

# CLINICAL REHABILITATION COUNSELING PROGRAM

## SCHOOL OF MEDICINE

### UNIVERSITY OF SOUTH CAROLINA

#### 2019 ANNUAL REPORT

The 2019 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 2018-2019, 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**

	# Applications	Number Accepted	Number Matriculated	Applicant Data
Fall 2018	11	6	5	
Spring 2019	14 (2 repeats from FA18)	8	7	
<b>Total AY 18-19</b>	<b>23</b>	<b>14</b>	<b>12</b>	
Fall 2017	22	17	13	
Spring 2018	7	5	5	
<b>Total AY 17-18</b>	<b>29</b>	<b>22</b>	<b>18</b>	

Applicant Demographic Data for AY 2018-2019

	# Applications N= 23	Number Accepted N= 14	Number Matriculated N= 12
Gender	Female- 19 (83%) Male- 4 (17%)	Female- 11 (79%) Male- 3 (21%)	Female- 10 (83%) Male- 2 (17%)
Race/Ethnicity	African American- 9 Caucasian- 14 Hispanic- 0 More than one- 2 Not Reported- 0	African American- 4 Caucasian- 9 Hispanic- 0 More than one- 1 Not Reported- 0	African American- 4 Caucasian- 7 Hispanic- 0 More than one- 1 Not Reported- 0
Age (average)	30 years old	30 years old	28 years old
Age (range)	21 years to 51 years	21 years to 43 years	21 years to 43 years

*\*\* The 2 applicants who self-identified as "more than one" include the following: Hispanic/African American/Caucasian and African American/Caucasian. \*\**

For the 2018-2019 academic year, the average scores for accepted students were as follows:

	<b>Undergraduate GPA</b>	<b>GRE</b>	<b>MAT</b>
<b>AY 18-19</b>	3.09	Writing: 3.8 Quantitative: 147 Verbal: 149	385
<b>AY 17-18</b>	3.0	Writing: 3.5 Quantitative: 141 Verbal: 149	389

#### Student Data

	Number Enrolled	New students	Graduates
Fall 2018	33	5	3
Spring 2019	35	7	3
<b>Total AY 18-19</b>	40 (unduplicated)		
Fall 2017	38	13	6
Spring 2018	38	5	2
<b>Total AY 17-18</b>	54 (unduplicated)		

#### Student Demographic Data for AY 2018-2019

	2018-2019	2017-2018
	Number Enrolled N= 40	Number Enrolled N=38
Gender	Males – 7 (18%) Females – 33 (82%)	Males – 7 (18%) Females – 31 (82%)
Race/Ethnicity	African American- 12 (30%) Caucasian- 23 (57%) Hispanic- 0 More than one- 5 (13%)**	African American- 13 (34%) Caucasian- 12 (55%) Hispanic- 0 More than one- 4 (11%)**
Age (average)	33	32

\*\* The 5 students who self-identified as “more than one” include the following: Hispanic/Caucasian, African American/Caucasian, Hispanic/African American/Hawaiian, and two students identifying as American Indian/Caucasian. \*\*

#### Graduation Data

Nine students graduated in academic year 2018-2019. Nine graduates (100%) found employment within 6 months of graduation.

	Number of Graduates	Number Employed at Graduation	Number Employed 6 Months After Graduation
Fall 2018	3	3	3
Spring 2019	3	3	-
Summer 2019	3	3	-
<b>Total</b>	<b>9</b>	<b>9</b>	

## Graduate Demographic Data for AY 2018-2019

	2018-2019	2017-2018
	Number of Graduates N= 9	Number of Graduates N=12
Gender	Female- 7 (78%) Male- 2 (22%)	Female- 10 (83%) Male- 2 (17%)
Race/Ethnicity	African American- 3 (33%) Caucasian- 5 (56%) Hispanic- 0 More Than One- 1 (11%) **	African American- 2 (17%) Caucasian- 9 (75%) Hispanic- 0 More Than One- 1 (8%) **
Age (average)	39	31

\*\* The graduate who self-identified as "more than one" identified as American Indian/Caucasian. \*\*

### Rehabilitation Services Administration (RSA) scholarships

The rehabilitation counseling program currently has two Department of Education RSA long-term training grants; both are 5-year grants that are scheduled to end in 2019 and 2020, respectively. The grant ending in 2019 has been approved for a no-cost extension that will allow the expenditure of remaining funds for currently enrolled scholars into 2020. Both grants are designed to produce masters-level rehabilitation counselors who agree to work in a public vocational rehabilitation or closely-related setting for 2 years for every one academic year of funding they receive. At this time 19 of 35 enrolled students (54%) are RSA scholars. 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

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

#### Program Completion

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.

