

CLINICAL REHABILITATION COUNSELING PROGRAM

SCHOOL OF MEDICINE

UNIVERSITY OF SOUTH CAROLINA

2021 ANNUAL REPORT

The 2021 Annual Report presents an overview of our program's mission and objectives, which guide the evaluation process; the results of our program evaluation; discussion of our findings; a presentation of subsequent program modifications that resulted from the process; and a discussion of other substantial program changes. Data are from 2020-2021, unless otherwise noted.

Mission and Program Objectives

Clinical Rehabilitation Counseling Mission Statement

The **Mission** of the Clinical Rehabilitation Counseling Program is to enhance the quality of life of persons who have physical or mental disabilities, including addictions, or who are disadvantaged by cultural differences and educational and economic impoverishment, through educational, scholarly, and service activities.

Clinical Rehabilitation Counseling Program Objectives

Program Objectives

Education

- To provide high quality professional **education** that includes classroom learning, field experiences, and other applied learning opportunities to equip students with the skills and knowledge necessary for successful, effective, and responsible participation in changing diverse state and national rehabilitation counseling environment. Specifically,
 - Education/Program Objective # 1. Students will demonstrate current knowledge and competencies required for successful practice in the field of professional counseling.
 - Education/Program Objective # 2. Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals.

Scholarship

- Through research and **scholarship** activities, to advance knowledge and understanding of the effects of disability on the lives of persons with disabilities, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

Service

- To provide **consultation** and **training** to agencies and programs to enhance the abilities of their personnel serving disabled and disadvantaged persons in South Carolina and throughout the southeast.
- To provide rehabilitation **services** while offering students the opportunity for hands-on learning under the supervision of qualified, experienced professionals.
- To **support** the operations and activities of the Department of Neuropsychiatry and Behavioral Science, School of Medicine, and University

Respect for Diversity

- To actively demonstrate **respect** for cultural and individual diversity in areas of education, scholarship, and service.

Section 1. Results of the Evaluation

Section 1 includes the following data: (1) Demographic and other characteristics of applicants, students, graduates; (2) Vital statistics; (3) Aggregate student assessment data including knowledge, skills, and dispositions; (4) systematic follow-up studies; and (5) external review.

1.1 Demographic and Other Characteristics of Applicants, Students, and Graduates

Applicant Data

	# Applications	Number Accepted	Number Matriculated
Fall 2020	26	22	18
Spring 2021	12	6	6
Total AY 20-21	38	28	24
Fall 2019	25	16	12
Spring 2020	7	4	4
Total AY 19-20	32	20	16
Fall 2018	11	6	5
Spring 2019	14 (2 repeats from FA18)	8	7
Total AY 18-19	23	14	12

Applicant Demographic Data for AY 2020-2021

	# Applications N= 38	Number Accepted N= 28	Number Matriculated N= 24
Gender	Female- 30 (79%) Male- 8 (21%)	Female- 22 (79%) Male- 6 (21%)	Female- 21 (87%) Male- 3 (13%)

Race/Ethnicity	African American- 5 (13%) Caucasian- 29 (76%) Hispanic- 0 Asian- 0 More than one- 3 (8%) Not Reported- 1 (3%)	African American- 3 (11%) Caucasian- 22 (79%) Hispanic- 0 Asian- 0 More than one- 2 (7%) Not Reported- 1 (3%)	African American- 3 (13%) Caucasian- 18 (75%) Hispanic- 0 Asian- 0 More than one- 2 (8%) Not Reported- 1 (4%)
Age (average)	30 years old	31 years old	31 years old
Age (range)	22 years to 67 years	22 years to 67 years	22 years to 67 years

**** The 3 applicants who self-identified as “more than one” include the following: Hispanic/Caucasian (2 out of 3) and Asian/Caucasian. ****

For the 2020-2021 academic year, the average scores for accepted students were as follows:

	Undergraduate GPA	GRE	MAT
AY 20-21	3.2	Writing: 3.8 Quantitative: 147 Verbal: 150	390
AY 19-20	3.38	Writing: 4.0 Quantitative: 147 Verbal: 151	390
AY 18-19	3.09	Writing: 3.8 Quantitative: 147 Verbal: 149	385

Student Data

	Number Enrolled	New students	Graduates
Fall 2020	43	18	2
Spring 2021	44	6	3
Total AY 20-21	49 (unduplicated)	24	5
Fall 2019	35	12	4
Spring 2020	36	4	5
Total AY 19-20	41 (unduplicated)		
Fall 2018	33	5	3
Spring 2019	35	7	3
Total AY 18-19	40 (unduplicated)		

Student Demographic Data for AY 2020-2021

	2020-2021	2019-2020	2018-2019
	Number Enrolled N= 49	Number Enrolled N= 41	Number Enrolled N= 40

Gender	Males- 6 (12%) Females- 42 (86%) Affirmed gender: (2%)	Males – 5 (12%) Females – 36 (88%)	Males – 7 (18%) Females – 33 (82%)
Race/Ethnicity	African American- 11 (22%) Caucasian- 32 (66%) Hispanic- 0 Asian- 2 (4%) More than one- 4 (8%)	African American- 12 (29%) Caucasian- 23 (56%) Hispanic- 0 Asian- 2 (5%) More than one- 4 (10%)	African American- 12 (30%) Caucasian- 23 (57%) Hispanic- 0 More than one- 5 (13%)**
Age (average)	32	32	33

** The 4 students who self-identified as “more than one” include the following: Hispanic/Caucasian, African American/Caucasian, Asian/Caucasian and American Indian/Caucasian. **

Graduation Data

- Thirteen (13) students graduated in academic year 2020-2021. Twelve (12) graduates (92.3%) found employment within 6 months of graduation.
- Seven (7) students graduated in academic year 2020-2021. Post-graduation data will be reported in next year’s annual report.

	Number of Graduates	Number Employed at Graduation	Number Employed 6 Months After Graduation
Fall 2020	2	1	2
Spring 2021	3	2	n/a
Summer 2021	2	1	n/a
Total	7	5	
Fall 2019	4	3	4
Spring 2020	5	4	4
Summer 2020	4	4	4
Total	13	11	12
Fall 2018	3	3	3
Spring 2019	3	3	3
Summer 2019	3	3	3
Total	9	9	9

Graduate Demographic Data for AY 2020-2021

	2020-2021	2019-2020	2018-2019
	Number of Graduates N = 7	Number of Graduates N= 13	Number of Graduates N= 9
Gender	Female- 4 (57%) Male- 3 (43%)	Female- 11 (85%) Male- 2 (15%)	Female- 7 (78%) Male- 2 (22%)

Race/Ethnicity	African American- 2 (29%) Caucasian- 5 (71%) Hispanic- 0 More Than One- 0	African American- 2 (15%) Caucasian- 9 (69%) Hispanic- 0 More Than One- 2 (16%)**	African American- 3 (33%) Caucasian- 5 (56%) Hispanic- 0 More Than One- 1 (11%) **
Age (average)	33	31	39

** The graduates who self-identified as “more than one” identified as American Indian/Caucasian and African American/Caucasian. **

Rehabilitation Services Administration (RSA) scholarships

In 2021, the rehabilitation counseling program wrapped up its most recent Department of Education RSA long-term training grant. Thirty-two students received awards through this grant; 29 of the 32 either have graduated or are expected to graduate from the program. Future funding of these federal grants is uncertain as a result of changes occurring in rehabilitation legislation and there have been fewer calls for proposals for new awards. The program is proceeding by providing applicants with information about alternative sources of financial aid.

