# COUNSELING AND REHABILITATION PROGRAM
## SCHOOL OF MEDICINE
## UNIVERSITY OF SOUTH CAROLINA
## 2024 ANNUAL REPORT

The 2024 Annual Report presents an overview of the Counseling and Rehabilitation (C&R) Program's mission and objectives, which continue to 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 2023-2024, unless otherwise noted.

**Mission and Program Objectives**

*Counseling and Rehabilitation Mission Statement*

The **Mission** of the Counseling and Rehabilitation 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.

*Counseling and Rehabilitation Program, with specialty in Clinical Rehabilitation Counseling 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 2023 | 51 | 39 | 24 |
| Spring 2024 | 24 | 17 | 8 |
| **Total AY 23-24** | 64** | 50** | 32 |
|  |  |  |  |
| Fall 2022 | 21 | 11 | 7 |
| Spring 2023 | 4 | 2 | 2 |
| **Total AY 22-23** | **25** | **13** | **9** |
|  |  |  |  |
| Fall 2021 | 14 | 12 | 7 |
| Spring 2022 | 7 | 5 | 4 |
| **Total AY 21-22** | **21** | **17** | **11** |
|  |  |  |  |

**unduplicated applications

*Applicant Demographic Data for AY 2023-2024*

|  | # Applications N=64 | Number Accepted N= 50 | Number Matriculated N=31 |
|---|---|---|---|
| Gender | Female-51 Male-13 | Female-40 Male-10 | Female- 28 Male-4 |
| Race/Ethnicity | African American-25 Caucasian-28 Hispanic-1 Asian-2 More than one- 8 | African American-17 Caucasian-23 Hispanic-1 Asian-2 More than one-7 | African American-10 Caucasian-15 Hispanic-1 Asian-0 More than one-0 |
| Age (average) | 31 years old | 31.7 years old | 29.18 years old |
| Age (range) | 21 years to 69 years | 21 years to 69 years | 21 years to 69 years |

*Applicant Score Data*

For the 2023-2024 academic year, the average scores for accepted students were as follows:

|  | **Undergraduate GPA** | **GRE** | **MAT** |
|---|---|---|---|
| **AY 23-24** | 3.45 | Approval by university to discontinue requirement of GRE | Approval by university to discontinue requirement of MAT |
| **AY 22-23** | 3.40 | Writing: 3.25 Quantitative:143 Verbal: 146 | 413 |
| **AY 21-22** | 3.30 | Writing: 4.3 Quantitative: 147 Verbal: 152 | 397 |

*Student Data*

|  | Number Enrolled | New students | Graduates |
|---|---|---|---|
| Fall 2023 | 53 | 24 | 8 |
| Spring 2024 | 52 | 8 | 4 |
| **Total AY 23-24** | **62 (unduplicated)** | **32** | **12** |
|  |  |  |  |
| Fall 2022 | 45 | 7 | 0 |
| Spring 2023 | 46 | 2 | 12 |
| **Total AY 22-23** | **48 (unduplicated)** | **9** | **12** |
|  |  |  |  |
| Fall 2021 | 45 | 7 | 2 |
| Spring 2022 | 46 | 5 | 7 |
| **Total AY 21-22** | **50 (unduplicated)** | **12** | **9** |

*Student Demographic Data*

|  | 2023-2024 | 2022-2023 | 2021-2022 |
|---|---|---|---|
|  | Number Enrolled N= 62 | Number Enrolled N= 48 | Number Enrolled N= 50 |
| Gender | Males- 8 (13%) Females- 53 (85%) Affirmed gender- 1(2%) | Males- 6 (13%) Females- 41 (85%) Affirmed gender- 1 (2%) | Males- 5 (10%) Females- 44 (88%) Affirmed gender- 1 (2%) |
| Race/Ethnicity | African American- 17 (27%) Caucasian- 34 (55%) Hispanic- 2 (3%) Asian- 1 (2%) More than one- 8 (13%) Race Not Reported- 0 | African American- 10 (21%) Caucasian- 31 (65%) Hispanic- 1 (2%) Asian- 1 (2%) More than one- 4 (8%) Race Not Reported- 1 (2%) | African American- 10 (20%) Caucasian- 32 (64%) Hispanic- 0 Asian- 3 (6%) More than one- 5 (10%) |
| Age (average) | 32 | 32 | 32 |

*Graduation Data*

- Sixteen (16) students graduated in the 2023-2024 academic year. All 16 (100%) found employment within 6 months of graduation.

|  | Number of Graduates | Number Employed at Graduation | Number Employed 6 Months After Graduation |
|---|---|---|---|
| Fall 2023 | 8 | 7 | 8 |
| Spring 2024 | 4 | 3 | 4 |
| Summer 2024 | 4 | 1 | 4 |
| **Total** | 16 | 11 | 16 |
|  |  |  |  |
| Fall 2022 | 0 | 0 | 0 |
| Spring 2023 | 12 | 10 | 11 |
| Summer 2023 | 4 | 3 | 4 |
| **Total** | 16 | 13 | 15** |
|  |  |  |  |
| Fall 2021 | 2 | 2 | 2 |
| Spring 2022 | 7 | 2 | 5 |
| Summer 2022 | 1 | 1 | 1 |
| **Total** | **10** | **5** | **8**** |

*\*\* Number reflects students actively pursuing employment. \*\**

*Graduate Demographic Data*

|  | 2023-2024 | 2022-2023 | 2021-2022 |
|---|---|---|---|
|  | Number of Graduates N = 16 | Number of Graduates N = 16 | Number of Graduates N = 10 |
| Gender | Female- 13 Male- 2 Affirmed gender- 1 | Female- 14 (87.5%) Male- 2 (12.5%) | Female- 10 (100%) Male- 0 |
| Race/Ethnicity | Black/African American- 3 (18.75%) Caucasian- 10 (62.5%) Asian- 1 (6.25%) More Than One- 2 (12.5%) Race Not Reported- 0 | African American- 3 (18.75%) Caucasian- 10 (62.5%) More Than One- 2 (12.5%) Race Not Reported- 1 (6.25%) | African American- 2 (20%) Caucasian- 5 (50%) Asian- 2 (20%) Hispanic- 0 More Than One- 1 (10%) |
| Age (average) | 35 | 32 | 34 |

*Rehabilitation Services Administration (RSA) scholarships*

In 2022, the Counseling and Rehabilitation program wrapped up its most recent Department of Education RSA long-term training grant. Thirty-two students received awards through this grant; the last student who received funds through the RSA Grant is on target to graduate Fall 2024. The program will continue to monitor for RSA Grant opportunities that support students' education and our communities' rehabilitation service needs and goals.

### *1.2 Vital Statistics*

*Program Graduates*

- 2023-2024: 16 MA program graduates (60 credit hour degree)
- 2022-2023: 16 MA program graduates (60 credit hour degree)
- 2021-2022: 10 MA program graduates (60 credit hour degree)
- 2020-2021: 5 MA program graduates (60 credit hour degree)

*Program Completion*

For students who started the 60 credit-hour program in 2021-2022 (N=10):

- 7 graduated in 2.5 years
- 2 are on track to graduate in 3.5 - 4 years
- 1 left the program for non-academic reasons

For students who started the 60 credit-hour program in 2020-2021 (N=24):

- 16 graduated in 2.5 years
- 5 are on track to graduate in 3.5 - 4 years
- 3 left the program for non-academic reasons

For students who started the 60 credit-hour program in 2019-2020 (N=16):

- 4 graduated in 2.5 years
- 2 graduated in 2 years
- 1 graduated in 1.5 years
- 1 is on track to graduate in 3 years
- 4 are on track to graduate in 3.5 - 4 years
- 2 transferred to other professional programs
- 2 left the program for non-academic reasons

*Certification*

In 2023-2024, 1 of 2 program (50%) graduates took and passed the Certified Rehabilitation Counselor (CRC) exam. The student who did not pass opted to not retake as it is not needed for the graduate's place of employment.

