Self-employed currently

SC Governors School for Ag, Carolina Family Services, Wright Direction Family Services, New Law in Counseling

Greenville County Schools Alternative Programs

Charlotte Mecklenburg Schools

I left counseling, currently own 4 Subway Locations

Kay Counseling, PLLC

Addiction services

Montessori Community School of Charleston

Lexington District Five

Na

Rawlinson Road Middle school



## Q14 - If you are not self-employed, who is your current supervisor?

If you are not self-employed, who is your current supervisor?

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Brittany McManus

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Dr Tolbert

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Dr. Shannon Clemons

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Christine McNeil

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Clover School District

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Gerri Pazi

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Dr. Karla Lever

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Dawn Sargent

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Moira porter

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I am self employed and also work where I have a supervisor in the school setting it is Gregory Thompson

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Latonia Copeland

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N/A

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My regional director

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Na

**Q15 - Please provide your supervisor's email so we can do a follow-up employer survey.**

Please provide your supervisor's email so we can do a follow-up employer survey.

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Brittany.mcmanus@lcsd.k12.sc.us

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shannond.clemons@cms.k12.nc.us

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mcneilc@fortmillschools.org

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Moira.porter@richlandone.org

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N/A

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Gregory.Thompson@delahowe.sc.gov

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lcopeland@greenville.k12.sc.us

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N/A

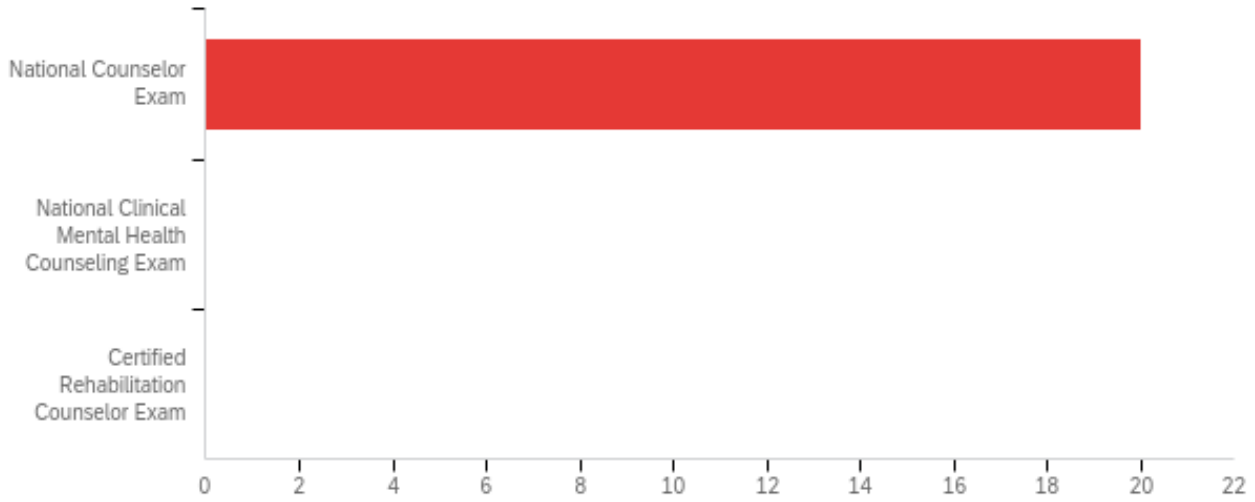
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Kfrazier@rhmail.org

