

CLINICAL REHABILITATION COUNSELING PROGRAM
SCHOOL OF MEDICINE
UNIVERSITY OF SOUTH CAROLINA
2020 ANNUAL REPORT

The 2020 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 2019-2020, 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,
 - o Education/Program Objective # 1. Students will demonstrate current knowledge and competencies required for successful practice in the field of professional counseling.
 - o 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 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 2019-2020

	# Applications N= 32	Number Accepted N= 20	Number Matriculated N= 16
Gender	Female- 29 (91%) Male- 3 (9%)	Female- 20 (100%) Male- 0	Female- 16 (100%) Male- 0
Race/Ethnicity	African American- 13 (41%) Caucasian- 14 (44%) Hispanic- 0 Asian- 2 (6%) More than one- 2 (6%) Not Reported- 1 (3%)	African American- 7 (35%) Caucasian- 9 (45%) Hispanic- 0 Asian- 2 (10%) More than one- 2 (10%) Not Reported- 0	African American- 6 (38%) Caucasian- 6 (38%) Hispanic- 0 Asian- 2 (12%) More than one- 2 (12%) Not Reported- 0
Age (average)	32 years old	30 years old	31 years old
Age (range)	21 years to 61 years	22 years to 61 years	22 years to 61 years

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

For the 2019-2020 academic year, the average scores for accepted students were as follows:

	Undergraduate GPA	GRE	MAT
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 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 2019-2020

	2019-2020	2018-2019
	Number Enrolled N= 41	Number Enrolled N= 40
Gender	Males – 5 (12%) Females – 36 (88%)	Males – 7 (18%) Females – 33 (82%)
Race/Ethnicity	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	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

13 students graduated in academic year 2019-2020. Twelve (12) graduates (92.3%) found employment within 6 months of graduation.

	Number of Graduates	Number Employed at Graduation	Number Employed 6 Months After Graduation
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 2019-2020

	2019-2020	2018-2019
	Number of Graduates N= 13	Number of Graduates N= 9
Gender	Female- 11 (85%) Male- 2 (15%)	Female- 7 (78%) Male- 2 (22%)
Race/Ethnicity	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)	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

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

- 2019-2020: 7 MRC graduates (48 credit hour degree)
- 2019-2020: 5 MA graduates (60 credit hour degree)
- 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 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.

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

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

- Fall 2019: 100% of graduates (N=4) are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health center settings.

- 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.
- 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 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 gathers 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, four SLO's achieved 100% performance across all measures and two SLOs scored between 91%-100% across all measures. Three SLOs scored between 82% and 100% across all measures. The remaining three SLOs included were characterized by mixed ratings across a total of eight measures that ranged from 67% to 100%. 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 addition, ratings that were in the range of 67%-73% represented the impact of just one or two students in a small group who did not meet the benchmark.

In general, student performance across all eight common core areas and the specialty area are commendable. Last year's 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 is in the application of career theory. To make the theories more applicable and understandable, faculty discussed ways to supplement textbooks with creative activities (e.g., "art gallery") that might help either in class or at Distance Education Saturday meetings. This change will be made in AY21.

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. This year, the program faculty formulated a plan for how we will systematically collect Key Performance Indicators (KPIs) for individual students across time. That plan is now in its first semester of implementation and we anticipate that at this time next year we will be able to provide richer data related to KPIs. Also, we discuss the systematic process of KPI data collection in Section 3 of this report.

Comprehensive examination data

Summarized Results: In 2019-2020, students did well on the Comprehensive Examination. We had a 100% pass rate, overall. Our first-time pass rate was 57%, with 43% 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 2019-2020 review process.

Clinical Evaluation Data

In 2019-2020, 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. Ten 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. 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 2019-2020 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 2019-2020, all students who received ratings of Growth Needed had rated themselves similarly and/or were receptive to the feedback from faculty. No students required remediation due to concerns about professional dispositions.

Based on feedback received during the CACREP accreditation site visit in July 2020, beginning in Spring 2021, the review of dispositions will be linked to the formal annual evaluation process in which students receive written 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 2019 survey of site supervisors was completed in January 2020 – February 2020 and the results are attached. Of the eighteen site supervisors who were surveyed, nine site supervisors responded (a 50% return rate). This is the same percentage as the 2018 survey. Three of the site supervisors supervised a practicum student, and the other six who responded supervised internship students. Four of the site supervisors reported working with students in the Summer 2019 semester and five of the site supervisors reported working with students in the Fall 2019 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: Eight of the site supervisors gave a score of 10; one site supervisor gave a score of 9.
- Clarity of USC documentation process: Eight of the site supervisors gave a score of 10; one site supervisor gave a score of 9.
- Ease of completing required USC documentation: Nine of the site supervisors gave a score of 10.
- Student educational preparation: Eight of the site supervisors gave a score of 10; one site supervisor gave a score of 9.