In 2022-2023, no program graduates reported taking the Certified Rehabilitation Counselor (CRC) exam.

In 2021-2022, 1 of 1 program (100%) graduates took and passed the Certified Rehabilitation Counselor (CRC) exam.

*Licensure Examination*

In 2023-2024, 9 recent program graduates took the National Counselor Examination (NCE), and of those who took it, all (100%) passed the exam on their first attempt. Not all program graduates seek licensure.

In 2022-2023, 11 recent program graduates took the National Counselor Examination (NCE), and of those who took it, 10 (90.9%) passed the exam on their first attempt. Not all program graduates seek licensure.

In 2021-2022, 8 (100%) recent program graduates took and passed the National Counselor Examination (NCE). All 8 of these program graduates are seeking licensure (Note: 2021-2022 is the first year reporting this statistic in Annual Report).

*Employment Outcomes*

- Academic year 2023-2024: 100% of program graduates (N=16) who were actively seeking employment are employed. Eleven of 16 (69%) graduates are employed as professional counselors in rehabilitation agencies or community mental health centers. Five (31%) of the graduates are employed in private practice.
- Academic year 2022-2023: 100% of program graduates (N=15) who were actively seeking employment are employed. One (1) graduate opted to delay their job search. Eleven of 15 (73%) graduates are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health centers or practices. Two (2) graduates are employed in a school setting, one (1) is employed at a family community agency, and one (1) is self-employed.
- Academic year 2021-2022: 100% of program graduates (N=8) who were actively seeking employment are employed. Two (2) graduates opted to delay their job search. 6 of 8 employed graduates (75%) are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health centers. One (1) graduate is employed in a school setting and one (1) is employed at a victims' advocacy agency.

### 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 2023-2024*

The MA degree in Counseling and Rehabilitation with a specialization in clinical rehabilitation counseling 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 (SLOs) 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 and then reviews data on individual student performance over time focusing on Key Performance Indicators (KPIs), as well as data on aggregate program performance (SLOs).

The data are separated into 12 Student Learning Outcomes for the eight Common Core content areas of Professional Counseling, and another three Student Learning Outcomes cover 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 2023-2024

As mentioned, each SLO has multiple measures, ranging from two measures to four measures. Benchmarks for the measures are reported as the percentage of students who meet the success target. In the next AY, the two new specialty practice areas will be included in this analysis.

For the eight Common Core areas, eight SLO's ultimately achieved 100% performance across all measures and four SLOs scored between 85.7%-100% across all measures. As in the previous year, our review revealed that results of less than 100% were related more to personal student factors than to academic performance factors.

In the Clinical Rehabilitation Counseling Specialty area, performance was also good. One learning objective achieved 100% performance across all measures and the remaining SLOs scored between 90%-100% across measures. No changes were recommended in the SLOs related to the specialty practice area.

Of the 12 Common Core SLOs, eight SLOs met all measure criteria confirming that students were able to demonstrate knowledge and competencies required for successful practice in the field of professional counseling. In the other SLOs, students demonstrated they met appropriate knowledge and competencies across all but one measure. For example, the one measure that scored lower than expected in SLO 5 and in SLO 9 was due to student personal factors (e.g., late assignment submission), rather than academic performance. In the Clinical Rehabilitation Counseling Specialty area, two SLOs met all measure criteria illustrating that students were able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals. In the final SLO, students demonstrated they met appropriate knowledge and competencies across all but one measure.

During the faculty review of SLOs each semester, faculty closely examined any measure that did not achieve 100% performance. This year, there were no areas that scored less than 80%.

Faculty Discussion: During the faculty review of SLOs each semester, faculty closely examined any measure that did not achieve 100% performance. This year, there were no areas that scored less than 80%.

Last annual review, faculty identified an area for improvement based on numbers of test takers not passing the ethics focused question on the comprehensive exam. Faculty noted that ethical decision making only had been covered in detail in RCON 704 Ethics in Rehabilitation Counseling and Helping Relationships. Therefore, the Practicum and Internship Coordinator developed an assignment for this AY that was included during Practicum focusing on dilemmas that may arise when working with clients at students' sites and applying an ethical decision-making model to work through the real dilemma. The impact of this assignment was realized in

more students passing the ethics question on the first attempt at taking the test. An improvement from 72% (2022-23 AY) to 80% pass rate on the ethics examination prompt was noted.

For Career Theories, reflecting on the comprehensive exam outcomes, faculty noted improvement of scores on the career portion of the comprehensive examination may be a result of the Career Counseling class intentionally covering major and emerging theories or models of Career Counseling and Development each week, which was a strategy implemented during the last AY. Starting this AY, students are now assigned to present and take an active role in teaching theories to their peers, which includes theories not covered by the text. Faculty will continue to monitor progress as reflected by the comprehensive exam scores on the career theories exam prompt.

RCON 680 Human Development and Disability Across the Lifespan was submitted to the Curricula and Course Committee of the Faculty Senate and was approved by the Faculty Senate in September 2023. The Counseling and Rehabilitation program initiated the RCON 680: Human Development and Disability Across the Lifespan to be offered in lieu of EDPY 705 Spring 2024. The new course addresses disability, recovery, and rehabilitation across the lifespan, rather than a primary focus solely on general development in youth. Students overwhelmingly shared their enjoyment of the content and the impact the assignments had on their learning and understanding of the material. In addition, faculty identified that there are opportunities in the RCON 711 Rehabilitation Counseling Theories and Practice sections to consider other avenues for bringing life span development into class content beyond Adlerian and early theories, particularly during mock sessions and case scenarios.

During the Spring SLO review, the faculty member who teaches the NPSY 758 course, detailed including clinical triage reports to prioritize client specific needs, determination of order of treatment, understanding of level(s) of care as it relates to comorbidity, differential diagnosis, and/or exacerbated symptoms toward enhanced development of clinical writing competence. Skill development in this area will continue to be monitored, but there was improvement has been noted Spring and Summer sections of the course.

As is noted in Section 1.6, two new specialty practice areas were added to the Counseling and Rehabilitation program. In preparation for the Clinical Addiction Counseling specialty area and to improve material to support students' acquisition of knowledge and competency in the area of addictions, faculty discussed adding more material in the NPSY 760: Addictions Rehabilitation geared toward process, or behavioral, addictions. Though there are a few students who bring their interest of process addiction into the NPSY 760 class activities, it is sporadic. Therefore, the instructor/course developer plans to intentionally bring more content about process addiction into the course content over the course of the 2024-2025 AY.

*Key Performance Indicators (KPIs)*

The C&R program allows students to matriculate in both Fall and Spring semesters and to attend as either part-time or full-time students. Without a cohort model, aggregate data does not always match individual student data. The program faculty systematically collects Key Performance Indicators (KPIs) for individual students across time.

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 program students' needs but presents challenges as to how faculty can collect data

related to key performance indicators for individual students at multiple points in the curriculum. Last year was the first full calendar year for collecting KPI data for individual students. Faculty record KPI information during our bi-annual disposition meetings and then review these with students during the Spring semester 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. So far, faculty are finding the process to be effective and efficient.

Due to the primarily virtual nature of contact with students, we continue to seek the most efficient and effective mechanism by which to secure signatures and manage copies of the feedback. Faculty review the information via shared screen using WebEx.

*Comprehensive Examination Data*

Summarized Results: In 2023-2024, students did overall well on the Comprehensive Examination. We had a 100% pass rate, overall. Our first-time pass rate was 76.5%, with 23.5% 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 formal process allows students to gather formative feedback on areas for further growth to address those areas and reflect professional competence.

Faculty Discussion: Revision of the comprehensive exam took place in Spring 2024 with new cases and review of the examination prompts. The new cases and updated prompts were piloted Summer 2024. Faculty will continue to monitor the exam as a measure of students' demonstrated knowledge and competencies necessary for practice in the field of professional counseling.

