

## **Montana State University Billings Master of Science in Clinical Rehabilitation and Mental Health Counseling Program Outcomes Report (2021-2022)**

This program assessment report summarizes all collected and analyzed data for the purposes of informing program improvement. Our program relies on the 2016 CACREP Standards to meet the requirements of CACREP. The program has incorporated the CACREP eight core areas (e.g., Professional Counseling Orientation and Professional Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Testing, and Research and Program Evaluation) into the curriculum into all syllabi.

The program mission was recently updated, the department worked to revise and develop language to reflect the scope of work done, then alumni and current students in the program were given the opportunity to provide feedback.

**Program Mission:** The mission of the Department of Rehabilitation and Human Services is to develop and instruct degree seeking students who are prepared to practice at a high technical and ethical level in their chosen professional fields. We strive to maintain high levels of teaching competence and promote active programs of research and service. In partnership with students, community agencies, and consumer and professional organizations, the Department endeavors to enhance the personal, social, and economic well-being of the community they serve, regardless of disability or other life circumstances.

**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 2021-2022

Evaluation Task/Activity and Course(s): A combination of internal and external reviews, based on:

- Student course evaluations
- CACREP standards
- Faculty/site supervisor evaluations
- Alumni surveys
- Faculty reviews
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Results of Evaluation: Program objectives were reviewed and found to be appropriate, the program mission was updated after surveying a combination of staff, alumni, and students to solicit their feedback. To address the evolving field of rehabilitation counseling we continue to work on developing a strategic plan to ensure that we are adapting our pedagogy to effectively meet student needs.

Knowledge/skills/abilities/areas/topics/situations to improve: The department will continue to work on a strategic plan to ensure continued efforts at inclusion and to address the evolving field of rehabilitation counseling.

Recommendations for change of program mission and objectives: To ensure continued efforts at inclusion and to address changes in counseling practice.

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 2021-2022

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: The 2017-2018 Program Outcome Report identified the need to develop rubrics and assessment procedures of student learning and performance outcomes (SLPO) for CACREP common core curriculum. This year we incorporated Tevera as a platform through which we would provide student assessment. As a team the faculty provided a behavioral and academic assessments of the program's students, to determine their development through the course of the program. This remains an ongoing process of evaluation for the program which continues to consider the most effective method to collect student assessment information to ensure standards are met. Tevera provides a platform for the faculty to engage in routine student evaluation based on their behavioral dispositions.

- A series of three clinical benchmarks has been designated to review times of clinical skill. Each student is required to successfully complete REHA 590 Pre-practicum, REHA 594 Practicum and REHA 596 Internship to graduate from the program.
- In the spring semester of each year students will be required to connect with their advisor and provide an overview of their progress through the program, lessons learned and opportunities for growth, utilizing the Tevera reviews to determine behavioral growth and fit. These are the courses requiring essential learning outcomes as required by CACREP (\*Denotes CACREP essential learning outcome required reporting):

REHA 501 Principles of Rehabilitation and Mental Health Counseling  
 REHA 502 Individual and Family Response to Disability  
 REHA 503 Psychiatric Rehabilitation  
 \*REHA 505 Theories of Counseling  
 \*REHA 507 Professional Orientation and Ethical Practice  
 \*REHA 508 Multicultural/Gender Issues in Counseling  
 REHA 515 Medical and Psychological Aspects of Disability  
 \*REHA 517 Research and Program Evaluation  
 \*REHA 519 Human Growth and Development  
 \*REHA 520 Group and Individual Evaluation  
 REHA 521 Advanced Group Counseling  
 \*REHA 523 Advanced Group Counseling  
 \*REHA 525 Career Development, Placement and Support  
 REHA 560 DSM-5 for Rehabilitation and Mental Health Counselors

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

Recommendations for change to evaluation process: Department will fully incorporate behavioral assessment tools provided by Tevera to determine student progress through the program.

