



University of
Pittsburgh®

**Department of Counseling
and Behavioral Health**
School of Health and
Rehabilitation Sciences

Clinical Mental Health Counseling Program

Annual Report 2024-2025

Mission and Vision

The Clinical Mental Health Counseling program strives to be a world-class educational program, delivering a personalized educational experience for future professional counselors. We prepare our students to address the complex challenges faced by clients of diverse backgrounds, including individuals across cultures, across the lifespan, and those with disabilities and mental and behavioral health challenges. Our program 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 Mental Health Counseling Program within the School of Health and Rehabilitation Sciences, Department of Counseling and Behavioral Health, for the academic year spanning September 1, 2024 to August 31, 2025. 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.

Faculty Characteristics

Counseling Faculty Members (CACREP core faculty)

- Michelle Schein, PhD, CRC, LPC
- Jamie Kulzer, PhD, CRC, LPC
- Quiana Golphin, PhD, LPC, NCC
- Michael Pramuka, PhD, CRC
- Chandra Carey, PhD, CRC

Counseling Faculty Members (Non-CACREP core)

- Laura Dietz, PhD
- Eric Meyer, PhD
- Roger Little, MS
- Nick Summa, PhD, LMFT, LPC

- Molly Gorzelsky, MA, NCC, LPC

Sources of Data

- Applicant, admissions, and enrollment data
- Student dispositional and skill measurements through benchmarking data
- Student Key Performance Indicator (KPI) Assignment data
- Clinical Capstone Exam score data
- Summative evaluation of student performance on final internship data
- Student Exit Survey data
- *Faculty Course Evaluation Data*
- Site Supervisor Evaluation Data
- Alumni survey data
- Site-Supervisor and Employer survey data
- Graduate performance on the National Counselor Examination (NCE)

Program Evaluation Overview

Applications and Enrollment

Application and enrollment data for the past three years are presented in **Table 1**. These data reflect the program's continued growth. The number of applicants we have attracted has steadily increased over the past three years.

Table 1. Application and enrollment data: 2023-2025

	2023	2024***	2025
Total size of incoming class	30	31	36
Total applications received	168	189	307
Completed and valid applications received by the application deadline	122	166	244
Offered regular admission (from valid applications)	71 (58%)	55 (33%)	58 (24%)
Initially accepted offer of admission	38 (54%)	34 (62%)	33 (57%)
Wait-list decision	21 (17%)	38 (23%)	59**** (24%)
Offered admission from waitlisted applicants	10 (48%)	4 (11%)	11 (19%)
Deferred/withdrew admission	8 (10%)*	5 (9%)	7 (16%)

Enrolled from number of complete/valid applications	30 (25%)	28 (17%)	33 (14%)
Enrolled from total number offered admission*	30 (33%)	28 (47%)	33 (48%)
Admitted following prior deferral	0	3	2
Part-time students enrolled	0	0	0
Left the program before completing	4	3	1

* Includes wait-list admission offers

*** First year of admissions interviews

**** Of the 59 waitlist admissions offered, 31 were waitlisted prior to interviews and ultimately not interviewed

Student Characteristics

Table 2. Self-reported demographic data for the 2025 cohort

	Matriculated
White	29
Hispanic or Latinx	3
Black or African American	3
Asian	3
American Indian	0
Native Hawaiian or other Pacific Islander	0
Unknown/Other	1
International Student	2
Veteran	0
With a Disability	1
Male	7
Female	25
Non-Binary/Prefer Not to Say	3

*Students were able to identify with multiple categories.

Program Outcomes

Sixty-one students were enrolled in the counseling program during the 2024-2025 academic year. Twenty-six students participated in the clinical capstone examination.

Table 3. Clinical Capstone Examination Performance

Capstone Outcome	N = 26
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Fail	0
Pass with Revisions	21 (81%)
Pass, unconditional	5 (19%)

Student Awards and Scholarships

Oyler Awards. Four students (Gerret George, Kelisa Hysenbegasi, Lily Bistline, and Grace Dakwar) 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. These awards support a portion of awardees' tuition.

Student Evaluations

Professional Dispositions. Students are evaluated on their Professional Dispositions every term. Students in the CMHC program continue to demonstrate strong professional dispositions, with the majority meeting expectations across all dispositions. The common areas students often struggle with are time management, organization, and preparedness.

Key Performance Indicators. The program and students are also evaluated using Key Performance Indicators (KPI). The program's benchmark is that 85% of students will meet or exceed expectations for each assessment. A breakdown of each KPI for the 24-24 academic year is displayed in Table 4 .