*Clinical Evaluation Data*

In 2023-2024, internship students were required to develop case conceptualizations that included how mental health conditions impact the rehabilitation process. Competency was assessed based on students earning a score of "Satisfactory" or higher on the case conceptualization assignment. This assignment focused on individuals with serious mental illnesses and included an evaluation of the student's ability to critically assess a psychiatric diagnosis. Thirteen of 13 internship students, due to their enrollment status, successfully met the goal by accurately describing the impact of mental health conditions on key areas of functioning, including interpersonal relationships, employment, and independent living. Each student earned a grade of "Satisfactory" on their first attempt, with all also performing well on the section requiring evaluation of the client's psychiatric diagnosis.

*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 the Fall and Spring semesters. 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 during the 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. This "two-step" iterative process is designed to help students to calibrate their own professional and personal development monitoring skills. Designated faculty members meet individually with students to compare the faculty and student assessments and identify areas for growth and continued improvement. This process for review of dispositions is intentionally separate from academics and is not graded. Rather, students reflect on their own development, rate themselves, and receive critical feedback in key professional dispositional areas in a setting that maximizes adult learning capacities.

Summary of 2023-2024 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 beyond what would be expected of a developing counseling professional. On average, 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. As in years past, in 2023-2024, most students who received ratings of Growth Needed had rated themselves similarly and/or were receptive to the feedback from faculty. During this AY, about 20% of students were given a rating of exceptional in at least one area during one of the rating periods. This indicated that students were making incredible efforts to work on their personal and professional development. Of note, the **commitment** category was rated highest for many of these students, highlighting their "investment in learning; development of counselor identity; advocacy; professional excellence; civic engagement; collaboration; scholar/practitioner; acting on feedback."

To address remediation, the program faculty meets with the student to collaboratively create a Professional Development Plan (PDP) with the student. Based on the framework of the Professional Development Plan presented by faculty from Youngstown State University and with consultation from Dr. Protivnak of Youngstown State University, the C&R program faculty created a procedure outline for developing Counseling and Rehabilitation Program Professional Development Plans to assist faculty and students develop collaborative remediation plans designed to promote student success and support forward progression in the program. In addition to being presented in the Student Handbook, the PDP is introduced during the program's Annual Orientation and Returning Student meeting as an opportunity for students to further professional and dispositional growth (rather than a punitive process). Students are informed that these plans may be initiated by faculty, students, or a combination of faculty and a student.

The review of dispositions is linked to the formal annual Spring evaluation process in which students receive feedback about the development of knowledge and skills (i.e., key performance indicators) and dispositions.

### 1.4 Exit Interview

To capture current contact information and other helpful information for program continuous improvement efforts, an Exit Interview was initiated Spring 2021. The exit interview is divided into two parts. Part 1 is designed to capture contact information, reason for exiting the program,

current employment, use of student services, and professional organizational memberships. Part 2 is a survey designed to gather information about students' perspectives regarding their learning related to several SLOs areas (professional counseling orientation, theories, ethics, working with diverse clients, career counseling, basic counseling skills, research, and disability, MH & addictions). In Spring 2024, a ninth area, human growth and development, was added when the Counseling and Rehabilitation program initiated the RCON 680: Human Development and Disability Across the Lifespan course and wanted to track this area moving forward.

All 16 graduates completed both Part 1 and 2 of the exit interviews. On Part 2, graduates rated their learning as 5.9 or above on a scale from 1 to 7. Means range 5.9 to 6.761 (above avg. to very high).

Graduates were also asked to comment on the strengths of the faculty and program.

- *I really appreciate the focus and time this program took to make sure us as Professionals we are culturally aware. This program is unique in the way that we were able to learn about specific disabilities and being a Rehabilitation Counselor. We were also offered the opportunity and given the tools to be a licensed Professional Counselor. A very well-rounded program in the knowledge they offered students.*
- *I do think this program has thoroughly prepared me to have the tools to succeed as I enter the field and continue my growth and development as a counselor. Almost every assignment in the courses was relevant to tasks completed on the job in this field.*
- *Dispositions helped me to know what needed improvement and what I was competent in.*

Finally, graduates were asked to provide additional feedback related to the faculty and program's growth areas.

- *The counseling skills across the lifespan weren't very prominent in the program.* (Note: this student would not have had RCON 680: Human Development and Disability Across the Lifespan course available)
- *I believe that having comps being done earlier might be more beneficial for the students. Areas such as careers and disability was studied years prior to taking the exam. On top of taking licensure exams making the whole process of studying very strenuous in addition to gathering hours for internship.*
- *Would love to see more of a "What's Next" information given around comps, licensing, graduation etc. for students as they transition out.*

*Summary*

To continue to support knowledge and competency in working with clients across the lifespan, in addition to offering the RCON 680 class, faculty identified that there are opportunities, for example, in the RCON 711 Rehabilitation Counseling Theories and Practice sections to consider other avenues for bringing life span development into class content beyond Adlerian and early theories, particularly during mock sessions and case scenarios. Faculty also discussed ways to use data to add more diversity to the Learning Community Saturday events to address the "What's Next" identified in this AY's exit interviews.

***1.5 Systematic follow-up studies***

*Site Supervisor Survey Data*

The 2023 survey of site supervisors was completed in January 2024-February 2024. Of the 29 site supervisors who were surveyed, 12 individual site supervisors responded (a 45% return rate). This return rate is lower than last AY, but in line with previous years. Nine of the site supervisors reported working with Internship students, while three reported working with a Practicum student. The participants in the survey were fairly evenly distributed between two semesters (Fall and Spring), and both Practicum and Internship experiences were represented.

**Note:** Some respondents responded to multiple surveys as they had students in multiple semesters and some responses were skipped, so numbers in each response category may not match total responses in all cases.

In the first section of the survey, site supervisors were asked to rate the overall quality of several items on a scale from 1 to 10, with 1 being unsatisfactory and 10 being outstanding. Here are the average ratings:

- Access to faculty members: Average rating of 8.36
- Clarity of USC documentation process: Average rating of 8.57
- Ease of completing required USC documentation: Average rating of 9.03

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

- *No recommendations at the present time.*
- *Progress Note Documentation, Treatment Plan, Writing Diagnoses*
- *Students should be prepared to be open minded to entertain new ideas to apply best practices.*
- *continue the great work you are doing*
- *Determine how rehab counseling looks in the site. Find a way to get them to observe a day in the facility before accepting the site.*
- *None*
- *No recommendations.*
- *No response. (5)*

Site supervisors were also asked to comment on the strengths of the faculty and program. Site supervisors gave the following responses:

- *I found the program very easy to work with. The paperwork was minimal and the staff are accessible if needed.*
- *Due to the short term, we have been involved with the program, we do not have much to evaluate, but to date they have been cooperative to work with, easy to engage and supportive to their students*
- *Dr. Richardson would always be available to her intern and internship supervisor to brainstorm during particular situations and concerns. The work relationship was enjoyable.*
- *n/a*

- *Very in-depth*
- *[Student] is an outstanding rehabilitation counselor and fits in well with our department. This speaks volumes to the strengths of your program and faculty, thank you!*
- *No response (6).*

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

- *No recommendations at the present time.*
- *Due to the problem that occurred during this student's initial placement we felt the communication needed to improve so that placement supervisors are made aware of any potential issues that could negatively impact the care of the clients during the intern's placement.*
- *N/A*
- *n/a*
- *More direct feedback when a client is overly emotional and has difficulty regulating their emotions.*
- *Take time to find sites that the students are interested in.*
- *None*
- *N/A*
- *No response (4)*

Summary

Over the course of the academic year, faculty discussed the role of Lunch and Learn meetings as a way to help with the area detailed by the supervisor who was hoping that students have more opportunities to see sites and learn about them. In addition, the new RCON 680 course offers potential to serve as a way to learn about new and different sites in the students' communities. The capstone assignment requires shadowing or volunteering with an agency or organization that focuses counseling and/or community services for individuals or families.

