



University of Pittsburgh

**Clinical Rehabilitation and
Mental Health Counseling**
School of Health and
Rehabilitation Sciences

Annual Report 2020-2021

Mission and Vision

The Clinical Rehabilitation and Mental Health Counseling (CRMHC) program delivers an innovative educational experience by integrating training in rehabilitation and mental health counseling into a cohesive graduate program for future professional counselors. We strive to be a world class educational program, preparing our students to address the complex challenges faced by people of diverse backgrounds, including those living with disabilities and mental and behavioral health challenges. CRMHC emphasizes experiential training in evidence-based practices while advancing the field through clinical research. We are committed to community engagement, advocacy, and promoting diversity, inclusion, and cultural humility.

Objective of the Annual Report

This report reflects a summary of program outcomes of the Clinical Rehabilitation and Mental Health Counseling Program within the School of Health and Rehabilitation Sciences, Department of Rehabilitation Science and Technology, Division of Community Health, for the academic year spanning September 1, 2020, to August 31, 2021. Portions of this report are required by our accrediting body, the *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*. These sections provide details on applications, enrollment, evaluation of student performance, graduation rates, certification and licensure status of graduates, and employment outcomes.

Counseling Faculty

Counseling Faculty Members (CACREP core faculty)

- Michelle Schein, PhD, CRC, LPC
- Jamie Kulzer, PhD, CRC, LPC
- Kelly Beck, PhD, CRC, LPC
- Quiana Golphin, PhD, LPC, NCC

Counseling Faculty Members (Non CACREP core)

- Eric Meyer, PhD

- Roger Little, MS
- Laura Dietz, PhD
- Michael Pramuka, PhD, CRC
- Caitlin Trabert, MS, CRC, LPC
- Anthony Calvario, M.Ed., LPC, NCC

Applications and Enrollment

Application and enrollment data for the past three years are presented in **Table 1**. These data reflect the continued growth of the program. The number of applicants that we have attracted has steadily increased over the past three years. In 2021, the CRMHC program reviewed 85 applications, which represents increases of 12% and 22% compared to 2020 and 2019, respectively. In addition to attracting a higher number of applicants, we offered acceptance to more applicants than ever before. The percentage of accepted applicants who enrolled in our program remained consistent with prior years. However, after initially accepting our offer of admission, nine students paid their admissions deposit but then deferred admission until Fall 2022. This was, by far, the largest number of deferrals that our program has ever had. While not all students offered explanations for deferring admission, uncertainty regarding in person versus remote education, family illness, and other factors related to the pandemic appeared to play a role in several cases. In total, we enrolled an incoming class of 20, which was lower than 2020 but consistent with 2019.

Table 1. Application and enrollment data: 2019-2021

	2019	2020	2021
Total size of incoming class	20	27	20
Applications received/reviewed	66	75	85
Offered regular admission	37 (56%)	45 (60%)	53 (62%)
Initially accepted offer of admission	26 (70%)	27 (60%)	26 (49%)
Offered wait-list admission	6 (9%)	14 (19%)	11 (13%)
Deferred admission	1 (2%)	5 (7%)	9 (11%)
Enrolled from number of applicants	19 (29%)	26 (35%)	18 (24%)
Enrolled from total number offered admission	19 (44%)	26 (44%)	18 (30%)
Admitted following prior deferral	1	1	2
Part-time students enrolled	3	2	0
Left the program before completing	1	0	1 (2 currently on leave)

Student Characteristics

Undergraduate GPAs of incoming students. A review of applicant GPAs shows that the GPAs of those who enrolled in the program were not significantly different than those who were accepted but who did not enroll. GPAs by category are presented in **Table 2**.

Table 2. Average undergraduate GPA for applicants who matriculated, those to whom admission was offered, and those to whom admission was not offered

	2019	2020	2021
Matriculated in program	3.48	3.51	3.73
Offered regular admission but did not enroll	3.61	3.55	3.65
Offered admission from the waitlist	3.46	3.53	3.35
Not offered admission	3.46	3.33	3.23*

Note: These calculations do not include international students for whom GPA on a 0-4.0 scale were not available

Table 3. Demographic data for 2021 applicants

	Matriculated	Admission offered but declined	Admission not offered
White	70% (14)	60% (21)	57% (12)
Hispanic	5% (1)	6% (2)	5% (1)
Black or African American	10% (2)	6% (2)	0
Asian	10% (2)	29% (10)	38% (8)
American Indian	0	0	0
Native Hawaiian or other Pacific Islander	5% (1)	0	0

Note. Table does not include 9 students who deferred admission.

Program Outcomes

Graduation. Historically, our program has had a graduation rate of 86% within the expected 2-year duration. Of the CRMHC students who matriculated in 2019, only 59% graduated from the program within the originally expected 5-terms, with 5 more students

graduating in 6 terms (June/August) and one graduating in 7 terms (December) for a total graduation rate of 94% within this expanded timeframe despite pandemic-related restrictions. These data are presented in **Table 4**.