Table 4. Key Performance Indicators: 2024-2025

1. PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results (Academic Year 2021-2022)	Reflection and Action Steps
KPI 1: Students will demonstrate competency related to professional counseling orientation and professional practice.	2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<p>COUN 2730 FOUNDATIONS IN COUNSELING (Knowledge)</p> <p><i>What is Counseling?</i> Students will conduct a 5-10-minute introductory session with a simulated 'new' client explaining counseling while incorporating a creative approach.</p>	<p>COUN 2751 CAPSTONE</p> <p>(Knowledge and Skills) Students Capstone Paper and Oral Presentation will be evaluated using the Capstone grading rubric, which includes a section on Ethics.</p>	<p>COUN 2730 FOUNDATIONS (n=28): Meets or Exceeds Expectations: 96% Near Expectations: 4%</p> <p>COUN 2751 Capstone Examination Ethics (n=24*): Meets or Exceeds Expectations: 88% Near Expectations: 12%</p>	Meets Benchmark
2. SOCIAL AND CULTURAL DIVERSITY					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 2: Students will demonstrate competency related to social and cultural diversity.	2.F.2.b theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<p>COUN 2730 CULTURE (Knowledge)</p> <p><i>Cultural Autobiography</i> Students will engage in thoughtful self-examination of how they have been socialized into their own culture as well as an analysis about their own knowledge and beliefs</p>	<p>COUN 2751 CAPSTONE (Knowledge and Skills)</p> <p>Students Capstone Paper and Oral Presentation will be evaluated using the Capstone grading rubric, which includes a section on Cultural Humility.</p>	<p>COUN 2731 CULTURE (n=30): Meets or Exceeds Expectations: 100%</p> <p>COUN 2751 Capstone Examination Culture (n=24): Meets or Exceeds Expectations: 94%</p>	The program is proud to report that this standard now meets benchmark expectations. While this is an improvement from the previous academic year, the program plans to continue monitoring to ensure we

		about multicultural issues and topics.		Near Expectations: 6%	continue meeting expectations of infusing cultural humility training throughout the program.
3. HUMAN GROWTH AND DEVELOPMENT					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 3: Students will demonstrate competency related to human growth and development.	2.F.3.a. theories of individual and family development across the lifespan 2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	COUN 2732 Human Development (2.F.3.f) (Knowledge) <i>Reflection Timeline Paper</i> Students will identify significant events they believe have impacted their development. Of these events, at least two events must have occurred during childhood, two during adolescence, and two during adulthood.	COUN 2743 Family and Couples (2.F.3.a) (Knowledge) <i>Response Paper 4</i> Students will conceptualize a couple's problem(s), describing the issues that contribute to or sustain the problem (including family development), and initial treatment goals	COUN 2732 HUMAN DEVELOPMENT (n=28): Meets or Exceeds Expectations: 100% COUN 2743 FAMILY AND COUPLES (n=22) Exceed Expectations: 100%	Meets Benchmark
4. CAREER DEVELOPMENT					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 4: Students will demonstrate competency related to career development.	2.F.4.a. theories and models of career development, counseling, and decision making 2.F.4.i. methods of identifying and using assessment tools and techniques relevant to	COUN 2724 Career Counseling and Vocational Issues (2.F.4.a) (Knowledge) <i>Career Autobiography/Self-Assessment</i> Students will synthesize their personal understanding of career	COUN 2724 Career Counseling and Vocational Issues (2.F.4.i) (Skills) <i>Career Counseling Interview and Analysis</i> Students will complete an intake interview with a volunteer "client". The single-session intake interview that will last approximately 1 hour.	COUN 2724 CAREER Assessment 1 (n=24): Meets or Exceeds Expectations: 100% COUN 2724 CAREER Assessment 2 Not collected	While this KPI area met the benchmark for the first assessment, modifications were made, which resulted in a second measure not being collected. The program has addressed this oversight and has

