

**ANNUAL REPORT 2020
REHABILITATION COUNSELING PROGRAM
(CACREP Standard Section 4.D)**

2019-2020 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 (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.
 - 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)
- The UB Graduate School of Education began the use of a new admissions management system. The rehabilitation faculty performed a review of the new admissions process in comparison to CACREP standards. (Objective 3)

Disability Rate Study:

- A voluntary, anonymous survey of current students in the program revealed a self-disclosed rate of disability of approximately 3x the national average (according to American Community Survey 2018 population statistics). (Objective 2; standard Section 4.B.2)

Applicant and Current Student Demographics Comparisons:

2019 to 2020 Current Student Demographics:

- Current students during the 2019-2020 academic year demographics: 75% White, 10% Black/African American, 4% Hispanic/Latino, 4% 2 or more race; 2% Asian, 4% other; 86% female, 14% male)

Fall 2020 Applicants ($n = 72$):

- (The following indicates that our applicant pool was more diverse this year overall when compared with demographics from 2018. Gender remains weighted toward female applicants).

- The applicants for Fall 2020 were: 49% White, 31% Black/African American, 9% Asian, 3% American Indian/Alaskan Native, 7% other/unknown; 11.4% Hispanic/Latino; 77% female (23% male; 0 other).

Fall 2018 Applicants:

- The pool of applicants to the program for Fall 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)

Academic Success Indicators:

- One-hundred percent (100%) of students admitted in Fall 2019 were near or meeting expected professional dispositions (KPDs), 0% were below expectations. (Objective 1; standard Section 4.B.1)
- One hundred percent (100%) of internship students met expected key performance indicators (KPIs) and professional dispositions (KPDs) standards in the 2019-2020 academic year. (Objective 1; standard Section 4.B.1)
- Follow up survey of program graduates from 2017-2020, conducted in October, 2020 revealed: 94% were employed (88% working in the rehabilitation field); (Objective 3; standard Section 4.B.3)
- A study of students who entered the program in 2018-2019 revealed that 77.8% had successfully completed their master's degree programs. (Objective 3; standard Section 4.E.3)
- CRC examination pass rates for examination dates for the 2019 to 2020 academic year were 85.7%, which is much higher than the national average pass rate. (Objective 1; standard Section 4.E.2)

Systematic Follow up survey of Site Supervisors and Employers:

- The 2020 follow up survey of site supervisors and employers revealed the following themes (Objective 3; standard Section 4.B.3):
 - 100% responded that they were satisfied or very satisfied with professional competence and overall performance of program graduates.
 - 100% rated the quality of the program's training, as compared to other rehabilitation counseling programs, as good (25%) or excellent (75%). 90% of respondents rated the quality of our UB RC program as above average when compared to other RC programs (70% excellent by comparison; 10% average by comparison).
 - Qualitative results identified themes of strengths of program interns and graduates as: counseling/group work skills, interpersonal/relational skills, knowledge of disability and mental health, technology skills, knowledge of foundations of rehabilitation, professionalism, and vocational knowledge, and level of preparation.

- Qualitative results identified themes for areas for improvements of program interns and graduates as: mental health rehabilitation, substance use rehabilitation, professionalism, crisis and trauma interventions; advanced writing skills, self-analysis/self-reflection skills.
- Qualitative results identified emerging needs themes within the field of rehabilitation included: telehealth, increases in mental health issues related to COVID-19 (depression, anxiety, substance use, PTSD), autism spectrum disorder rehabilitation, mental health and occurring disorders, substance use disorders, trauma-informed care, suicide prevention, personality disorders, knowledge of federal career opportunities, youth/transitions services, changing job markets, professional writing skills, and person centered practices.

II. Subsequent Program Modifications (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.
- Our Graduate School of Education changed to a new admissions system. The program transitioned to this new system and incorporated revised intake procedures to ensure our applicant review process met with CACREP guidelines. The program incorporated an assessment that evaluated: relevance of career goals, aptitude for graduate-level study, personality and interpersonal skills (potential success in forming effective counseling relationships), respect for cultural differences, and also motivation and commitment to graduate school (Standard Section 1.L.).
- To adhere to CACREP guidelines, program to add 12 credits to the current 48 credit hour program by Fall, 2023 for a 60 credit hour program. The program faculty are making progress in planning for the change during the 2022 academic year. This include the new curriculum with 12 additional hours of coursework, the new course mapping and schedules for part-time and full-time study, and ensuring the curriculum change adheres to CACREP standards.
 - Based on 2018-2020 program evaluation findings, the topics of human growth and development and multicultural counseling methods are being targeted for addition within the 60 credit hour program (case management is a tentative third course target)
- Continuation of the updating of materials based on past course mapping studies to create a study guide for the updated CRC examination.
- The Graduate School of Education and related offices have introduced a several equity, diversity, social justice, and inclusion initiatives. The rehabilitation program has implemented a number of actions aligned with these initiatives (Objective 2).

- In the Fall 2020, the GSE canceled classes for 2 days to conduct a teach-in in which all students and faculty participated in trainings and guided discussions related to anti-racism, equity, and social justice, entitled “Make Good Trouble” Now Teach-in for Racial Equity.
- The faculty are evaluating their syllabi for inclusion of equity, diversity, and social justice material.
- The rehabilitation faculty introduced an antiracism text that all students were required to read during the 2019-2020 year.
- The rehabilitation faculty began a faculty search in the 2020-2021 year, and incorporated an “Inclusive Excellence Plan” that outlines our plan and strategies to increase our pool of applicants from underrepresented populations. The search committee members are also required to attend a training session on implied bias, as it relates to the faculty search process. The intent of the Inclusive Excellence Plan is to increase the number of applicants from underrepresented minority groups (specifically Black/African American and Hispanic/Latino faculty) (Objective 2).
- Completed the creation of an online orientation module for new clinical supervisors. Completed an update to the three modules of supervision training for online delivery to practicum and internship site supervisors who were lacking training on clinical supervision. These modules were initiated in 2020 by site supervisors (Objective 3).
- Based on program evaluation and survey data, several updates to course content are being considered on a continuing basis including professional writing skills, mental health (DSM-V) and substance use content, telehealth discussions, COVID-19 discussions, trauma-informed care, suicide prevention, and person-centered practices.

III. Other Substantial Program Changes (Standard Section 4.D.3)

- Our acting program director will change in the Spring, 2021.
- We anticipate having a new program core faculty beginning in the Fall, 2021 and have begun the search in the Fall 2020.
- The Rehabilitation Counseling Program received a Rehabilitation Long-Term Training grant from the U.S. Department of Education to provide approximately full scholarships annually for master’s level rehabilitation counseling students. Within the 2019-2020 we have accepted 15 scholars into this scholarship program.
- The Rehabilitation Counseling Program is collaborating with School of Nursing on a U.S. Health Resources and Services Administration grant that provides additional training and scholarship stipends for students during their internships. The project provides advanced supplemental training in prevention and treatment of substance use disorders. This project supports professional development and also provides student financial assistance.
- Fall 2020 new student orientation was live-streamed to include online students with on-campus students.

- Updated the remediation policy for students who fail the in-house comprehensive examination.
- Course scheduling was revised to better align on-campus and online delivery formats.
- Revisions made to the Placement Guidelines and forms for 2020-2021.

Proposed 2019-20 Program Objectives

(After analysis of 2019-2020 program evaluation data, it was determined our current objectives continue to be relevant for upcoming 2020-2021 program year).

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