Restrictions related to the COVID-19 pandemic significantly impacted this group of students, delaying their practicum and subsequently internship placements and decreasing the number of hours they accumulated as the agencies where their placements occurred took time to shift to online service delivery, if services were offered at all. Additionally, many sites were either unable to accommodate student interns or had significant delays in implementing remote options for direct clinical contact.

Table 4. Graduation, employment, and certification data for those who entered the program full-time from 2017-2019

	2017	2018	2019
Entered the Program	22	23	17
Graduated	18 (82%)	21 (83%) ^a	16 (94%)
Pursuing doctoral studies	0	1	1
Job placement rate ^b	15 (83%)	17 (86%)	14 (94%)
Survey response rate ^b	63%	43%	53%
Employed in counseling field	15 (3 unknown)	16	13
Certification			
CRC	1	1	0
NCC	14	14	15
Employment Setting	<ul style="list-style-type: none"> • 1 Hospital System • 5 Community Mental/Behavioral Health • 1 Secondary school • 5 post-secondary school • 3 Substance use recovery center • 3 unknown 	<ul style="list-style-type: none"> • 1 Hospital System • 11 Community Mental/Behavioral Health • 2 post-secondary • 1 residential treatment • 2 unknown • 1 Private Practice 	<ul style="list-style-type: none"> • 1 Hospital System • 7 Community Mental/Behavioral Health • 3 Private Practice • 2 post-secondary 1 residential treatment • 1 unknown

^a Updated from 2020 report due to COVID delays; 1 graduate died just before completing the program and is included as a graduate

^b Job Placement Rate is defined as the percentage of graduates reporting that they had obtained employment in a recognized or comparable counseling occupation within 180 days of receiving the Master’s degree; or were enrolled in additional formal studies. Data are combined across responses to the to our alumni survey, direct communication with graduates, and web searches for those for did not respond to the survey. Thus, the actual job placement rates could actually be higher.

Employment and professional certification. We survey our alumni regarding employment and certification 6 months following their cohort’s scheduled graduation. Therefore, the most recent cohort for whom these data are available are those who entered the program in 2019 (i.e., April 2021 graduates). The job placement rate within counseling-related positions, or for those who continued with additional graduate studies for those who graduated in 2021 was 93% for those who responded to our alumni survey. Students in the CRMHC program are eligible to take the National Counselor Examination (NCE) to become a National Certified Counselor (NCC) and the Certified Rehabilitation Counselor Examination to become a Certified Rehabilitation Counselor (CRC) while they are still in the program. Sixteen students registered to take the NCE exam while enrolled in the program. Results from the 2020 and 2021 graduates are available in Table 4.

Part-time students. Given the different rate that the smaller number of part-time students move through our program, we report on their graduation, employment, and certification data separately in **Table 5**.

Table 5. Graduation, employment, and certification data for those who entered the program part-time from 2016 to 2018

	2016	2017	2018
Entered the Program	5	3	2
Graduated	1 (20%)	3 (100%)	0
Still enrolled in program	0	0	2
Pursuing doctoral studies	0	0	NA
Job placement rate ^a	100%	100%	NA
Employed in counseling field	2	3	NA
Certification			NA
CRC	0		
NCC	0	1	

Employment Setting	<ul style="list-style-type: none"> • 1 Community Mental/Behavioral Health 	<ul style="list-style-type: none"> • 2 Community Mental/Behavioral Health • 1 post-secondary school 	NA
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^aJob Placement Rate is defined as the percentage of graduates reporting that they had obtained employment in a recognized or comparable counseling occupation within 180 days of receiving the Master’s degree. Data are combined across responses to the to our alumni survey, direct communication with graduates, and web searches for those for did not respond to the survey. Thus, the actual job placement rates could actually be higher.

Evaluations of Student Performance

Academic Performance. For the 46 students enrolled during the 2020 and 2021 academic years, the average cumulative QPA was 3.93. Virtually all students (n = 44; 96%) earned at least a B in all required classes. In accordance with SHRS, all students must receive a minimum of a C in required courses, however our internal program evaluation criterion is that $\geq 80\%$ of students will earn a B in all courses.

Capstone Examination. The Capstone examination serves as the CRMHC program's final competency examination. Students complete a literature review on evidence-based interventions for a self-selected and faculty-approved clinical population. Once they have completed the written requirement, students receive a clinical case study and have one week to prepare a case conceptualization and treatment plan to present as part of an oral administered by a faculty committee. Possible grades for the oral capstone examination include unconditional pass, pass with revisions, or failure. Seventeen students participated in the Capstone examination during the spring 2020 semester. All students passed the written portion without revision. On the oral case presentation component, which is the main element of the examination, four students (24%) received an unconditional pass, 11 (65%) pass with revisions, and two students (12%) failed initially and then passed with revisions on their second attempt. All students completed the assigned revisions with faculty.