	career planning and decision making	development and experiences learned throughout the semester. The assignment should be completed to demonstrate the insight gained while applying the course content which has been learned.			reimplemented a second measure to be collected during COUN 2724.
5. COUNSELING AND HELPING RELATIONSHIPS					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 5: Students will demonstrate competency related to counseling and helping relationships.	2.F.5.g. essential interviewing, counseling, and case conceptualization skills	<p>COUN 2733 SKILLS (Skills)</p> <p><i>Counseling Session with Actor</i></p> <p>Students will conduct an initial counseling session with a paid actor, write a progress note, review the video and complete the assigned self-review topics/questions. After feedback from the instructor students will meet in person or via Zoom with the instructor for brief discussion of session strengths and opportunities for development.</p>	<p>COUN 2747 CASE CONCEPTUALIZATION, TREATMENT PLANNING, AND CASE MANAGEMENT (Knowledge)</p> <p><i>Final Exam</i></p> <p>Students will complete a case study using relevant Case Conceptualization forms that emphasizes goal setting and treatment planning.</p>	<p>COUN 2733 SKILLS (n=28): Meets or Exceeds Expectations: 89% Near Expectations: 11%</p> <p>COUN 2747 Final (n=24): Meets or Exceeds Expectations: 88% Near Expectations: 8% Below Expectations: 4%</p>	
6. GROUP COUNSELING AND GROUP WORK					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 6: Students will demonstrate competency related to group	2.F.6.d. characteristics and functions of effective group leaders	<p>COUN 2739 Group Counseling (2.F.6.e) (Knowledge)</p> <p><i>Group Proposal</i></p>	<p>COUN 2739 Group Counseling (2.F.6.d) (Skills)</p> <p><i>Final Oral Exam</i></p>	COUN 2739 GROUP Assessment 1 (n=28):	Meets Benchmark

counseling and group work.	2.F.6.e. approaches to group formation, including recruiting, screening, and selecting members	Students will write a group proposal that includes the following sections: cover page, rationale, objectives, practical considerations (including recruiting, screening, and selecting members), procedures, evaluation, and references.	Students will be presented with four scenarios, one each from the initial, transition, working, and final stage of the group. Students will describe the characteristics and functions of effective group leaders of each stage prior to engaging in a short role play demonstrating skills at each stage.	Meets or Exceeds Expectations: 100% COUN 2739 GROUP Assessment 2 (n=28): Meets or Exceeds Expectations: 100%	
7. ASSESSMENT AND TESTING					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 7: Students will demonstrate competency related to assessment and testing.	2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments 2.F.7.i. use of assessment results to diagnose developmental, behavioral, and mental disorders	COUN 2737 Assessment (2.F.7.f) (Knowledge) <i>Exam 1</i> Students will complete an examination related to basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments.	COUN 2751 CAPSTONE (Knowledge and Skills) Students Capstone Paper and Oral Presentation will be evaluated using the Capstone grading rubric, which includes a section on Assessment and Diagnosis.	COUN 2737 ASSESSMENT (n=28): Meets or Exceeds Expectations: 68% Near Expectations: 25% Below Expectations: 7% COUN 2751 Capstone Examination Assessment (n=24): Meets or Exceeds Expectations: 79% Near Expectations: 21%	Assessment continues to be a challenging course for our students. We plan to evaluate the Fall 2025 KPI assessment data to determine if changes need to be made to the instruction or assessment to address this KPI.
8. RESEARCH AND PROGRAM EVALUATION					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment	Results	Reflection and Action Steps
KPI 8: Students will demonstrate competency	2.F.8.b. Identification of evidence-based counseling practices	COUN 2748 EBP AND RESEARCH METHODS (Knowledge)	COUN 2751 CAPSTONE (Skills)	COUN 2748 EBP Writing Assignment	This item did not meet benchmark for the second year. During the 2025-

related to research and program evaluation.		<i>Writing Assignment</i> Students will conduct an article analysis and evidence synthesis. Students identify three articles describing counseling practices, summarize the findings and critique the methods, compare and contrast the interventions and findings in order to draw conclusions regarding counseling practice, and deliver an in-class presentation on their conclusions.	Students Capstone Paper and Oral Presentation will be evaluated using the Capstone grading rubric, which includes a section on EBP.	(n=24) Meets or Exceeds Expectations: 100% COUN 2751 Capstone Examination EBP (n=24): Meets or Exceeds Expectations: 67% Near Expectations: 29% Below Expectations: 4%	2026 AY, counseling faculty will reevaluate the EBP course and Capstone Expectations to ensure the content is being covered and that the Capstone evaluation is measuring valid.
CLINICAL MENTAL HEALTH COUNSELING					
Key Performance Indicators	Related CACREP Standards	First Assessment	Second Assessment		
KPI 9: Students will demonstrate competency related to clinical mental health counseling.	5.C.1.b theories and models related to clinical mental health counseling	COUN 2734 COUNSELING THEORIES (5.C.1.b) (Knowledge) <i>Examinations</i> Students will complete a Final Exam focusing on counseling theories.	COUN 2740 CLINICAL APPLICATIONS (Skills) <i>CBT Session</i> Students will conduct a 45-minute CBT session with a Standardized/Simulated Patient (SP).	COUN 2734 FINAL (n=28) Meets or Exceeds Expectations: 86% Near Expectations: 14% Below Expectations: 7% COUN 2740 CLINICAL APPLICATIONS (n=24): Meets or Exceeds Expectations: 100%	Meets Benchmark

