

**COUNSELING AND REHABILITATION PROGRAM**  
**SCHOOL OF MEDICINE**  
**UNIVERSITY OF SOUTH CAROLINA**  
**2023 ANNUAL REPORT**

The 2023 Annual Report presents an overview of our program's mission and objectives, which guide the evaluation process; the results of our program evaluation; discussion of our findings; a presentation of subsequent program modifications that resulted from the process; and a discussion of other substantial program changes. Data are from 2022-2023, 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,
  - Education/Program Objective # 1. Students will demonstrate current knowledge and competencies required for successful practice in the field of professional counseling.
  - Education/Program Objective # 2. Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals.

#### *Scholarship*

- Through research and **scholarship** activities, to advance knowledge and understanding of the effects of disability on the lives of persons with disabilities, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

#### *Service*

- To provide **consultation** and **training** to agencies and programs to enhance the abilities of their personnel serving disabled and disadvantaged persons in South Carolina and throughout the southeast.

- To provide rehabilitation **services** while offering students the opportunity for hands-on learning under the supervision of qualified, experienced professionals.
- To **support** the operations and activities of the Department of Neuropsychiatry and Behavioral Science, School of Medicine, and University

*Respect for Diversity*

- To actively demonstrate **respect** for cultural and individual diversity in areas of education, scholarship, and service.

**Section 1. Results of the Evaluation**

Section 1 includes the following data: (1) demographic and other characteristics of applicants, students, graduates; (2) vital statistics; (3) aggregate student assessment data including knowledge, skills, and dispositions; (4) systematic follow-up studies; and (5) external review.

**1.1 Demographic and Other Characteristics of Applicants, Students, and Graduates**

Applicant Data

	# Applications	Number Accepted	Number Matriculated
Fall 2022	21	11	7
Spring 2023	4	2	2
<b>Total AY 22-23</b>	<b>25</b>	<b>13</b>	<b>9</b>
Fall 2021	14	12	7
Spring 2022	7	5	4
<b>Total AY 21-22</b>	<b>21</b>	<b>17</b>	<b>11</b>
Fall 2020	26	22	18
Spring 2021	12	6	6
<b>Total AY 20-21</b>	<b>38</b>	<b>28</b>	<b>24</b>

Applicant Demographic Data for AY 2022-2023

	# Applications N= 25	Number Accepted N= 13	Number Matriculated N= 9
Gender	Female- 23 Male- 2	Female- 11 Male- 2	Female- 8 Male- 1
Race/Ethnicity	African American- 8 Caucasian- 13 Hispanic- 1 Asian- 2 More than one- 1	African American- 4 Caucasian- 8 Hispanic- 1 Asian- 0 More than one- 0	African American- 2 Caucasian- 6 Hispanic- 1 Asian- 0 More than one- 0
Age (average)	31 years old	34 years old	34 years old
Age (range)	22 years to 54 years	23 years to 54 years	23 years to 49 years

\*\* The 1 applicant who self-identified as "more than one" include the following: Hispanic/Caucasian\*\*

## Applicant Score Data

For the 2022-2023 academic year, the average scores for accepted students were as follows:

	<b>Undergraduate GPA</b>	<b>GRE</b>	<b>MAT</b>
<b>AY 22-23</b>	3.40	Writing: 3.25 Quantitative: 143 Verbal: 146	413
<b>AY 21-22</b>	3.30	Writing: 4.3 Quantitative: 147 Verbal: 152	397
<b>AY 20-21</b>	3.2	Writing: 3.8 Quantitative: 147 Verbal: 150	390

## Student Data

	<b>Number Enrolled</b>	<b>New students</b>	<b>Graduates</b>
Fall 2022	45	7	0
Spring 2023	46	2	12
<b>Total AY 22-23</b>	<b>48 (unduplicated)</b>	<b>9</b>	<b>12</b>
Fall 2021	45	7	2
Spring 2022	46	5	7
<b>Total AY 21-22</b>	<b>50 (unduplicated)</b>	<b>12</b>	<b>9</b>
Fall 2020	43	18	2
Spring 2021	44	6	3
<b>Total AY 20-21</b>	<b>49 (unduplicated)</b>	<b>24</b>	<b>5</b>

## Student Demographic Data

	<b>2022-2023</b>	<b>2021-2022</b>	<b>2020-2021</b>
	<b>Number Enrolled N= 48</b>	<b>Number Enrolled N= 50</b>	<b>Number Enrolled N= 49</b>
<b>Gender</b>	Males- 6 (13%) Females- 41 (85%) Affirmed gender- 1 (2%)	Males- 5 (10%) Females- 44 (88%) Affirmed gender- 1 (2%)	Males- 6 (12%) Females- 42 (86%) Affirmed gender- 1 (2%)
<b>Race/Ethnicity</b>	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%)	African American- 11 (22%) Caucasian- 32 (66%) Hispanic- 0 Asian- 2 (4%) More than one- 4 (8%)
<b>Age (average)</b>	<b>32</b>	<b>32</b>	<b>32</b>

**\*\* The 4 students who self-identified as "more than one" include the following: Hispanic/Caucasian and African American/Caucasian\*\***

## Graduation Data

- Sixteen (16) students graduated in the 2022-2023 academic year. Of the 15 students seeking employment, all 15 (100%) found employment within 6 months of graduation.
  - The remaining student was offered a position from their internship but decided to delay their job search.

	Number of Graduates	Number Employed at Graduation	Number Employed 6 Months After Graduation
Fall 2022	0	0	0
Spring 2023	12	10	11
Summer 2023	4	3	4
<b>Total</b>	<b>16</b>	<b>13</b>	<b>15**</b>
Fall 2021	2	2	2
Spring 2022	7	2	5
Summer 2022	1	1	1
<b>Total</b>	<b>10</b>	<b>5</b>	<b>8**</b>
Fall 2020	2	1	2
Spring 2021	3	2	3
Summer 2021	2	1	2
<b>Total</b>	<b>7</b>	<b>5</b>	<b>7</b>

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

## Graduate Demographic Data

	2022-2023	2021-2022	2020-2021
	Number of Graduates N = 16	Number of Graduates N = 10	Number of Graduates N = 7
Gender	Female- 14 (87.5%) Male- 2 (12.5%)	Female- 10 (100%) Male- 0	Female- 4 (57%) Male- 3 (43%)
Race/Ethnicity	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%)	African American- 2 (29%) Caucasian- 5 (71%) Hispanic- 0 More Than One- 0
Age (average)	32	34	33

*\*\* The two (2) graduates who self-identified as "more than one" identified as African American/Caucasian and Hispanic/Caucasian. \*\**

## 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 2023. Future funding of these federal grants is uncertain because of changes occurring in rehabilitation legislation and there have been fewer calls for proposals for new awards. The program is proceeding by providing applicants with information about alternative sources of financial aid.