For students who started the 48 credit-hour master's degree program in 2015-2016 (N=16):

- 5 graduated in 2 years.
- 7 graduated in 2.5 years.
- 1 graduated in 3 years
- 1 transferred to the 60-credit hour M.A. degree program and graduated in 3.5 years.
- 2 are working with persons with disabilities in other capacities.

#### Certification

- 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

- Fall 2018: 100% of graduates (N=3) are employed as rehabilitation counseling professionals in rehabilitation agencies (N=2) and in a private practice setting (N=1).
- 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 2018-2019

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.

As mentioned above, this year's collection of Student Learning Outcome data coincides with the shift to the new MA program and alignment with our accrediting body's (CACREP) new 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 2018-2019

In general, the faculty were pleased with student performance in the first year of the MA program. For the 8 Common Core areas, all but two SLO's achieved 100% performance. Those that did not achieve 100% performance were closely examined by the faculty and found to be more a matter of personal student factors as opposed to academic performance factors. That said, opportunities for growth were noted by the faculty. First was 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. This also adds a skill-based measure to our overall assessment plan, which is a welcome addition. The faculty is also considering new ways to systematically document site and university supervision. Multiple methods are under consideration at this time. In addition, given some feedback from the Graduate Survey, in Fall of 2019 an assignment will be added to RCON 702 (the Research course) to enhance students' skills in finding and making research relevant to practice.

In the Specialty area, performance was also good. It was noted, however, that certain courses naturally occur later in the MA program, so data are limited in certain areas. Faculty also discussed ways to enrich the data stream by regular end of semester meetings between the full time faculty Adjunct Liaison with our adjunct faculty members. This was implemented in Summer 2018. Adjuncts were able to better describe their experience and render ideas forward. The practice will be retained for future semesters.

## 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. At this time, the program faculty are still formulating a plan for how we will systematically collect Key Performance Indicators (KPIs) for individual students across time. We anticipate that at this time next year that system will be in place.

## Comprehensive examination data

Summarized Results: In 2018-2019, students did well on the Comprehensive Examination. We had a 100% pass rate, overall. Our first time pass rate was 67%, with 33% 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 2018-2019 review process.

## Clinical Evaluation Data

In 2018-2019, 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 include an assessment of the student's ability to critically evaluate a psychiatric diagnosis. 10 of 10 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. Eight of the 10 internship students received a grade of satisfactory on this assignment on the first attempt. Two students were required to strengthen the section of the assignment that involved developing goals and setting measurable objectives. All students did well on this section of the case conceptualization that required them to evaluate the psychiatric diagnosis of the client.

## **Dispositions Data**

A formal process of assessing student dispositions was introduced in Fall 2017. The RCP faculty adapted 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. 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 2018-2019 Results:

Overall, students did well in the 2018-19 cycle. In the Fall 2018 cycle, the majority of students were developing well in all areas. At this time, students had begun taking ownership of the dispositions process and had begun using the terms of the dispositions spontaneously. The faculty, in discussing this phenomenon, agreed that it might provide evidence of student engagement and buy in to this process. It is worth noting, for example, that, of the students given "growth needed" feedback in the Fall semester, most had grown to "Developing Well" in that area in the Spring 2019 cycle. The faculty look at this as evidence that the dispositions process is having a positive and formative impact on student development. That said, there was considerable discussion as to the need to develop a more sustainable format for the development and delivery of Dispositions data. That process is ongoing.

In the Spring 2019 cycle, students seemed engaged and even eager to get Dispositional feedback. Students also discussed the process of Dispositions development and professional growth with faculty and peers as part of learning community activities; a culture of growth orientation seems to be developing. Students did well this Spring, with the majority at 'Developing Well', while a few students were able to benefit from the formative feedback of 'Growth Needed'. It is also worth noting that students seemed able to differentiate 'Growth Needed' from "bad" in that they were able to treat the feedback as vital formative information rather than a value judgment. The faculty felt that this contributed to student success in development.

Conclusions and associated action plans: The dispositions process has been effective and will be retained moving forward.