Evaluation of Student Professional Dispositions. Please see **Tables 6** and **7** that detail faculty evaluations of student professional dispositions. These data show that most of our students meet or exceed professional expectations across the year.

Evaluations of Student Performance by Practicum and Internship Supervisors. Please see **Tables 8** and **9** that detail evaluations by supervisors of our students completing their initial, 100-hour summer practicum placements and by supervisors of our students completing their subsequent 600-hour academic year clinical internship. These data indicate that virtually all our students have met the meets or exceeds criteria threshold across the rating criteria as well as improvement over the course of the internship year.

Table 6. Evaluation of Student Professional Dispositions, Second Year and Continuing Part-time Students

	CACREP Professional Disposition Component	Fall (n=21)		Spring (n=22)	
		Exceeds Expectations	Meets Expectations	Exceeds Expectations	Meets Expectations
Attendance	<ul style="list-style-type: none"> • Commitment • Behaviors 		100%		100%
Appearance and personal hygiene*	<ul style="list-style-type: none"> • NA 		100%		100%
Time management/ organization/ preparedness	<ul style="list-style-type: none"> • Interpersonal Functioning • Behaviors 	19% (4)	81% (17)		100%
Communication	<ul style="list-style-type: none"> • Interpersonal Functioning • Behaviors 	14.3% (3)	85.7% (18)	9.1% (2)	90.9% (20)
Openness to Feedback	<ul style="list-style-type: none"> • Characteristics • Values • Interpersonal Functioning • Behaviors 		100%	4.5% (1)	95.5% (21)
Self-confidence	<ul style="list-style-type: none"> • Characteristics • Behaviors 		100%	4.5% (1)	95.5% (21)
Boundaries (with faculty and peers)	<ul style="list-style-type: none"> • Interpersonal Functioning • Behaviors 		100%	4.5% (1)	95.5% (21)
Maturity and decorum	<ul style="list-style-type: none"> • Characteristics • Interpersonal Functioning • Behaviors 	4.8% (1)	95.2% (20)	9.1% (2)	90.9% (20)
Emotional stability and self-control	<ul style="list-style-type: none"> • Characteristics • Interpersonal Functioning • Behaviors 	4.8% (1)	95.2% (20)	4.5% (1)	95.5% (21)
Self-motivation/ initiation	<ul style="list-style-type: none"> • Commitment • Characteristics 	23.8% (5)	76.2% (16)	9.1% (2)	90.9% (20)

	<ul style="list-style-type: none"> Behaviors 				
Respect/ cooperation	<ul style="list-style-type: none"> Values Beliefs Interpersonal Functioning Behaviors 	19% (4)	81% (17)	13.6% (3)	(19)
Values Professional and Personal Growth**	<ul style="list-style-type: none"> Values Beliefs Behaviors 				

*Removed after Fall 2021

**Added starting 2022

Average scores across faculty ratings of individual professional dispositions (Ranked on Likert scale from 1-4)

Below Expectations: <1.5

Near Expectations: 1.5 to <2.5

Meets Expectations: 2.5 to <3.5

Exceeds Expectations: >3.5

Table 7. Evaluation of Student Professional Dispositions, First Year Students

	CACREP Professional Disposition Component	Fall (n=26)				Spring (n=24)		
		Exceeds Expectations	Meets Expectations	Near Expectations	Below Expectations	Exceeds Expectations	Meets Expectations	Near Expectations
Attendance	<ul style="list-style-type: none"> • Commitment • Behaviors 		100%				100%	
Appearance and personal hygiene*	NA		100%				100%	
Time management/ organization/ preparedness	<ul style="list-style-type: none"> • Interpersonal Functioning • Behaviors 	3.8% (1)	92.3% (24)		3.8% (1)	12.5% (3)	83.3% (20)	4.2% (1)
Communication	<ul style="list-style-type: none"> • Interpersonal Functioning • Behaviors 	3.8% (1)	92.3% (24)	3.8% (1)		8.3% (2)	87.5 (21)	4.2% (1)
Openness to Feedback	<ul style="list-style-type: none"> • Characteristics • Values • Interpersonal Functioning • Behaviors 	3.8% (1)	96.2% (25)				100%	
Self-confidence	<ul style="list-style-type: none"> • Characteristics • Behaviors 	3.8% (1)	96.2% (25)				100%	
Boundaries (with faculty and peers)	<ul style="list-style-type: none"> • Interpersonal Functioning • Behaviors 		100%				100%	
Maturity and decorum	<ul style="list-style-type: none"> • Characteristics • Interpersonal Functioning • Behaviors 	3.8% (1)	96.2% (25)			8.3% (2)	91.7% (22)	