1.2 Vital Statistics

Program Graduates

- 2020-2021: 5 MA program graduates (60 credit hour degree)
- 2020-2021: 2 MRC graduates (48 credit hour degree)
- 2019-2020: 5 MA graduates (60 credit hour degree)
- 2019-2020: 7 MRC graduates (48 credit hour degree)
- 2018-2019: 3 MA graduates (60 credit hour degree)
- 2018-2019: 5 MRC graduates (48 credit hour degree)
- 2017-2018: 12 graduates
- 2016-2017: 15 graduates

Program Completion

For students who started the 60 credit-hour program in 2018-2019 (N=12):

- 2 graduated in 2 years
- 1 graduated in 2.5 years
- 4 are on track to graduate in 2.5 - 3.5 years
- 2 transferred to other professional programs
- 3 left the program for non-academic reasons

For students who started the 48 credit-hour program in 2017-2018 (N = 17):

- 1 graduated in 2 years
- 6 graduated in 2.5 years

- 2 are on track to graduate in 3.5 years (with additional coursework for eligibility for professional counselor examination)
- 7 transferred to the 60-credit hour M.A. degree program (Of the 7, 3 graduated in 2.5 years; 2 graduated in 3 years and 2 are on track to graduate in 3.5 years.)

For students who started the 48 credit-hour program in 2016-2017 (N=8):

- 2 graduated in 2.5 years
- 1 graduated in 3 years (with additional coursework for the professional counselor examination)
- 2 are on track to graduate in 3.5 years (with additional coursework for eligibility for professional counselor examination)
- 2 transferred to the 60-credit hour M.A. degree program; one graduated in 2.5 years and one graduated in 3 years.
- 1 is working with persons with disabilities in another capacity.

Certification

In 2020-2021, 5 of 5 program (100%) graduates took and passed the Certified Rehabilitation Counselor (CRC) exam. The national pass rate for the same time period was 47%.

In 2019-2020: 3 recent program graduates took and passed the Certified Rehabilitation Counselor (CRC) exam.

- Spring 2019: 2 of 2 (100%) students took and passed the Certified Rehabilitation Counselor (CRC) exam.
- Spring 2018: 2 of 2 (100%) students took and passed the Certified Rehabilitation Counselor (CRC) exam.
- Fall 2017: 2 of 2 (100%) students took and passed the CRC exam.

Employment Outcomes

- Academic year 2019-2020: 100% of program graduates (N=12) are employed. Eleven of 12 graduates (91%) are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health centers. One is employed in a related field in a university setting.
- Academic year 2018-2019: Of 9 program graduates, 7 (78%) are employed as rehabilitation counseling professionals in state or federal rehabilitation agencies and one (11%) in a private practice setting. One graduate is working outside the field of rehabilitation.
- Academic year 2017-2018 graduates: Of 12 graduates, 10 (83%) are employed as rehabilitation counselors in state rehabilitation agencies (N=8), a hospital setting (N=1), and a university setting (N=1). One graduate is working outside the field of rehabilitation and one's status is unknown.

1.3 Aggregate student assessment data including knowledge, skills, and dispositions

This section addresses the aggregate student assessment data, including, knowledge, skills, and professional dispositions.

Student Learning Outcomes for 2020-2021

The MA degree program includes 2 overarching program/educational goals, the first of which focuses on the field of professional counseling (8 core areas); the second program/educational goal focuses on the specialization of clinical rehabilitation counseling.

Collection of Student Learning Outcome data coincides with the shift to the 60 credit-hour MA program and alignment with our accrediting body's (CACREP) reporting requirements. The expectation is that the program gather data on individual student performance (Key Performance Indicators), as well as data on aggregate program performance (SLO's).

The data are separated into 12 Student Learning Outcomes for the 8 Common Core content areas of Professional Counseling, and another 3 Student Learning Outcomes in the Specialty area of Clinical Rehabilitation Counseling. Each SLO has multiple measures. See **Appendix 1** for a summary and crosswalk of the overall assessment plan.

Summary Data for 2020-2021

As mentioned, each SLO has multiple measures, ranging from two measures to four measures. Benchmarks for the measures are reported as the percent of students who meet the success target.

For the 8 Common Core areas, seven SLO's achieved 100% performance across all measures and three SLOs scored between 91%-100% across all measures. Two SLOs scored between 87% and 100% across all measures. The faculty closely examined any measure that did not achieve 100% performance. This year, we noticed that results of less than 100% were related more to personal student factors than to academic performance factors.

In general, student performance across all eight common core areas and the specialty area was commendable. We have retained to the addition of an Adlerian theoretical application exercise in our RCON 711 course (Theories and Practice II) designed to help students to develop skills in conceptualizing client strengths, needs, abilities and lifestyle added a skill-based measure to our overall assessment plan. This year, we noticed that a relative area of growth for students continues to be in the application of career theory. While no specific changes to the course are merited at this time, faculty plans to offer additional career theory workshops at Distance Education Saturday meetings in AY 22.

In the Specialty area, performance was also good. Two of the three measures achieved 100% performance across all measures and the remaining SLO scored between 89%-100% across three measures. No changes were recommended in the SLOs related to the specialty area.

Key performance indicators (KPIs)

The RCP allows students to matriculate in both Fall and Spring semesters and to attend as either part-time or full-time students. Without a cohort model, aggregate data does not always match individual student data. The program faculty systematically collects Key Performance

Indicators (KPIs) for individual students across time using a format that was implemented last year. Also, we discuss the systematic process of KPI data collection in Section 3 of this report.

Comprehensive examination data

Summarized Results: In 2020-2021, students did well on the Comprehensive Examination. We had a 100% pass rate, overall. Our first-time pass rate was 50%, with 50% of students returning to take one or more sections. This iterative process is designed to be an intentional part of the learning process, providing students who have not yet fully developed their knowledge and skills the opportunity to further explore the material and to participate in a different case study. This allows students to gather formative feedback on growth areas, as well as a formal process to address those areas and reflect professional competence.

Faculty Discussion: Faculty meet to discuss comprehensive exam performance every semester, noting trends in performance and examining student's developmental progress. No changes seemed warranted as a result of the 2020-2021 review process.

Clinical Evaluation Data

In 2020-2021, internship students developed case conceptualizations that include how mental health conditions affect the rehabilitation process. Competency is assessed as earning a score of Satisfactory or higher on the case conceptualization assignment. The case conceptualization assignment focuses on a person with a serious mental illness and includes an assessment of the student's ability to critically evaluate a psychiatric diagnosis. Eight of 8 internship students met this goal and were able to describe the impact of mental health conditions on key areas of functioning, including interpersonal relationships, employment, and independent living. All ten of the internship students received a grade of satisfactory on this assignment on the first attempt. All students did well on this section of the case conceptualization that required them to evaluate the psychiatric diagnosis of the client.

Dispositions Data

Assessment Process

Faculty assess student dispositions using an adapted process based on the work of Spurgeon, Gibbons, and Cochran (2012). Dispositions include commitment, interpersonal competence, openness, respect, integrity, and self-awareness. Professional dispositions are assessed 2 times per year, in each major semester. Each disposition is rated on a 3-point continuum of Growth Needed, Developing Well, and Exceptional. Students are rated according to what would be expected of them at the particular semester in which they are enrolled. That is, a first semester student is not compared to what would be expected of a practicum or internship student.

In addition to faculty review of dispositions, each student completes a self-assessment of dispositions. Designated faculty members meet individually with students to compare the faculty and student assessments as well as to identify areas for growth and continued improvement.