### **Practicum and internship requirements and supervision**

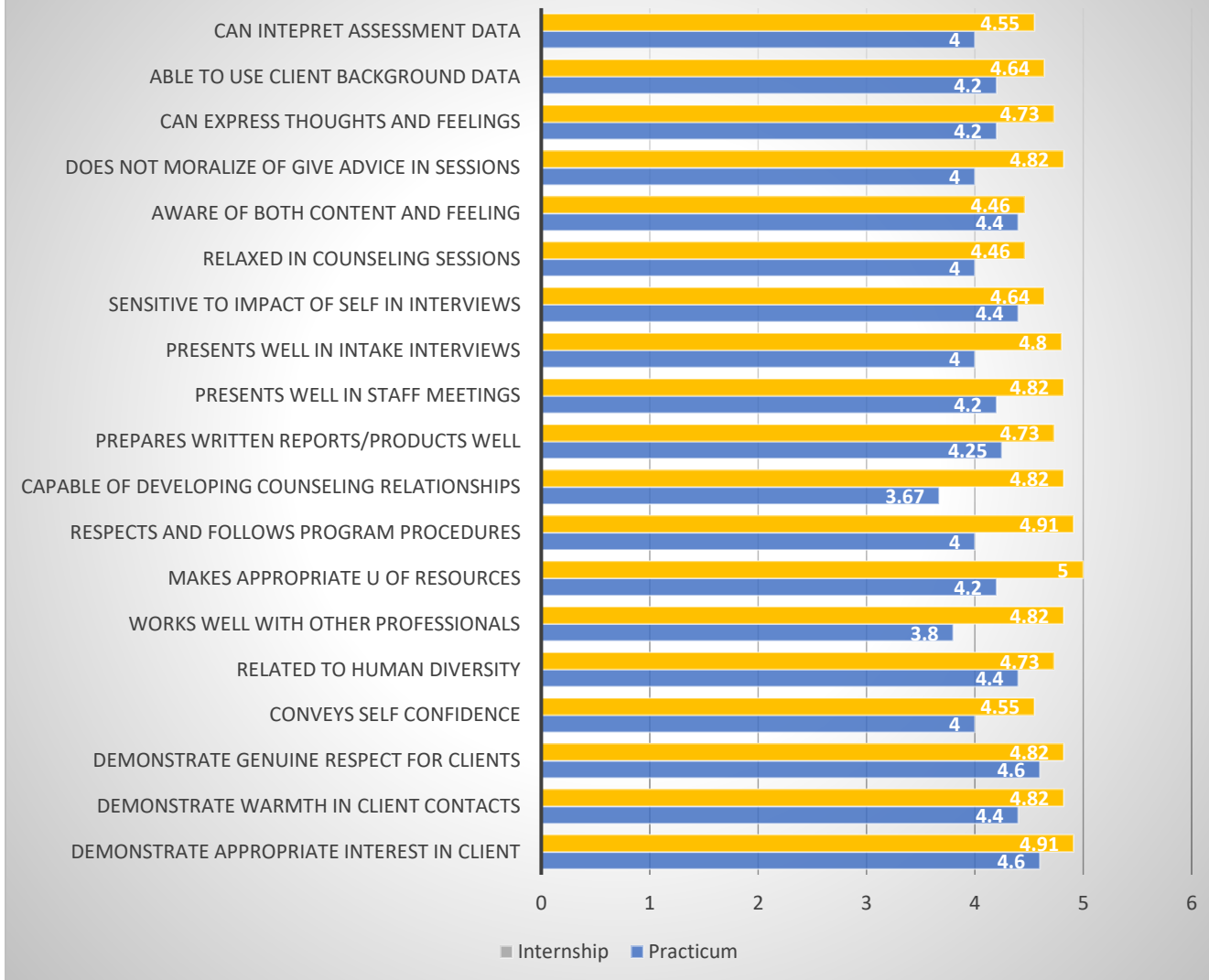
Provide opportunities for students to develop knowledge and skills necessary to provide counseling and related services to diverse populations.

Semester/Year Evaluated: AY 2021-2022

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

Surveys were sent to Practicum and Internship supervisors for them to evaluate the students they were supervising. Questions were ranked on a 5-point Likert Scale. There were some inconsistencies on the surveys used as the department began to integrate the Tevera system. The graph below illustrates supervisor feedback for the Fall 2021 semester utilizing the program assessment tools. For the internship 12 supervisors responded (n=12), and for the practicum five responded using the older format (n=5)