## **1.4 Systematic follow-up studies**

### Site Supervisor Survey Data

Summarized Results: Site Supervisor Surveys available for 2018 (N=10), Site supervisors average ratings follow:

- Access to faculty members: Nine of the site supervisors gave a score of 10; one site supervisor gave a score of 9.
- Clarity of USC documentation process: Seven of the site supervisors gave a score of 10; three site supervisors gave a score of 9.
- Ease of completing required USC documentation: Seven of the site supervisors gave a score of 10; three site supervisors gave a score of 9.
- Student educational preparation: Six of the site supervisors gave a score of 10; one site supervisor gave a score of 9; two site supervisors gave a score of 8; one site supervisor did not respond.

Overall, supervisors seemed very pleased with the strengths of the faculty and the program, as well as with students their preparedness. Comments included the following:

- Great job preparing students
- The student needs to be familiar with the agency's process and procedures. Also needs to recognize situations that require discretion.
- The students I have had from this program are very professional, excited to learn, and appear to be quick learners. This is evidence of a strong program.
- I have seen tremendous growth in both of my employees that are in the Rehab. Program.
- Faculty and staff are always free for questions.
- The USC Clinical Rehabilitation Counseling Faculty has our utmost respect for the work you do. When we have staff attending your program, I have confidence in the quality of the education they are receiving. Keep up the good work.
- Program continues to produce great counselors. Keep doing what you're doing.
- Great communication between all parties involved during the student's internship experience.
- Good program. Enjoy the collaboration.

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:

- Overall this is a great program.
- Since our office is a unique, nontraditional setting, tell students to keep in mind that direct hours can come in many forms. More outside the box thinking.

Faculty Review and Discussion: Based on site supervisor feedback, no immediate changes were required. However, program faculty made a change in our Agreement for Practicum/Internship Field Experience form that explicitly delineates the roles and expectations for the university supervisor, site supervisor, and practicum/internship student. Site supervisors indicated this is helpful. In addition, the university supervisor for practicum meets with site supervisors for consultation and to discuss student progress at least once per month during the semester.



## Employer Survey Data

The 2018-2019 Employer Survey was released in January of 2019 to 15 RCP program graduates. Two graduates changed jobs and were unable to have an employer complete the survey, so a final release of 13 graduates was used for computational purposes. The response rate was 38.6%, with 5 of 13 inquiries having generated a response.

RCP graduate employees were asked to have their supervisors respond via a Survey Monkey Link to questions regarding the Knowledge, Skills and Attitudes of program graduates, as well as their unique comments in areas of Strengths, Growing Edges and Additional Feedback. Areas of Knowledge, Skills and Attitudes were rated on a scale of 1-5, with 1 being Least Satisfied and 5 being Most Satisfied.

In the area of Knowledge, employers responded with an average score of 4.92, with the single less than Most Satisfied response being in the area of knowledge in working with people of diverse populations.

In the area of Skills, employers responded with an average score of 4.76, with the Growing Edge identified as the use of interventions that are culturally appropriate with diverse clients.

In the area of Attitudes, employers responded with an average score of 4.88, with the scores mostly balanced across the questions, and no obvious Growing Edges.

Employers shared the following comments related the Strengths of employees:

- More knowledgeable of disabilities and limitations [than other employees]
- Well rounded and knowledgeable. Has great critical thinking skills, engages with staff and consumers. Not a better intern has come through USC to me.
- Diverse background allows them to engage in a multitude of individuals and already have an understanding on how to move forward
- Lecturing, applying concepts to real-life examples, creativity in assignments.

Employers shared the following comments with regard to RCP Growing Edges:

- More listening and less talking. Allowing the consumer to complete thoughts etc. before interrupting or assuming you know what they are going to say.
- For intern students in general, continue identifying employers and building relationship skills.
- How rehab counselors and higher education are intertwined.

Employers shared the following comments with regard to Additional Feedback:

- The students that I have worked with have gained tremendous insight regarding the world of disabilities. I think this is an amazing program.
- I have utilized other programs other than USC, but can safely say USC produces the graduates who can go to work and make an impact quicker than any other organization.

Faculty Discussion April 17, 2019:

The overall response rate continues to trend upward, and faculty has plans to further enhance response rate by continuing with the implementation of improved strategies around dissemination of the survey via email, and reinforcing that effort with follow up phone contacts. The goal is to enhance overall response rates in coming years.