### **1.2 Vital Statistics**

#### Program Graduates

- 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)
- 2020-2021: 2 MRC graduates (48 credit hour degree)

#### Program Completion

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

For students who started the 60 credit-hour program in 2018-2019 (N=12):

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

## Certification

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.

In 2020-2021, 5 of 5 program (100%) graduates took and passed the Certified Rehabilitation Counselor (CRC) exam. The national pass rate for the same period was 47%.

## Licensure Examination

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 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.
- Academic year 2020-2021: 100% of program graduates (N=7) are employed. Six of 7 graduates (86%) are employed as rehabilitation counseling professionals in rehabilitation agencies or community mental health centers.

### ***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 2022-2023**

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 3 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 2022-2023**

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.

For the 8 Common Core areas, seven SLO's achieved 100% performance across all measures and three SLOs scored between 88.9%-100% across all measures. Two SLOs scored between 72% and 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 Specialty area, performance was also good. Two of the three measures achieved 100% performance across all measures and the remaining SLO scored between 84.4%-100% across two measures. No changes were recommended in the SLOs related to the specialty area.

In general, student performance across all eight common core areas and the specialty area continues to be commendable. However, the faculty closely examined any measure that did not achieve 100% performance, specifically we examined those with scores in the 70 percent to 80 percent range. For example, in the comprehensive examination, it was noted that students tend to score lower in one section that covers two crucial areas, ethics and career theory, than any other section of the exam. It was noticed that for the ethics question, ethical decision making is only covered in detail in RCON 704 Ethics in Rehabilitation Counseling and Helping Relationships. Therefore, the Practicum and Internship Coordinator will develop an assignment to be included during Practicum that focuses 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 – this assignment will begin Fall 2023. For Career Theories, reflecting on the comprehensive exam outcomes, the RCON 725 Career Counseling Theories and the World of Work class intentionally covered major and emerging theories or models of Career Counseling and Development each week, which is a departure from the structure and organization of the text used in that class. The current textbook used for RCON 725 covers theories in a single chapter, rather than spreading them across the text. The Summer 2023 syllabus was revised to reflect this shift. In addition, faculty discussed the timeliness of revising the entire comprehensive exam over Spring 2024 in preparation for the 2024-2025 academic year.

There was an improvement in RCON 702 Introduction to Rehabilitation Research and Program Evaluation from the last AY report, with 95% students successfully completing their program evaluation assignment by applying the Bridge Model when reporting the assignment results. Implementing an introduction to the Bridge Model into the prevention unit in RCON 733 Medical

and Psychosocial Aspects of Disability seems to aid in strengthening student learning in this area.

In addition, faculty in response to the feedback from students over the last few AYs about their experience in EDPY 705 Human Growth and Development course and the rates of withdraws and grades below Bs, the program developed a lifespan course specifically for counselors, rather than teachers. 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.

### **Key Performance Indicators (KPIs)**

The Counseling and Rehabilitation (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. Also, we discuss the systematic process of key performance indicators (KPI) data collection in [Section 3](#) of this report.

### **Comprehensive Examination Data**

Summarized Results: In 2022-2023, students did moderately well on the Comprehensive Examination. We had a 100% pass rate, overall. Our first-time pass rate was 80%, with 20% 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: The faculty meet to discuss comprehensive exam performance along with the review of SLOs every semester, noting trends in performance and examining students' developmental progress. As noted above, with this AY's review, faculty discussed revising the entire comprehensive exam over Spring 2024 academic year in preparation for the 2024-2025 academic year.

### **Clinical Evaluation Data**

In 2022-2023, internship students developed case conceptualizations that include how mental health conditions affect the rehabilitation process. Competency is assessed as earning a score of Satisfactory or higher on the case conceptualization assignment. The case conceptualization assignment focuses on a person with a serious mental illness and includes an assessment of the student's ability to critically evaluate a psychiatric diagnosis. Nineteen of 19 internship students met this goal by describing the impact of mental health conditions on key areas of functioning, including interpersonal relationships, employment, and independent living. Eighteen of the internship students received a grade of satisfactory on this assignment on the first attempt. All students did well on this section of the case conceptualization that required them to evaluate the psychiatric diagnosis of the client.



## **Dispositions Data**

### Assessment Process

Faculty assess student dispositions using an adapted process based on the work of Spurgeon, Gibbons, and Cochran (2012). Dispositions include commitment, interpersonal competence, openness, respect, integrity, and self-awareness. Professional dispositions are assessed 2 times per year, in 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” 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 2022-2023 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 2022-2023, most students who received ratings of Growth Needed had rated themselves similarly and/or were receptive to the feedback from faculty. To address remediation, the program faculty meets with the student to collaboratively create a Professional Development Plan (PDP) with the student (see [Section 3.1](#)).

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 the SLOs across 8 areas (professional counseling orientation, theories, ethics, working with diverse clients, career counseling, basic counseling skills, research, and disability, MH & addictions). There were 16 (12 in Spring and 4 in Summer) graduates who completed Part 1 of the exit interview. Fifteen completed Part 2 and rated their learning as 5 or

above on a scale from 1 to 7. Means range 5.26 to 6.67 (above avg. to very high) and 7 of 8 rated above 6 (6.13-6.67).

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

- *I really enjoyed the “smallness” of the community. I felt as though my education and personal development was invested in by each of the professors and enabled the cohort to build unique relationships.*
- *Becoming a Rehabilitation Counselor has been one of the most transformative and rewarding experiences of my life. Not only did I learn invaluable skills to use as a counselor, but it also afforded me an incredible opportunity for personal growth and development.*

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

- *Students are interested in more focus on family theories.*
- *Students are interested in mentoring opportunities with their peers prior to entering Practicum.*

Discussion: Though implied in Part 2 of the exit interview, learning related specifically to human development was not captured in the interview survey. Human development learning related to the SLOs will be included in Part 2 of the exit interview starting with Fall 2023. This will then align with the eight core counseling areas and one specialty area in in the C&R program Student Learn Outcomes and the development of RCON 680 Human Development and Disability Across the Lifespan. In relation to the interest in more focus on family counseling and theories, the faculty committed to include a family theory presentation during the Fall Learning Community Saturday and are in the process of developing a family counseling class that aligns with the C&R mission.

