

2019 Clinical Rehabilitation and Mental Health Counseling

Annual Report

University of Pittsburgh



School of Health and Rehabilitation Sciences

Department of Rehabilitation Science and Technology

Division of Community Health Sciences

September 3, 2019

Overview

This annual 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 August 27, 2018 to August 31, 2019. The report, required by our accrediting body, the *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*, provides detail on application and admission data, evaluation of student performance, graduation data, certification and licensure status of graduates, and employment outcomes.

2018 Counselor Education Program Outcomes

During the 2018-2019 academic year, a total of 46 students were enrolled in the Clinical Rehabilitation and Mental Health Counseling (CRMHC) program in the School of Health and Rehabilitation Sciences at the University of Pittsburgh. Demographic data for this student group shows that 80% (37) were White, 7% (3) Black, and 13% (6) were Asian.

Of the CRMHC students who matriculated in 2018, 94.5% graduated from the program within the expected two-year time period. The job placement rate within counseling related positions, or for those who continued with additional graduate studies, at 6-months for the 2018 graduates was approximately 93%.

Application Summary

The number of applicants over the last three years has steadily increased; in 2019, the CRMHC program reviewed 65 applications. While the number of applicants has risen, in 2019 the percentage of students accepted into the program decreased. Beginning in 2019, the CRMHC program added short essays to further address applicants potential fit with the program and the counseling field. In 2019, the program admitted 43 students but only 19 enrolled in the program, a decrease from 2017 and 2018, including 5 students who paid their admissions deposit and withdrew from the program. While we did not hear from every student who declined acceptance,

several students reported choosing other programs whose tuition and fees were lower than our program, or alternate programs who offered tuition assistance and scholarships. The application data for the previous three years is available in Table 1.

Table 1: Summary of Applicant Data for Past 3-Years

	2017 Applicants	2018 Applicants	2019 Applicants
Number applications submitted	41	53	66
% Accepted (Total n offered spots; includes deferred and WL)	83 (34) (1 WL)	75 (40) (1WL, 1 Defer)	67 (44) (6 WL, 1 Defer)
% enrolled in the program (n from total offered)	74 (25)	62 (25)	45 (20)
% (n) still enrolled or graduated	84 (21) graduated	92 (23) still in program	100% still in program
% Dropped out	16 (4)	8 (2)	

*WL=Waitlist

Review of applicant GPA's indicates those who attended the program were not significantly different than those who were accepted and those who did not attend. Table 2 displays the GPA breakdown of those who were admitted and attended the program, admitted but did not attend, and those who were not admitted (waitlist or rejected).

Table 2: 2018 and 2019 Applicant GPA Comparison

Undergrad GPA	2018 Admitted & Attended (n=25)	2019 Admitted & Attended (n=21)	2018 Admitted and Did Not Attend (n=13)	2019 Admitted and Did Not Attend (n=21)	2018 Not Admitted (n=13)	2019 Not Admitted (n=23)
Mean	3.52	3.47	3.55	3.55	3.09	3.46
Median	3.51	3.48	3.61	3.57	2.96	3.47
Range	2.92 – 4.0	3.0 – 4.0	2.92 – 3.98	3.0 – 4.0	2.63 – 3.8	2.0 – 4.0

Evaluation of Student Performance

Capstone Spring 2019

Capstone examination serves as the CRMHC programs final competency examination. Students are asked to complete an annotated bibliography on a self-selected, and faculty approved, clinical population. Once they have successfully completed the written requirement, students are provided with a clinical case study and are given 1-week to prepare a case conceptualization along with a treatment plan for an oral examination. Students are tasked with creating a case formulation that is presented to a panel made up of faculty, and an external evaluator who is a certified or licensed counselor currently practicing in the field. Students are graded on oral capstone examination as unconditional pass, pass with remediation, or failure. In order to obtain an unconditional pass, a student must *meet or exceed expectations* in each of 10 content areas assessed. If a student receives *a near expectations* in any area, they must remediate that knowledge or skill. Students can receive remediation on up to three areas. For a student to earn a failing grade, they must have received a *near expectations* on 4 or more areas. Receiving a *below expectations* on any single area is an automatic fail on the examination.