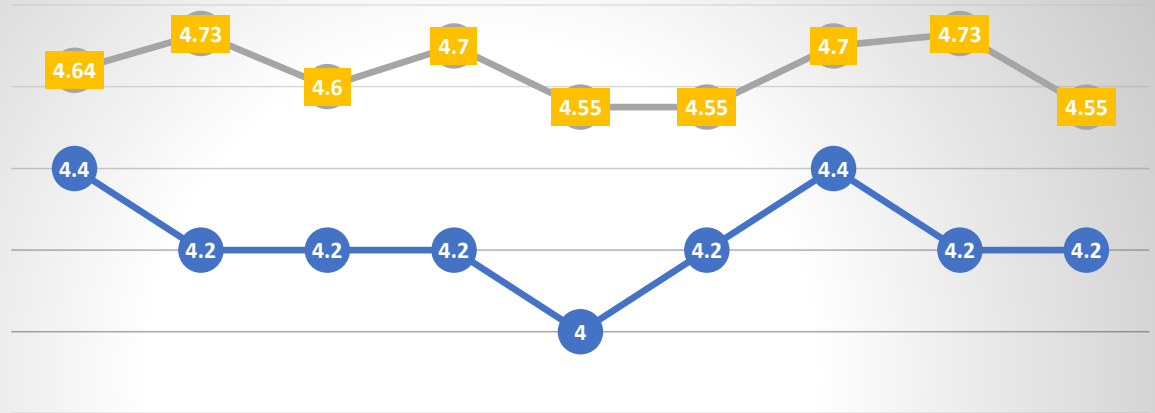
## Supervisor Evaluation-Clinical Skills Fall 2021



Worth highlighting is that students show a consistent progress from their practicum to internship experiences as they continue to develop their skills. Students were ranked highly in their client contact (4.82), and they demonstrated appropriate client interest (4.91). Feedback from supervisors was generally positive, but continued development of student's ability to work with other professionals (3.8) and a focus on how they develop counseling relationships (3.67) will be areas of curricular focus for the program in the future

The graph below shows student knowledge of relevant programmatic areas. Supervisors also evaluated student understanding, which provides the program with insight into the core curricular strengths of the program and areas that may need to be developed. Students understanding of the standards of ethical conduct was ranked highly (4.73-internship) and (4.4 practicum) respectively. Feedback from supervisors was generally positive, but continued development of students understanding of the psychological aspects of rehabilitation (4-practicum) and (4.55 internship) will be encouraged.