Emotional stability and self-control	<ul style="list-style-type: none"> • Characteristics • Interpersonal Functioning • Behaviors 	3.8% (1)	96.2% (25)			4.2% (1)	95.8% (23)	
Self-motivation/initiation	<ul style="list-style-type: none"> • Commitment • Characteristics • Behaviors 	3.8% (1)	92.3% (24)	3.8% (1)		4.2% (1)	95.8% (23)	
Respect/cooperation	<ul style="list-style-type: none"> • Values • Beliefs • Interpersonal Functioning • Behaviors 	3.8% (1)	96.2% (25)			12.5% (3)	87.5 (21)	
Values Professional and Personal Growth**	<ul style="list-style-type: none"> • Values • Beliefs • Behaviors 							

*Removed after Fall 2021

**Added starting 2022

Average scores across faculty ratings of individual professional dispositions (Ranked on Likert scale from 1-4)

Below Expectations: <1.5

Near Expectations: 1.5 to <2.5

Meets Expectations: 2.5 to <3.5

Exceeds Expectations: >3.5

Table 8. Evaluation of practicum students – Final evaluation (Summer 2019 – Summer 2021) (n=61)

Professional Behavior	% Of students receiving rating		
	Meets/Exceeds	Near	Below
Attendance Attends all course meetings & clinical practice activities in their entirety (i.e., engaged & prompt).	95.1	4.9	
Appearance and Personal Hygiene Student maintains good personal hygiene & grooming; Clothing is appropriate, neat, clean & well maintained; Student's body language demonstrates engagement in non-clinical activities	100		
Communication Student maintains professional communication with supervisors and coworkers; uses proper email etiquette; responds to emails in a timely fashion; uses correct grammar & punctuation; adjusts communication strategies to various situations.	98.4	1.6	
Feedback Accepts constructive feedback in a positive manner; responds non-defensively & alters behavior in accordance with feedback.	98.4	1.6	
Emotional Stability and Self Control Demonstrates emotional maturity, stability, & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	100		
Self-Motivation/Initiation Takes initiative to complete assignments; follows through on tasks without constant supervision; shows enthusiasm for learning & improvement; consistently strives for excellence in all aspects of client care & professional activities; takes advantage of learning opportunities.	98.4	1.6	
Teamwork/Respect/Cooperation Being polite & considerate to others; not using derogatory or demeaning terms; collaborates with others; behaving in a manner that brings credit to the profession; Student maintains appropriate boundaries with coworkers	100		
Knowledge & Adherence to Policies & Procedures Demonstrates an understanding & appreciation for all school or site policies, procedures, & protocols.	100		
Ethics	Meets/Exceeds	Near	Below
Multicultural Competence Demonstrates awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.).	100		
Confidentiality	100		

Student maintains client confidentiality; does not share confidential information from clients without consent, sound legal or ethical justification.			
Boundaries and Dual Relationships Student avoids dual relationships; establishing & enforcing appropriate boundaries with clients.	100		
Professional Competence Student recognizes the boundaries of his/her competencies & limitations of his/her experiences; exercises good personal judgement.	100		
Seeks Consultation Student recognizes and seeks consultation & supervision as needed.	98.4	1.6	
Counseling Knowledge and Skills	Meets/Exceeds	Near	Below
Active Listening & Presence Demonstrates active listening of both verbal and nonverbal messages from client. Accurately communicating an understanding of both direct & subtle messages from client. Remaining present and open to client throughout encounter.	96.7	3.3	
Nonverbal Communication Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, empathy demonstrated through nonverbals, etc.	95.1	4.9	
Empathy Counselor expresses appropriate empathy & care; Delivers empathy through affective, cognitive, & nonverbal domains; Empathic statements are genuine and natural	100		
Respect & Unconditional Positive Regard Expresses appropriate respect & unconditional positive regard.	98.4	1.6	
Congruence & Genuineness Genuine, real, open, and authentic during interactions with the client; does not have a façade.	100		
Goal Setting* Collaborates with client to establish realistic, appropriate, & attainable distal & proximal therapeutic goals.	96.2	3.8	
Flexibility & Adaptability Demonstrates ability to flex to changing circumstance, unexpected events, new situations, & new client behavior; responding in the moment; avoidance of over-reliance on plan.	98.4	1.6	
Documentation* Completes all record keeping activities correctly & promptly (e.g., case notes, treatment plans)	98.1	1.9	

*NA in all settings

Table 9. Evaluation of internship students at midpoint and final (2019-2021) (n=58)