Nineteen students participated in Capstone examination during the spring 2019 semester. Eight students (42%) received an unconditional pass, seven (37%) passed with remediation, and four (21%) failed on their first attempt. All students, both those who scored pass with remediation and failure on their first attempt, successfully completed the assigned remediation with faculty, and/or passed the capstone examination on the second attempt. In 2019, all students taking the examination met *or exceeded expectations* on content topics including: professionalism and preparedness and assessment/appraisal. The content areas where student errors occurred most frequently were in: professional ethics, case conceptualization, treatment planning, and application of clinical plan and skills. Table 3 identifies the 10 content areas and the percentage of students in each grading category.

Table 3: Breakdown of Content Areas for Capstone 2019

Area %(n)	Meets or Exceeds Expectations	Near Expectations	Below Expectations
Professionalism and Preparedness	100 (19)	0	0
<i>Professional Ethics</i>	<i>68 (13)</i>	<i>21 (4)</i>	<i>11 (2)</i>
Cultural Competency	84 (16)	11 (2)	5 (1)
Assessment/Appraisal	100 (19)	0	0
<i>Case Conceptualization</i>	<i>68 (13)</i>	<i>26 (5)</i>	<i>5 (1)</i>
Goal Setting	84 (16)	11 (2)	5 (1)
<i>Treatment Planning</i>	<i>68 (13)</i>	<i>21 (4)</i>	<i>11 (2)</i>
Assistive Technology	89 (17)	5 (1)	5 (1)
EBP	84 (16)	16 (3)	0
<i>Application of Clinical Plan & Skills</i>	<i>74 (14)</i>	<i>16 (3)</i>	<i>11 (2)</i>

Faculty met to evaluate the 2019 Capstone examination process on June 25, 2019 and are revising Capstone requirements, beginning with the written component. Starting for the 2019-2020 cohort, the written requirement will now be an evidence review using a standard matrix. Students will no longer be required to submit and pass an annotated bibliography requirement. The faculty concluded that this modification of the written requirement will result in students experiencing a strong mix of research and evidence review that we anticipate will lend to better clinical application in the case context.

Curriculum Review

Faculty conducted an evaluation of the current curriculum during a CRMHC faculty meeting on April 25, 2019, and at an all-day faculty curriculum retreat held on June 25, 2019. Based upon this review, beginning in Fall 2019, students will take a new required course on Cultural Considerations in Counseling. Previously, culture was infused throughout several required courses. Upon feedback from the students, and a review of licensure standards, the curriculum

will be adjusted for alignment with best clinical practices. Faculty will continue to address cultural issues that may be specific to their unique course content, but students will be given a primer in the first semester to lay the foundation for cultural considerations throughout the entire program. Additionally, modifications to other courses are currently being developed. For example, in Ethics, students will be required to take the online Act 31 (Child Abuse Reporting) module as well as participate in additional role plays involving confidentiality and disclosure.

Faculty Evaluation of Student Performance

Beginning with the Fall 2015 term, evaluations of student performance have been completed at the end of every fall and spring semester, in accordance with CACREP standards. Student evaluation retreats have been scheduled in which each student's progress in the program was evaluated by the program faculty. Each advisor prepared a summary of their student's performance, rating their professional behavior, investment in the educational program, and their clinical skills, indicating if the student had *no problem*, a *potential problem*, or *problem* in that domain. If a student was rated to have a *potential problem*, they were monitored over the next term to determine if student performance in that domain persisted as a problem. If a student was rated as having a *problem* in any domain, they were placed on a remediation plan for the next semester.

Table 4 summarizes the data of all student evaluations conducted from 2015 through Fall 2018. Most students were rated as having no problem in the domains evaluated. The majority of *potential problems* and *problems* were found to be in maturity and decorum, self-confidence, and ability to apply basic counseling skills. A total of 15 remediation plans were developed and initiated since the Spring 2016 semester (through Spring 2019). All remediation plans have been individually prescribed to allow students the best chance of achieving success in the program and in the counseling profession. To date, all students have successfully completed prescribed remediation.