Summary of 2020-2021 Results:

As in previous years, students continue to do well regarding dispositions, with most students receiving ratings of Developing Well across all six characteristics. Ratings of Exceptional are

reserved for rare instances in which a student demonstrates a particular dispositional characteristic above and beyond what would be expected of a developing counseling professional. On average, approximately 10-15% of students receive one or more ratings of Exceptional. Similarly, on average, approximately 10% of students receive one or more ratings of Growth Needed. In 2020-2021, the majority of students who received ratings of Growth Needed had rated themselves similarly and/or were receptive to the feedback from faculty. One student required remediation due to concerns about professional dispositions. To address this remediation, the program faculty adopted the Professional Development Plan format, which is discussed later in this report (see Section 3.1).

Based on feedback received during the CACREP accreditation site visit in July 2020, beginning in Spring 2021, the review of dispositions was linked to the formal annual evaluation process in which students receive feedback about the development of knowledge and skills (i.e., key performance indicators) as well as dispositions.

1.4 Systematic follow-up studies

Site Supervisor Survey Data

The 2020 survey of site supervisors was completed in January 2021 – February 2021. Of the nine site supervisors who were surveyed, four site supervisors responded (a 44% return rate). This percentage is slightly lower than the 2019 survey response rate (50%). The lower number of site supervisor overall this year, and the lower than average return rate may be due to the ongoing impact of COVID-19. Three of the site supervisors supervised internship students, and the other respondent supervised a practicum student. Three of the site supervisors reported working with students in the Summer 2020 semester and one site supervisor reported working with students in the Spring 2020 semester. The results will be integrated into our annual program evaluation as required by CACREP.

In the first section of the survey, site supervisors were asked to rate the overall quality of the following items on a scale from 1 to 10, with 1 being unsatisfactory and 10 being outstanding: access to faculty members, clarity of USC documentation process, ease of completing required USC documentation, and student educational preparation. The ratings are as follows:

- Access to faculty members: Four of the site supervisors gave a score of 10.
- Clarity of USC documentation process: Four of the site supervisors gave a score of 10.
- Ease of completing required USC documentation: Four of the site supervisors gave a score of 10.
- Student educational preparation: Four of the site supervisors gave a score of 10.

In the second section of the survey, site supervisors were asked to respond to several questions regarding the MRC/MA degree programs. The first question asked site supervisors for recommendations for the educational preparation of practicum/internship students. Site supervisors responded with the following:

- It has been a wonderful experience working with USC. [The student] has been a wonderful example of professionalism and willingness to continue to learn.
- Maybe, a meeting with the supervisor, and faculty supervisor, and intern at the beginning of the internship.
- Continue teaching counseling skills in multiple, nontraditional settings

- Skills or assessments to work with clients if only meeting with them once or twice
- None

Site supervisors were also asked to provide comments as related to the strengths of the faculty and program. Site supervisors gave the following responses:

- Although I am not trained in the rehabilitation portion of his education, [the student] has excelled with his interaction and counseling skills. The videos previous to the experience were helpful to understanding the practicum and internship requirements.
- Wonderful Program!!
- [The student] fit in great and would be a good hire.
- Program continues to shed light and focus on counseling and employment related support to those with various disabilities and takes the time to work with their students to fully develop these skills.

Finally, site supervisors were asked to provide additional comments as related to the weaknesses of the faculty and program. Site supervisors offered the following responses:

- Fabulous intern and experience
- Great program!
- Working with students within the program who do not have a traditional VR setting for prac/internship and making the process with these additional agencies more clear.
- No response

Comments: Faculty continue to explore with students the breadth of contexts in which clinical rehabilitation counselors may work, and the variety of skills and approaches that can be utilized in multiple settings.

Faculty Discussion: Practicum/Internship Coordinator to follow up with site supervisor who mentioned students who do not have traditional VR Practicum and Internship placements in an effort to determine how, specifically, we may be more helpful.

No other changes indicated at this time.

Site Supervisor Microburst Training Survey

The rehabilitation counseling program continues to offer recorded “microburst training” sessions for site supervisors. In the Spring of 2020, the RCP surveyed Site Supervisors in an effort to gather feedback on the Site Supervision Microburst Training Program. Overall, 13 Site Supervisors were surveyed, and 5 responded, a survey response rate of 38%. Overall, 4/5 (80%) of the respondents reported that the microburst trainings were Extremely or Very Helpful, with one respondent indicating that the trainings were somewhat helpful. 4/5 (80%) reported that the trainings were highly relevant to their work with supervisees, with one indicating that the trainings were relevant. All respondents indicated that the trainings were easy to access, of appropriate length and that the monthly release schedule was helpful.

Additional comments from the survey below:

- Great addition for supervisors!!
- They're quick, to-the-point, informative, and I can tell that you're being sensitive to time schedules. Great idea and well implemented. Thanks!

Employer Survey Data

The 2021 Annual Employer Survey was sent out to 13 Employers. We sent the survey link to each graduate/employee and asked them to follow up with their supervisor on completion. Responses were received from 2 Employers. Reminders were sent out at one and three weeks. Two employers reported difficulty with getting the survey to load, thus responding by phone. Collectors tested the survey and found no issues. That brings the response rate on the electronic survey to 15.4%. When factoring in the responses delivered by phone, the response rate was 30.77%.

Consistent with Counselor Education practice, the Employer Survey is designed to measure Employers' level of satisfaction in areas of Knowledge, Skills and Attitudes. Respondents are asked to rate from a scale of 1 to 5, with 5 being Most Satisfied and 1 being Least Satisfied.

In the first two Knowledge areas, all respondents rated their level of Satisfaction as Most Satisfied (5). This includes areas such as: the Role of the Rehab Counselor, Vocational Concepts and the World of Work. In the areas of: Counseling Techniques and Theories, Disability and Working with Diverse Populations, respondents rated 4 of 5, indicating Satisfaction with this area. While still a strength, this shift is noted.

In Skills areas, all respondents rated their level of Satisfaction as Most Satisfied. This includes areas such as: the Job of the Rehabilitation Counselor, Skills in helping clients to explore the World of Work, Use of Counseling Theories and Techniques, Use of Disability Related Information, and the Use of Culturally Appropriate Interventions with Clients.

In Attitude areas, all respondents rated their level of Satisfaction as Most Satisfied in areas such as: Workplace Attitude, Attitudes Towards Supervisors, Attitudes Towards Persons with Disabilities, and Attitudes Towards Persons with Diverse Cultures/Backgrounds, and Attitudes Towards Co-Workers.

Employers noted areas of strength in Employees as follows:

As noted, two employers had difficulty with the survey, but did contact this faculty member by phone in an effort to provide feedback. Areas of strength were noted:

“Strong sense of connecting with the human being in every client.”

“Has a real sense for people and their unique needs.”

“Incredibly hard worker. Lives and breathes rehab.”

Faculty Discussion: To help improve response rates, agreed it would be beneficial to create a formal Exit Interview process to include a heads-up about being on the lookout for the Employer and Grad surveys and the importance of responding to these for accreditation and

program improvement purposes as well as for maintaining contact with graduates. An Exit Interview Checklist is to be developed that documents and supports the overall evaluative process.

Future surveys will include information on the length of the survey (4-5 Minutes) and the number of questions. As the survey is designed to be employer-friendly in length and use time, the hope is that including this information may enhance response. In addition, faculty will follow up directly with employers in 2022 survey in an attempt to enhance response rate. In 2022, the survey follow-up plan will change to include obtaining contact information for employers and following up with specific reminders direct to employers in addition to working with program graduates. The data collector will gently remind at 1, 2 and 4 weeks.

Alumni/Graduate Survey Data

Summarized Results: The faculty met and examined the results of the 2019-2020 Survey of Program Graduates at the April 2021 meeting. Return rates for this evaluation cycle were lower than previous years (41.7% compared to 55%, 67%, and 46.7% for the 3 preceding years, respectively). This year, we launched 2 separate surveys: 1 for the MRC program (N = 7 graduates) and one for the MA program (N = 5 graduates).

