



Graduate School of Education
Counseling, School and Educational Psychology

**ANNUAL REPORT 2018-19
REHABILITATION COUNSELING PROGRAM
(CACREP Standard Section 4.D)**

2018-19 Program Objectives

Objective 1: Ensuring graduate competence in the latest knowledge skills, and dispositional standards.

Objective 2: Efforts to attract and retain diverse faculty and students.

Objective 3: Excellence through program evaluation and self-study.

I. Summary of Program Evaluation Results (Objective 3; standard Section 4.D.1)

- The course mapping study done in 2018-19 academic year revealed projected instructional needs in human growth and development and multicultural counseling. (Objective 1)
 - Specific topic areas being added to existing coursework were identified using mapping studies to address CACREP standards and CRCC exam content standard updates in 2018. Topic areas are: crisis and trauma counseling, evidence-based counseling for clients with PTSD and substance use disabilities, social media use in counseling practice, employer services, case formulation models, and performance management models. (Objective 1)
- Performed a review of the admissions process in comparison to CACREP standards.(Objective 3)
- Follow up survey of program graduates revealed: 95% were employed (84% working in the rehabilitation field according to the 2019 study), 100% of respondents to the 2018 follow-up survey were employed in the rehabilitation field. (Objective 3; standard Section 4.B.3)
- A study of students who entered the program in 2016-17 revealed that 71% had successfully completed their master's degree programs. (Objective 3; standard Section 4.E.3)
- CRC examination pass rates for examination dates 10-14-2017 and 3-30-2019 were 61%, which was slightly above the national pass rate. (Objective 1; standard Section 4.E.2)

- A voluntary survey of current students in the program revealed a self-disclosed rate of disability more than twice the national average (according to American Community Survey 2017 Population statistics). (Objective 2; standard Section 4.B.2)
- The pool of applicants to the program in 2018 were: 63% white, 13% black, 8% Asian, 1% Other, and 15% more than one race/ethnicity - which is reasonably consistent with proportion of race/ethnicities of CRCs in the United States (CRC Annual Report 2018). Sixty-eight percent (68%) of applicants in 2018 were female. (Objective 2; standard Section 4.B.2)
- One-hundred percent (100%) of students admitted in fall 2018 were near or meeting expected professional dispositions (KPDs), 0% were below expectations. (Objective 1; standard Section 4.B.1)
- Ninety-three percent (93%) of internship students met expected key performance indicators (KPIs) and professional dispositions (KPDs) standards. (Objective 1; standard Section 4.B.1)
- The spring 2019 follow up survey of site supervisors and employers revealed the following themes (Objective 3; standard Section 4.B.3):
 - 87% responded that they were satisfied or very satisfied with professional competence and overall performance of program graduates, 6% were dissatisfied.
 - 100% rated the quality of the program's training, as compared to other rehabilitation counseling programs, as good (25%) or excellent (75%).
 - Qualitative results identified themes of strengths of program interns and graduates as: passion for the field, counseling skills, responsible, self-starting, eager to learn, engaged, communication, and dedicated.
 - Qualitative results identified themes for areas for improvements of program interns and graduates as: difficult client interactions (crisis and trauma interventions; difficult client behavior), specific clinical interventions and strategies, application of knowledge to practice, mental health rehabilitation, addictions, professionalism, and case management.
 - Qualitative results identified themes of future needs within the field of rehabilitation included: co-occurring or dual diagnoses, comprehensive evaluation for eligibility and service provision, managed care, self-directed plans, transition services, substance use disorder, developmental disability, trauma informed care.

II. Subsequent Program Modifications (Objective 3; standard Section 4.C; standard Section 4.D.2)

- Based on review of CACREP guidelines, revised intake procedures to include standardized interview questions that incorporated: Relevance of Career Goals, Aptitude and readiness for graduate-level study, Motivation and commitment to graduate school, Personality and Interpersonal skills

(potential success in forming effective counseling relationships), and respect for cultural differences.

- To adhere to CACREP guidelines, program to add 12 credits to the current 48 credit hour program by 2023 for a 60 credit hour program.
- Design of study materials based on course mapping studies to create a study guide for the updated CRC examination.
- Based on CRC examination pass results and mapping study of new CRC exam content areas, created a CRC exam study course and we have incorporated this content into existing coursework (e.g., motivational interviewing added counseling theories and crisis-trauma counseling in internship).
- Creation of three modules of supervision training for online delivery to practicum and internship site supervisors who were lacking training on clinical supervision.
- Creation of an online orientation module for new clinical supervisors.
- Projected updates to curriculum content to include case management and services to individuals with mental health, substance use disorder, and co-occurring disorders (e.g., content was added to counseling theories related to motivational interviewing, the medical aspects course added content on substance use disorder, clinical training courses (fieldwork, practicum, and internship) are considering adding content on substance use disorder).

III. Other Substantial Program Changes (Objective 3; standard Section 4.D.3)

- Updated the remediation policy for students who fail the in-house comprehensive examination.
- A new faculty who will assume program director duties will be joining the program for fall 2019.
- Course scheduling was revised to better align on-campus and online delivery formats.
- Revisions to the Placement Guidelines and forms.
- Fall 2019 new student orientation will be live-streamed to include online students with on-campus students.
- Search committees are now required to prepare an inclusive excellence plan to be approved by the GSE Dean.
- Modifications were made to the program's evaluation plan.

Proposed 2019-20 Program Objectives

(After analysis of 2018-19 program evaluation data, it was determined our current objectives continue to be relevant for upcoming 2019-20 program year).

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Objective 3: Excellence through program evaluation and self-study.