Professional Behavior	Mid-Year			Final		
	% Of students receiving rating			% Of students receiving rating		
	Exceeds/Meets	Near	Below	Exceeds/Meets	Near	Below
Attendance Attends all course meetings & clinical practice activities in their entirety (i.e., engaged & prompt).	100			100		
Appearance and Personal Hygiene Student maintains good personal hygiene & grooming; Clothing is appropriate, neat, clean & well maintained; Student's body language demonstrates engagement in non-clinical activities	100			100		
Communication Student maintains professional communication with supervisors and coworkers; uses proper email etiquette; responds to emails in a timely fashion; uses correct grammar & punctuation; adjusts communication strategies to various situations.	96.6	1.7	1.7	98.3	1.7	
Feedback Accepts constructive feedback in a positive manner; responds non-defensively & alters behavior in accordance with feedback.	94.8	5.2		98.3	1.7	
Emotional Stability and Self Control Demonstrates emotional maturity, stability, & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	100			98.3	1.7	
Self-Motivation/Initiation Takes initiative to complete assignments; follows through on tasks without constant supervision; shows enthusiasm for learning & improvement; consistently strives for excellence in all aspects of client care & professional activities; takes advantage of learning opportunities.	94.8	3.4	1.7	94.8	5.2	
Teamwork/Respect/Cooperation Being polite & considerate to others; not using derogatory or demeaning terms; collaborates with others; behaving in a	98.3	1.7		100		

manner that brings credit to the profession; Student maintains appropriate boundaries with coworkers						
Knowledge & Adherence to Policies & Procedures Demonstrates an understanding & appreciation for all school or site policies, procedures, & protocols.	98.3	1.7		100		
Ethics	Mid-Year			Final		
	Exceeds/Meets	Near	Below	Exceeds/Meets	Near	Below
Multicultural Competence Demonstrates awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.).	98.3	1.7		100		
Confidentiality Student maintains client confidentiality; does not share confidential information from clients without consent, sound legal or ethical justification.	100			100		
Boundaries and Dual Relationships Student avoids dual relationships; establishing & enforcing appropriate boundaries with clients.	100			100		
Professional Competence Student recognizes the boundaries of his/her competencies & limitations of his/her experiences; exercises good personal judgement.	93.1	6.9		98.3	1.7	
Seeks Consultation Student recognizes and seeks consultation & supervision as needed.	94.8	5.2		98.3	1.7	
Counseling Knowledge and Skills	Mid-Year			Final		
	Exceeds/Meets	Near	Below	Exceeds/Meets	Near	Below
Active Listening & Presence Demonstrates active listening of both verbal and nonverbal messages from client. Accurately communicating an understanding of both direct & subtle messages from client. Remaining present and open to client throughout encounter.	100			98.3	1.7	
Nonverbal Communication Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, empathy demonstrated through nonverbals, etc.	100			98.3	1.7	

Empathy Counselor expresses appropriate empathy & care; Delivers empathy through affective, cognitive, & nonverbal domains; Empathic statements are genuine and natural	100			98.3	1.7	
Respect & Unconditional Positive Regard Expresses appropriate respect & unconditional positive regard.	98.3	1.7		100		
Congruence & Genuineness Genuine, real, open, and authentic during interactions with the client; does not have a façade.	98.3	1.7		98.3	1.7	
Goal Setting* Collaborates with client to establish realistic, appropriate, & attainable distal & proximal therapeutic goals.	94.6	5.4		100		
Flexibility & Adaptability Demonstrates ability to flex to changing circumstance, unexpected events, new situations, & new client behavior; responding in the moment; avoidance of over-reliance on plan.	94.8	5.2		100		
Documentation* Completes all record keeping activities correctly & promptly (e.g., case notes, treatment plans)	96.5	3.5		100		

Student Awards and Scholarships

Oyler Awards. Three of our students (Amy Adelman, Emily Kirschner, and MeLoni Griffin) received the Nancy L. Oyler Student Award in Counseling. This award is designed to support and encourage graduate level training and clinical excellence in Rehabilitation Counseling. These awards support a portion of awardees' tuition.

Kaufmann Awards. Two students (Nicole Fuhr and Peyton Kondis) earned Kaufmann Awards in recognition of their outstanding potential, exceptional support to fellow students, and advancement of the program. These awards come with a small financial award and a medal signifying this accomplishment.

CRESTS Scholarships. Five students (Alexis Faunce, Jason Gruzin, Haein Kim, Rebecca McIlhenny, and Sharin Shafi) continued their Certified Rehabilitation Counselors and Educators Supporting Transition Success; (CRESTS) scholarships. These scholarships are made possible through a U.S. Department of Education training grant and fully fund the awardees' graduate training. They are designed to promote inter-disciplinary training in supporting those who are blind or visually impaired in achieving improved career outcomes and quality of life.