Overall, students reported positive experiences within the program and would recommend the program to others. Among MRC program graduates, the average rating of overall experiences within the program was 3.8 on a 4-point scale, with 4 being positive experiences. The rating last year was 3.6. Several items received a rating of 4.0 and included graduates' perceptions of faculty accessibility, the quality of practicum and internship experiences, overall job preparation, and opportunities to network with other students. Also receiving ratings of 4.0 of 4 were the quality of library resources as well as other University services such as bookstores, counseling services, and the Writing Center. The value of the Portfolio experience was rated as 3.67, compared to 3.6 last year, and 2.75 the year before. The lowest rating (3.3 of 4.0) was for the item related to the quality of academic advisement.

Among MA program graduates, the average rating of overall experiences within the program was 2.85 on a 4-point scale, with 4 being positive experiences. Two items shared the highest rating of 3.5 and included the quality of the practicum experience and opportunities to network with other students. The item that received the lowest rating (2 of 4) was opportunities to interact with persons with disabilities.

Conclusions and associated action plans: This survey cycle included one survey for the MRC program graduates and one survey for MA program graduates. The relatively low response rate for each survey, coupled with the small N for each, yielded results that must be interpreted cautiously. In particular, the answers of the 2 respondents in the MA survey were very different from 1 another and appear to represent the experiences of 2 individual students rather than a group of graduates. It is also possible that the experiences of all respondents were impacted by the onset of, and duration of, the COVID-19 pandemic.

It should also be noted that the 2 MA graduates in this cycle both got started in the MRC program and then transferred over to the 60-credit hour MA degree program. This transition may have impacted their perceptions of the usefulness of some of the required coursework (i.e., the course which provides the basic introduction to the counseling profession) that they would have taken later in their studies.

Next year's survey of MA graduates is likely to be much more informative.

Student Evaluation of Site Supervisor Survey Data

As part of the Agency Placement Evaluation that is completed by each student at the end of their practicum and internship, students evaluate the perceived effectiveness of their site supervisor. This year, all students (7 practicum; 8 internship) rated their experiences with their site supervisors as 8 or higher on the scale.

Discussion and actions: Students consistently noted that their site supervisors provided helpful and supportive guidance during the field experiences. Compared to last year, no students reported feeling disappointed with the level of engagement of their site supervisor. University supervisors will continue to work closely with students and site supervisors throughout the field experiences.

1.5 Additional external review

CACREP Accreditation

The program's accreditation was formally reviewed and determined at CACREP's January 2021 board meeting. The collaborative review process resulted in several helpful suggestions from the site visitors. The program is now accredited through March 2029.

Advisory Board Data

The function of the Advisory Board is threefold: It serves as a primary external review of our program. In addition to this vital Program Evaluation function, the Advisory Board is closely linked to two of our Program Objectives. Specifically, the presence of students and professional representatives of private and public rehabilitation agencies helps us to achieve effective and responsible participation in a changing state and national rehabilitation environment. In addition to advising the program, the Advisory Board also requests consultation and training as specific needs present themselves. This year, the Advisory Board met in January 2021. The summer meeting of the Advisory Board was postponed due to continued scheduling disruptions.

Highlights of the 2021 Advisory Board process:

- Review of Annual Plan. The Board reviewed and approved the program's 2020 Annual Report.
- Acknowledgment of the program's successful accreditation site visit in July 2020 and anticipated eight-year accreditation when the CACREP board convenes for its winter meeting.
- Importantly, we addressed the ongoing impact of COVID-19 on our students, our program, and among our partner agencies. We also brainstormed ways to support one another through the challenge of the pandemic. To the extent possible, partner agencies will facilitate field placement sites. Faculty are available to provide consultation and training about tele-counseling.
- Advisory Board meetings will be moved permanently to January from December to better accommodate Board members' schedules.

Section 2. Discussion of findings

This year's Program Evaluation process yielded some key insights:

- Institutional demographic information is limited to a binary gender choice. However, our students are diverse. Therefore, program generated demographic categories related to gender and/or sex were updated to reflect current best practices in an effort to enhance inclusion and acknowledgment of diversity.
- Site supervisor recommended that students learn site specific documentation prior to entering practicum. Therefore, program faculty considered ways to introduce students to multiple methods of case report writing to better prepare students for their practical experiences (e.g., inviting professionals from various community agencies to a Learning Community workshop to discuss relevancy and purpose of documentation in the context of counseling and agency service).
- As mentioned in the survey of program graduates' section, this survey cycle included one survey for the MRC program graduates and one survey for MA program graduates. The relatively low response rate for each survey, coupled with the small N for each, yielded results that must be interpreted cautiously. In particular, the answers of the 2 respondents in the MA survey were very different from 1 another and appear to represent the experiences of 2 individual students rather than a group of graduates. It is also possible that the experiences of all respondents were impacted by the onset of, and duration of, the COVID-19 pandemic. It should also be noted that the 2 MA graduates in this cycle both got started in the MRC program and then transferred over to the 60-credit hour MA degree program. This transition may have impacted their perceptions of the usefulness of some of the required coursework (i.e., the course which provides the basic introduction to the counseling profession) that they would have taken later in their studies. Next year's survey of MA graduates is likely to be much more informative.
- Student Dispositions ratings continue to be highly effective in:
 - Identifying and highlighting key growth areas for students at the earliest possible time to support the student's professional development.
 - Dispositions have provided faculty and students a common developmental language as we collaboratively work toward student professional counselor development. Though this is faculty driven, students are actively engaged in intentionally reflecting on their own dispositions and development as part of their ongoing growth as counselors in training.
 - Providing formative feedback on students' skill development.
 - Providing real time formative feedback on students' self-monitoring skills
 - Providing an ongoing forum for faculty to engage with the evaluation process outside of traditional academic areas.
 - Utilizing the findings to guide a Professional Development Plan and/or remediation process.
- Student Learning Outcome data were positive and indicated that students are doing well in acquiring key knowledge and skills. No substantial changes have been warranted.
- Site supervisor survey data revealed that site supervisors were largely very pleased with student performance and faculty interaction. Though no specific recommendations were indicated, we enhanced the clarity of the Agreement for Practicum/Internship.

- On the whole, RCP faculty were pleased with both the summative outcomes and the formative processes within the program. Program evaluation activities will continue and areas for future growth and development will be noted and addressed.
- The 2020 Annual Report was discussed with the rehabilitation counseling program Advisory Board at its January 2021 meeting. Last year (2020), board members noted that the Annual Report is well-organized and easy to follow.

Section 3. Recent and Subsequent Program Modifications

The review of incoming data throughout the year resulted in several program actions and modifications.

3.1 Professional Development Plan

In an effort to continue to support student professional development (e.g., skills, behaviors, and professional dispositions), faculty members attended several workshop presentations featuring gatekeeping and remediation in counselor education during the 2021 American Counseling Association virtual conference. Using the framework of the Professional Development Plan presented by faculty from Youngstown State University and with consultation from Dr. Protivnak of Youngstown State University, the RCP faculty created a procedure outline for developing Clinical Rehabilitation Counseling Program Professional Development Plans to assist faculty and students develop collaborative remediation plans designed to promote student success and support forward progression in the program. During our program's Annual Student Orientation Day, faculty introduced Professional Development Plans as an opportunity for students to further professional and dispositional growth (rather than a punitive process). Students were informed that these plans could be initiated by faculty, students, or a combination of faculty and a student.

