

REHABILITATION COUNSELING PROGRAM

ANNUAL REPORT
2021-2022



School for Global Inclusion and Social Development
College of Education and Human Development

University of Massachusetts Boston
Rehabilitation Counseling Program Annual Report
2021–2022
August 2022

The faculty of the UMass Boston CACREP accredited Rehabilitation Counseling program is dedicated to engaging in ongoing program assessment and evaluation to continuously improve the learning experiences of our students. As part of this process, we are providing an annual report on our program evaluation activities to stakeholders and the public.

During the academic year 2021–2022, the Rehabilitation Counseling Program had three core faculty and five non-tenure track faculty, all of whom have a specialty in Rehabilitation Counseling. In addition, the program is supported by faculty from the Department of Counseling and School Psychology, as the Rehabilitation Counseling Program shares courses with Mental Health Counseling and School Counseling students. The program has two tracks: a clinical rehabilitation counseling track and a vocational with with rehabilitation counseling track. The clinical track prepares students to work with clients with mental health disabilities, and the vocational track prepares students to work in the state-federal public rehabilitation system.

The program continues to be accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP) through October 2024 as both a Rehabilitation Counseling program and a Clinical Rehabilitation and Mental Health Counseling program. In July 2022, the program intends to submit a re-accreditation self-study to be re-accredited as a Rehabilitation Counseling program and Clinical Rehabilitation Counseling program. A re-accreditation site visit has been scheduled for September 2023.

The program has two US Department of Education long term training grants from the Rehabilitation Services Administration through September 2024. A five-year, \$1,000,000 grant pays partial tuition for students in the vocational track, and a five-year, \$750,000 grant pays partial tuition for students in the vocational track. Both grants expire in September 2024.

Key Program Statistics from the Past Academic Year, 2021-2022

In Fall 2021, there were:

- 24 students in the Clinical Track
- 20 students in the Vocational Track
- 1 Certificate students
- 0 students on a leave of absence for personal reasons
- 0 students who withdrew from the program for personal reasons

- 13 students with a disability
- 15 students from minority racial or ethnic background
- Total of 33% of students from at least one minority background

The most recent pass-rate for the CRC exam was not provided to us by the CRCC, as the program did not reach the threshold (5 or more CRC exam evaluatees from the program) for the academic cycle of 2021–2022 and therefore, CRCC is not able to release the data.

The job placement rates for our eight graduates in the academic year 2021–2022: 100%

The number of students who received a RSA scholarship in Fall 2021:

- 17 students in the vocational track and
- 11 students in the clinical track.

The acceptance rate into the program for the past academic year: 65%

Fieldwork

There were 23 fieldwork placements this past year: 9 in state VR agencies, 3 with community health centers, 5 with community mental health programs, 5 with community rehabilitation programs, and 1 at a for-profit counseling organization.

Advisory Board

The program has a large Advisory Board comprising of employers, graduates, and students. The Advisory Board met on December 14, 2021, where the faculty reported on program outcomes.

Recruitment and Applicant Selection Activities

The following recruitment activities were undertaken:

- Bi-monthly Zoom/in person information sessions.
- Individual meetings with prospective students.
- Twice yearly email to the Community Rehabilitation Programs in Massachusetts.
- The program relies, in part, on the UMB website for recruitment.
- The Accelerated Masters Program has shown only modest student numbers. Although there is a large undergraduate student body, the program is finding it challenging to tap into this large pool of potential students.

[Program Evaluation Activities](#)

As part of the program’s commitment to ongoing continuous improvement and program evaluation, each Summer, a comprehensive analysis of data collected throughout the previous year is conducted to evaluate the program’s goals, student learning outcomes, and alignment with CACREP standards.

Sources of Program Evaluation Data

- Institutional data/student demographics
- Course grades

- Professional dispositions/remediation plans monthly faculty review meetings
- Quality of the case conceptualizations during the practicum and internships
- CRC exam pass rate
- Site supervisor Fieldwork evaluations
- Review of data from the Supervision Assist platform
- Capstone quality
- Graduating student exit survey
- Student self-evaluation at completion of field work

See the formal evaluation tabulated at the end of this document.