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

#### *Site Supervisor Survey Data*

The 2022 survey of site supervisors was completed in January 2023-February 2023 and the results are attached. Of the fifteen site supervisors who were surveyed, 11 individual site supervisors responded (a 73% return rate). Nine of the site supervisors reported working with Internship students, while one reported working with a Practicum student. Respondents were evenly spaced over Fall, Spring, and Summer semesters, with both Practicum and Internship being 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 the following items on a scale from 1 to 10, with 1 being unsatisfactory and 10 being outstanding: access to faculty members, clarity of USC documentation process, ease of completing required USC documentation, and student educational preparation. The ratings are as follows:

- Access to faculty members: Nine of the site supervisors gave a score of 10; one gave a score of 9 and 1 site supervisor gave a score of 8.
- Clarity of USC documentation process: Eight of the site supervisors gave a score of 10; one gave a score of 9, two gave a score of 7.
- Ease of completing required USC documentation: Seven of the site supervisors gave a score of 10; two gave a score of 9, one site supervisors gave a score of 8, one site supervisor gave a score of 7.

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:

- *Look at skills in meeting employers and placing clients on the job*
- *None at this time.*
- *Get trained on our center's protocol*
- *That the internship or practicum supervisor at least come to the site one time throughout the students experience within Practicum or internship (this is already being done and very appreciative!)*
- *Documentation In person, hands on experience with persons with a mental health disorder. Leading groups - therapeutic and leisure. Keep an updated notebook of agencies and contact info if those who offer practicing and internship opportunities.*
- *No response. (5)*

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

- *Teacher student relationship is good*
- *Good communication and minimal paperwork for supervisors.*
- *Accessibility as well as willingness to tend to the students at their sites.*
- *I have been very pleased with the preparation that this program gives and see that students are well prepared when coming to do practicums and internships at our agency.*
- *No response (5).*

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

- *I am not sure that there is continuity when there is a changeover in staff. Hopefully there is a Contact Book in a central location that is kept updated with agencies that are available for practicums and internships and the contact information. Also, this survey did not allow me to click both practicum and internship and our agency is available for both and well as year around.*
- *MHASC does have the day program but also independent living apt's for nights and weekends work and a community / education learning that we can offer to students.*
- *Job placement readiness.*
- *None at this time.*

Faculty Discussion: The faculty discussed adding language into the Practicum and Internship Information packet to emphasize the site's/agency's onboarding of the practicum and internship students in relation to agency specific policies and procedures. Importance of examining C&R's

role and sites' roles when working with students in practicum and internship. C&R faculty were overall pleased with the survey feedback.

### *Employer Survey Data*

The 2023 Annual Employer Survey was sent out to 6 students for distribution to their 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 three Employers. Reminders were sent out at one, three, and twelve weeks. That brings the response rate on the electronic survey to 50%.

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 first Knowledge area, Level of knowledge regarding the Role of the Rehabilitation Counselor, all respondents rated a score of 5. In rating the Vocational Concepts and the World of Work area, all employers rated a score of 5, indicating that employers were Most Satisfied with employees' preparation in these areas. Two of the three employers ranked a score of 5 (Most Satisfied) for employee's knowledge of Counseling Techniques and Theories and working with Diverse Populations, while one ranked a score of 4 (Mostly Satisfied). This feedback is consistent and follows a general upward trend in recent years.

In the Skills areas, respondents indicated that they were broadly satisfied with students' preparation. In specific areas: Job of the Rehabilitation Counselor, two of three respondents rated a score of 5 (Most Satisfied) and one indicated a score of 4. Skills in helping clients to explore the World of Work, 2 of 3 rated a score of 5 (Most Satisfied), and one rated a score of 3. In Use of Counseling Theories and Techniques, all respondents rated a score of 5 (Most Satisfied). In Use of Disability Related Information, two of three respondents rated a score of 5 (Most Satisfied), and one rated a score of 4. This same score pattern repeated for the Use of Culturally Appropriate Interventions with Clients, again, two of three respondents rated a score of 5 (Most Satisfied) and one a score of 4.

In Attitude areas, all respondents rated their level of Satisfaction as Most Satisfied in areas such as: Workplace Attitude, Attitudes Towards Supervisors, Attitudes Towards Persons with Disabilities, and Attitudes Towards Persons with Diverse Cultures/Backgrounds, and Attitudes Towards Co-Workers.

Employers noted areas of strength in employees as follows:

- *Can do attitude. Resourceful.*
- *\_\_\_\_\_ has several strengths, but her main strength is finding tools that consumers need in order to be successful. She is the go-to for resources.*
- *Rehabilitation.*

Employer noted the Growing Edges of employees as:

- *Just more time in the position will give her everything she needs.*
- *Dealing with family members who stunt consumer's growth. I'd like to see her learn more unique ways to get them on the same page.*
- *Vocational rehabilitation and community relationships.*

Faculty Discussion: Faculty discussed reaching out to employers to delve into specifics regarding areas for growth. Faculty members were gratified to see that family systems and relationships were noted in the feedback. This has recently been an area of targeted growth for our program. The faculty will see that family-oriented programming is included annually in Learning Community events and that they are evaluating other growth choices.

#### *Alumni/Graduate Survey Data*

Summarized Results: The faculty met and examined the results of the 2021-2022 Survey of Program Graduates at the February 22, 2023, meeting.

Of the 6 MA graduates who were surveyed, 4 graduates responded, which represents a 67% response rate.

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 3.14 of 4 points (compared to 3.68 of 4 points last year). Most areas were rated at 4 out of 4 points. The areas not rated as highly were Research and Professional Issues, both 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 3.5 out of 4 points were Understanding the Public VR Process, Recognizing Adjustment and Coping, and Utilizing and Evaluating Research. It is worth noting that some graduates were not in positions that required several of these lower rated areas, and faculty recognized that might be at the root of slightly lower scores in those areas. This was a new area of focus this year and will be compared to future years moving forward.