## Student Knowledge -Fall Practicum and Internship

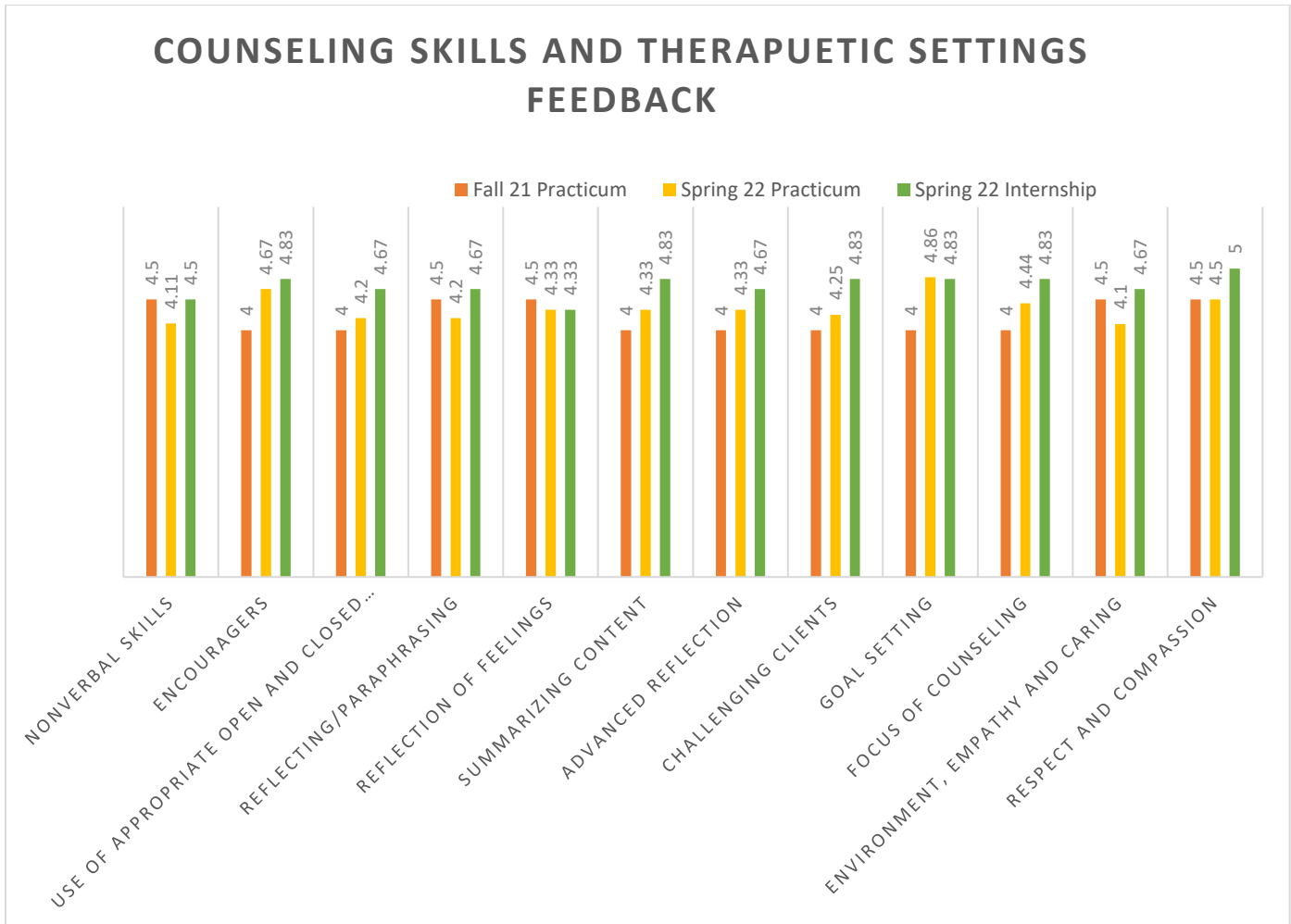


	Fundamental counseling principles and skills	Rehabilitation process and system	Medical aspects of rehabilitation	Funding programs and systems	Psychological aspects of rehabilitation	Knowledge of Community Resources	Strategies for Independent Living	Accepted standards of ethical conduct	Federal, state and local counseling laws
Practicum	4.4	4.2	4.2	4.2	4	4.2	4.4	4.2	4.2
Internship	4.64	4.73	4.6	4.7	4.55	4.55	4.7	4.73	4.55