*Data missing for 2 students for Capstone

Evaluations of the Program

Student Exit Survey Results. We conducted an exit survey in 2025 with the full-time cohort who entered our program in 2023 and part-time students who graduated in April, June, or August 2025. Twenty-five students responded. These data are presented in **Table 5**. All students responded to a prompt to describe our program's greatest strengths. These strengths included: numerous positive comments about the faculty as a whole being the program's greatest strength as well as strengths of specific faculty members, an inclusive and supportive environment, counseling skills evaluations through role plays, simulated clients, and skills recordings, strong emphasis on diversity, equity, and inclusion, including the integration of cultural considerations into multiple classes and activities.

Table 5. 2025 Exit survey results (n=25)

	Strongly Agree	Agree/Slightly Agree	Disagree/Slightly Disagree
The Pitt Counseling Faculty:	% (n)	% (n)	% (n)
Were effective teachers and able to successfully convey counseling and mental health knowledge	72% (18)	28% (7)	
Were effective in teaching clinical skills (counseling, case conceptualization, interviewing, etc.)	72% (18)	28% (7)	
Treated students with respect	64% (16)	28% (7)	8% (2)
Had an open-door policy & were accessible & sensitive to different needs, learning styles, and diversity	36% (9)	48% (12)	16% (4)
Diversity and Equity	Strongly Agree	Agree/Slightly Agree	Disagree/Slightly Disagree
The curriculum content is inclusive.	56% (14)	44% (11)	
Racially and culturally diverse issues or content are discussed in ways that feel safe and inclusive during class.	48% (12)	48% (12)	4% (1)
The professors seemed comfortable leading open and respectful discussions of racially and culturally diverse issues.	48% (12)	44% (11)	8% (2)
The program helped me develop my competency in the following areas:	Strongly Prepared % (n)	Adequately Prepared % (n)	Poorly Prepared % (n)
Professional counseling orientation and professional practice	60% (15)	40% (10)	
Social and cultural diversity	68% (17)	32% (8)	
Human growth and development	80% (20)	20% (5)	
Career development	52% (13)	44% (11)	4% (1)

Counseling and helping relationships	80% (20)	20% (5)	
Group counseling and group work	52% (13)	40% (10)	8% (2)
Assessment and testing	64% (16)	36% (9)	
Research and program eval	36% (9)	64% (16)	
Clinical mental health counseling	75% (19)	24% (6)	
Clinical Placements	Strongly Agree	Agree/Slightly Agree	Disagree/Strongly or Slightly Disagree
I am satisfied with the clinical placement process	52% (13)	40% (10)	8% (2)
Beyond accruing the required hours, my practicum/internship training made a valuable contribution to my development as a counselor	75% (19)	20% (5)	4% (1)
Overall Program Assessment*	Strongly Agree	Agree/Slightly Agree	Disagree/Slightly Disagree
The exams, activities, and clinical evaluations were a good measure of my knowledge & skills	44% (11)	48% (12)	0
At the time of graduation, I feel that I am well prepared for entry-level into the field	56% (14)	36% (9)	0
The Pitt Counseling Program helped me develop my identity as a counselor	64% (16)	28% (7)	4% (1)
At the time of graduation, I am satisfied with my overall experience in the Pitt Counseling Program	48% (12)	44% (11)	0

***One or Two students neither agreed/nor disagreed**

Alumni Characteristics

Alumni Survey. 13 of 24 graduates (54%) responded to this survey, the results of which are presented in **Table 6**.

Table 6. 2025 Alumni survey

	2025 (n=X)
	% (n)
Program prepared you to function effectively as an entry-level professional	
Strongly agree	54% (7)
Agree	38% (5)
Neither agree nor disagree	8% (1)

Table 7. Graduation, employment, and certification data for those who entered the program full-time from 2021-2023

	2021	2022	2023
Entered the Program	20	31	30
Graduated	20	31	24
Pursuing advanced doctoral or clinical studies	0	4	1
Job placement rate ^a	20 (100%)	25 (100%) ^c	21 (96%) ^d
Survey response rate	71%	61%	50%
Employed in counseling field	20	21 ^c	19 ^d
Certification CRC NCC	1 16	0 20	11
Employment Setting at 6-months post graduation	<ul style="list-style-type: none"> • 9 Private practice • 8 Community Mental/Behavioral Health • 2 University Counseling Centers • 1 Secondary School • Public Vocational Rehabilitation 	<ul style="list-style-type: none"> • 5 Private practice • 10 Community Mental/Behavioral Health • 2 University Counseling Center or Program • 2 Secondary School 	<ul style="list-style-type: none"> • 7 Private practice • 11 Community Mental/Behavioral Health • 1 University Counseling Center or Program

^a 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.