3.2 Decolonizing syllabi

To address inclusivity and equity, faculty with the assistance of graduate assistants began to review course syllabi to determine areas that represent privilege and power of the academic system rather than engaging all students and validating their sense of belonging in the academic environment. Recognizing this is an important and on-going process, faculty began by reviewing syllabus language and academic resources. Faculty are engaging in efforts to find and incorporate course material written by BIPOC and LGBTQIA+ counseling professionals and counseling professionals with disabilities, ways to assess learning that are not solely mediated by current scholarship standards (e.g., APA stylistic writing), and ways to allow students to engage in on-going process of learning about diverse perspectives and identities in a safe environment.

3.3 Student Professional Development

Graduates and alumni overall stated they would recommend the Clinical Rehabilitation Counseling program to others because of its program offerings. Several indicated wanting to be more involved in scholarly activities. To involve students more in the program and provide various opportunities for professional growth, faculty and staff developed programs and opportunities for students to engage more in scholarly activities. For example, Brianna Newton,

our Student Program Coordinator, organized the first annual Graduate Student Research Showcase Conference during which graduate students presented the research they worked on throughout the academic year. Additionally, students engaged in scholarly activities with faculty (e.g., an article for publication in CES, a Program Evaluation book chapter in a nationally adopted textbook on Assessment and Research in Counseling, presentation at the ACES national conference) and together with other students (e.g., article for ARCA student newsletter). Other students participated in SOM governance by volunteering to serve on School committees (e.g., Honor Code Taskforce).

3.4. Modified Learning Community Saturday

Prior to the pandemic, an important component of our program was a mandatory in-person Saturday session once per major semester. These sessions primarily offered opportunities for students to engage in course activities and to attend workshops and trainings led by faculty, members of the local professional community, and current and former students. Additionally, students who attend the program from a distance were able to network and communicate with peers in a face-to-face learning environment. During the ongoing pandemic, faculty have created virtual learning opportunities to continue to enhance the educational experiences of our community of learners. At this time, these sessions remain virtual in an effort to follow safety protocols and best practices in an ever-changing global situation. Faculty have modified agendas to promote engagement, while being aware of the potential for increased fatigue due to the growing numbers of virtual classes and meetings. As part of the Spring 2021 Learning Community Saturday event, faculty worked with students to participate in planning. Students were given the opportunity to collaboratively develop the activities and agenda for the day.

3.5 Comprehensive Evaluation Study Guide Update

After evaluating student performance on the Comprehensive Examination, the faculty formed a committee of faculty and former students to evaluate and re-design the comps review process with an eye towards a revision of the Comprehensive Examination as a whole. That process is expected to be concluded by mid Spring 2022.

3.6 Enhanced collaboration with Counselor Education

The rehabilitation counseling program and the counselor education program in the College of Education have a long history of working collaboratively. In recent years, as the rehabilitation counseling program sought and required CACREP accreditation, opportunities for collaboration increased. Specifically, the curriculum in the rehabilitation counseling program includes 3 courses (NPSY 757, NPSY 758, and NPSY 760) that are also required for students completing degrees in the counselor education program. The curriculum also includes a course (EDCE 510) that is offered by the College of Education and is taught by doctoral students or recent graduates of the College of Education. The increasing numbers of enrolled students in both programs necessitated a review of course scheduling to ensure that students are able to progress toward degree and the most efficient way possible. Increasing numbers has also resulted in the need for more sections of courses and more adjunct faculty. In 2021, designated program faculty met with the program coordinator of counselor education to review the annual schedule classes, adjust the summer schedule so that the 2 programs are aligned, and strategize about how to jointly recruit for adjunct faculty. Faculty for both programs agreed that

meeting regularly and consulting with one another prior to making any programmatic and/or scheduling changes would be beneficial.

3.7 Collaboration with SCDMH regarding Practicum and Internship Options

In 2021, the rehabilitation counseling program participated in an initiative with the South Carolina Department of Mental Health to improve the collaboration between the state agency and colleges and universities in South Carolina. Specifically, this initiative is designed in part to expand practicum and internship opportunities for program students with the long-term hope of strengthening the SC DMH workforce. The work on this initiative will continue into 2022.

3.8 Enhanced KPI collection and annual student review process

The rehabilitation counseling program does not have a cohort model and instead enrolls students in fall and spring semesters and students may attend part-time or full-time. This model meets the needs of program students, but simultaneously presents challenges as to how faculty can collect data related to key performance indicators for individual students at multiple points in time during the curriculum. This year was the first full calendar year of utilizing an updated system to track this data. Specifically, collection of KPI data for individual students has been integrated into the disposition review process which occurs in each major semester. So far, faculty are finding the process to be effective and efficient.

To ensure that all feedback related to academic progress as well as dispositional status is formally presented to each student at least one time per year, we designated spring semester as the point in time for formal written feedback and incorporated a comprehensive, yet easy to use, form into the dispositions and KPI process. Due to the primarily virtual nature of contact with students, we continue to seek the most efficient and effective mechanism by which to secure signatures and manage copies of the feedback.

3.9 Addition of Writing Workshop to Learning Community In-Person Saturdays

Prior to the interruption resulting from COVID-19, the clinical rehabilitation counseling program dedicates one Saturday in each major semester to a Distance Education/Learning Community in-person day. All are informed of the date and time early in the semester, and all are required to attend. The day's events are scheduled workshop-style, with students having a choice of sessions to attend. Some of the sessions are devoted to specific classes and assignments. Additionally, faculty, students, alumni, and members of the community present on a range of relevant, timely issues. Past topics include licensure for newly graduated counselors, the neurobiology of addiction, and working with LGBTQ+ clients. In 2019, after identifying trends in the types of writing deficits among students, we added a Writing Workshop to the day. A faculty member and a student co-led the workshop. Because writing challenges can be sensitive to discuss, we introduced the workshop as something that could be beneficial to all students and offered the workshop at two different times and encouraged all students to attend one or the other. Virtually all students attended, but what was more noteworthy was the high level of engagement and depth of sharing about writing challenges that occurred. In their evaluations, students reported that this was one of the highlights of the entire day. Once we return to in-person Learning Community days, the Writing Workshop will focus on topics that students identified including APA-style formatting, clear and concise writing, use of active voice, and paraphrasing the work of others.

3.10 Virtual reality

This year the virtual-reality lab has offered demonstrations within the School of Medicine, Prisma, and the university campus. The virtual-reality team has been focused on finding and evaluating virtual reality programs specific to the School of Medicine and Department of Neuropsychiatry and Behavioral Medicine. We have also worked as consultants with departments such as pediatrics, palliative care, simulations lab to help them set up and develop their own virtual reality systems. The virtual-reality team member Dr. Dawson has attended three conferences on virtual reality and healthcare integration. At this time the virtual-reality lab has 1 laptop dedicated to virtual-reality, 1 Oculus Rift S, 5 Oculus go, 1 Oculus Quest 2. To help ensure school of medicine faculty and students have access to the latest technology the goal for the first 1:45 thousand and one is to expand the technology in the lab with an additional two laptops, 1 VIVE Pro, and 1 HP Reverb G2.

The South Carolina Center for Assistive Technology and Educational Research (SC-CATER) is a collaborative, interdisciplinary environment of faculty, professionals, and persons with disabilities working together to enhance the lives of persons with disabilities in the areas of school and transitioning to work. At the heart of the Center are the core values of equality, equity, and access. We hold the belief that no person should be deprived of services, benefits, or opportunities due to a disability.

SC-CATER provides Rehabilitation Counseling students with clinical opportunities to interact with people with disabilities and to utilize Science, Education, Technology, and Math (STEM) modalities to help those persons to optimize their functioning. Examples include the use of robotics and coding in an interactive and dynamic program that is highly individualized to the person's unique needs. Students also get hands-on experience working with K12 students and their parents in assistive technology.