*Employer Survey Data*

The 2023 Annual Employer Survey was sent out to 14 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 4 Employers. Reminders were sent out at one and three weeks. That brings the response rate on the electronic survey to 28%, which is lower that the 50% return rate in the previous survey cycle.

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

In the areas of Knowledge: Counseling Techniques and Theories, Disability and Working with Diverse Populations, and Knowledge of Appropriate Interventions with Diverse Clients, respondents rated 5 points out of a possible 5 points, indicating Satisfaction with this area. In other Knowledge areas, the average rating was 4.67 out of a possible 5 points. These included areas such as Role of the Rehab Counselor, Disability Related Information, as well as Vocational Issues and the World of Work.

In the Skills areas, all respondents rated their level of Satisfaction at an average of 4.75 out of a possible 5 points, indicating high satisfaction with employee preparation in terms of skills. All respondents reported scores of 5 points out of a possible 5 points in the Skill areas of The Job of the Rehab Counselor, the Use of Theories and Techniques, and the Use of Culturally Appropriate Interventions with Clients.

In Attitude areas, all respondents rated their level of Satisfaction as Most Satisfied in areas such as: Workplace Attitude, Attitudes Towards Persons with Disabilities, and Attitudes Towards Persons with Diverse Cultures/Backgrounds, and Attitudes Towards Co-Workers. In the area of Attitudes Towards Supervisors, the response average was 4.75 out of a possible 5 points.

Employers noted areas of strength in Employees as follows:
- *CHC employee is self-directed, compassionate, clinically sound, and creative in delivering interventions.*
- *(Name Redacted) is willing to work with any clients and families. She does not shy away from hard cases.*
- *Counselor is competent and knowledgeable about community resources to aid her clients to improved health*

Summary

Faculty noted areas that there has been more positive feedback or where there is no longer identified as needing more attention. For example, faculty noted that theories and use of theories in working with diverse populations has improved. Faculty will continue to seek ways to evolve and improve processes to get returns on employers' surveys.

*Alumni/Graduate Survey Data*

Summarized Results: The faculty met and examined the results of the 2022-2023 Survey of Program Graduates at the March 4, 2024, meeting. Of the 16 MA graduates who were surveyed, 10 graduates responded, which represents a 63% response rate and is slightly lower than the survey return rate for 2021-2022 AY (67%).

Program graduates were first asked to evaluate MA courses in terms of how much that information is utilized in their professional settings. The average rating for this section was 3.68 of 4 points (compared to 3.14 of 4 points last year). Most areas were rated at 4 out of 4 points. The areas that were not rated as highly was Professional Issues, which was rated as 3 out of 4 points.

Second, Graduates were asked to rate how core courses helped to prepare them as professional counselors. Graduates seemed broadly satisfied in this area, ranking many areas 4 out of a possible 4 points. Areas that averaged rated at 3.2 out of 4 points were Understanding State and Federal VR Programs. Items that averaged 3.3 out of 4 points were Rehab Assessment, and Addressing Family Issues in Counseling. No area was rated lower than the 3.2 average. It is worth noting that some graduates were not in positions that required several of these lower rated areas.

One data trend of note was an uptick in how students rated their preparation in Utilizing Research, reporting in at 3.7 out of 4 points as compared to last year's rating of 3.5 out of 4 points. This was an area of focus this past year and it appears to have been successful.

The survey graduates also rated how they perceive their specialization coursework and field experiences prepared them for their current employment. The average rating for this section remained consistent at 3.73 of 4 points, compared to 3.75 of 4 points last year.

For the program graduates surveyed, the average rating of overall experiences within the program was 3.6 on a 4-point scale (compared to 3.4 of 4 last year). Most (5) items shared the highest rating of 4.0, while the remaining items averaged 3.5 out of 4.

Graduates were also asked to provide feedback on which program activities seemed of greatest value. Selected comments below:

- *Internship. Mock client sessions...*
- *The most important learning experiences were part of my practicum and internship. I also found incredible value from case conceptualizations where we developed treatment plans and discussed a case from start to finish.*
- *Any time we would practice counseling with classmates was very valuable. Also each field work experience.*
- *I enjoyed my group supervision during internship - it was incredibly helpful and made me feel supported.*

Students were also asked if they felt that additional training with any given population may have proven helpful.

- *Families and family counseling interventions*
- *Children*
- *LGBTQ+ and BIPOC populations*

Graduates were also asked what suggestions they may have on how the program may improve:

- *Family counseling would be a great addition to enhance skills.*
- *I think having more opportunities to connect to professionals working in the field would be helpful. There is sometimes a difference between counseling in theory and counseling in practice. Additionally, when graduating it can be difficult to evaluate the types of jobs so having the opportunity to connect to professionals in the field helps with networking and answering questions post graduation.*
- *Just more information on children*

Students were asked to evaluate the adequacy of University Resources. Students reported general satisfaction with University resources, averaging 3.5 out of a possible 4 points.

Summary

Faculty noted that the Lunch and Learn meetings offer students opportunities outside of the classroom to connect with professionals. It is hoped that this will have impact in students making connections for Practicum and Internship as well as possible employment post-graduation. The Counseling and Rehabilitation program was approved to be an ACEP continuing education provider. The faculty discussed the benefit of being able to provide

graduates with continuing education opportunities that align with their professional development goals through the speaker series as well as other trainings. Finally, attending to the feedback over time about offering more opportunities for learning about family systems, the Counseling and Rehabilitation program faculty developed a family class to be offered 2024-25 as part of the new Clinical Addictions Counseling specialty. Students in other specialty areas may elect to take this class as their elective.

*Student Evaluation of Site Supervisor Survey Data*

Each student evaluated the perceived effectiveness of their site supervisor at the end of their practicum and internship as part of the Agency Placement Evaluation. This year, all students (11 in practicum; 19 in internship) rated their experiences with their site supervisors. The average ratings ranged from 8.43 to 9.5 each semester on a scale from 1 (unsatisfactory) to 10 (outstanding), with an overall average of 9.03, reflecting consistently high levels of satisfaction throughout the year.

Summary

Students consistently noted that their site supervisors provided helpful and supportive guidance during the field experiences. The Practicum and Internship Coordinator worked closely with students and site supervisors throughout the field experiences, which worked to build and strengthen collaborative opportunities.

## 1.6 Additional external review

*CACREP Accreditation*

The program's accreditation was formally reviewed and determined at CACREP's January 2021 board meeting. The program is now accredited through March 2029, with the mid-cycle being due September 2025. During the collaborative review process, there were several suggestions from the site visitors, which included considering adding other specialty practice areas to the program's offerings. From the feedback, the Counseling and Rehabilitation Program submitted two specialties, Clinical Addiction Counseling and Career Counseling, for review and approval. These specialty practice areas were approved by the USC Board of Trustees (2024, February 26) and the South Carolina Commission on Higher Education (CHE; 2024, April 10). The Counseling and Rehabilitation Program will seek CACREP accreditation for these two specialties prior to or during the Program's reaccreditation process.

Over the past several years, CACREP has sought feedback on drafts of updates to standards. To that end, the CACREP Board adopted the 2024 CACREP Standards at its February 2023 meeting, which went into effect July 2024. The Counseling and Rehabilitation Program will begin updating all areas to meet the 2024 Standards. It is expected that all accredited programs to comply with the standards by July 1, 2026.

*Counseling and Rehabilitation 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 intricately linked to two of our program objectives. Specifically, the presence of students and professional representatives of private, government, and public agencies helps us to achieve effective and

responsible participation in a changing state and national environments as they relate counseling and rehabilitation. In addition to advising the program, the Advisory Board also requests consultation and training as specific needs present themselves. This year, the Advisory Board met in January 2024 and June 2024.