The trends in Employee Knowledge and Skills is consistent with last year's Employer Survey data. Specifically, a desire on the part of employers to have RCP graduates better prepared in Knowledge regarding culturally diverse populations and Skills in the implementation of culturally appropriate strategies. At that time, a decision was made to integrate into the Theories course more culturally driven scenario-based learning. While that has been implemented, the current group of RCP graduates would have already taken the Theories course. Thus, there is an expectation that the data would remain similar to the previous year's levels. It is hoped that next year's data will bear the fruit of the changes made in the Theories course as the newer RCP graduates would have been exposed to the newly revised curriculum.

The RCP employee performance in Attitudes is consistent with years past and the faculty is pleased with the overall performance of RCP graduates in this area.

Conclusions and associated action plans: Faculty were very pleased with the commentary data shared by employers. It is felt that recent programmatic efforts at curriculum expansion and enhancement, as well as the CACREP Self Study process have given rise to opportunities to further enhance the program. We will continue to monitor the Employer Survey closely for evidence that these enhancements are bearing fruit.

#### Alumni/Graduate Survey Data

Summarized Results: The faculty met and examined the results of the 2017-2018 Survey of Program Graduates at the April 2019 meeting. Return rates for this evaluation cycle were higher this year than in previous years (67% compared to 46.7%, 41.7%, and 35.3%, for the 3 preceding years, respectively). Overall, students reported positive experiences within the program and would recommend the program to others. One area, Portfolio, stood out in terms of program modification. Portfolio is a non-graded professional component of the program and receive the overall low was score related to experiences in the program. The survey results are included as an Appendix.

Conclusions and associated action plans: Faculty decided to add a Portfolio session to the Spring Distance Education/Learning Community day held in late February/early March of each year. By reducing the time in between students' exposure to faculty-facilitated Portfolio activities (which occurs at orientation and August), students may become more engaged in the process.

#### 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, one student reported rated their experience with their site supervisor as a 6 on a 10-point scale. All other students rated their experiences with their site supervisors as 8 or higher on the scale.

Discussion and actions: The student who rated the experience low (6/10) wanted to have more hands-on experience and indicated that she would have benefited from a more engaged site supervisor. The university supervisor was highly involved in this placement and had to put extra effort into facilitating the requisite learning activities. After this placement, the program agreed that we will only place students at this site if a site supervisor with sufficient availability and investment in student learning is available.

### **1.5 Additional external review**

#### 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.

#### *Highlights of the 2018-2019 Advisory Board process:*

- Review of annual surveys. At the June 2019 meeting, Dr. Walsh presented results of the annual surveys (Alumni, Site Supervisor, and Employer). Discussion was held around the program's ongoing strengths as well as areas from continuous improvement.
- Review of Annual Plan. The December meeting was postponed until January, at which time the Board reviewed and approved the program's second Annual Report.
- Continued collaborative discussion about the 60 credit hour program and the pursuit of CACREP accreditation.
- Brainstormed ways to increase program visibility and enrollment (i.e., offering specialized electives).

## **Section 2. Discussion of findings**

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

- Student Dispositions ratings continue to be very effective in:
  - Identifying and highlighting key growth areas for students
  - 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.

This year we noticed that the process is effective in cultivating personal and professional development, in addition to academic achievement, in the context of a learning community.

- Student Learning Outcome data were largely positive, and indicated that students are doing well in acquiring key knowledge and skills. Growth areas were noted in the area of human growth and development and an assignment was subsequently added to the

Theories and Practice II course. Also, applying research in actual practice will be enhanced by a new assignment in the Research class.

- Employer surveys indicated that employers were very happy with program graduates on the whole. Faculty members agreed that recent programmatic efforts at curriculum expansion and enhancement, as well as the CACREP Self Study process have given rise to opportunities to further enhance the program. We will continue to monitor the Employer Survey closely for evidence that these enhancements are leading to desired outcomes.
- Program graduate surveys indicated that graduates seemed pleased with their educational experience, as a whole. As noted, enhanced frequency of structured Portfolio activities will help make that process more relevant to students' professional development experiences.
- 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 2019 Annual Report will be discussed with the rehabilitation counseling program Advisory Board at its December meeting. Last year (2018), board members noted that the new format for the Annual Report is well-organized and easy to follow. They also noted that they were familiar with many portions of the report, having either seen the data before (e.g., the survey of program graduates and the survey of employers of program graduates) or been involved in the development of program activities (e.g. the transition from 48 credit hours to 60 credit hours which is been in process for more than 3 years; the creation and implementation of an instrument to evaluate student dispositions, etc.).