Table 4: Student Evaluation Data (Fall 2015 through Fall 2018; 7 terms; 83 students)

Professional Behavior and Accountability/Ethics Percent of students receiving each rating	No Problem	Potential Problem	Problem
Integrity/Dependability Honesty; reliability	98.9	0.5	0.5
Attendance/Punctuality Attends classes, labs, meetings as required;	97.9	1.1	1.1
Appearance and Personal Hygiene Clothing is appropriate, neat, clean and well maintained; good personal hygiene and grooming, appropriate body language	98.4	1.1	0.5
Maturity and Decorum Demonstrates adult/professional level of emotional maturity; behavior consistently meets demands of setting and context	89.4	8.5	2.1
Feedback Accepting constructive feedback in a positive manner; taking advantage of learning opportunities; gives/receives feedback from supervisors appropriately; demonstrates ability to integrate feedback into behavior	96.8	2.1	1.1
Time Management/Organization Consistent punctuality; completing tasks and assignments on time; demonstrates the ability to plan ahead	95.8	3.2	1.1
Faculty and Peer Relationships/Teamwork Helping and supporting other team/peer/faculty members; showing respect for all team/peer/faculty members; remaining flexible and open to change; communicating with others to resolve problems; not undermining the team/peers.	94.7	4.2	1.1
Respect/Cooperation Being polite and considerate to others; not using derogatory or demeaning terms; collaborates with others; behaving in a manner that brings credit to the profession	98.4	1.6	0
Policies and Procedures Follows program policies, procedures, and protocols	97.4	1.6	1.1
Communications Speaking clearly; writing legibly; using correct grammar and punctuation; listening actively; adjusting communication strategies to various situations	93.7	4.2	2.1
Confidentiality Does not share confidential information without consent from clients without sound legal or ethical justification	100	0	0
Boundaries Avoids dual relationships; establishes appropriate boundaries with supervisors, peers, & clients	95.2	3.7	1.1
Professional Competence Recognizes the boundaries of his/her competencies and limitations of his/her experiences; seeks supervision when needed	98.4	1.6	0

Cultural Competence Respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	98.4	1.6	0
Self-Awareness Demonstrating an awareness of his/her own skill and knowledge level, awareness of beliefs, values and biases, and adequately appreciates the effect of these on his/her work	96.8	2.6	0.5
Professional Identity Development Demonstrates accurate knowledge of counseling profession; Engages in and advocates for profession of counseling	98.9	0.5	0.5
Engagement and Investment in Graduate Clinical Education	No Problem	Potential Problem	Problem
Self-Motivation/Initiation Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in client care and professional activities	97.4	0.5	0.5
Self-Confidence Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercises good personal judgment	93.1	4.8	2.1
Clinical Skills	No Problem	Potential Problem	Problem
Client Relationships Potential to develop and maintain counseling relationships with clients	93.7	5.8	0.5
Ability to apply basic counseling and interviewing skills Empathy and listening skills	91.5	7.4	1.1
Analysis and Synthesis Potential to demonstrate accurate and thorough case conceptualization; synthesis, demonstrate critical thinking, client-centered problem solving	94.7	3.7	1.6

Upon reviewing the evaluations conducted over the previous two years, the ratings and process have been modified beginning Spring 2019. Faculty are currently designing a useful reporting structure for the new evaluation procedure that rates the student's academic skills, professionalism, and clinical skills across all faculty interactions with the student. Minimum reported data indicates that during the Spring 2019 evaluation period, four students (1 second year, 3 first year) were placed on remediation plans for concerns in professionalism and academic concerns (QPA). The second-year student will complete the remediation during their

clinical internship through expanded, intensive supervision, while the first-year students will participate in a formal remediation process.

Academic Performance

For the 46 students enrolled in the CRMHC during the 2018-2019 academic year, the average QPA is 3.837. One program evaluation criterion for the CRMHC program is 80% of students will earn at least a B in all courses. Of the 46 students, only 2 (4%) students earned a B- or below in a course.