Highlights of the 2023 Advisory Board process:

- Review of the C&R program outcomes from the 2023 Annual Report. Noted by Advisory Board members was the breadth and depth of students' practicum and internship placements and post-graduation employment.
- Advisory Board members and faculty discussed opportunities to partner on projects and initiatives.
- Advisory Board members and faculty worked to brainstorm ways in which the C&R program can provide students with more information about community sites for Practicum and Internship, as well as employment post-graduation.
    - Ideas from Advisory Board members included:
        - Continuation of the panel that happens at Orientation by having site supervisors and agency representatives present at Learning Community Saturdays.
        - Creating events or activities where students can interact with employers before graduation (e.g., a career fair, practicum/internship fair, etc.).
        - Using social media to partner on projects and initiatives.

Discussion: Faculty purposefully infused Advisory Board members' input into a new course. In fact, the new course, RCON 680 Human Development and Disability Across the Lifespan, has a capstone assignment that requires students to volunteer or job shadow at a community agency (or agencies) for at least 4 hours.

## Section 2. Discussion of Findings

This year's Program Evaluation process yielded some key insights:
- Based on the Site Supervisor survey, it was recommended that students need to determine how rehabilitation counseling looks in their elected site for practicum and/or internship, which may require the student to find ways to observe a day in the facility before accepting the site. The C&R program sponsored Lunch and Learn events will provide valuable opportunities for students to engage with different sites, addressing the supervisor's goal of increasing exposure to diverse settings. By offering these structured sessions that focus on agencies and practices from those who work in them, students will gain firsthand knowledge that we hope will address this supervisor's recommendation for students to have enhanced understanding of various practicum and internship sites. Additionally, the introduction of the new RCON 680 course has already presented promise for students to explore and learn about sites within their own communities, further expanding their practical knowledge and experience. In response to Site Supervisor feedback, the C&R program continues to seek resources to foster student development in the area of documentation and treatment planning. A critical skill for professional counselors, this material is covered in a variety of C&R courses, including NPSY 757, NPSY 758, and RCON 734. Perhaps most helpful in this area is the discussion of this material and the experiential exposure that students receive in their field placements, where these conceptual pieces come to life. This real world

training grounds students and allows them to crystalize knowledge and skills in this critical area while connecting and working with actual clients. Together, these academic and practical experiences form the core of students training in these areas.

- Faculty noted the lower than expected return rate from employers this year of employer surveys. Based on the feedback received, efforts to enhance covering theories and use of theories as well as working with diverse populations have been fruitful. Faculty will continue to seek ways to evolve and improve processes to get returns on employers' surveys. Offering speaker series CE opportunities may be a way to engage employers with the C&R program.

- As mentioned in the survey of C&R program graduates' section, graduates recommended more information be made available about practicum and internship sites and connection with potential employers. Faculty noted that the Lunch and Learn meetings offer students opportunities outside of the classroom to connect with professionals. It is hoped that this will have impact in students making connections for Practicum and Internship as well as possible employment post-graduation. Graduates also recommended more training in family counseling and systems. The Counseling and Rehabilitation program was approved to be an ACEP continuing education provider. The faculty discussed the benefit of being able to provide graduates with continuing education opportunities that align with their professional development goals through the speaker series as well as other trainings. In addition, attending to this feedback and that of other graduates, the C&R program faculty developed a family class to be offered 2024-25 as part of the new Clinical Addictions Counseling specialty. Students in other specialty areas may elect to take this class as their elective.

- Student Dispositions ratings continue to be highly effective in:
  o Identifying and highlighting key growth areas for students at the earliest possible time to support the student's professional development.
  o Dispositions have become part of the program's culture and have provided faculty and students with a common developmental language on which to collaborate on student professional counselor development.
  o Though this is faculty driven, students are actively engaged in intentionally reflecting on their own dispositions and development as part of their ongoing growth as counselors in training.
  o Providing real time formative feedback on students' self-monitoring skills.
  o Providing an ongoing forum for faculty to engage with the evaluation process outside of traditional academic areas.
  o Students in their Pre-Practicum meetings with faculty comment about how the reflection on and review of dispositions with faculty are often pivotal to their growth and development, personally and professionally.
  o Utilizing the findings to guide a Professional Development Plan and/or remediation process.

- Student Learning Outcome data were positive and indicated that students are doing well in acquiring key knowledge and skills. No substantial changes have been warranted, though the comprehensive exams were reviewed and updated. The new comprehensive exams were piloted Summer 2024 with positive outcomes.

- Overall, the C&R faculty expressed satisfaction with both the summative outcomes and formative processes of the program. Program evaluation efforts will continue to identify areas for growth and improvement, which will be addressed as the program evolves, particularly with the addition of the two new specialty practice areas. With continued program expansion, faculty recognized the importance of researching and investing in an assessment management system to better support C&R courses and enhance students' practical learning experiences. Two companies were identified, and meetings were initiated over the Summer 2024.

- The 2024 Annual Report will be presented and discussed with the Counseling and Rehabilitation Program Advisory Board at its January 2025 meeting.

## Section 3. Recent and Subsequent Program Modifications

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

### *3.1 Connecting as a Learning Community*

In an effort to continue to connect with and to honor the contributions of members of the Counseling and Rehabilitation program's learning community, the program developed a monthly newsletter, the *C&R News.* This monthly newsletter highlights C&R events, students and their accomplishments, as well as graduate and faculty updates, etc. Each edition of the newsletter includes a "Wellness Corner" and an "APA Writing 101" piece as additional resources.

The C&R program has also added to its *Counseling & Rehabilitation Today: A USC Counseling & Rehabilitation Production* podcast library sharing information about "What is a Learning Community", "Perspectives from the Field", and FAQs about the C&R program. This medium has provided information to perspective students and connection to the C&R program for alumni and other program stakeholders.

### *3.2 Mitigating Bias: Continuous Improvement*

Consistent with the School of Medicine Columbia (SOMC) Mission Statement and the Carolinian Creed, C&R program faculty continued this AY to seek to enhance the universality of access to high quality graduate education via inclusivity and equity during this AY. With a positive experience from our initial courageous conversation discussion, faculty and staff made the decision to continue to meet once during major semesters to engage in courageous conversations to focus on ways we can reflect together and encourage a culture within the program that allows all Learning Community members, faculty, staff, and students, to engage in the ongoing process of learning about diverse perspectives in a safe environment.

The 2023-2024 academic year marked the first time the C&R program discontinued the requirement for GRE or MAT scores in the application process. This change aligns with other counselor education programs at USC and throughout South Carolina. In addition, the university made a strategic decision to suspend application fees for applicants seeking admission during the 2024-2025 AY. As a result of eliminating the GRE/MAT requirement and no fees for admission, the program saw a significant increase in applications from a more diverse pool of prospective students for the 2024-2025 AY.

### 3.3 Student Professional Development

Students, recent graduates, and alumni frequently express a desire for greater involvement in scholarly activities. In response, faculty and staff have developed initiatives to increase student engagement in these activities, offering a variety of opportunities that promote professional growth and participation within the program.

*Student Presentations.* This AY's Graduate Student presentations were integrated into the Spring Learning Community Saturday. Historically, graduate assistants have showcased the research they worked on throughout the academic year during a Friday in April through virtual and in-person presentations. To provide a larger audience and to have a larger impact on the potential research opportunities for students, the graduate assistants were given presentation times to present their material during the afternoon sessions at the Spring LCS. The graduate assistants were then asked to pair to present their research at the annual Discover USC in April 2024.

*Student Governance.* Additionally, students participated in SOMC governance by volunteering to serve on SOMC committees. Students are encouraged to seek out opportunities to work with faculty or their peers to promote their professional development through scholarly activities as well as leadership in the field of counseling. A team of three students took advantage of this opportunity to enter the American Counseling Association's annual ethics competition and won third place.