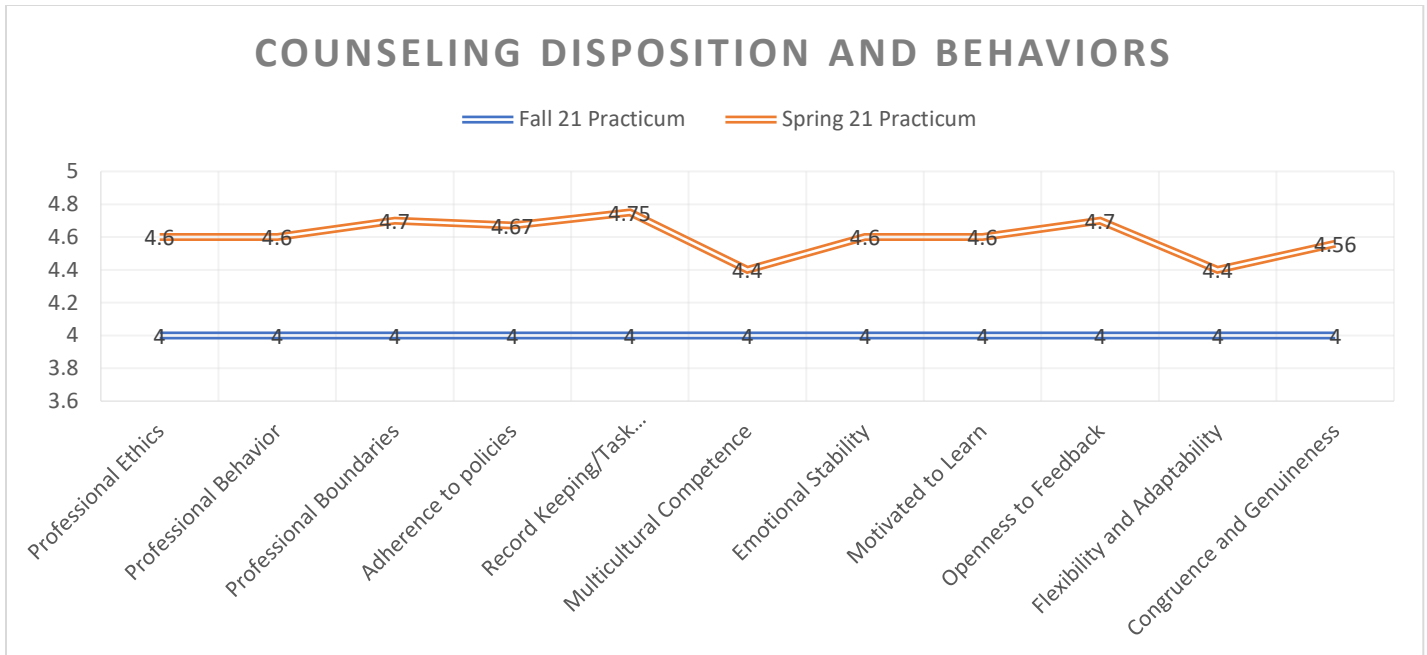
—●— Practicum —●— Internship

### Tevera

Using the newer Tevera assessment tool, in the Fall of 2021 five supervisors provided feedback (n=5) students were evaluated based on this new criterion, for reference this was compared to the feedback provided by supervisors in the Spring of 2022 (n=12) for practicum and internship (n=13). The evaluation of the areas of counseling skills and therapeutic settings feedback was consistently solid. Students were highlighted for their goal setting and encouragement of clients. An area to work on is the use of appropriate Open and Closed questioning. In the internship, scores stabilized or improved and, they were positive. Students were effective at challenging clients to recognize & evaluate inconsistencies (4.83), goal setting (4.83) and focusing (or refocusing) clients on their therapeutic goals (i.e., purposeful counseling as well creating an atmosphere of mutual respect and compassion). There was one student evaluation provided in the old format for their practicum, this student was evaluated as consistently good or excellent.



Next the questionnaire considered students counseling dispositions and behaviors. In the Fall of 2021, five supervisors provided feedback (n=5). Students were evaluated based on this new criterion, for reference this was compared to the feedback provided by supervisors in the Spring of 2022 (n=12). The graph below provides a consistent indication of student performance in the Fall. In the Spring, student ranked highly in record keeping and task completion (4.75) and demonstrated an openness to feedback (4.7). Scores were high, areas to consider were Multicultural Competence (4.4) and Flexibility and Adaptability (4.4).



### **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 2021-2022

**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.

**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 2021-2022

**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 program graduates, respondents were asked to indicate on four-point Likert scale 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