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

- [MRC program] Student had not taken any DSM or mental illness classes and this would have been helpful in our setting.
- Maybe the students could be trained on SCVRD paperwork within the program.
- I think the overall preparation of students for the practicum experience is top notch. The student came in, ready to work, and hit the ground running! The only suggestion I might have is prior to the practicum/internship is reviewing acceptance of constructive feedback. At times, the student felt the need to justify their actions rather than being open to new ideas, guidance.
- The student presented to be very well prepared and took initiative to learn things when she wasn't.
- Good as it is.
- None at this time.
- None
- No response. (2)

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

- The staff were great to work with and flexible which is key in our agency.
- The student came in and needed little guidance to catch on.
- The program is fabulous and the students I have had from the program have been terrific. Each one wanted to offer new ideas and come up with creative ways to problem solve.
- The program works. Specifically, the program allowed me and the faculty supervisor to "zero in" on a learning curve with the intern that really needed to be addressed.
- The process went very smoothly and it seems like you have a great program!
- The students we work with are all prepared, are great, and are helpful.
- Students that come from the MRC program are very well-rounded, thoroughly educated in the field, and ready to go!
- You all prepare your students to engage from day one of practicum and we really appreciate that motivation.

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:

- As noted, the need for more DSM/MI would have been helpful, but I also recognize that the program recently went through some changes and that may be fixed.
- The paperwork was foreign.
- The only suggestion I have here is just working on helping students to receive constructive feedback and input from supervisors and colleagues at their practicum site.
- Possibly allowing students to stay at the same location for practicum and internship, but of course requiring different and more clinical duties.
- I can't think of any.
- None at this time.
- None.
- No response. (2)

In the faculty review process, we noted that the 60-credit hour program includes required courses that specifically address the DSM and mental health diagnosis. The student referenced in the above comment was a graduate of the 48-credit hour program who did not elect to take those courses as they were not required.

Although we do not train students in agency-specific paperwork, we want to make sure that site supervisors feel they can talk directly with faculty if they have concerns about students and site-specific paperwork. This will be done in routine contacts at the beginning of each semester.

No other changes indicated at this time.

Site Supervisor Microburst Training Survey

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 2020 Annual Employer Survey was sent out to 12 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 3 employers, one of which had two of our graduates as employees. Unfortunately, the Survey Monkey system only allowed for a single completion of

the survey. That employer did email us to let us know and gave us excellent feedback on the second employee. That brings the actual response rate to 33.3%.

Consistent with counselor education practice, the Employer Survey is designed to measure employers' level of satisfaction in areas of Knowledge, Skills and Attitudes.

In Knowledge areas, all respondents rated their level of Satisfaction as Most Satisfied. This includes areas such as: the Role of the Rehab Counselor, Vocational Concepts and the World of Work, Counseling Techniques and Theories, Disability and Working with Diverse Populations.

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, 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. In the area of Attitudes Towards Co-Workers, one respondent rated Satisfied and the rest Most Satisfied. Employers noted areas of strength in Employees as follows:

- “Driven, compassionate, culturally diverse, and has a great knowledge of working with people living with disabilities.”
- “Knowledge, professionalism and adaptability.”

One Employer noted the following Growing Edge in an Employee:

- “Utilizing more of a team approach.”

During review by faculty, we noted that employers seem pleased with the Knowledge, Skills and Attitudes of RCP Graduates. Emphasis will be placed in future curriculum planning on teamwork and interdisciplinary collaboration. Also, as we will be doing with the survey of program graduates, we will utilize the most up-to-date email addresses of graduates which may enhance response rates (i.e., we know that at least one email address was invalid). 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.

Alumni/Graduate Survey Data

Summarized Results: The faculty met and examined the results of the 2018-2019 Survey of Program Graduates at the July 2020 meeting. Return rates for this evaluation cycle were within the range of previous years (55% compared to 67%, 46.7%, and 41.7% for the 3 preceding years, respectively). This year, at least one graduate was not able to be reached because we only had a local employment email address; this graduate had accepted a job in an out-of-state federal agency and did not provide a new email address.