External Evaluation of Student Performance

Practicum and Internship Evaluation Data

During each clinical placement (practicum and internship), the on-site supervisor is required to complete an evaluation of student performance. From 2014 - 2017, the counseling faculty modified the evaluation to best fit the diversity of our clinical sites. Beginning summer 2018, the evaluation was simplified to assess performance on skills that could be evaluated across all sites. Student performance is formally assessed once at the end of practicum and twice in internship (at the midpoint and end). Table 5 displays the data for practicum evaluations and Table 6 internship evaluations since summer 2018. Three cohorts of students have been reviewed using the current evaluation, for a total of 52 students.

Table 5: Evaluation of Internship Students at Midpoint and Final (N=34)

Professional Behavior % of students receiving rating	Exceeds	Meets	Near	Below
Attendance Attends all course meetings & clinical practice activities in their entirety (i.e., engaged & prompt).	38.2	52.9	8.8	
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	52.9	44.1	2.9	
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.	55.9	38.2	2.9	2.9
Feedback Accepts constructive feedback in a positive manner; responds non-defensively & alters behavior in accordance with feedback.	44.1	55.9		
Emotional Stability and Self Control Demonstrates emotional maturity, stability, & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	52.9	44.1	2.9	
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.	61.8	35.3	2.9	
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	52.9	41.2	5.9	
Knowledge & Adherence to Policies & Procedures Demonstrates an understanding & appreciation for all school or site policies, procedures, & protocols.	41.2	58.8		
Ethics	Exceeds	Meets	Near	Below
Multicultural Competence Demonstrates awareness, appreciation, & respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.).	32.4	64.7	2.9	

Confidentiality Student maintains client confidentiality; does not share confidential information from clients without consent, sound legal or ethical justification.	38.2	61.8		
Boundaries and Dual Relationships Student avoids dual relationships; establishing & enforcing appropriate boundaries with clients.	29.4	70.6		
Professional Competence Student recognizes the boundaries of his/her competencies & limitations of his/her experiences; exercises good personal judgement.	44.1	52.9	2.9	
Seeks Consultation Student recognizes and seeks consultation & supervision as needed.	52.9	44.1	2.9	
Counseling Knowledge and Skills	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.	41.2	55.9	2.9	
Nonverbal Communication Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, empathy demonstrated through nonverbals, etc.	44.1	52.9	2.9	
Empathy Counselor expresses appropriate empathy & care; Delivers empathy through affective, cognitive, & nonverbal domains; Empathic statements are genuine and natural	47.1	50.0	2.9	
Respect & Unconditional Positive Regard Expresses appropriate respect & unconditional positive regard.	44.1	55.9		
Congruence & Genuineness Genuine, real, open, and authentic during interactions with the client; does not have a façade.	47.1	52.9		
Goal Setting* Collaborates with client to establish realistic, appropriate, & attainable distal & proximal therapeutic goals.	12.1	54.5	9.1	
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.	41.2	55.9	2.9	
Documentation* Completes all record keeping activities correctly & promptly (e.g., case notes, treatment plans)	35.5	48.4	3.2	

*Not required at every site, answer may be NA and percent may not add up to 100.

Table 6: Evaluation of Internship Students at Midpoint and Final

Professional Behavior % of students receiving rating	Internship Midpoint N=27				Internship Final N=27			
	Exceeds	Meets	Near	Below	Exceeds	Meets	Near	Below
Attendance Attends all course meetings & clinical practice activities in their entirety (i.e., engaged & prompt).	70.4	29.6			81.5	18.5		
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	81.5	18.5			85.2	14.8		
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.	77.8	22.2			85.2	14.8		
Feedback Accepts constructive feedback in a positive manner; responds non-defensively & alters behavior in accordance with feedback.	74.1	25.9			77.8	22.2		
Emotional Stability and Self Control Demonstrates emotional maturity, stability, & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	70.4	25.9	3.7		85.2	14.8		
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.	88.9	7.4	0.0	3.7	88.9	7.4	3.7	
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	74.1	25.9			88.9	11.1		
Knowledge & Adherence to Policies & Procedures Demonstrates an understanding & appreciation for all school or site policies, procedures, & protocols.	37.0	59.3	3.7		51.9	48.1		