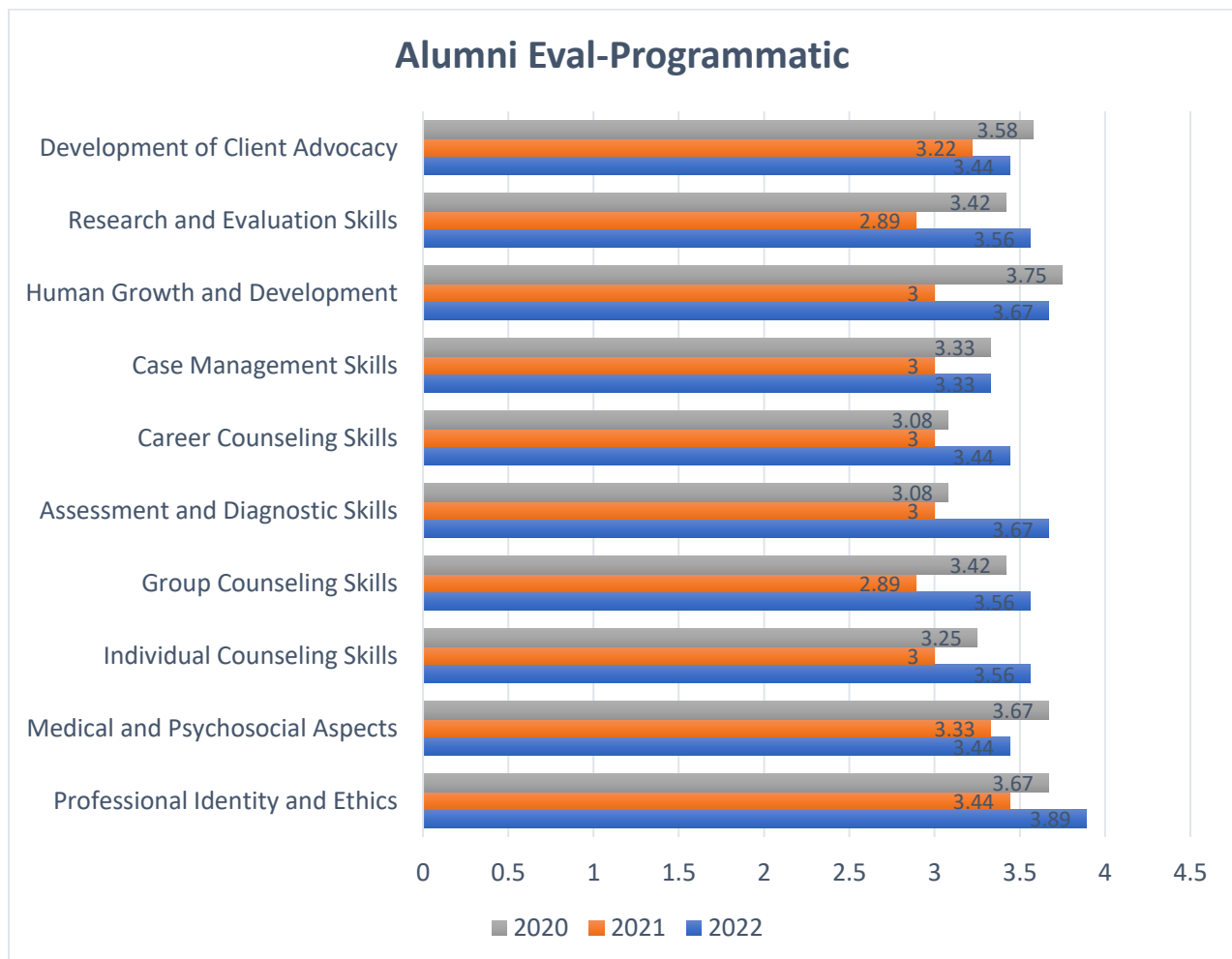


to provide impressions of the major strengths and weaknesses of the program. Surveys were also sent to practicum and internship site supervisors the details of which are outlined in the Practicum and Internship section of this report.

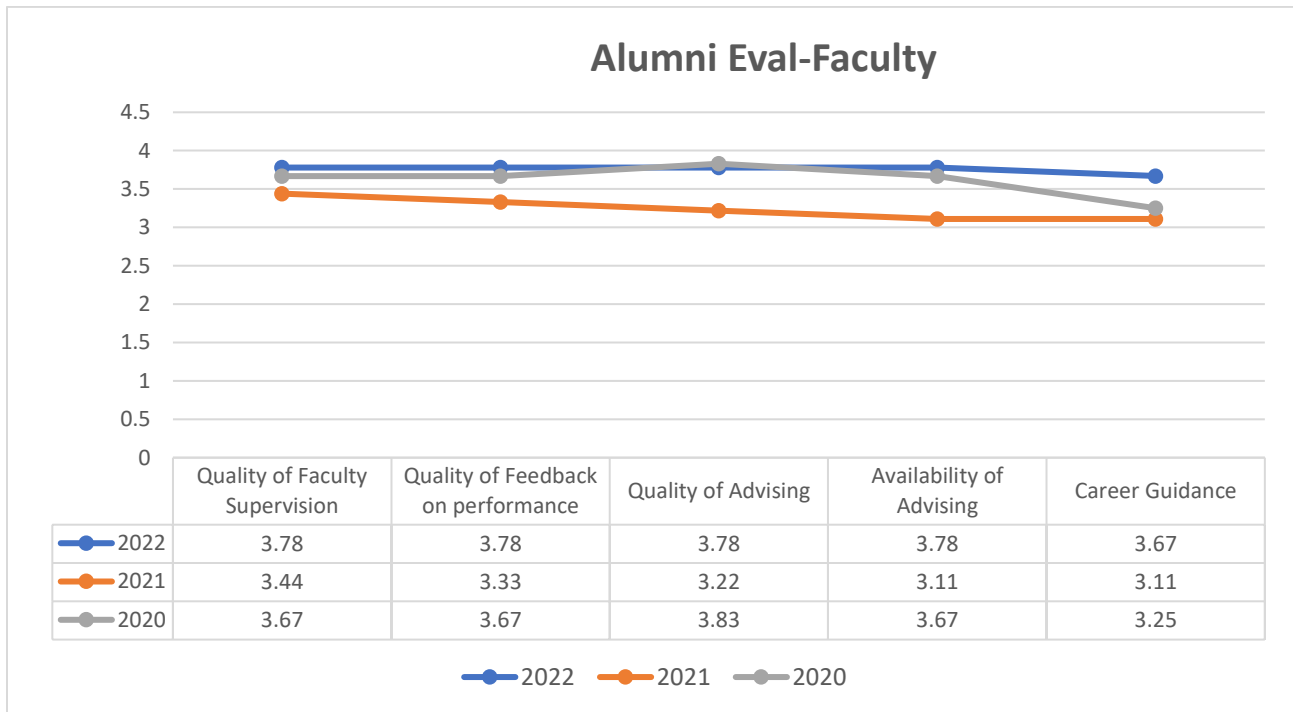
### **Recent graduate/Alumni Evaluations**