*Student Organization.* The student organization, Counseling and Rehabilitation Student Association (CRSA), also engaged in professional development and advocacy efforts, by participating in the annual Out of the Darkness Suicide Prevention Walk in Columbia, community service events (e.g., food drive for Cooperative Ministry in Columbia, and hosted events for the learning community to connect as peers and future colleagues.

*Speaker Series.* The 2023-2024 AY marked the second year the C&R program sponsored its Professional Speaker Series to further engage students and the larger learning community in professional development. The 2023-2024 annual year's speakers include Dr. James Hansen, an international expert in the field of Humanistic Counseling, presented during the Fall semester about the "The Historical Evolution of Psychotherapy Systems." In the Spring, Dr. Richard Balkin, an expert in Counseling Research and Assessment and the Editor of the *International Journal of Counseling*, presented "Exploring Contemporary Issues in Counseling." In addition, to bringing these world renowned guest speakers, the C&R program partnered with the USC Division of Law Enforcement and Safety early in the Spring semester to host a presentation titled "Response to an Active Shooter." The training delivered by Major T.J. Geary served to educate attendees on what to expect in the event of an active shooter: what to do, how to protect yourself and how police will respond. This training session was coordinated at the request of Counseling and Rehabilitation students and was attended by current students, community partners and agencies outside of USC both in person and virtually hosted.

### 3.4 Learning Community Saturday Event

The 2023-2024 academic year saw the highest attendance at Learning Community Saturday sessions to date. During both the fall and spring semesters, students participated in a full-day event hosted by the C&R program. This 2023-2024 Learning Community Saturdays featured current and former students presenting the research and clinical trends in the field. The day featured a series of concurrent sessions, providing opportunities for students to engage in

course-related activities or attend workshops and training sessions led by faculty, professionals from the local community, and current and former students. This year's workshops included topics on "Agency Panels: What to Expect at your Site,"" Bowen Family Therapy," "Recovery Ally Workshop," "African Americans, Chronic Health and Quality of Life," "Building Careers, Changing Lives: SC Vocational Rehabilitation Department Overview," "From Poverty to Prison to PhD: A Change Must Come," and "Deaf Awareness and Advocacy 101" as well as research presentations courtesy of the program's Graduate Assistants., and many other important and relevant topics.

### 3.5 Comprehensive Exam

During the 2023-2024 academic year, faculty conducted a thorough review of the comprehensive exam to ensure its continued relevance and rigor. This process included updating case studies and refining the exam prompts to better reflect current issues in the field. The revisions aimed to enhance the assessment's alignment with program learning objectives and provide a more comprehensive evaluation of students' knowledge and skills. Faculty collaboration in this review also ensured that the updated exam offers clearer, more relevant scenarios for students to demonstrate their critical thinking and clinical competence.

### 3.6 Disability Across the Lifespan

The C&R program initiated its new RCON 680: Human Development and Disability Across the Lifespan course during the Spring 2024 semester. This course was developed in response to student feedback requesting a more field specific course to cover human growth and development. RCON 680 focuses on theories and principles of human development as applied to working with people with disabilities and disadvantagement across the lifespan. Focus on evaluation of the effects of service delivery systems and principal contexts (e.g., the family, peer groups, and culture) on individuals. Application of developmental assessment strategies and interventions that helping professionals can utilize to address clients' needs and enhance positive potentials.

### 3.7 Relocation

The C&R program was informed during the 2023-2024 that the program would be relocating to the School of Medicine campus – Columbia. With the move, there will be increased opportunities for students to collaborate and connect with their peers in various medical and health-related fields. This transition is expected to foster greater interdisciplinary learning and professional development, as students will have easier access to shared resources, joint projects, and networking events. The Counseling and Rehabilitation program is now located at:

<div align="center">

University of South Carolina
School of Medicine
Building 1
Basement Level
6311 Garners Ferry Road
Columbia, SC 29209
(803) 216-3690
Email: rehab@uscmed.sc.edu

</div>

### 3.8 Virtual Reality and Technology

During the 2023-2024 academic year, the Virtual Reality (VR) Lab engaged with various stakeholders, including individuals from the School of Medicine, Able South Carolina, the Department of Social Services, and the broader university community (e.g., Office of Access and Opportunity). The VR team focused on identifying and assessing VR programs tailored to counseling, medicine, disability awareness, and functional assessment.

Throughout the academic year, Dr. Dawson collaborated with a faculty to integrate VR into the curriculum for first-year medical students and physician assistant students. The program emphasized the development and reflection on the soft skills critical for healthcare practitioners. Additionally, Dr. Stackhouse partnered with the USC Health Center on a research project to introduce VR-based relaxation and mindfulness applications at the CALM Oasis center, a resource available to USC students, staff, and faculty.

Virtual reality was also integrated into RCON711 utilized VR to explore applications for anxiety management, mindfulness, and pain management, extending VR in classes beyond RCON 733. Faculty members extended their expertise by conducting VR training at Winston-Salem State University. In collaboration with the USC College of Pharmacy, faculty facilitated VR empathy training for students and staff.

The South Carolina Center for Assistive Technology and Educational Research (SC-CATER) continues to foster an interdisciplinary collaboration between faculty, professionals, and individuals with disabilities. The Center is dedicated to improving the lives of persons with disabilities, focusing on education and transition to the workforce. SC-CATER is anchored by the core values of equality, equity, and access, ensuring that no individual is denied services or opportunities based on their disability.

SC-CATER provides clinical opportunities for Counseling and Rehabilitation (C&R) students, offering hands-on experience in working with people with disabilities using Science, Technology, Engineering, and Math (STEM) methodologies. These include personalized applications such as robotics and coding. C&R students also engage with K-12 students and their families in assistive technology. The program hosts open house sessions, offering children the chance to explore technologies like robotics. C&R faculty shared this AY their expertise by presenting to undergraduate students and community partners on adaptive technologies and STEM, and participate in various outreach activities, including McNair Scholars Jubilee, Statewide Afterschool STEM Day, and educational programs for schools in Lexington and Richland districts.

### 3.9 Field Placements and Partnerships

The C&R program has made several updates to our Practicum and Internship Information Packet this year. These updates include a table of contents for better navigation and accessibility for students. We have also included information about the new concentrations in Clinical Addictions and Career Counseling, as well as updates reflecting the 2024 CACREP standards. Additionally, we have added information on student liability insurance to ensure that students are well-prepared for their field experiences.

To further support students, we have created a dedicated Site Supervisor Handbook. This resource provides an overview of the program, objectives, guidelines for required hours, 2024 CACREP standards, and education and resources on clinical supervision. The handbook also

includes essential information on insurance requirements and forms, equipping site supervisors with the tools they need to effectively guide and mentor students.

We have continued to conduct in-person site visits to placement locations, strengthening the relationships between our program and community partners. Site supervisors have consistently expressed appreciation for these visits, which foster collaboration, provide opportunities for midterm evaluations, and allow for facility tours, further enriching the field experience for both students and supervisors.

This year, we have expanded our network with 10 new partnerships, offering students a wider range of experiential learning opportunities. These placements include private practices, hospital settings, outpatient services, and work with diverse populations such as individuals with addictions, college students, and those who are Deaf or blind from various cultural backgrounds. We have also reestablished partnerships with key agencies like Vocational Rehabilitation in neighboring states, and we are currently developing an internship program with the local Veteran Affairs. Additionally, we are working on collaborative efforts to create more opportunities with Behavioral Health and Collaborative Care Teams at Prisma Health. This expansion of partnerships enhances the practical experiences available to our students, contributing to their professional development and ensuring they are well-equipped to meet the evolving demands of the counseling profession.