### **Section 3. Recent and Subsequent Program Modifications**

#### ***3.1 Improving the assessment of dispositions***

Moving toward a sustainable process

As noted above, the faculty are in the process of considering more sustainable procedure for the Dispositions process. One effort that was implemented in 2018-2019 was focusing each semester's Dispositions evaluation to students enrolled in counseling courses, including practicum and internship. This reduced the number of students to be rated, but still allowed for formative feedback to be communicated on a consistent basis and at key developmental junctures. While this effort was successful, other methods are currently under consideration to further streamline the process and to maximize efficiency.

Program Culture: Integration of dispositions into Orientation

Another effort initiated in 2018-2019 was to integrate the Dispositions process into our Orientation Day. A session is devoted to Dispositions during which the faculty introduce the concept of Dispositions to students and ask students to brainstorm what each Disposition may mean by title. This provides students a way to conceptualize the Dispositions first in their own words and then to come to consensus on meaning after discussing the operationalized terms. In an interesting twist, during the latest Orientation, students who had been through the Dispositions process were able to engage in these sessions and spoke eloquently about the impact the Dispositions process had on each of them and their own development. Another session at Orientation is dedicated to Portfolio and we integrated disposition categories into this session. The faculty were pleased to see the student responses to these sessions and took it as evidence that the program is evolving to include Dispositions as a part of the culture of the program. This process was effective and will be retained.

For a look at the Dispositions rating sheet utilized by both students and faculty, see **Appendix 2**.

### ***3.2 Continued implementation of revised Program Evaluation activities***

The 2018-2019 academic year represented the first opportunity to fully align the Program Evaluation process with the CACREP standards and associated data collection. This is consistent with the Accountability Bridge cycle built into our Program Evaluation Plan. For example, the faculty have been able to update the University data collection system (Academic Composer) to more closely match with the CAREP requirements. Additionally, the program is excited to have completed the Self Study for an upcoming CACREP site visit, in which we hope to gain more insight into CAREP-based standard data evaluation and collection. We can then use that information to further refine our processes.

### ***3.3 Virtual reality***

During the 2018-2019 academic year, the program has begun incorporating virtual reality into the curriculum of several courses. The program has been able to acquire several virtual reality systems including an Oculus Rift and 5 Oculus Go's as well as gain access to an Oculus Quest and a VIVE Cosmos. With the help of program graduate assistants, program faculty have been able to pilot test various applications with core classes such as Psychosocial and Medical Aspects of Clinical Rehabilitation.

### ***3.4 Collaborative skill development***

The Faculty have committed to a Learning Community model of counselor education. In a Learning Community, each member, both student and faculty, have a responsibility to the broader Learning Community to enhance it whenever possible. For example, this Learning literature is clear that adults learn better when they have a hand in instructional design. Further, they learn better when they are able to incorporate their own unique background and knowledge into the process. Whenever possible, RCP faculty encourage students to design projects within each course that align with their own interests and passions. Further, faculty encourages each student to bring their own unique background ways of understanding into each class discussion. This leverages the benefits of these Adult learning principles for the benefit of the entire Learning Community. In fact, true Learning Communities thrive when multiple perspectives,

backgrounds and ways of understanding material are present and explored. Not only do these efforts maximize the value of course discussions, they model a consultation-driven learning model that parallels professional practice. For example, the way one individual conceptualizes Adlerian theory may resonate with one student, while the way another conceptualizes the theory may resonate with a separate student. When combined, these diverse perspectives represent a powerful multi-modal learning schema that is considerably more than the sum of its parts.

Further examples of collaborative skill development in the program in 2018-2019 are the collaborative Dispositions process in which both students and faculty rate the Dispositions, and then compare notes. Students rate themselves and are rated by course instructors, providing opportunities to build skills in self-evaluation. This provides students invaluable opportunities to “calibrate” their own self-evaluation skills.