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 was 3.75 of 4 points (Compared to 3.68 of 4 points last year).

For the program graduates surveyed, the average rating of overall experiences within the program was 3.4 on a 4-point scale (compared to 3.05 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.

- *The video recordings of mock sessions, the case conceptualization papers, activities in class that gave case scenarios specific to topic of discussion*
- *Researching and presenting on medical conditions in the Medical and Psychological aspects of disability course.*
- *Anything involving Dr. S-B.*
- *Dr. Walsh's class where we recorded our videos and reflected on them. This was most valuable because we then reviewed the videos in class and discussed the different aspects of the video, and where improvements could be made or we could have done things in a different style.*

Students were also asked if they felt that additional training with any given population may have proven helpful. One student noted a response:

- *Additions*

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

- *Less lecture style and more interactive lessons*
- *I wouldn't change a thing. The different teaching styles helped shape my to be a well rounded counselor for a baby in the field. I know things that licensed people are not familiar with and a very keen on community resources because of my instructors. I can diagnose and create treatment plans without issues and am catching on pretty fast. Wouldn't be able to do that if it wasn't for the staff.*
- *I don't have any.*

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.

Graduates were asked for any additional feedback or suggestions that they may have for the program:

- *To add a lesson or specific meeting/event to explain the process of obtaining your license if you choose to go that route*
- *I appreciate it all.*
- *It would've been nice to have more resources on navigating the licensure process. I was obviously able to figure it out but it was frustrating and even a 30 minute lesson in one of the classes on the steps would've been very beneficial.*

Faculty Discussion/Conclusions/Associated action plans: Faculty noted a diversity in occupational experiences among graduates that may have contributed to some educational experiences being rated as less valuable than others. For example, students in non-clinical rehabilitation settings may not have the call to utilize certain aspects of their education. Further, overall experiences were noted as broadly positive, with a single graduate indicating lower ratings.

Based on results of the survey, faculty decided to extend opportunities to review the credential items to be clear about passing CRC or exam for LPC and intention to be certified or licensed. The RCON 700 Foundations in Clinical Rehabilitation Counseling class focuses an entire lesson on certification and licensure. This material is also reviewed in RCON 704 Ethics in Rehabilitation Counseling and Helping Relationships and in RCON 880 Counseling Practicum in Clinical Rehabilitation. In addition, there is an information packet located on the program's Community Blackboard that addresses certification and licensure application processes and resources.

#### *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 (25 in practicum; 21 in internship) rated their experiences with their site supervisors as 8.5 or higher on the scale from 1 (unsatisfactory) to 10 (outstanding).

Discussion and actions: Students consistently noted that their site supervisors provided helpful and supportive guidance during the field experiences. University supervisors have worked closely with students and site supervisors throughout the field experiences.

### **1.6 Additional external review**

#### *CACREP Accreditation*

The program's accreditation was formally reviewed and determined at CACREP's January 2021 board meeting. The collaborative review process resulted in several helpful suggestions from the site visitors. The program is now accredited through March 2029. The mid-cycle is due September 2025.

#### *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 and public rehabilitation agencies helps us to achieve effective and responsible participation in a changing state and national rehabilitation environment. In addition to advising the program, the Advisory Board also requests consultation and training as specific needs present themselves. This year, the Advisory Board met in January 2023 and June 2023.

#### Highlights of the 2023 Advisory Board process:

- Review of the C&R program outcomes from the 2022 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.
  - SC-CATER and Virtual Reality Lab provide space and opportunities to build programs and partnerships.
- 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: C&R 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:

- One site supervisor recommended that students need to have more job readiness. The Practicum and Internship Coordinator added language into the Practicum and Internship Information packet to emphasize the site's/agency's onboarding of the practicum and internship students in relation to agency specific policies and procedures. We are updating the Practicum and Internship Information packet with new components such as essential tips, reflective prompts, and a checklist. These updates are designed to help students find the ideal site and site supervisor for their practicum and internship. The revised manual will also include information on key aspects such as ethical conduct and a code of ethics. It will provide guidance on how to enroll in practicum and internship, as well as protocols for handling changes to the site or site supervisor. We are also developing a supervisor manual that will include a range of critical topics related to practicum and internship. This forthcoming supervisor manual will cover practicum and internship objectives, specific requirements, alignment with CACREP standards, information on the supervision process, clear guidelines and responsibilities for supervisors, as well as key details regarding liability insurance and adherence to ethical standards. This supervisor manual will serve as a valuable resource for supervisors and will complement the student manual.
- One employer commented on graduates needing to know more about vocational rehabilitation and community agencies. Faculty discussed this recommendation and determined students need to have an array of skills to best serve people with disabilities and disadvantage across communities, rather than focus solely on one area of disability services. In reviewing the curricula, faculty felt that the inclusion of traditional vocational rehabilitation structures and processes remained strong. The faculty agreed that this is an important inclusion and will continue. Further, we will continue to prepare clinical rehabilitation counselors who can work in a variety of counseling agencies that work with people with disabilities. In response to this feedback, and to provide students with more information about community services, agency leaders and supervisors are invited to the C&R program's Learning Community Saturdays to discuss their agency's services and employment opportunities. Program faculty also created a new course, RCON 680 Human Development and Disability Across the Lifespan, which includes a capstone assignment that requires students to either volunteer or job shadow at a community agency (or agencies) for a minimum of 4 hours.
- As mentioned in the survey of C&R program graduates' section, graduates recommended more information be made available about licensure and professional certification. During Learning Community Saturday Spring 2023, there was a presentation, "So, You Want an LPC," which focused on licensure and setting up one's own private practice. In addition, there is a section on the C&R program's Blackboard Community site, an entire section dedicated to providing information related to South Carolina counseling licensure, resources for other state's licensure requirements, and certification (e.g., CRC, NCC).
- Student Dispositions ratings continue to be highly effective in:
  - Identifying and highlighting key growth areas for students at the earliest possible time to support the student's professional development.