## Section 4. Other Substantial Program Changes

### *4.1 Specialty Practice Areas*

In response to our South Carolina communities' service delivery needs in the areas of career counseling and addiction counseling, graduate feedback, and the recommendation made by CACREP site review team during the program's accreditation site visit, the Counseling and Rehabilitation program began exploring the potential of developing two additional specialty areas to add to the program, Clinical Addiction Counseling and Career Counseling, during the AY 2022-2023. The proposals for these new specialty areas and corresponding course proposals for these specialties were submitted to the University for review AY 2023-24 and were subsequently approved by the USC Board of Trustees (2024, February 26) and the South Carolina Commission on Higher Education (CHE; 2024, April 10).

Information about all three of the program specialty practice areas is listed on the C&R program website and outlined in the *2024-2025 Student Handbook*. The first group of students for the two new specialty practice areas are to be admitted Fall 2024.

With these two new areas of specialization, the faculty also developed courses:

RCON 701: Foundations in Addictions and Treatment in Counseling Examines the structure and application of theories of addiction, techniques, strategies, and resources for dealing with a broad range of addictive behavior, including substance related and process, or behavioral, focused, and the environmental, social, and cultural contexts related to addiction.

RCON 712: Addiction and the Family Examines theories and principles of family systems and systems-based approaches as applied to working with people with substance use disorders and/or addictive behaviors and their families. Career Counseling Specialization courses (9 credit hours)

RCON 703: Foundations in Career Counseling Introduction to the origin and evolution of career counseling as well as the social, cultural, and political issues, trends, and organizational variables that impact the field. Presents the role and functions, scope of practice, and practice settings of career counselors.

RCON 735: Leadership in Rehabilitation and the Helping and Healthcare Professions Explores leadership skills, traits, and theories, and their relevance in helping and health professions and rehabilitation.

RCON 780: Advanced Career Counseling and the World of Work Examines career development, theory, and strategies for advanced career counseling practice. Focus on employment trends and labor market information and resources to address the unique needs of individuals across the lifespan. Explores organizational behavior to understand the role individuals and groups have on behavior within organizations and its application in career counseling.

RCON 884: Internship in Clinical Addiction Counseling (6 credits, 600 hours) Supervised counseling experience in a work setting suitable for an addiction counselor. Prerequisites: B or better in RCON 880.

RCON 885: Internship in Career Counseling (6 credits, 600 hours) Supervised counseling experience in a work setting suitable for a career counselor. Prerequisites: B or better in RCON 880.

## *4.2 CACREP Accreditation*

The program's accreditation was formally reviewed and determined at CACREP's January 2021 board meeting. We are now accredited through March 2029. During AY 2023-24 the C&R program submitted the *CACREP Board-prescribed Digital Delivery Substantive Change report* February 2024, which was required by all programs currently accredited by CACREP for on-ground and/or hybrid (including formerly considered hybrid) program type maintaining or adding digital delivery in any part of a single course or completely in more courses due to the pandemic.

Updates to the CACREP Standards were approved by CACREP Board February 2023 to go into effect July 2024. All accredited programs are expected to comply with the 2024 CACREP Standards by July 1, 2026. The Counseling and Rehabilitation Program will use the 2024-2025 AY to update all areas to meet the 2024 CACREP Standards as it prepares its mid-cycle report, which is due September 2025.

**Section 5. Faculty Professional Engagement and Accomplishments**

*Research and scholarship*

In the academic year 2023-2024, C&R faculty engaged in several scholarly activities. A partial listing of those activities follows:

*Grants and Awards:*

Funded Grants

- Dawson: *152400-24-66514* "Virtual Reality-Enhanced Hands-on Assistive Technology Training (VRHAT)"
- Dawson: *152200-23-64506* "Institute for Rural Education and Development (IRED)"
- Stackhouse: *10013283* "Together We Can Achieve More" for USC Substance Abuse & Mental Health Services

*International, National, and Local Presentations:*

Dr. Dawson presented:

- Stackhouse, F., Walsh, M., & **Dawson, D.** (2024, June). Counselors get in the game-e-sports as clinical interventions. Association for Humanistic Counseling Conference (virtual).

Dr. Sacco-Bene presented:

- **Sacco-Bene, C.,** & Walsh, M. (2024, April). *Family systems theories: A creative approach to advocacy and social justice*. Education session presented at the American Rehabilitation Counseling Association's 2024 Celebrating 65 Years of ARCA: Pre-Conference Symposium, New Orleans, LA.

- Balva, D., & **Sacco-Bene, C.** (2024, April). *ARCA task force: Identifying disability-related competencies in clinical supervision*. Education session presented at the American Rehabilitation Counseling Association's 2024 Celebrating 65 Years of ARCA: Pre-Conference Symposium, New Orleans, LA.

- **Sacco-Bene, C.**, & Walsh, M. (2024, February 23). *Family systems and family-oriented theories: A Creative approach for advocacy and social justice.* Presented at the Annual South Carolina Counseling Association conference, Myrtle Beach, SC.

Dr. Richardson presented:

- **Richardson, T. V.** (2024, April). *The impact of psychosocial work conditions on workers with disabilities*. Education session presented at the American Counseling Association (ACA) annual conference in New Orleans, LA.

Dr. Farren Stackhouse:

- **Stackhouse, F.** (2024, April). Fear of Missing Out (FOMO): Optimizing professional opportunity. Keynote Speaker for Fortis College.

- **Stackhouse, F.** (2024, April 5). *Rehabilitative developments of the e-sports ecosystem.* ARCA Webinar Series.

- **Stackhouse, F.** (2024, April). *Counselors get in the game: Using e-sports in rehabilitation and recovery*. Education session presented at the American Rehabilitation Counseling Association's 2024 Celebrating 65 Years of ARCA: Pre-Conference Symposium, New Orleans, LA.

- **Stackhouse, F.,** Walsh, M., & Dawson, D. (2024, June). *Counselors get in the game-e-sports as clinical interventions*. Association for Humanistic Counseling Conference (virtual).

Dr. Walsh presented:

- **Walsh, M.** (2023, October). *Wanna be sedated: Adolescent drug use for professionals.* Enhancing Capacity in School Mental Health Virtual Conference. University of South Carolina.

- **Walsh, M.** (2023, November) University of South Carolina Beaufort Leadership Conference-Shelter From the Storm-Choocsing Wellness and Growth in Times of Challenge. Invited Keynote. University of South Carolina Beaufort

- Sacco-Bene, C., & **Walsh, M.** (2024, April). *Family systems theories: A creative approach to advocacy and social justice*. Education session presented at the American Rehabilitation Counseling Association's 2024 Celebrating 65 Years of ARCA: Pre-Conference Symposium, New Orleans, LA.

- Stackhouse, F., **Walsh, M.,** & Dawson, D. (2024, June). Counselors get in the game-e-sports as clinical interventions. Association for Humanistic Counseling Conference (virtual).

*Publications:*

Kim, J. H., Umucu, Emre, **Richardson, T.,** Shaw, L., Thomas, K., Rosenthal, D., & Kim, H. (2023). Virtue-Based Psychosocial Adaptation Model: From Development to Validation and Beyond. *Journal of Rehabilitation*

**Richardson, T.** (2024, May). Workplace wellness in clients with disabilities. *Counseling Today*. https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/may-2024/workplace-wellness-in-clients-with-disabilities

**Sacco-Bene, C.,** & **Walsh, M.** (2023). Family-oriented theories: Advocating and supporting diverse and underrepresented families. In K. Wilson, S. Chao, & T. Andrews (Eds.) Enhancing Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies. IGI Global: International Academic Publisher.

Balva, D., Mandas, P., & **Sacco-Bene, C.** (2023). Re-envisioning multiculturalism: Promoting and applying disability competencies within clinical supervision. In K. Wilson, S. Chao, & T. Andrews (Eds.) *Enhancing Social Justice, Service Delivery, and Advocacy Through Multicultural Counseling Competencies.* IGI Global: International Academic Publisher.

Veshinski, S. E., & **Sacco-Bene, C.** (In Press). Child custody and divorce assessment strategy and inventories. In L. Sperry (Ed.), *Couple and family assessment: Contemporary and cutting-edge strategies*. Routledge/Taylor & Francis Group.