Finally, we are evaluating and will implement a process of self-evaluation that will be required of each student entering their pre-practicum meeting. This process, still under development, will include students examining their own personal and professional development and developing a Dispositions and Skills Development Map that they will present to faculty as evidence of the self-evaluation skills needed to successfully complete the Practicum experience. The added advantage to this approach is that it provides the student the opportunity for valuable formative feedback on their self-evaluation skills as well as a skill-based measure of program evaluation for the faculty.

### ***3.5 Individualized student advisement and planning for degree decisions***

Individualized student advisement has been ongoing during the program transition. Of the 38 students enrolled in the MRC program at the time the MA program was approved (early 2018), 23 (60.5%) have or plan to graduate with the MRC degree (14 by Aug. 2019; 3 in Dec. 2019; and 6 in 2020). It is possible that some of the 2020 graduates may transition to the MA program and advisement will continue for the students. Twelve students (31.2%) transferred or plan to transfer to the MA program; 3 of the 12 graduated in August 2019. Three other MRC students left the program without graduating.

### ***3.6 Distance Ed/Learning Community format***

The Clinical Rehabilitation Counseling program dedicates one Saturday in each major semester to a Distance Education/Learning Community day. Students are informed of the date and time early in the semester, and are required to attend. Beginning in Fall 2018, 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. Students have opportunities throughout the day to engage with peers and faculty in activities to enhance their development and to build the learning community.

### ***3.7 Enhancement of professional counselor identity***

It is important for counselors to be identify with and be involved in the counseling profession as well as advocate for the field of counseling. One way counselors stay informed about what is going on in the field and engage in opportunities for professional development is through membership in professional counseling organizations. To enhance professional development of

students, an assignment requiring membership in at least one professional counseling organization was integrated into (RCON 700) Foundations of Clinical Rehabilitation Counseling. By the end of the semester, students are required to select and join a professional counseling association that aligns with their own professional counselor identity.

#### **Section 4. Other substantial program changes**

##### ***4.1 Curriculum revision: Change from 48 credit MRC degree to 60 credit hour MA degree***

Two major trends in the field of counseling are the movement towards the portability of counselor licensure from state to state and the desire to standardize Professional Counselor training. For counselor education, this standardization ensures that a professional counselor has the same basic training, regardless of specialty area, which allows for more effective advocacy for the profession at large and for the development of a more unified agenda in professional development. It is felt that this shift in the perception and understanding of the counseling profession will lead to more employment opportunities for qualified professionals. For graduates, this shift to more standardized basic professional counselor training should result in a degree that is of more value and better understood by the public, legislators, and third-party payers, such as insurance companies.

Working towards a more unified vision, after a major review of curriculum, exhaustive research, consultation, and the feedback and support of the Advisory Board, the Rehabilitation Counseling program (RCP) chose to move from a 48 credit hour Masters in Rehabilitation Counseling (MRC) program to a 60-credit hour Masters in Counseling and Rehabilitation, with a specialization in Clinical Rehabilitation Counseling. Final approval from the Commission on Higher Education was received in February 2018; the 60-credit hour program accepted its first students in Fall 2018.

The shift from a 48-credit hour program, which already had an emphasis on clinical rehabilitation counseling, to a 60-credit hour program prepared the Rehabilitation Counseling program to be recognized formally by CACREP as having a specialization in clinical rehabilitation counseling. CACREP, after the CORE/CACREP merger in 2017, is the national accrediting body for counseling programs. The move from the 48-credit hour program to a 60-credit hour program was central as the RCP prepared for accreditation by CACREP.

The Rehabilitation Counseling program began the extensive accreditation self-study process December 2018 and submitted the *CACREP Self-Study: USC Clinical Rehabilitation Counseling Program* document April 2019. In August 2019, the program received confirmation from CACREP that the Rehabilitation Counseling program could proceed with scheduling a site visit. The RCP submitted three possible dates for the site visit to take place in Fall 2019 and has more recently submitted dates for February 2020.

#### **5. Research and scholarship**

In academic year 2018-2019, RCP faculty engaged in several scholarly activities. A partial listing of those activities follows:

*Grants and Awards:*

Dr. Leach was awarded the MUSC Community Engaged Scholars and Practitioners (CES-P) Grant in Fall 2017. 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.

Dr. Dawson was awarded four Unity Education Grant Licenses through a competitive proposal process. Unity Technologies. Award value \$6,000.

Dr. Dawson was also awarded the Virtual Environments Grant, USC Center for Teaching Excellence, through a competitive award process. University of South Carolina, Funded \$2,920.

