Montana State University Billings
Master of Science in Clinical Rehabilitation and Mental Health Counseling
Program Outcomes Report
(2017-2018)

Program Mission: The mission of the Department of Rehabilitation and Human Services is to provide professional preparation of master's level students with the knowledge and skills to improve the quality of life for individuals with disabilities. This mission is achieved through various instructional, clinical and other programmatic activities.

Program Objectives: The Master of Science in Clinical Rehabilitation and Mental Health Counseling (MSCRMHC) program seeks to prepare counselors who:

- Understand and practice core rehabilitation and mental health counseling roles, stay current in the profession, and are life-long learners in counseling practice and scholarly activity.
- Recognize the importance of continued personal growth and exploration of self as well as personal biases and assumptions that interfere with professional competence;
- Are exposed to the broad spectrum of counseling theory and human development as applied to clients of diverse social and racial backgrounds;
- Facilitate client lifelong career development through assessment, educational planning, and cutting-edge technology;
- Understand and apply counseling and consultation processes necessary to assist individuals, groups, and families, utilizing the ethics codes and ethical behaviors applicable to their professional identities and credentials;
- An ability to understand and use group and family theories and methods to address systemic and ecological factors that affect the lives of those with whom they work;
- Choose counseling assessment instruments based on their appropriateness and efficacy, being especially aware of racial and ethno cultural implications, while understanding the process, benefits, and limits of diagnosis and treatment planning;
- Recognize the importance of seeking consultation and/or supervision from the professional community and of belonging to and participating in professional counseling organizations at the local, state, regional, and national levels; and
- Utilize effective, and when possible, empirically supported means of assisting clients in their growth and development, striving toward accountability through data collection and analysis,

Program Evaluation: In accordance with CACREP standards, the program is dedicated to the process of continuous and systematic program evaluation. The program evaluation is conducted annually at three levels:

I. Evaluation of program objectives;
II. Evaluation of educational objectives;
III. Evaluation of institutional support.

I. Evaluation of Program Objectives

Appropriateness of program mission and objectives review activities

Annual review of program mission and objectives.

Semester/Year Evaluated: AY 2017-2018

Evaluation Task/Activity and Course(s): A combination of internal and external reviews, based on:
  • Student course evaluations
  • CACREP standards
  • Faculty/site supervisor evaluations
  • Employer surveys
  • Faculty reviews

Results of Evaluation: Program mission and objectives were reviewed and found to be appropriate.

Knowledge/skills/abilities/areas/topics/situations to improve: No changes recommended.

Recommendations for change of program mission and objectives: No changes recommended.

Recommendations for change to evaluation process: No changes recommended.

II. Evaluation of Educational Objectives

Content and design of the curriculum

Review of program curriculum to assess fidelity to program objectives.

Semester/Year Evaluated: AY 2017-2018

Evaluation Task/Activity and Course(s): Program syllabi

Results of Evaluation: Syllabi were reviewed and found to include the following areas of information:
  • Course/unit objectives;
  • Content areas;
  • Texts or required readings;
  • Student evaluation criteria; and
  • Information on reasonable accommodation process.
Knowledge/skills/abilities/areas/topics/situations to improve: For purpose of continuous improvement and program development, the following areas have been identified as needing faculty attention:

- Develop rubrics and assessment procedures of student learning and performance outcomes (SLPO) for CACREP common core curriculum.

Recommendations for change to program or curriculum: No changes recommended.

Recommendations for change to evaluation process: No changes recommended.

Practicum and internship requirements and supervision

Provide opportunities for students to develop knowledge and skills necessary to provide counseling and related services to diverse populations.

Semester/Year Evaluated: AY 2017-2018

Evaluation Task/Activity and Course(s): Fieldwork experience in REHA 594 Counseling Practicum and REHA 596 Cooperative Education/Internship.

Results of Evaluation: Student and site supervisor ratings across the various areas assessed during the fieldwork placements reflect student knowledge and skill levels to be well above average to excellent with regard to providing counseling and related services to diverse populations. The evaluation summaries are also in the high range with respect to the supervisors’ ratings of students’ overall performance, potential as a rehabilitation/mental health counselor and readiness for employment.

Knowledge/skills/abilities/areas/topics/situations to improve: No changes recommended.

Recommendations for change to program or curriculum: No changes recommended.

Recommendations for change to evaluation process: No changes recommended.

Student learning review activities

Evaluate effectiveness of curriculum delivery through multiple sources relevant to students’ integration of counseling theory, research and practice into clinical setting.

Semester/Year Evaluated: AY 2017-2018

Evaluation Task/Activity and Course(s): Clinical experience in REHA 594 and 596 in addition to review of student transcripts and student/supervisor ratings as noted above.
Results of Evaluation: Results from the faculty generated clinical counseling performance evaluations reflect students consistently meet program level criteria with respect to integration of counseling skills and abilities, professional responsibility, competence, maturity and integrity into the clinical setting.

As part of the clinical experience, practicum and internship, students spend up to six hours a week in the program’s counseling clinic. The clinic offers no-cost services to people in the community. With participation in this teaching clinic, under the direction of certified (CRC) and licensed (LCPC) faculty, students are able to further enhance their clinical training and experience while providing direct client services. Upon transfer or termination of services, clients are asked to complete a satisfaction survey, rating clinic facilities and procedures, services, and program. They are also asked to rate overall satisfaction with the services they received. Findings from client surveys consistently rate the students well above average relevant to the services provided, goals achieved, and overall client satisfaction.