Overall, students reported positive experiences within the program and would recommend the program to others. Compared to previous years, Occupational Analysis and Case Management courses scored higher than counseling classes and field experiences in terms of importance in current job. Similarly, respondents rated Rehabilitation Research (usually the lowest rated course) higher than in previous years. Last year's action plan related to improving the relevance of Portfolio (the program's personal and professional development experience)

seems to have had a positive result as the rating on that item increased from 2.75 to 3.6. The action plan included conducting more frequent Portfolio activities during the year (i.e., at the Learning Community Saturday event in Spring). We will continue to include these sessions on the in-person Saturday.

Conclusions and associated action plans: We agreed to develop mechanisms to increase the likelihood of having current email addresses for graduates. At graduation, we will ask for personal and long-term email addresses for graduates. We will also remind graduates to share new employment-based email addresses with the program. This can be accomplished through developing an Exit survey. Also, in response to feedback about competencies in related to addressing family issues counseling we added a session related to systemic family counseling to Distance Education Saturday in February 2020 and will continue to offer sessions related to family issues at each of these meetings in fall and spring.

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 (13 practicum; 12 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 Site Visit

The site visit scheduled for late March was postponed due to COVID-19. In May, CACREP approved the rehabilitation counseling program's application to host a virtual site visit, which was held July 22-24. At the exit interview, the site team reported that the rehabilitation counseling program met all accreditation standards. The program's accreditation will be formally reviewed and determined at CACREP's January 2021 board meeting. The collaborative review process resulted in several helpful suggestions from the site visitors. Further, many of the suggestions, discussed in more detail in Section 3 (program modifications), were immediately implemented

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 early January 2020 and again in June. The June meeting was held virtually due to COVID-19

Highlights of the 2019-2020 Advisory Board process:

- Review of Annual Plan. The Board reviewed and approved the program's third Annual Report.
- Continued collaborative discussion about the 60-credit hour program and the pursuit of CACREP accreditation. The CACREP site visit, originally scheduled for March 2020 was postponed due to COVID-19.
- The board appreciated the program's inclusion of the assessment of dispositions and the portfolio process as part of the students' educational process. The board discussed the importance of establishing a connection between personal and professional growth as a lifelong process of having a career.
- A member of the board reported that many employees in her office have an anxiety around the idea of presenting at conferences or even in smaller groups. This is an invaluable skill that needs to be cultivated while students are in the program. Faculty described the ways in which student presentations occur in the program and agreed that facilitating conference attendance should be encouraged.
- Importantly, we addressed the 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:

- Student Dispositions ratings continue to be highly 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.
- Student Learning Outcome data were positive and indicated that students are doing well in acquiring key knowledge and skills. A growth area was noted in the area of application of career counseling theory. We are looking at ways to expose students to creative, experiential activities in class and at Distance Education Saturday that help make career theories more meaningful and relevant.
- Employer surveys indicated that employers were very happy with program graduates on the whole. Faculty members agreed that the CACREP Self Study process and preparations for the Site Visit provided 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 resulted in increased scores on that survey item. This year, the only

item requiring action was to increase the likelihood of having current email addresses for all graduates.

- 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 will be discussed with the rehabilitation counseling program Advisory Board at its January 2021 meeting. Last year (2019), 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 Enhanced KPI collection and 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, the faculty implemented a new 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.

3.2 Enhanced annual student review process

This year, based on feedback received during the site visit, faculty in the rehabilitation counseling program clarified, improved, and streamlined the process by which the annual review of student progress takes place. As mentioned, dispositions and KPIs are reviewed in each of the two major semesters and students meet with faculty to discuss areas of strengths as well as growth needed. However, we lacked a systematic mechanism to demonstrate this was occurring. 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.

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

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. This year, 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-lead 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. Moving forward, 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.

3.4 Virtual reality

Due to Covid-19 the virtual-reality lab was closed for a significant period of time from March-August. Given that, for this year the virtual-reality lab has offered 30 demonstrations with an estimated 60 persons 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 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, and the School of Medicine Greenville 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.

3.5 Collaborative skill development: Dispositions and Skill Development Map

Carried over from last year's report, we plan to implement a process of self-evaluation that will be required of each student entering their pre-practicum meeting. This process, which was interrupted by COVID-19, 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.

3.6 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.

3.7 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 in which 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 in 2019. 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. To date, students are joining a broad range of professional associations including, but not limited to, ACA, SC Counseling Association, ARCA, Women in Psychology, and NAADAC.