*National and Local Presentations:*

Dr. Leach, Dr. Walsh, and Dr. Dawson presented “Learning from the Voices of Persons with Disabilities: Natural Disaster Preparation and Recovery” at American Counseling Association Conference in Atlanta, GA on April 26, 2018.

Dr. Leach presented:

- “Compassion Fatigue and Mindfulness for Family Members and Caregivers” at NAMI Mid-Carolina, Columbia, SC on August 14, 2018.
- “Compassion Fatigue and Mindfulness for Mental Health Professionals” at South Carolina Department of Mental Health: Deaf and Hard of Hearing Services, Columbia, SC on September 28, 2018.
- “Mindful Living and Seeking Balance” at Mental Health America of South Carolina: Reclaim Your Resilience, West Columbia, SC on October 18, 2018.
- “Self-Care During the Holidays” at Lexington Celebrate Recovery, Lexington, SC on December 11, 2018.

Dr. Dawson presented:

- Dawson, R.D., Arslan-Ari, I. (2019) Accessible Virtual Reality for All. EdTech, Greenville, South Carolina
- Dawson, R.D., Walsh, M. (2019) Using Virtual Reality, Augmented Reality and 360 Video in Educational and Clinical Applications, Fall 2019 NCRE/RSA/CSAVR National Rehabilitation Education Conference, Arlington, Virginia.
- Dawson, R.D. (2019) An Assistive Technology Toolkit to Empower Every Student, South Carolina Conference on Innovations in Teaching & Learning. Charleston, South Carolina



- Dawson, R.D. (2019) Accessible virtual reality environments eLearning tools. USC virtual reality boot camp. University of South Carolina Center for Teachings Excellence. Columbia, SC
- Dawson, R.D. (2019) Applications of virtual reality with persons with spinal cord injury. Augustine Veterans Administration, Georgia
- Dawson, R.D. (2019) 360 video, Virtual Reality, and Augmented Reality What Are the Differences and How Can They Be Applied in a Rehabilitation Setting. what are the differences New Orleans, LA
- Dawson, R.D. (2018) Creating accessible virtual reality environments. USC virtual reality boot camp. University of South Carolina Center for Teachings Excellence. Columbia, SC
- Dawson, R.D., Leach, D.P., Walsh, M. (2018) Learning from the Voices of Persons with Disabilities: Natural Disaster Preparation and Recovery. American Counseling Association: American Rehabilitation Counseling Association, Atlanta, GA.
- Dawson, R.D. (2018) Home Modifications for persons with disabilities: How to make them and How to afford them. South Carolina Assistive Technology Expo. Columbia, S.C.
- Dawson, R.D. (2018) Assistive and adaptive technology with Smart Phones. Empowering a Future: Transitions Conference for Professionals. Columbia, SC

*Publications:*

Grothaus, T., Runyan, H., **Sacco-Bene, C.** (2019). Solution-focused counseling as a positive intervention. In G. McAuliffe *Positive counseling: A guide to assessing and enhancing client strength and growth* (pp. 173-183). San Diego, CA: Cognella.

Veshinski, S., **Sacco-Bene, C.**, & Fernandez, M. S. (2019). Child custody and divorce assessment. In L. Sperry *Family assessment: Contemporary and cutting-edge strategies* (3<sup>rd</sup> edition). NY: Routledge.

**Walsh, M.J.** & Allison, A. (2018). Bringing it all Together: Effective Program Evaluation. In Wester & Wachter-Morris (Eds.). *Practitioner's Guide to Research Methods: How to Design and Implement Effective Studies*. Routledge Taylor Francis: New York, New York.

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

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

## **6. Service**

In academic year 2018-2019, RCP faculty engaged in several service activities. A partial listing of those activities follows:

### Boards of Directors

Dr. Leach is a member of the Mental Health America Board of Directors beginning June 2017.

Dr. Dawson is president of the Board of Directors ABLE South Carolina, a Center for Independent Living (CIL). Dr. Dawson has been a member of the board since 2012 and president since 2013.

Dr. Sacco-Bene is a member of the Board of Directors of Lift Disability Network. She has been a member since 2016.

Dr. Lachance concluded her second 3-year term as a member of the Board of Directors of the American Foundation of Suicide Prevention-SC Chapter in 2018. Dr. Lachance has continued to volunteer with AFSP.