Key Program Strengths:

- The program audited all of the courses for compliance with the CACREP curriculum standards, including the two specialty areas, clinical rehabilitation counseling and rehabilitation counseling. The program meets all of the curriculum standards. Additionally, the program incorporates a range of evidence-based counseling interventions including motivational interviewing, psychiatric rehabilitation approaches, and supported employment.
- The program is proud of the diversity of the student body (33% of students are from minority background). The program believes that the student body represents the wide range of ethnicities, race, and disability statuses. This is consistent with and reflective of the university's commitment to diversity.
- The job placement rate of graduates (100%) indicates that graduates have the skills and knowledge to meet the demand of counselors in the labor market. Graduates can choose from a range of certifications and license opportunities.
- The use of interteaching as an evidence-based teaching technique in many of the courses has ensured student engagement with the learning materials and strong grades in the coursework.
- The high quality of the practicum/internship sites for students is reflective of the university systems/personnel that ensure optimal student professional growth including: ensuring experienced, licensed and qualified university instructors; qualified site-supervisors; students have sufficient client contact hours; site supervisors provide regular weekly supervision; fieldwork sites provide a sufficient range of opportunities to ensure that the student can fully develop as a professional counselor.

Evaluation reflection and efforts toward program improvement:

- Upon review of the Practicum/Internship data, it was evident that a significant portion of site supervisors had not completed the supervision training, as required by CACREP, the accreditation body. As incentive for site-supervisors to complete such training, the future policy will be that the university will pay for online training for site-supervisors from an external training entity.

- The student feedback for the course COU 601, Research and Evaluation in Psychology, has raised some concerns. In the coming academic year, faculty will work on evaluating and modifying the course with the following emphases:
 - Ensure the course continues to meet CACREP standards
 - Focus the content more for practitioners than researchers and the use of research rather than conducting research
 - Focus the content more on Rehabilitation Counseling
 - Strengthen the focus on program evaluation
- Although all of the students passed the capstone project, it was evident that capstones focusing on professional projects were of a lower quality. In response to this issue, during the next academic year, the guidelines for the capstone, and particularly the professional project description and expectations, will be revised and expanded in the Student Handbook.
- The use of the professional dispositions assessment tool has been useful to assist students who are struggling with the expected professional behaviors. In the past year, three students have not met all the professional dispositions criteria. The remediation plans included providing a mentor, revising the plan of study, and counseling toward taking a semester off to complete specific activities. The mentoring was particularly effective and will be used again should the situation arise. Of the three students, one has graduated, one is still in the program, and one withdrew from the program.
- A concern was raised that students did not fully understand the professional dispositions assessment, although it is clearly outlined in the student handbook. The plan is that the expectations regarding professional dispositions will be inserted into the course REHAB 611 Portfolio and additional information about dispositions will be provided in the student orientation.
- An examination of the field-placement sites indicates that 14 out of 23 students in 2021–2022 undertook internships at a state-federal rehabilitation program or a community rehabilitation program. However, only one student completed a field placement at the Massachusetts Rehabilitation Commission (MRC), a major employer of our graduates in the past. For AY 2022–2023, the program will work on strategies to strengthen the relationship with MRC.
- In March 2022, the CRCC issued new knowledge domains for the Rehabilitation Counseling profession. At the completion of the CACREP site visit, it will be vital that the program examines the current curriculum in light of these changing professional expectations.
- Following student feedback from 2020–2021, the program undertook a revision of the internship courses in the Fall and Spring semesters to ensure a greater emphasis on distance counseling (telehealth), counselor self-care, and crisis/suicide prevention.

Table 1: Overview of Program Objectives and outcomes

Program Objective	KPI	Outcome Data 2022
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a. Graduates of the program will: Demonstrate an ability to empower individuals with disabilities to select and implement life goals congruent with individual values, beliefs, and lifestyles. For many persons with disabilities, this includes support for access to meaningful education, employment, and independent living arrangements that match their interests and abilities.