3.11 Site Supervisor Training Program

Based on feedback from students, site supervisors, and the ongoing COVID-19 challenges, this year's Monthly Microburst Trainings included topics such as ethics of tele-counseling, netiquette, intersectionality in supervision, feminist theory in supervision, and core beliefs in supervision.

Section 4. Other substantial program changes

4.1 COVID-19

In response to the pandemic, the University transitioned to 100% remote teaching and learning in March 2020 and began phasing students back to campus in summer session. Because the rehabilitation counseling program offers all its classes in a hybrid format for in-person and distance students, the impact on spring semester classes was minimal. In spring semester, practicum and internship students were able to complete their experiences, in large part because they had already completed more than half of the requirements by the time shutdown occurred. All students who were on track to graduate in May were able to do so. By summer 2020, some students began to experience difficulties meeting the direct service components of practicum and internship which resulted in the delay of graduation for one student and the expected delays in graduation for at least 3 additional students. In summer, faculty began

working closely with practicum and internship sites to assist agency staff, as needed, in transitioning to virtual client meetings and to develop more connections with sites that were already providing tele-counseling services. In 2021, the impact of COVID-19 continued, however, the disruption was minimal. By summer, we began offering classes in the regular hybrid format and many clinical sites were providing in-person as well as virtual services. In August, we offered our full-day Orientation and Continuing Student Meeting in an in-person format with the provision for students to attend virtually if, for whatever reason, they felt uncomfortable returning to campus. Nearly 90% of enrolled students attend in-person.

4.2 CACREP Accreditation

The program's accreditation was formally reviewed and determined at CACREP's January 2021 board meeting. We are now accredited through March 2029.

Section 5. Faculty Professional Engagement and Accomplishments

Research and scholarship

In academic year 2020-2021, RCP faculty engaged in several scholarly activities. A partial listing of those activities follows:

Grants and Awards:

Dr. Dawson is serving as a consultant on the SC VRD Power UP! 2.0 Curriculum Design and Development grant. South Carolina Vocational Rehabilitation Department, funded \$8,000.

Dr. Leach continues his work on the MUSC Community Engaged Scholars and Practitioners (CES-P) Grant. His research topic is Needs and Supports for Parents and Families with Children Diagnosed with Hearing Loss in Rural and Urban Settings in SC. At present, data collection is ongoing (Leach, PI).

Dr. Lachance and Dr. Dawson continue to serve as co-PI's on two long-term training grants awarded by the Department of Education Rehabilitation Services Administration (RSA). Both are five-year grants whose primary focus is preparing qualified masters level rehabilitation counselors to work with persons with disabilities in the state vocational rehabilitation system.

National and Local Presentations:

Walsh, M., Dawson R.D. (2021) Virtual Reality, 360 Video, and Augmented Reality: Building Effective Learning Communities Using Technology, American Counseling Association Virtual Conference.

Dr. Leach presented:

- Leach, D. (2020). Self Care. Presentation at South Carolina Department of Mental Health: Deaf and Hard of Hearing Services, Columbia , SC.
- Leach, D. (2019). Get Psyched About Mindfulness. Presentation at Midlands Technical College "Get Psyched" event, West Columbia, SC.

- Leach, D. (2019). Mindfulness for Medical Rehabilitation Staff. Presented at Easter Seals South Carolina Staff Retreat, Columbia, SC

Dr. Dawson presented:

- Dawson, R.D. (2021) What Do You Know About the South Carolina Center for Assistive Technology and Educational Research (SC-CATER)?. EdTech. Myrtle Beach, SC
- Dawson, R.D. (2021) Empowering Students With Disabilities Through Robotics. EdTech. Myrtle Beach, SC
- Dawson, R.D. (2021) Smartphone Accessibility ASCIT 2021 State Digital Accessibility Conference, South Carolina
- Dawson, R.D., Arslan-Ari, I. (2021) Speech recognition: What is out there, benefits and using them University of South Carolina Center for Teachings Excellence. Columbia, SC
- Dawson, R.D., Arslan-Ari, I. (2021) Accessibility apps for Smartphones and Tablets for educators and student (May 5) University of South Carolina Center for Teachings Excellence. Columbia, SC
- Walsh, M., Dawson R.D. (2021) Virtual Reality, 360 Video, and Augmented Reality: Building Effective Learning Communities Using Technology, American Counseling Association Virtual Conference.
- Dawson, R.D., Arslan-Ari, I. (2021) How to work with students who are blind or visually impaired (March 30) University of South Carolina Center for Teachings Excellence. Columbia, SC
- Arslan-Ari, I., Dawson, R.D. (2021) Have to make your online courses accessible to all (February 23)) University of South Carolina Center for Teachings Excellence. Columbia, SC
- Dawson, R.D., Arslan-Ari, I. (2021) Assistive technology toolkit for Blackboard (January 26) University of South Carolina Center for Teachings Excellence. Columbia, SC
- Dawson, R.D., Arslan-Ari, I. (2020) Basics of Voice Recognition Programs Webinar (October 10) University of South Carolina SC-CATER. Columbia, SC
- Dawson, R.D., Arslan-Ari, I. (2020) Use of AT bar to increase the accessibility of an online content (September 2) University of South Carolina SC-CATER. Columbia, SC
- Dawson, R.D. (2020) Application of Virtual Reality for COVID-19 rehabilitation and recovery. COVID-19 Rapid Response Task Force, PRISMA Medical Center, South Carolina

Dr. Sacco-Bene presented:

- Edwards, Y., Walker, Q., McCarthy, H., Bradham-Cousar, M., Balva, D., & **Sacco-Bene, C.** (2021, May 7). *Advancing the field of rehabilitation counseling: A discussion with*

ARCA past-presidents. [Webinar]. Florida Counselors Association of Multi-Cultural Counseling and Development and American Rehabilitation Counseling Association.

- Russell, V. E. D., Bradham-Cousar, M., Balva, D., & **Sacco-Bene, C.** (2020, December 4). *Equality? Disability and racial health disparities* [Webinar]. Florida Counselors Association and American Rehabilitation Counseling Association.

Dr. Walsh presented:

- Walsh (2021, April). Virtual Reality in Counseling Education and Practice (Co-Presented with David Dawson) American Counseling Association National Conference Virtual Conference Note: Session selected for Live Q& A-April 29, 2021
- Walsh (2021, March). Intersection of Culture and Disability: Teaching with Intersection in Mind. Empowering a Future Conference SC Able
- Walsh (2020, October) "Who Tells Your Story?": Effective Use of Narrative and Story Telling in Training South Carolina Vocational Rehabilitation Job Preparedness Instructor Symposium.
- Walsh (2020, July) Effective Online Education-Invited Panelist. Association for Counselor Education and Supervision (ACES). Virtual Panel Discussion on Best Practices in Online Education
- Walsh, M., Dawson, R.D. (2019, November) Virtual Reality in Rehabilitation Counseling Education and Practice (Co-Presented with David Dawson) National Council on Rehabilitation Education (NCRE) Conference.
- Walsh (2019, October) Learning Community and Counselor Education: Using LC to Enhance Student Engagement and Program Accountability Association for Counselor Education and Supervision (ACES) National Conference-Seattle, Washington.

Publications:

Sacco-Bene, C. (under review) Appreciative inquiry: A component of course evaluation and improvement. *The Journal of Humanistic Counseling.*

Sacco-Bene, C., Walsh, M., Dawson, R. D., Petrino, J., & Boening, E. (accepted, 2021). Virtual enhanced education in counselor education: Is this for real?. *Counselor Education and Supervision.*

Sacco-Bene, C. (2021). Leadership profile chapter. In C. Storlie & B. Herlihy (Eds.) *Leadership & Advocacy in Counseling: Strengthening the Future of our Profession.* American Counseling Association.