^b The 2020 cohort had an unusually high “drop out” rate, mostly due to personal issues and the COVID-19 pandemic.

^c100% for those whose data were available. Data not available for 6 full-time alumni

^d Data unavailable for 3 graduates

Site Supervisor and Employer Feedback

In accordance with the program evaluation plan, the site supervisor and employers provide feedback on the program’s training of counseling students and recent graduates.

Table 8: Site Supervisor and Employer Survey Responses (present that Agree or Strongly Agree)

Please rate how well the counseling program did at meeting the program objectives and prepared students to:	Site Supervisor (n=14)	Employers (n=5)
	Percentage that Agree or Strongly Agree	
Integrate and perform essential skills in clinical assessment and interviewing, case conceptualization, and counseling interventions	100%	80%
Demonstrate ethical and professional behavior in real and simulated client interactions	100%	100%
Apply evidence-based findings to counseling	100%	100%
Integrate personal, cultural, social, economic, disability-related, and environmental factors in case conceptualization and counseling intervention	100%	100%
Demonstrate their mental health counseling professional identity and values as evidenced by self-awareness, engagement with professional counseling organizations, and a commitment to advocacy and social justice.	100%	100%
How does Pitt's Counseling Program preparation compare to that of other programs	50% Equally prepared 50% More prepared	40% Equally prepared 60% More prepared

Please rate the level to which Pitt Counseling Program students/alumni demonstrate competency related to:	Site Supervisor (n=14)	Employers (n=5)
	Percent that Meet or Exceed Expectations	
Professional counseling orientation and professional practice	100%	100%
Social and cultural diversity	100%	100%
Human growth and development	100%	100%
Career development	93%	100%*
Effective counseling relationships	100%	100%
Research and program evaluation	93%	100%*
Group counseling and group work	93%	100%**
Assessment and testing	93%	100%*
Clinical mental health counseling	100%	100%

*1 unable to evaluate

**3 unable to evaluate

Programmatic Changes, Improvements, and Response based on AY24/25:

Based upon feedback from students, alumni, site supervisors, and employers, the following were noted as areas for growth for the program:

- Increase in understanding how to work with the legal system, including the 302 processes in Pennsylvania
 - For AY 25-26, additional content will be added to the Ethics and Professional Issues Course.
- Students, alumni, and site supervisors/employers noted the importance of exposure to additional counseling theories and treatment modalities. Students also noted the need for greater integration of theoretical orientation into their clinical practice

- Additional large group didactic forums will be added into practicum and internship supervision to allow for exposure to additional treatment modalities that do not currently have space in the curriculum.
- Mentoring meetings and supervision will focus theoretical orientation discussions
- Greater opportunity to interact with the community and other disciplines. Additionally, greater exposure to the broader helping community within the greater Pittsburgh area.
 - In addition, students are regularly invited to attend interprofessional education events hosted by our school's Center for Interprofessional Studies: <https://www.shrs.pitt.edu/directory/offices/#center-for-interprofessional-studies>
 - These events vary in terms of strength of the match with our students' training needs, and attendance by our students at these events has been modest. Thus, we are interested in further expanding these opportunities and will discuss options during AY25-26.
 - We also have concrete plans to re-ignite our history of hosting networking events with counseling and other mental health professionals in the Pittsburgh region, leveraging our School's new event space, beginning in Fall 2026. Our new physical location should further
- More time spent discussing medications
 - The counseling program brings in a psychiatric nurse practitioner to provide an overview of common psychiatric medications, which are discussed in supervision and Case Conceptualization. Faculty will evaluate if this is a gap in the curriculum.
- Regular check-ins with site supervisors, Pitt supervisor, and the student.
 - The CMHC recently hired a new faculty member who assumed responsibility for clinical coordination. The program is currently updating its clinical placement processes, policies, and procedures. The frequency of check-ins will be included in these updates.
- Greater communication of student performance on Key Performance Indicators
 - The program is currently developing a plan to provide students with better feedback if they did not meet expectations on a KPI. When this occurs faculty

will provide feedback and the student must participate in a remediation activity and complete an alternate KPI assignment.

- Site supervisors and employers also noted the following feedback:
 - Increase flexibility of Pitt's schedule (full time only requirement, no evening options)
 - Expanding on intake/psycho-social assessments
 - Increase networking skills

The program will hold curriculum planning meetings in AY 25-26 to continue monitoring the current curriculum, opportunities for additions, and strategies for ensuring compliance with the new CACREP 2024 standards.