**Stackhouse, F**., Dawson, D., Walsh, M., Petee, H., (In progress). When the whistle blows: Using e-sports as a buffer to explore tragic optimism and transcultural competence among tailor-assisted adolescents. Stackhouse, F., Brooks, M., Wang, Y., Smith, S., Kim, T., Limbrick, D. (2023). Racial microaggressions meet sports perfectionism:

**Stackhouse, F**. (Under review). Virtually disparate implications for psychotherapists to get-in-the-game with minority collegiate athlete identities.

**Stackhouse F.** (In progress). Striving for transculturation through travel and transformation: A counselor's autoethnography. Manuscript in-process.

**Walsh, M. J.**, & Alison, A. (In Press). Program evaluation. In 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 (2nd ed)*. Routledge Taylor Francis.

### *Service*

In the academic year 2023-2024, C&R faculty engaged in several service activities. A partial listing of those activities follows:

Dr. Dawson
In addition to professional memberships in ACA, APA, ARCA, and ACES:
- South Carolina Assistive Technology Advisory Committee (ATAC)
- Co-Coordinates Rehabilitation Virtual Reality Lab
- Co-Director South Carolina Assistive Technology and Educational Research Center (SC-CATER)
    - Saturday and Sundays K-12 student drop in SC-CATER
- SOMC Library Committee
- SOMC Information Technology Committee
- SCDEC Transition to Careers Committee
- Contributing Investigator Institute for Rural Education and Development
- USC Digital Accessibility Network

Presentation and Training Service:
- Physician Assistant Program VR empathy training
- Multiple McNair Scholars trainings: Robotics Lab
- Jubilee: Festival of Black History and Culture
- Statewide Afterschool STEM Day
- Ballentine Elementary Stem Day
- Winston Salem State University Virtual reality Training
- Virtual reality empathy training College of Pharmacy
- FIRST Tech Challenge Professional Development Certification
- Multiple training for Richland/Lexington 5
- Multiple training for Richland/Lexington 2
- Multiple training for Lexington 1
- SC Coalition for Mathematics & Science January Retreat - Play to Learn (SC-CATER)
- Fortis College Columbia training

Dr. Richardson
- Professional membership in American Counseling Association (ACA), American Rehabilitation Counseling Association (ARCA), Association for Counselor Education and Supervision (ACES), and South Carolina Counseling Association (SCCA)
- American Counseling Association, Conference Proposal Reviewer
- American Rehabilitation Counseling Association (ARCA)
  - Public Policy, Professional Preparation, and Standards Chair
- Editorial Reviewer for the *Journal of Employment Counseling*
- Commission on Rehabilitation Counselor Certification (CRCC)
  - Item Writing Sub-Committee
  - Standards and Exam Committee
- USC School of Medicine Culture & Climate Committee (CCC)
- Able South Carolina Board Member


Dr. Sacco-Bene
- American Counseling Association
  - Conference Proposal Reviewer for 2024 Annual Conference
- American Rehabilitation Counseling Association
  - President-Elect, 2024-2025
  - Task Force, Co-Chair, Disability Related Clinical Supervision Competencies for Supervising Supervisees with Disabilities 2023-present
  - Director, Council on Organization, Administration, & Management 2023-present
  - Co-Director Pre-Conference Committee 2023-2024
  - Website Committee 2023-2024
- Professional member, South Carolina Counseling Association
- Professional member, Florida Counselors Association
- Professional member, Association for Counselor Education and Supervision
- USC School of Medicine Guardian Society Luncheon, 2023, February 23.
- USC School of Medicine Student Services Committee, 2021-2024.
- USC School of Medicine Leave of Absence Committee, 2022-present.
- USC School of Medicine, Disability Awareness Collaboration.
- Reviewer, *British Journal of Guidance and Counselling*, April 2024.

Dr. Stackhouse
- American Counseling Association (ACA)
- American Psychological Association (APA)
- Co-Coordinator of Counseling and Rehabilitation Virtual Reality Laboratory
- Coordinator of Virtual Reality Mindfulness Lab at C.A.L.M Oasis – USC Student Health Center
- Coordinator of VREC: Virtual Reality Mindfulness + Movement Lab – STROM Wellness and Fitness Center at USC
- Graduate Council Committee of Humanities Social Sciences Education and Related Professional Programs
- Institute for Rural Education and Development at USC - Faculty Affiliate
- National Association of Multicultural Rehabilitative Concerns (NAMRC)

Dr. Walsh
- School of Medicine Alumni Awards Committee, 2018-Present
- School of Medicine Alumni Board of Directors-Member, 2023-Present
- USC School of Medicine Guardian Society Luncheon, 2023, February 23.
- American Counseling Association
  - American Counseling Association Governance Structure Committee 2021-2023
  - American Counseling Association Conference Session Reviewer, 2024
- Reviewer for *International Journal for the Advancement of Counseling*, 2021-Present
- Appointed Associate Editor for *International Journal for the Advancement of Counseling*, 2023-Present
- Psychiatric Rehabilitation Association, Invited Reviewer-Psychiatric Rehabilitation Competencies, 2022-Present
- Psychiatric Rehabilitation Association, Invited Item Writer, Certified Psychiatric Rehabilitation Practitioner Examination, 2023-Present

***Faculty Credentials***

Dr. Dawson
- Certified Rehabilitation Counselor:  CRC #85454
- NSF ID: 000803911

Dr. Richardson
- National Certified Counselor (NCC): #901985
- Certified Rehabilitation Counselor (CRC): #00119124
- Licensed Professional Counselor Associate: SC-LPC # 9092

Dr. Sacco-Bene
- Florida Licensed Mental Health Counselor (LMHC) and Qualified State Supervisor MH & MFT: MH8713
- Virginia Licensed Professional Counselor (LPC): 0701003808
- National Certified Counselor (NCC): 85343
- Certified Rehabilitation Counselor (CRC): 36137

Dr. Stackhouse
- Licensed Professional Counselor of Georgia GA-LPC #009419
- Licensed Clinical Mental Health Counselor of North Carolina NC-LCMHC #15443
- Certified Dialectical Behavioral Therapist
- Board Certified Telehealth Provider
- Cardiopulmonary Resuscitation Certified

Dr. Walsh
- Licensed Professional Counselor:  SC-LPC # 4900
- Certified Rehabilitation Counselor:  CRC # 95795
- Certified Psychiatric Rehabilitation Practitioner CPRP # 10062150

**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 | Measure 1. 90% of students will earn a grade of Competent or better on the Stylistic Model | Rubric |

| | | | |
|---|---|---|---|
| | cultural factors may influence the counseling relationship across a variety of helping settings. (KPI) (Type of KPI: Knowledge) | (Self-Analysis Series) assignment in RCON 605: (Culture and Disability). | |
| | | 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 the 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). | 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). | 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 questio n |
| | 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 relationship s. | 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 | SLO 6.1 Students will demonstrate group leadership skills by planning | 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 |
|---|---|---|---|

| and group work | and carrying out purposeful group counseling activities. (KPI) (Type of KPI: Skill) | Measure 2. 90% of students will earn a grade of B or better on the group leadership assignment in RCON 880 (Practicum). | Rubric |
|---|---|---|---|

*Area 7 – Assessment and Testing*
Curriculum: RCON 714, NPSY 758

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

*Area 8 – Research and Program Evaluation*
Curriculum: RCON 700, RCON 702
Other measures: Comprehensive assessment

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

**CLINICAL REHABILITATION SPECIALIZATION**

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

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

| SA SLO 1 Students will identify and strategically utilize community services and resources related to the provision of | 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 |
|---|---|---|

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

| # | SLO # Course | \| | CACREP 2016 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/ RCON 680 | | | | 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 | | | | | | |
| | RCON 883 | | | | | X | X | | | | | | X | |
| 4 | 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 feed- back; 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 | |