Roseman, F., & **Sacco-Bene, C.** (2021). Caring for those who care for pets. *Psychotherapy.net.* <https://www.psychotherapy.net/article/caring-those-care-pets>

Walsh, M. J. (In Press). Program Evaluation. In Balkin (Ed.) *Counseling Research: A Scholar-Practitioner Approach to Research in the Counseling Profession, 2nd Ed.* American Counseling Association: Alexandria, Virginia.

Walsh, M. J., Peripiczka, M., Scholl, M., (2020). Humanistic Approaches to Family Therapy. In Capuzzi & Stauffer (Eds.) *Foundations of Couples, Marriage and Family Counseling, 2nd Ed.* Wiley: Hoboken, New Jersey.

Service

In academic year 2020-2021, RCP faculty engaged in several service activities. A partial listing of those activities follows:

Dr. Dawson

In addition to professional memberships in ACA, APA, ARCA, ACES, and NCRE:

- University of South Carolina Faculty Senate
- Hurricane Preparation: SC Disability Partnership
- South Carolina Disability Employment Coalition Committee
- University of South Carolina Virtual Reality Meeting group
- Rehabilitation Counseling Program Advisory Board
- Past President of Board of Directors, ABLE SC
- SC Advocacy Day for Access and Independence Planning Committee
- South Carolina Assistive Technology Advisory Committee
- SCVRD Client Services Training

Dr. Leach

- Mental Health America of South Carolina - Board of Directors
- University of South Carolina - Rehabilitation Counseling Student Association - Faculty Advisor
- Rehabilitation Counseling Program - MRC Advisory Council
- Volunteer at Bridges Clubhouse co-leading psycho-educational groups (pre-pandemic)

Dr. Lachance

In addition to professional memberships in ACA, ARCA, and ACES:

- UofSC Disability Affairs Committee, 2018-present
- UofSC Dean's Review Committee, 2020
- UofSC School of Medicine Climate and Culture Committee, 2021-ongoing.
- UofSC School of Medicine Culture Task Force, 2020
- United Way of the Midlands, Assertive Community Treatment (ACT) program consultant
- American Association of Suicide Prevention - SC Chapter, board of directors through 2018; currently volunteer

Dr. Sacco-Bene

American Counseling Association

American Rehabilitation Counseling Association

- Council on Public Relations & Awareness 2019-2020, 2020-2022
- Reviewer, 2020 ARCA Research Award, January 2020.

Florida Counselors Association

External Site Reviewer, Program Review for University Council of Jamaica, October 2020.

Lift - Disability Network, 2006 to 2021.

- Member, Board of Director
- Volunteer

Association for Counselor Education and Supervision

UofSC SOM Honor Code Committee

Dr. Walsh

School of Medicine Awards Committee 2018-Present

American Counseling Association

Trustee of the American Counseling Association Foundation 2017-2020

American Counseling Association Governance Structure Task Force 2021

American Counseling Association Governance Structure Committee 2021-2024

American Counseling Association Parliamentarian 2020-2021

American Counseling Association Conference Session Reviewer 2006-2020

Journal of Counseling and Development Reviewer 2017-2020

Reviewer for International Journal for the Advancement of Counseling 2021

Faculty Credentials

Dr. Dawson

Certified Rehabilitation Counselor: CRC #85454

NSF ID: 000803911

Dr. Lachance

Licensed Professional Counselor Supervisor: SC-LPC/S #5117

Licensed Professional Counselor: SC-LPC #4694

Certified Rehabilitation Counselor: CRC #00112171

Dr. Leach

Licensed Professional Counselor: SC-LPC #6689

Certified Rehabilitation Counselor: CRC #00111173

Dr. Sacco-Bene

Florida Licensed Mental Health Counselor (LMHC) and Qualified State Supervisor MH & MFT:

FL-MH 8713

Virginia Licensed Professional Counselor (LPC): 0701003808

National Certified Counselor (NCC): 85343

Certified Rehabilitation Counselor (CRC): 36137

Dr. Walsh

Licensed Professional Counselor: SC-LPC # 4900

Certified Rehabilitation Counselor: CRC # 95795

Appendices

1. *Summary and crosswalk of the overall assessment plan*
2. *Disposition Rating Form*

Appendix 1

MA-60, Counseling and Rehabilitation – Academic Assessment Plan

**EVALUATION IN THE PROGRAM
&
ASSESSMENT OF STUDENT LEARNING**

(ALIGNED WITH CACREP AREAS and DATA COLLECTION POINTS)

Updated October 1, 2019

Educational Objective 1 – Students will demonstrate knowledge and competencies required for successful practice in the field of professional counseling. (Corresponds to CACREP’s 8 common core elements)

Area 1 – Professional Counseling Orientation and Ethical Practice.

Curriculum: EDCE 510, RCON 704

Other measures: Pre-practicum assessment, Comprehensive assessment

			Measure
Area 1. Professional counseling orientation and ethical practice	SLO 1.1 Students will adopt a professional counseling orientation commensurate to beginning counselors. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the Reflective Learning Paper in EDCE 510 (Intro. to Counseling).	Rubric
		Measure 2. Pre-practicum assessment. 100% of students will articulate a professional counseling orientation as measured by a rating of Satisfactory on the PPA.	PPA form
	SLO 1.2 Students will engage in ethical decision-making process that demonstrates an understanding of ethical principles and is beneficial to the client. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the Final Ethics Case Presentation in RCON: 704 (Ethics)	Rubric
		Measure 2. Comprehensive assessment (CA). 90% of students will pass the ethics portion of the CA on the first attempt; 100% will pass on the second attempt.	Comp question

Area 2 – Social and Cultural Diversity

Curriculum: RCON 605 (Culture), RCON 711, RCON 883 (Internship)

Other measures: Pre-practicum assessment, Comprehensive assessment

			Measure
Area 2. Social and cultural diversity	SLO 2.1 Students will describe how student-centered and client-centered cultural factors	Measure 1. 90% of students will earn a grade of Competent or better on the Stylistic Model (Self-Analysis Series) assignment in RCON 605: (Culture and Disability).	Rubric

	may influence the counseling relationship across a variety of helping settings. (KPI) (Type of KPI: Knowledge)	Measure 2. Pre-practicum assessment. 100% of students will demonstrate a Satisfactory understanding of their strengths and areas for growth as related to counseling diverse clients.	PPA form
		Measure 3. Comprehensive assessment (CA). 90% of students will pass the multicultural counseling portion of the CA on the first attempt; 100% will pass on the second attempt.	Comp questions
	SLO 2.2 Students will demonstrate ability to work effectively with diverse clients in a counseling setting. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of satisfactory or better on the Diversity component of the video recording assignment in RCON 711 (Theories/Practice II).	Rubric
		Measure 2. 100% of students will receive a rating of Satisfactory or better on the final Site Supervisor evaluation in RCON 883 (Internship); specifically the item related to working with diverse clients.	Evaluation form

Area 3 – Human Growth and Development

Curriculum: EDPY 705, RCON 711, NPSY 757

Other measures: Comprehensive assessment

Area 3. Human growth and development	SLO 3.1 Students will identify psychosocial and psychoeducational strategies for promoting resilience and optimal development and wellness across the lifespan. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn an overall grade of B or better in EDPY 705 (Human Growth & Development). <i>[Edited in Fall 2019]</i>	Data Warehouse
		Measure 2. 90% of students will earn a grade of B or better on the Adlerian Lifestyle assessment in RCON 711 (Theories and Practice II). <i>[Added in Fall 2019.]</i>	Need measure/rubric
		Measure 3. 90% of students will earn a grade of B or better on the Capstone Project in NPSY 757 (Psychopathology for Counselors).	Rubric
		Measure 4. Comprehensive Assessment. 90% of students will pass the lifespan component of the CA on the first attempt; 100% will pass on the second attempt	Comp question