Surveys were sent out to twenty two alumni, there were nine respondents to the survey. Overall, the survey (n=9) ratings were consistently high (3.33-3.89). For students progressing through the program the clarity of requirements for completing the program was ranked at (3.67). Helpfulness of program materials (Student Handbook, Fieldwork Manual and Counseling Clinic Manual) was ranked highly at (3.78). The clarity of requirements for completing the program and the application process were ranked positively consistent at (3.67).

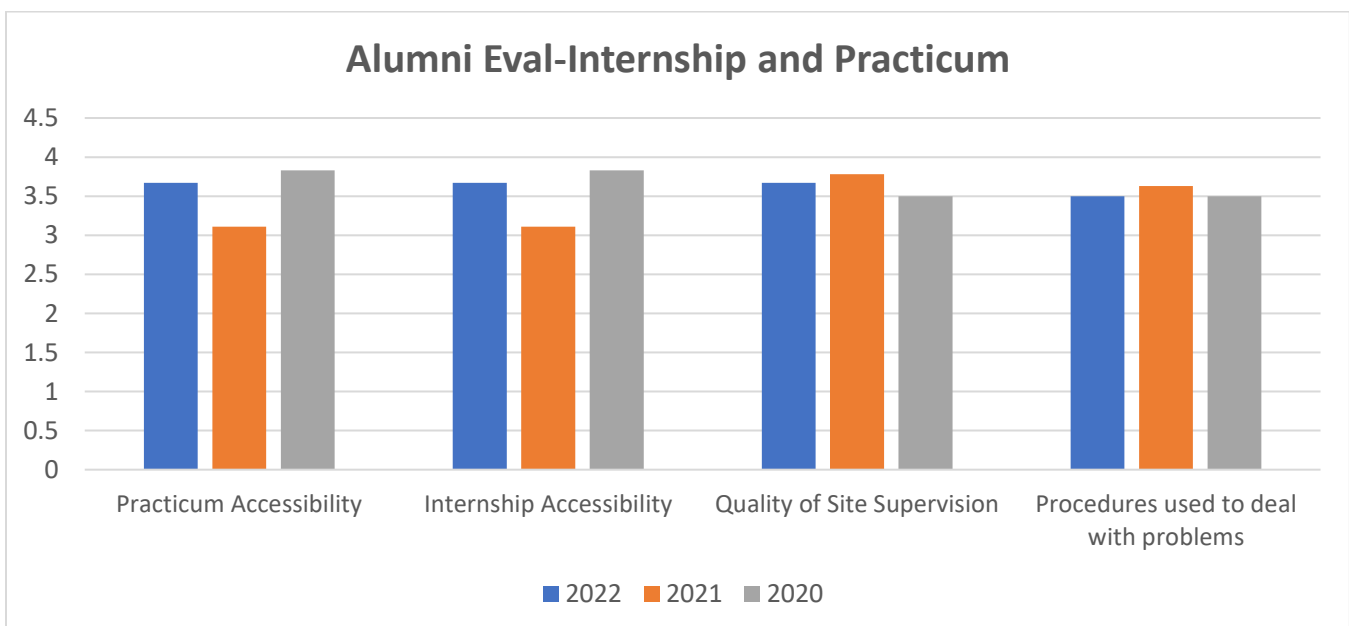
**Courses:** Overall students indicated an overall satisfaction with the quality of the courses, ranked at (3.78). And indicated appreciation for the scopen and content of the courses at (3.67). Below is a chart indicating feedback for core content areas of the classes and program for the past three years, which have consistently trended positively, faculty have worked to incorporate richer online content, through online lectures, synchronous and asynchronous instruction and a larger scope of interactive online content.