Ethics	Internship Mid N=27				Internship Final N=27			
	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.).	66.7	33.3			63.0	37.0		
Confidentiality Student maintains client confidentiality; does not share confidential information from clients without consent, sound legal or ethical justification.	70.4	29.6			81.5	18.5		
Boundaries and Dual Relationships Student avoids dual relationships; establishing & enforcing appropriate boundaries with clients.	66.7	33.3			81.5	18.5		
Professional Competence Student recognizes the boundaries of his/her competencies & limitations of his/her experiences; exercises good personal judgement.	59.3	37.0	3.7		81.5	18.5		
Seeks Consultation Student recognizes and seeks consultation & supervision as needed.	70.4	25.9	3.7		81.5	14.8	3.7	
Counseling Knowledge and Skills	Internship Mid (n=27)				Internship Final (n=27)			
	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.	63.0	37.0			88.9	11.1		
Nonverbal Communication Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, empathy demonstrated through nonverbals, etc.	48.1	51.9			81.5	18.5		
Empathy Counselor expresses appropriate empathy & care; Delivers empathy through affective, cognitive, & nonverbal domains; Empathic statements are genuine and natural	51.9	48.1			92.6	3.7	3.7	
Respect & Unconditional Positive Regard Expresses appropriate respect & unconditional positive regard.	66.7	33.3			85.2	14.8		
Congruence & Genuineness Genuine, real, open, and authentic during interactions with the client; does not have a façade.	66.3	33.3			88.9	7.4	3.7	

Goal Setting* Collaborates with client to establish realistic, appropriate, & attainable distal & proximal therapeutic goals.	44.4	48.1	3.7		59.3	40.7		
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.	59.3	37.0	3.7		70.4	29.6		
Documentation* Completes all record keeping activities correctly & promptly (e.g., case notes, treatment plans)	51.9	40.7			74.1	22.2		

*Not required at every site, answer may be NA and percent may not add up to 100.

Graduation Data

During the 2018 – 2019 academic year, a total of 17 students graduated from the program.

- 6 December 2018
- 1 April 2019
- 10 August 2019

Nine students from the 2018-2019 cohort are projected to graduate in December 2019, pending completion of their counseling internship. It is not uncommon for students to take an additional semester to complete their 600-hour clinical internship.

Certification, Licensure and Employment Outcomes

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 enrolled within the program. Sixteen students registered to take NCE while enrolled in the program and 1 registered to take CRC exam. The remaining four students have indicated an interest in taking the examination to become an NCC upon graduation. At this time, anecdotal information of the 11 students who graduated in April and August 2019 show that 9 alumni have obtained full-time employment. Formal evaluation of graduates of the program is scheduled for 6-months after graduation from the counseling program.

Further review of the graduation data for the 2017 and 2018 cohorts revealed positive certification and job rates. In 2017, 12 students graduated from the CRMHC program. Seventy-five percent of the students obtained certification upon graduation and 83% of the graduates were employed full-time at 6-months post-graduation. Fifteen students graduated from the program in 2018. While only 40% obtained certification after graduating, 93% of the cohort were employed 6-months later. Additional information about the 2017 and 2018 graduation data is available in Table 7.

Table 7: Graduation Data

% (n)	2018	2017
Number of graduates	15	12
Completion Rate ¹	80%	87%
NCC	13 (2)	0
CRC	27 (4)	75 (9)
Pursuing Licensure	20 (3)	17 (2)
Job Placement Rate ²	93 (14)	83 (10)
	<ul style="list-style-type: none"> • 4 Hospital • 4 State Vocational Rehabilitation • 1 Secondary School • 3 Community Mental/Behavioral Health • 1 Corrections • 1 Post-secondary 	<ul style="list-style-type: none"> • 4 State Vocational Rehabilitation • 1 additional graduate studies • 1 Insurance Company • 1 Secondary School • 1 Post-secondary • 1 Hospital • 1 Service Coordination

1. Completion rate is defined as the ratio of the number of students who completed the program divided by the number of students who started the program.
2. Job Placement Rate is defined as the percentage of graduates reporting that they had obtained employment in a recognized, or comparable, occupation in they were trained within 180 days of receiving the Master's degree.