- 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.
  - 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.
  - Providing real time formative feedback on students' self-monitoring skills.
  - Providing an ongoing forum for faculty to engage with the evaluation process outside of traditional academic areas.
  - 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.
  - 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.
  - Overall, C&R faculty were pleased with both the summative outcomes and the formative processes within the program. Program evaluation activities will continue and areas for future growth and development will be noted and addressed. As the program continues to grow, faculty discussed the need to research and invest in an assessment management system that supports the C&R program courses and students' practical experiences.
  - The 2023 Annual Report will be presented and discussed with the Counseling and Rehabilitation Program Advisory Board at its January 2024 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 Professional Development Plan***

To continue to support student professional development (e.g., skills, behaviors, and professional dispositions), faculty members attended several workshop presentations featuring gatekeeping and remediation in counselor education during the 2021 American Counseling Association virtual conference. Using 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 Professional Development Plans to assist faculty and students develop collaborative remediation plans designed to promote student success and support forward progression in the program. During our program's Annual Student Orientation Day, faculty introduce and discuss Professional Development Plans as an opportunity for students to further professional and dispositional growth (rather than a punitive process). Students were informed that these plans could be initiated by faculty, students, or a combination of faculty and a student. Students required to develop plans have noted that they appreciate the support and structure.

### **3.2 Mitigating Bias: Continuous Improvement**

Consistent with the School of Medicine Columbia (SOMC) Mission Statement and the Carolinian Creed, over the previous two AYs, C&R program faculty have sought to enhance the universality of access to high quality graduate education via inclusivity and equity. Faculty, with graduate assistants, reviewed course syllabi to find ways to include material relevant to students and the clients with whom they will work. For example, faculty sought ways to find and incorporate course material written by BIPOC and LGBTQIA+ counseling professionals and counseling professionals with disabilities along with current resource material.

In the 2022-23 AY, faculty elected to discontinue the requirement of GRE or MAT as part of the application process and submitted it to the University's Graduate Council for consideration (Approved Spring 2023 and will be published in the *2023-2024 Graduate Bulletin*). Discontinuing the requirement of the GRE or MAT is consistent with other counselor education programs in USC and across South Carolina. In addition, faculty staff also made the decision 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.

### **3.3 Student Professional Development**

Regularly, students, recent graduates, and alumni express they would like to be more involved in scholarly activities. To involve students more in the program and provide numerous opportunities for professional growth, faculty and staff developed programs and opportunities for students to engage more in scholarly activities. The 2022-23 AY marked the third year the C&R program hosted its annual Graduate Student Research Showcase Conference, which was organized by Patrick Demery, our Student Program Coordinator. During this event, graduate assistants presented the research they worked on throughout the academic year. Additionally, students engaged in scholarly activities with faculty (e.g., research, presentations, and scholarly publications). Other 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.

The student organization, Rehabilitation Counseling Student Association (RCSA), also engaged in professional development and advocacy efforts, by participating in the annual Suicide Prevention Walk in Columbia and hosting several virtual Q&A sessions about the licensure process.

In addition to engaging students in scholarly activities, the C&R program initiated a Professional Speaker series. This involves inviting experts in the field to present their expertise to the USC community. During the 2022-2023 AY, we were fortunate to have Dr. Judith Grisel, an international expert in the neurobiology of addiction and Opponent Process theory, as well as Dr. Marjorie Jenkins, an international expert in Women's Medicine and the role of Sex and Gender in Healthcare. The 2023-2024 annual year's speakers include Dr. James Hansen, an international expert in the field of Humanistic Counseling, and Dr. Richard Balkin, an expert in Counseling Research and Assessment and the Editor of the *International Journal of Counseling*.

### **3.4. Learning Community Saturday**

During the 2020 to early 2022 AYs, because of the pandemic, faculty created virtual learning opportunities to continue enhancing our community's educational experiences. The 2022-23 AY, however, relaunched the mandatory in-person Learning Community Saturday sessions that meet once per major semester. These sessions offer opportunities for students to engage in course activities and attend workshops and training sessions led by faculty, members of the local professional community, and current and former students. This year's workshops included topics on *Safe Zone training*, *So, You Want to be an LPC*, *Practice Dimensions of MCC*, *Adler in Action*, *Children's Advocacy and Forensic Interviews*, *SBIRT Training*, *Writing Forum*, and many other captivating topics.

### **3.5 Comprehensive Evaluation Study Guide Update**

The Comprehensive Exam Study Guide was examined by a panel of faculty and former students in Fall of 2021. The committee undertook a redesign of the study guide to incorporate the clinical rehabilitation components of the 60-credit hour C&R program's specialty in clinical rehabilitation counseling. The redesign includes realigning the course names, numbers and descriptions, and a revision of the format. The format redesign was based on graduate feedback and was targeted to make the review document more useful and more dynamic. The updated document was completed and deployed in Spring of 2022 and, as of Fall 2022, is housed on the C&R program's Blackboard Community site for ease of access.

### **3.6 Enhanced collaboration with School of Medicine – Medical Education**

In addition to continued collaboration with the Counselor Education program in the College of Education (e.g., EDCE 510 and NPSY classes), opportunities for the C&R program to collaborate with other programs within the School of Medicine increased. Specifically, C&R faculty have led seminar trainings to medical students to enhance disability related educational content in medical education. The C&R faculty worked collaboratively with our medical education colleagues in this effort. With the School of Medicine's Assistant Dean of Clinical Learning, a C&R faculty member and a graduate assistant work to enhance disability awareness with the M1s through virtual reality applications and group reflection. In addition to the M1 work, we have provided a lecture to the M2 students that is designed to enhance students' ability to apply the knowledge gained in the M1 series on a conceptual basis. Finally, we provide a two-hour seminar for M3 students that is designed to enhance developing physicians' ability to apply disability knowledge and awareness within their own practice. This seminar involves both education and application, culminating in a case-based scenario that asks M3 students to develop specific recommendations applicable to the case.

### **3.7 Collaboration with South Carolina Department of Mental Health (SCDMH) regarding Practicum and Internship**

Starting in 2021, the C&R program began participating in an initiative with the South Carolina Department of Mental Health (SCDMH) to improve the collaboration between the state agency and colleges and universities in South Carolina. Specifically, this initiative is designed in part to expand practicum and internship opportunities for program students with the long-term hope of strengthening the SCDMH workforce. During the 2022-23 AY, several students were hired for their Practicum and Internships placements with SCDMH offices across the state. Noteworthy, and evidence of the collaboration, most of the students who worked with SCDMH for their Practicums and/or Internships accepted employment with the agency post-graduation. In

addition, the SCDMH Deputy Director, Community Mental Health Services is invited annually to a C&R hosted lunch-and-learn virtual meeting to provide information about practicum, internship, and employment opportunities through SCDMH across the state.