Evaluations of the Program

Student Exit Survey Results. We conducted an exit survey in 2021 with the full-time cohort who entered our program in 2019, as well as part-time students who graduated in April, June, or August 2021. Sixteen of nineteen students (84%) responded. These data are presented in **Table 10**. The majority of the 16 students responded to a prompt to describe our program's greatest strengths. These strengths included: caring staff and faculty, hands-on learning and skills practice, recorded practice/mock counseling sessions with behavioral feedback, diverse faculty with different specializations and clinical interests, atheoretical orientation that places its emphasis on evidence-based practice, emphasis on cultural considerations and perspectives, communication to students regarding both class and program information, inclusion of rehabilitation models in counseling courses, professors' approach to

providing feedback that is constructive and promotes developmental and empowerment, able to form bonds with fellow students and professors, As part of this survey, students were asked to identify areas for improvement. These are listed in **Table 11**, along with the program's response and efforts to address these areas.

Table 10. 2021 Exit survey results (n=16)

% (n)	Disagree/Slightly Disagree	Agree/Slightly Agree	Strongly Agree
The Pitt Counseling Faculty:	% (n)	% (n)	% (n)
Were effective teachers and able to successfully convey counseling and mental health knowledge	6.25 (1)	68.75 (10)	31.25 (5)
Were effective in teaching clinical skills (counseling, case conceptualization, interviewing, etc.)	6.25 (1)	43.75 (7)	50 (8)
Treated students with respect		50.0 (8)	50.0 (8)
Had an open-door policy & were accessible & sensitive to different needs, learning styles, and diversity	6.25 (1)	68.75 (10)	31.25 (5)
Overall Program Assessment:	% (n)	% (n)	% (n)
The exams, activities, and clinical evaluations were a good measure of my knowledge & skills	12.5 (2)	75 (12)	12.5 (2)
At the time of graduation, I feel that I am well prepared for entry-level into the field	12.5 (2)	56.25 (9)	31.25 (5)
The Pitt Counseling Program helped me develop an identity as a counselor	6.25 (1)	56.25 (9)	37.5 (6)
At the time of graduation, I am satisfied with my overall experience in the Pitt Counseling Program	12.5 (2)	43.75 (7)	43.75 (7)

Table 11. Areas for Improvement Identified by Students During Exit Survey and Program Response

Student Identified Area for Improvement	Program Response
Timing of classes: Student would have preferred to take the Clinical Applications course before starting internship (n=3)	Due to COVID restrictions, the Clinical Applications course was moved out of its usual place in the sequence in the hopes that it could be delivered in-person (Spring of year 2, during last term of internship). The course was moved back to its typical timing and students take Clinical Applications during their first semester of internship.
While several students noted our emphasis on hands-on skill	To improve the effectiveness and standardization of clinical skills training experiences as part of

<p>development was an area of strength, others requested greater emphasis on clinical skill development. (n=2)</p>	<p>coursework, we are moving to hiring professional actors as standardized clients instead of hiring undergraduate students. We have also added additional clinical skills demonstrations in Foundations, Ethics, Counseling Theories and Career Counseling. We will continue to have program alumni serve as standardized clients as well.</p>
<p>Students requested that information about practicum and internship be provided earlier (n=5)</p>	<p>The process for initiating clinical placements involves students completing a brief survey indicating their clinical interests and placement sites of choice. Students are then provided with contact information for the sites and may begin contacting sites once they receive the information from the clinical coordinator. It is important to note that some placements do not begin accepting applications until mid-March. The clinical coordinators previously initiated practicum discussions in early December for May placements. Starting Fall 2021, the program moved the discussion to earlier in the first term (November). We provided more background about the current placements where students have recently completed practicum/internship by providing the list of sites and current students' video recorded descriptions of their placement experiences. Finally, we are allowing more student autonomy in reaching out to new sites.</p>
<p>Students stated that having more clinical placement sites would be beneficial. (n=1)</p>	<p>While all students secured clinical placements, COVID restrictions reduced the number of sites available. More sites are open again. As always, we continue to build relationships with community partners to increase options. We currently have over 70 sites where students have been placed (67 within the past 5 years).</p>
<p>Students requested more elective course options and more courses focused on mental health counseling (n=3)</p>	<p>Corresponding to CACREP no longer dually accrediting programs as both CRC and CMHC programs beginning on 11/1/23, we will modify our program from being CRMHC to CMHC. This modification will allow us to offer elective courses for the first time. We will offer 3 electives: 1) trauma and grief counseling; 2) child and adolescent counseling; and 3) a rehabilitation-focused course (medical aspects and technology considerations in disability).</p>