Area 4 – Career Development and Decision-making

Curriculum: RCON 725, RCON 883

Other measures: Comprehensive assessment

Area 4. Career development and career decision-making.	SLO 4.1 Students will accurately describe theories and models of career development and career decision-making. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the Capstone Project in RCON 725 (Career Theories and The World of Work)	Rubric
		Measure 2. Comprehensive Assessment (CA). 90% of students will pass the career theory portion of the CA on the first attempt; 100% will pass on the second attempt	Comp question

	SLO 4.2 Students will apply a theory and/or model of career development to a client. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the capstone presentation (previously: role-play assignment) in RCON 725 (Career).	Rubric
		Measure 2. 90% of students will earn a grade of Satisfactory or better on the Career Development Project/Parts 4 and 5 in RCON 883 (Internship)	Rubric

Area 5 – Counseling and Helping Relationships

Curriculum: RCON 601 and RCON 880; RCON 711 and RCON 883

Area 5. Counseling and helping relationships.	SLO 5.1 Students will demonstrate the intentional use of interviewing and basic counseling skills. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the final video in RCON 601 (Helping Relationships).	Rubric
		Measure 2. 100% of students will earn a grade of Satisfactory or better on the final audio recording in Practicum.	Rubric
	SLO 5.2 Students will discuss and demonstrate counseling theories and related techniques. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the final video in RCON 711 (Theories and Practice).	Rubric
		Measure 2. 100% of students will earn a grade of Satisfactory or better on the audio recording in Internship.	Rubric

Area 6 – Group Counseling and Group Work

Curriculum: RCON 720, RCON 880

Area 6. Group counseling and group work	SLO 6.1 Students will demonstrate group leadership skills by planning and carrying out purposeful group counseling activities. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the group co-leadership paper in RCON 720 (Group Counseling).	Rubric
		Measure 2. 90% of students will earn a grade of B or better on the group leadership assignment in RCON 880 (Practicum).	Rubric

Area 7 – Assessment and Testing

Curriculum: RCON 714, NPSY 758

Area 7. Assessment and testing	SLO 7.1 Students will select and describe assessment and testing techniques with specific counseling populations. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the “Become the Expert” assignment in RCON 714 (Assessment).	Rubric
		Measure 2. 90% of students will earn a grade of B or better on the Basics of Assessment assignment in NPSY 758 (Classification/Assessment of Mental Disorders).	Rubric

Area 8 – Research and Program Evaluation

Curriculum: RCON 700, RCON 702

Other measures: Comprehensive assessment

Area 8. Research and program evaluation	SLO 8.1 Students will utilize the results of scholarly research to inform and adapt counseling practice. (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the Journal critiques assignment in RCON 700 (Intro to Rehabilitation Counseling)	Rubric
		Measure 2. 90% of students will earn a grade of B or better on the final project in RCON 702 (Research and Program Evaluation)	Rubric
		Measure 3. Comprehensive assessment (CA) 90% of students will receive a passing score on the research section of the CA on the first attempt; 100% of students will pass on the second attempt	Comp question

CLINICAL REHABILITATION SPECIALIZATION

Educational Objective 2 – Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals.

Curriculum: RCON 734, RCON 733, RCON 883, NPSY 760, NPSY 757, NPSY 758

SA SLO 1 Students will identify and strategically utilize community services and resources related to the provision of individualized rehabilitation services. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the final presentation in RCON: 734 (Professional Issues in Rehabilitation Counseling).	Rubric
	Measure 2. Comprehensive Assessment (CA). 90% of students will pass the community resources portion of the CA on the first attempt; 100% of students will pass on the second attempt.	Comp question
SA SLO 2 Students will develop and implement individualized service plan for a person with a disability that reflects principles of client choice and self-determination and include theory-based and evidence-based counseling and rehabilitation services. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the Case Conceptualization and Rehabilitation Plan (previously: final exam) in RCON 733 (Medical and Psychosocial Aspects of Disability).	Rubric
	Measure 2. 90% of students will earn a grade of Satisfactory or better on the Case Conceptualization project in RCON 883 (Internship).	Rubric
SA SLO 3 Students will demonstrate fundamental competencies in Addictions and Mental Health counseling (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the Unit 3 Blackboard assignment in NPSY 760 (Addictions Rehabilitation), in which they describe the neurobiological basis for addiction and co-occurring disorders.	Rubric
	Measure 2.	Rubric

<p><i>For discussion: This may work better as a stand-alone SLO, rather than a key performance indicator. For a KPI, the measures occur too close in time, and each represents a different fundamental competency.</i></p>	<p>90% of students will earn a grade of B or better on the Case Study assignment in NPSY 757 (Psychopathology for Counselors) identify and address the functional effects of the symptoms of mental disorders on holistic life areas.</p>	
	<p>Measure 3. 90% of students will earn a grade of B or better on the Capstone project in NPSY 758 (Classification & Assessment of Mental Disorders) in which they conceptualize and write-up a formal diagnosis using current classification systems (i.e., the DSM-5).</p>	Rubric

#	SLO # Course	CACREP core areas								Specialization		
		1	2	3	4	5	6	7	8	1	2	3
1	EDCE 510	X										
1	RCON 601					X						
1	RCON 700								X			
1	RCON 733										X	
1	RCON 605		X									
1	EDPY 705			X								
2	RCON 725				XX							
1	RCON 704	X										
2	RCON 711		X	X		X						
1	RCON 714							X				
2	NPSY 757			X								X
1	RCON 720						X					
1	RCON 734									X		
1	NPSY 760											X
2	NPSY 758							X				X
1	RCON 702								X			
2	RCON 880					X	X					
4	RCON 883				X	X					X	
	RCON 883 (Site Sup Eval)		X									
	Other skill, knowledge measures											
2	PPA	X	X									
6	Comps	X	X	X	X				X	X		
			X									
	Dispositional evaluation											
2	Dispositions	X	X									

Appendix 2

Assessment of Dispositions (Adapted from Spurgeon, Gibbons & Cochran, 2012)

Commitment :

Investment in learning; development of counselor identity; advocacy; professional excellence; civic engagement; collaboration; scholar/practitioner; acting on feedback.

Rating: Growth Needed Developing Well Exceptional

Comments:

Interpersonal Competence:

Ability to deal with conflict, express thoughts and feelings effectively, presence

Rating: Growth Needed Developing Well Exceptional

Comments:

Openness:

Openness to ideas, learning, and change; openness to giving and receiving feedback; openness to growth; openness to others; openness to self-development, flexibility and tolerance of ambiguity

Rating: Growth Needed Developing Well Exceptional

Comments:

Respect:

Perceives and honors diversity; appropriate self-care; adherence to the wellness philosophy; curiosity about, and respect for, the experience and selfhood of others.

Rating: Growth Needed Developing Well Exceptional

Comments:

Integrity:

Personal responsibility; personal and professional maturity; honesty; courage; congruence

Rating: Growth Needed Developing Well Exceptional

Comments:

Self-Awareness:

Integrity; humility; self-reflection and exploration of self; understanding of place in history, awareness of personal identity, awareness of influence on others

Rating: Growth Needed Developing Well Exceptional

Comments:

FACULTY SIGNATURE and DATE

STUDENT SIGNATURE and DATE