### ***3.8 Collaboration with SCVRD and SC Commission for the Blind***

In addition to the continuing to provide graduate level rehabilitation classes to South Carolina Vocational Rehabilitation Department (SCVRD) professional personnel as part of a continuing contract, faculty staffed a tabling event during the Fall 2022 South Carolina Vocational Rehabilitation Association Annual Meeting and Conference in Greenville. During this event, faculty shared information about the Master's in Counseling and Rehabilitation, with a specialty in Clinical Rehabilitation Counseling as well as introducing SCVRD personnel to how virtual reality can be used in vocation rehabilitation services. SCVRD personnel were also invited to the SC-CATER lab to explore virtual reality and other technologies that can be incorporated into vocational rehabilitation services.

In Summer 2023, the C&R program was approached by a professional personnel member from the South Carolina Commission for the Blind about hosting a high school student to job shadow faculty and staff for three weeks. The C&R program hosted one student, providing the student with opportunities to meet and work with Graduate Assistants on a project, meet with faculty and attend class and learn about higher education and the profession of counseling, learn about robots and other STEM technologies, and learn office management and professional communication with the Student Services Program Coordinator. Overall, the experience was well received and interjected energy into the summer session.

### ***3.9 Enhanced KPI Collection and Annual Student Review Process***

The rehabilitation counseling program does not have a cohort model and instead enrolls students in fall and spring semesters and students may attend part-time or full-time. This model meets 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. 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. Though the C&R program would like to eventually migrate to software data collection program, faculty are finding the current process to be effective and efficient at this time.

Because the C&R program has students from across the state and in other areas of the country and has students who work during traditional business hours, faculty review the information via shared screen using WebEx and cite the day and time of the meeting on the review page. A copy is then sent to students for their records.

### ***3.10 Addition of Writing Workshop to Learning Community In-Person Saturdays***

Starting back to in-person Learning Community Saturdays, a Writing Workshop was again offered during the Spring 2023 event. Faculty have noted an improvement in the quality of student writing for those who attend the Writing Workshop session. Additionally, the on-campus Writing Center now services graduate students. Faculty have shared this information with students during Orientation and included it on the Learning Community Blackboard site. The Writing Workshops will be maintained during the Spring Learning Community Saturday.

### **3.11 Virtual Reality and Technology**

During the 2022-2023 AY, the virtual reality (VR) lab offered demonstrations to individuals from the School of Medicine, Able South Carolina, Department of Social Services, and the university campus (e.g., Office of Access and Opportunity). The virtual reality team continues to focus on finding and evaluating virtual reality programs specific to counseling, medicine, disability awareness, and functional assessment. During Fall 2022, Dr. Dawson worked closely with a Medical Program faculty member to set up a program incorporating VR for the M1s to learn and reflect on soft skills needed by practitioners. Dr. Stackhouse worked with the USC Health Center to bring virtual reality relaxation and mindfulness applications to their CALM Oasis center, which is available to USC students, staff, and faculty.

The South Carolina Center for Assistive Technology and Educational Research (SC-CATER) is a collaborative, interdisciplinary environment of faculty, professionals, and persons with disabilities working together to enhance the lives of persons with disabilities in the areas of school and transitioning to work. C&R faculty, staff, and students engage in service and research through SC-CATER. At the heart of the Center are the core values of equality, equity, and access. The C&R program, along with SC-CATER personnel, hold the belief that no person should be deprived of services, benefits, or opportunities due to a disability.

SC-CATER provides C&R students with clinical opportunities to interact with people with disabilities and to utilize Science, Technology, Engineering, and Math (STEM) modalities to help those persons to optimize their functioning. Examples include the use of robotics and coding in an interactive and dynamic program that is highly individualized to the person's unique needs. Students also get hands-on experience working with K-12 students and their parents in assistive technology. C&R faculty members host open house hours for children to engage in exploration with robots and other technologies. In addition to presenting to undergraduate classes and other community partners about assistive and adaptive technologies and STEM, C&R faculty in their work with SC-CATER shared their passion for technology with a home-schooling group, Brockman Elementary School students, and the pre-K children from the Bright Horizons at the University of South Carolina.

### **3.12 Field Placements and Partnerships**

One of the key highlights is the recent update to our Practicum and Internship Information packet. This year, we included a section dedicated to guiding our students in securing field placement sites. This new section is equipped with essential tips, reflective prompts, and a comprehensive checklist to facilitate the process of identifying an ideal site for a productive and enriching learning experience. Additionally, we have updated the programmatic language in all relevant forms to ensure consistency and clarity.

As part of our ongoing efforts to provide students with a well-rounded and immersive educational experience, we have conducted in-person site visits to various field placement sites located in the Midlands, Upstate, and Charlotte, NC. These visits have proven to be beneficial to our students and their site supervisors. Site supervisors have expressed their appreciation for the in-person site visits, which have facilitated midterm evaluation meetings and allowed for facility tours, strengthening the collaborative relationship between our program and valued community partners.

The C&R program has also established partnerships with eight (8) new sites, expanding the range of opportunities available to our students. These new partnerships have created avenues

for students to gain practical experience in private practice settings, explore telehealth services, and work with diverse populations, including children with neurodevelopmental disabilities, youth, families, foster care, and transition-age youth with disabilities in a college setting. This expansion of our network of sites enhances the educational opportunities we offer and contributes to the professional development of our students.

## **Section 4. Other Substantial Program Changes**

### ***4.1 Specialty 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 will be submitted to the University for review AY 2023-24.

### ***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 2022-23 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, were informed that they must submit a *CACREP Board-prescribed Digital Delivery Substantive Change report*. The C&R program's report is due to CACREP February 2024.