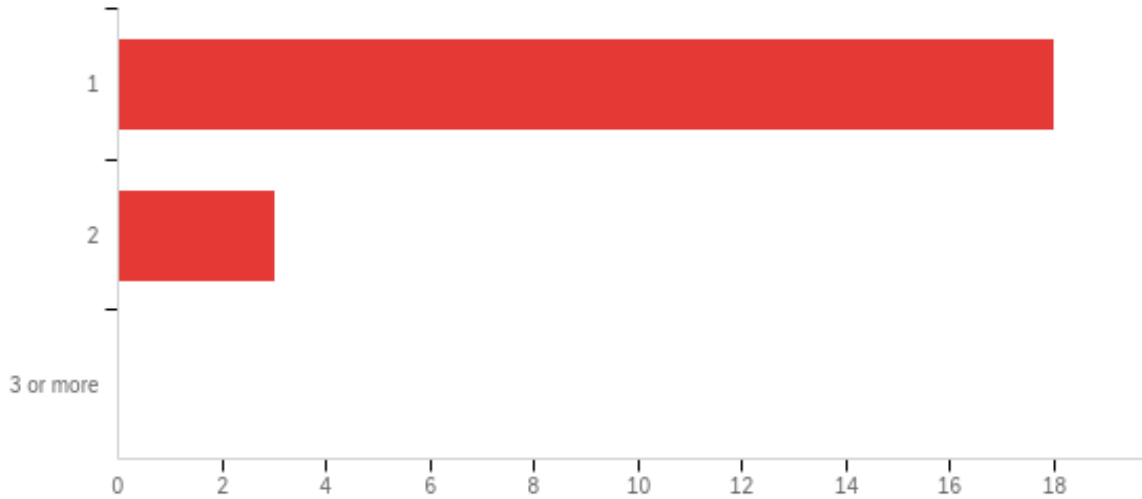
**Q16 - Please select any of the following exams you have taken for licensure**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select any of the following exams you have taken for licensure	1.00	1.00	1.00	0.00	0.00	20

#	Answer	%	Count
1	National Counselor Exam	100.00%	20
2	National Clinical Mental Health Counseling Exam	0.00%	0
3	Certified Rehabilitation Counselor Exam	0.00%	0
	Total	100%	20

**Q18 - If you took one of the test above how many attempts did it take to pass?**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you took one of the test above how many attempts did it take to pass?	1.00	2.00	1.14	0.35	0.12	21

#	Answer	%	Count
1	1	85.71%	18
2	2	14.29%	3
3	3 or more	0.00%	0
	Total	100%	21

**Q19 - We would love to include some student success stories on our website. If you are interested in being highlighted, feel free to add a statement here, or for confidentiality, reach out directly to Dr. Jordan at [jordanje@winthrop.edu](mailto:jordanje@winthrop.edu)**

We would love to include some student success stories on our website. If you are interested in being highlighted, feel free to add a statement here, or for confidentiality, reach out directly to Dr. Jordan at [jordanje@winthrop.edu](mailto:jordanje@winthrop.edu)

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How does this keep this information anonymous?

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I will email.

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So nice, I did it twice! Lol. I initially completed the program in 2011 for Clinical Mental Health Counseling. I later got licensed as a professional counselor. Once i found out about the add on Certification for school counseling I came back as a virtual student because i loved the program so much. I am currently a Licensed Professional Counselor and Certified School Counselor and anytime people ask me about Winthrop I tell them it was the best program I could have chosen!!

**Q21 - What else do you want us to know about your experience in the program or after the program?**

What else do you want us to know about your experience in the program or after the program?

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I continue to have great love for the community counseling clinic and believe it is one of the best things about Winthrop as a whole and I hope the department continues to ensure its success in the future.

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Winthrop's Counseling and Development program is the best one out there.

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Most of what I gained was from teaching myself. The program was a hot mess the entire time I attended.

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I would love to see more intentionality and integrity in the program. I want so badly to be proud of my alma mater

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It was the best comprehensive counseling program with the most caring professors who wanted to make sure you were prepared for working in your desired field!

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Thank you to the counseling department for shaping my career you all cared about my career and also me as a person! Thank you thank you!!

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The program was wonderful and helped me build a solid foundation for providing support to my clients.

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There should have been past students who came to share with classes about their experiences in the field that would have been helpful. There was bias treatment of students in certain circumstances.

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I loved being in the program, and apart of Cohort 13!