<p>Students noted the intense workload during their second year with both courses and clinical internship (n=2)</p>	<p>Faculty audited course syllabi for second year courses to ensure that all course assignments represent essential components of the curriculum. With the program modifications to CMHC, the curriculum will remain 60-credits while the workload will be reduced by one course during their final term. Students may choose to delay their internship into summer. Of note, whereas many counseling programs are 6 semesters, ours was reduced to 5 semesters to reduce time and cost associated with degree completion</p>
<p>Students offered suggestions for improving the multicultural considerations in counseling course (n=1)</p>	<p>This course has a new instructor (Dr. Golphin) who joined the faculty in 2020. Dr. Golphin is revising the curriculum with these student comments in mind.</p>
<p>Students noted that few of our faculty have the NCC credential. (n=1)</p>	<p>We note that our students have an 100% pass rate on the NCE. Our faculty are balanced across those with the CRC and NCC credential, as well as clinical psychologists. We believe this provides a well-rounded exposure to the fields of clinical rehabilitation counseling, mental health counseling, and mental health more broadly. The program hosts a panel to support preparation for the NCE and CRC exam.</p>
<p>One student perceived lack of standardization during the evaluation process of our clinical capstone examination based partly on committee membership.</p>	<p>This feedback of lack of standardization is challenging to interpret given that it came from one student. Independent of this feedback, we are modifying our capstone process to be based on student-selected cases drawn from their clinical internship instead of being based on written case studies as was the case in the past. Through the process of making this modification, we updated our grading rubric with an eye toward increased clarity, objective criteria, and standardization. We also more clearly standardized our procedures for forming capstone committees.</p>
<p>One student noted that greater emphasis on neurobiological correlates of mental health would be an improvement.</p>	<p>Our faculty conducted an internal curriculum review to ensure all CACREP standards that include a neurological and biological focus are being met. COUN 2734: Counseling Theories selected a new textbook for the Spring 2022 term that includes a chapter titled “Neuroscience, Interpersonal Neurobiology, and Trauma-Informed Counseling”.</p>

Alumni Survey. Our most recent alumni survey was conducted in 2021 with those who entered the program in 2018 and 2019 and graduated in 2020 or 2021. Nine of 21 2020 graduates (43%) and nine of 17 2021 graduates (53%) responded to this survey, the results of which are presented in **Table 12**. These data indicate that 100% of respondents agree or strongly agree that the program prepared them to function effectively as an entry-level professional. Additional data pertaining to certification, licensure, and salary are presented.

Table 12. 2021 Alumni survey

	2020 (n=9)	2021 (n=9)
	% (n)	% (n)
Program prepared you to function effectively as an entry-level professional		
Strongly agree	11.11 (1)	88.89 (8)
Agree	88.89 (8)	11.11 (1)
Neither agree nor disagree	0 (0)	0 (0)
Disagree	0 (0)	0 (0)
NCC		
Yes	88.89 (8)	88.89 (8)
No, considering		
No, not currently considering	11.11 (1)	11.11 (1)
Licensed		
Yes	11.11 (1)	0
No, considering or in progress	66.67 (6)	55.56 (5)
No, not currently considering or pursuing	22.22 (2)	44.44 (4)
CRC		
Yes	11.11 (1)	0
No, considering	11.1 (1)	22.22 (2)
No, not currently considering	77.78 (7)	77.78 (7)
Current Salary		
Less than \$40,000	50 (4)	33.33 (3)
\$40,000 – 45,000		22.22 (2)
\$45,000 – 50,000	12.5 (1)	22.22 (2)
\$50,000 – 55,000	12.5 (1)	
\$55,000 – 60,000		
No Answer	37.5% (3)	22.22 (2)

Evaluation by External Stakeholders. In accordance with our program evaluation plan, site supervisors and employers are surveyed every three years. Supervisors and employers were asked to evaluate how well Pitt's Counseling program

prepares interns and employees with respect to knowledge and skills on multiple areas. We received 18 responses from Site Supervisors (52 surveys sent; 35% response rate) and 4 responses from Employers (17 surveys sent; 25% response rate). Overall, both employers and site supervisors rated the program well. Results can be found in **Table 13**. Survey respondents also provided qualitative responses regarding program strengths and areas for growth, which are summarized below.

Table 13. Site supervisor and employer evaluation of the program (n = 22)

	Knowledge % (n) that believe the program trains students well or very well)	Skills and Practices % (n) that believe the program trains students well or very well)
Individual Counseling Theories	95.5 (21)	90.9 (20)
Group Counseling Theories	72.7 (16)	63.6 (14)
Family and/or Couples Counseling	90.9 (20)	22.7 (5)
Assessment/Appraisal Process	100 (22)	90.9 (20)
Career Counseling and Development	50.0 (11)	50.0 (11)
Effective Counseling Relationships	N/A ^a	95.5 (21)
Professional Research and Evaluation	50.0 (11)	45.5 (10)
Diagnosis	81.8 (18)	68.2 (15)
Treatment Planning	95.5 (21)	86.4 (19)
Human Growth & Development	81.8 (18)	72.7 (16)
Case Management	77.3 (17)	72.7 (16)
Ethical and Legal Issues	90.9 (20)	86.4 (19)
Crisis Intervention	63.6 (14)	63.6 (14)
Use of Technology	81.8 (18)	77.3 (17)
Multicultural Competence	86.4 (19)	86.4 (19)
Documentation and Record Keeping	90.9 (20)	86.4 (19)
Case Conceptualization	90.9 (20)	86.4 (19)