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

### ***Research and scholarship***

In the academic year 2022-2023, C&R faculty engaged in several scholarly activities. A partial listing of those activities follows:

#### *Grants and Awards:*

##### Dr. Dawson (Funded Grants)

- 152400-23-63134 Fostering collaborative problem solving for children with high-functioning autism using an AI-driven virtual agent Tang, Hengtao 11/15/2022 USC Office of the Vice President for Research \$24,990
- Unity Education Grant: 20 Professional License. Worth \$2,040 /yr. per seat

*International, National, and Local Presentations:*

Dr. Dawson presented:

- Sacco-Bene, C., Walsh, M., & **Dawson, R. D.** (2023, March). *Re-authoring stories with ones and zeros: Using technology in counseling*. Education session presented at the American Counseling Association's 2023 annual conference, Toronto, Canada.
- **Dawson, R. D.** (2023, March) Why counselors need to know about assistive technology for everyone. Education session presented at the American Counseling Association's 2023 annual conference, Toronto, Canada.
- Mental Health Summit (2022, October 6). VR integration into mental health, University of South Carolina.
- South Carolina Vocational Rehabilitation Department Summit (2022, October 20). Demonstrate the VR integration into rehabilitation and counseling Greenville, SC.
- Adapted Toy Workshop: Hosted with the South Carolina Assistive Technology program to all College of Education faculty, staff, and students.
- Presentations to Classes and Student Clubs:
  - Assistive Technology training and integration of virtual reality on disability awareness in EDEX 491: Introduction to Inclusion of Students with Mild Disabilities and EDEX 523: Introduction to Exceptional Children courses (Instructor Dr. Mark Samudre).
  - Assistive technology in science education presentation and hands-on workshop to EDEC 442: Teaching Science in Early Childhood Education class (3 sections) (Instructor: Dr. Bridget Miller)
  - Assistive technology in art education presentation to ARTE 520: Art for Elementary School (Instructor: Dr. Hyunji Kwon)
  - Introduction to assistive technology and virtual reality for mindfulness presentation to ENG 101 (Instructor: Karen Campbell).
  - VR Mindfulness at the Neuroscience Club meeting.

Dr. Sacco-Bene presented:

- Balva, D., & **Sacco-Bene, C.** (2022, September 27). *Exploring barriers and best practices to integrating disability competencies in professional preparation programs*. Virtual presentation at the International Conference: Problems, Needs, Barriers, and Perspectives for Inclusion of Students with Impairments. Kraków, Poland.
- **Sacco-Bene, C.** Walsh, M., & Dawson, R. D. (2023, March). *Re-authoring stories with ones and zeros: Using technology in counseling*. Education session presented at the American Counseling Association's 2023 annual conference, Toronto, Canada.

Dr. Walsh presented:

- **Walsh, M.** (2022, October). *How to get up when life gets you down*. Conference session presented at the South Carolina Vocational Rehabilitation Association Annual Meeting and Conference, Greenville, South Carolina.

- **Walsh, M.** (2022, October). The neuroscience of adolescent substance use. Invited presentation presented at Enhancing Capacity in School Mental Health Symposium, University of South Carolina, Columbia, South Carolina.
- Sacco-Bene, C., **Walsh, M.**, & Dawson, R. D. (2023, March). *Re-authoring stories with ones and zeros: Using technology in counseling*. Education session presented at the American Counseling Association's 2023 annual conference, Toronto, Canada.
- **Walsh, M.** (2023, July). *Professional ethical implications of recent supreme court decisions: Supporting professional counselors in challenging times*. Presented at the SAIGE Alabama Summer Workshop Series, University of Alabama at Birmingham.

*Publications:*

McKnight, M., Levine, A., Landon, T. J., Phillips, B. N., Sametz, R. R., Gerald, M., & **Richardson, T. V.** (2023). Using the theory of planned behavior to understand dispositional gatekeeping behaviors among rehabilitation counselor educators. *Rehabilitation Counselors and Educators Journal*. <https://doi.org/10.52017/001c.73806>

**Sacco-Bene, C., & Walsh, M.** (In Press). 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*.

Balva, D., Mandas, P., & **Sacco-Bene, C.** (In Press). 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*.

**Stackhouse, F.**, Brooks, M., Wang, Y., Smith, S., Kim, T., Limbrick, D. (In progress). Know-Use: Psychotherapy Intervention implications for ethnic minority athletes living with perfectionism.

**Stackhouse F.** (Under Review). Striving for transculturation through travel and transformation: A counselor's autoethnography.

**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.

**Walsh, M. J.**, & Stackpole, K. (2023). Program evaluation. In Balkin (Ed.) *Counseling Research: A Scholar-Practitioner Approach to Research in the Counseling Profession, 2<sup>nd</sup> Ed.* American Counseling Association: Alexandria, Virginia.

**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 2022-2023, 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:

- Past President of Board of Directors, ABLE SC
- South Carolina Assistive Technology Advisory Committee (ATAC)
- Coordinates Rehabilitation Virtual Reality Lab
- Co-Director South Carolina Assistive Technology and Educational Research Center (SC-CATER)
  - Sundays K-12 student drop in SC-CATER
- SOMC Library Committee
- SCDEC Transition to Careers Committee
- University of South Carolina Virtual Reality Committee

### **Dr. Richardson**

- Professional membership in American Counseling Association (ACA), American Rehabilitation Counseling Association (ARCA), Association for Counselor Education and Supervision (ACES), Rehabilitation Counselor Education Association (RCEA), and South Carolina Counseling Association (SCCA)
- American Counseling Association
  - Conference Proposal Reviewer for 2024 Annual Conference
- 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
- USC School of Medicine Culture & Climate Committee (CCC)

### **Dr. Sacco-Bene**

- American Counseling Association
  - Conference Proposal Reviewer for 2024 Annual Conference
- American Rehabilitation Counseling Association
  - Director, Council on Organization, Administration, and Management 2023-2024
- Florida Counselors Association
  - Conference Proposal Reviewer for 2023 Annual Conference
- Professional member, Association for Counselor Education and Supervision
- USC School of Medicine Student Services Committee, 2021-present.
- USC School of Medicine Leave of Absence Committee, 2022-present.
- USC School of Medicine Search Committee for Assistant Dean of Clinical Graduate Programs, 2022-2023.
- USC School of Medicine Guardian Society Luncheon, 2023, February 23.
- USC School of Medicine Strategic Planning Event, 2023, April 14.
- Reviewer, Prospectus Book Review – *Practical Appreciative Inquiry*, Sarah Lewis, October 2022.