3.8 Enhancement of Site Supervisor Training Program

In an effort to enhance the support and educational system of our Practicum and Internship students and to enhance the quality of supervision available, the faculty developed an ongoing training program for Site Supervisors. This program consists of an Orientation Training and Monthly Microburst Trainings.

Site Supervisor Orientation Trainings:

The Training Program begins with two Narrated Power Points designed to introduce and orient new supervisors to the clinical supervision process and some Best Practices in this area. These Orientation Trainings are available as fully captioned videos in a private, password protected area of our program website.

Monthly Microburst Trainings:

In order to provide ongoing support to our Site Supervisors, faculty also developed a Monthly Microburst Training program. The program was intentionally designed with busy site supervisor schedules in mind, with each training not to exceed twenty minutes in length. This series of Narrated Power Points are available as fully captioned videos in a private, password protected area of our program website.

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, 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.

4.2 CACREP Site Visit

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 site visit scheduled for late March was postponed due to COVID-19. In May, CACREP approved the rehabilitation counseling program's application to host a virtual site visit, which was held July 22-24. At the exit interview, the site team reported that the rehabilitation counseling program met all accreditation standards. The program's accreditation will be formally reviewed and determined at CACREP's January 2021 board meeting.

Section 5. Faculty Professional Engagement and Accomplishments

Research and scholarship

In academic year 2019-2020, 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 \$11,000. Dr. Dawson and colleagues received an Aspire III award through the University of South Carolina, funded \$97,000.

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.

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:

- 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
- “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, Walsh, M. Allen, T (2020) Using Virtual Reality, Augmented Reality And 360 Video In Counseling: Clinical Applications. 56th Annual South Carolina Counseling Association Conference, Hilton Head. South Carolina
- Dawson, R.D. (2020) Technology For Persons With And Without Disabilities. Why Every Counselor Needs To Know This And How It Could Benefit All Of Your Clients. 56th Annual South Carolina Counseling Association Conference, Hilton Head. South Carolina
- Arslan-Ari, I., Dawson, R.D. (2020) Virtual Reality as an Assistive Technology. Assistive Technology Industry Association (ATIA), Orlando, Florida
- 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

Dr. Sacco-Bene presented:

- Sacco-Bene, C. (2020, April). *Nurturing relationships*. Lift Disability Network, Inc. Webinar.
- Sacc-Bene, C. (2019, July). *Power up*. 2019 Career Academy for Students with Disabilities. SCVRD and UofSC, Columbia, SC.

Dr. Walsh presented:

- 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.
- 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 (2020, July) Effective Online Education-Invited Panelist Association for Counselor Education and Supervision (ACES) Virtual Panel Discussion on Best Practices in Online Education.

Publications:

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

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

Sacco-Bene, C., & Roseman, F. (2020). When caring is too much. *Counseling Today*, 62(7), 52-56.

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* (3rd edition). NY: Routledge.

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.

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.

Service

In academic year 2019-2020, RCP faculty engaged in several service activities. A partial listing of those activities follows:

Dr. Dawson

- University of South Carolina Faculty Senate
- University of South Carolina Curriculum and Instructions Committee
- 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 Employer Outreach Committee
- 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 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

- Anti-Racism Taskforce – ARCA Representative

American Rehabilitation Counseling Association

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

Florida Counselors Association

- Secretary 2018-2020
- Editor of Guidelines Newsletter
- Anti-Racism Committee

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

Lift - Disability Network, 2006 to present.

- 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
- Trustee of the American Counseling Association Foundation 2017-2020
- 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 may influence the counseling relationship across a variety of helping settings. (KPI) (Type of KPI: Knowledge)	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
		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	SLO 4.1 Students will accurately describe theories and models of career development and	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
---------------------------------------	---	--	--------

decision-making.	career decision-making. (KPI) (Type of KPI: Knowledge)	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

<p>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)</p>	<p>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).</p>	Rubric
	<p>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.</p>	Comp question
<p>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)</p>	<p>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).</p>	Rubric
	<p>Measure 2. 90% of students will earn a grade of Satisfactory or better on the Case Conceptualization project in RCON 883 (Internship).</p>	Rubric
<p>SA SLO 3 Students will demonstrate fundamental competencies in Addictions and Mental Health counseling (Type of KPI: Knowledge)</p> <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>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.</p>	Rubric
	<p>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.</p>	Rubric
	<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