Knowledge/skills/abilities/areas/topics/situations to improve: No changes recommended.

Recommendations for change to program or curriculum: No changes recommended.

Recommendations for change to evaluation process: No changes recommended.

Graduate employment and professional credentialing

Evaluate student preparedness, employee competence and satisfaction.

Semester/Year Evaluated: AY 2017-2018

Evaluation Task/Activity and Course(s): Surveys are sent out on a rotational annual basis to three groups of stakeholders: program graduates, practicum/internship site supervisors, and employers. This year, surveys were sent to the site supervisors, respondents were asked to indicate on five point scales their levels of satisfaction (4 indicating “very satisfied” and 1 indicating “very dissatisfied”, N/A indicates does not apply) with the program areas being evaluated. The forms also included a section to provide impressions of the major strengths and weaknesses of the program.

Results of Evaluation: Site supervisor ratings revealed that as student interns the students brought adequate academic preparation to the internship setting. Overall, findings from the AY 2017-2018 Site Supervisor surveys (n=4) revealed the Program provides student interns with necessary preparation for fieldwork in the areas of a CACREP supported curriculum. Site Supervisor satisfaction ratings were 3.00 or above for all areas questioned. The most favorable (3.75 – 4.00) areas evaluated were for student preparedness in professional identity and ethics, individual counseling skills, sensitivity to multicultural/social justice issues, use of technology, and openness to supervision.

Site Supervisor feedback was highly positive. In general, the respondents view the program as providing students with a solid clinical/rehabilitation curriculum.
90 percent of the students who graduated from the program last year were employed within the first six months of graduation in a diversity of rehabilitation and mental health settings.

Knowledge/skills/abilities/areas/topics/situations to improve: No changes recommended.

Recommendations for change to program or curriculum: No changes recommended.

Recommendations for change to evaluation process: Attempt to increase the number of responses to surveys completed by program stakeholders (graduates, site supervisors, and employers) by using a multi-method or electronic method of survey delivery.

Efforts to recruit and retain students with an emphasis on diversity

The program periodically, throughout the year, reviews recruitment and retention activities based on data provided by the Office of Graduate Studies. Recruitment materials are made available to students in various accessible web-based and print formats. Prospective students are assessed with regard to their academic performance and potential, personal characteristics and career goals. The program has an open enrollment policy, admitting 31 students in the AY 2017-2018. Program retention rate for AY 2017-2018 was 80%. Although the program completed the final phase of RSA LTT scholarships available to students in 2011, students are eligible to receive other forms of financial assistance through the University. The program also works closely with Disability Support Services to assist students who qualify for the provision of reasonable accommodations so they may more fully participate in all aspects of their program.

III. Evaluation of Institutional Support

Resources to carry out program mission

The program continues to be well recognized and supported by members of the University administration. Given the current budgetary constraints and limitations the University is still able to provide adequate resources for the program to meet its instructional responsibilities. Faculty members are given individual offices that allow for sufficient privacy for confidentiality. The program utilizes a counseling clinic in the College of Education building for practicum and internship courses that is soundproof and equipped to videotape counseling sessions. The University works toward ensuring that the campus, its classrooms and facilities, websites, materials, media, etc. are in compliance with state and federal laws to be accessible and usable by individuals with disabilities. The technology needs of the program are met by the University IT services. While support staff is shared within the College of Allied Health Professions, the program has also been able to have a graduate assistant each semester. The program maintains a recommended ratio of FTE students to FTE faculty (12:1) and student headcount to advisor ratio (20:1). The program has three full-time, tenure-track faculty who teach the CACREP based curriculum. The program has been able to maintain the individual supervision equivalency (6:1) for students in fieldwork placements.
Faculty strengths and experience

Program faculty continue to show a record of excellence in teaching and service as evidenced in student evaluations and comments, peer reviews, mentoring and advising activities, committee involvement, workshop/conference presentations. Scholarship activities during the past year have included one article in review, two articles in preparation, development of two technical manuals, two test review articles, four journal articles, and one poster presentation at a national conference.

Consistent with the MSUB Collective Bargaining Agreement (CBA), students are asked to complete course evaluation forms at the end of each semester, rating the quality of the course and the instructor (5 indicating “excellent” and 1 indicating “unacceptable”) and any related concerns. The Department of Informational Technology performs the data analysis of the evaluations and then returns this information to the program department chair and the respective instructors for further follow-up and discussion. Student course evaluation results are also included as part of the annual rank and tenure documentation submitted by faculty.

Overall, student course evaluations (n = 201) for AY 2017-2018 were above average on each of the eight items assessed, including overall instructor rating (4.63). A rating of 4.79 was obtained for concern for students, 4.75 for instructor availability for assistance, 4.74 for instructor mastery of content matter, 4.72 for impartiality on grades and exams, 4.57 for stimulation of interest, 4.54 clarity of presentation and 4.46 organization of course. The overall effectiveness of the instructors was rated at 4.65.