^aNote: Data were not available for this item due to an error in survey administration

Strengths:

- Students highly motivated, engaged, and open to learning and feedback (comment made twice)

- Open to conversations about culture, personal identities, and impacts on their counseling with clients
- Knowledge of counseling theories and they have the tools to assist in utilizing theories
- Open to feedback and continued improvement and development and seek out support and consultation (similar comment was made five times)
- Professional and understanding of their relationship with clients, client families, colleagues, and supervisor
- Vast knowledge of diagnoses and associated symptoms/behavioral implications
- Eager to jump into clinical work
- Excellent abilities regarding assessment, diagnosis, and treatment planning
- Diversity of students
- Professionalism (x3)
- Strong knowledge of counseling skills and how to build relationships (x3)
- Case conceptualization and treatment planning (x3)
- Therapeutic and clinical techniques (x2)
- Ethical
- Prepares students well for working with families in real-world settings

Areas for Growth:

Site Supervisor and Employer Identified Area for Improvement	Program Response
Student self-confidence related to clinical skills (n=1)	Our curriculum emphasizes skills practice. Clinical practice anxiety is high at this stage of student training. The program changed internship supervision to utilize the Interpersonal Process Recall model to allow for more self-exploration and personal growth during clinical placements. Counseling faculty recognize the impact of performance anxiety and include a 3-part self-care module during their first term.
Crisis intervention (n=3)	The past two cohorts (those graduating in 2021 and 2022) cohort had crisis

	interrupted due to COVID-19 restrictions, which forced their clinical training in crisis online, so the instructor had to modify skills demonstrations. COUN 2736: Crisis added a second recorded session. Internship supervision added a didactic session on working with clients in crisis.
Case Management (n=1)	This content has been covered in multiple courses over the past few years. Following an intentional modification to our curriculum, beginning in Fall 2022, the faculty decided this content will be covered in COUN 2741: Case Conceptualization.
Case conceptualization from a theory and begin to apply with clients (n=1)	Added a theoretical case conceptualization assignment into COUN 2734 Counseling Theories in Spring 2022
Assessment interpretation (n=1)	We have a new instructor for COUN 2737 who has placed greater emphasis on assessment interpretation.
Students seem less prepared due to curriculum changes (internship occurs earlier in the program than in the past), however have a solid foundation (n=1)	In our previous program structure, internship began after all courses were completed. In the new program structure, internship happens concurrently with the last two terms of the program. While students have completed fewer courses at the time they begin internship, this allows for greater integration of course materials in their work with real clients.
Psychotropic medications	Information about medications is currently addressed in COUN 2738 Diagnosis and Treatment. Starting in 2021, we added a supervision didactic topic focusing on common medications.
Family therapy	Dr. Dietz was hired in Spring 2019 and has taken over COUN 2743: Family and Couples Counseling. She has incorporated more skills-based assessments into the course which occurs during term 5.
Assistive technology knowledge and experience, familiarity with laws and legal issues, working through potential for dual relationships and appropriate boundary-setting.	In accordance with the program modifications to CMHC. the AT material will be moved in Fall 2023 to an elective (it will remain required through Spring 2023). COUN 2742: Ethics will add more scenarios and role plays dealing with dual

	relationships. Supervision will continue support students in appropriate boundary setting.
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Program Highlights

In March 2021, the CRMHC program formed the **CO**ounselors for **D**iversity, **E**quity, and **I**nclusion (CODEI) Committee. Consistent with the Clinical Rehabilitation and Mental Health Counseling program's strong commitment to community engagement, advocacy, and cultural humility, the CODEI committee seeks to honor and celebrate the uniqueness of students, faculty, and staff by promoting practices that support an environment in which everyone can achieve success without barriers.

Over the course of the last academic year, the newly formed committee achieved the following:

- Created a standard protocol following highly publicized or local traumatic events
- Conducted a focus group with first year counseling students to provide feedback on their experiences in the program as they relate to multicultural competence and diversity and to assist in formulating the committee and program's goals with respect to diversity, equity, and inclusion.
- Created the following goals:
 - Promote diversity through supporting the active recruitment and retention of a diverse representation of students, faculty, and staff.
 - Amplify student voices by ensuring that students can share their experiences.
 - Support development of students' skills and abilities related to engaging with diverse cultures and perspectives.
 - Support a culture of inclusion by inviting faculty discussions and providing opportunities for professional development to assist in the application of DEI principles in the areas of teaching, clinical supervision, research, and scholarship.
 - Advance practices congruent with cultural humility and multicultural and social justice counseling competence.
 - Promote diversity through supporting the active recruitment and retention of diverse students.

- Encourage the active pursuit and enhancement of community partnerships designed to provide service to the community.

The committee will work closely with the counseling faculty and SHRS/Pitt communities to support DEI initiative.