**Faculty:** Graduates also favorably indicated their experience with the faculty, and the advising they received throughout the program. As a program that is not run consecutively, with ongoing admission, we are engaged in rolling reviews of student academic plans and progress to ensure that they remain on track. The chart below shows the program data for the past three years, demonstrating the continued positive trends of faculty interaction with students.



**Internship and Practicum:** Overall student positively evaluated their practicum and internship experiences, although the program will continue to evaluate the procedures for resolving on site concerns. The graph below outline student experiences over the past three years.



## Faculty strengths and experience

Faculty have been engaged in outreach and presentations across the state of Montana, endeavoring to create opportunities for education, equity, and inclusion. The department worked in collaboration with the Montana Association for Rehabilitation to provide a one-day virtual conference, for the rehabilitation community in the state, faculty presented on a diversity of topics: Supporting clients with intersecting disability and LGBTQ identities; Know your Rights: Empowering Clients to understand the Accommodation Process; Utilizing a changing world of work approach to access employments benefits and opportunities; Counseling Refugees: Addressing anxiety, stress, and resilience in the light of Afghan culture and Talking the talk: Developing employer specific language to make client connections, which was attended by 130 people from a diversity of locations across the state.

Additional outreach occurred in the form of presentations Incorporating the principles of Albert Bandura to build student self-efficacy, discussing building instruction and pedagogy in an online format. Faculty presented results of a survey that they had designed and conducted among members and individual participants of an alliance of organizations and people opposed to racism in Billings called ‘Alliance of Defenders for Acceptance and Belonging’ to find out what issues of racism are considered most important to the community and initiate a community dialogue.

Nationally faculty have presented in a variety of capacities: Teaching Online and In-Person at the Same Time: Technology and Curricular Design, at the National Council on Rehabilitation Education (NCRE) Spring Conference, San Diego, CA). Teaching Online and In-Person at the Same Time: Technology and Curricular Design. National Council on Rehabilitation Education (NCRE) Fall Conference, Virtual (November, 2021). Employee Accommodation Process, Title I of the Americans with Disabilities Act, Webinar, The Choice Group, Virginia (January 2022).

Faculty within the department have been engaged in writing and managing grants, one is an ongoing Co-PI for a Pre-Tenure Scholarship Enhancement award evaluating the “Effects of peer-mediated intervention to increase Native American students’ sense of belonging on college campus and subsequent effects on retention rates”. They also wrote and received Montana INBRE grant award as a PI for Building Connections with the Fort Peck Tribe to Start a Culturally Informed Trauma Care Project for Parents. Main goal of this project is to develop and implement a Culture-Specific Trauma Intervention Action Plan for the Fort Peck community; measure its effectiveness and produce a tribe-specific counseling handbook for clients seeking counseling for the trauma of losing their child because of substance abuse or neglect. Also, faculty continue to support and coordinate the "Health Resources and Services Administration Behavioral Health Workforce Education and Training Program Grant" which provides funding for students during their practicums and internships, while working to support underserved areas.

Faculty have been working on developing articles for publication, Pedagogical Technologies for Remote Learning in Counselor Education: Hyflex Course Design. A faculty member just completed a book chapter for the “Handbook of Case Management and Life Care Planning” called *Research in Life Care Planning* Co-authored with Christine Reid of VCU.

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 Office of Institutional Research manages the course evaluations and then returns this information to the program director 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.

The office of Institutional Research provided the department with an aggregate summary of the data evaluating faculty performance. The scope of the evaluation had been expanded slightly as reflected below. The evaluations utilized Likert scales and worked on a continuum from strongly agree to strongly disagree. For the year of 2020 to 2021 (n=217) the scores were high, they remained consistently so for the academic year of 2021 to 2022 (n=226). Although programmatic consideration will be given to how instructors present information and the overall organization of the courses.

Items Assessed	AY 2020-2021	AY 2021-2022
Instructor is accessible	4.77	4.7
Treats students with respect	4.87	4.8
Grading Expectations are clear	4.76	4.6
At the conclusion of this course, I have a good understanding of the course material.	4.69	4.7
Instructors provide valuable feedback	4.70	4.6
Learning objectives of class are clear	4.73	4.7
Instructors present information clearly	4.66	4.4
The course expectations being clearly defined	4.66	4.5
Course activities help me learn	4.66	4.6
Overall Organization	4.66	4.4

Items Assessed	AY 2021-22
The materials assigned for this class are useful.	4.5

The data in this outcome report for 2021-2022 provides evidence that we continue to meet the high CACREP standards used to evaluate this program.