Dr. Stackhouse

- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- American Educational Research Association (AERA)
- Coordinator of Virtual Reality Mindfulness Laboratory at C.A.L.M Oasis – Student Health Center
- Co-Coordinator of Counseling and Rehabilitation Virtual Reality Laboratory

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 Task Force 2021 American Counseling Association Governance Structure Committee 2021-2023
  - American Counseling Association Conference Session Reviewer 2023
- Reviewer for International Journal for the Advancement of Counseling 2021-Present
- Psychiatric Rehabilitation Association-Invited Reviewer-Psychiatric Rehabilitation Competencies

***Faculty Credentials***

Dr. Dawson

- Certified Rehabilitation Counselor: CRC #85454
- NSF ID: 000803911

Dr. Richardson

- National Certified Counselor (NCC): #901985
- Certified Rehabilitation Counselor (CRC): #00119124

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 cultural factors	Measure 1. 90% of students will earn a grade of Competent or better on the Stylistic Model (Self-Analysis Series) assignment in RCON 605: (Culture and Disability).	Rubric

	may influence the counseling relationship across a variety of helping settings. (KPI) (Type of KPI: Knowledge)	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 question

	SLO 4.2 Students will apply a theory and/or model of career development to a client. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the capstone presentation (previously: role-play assignment) in RCON 725 (Career).	Rubric
		Measure 2. 90% of students will earn a grade of Satisfactory or better on the Career Development Project/Parts 4 and 5 in RCON 883 (Internship)	Rubric

**Area 5 – Counseling and Helping Relationships**

Curriculum: RCON 601 and RCON 880; RCON 711 and RCON 883

Area 5. Counseling and helping relationships.	SLO 5.1 Students will demonstrate the intentional use of interviewing and basic counseling skills. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the final video in RCON 601 (Helping Relationships).	Rubric
		Measure 2. 100% of students will earn a grade of Satisfactory or better on the final audio recording in Practicum.	Rubric
	SLO 5.2 Students will discuss and demonstrate counseling theories and related techniques. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of Satisfactory or better on the final video in RCON 711 (Theories and Practice).	Rubric
		Measure 2. 100% of students will earn a grade of Satisfactory or better on the audio recording in Internship.	Rubric

**Area 6 – Group Counseling and Group Work**

Curriculum: RCON 720, RCON 880

Area 6. Group counseling and group work	SLO 6.1 Students will demonstrate group leadership skills by planning and carrying out purposeful group counseling activities. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the group co-leadership paper in RCON 720 (Group Counseling).	Rubric
		Measure 2. 90% of students will earn a grade of B or better on the group leadership assignment in RCON 880 (Practicum).	Rubric

**Area 7 – Assessment and Testing**

Curriculum: RCON 714, NPSY 758

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

**Area 8 – Research and Program Evaluation**

Curriculum: RCON 700, RCON 702

Other measures: Comprehensive assessment

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

**CLINICAL REHABILITATION SPECIALIZATION**

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

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

SA SLO 1 Students will identify and strategically utilize community services and resources related to the provision of individualized rehabilitation services. (KPI) (Type of KPI: Knowledge)	Measure 1. 90% of students will earn a grade of B or better on the final presentation in RCON: 734 (Professional Issues in Rehabilitation Counseling).	Rubric
	Measure 2. Comprehensive Assessment (CA). 90% of students will pass the community resources portion of the CA on the first attempt; 100% of students will pass on the second attempt.	Comp question
SA SLO 2 Students will develop and implement individualized service plan for a person with a disability that reflects principles of client choice and self-determination and include theory-based and evidence-based counseling and rehabilitation services. (KPI) (Type of KPI: Skill)	Measure 1. 90% of students will earn a grade of B or better on the 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)	Rubric

	for Counselors) identify and address the functional effects of the symptoms of mental disorders on holistic life areas.	
	<p>Measure 3.  90% of students will earn a grade of B or better on the Capstone project in NPSY 758 (Classification &amp; Assessment of Mental Disorders) in which they conceptualize and write-up a formal diagnosis using current classification systems (i.e., the DSM-5).</p>	Rubric



#	SLO # Course	CACREP core areas								Specialization		
		1	2	3	4	5	6	7	8	1	2	3
1	EDCE 510	X										
1	RCON 601					X						
1	RCON 700								X			
1	RCON 733										X	
1	RCON 605		X									
1	EDPY 705			X								
2	RCON 725				XX							
1	RCON 704	X										
2	RCON 711		X	X		X						
1	RCON 714							X				
2	NPSY 757			X								X
1	RCON 720						X					
1	RCON 734									X		
1	NPSY 760											X
2	NPSY 758							X				X
1	RCON 702								X			
2	RCON 880					X	X					
4	RCON 883				X	X					X	
	RCON 883 (Site Sup Eval)		X									
	<b>Other skill, knowledge measures</b>											
2	PPA	X	X									
6	Comps	X	X	X	X				X	X		
			X									
	<b>Dispositional evaluation</b>											
2	Dispositions	X	X									

## Appendix 2

### Assessment of Dispositions (Adapted from Spurgeon, Gibbons & Cochran, 2012)

#### **Commitment:**

Investment in learning; development of counselor identity; advocacy; professional excellence; civic engagement; collaboration; scholar/practitioner; acting on feedback.

**Rating:**                      Growth Needed                                      Developing Well                                      Exceptional

Comments:

#### **Interpersonal Competence:**

Ability to deal with conflict, express thoughts and feelings effectively, presence

**Rating:**                      Growth Needed                                      Developing Well                                      Exceptional

Comments:

#### **Openness:**

Openness to ideas, learning, and change; openness to giving and receiving feedback; openness to growth; openness to others; openness to self-development, flexibility and tolerance of ambiguity

**Rating:**                      Growth Needed                                      Developing Well                                      Exceptional

Comments:

#### **Respect:**

Perceives and honors diversity; appropriate self-care; adherence to the wellness philosophy; curiosity about, and respect for, the experience and selfhood of others.

**Rating:**                      Growth Needed                                      Developing Well                                      Exceptional

Comments:

#### **Integrity:**

Personal responsibility; personal and professional maturity; honesty; courage; congruence

**Rating:**                      Growth Needed                      Developing Well                      Exceptional

Comments:

**Self-Awareness:**

Integrity; humility; self-reflection and exploration of self; understanding of place in history, awareness of personal identity, awareness of influence on others

**Rating:**                      Growth Needed                      Developing Well                      Exceptional

Comments:

FACULTY SIGNATURE and DATE

STUDENT SIGNATURE and DATE