### Professional Organizations

Dr. Walsh is involved in several professional organizations and serves in several capacities including:

- American Counseling Association Foundation (ACAF) - Trustee (2017-2022)
- American Counseling Association Ethics Committee (ACA) - Member (2010-2013, 2014-2017) (Co-Chair-2012)
- American Counseling Association (ACA) - ACA National Conference Session Review Committee (2006-Present)
- Association for Counselor Education and Supervision (ACES) - Member
- Southern Association for Counselor Education and Supervision (SACES) - Member
- American Rehabilitation Counseling Association (ARCA) - Member
- Journal of Counseling and Development Review Board (JCD) – Member (2016-2019)

Dr. Lachance is a member of the American Counseling Association, the Association for Counselor Education and Supervision (ACES), the Southern Association for Counselor Education and Supervision (SACES), and the American Rehabilitation Counseling Association (ARCA).

Dr. Dawson is a member of the American Counseling Association, ACES, the American Rehabilitation Counseling Association (ARCA) and is an individual member of the National Council on Rehabilitation Education (NCRE), as well as the National Rehabilitation Association (NRA).

Dr. Leach is a member of the American Counseling Association.

Dr. Sacco-Bene is a member of the American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Southern Association for Counselor Education and Supervision (SACES), and American Rehabilitation Counseling Association (ARCA). She serves on the ARCA Executive Board as Chair, Council on Public Relations & Awareness 2019-2020 and on the Executive Board of the Florida Counseling Association (FCA) as Secretary 2018-2020.

#### Consultation and training for community agencies

Dr. Walsh and Dr. Lachance developed a multi-day training, "Counseling Skills for Vocational Rehabilitation Professionals," for the South Carolina Vocational Rehabilitation Department. Since 2014, more than 300 SCVRD employees have completed this training.

Dr. Lachance provided consultation and training to more than 60 state-level managers of SCVRD on the topics of "LGBTQIA+: Beginning the Discussion" and "LGBTQIA+: Continuing the Conversation" in August and October, 2018, respectively.

#### University service

Dr. Walsh participates in the Motivational Interviewing Community of Practice at the School of Medicine.

Dr. Walsh serves as a member of the USC Alumni Awards Committee.

Dr. Walsh partnered with staff of the USC Student Disability Resource Center to educate university faculty about working collaboratively with students with disabilities to identify effective accommodations.

Dr. Lachance represents the School of Medicine on the USC Disability Affairs Committee.

Dr. Dawson was elected to Faculty Senate for 2018-2021.

#### Other community service

With Ms. Brianna Newton, Dr. Sacco-Bene hosted a Rehabilitation Counseling program table at the Inaugural MED Two Expo, in support of the Richland Two MED Two program. The MED Two program is an after school extension program that provides healthcare related opportunities for middle and high school students in Richland County District 2.

Dr. Dawson served as a lead partner at the South Carolina Center for Assistive Technology and Educational Research (SC-CATER), which offers a place for the advancement and dissemination of assistive technology. SC-CATER emphasizes instruction and research for the School of Medicine, the College of Education, and the School of Computer Science and Engineering.

Dr. Sacco-Bene was invited to speak at the Power Up, a Career Academy for Students with Disabilities, sponsored by The College of Social Work, UofSC Conference team, and South Carolina Vocational Rehabilitation.

Dr. Walsh provided expert witness testimony in Medicaid Disability appeals cases.

Dr. Walsh served as a Hearing Officer in deciding disputes between service agencies and consumers.

Dr. Walsh served as a mediator in disputes between service agencies and consumers.

## **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 may influence the counseling relationship across a variety of helping settings. (KPI)	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
		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

	(Type of KPI: Knowledge)	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	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

	development to a client. (KPI) (Type of KPI: Skill)	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	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
--	--	---	--------

	inform and adapt counseling practice. (Type of KPI: Knowledge)	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 Final Exam (previously: Individualized Plan) 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)  <b>For discussion:</b> <b>This may work better as a stand-alone SLO, rather than a key performance indicator. For it a KPI, the measures occur too close in time, and each represents a different fundamental competency.</b>	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. 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.	Rubric
	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).	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									
	<b>Other skill, knowledge measures</b>											
2	PPA	X	X									
6	Comps	X	X	X	X				X	X		
			X									
	<b>Dispositional evaluation</b>											
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