KPI-4:
Students support individuals with disabilities to access meaningful education, employment and independent living arrangements that match their interests and abilities

Feedback from final internship evaluations for the following criteria, graded from 1-4:

Uses psychoeducation and empowerment strategies with clients (3.1 supervisor evaluation, 3.3 student self evaluation)

Establishes relationships in such a manner that a therapeutic working alliance can be formed (supervisor evaluation 3.5, 3.5 student self evaluation)

Responds to client's feelings in a therapeutic manner supervisor evaluation (supervisor evaluation 3.1, 3.3 student self evaluation)

4. Shows congruence and genuineness (supervisor evaluation 3.5, 3.5 student self evaluation)

Communicates empathy (supervisor evaluation 3.4, 3.5 student self evaluation)

Responds to clients with clinical intention (supervisor evaluation 3.1, 3.3 student self evaluation)

Is aware of information regarding community resources to make appropriate referrals (supervisor evaluation 3.1, 3.0 student self evaluation)

Advocates for clients and services that are equitable and responsive (supervisor evaluation 3.1, 3.3 student self evaluation)

87% of students in REHAB 612 Vocational Rehabilitation and Employment received a grade of A- or higher

91% of students in REHAB 613 Vocational Development and Career information received a grade of A- or above.

b. Be able to conceptualize and implement rehabilitation counseling services and interventions for people with disabilities from a holistic and developmental perspective.

KPI-3: Human Growth and Development:
Students demonstrate an ability to conceptualize and implement rehabilitation/mental health counseling services and interventions for people with disabilities from a holistic and developmental perspective.

Feed back from final internship evaluations for the following criteria, graded from 1-4:

Is able to conceptualize client symptoms and discuss the differential diagnosis with collaborating professionals (supervisor evaluation 3.1, 3.2 student self evaluation)

100% of students successfully completed all the case-conceptualization assignments in the internship course

100% students passed the capstone requirement which required a demonstration of the ability to implement an aspect of rehabilitation counselor

89% of students in REHAB 620 Human Growth and Development received a grade of A- or above

c. Develop a professional counseling identity and demonstrate the ability to function ethically and effectively within settings that offer vocational rehabilitation, counseling, advocacy, and/or related services to diverse populations.

KPI-1: Professional Counseling Orientation and Ethical Practice:
Students develop a professional counseling identity and demonstrate the ability to function ethically and effectively within setting that offer vocational rehabilitation, counseling, advocacy, and/or related services to diverse populations.

Feed back from final internship evaluations for the following criteria, graded from 1-4:

Demonstrates the ability to apply and adhere to ethical and legal standards (supervisor evaluation 3.5, 3.3 student self evaluation)

94% of students in REHAB 603 Foundations of Rehabilitation received a grade of A- or above

100% of students received a satisfactory grade for REHAB 611 Portfolio

d. Identify and implement a range of assessment, counseling, and case management strategies applicable in a pluralistic society with individuals and groups to promote change and growth.

KPI-5: Counseling and helping relationships:

Students identify and implement a range of counseling and case-management strategies applicable in a pluralistic society to promote change and growth.

KPI-7: Assessment and Testing:

Students identify and implement a range of assessment strategies applicably in a pluralistic society.

Feed back from final internship evaluations for the following criteria, graded from 1-4:

Applies knowledge of health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling (supervisor evaluation 2.9, 2.9 student self evaluation)

Applies current record-keeping standards (supervisor evaluation 3.1, 3. student self evaluation 2)

Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (supervisor evaluation 3.1, 3.1 student self evaluation)

Demonstrates appropriate use of diagnostic tools,(supervisor evaluation 2.9, 3.1 student self evaluation)

88% of students in COU 605 Principles of Vocational, Educational and Psychological Assessment received a grade of A- or above

90% of students in REHAB 610 Ethics and Case management received a grade of A- or above

87% of students in REHAB 615 Counseling Theories received a grade of A- or above

85% of students in REHAB 614 Motivational Interviewing received a grade of A- or above

89% of students in COU 653 Cultural Diversity in Counseling received a grade of A- or above

e. Demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual

KPI-2: Social and Cultural Diversity:

Students demonstrate respect for the

differences in
establishing and
working toward
counseling objectives.

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