

Rutgers, The State University of New Jersey
School of Health Professions
M.S. in Rehabilitation Counseling
Clinical Mental Health Counseling Track
Annual Report: July 1, 2021-June 30, 2022

M.S. Program Overview: Over the course of the 2021-2022 academic year, there were 130 students enrolled in the program including non-matriculated students. Students enrolled in the program represent a very diverse group including significant numbers of students represented minority groups, and identifying themselves as individuals with disabilities. The majority of students in the program are female.

Dr. Tameika Minor, our clinical coordinator, was able to place all students interested in starting the practicum and internship sequence this academic year in clinical placements. Our clinical placement starts with the practicum in the fall semester followed by the internship in the spring semester. This resulted in all eligible students being successfully placed in the face of many agencies not fully open for client services or offering many services remotely.

All students complete a practicum and internship as part of their studies. A pool of qualified agency clinical supervisors is available for these clinical experiences. This includes supervisors who are program graduates. All new clinical supervisors must attend a clinical supervisor orientation before starting clinical supervision with students. This training is presented by practicum and internship faculty. Planning for clinical placements starts in the spring of each year. Students are required to complete the practicum and internship experiences in New Jersey or the surrounding region including downstate New York, eastern Pennsylvania, Delaware, and Maryland. The program has established Memoranda of Understanding (MOU) with over 100 agencies in this geographic area for clinical placements.

The required New Student orientation was held virtually in September, 2021. The program included a welcome from Dr. Gill and faculty, a presentation by the Chair of the New Jersey Professional Examiners Committee on licensure, review of the Student Handbook by Dr. Oursler, information about various Rutgers services, discussion about ethical obligations for counselors, an introduction to requirements and the placement process for the practicum and internship, and presentations about opportunities for students to work with faculty on research projects.

The required residency for online students was conducted virtually again this academic year in January, 2022. The program for the residency included a panel of graduates who talked about possible career paths, orientations to library and other Rutgers resources, and information about planning for the practicum and internship experiences. Student evaluations of the residency experience were very positive.

Admissions and Graduation: We received an increased number of applications for Fall 2022 as compared to the number of applications for Fall 2021. We worked closely with the Admissions Office to facilitate review of applications with admission offers to

applicants by mid-March and a deadline for the applicant’s decision by April 15. The April 15 date was selected to be consistent with applicant decision dates for similar programs at other universities. The program continued active recruitment efforts this past year. Recruitment efforts included SHP recruitment events such as virtual open houses and virtual conferences such as the New Jersey Psychiatric Rehabilitation Association (NJPRA) conference.

The M.S. program had a total of 37 graduates for this year. Students can complete the degree in two years of full-time attendance or in three years on a part-time basis. Attendance in the summer is required as certain courses are offered only in the summer semester. Students may take the degree in Piscataway on the Busch campus, in Blackwood at Camden County College or online.

Information on retention is below:

Student Retention: Students Beginning in Years 2005 Through 2017

Year	Number in Beginning Cohort	In Five Years	Percent	In Six Years	Percent	In Seven Years	Percent	In Eight Years	Percent
2005	36	23	63.8	23	63.8	23	63.8	24	66.7
2006	24	17	70.8	17	70.8	17	70.8	17	70.8
2007	22	14	63.6	14	63.6	14	63.6	14	63.6
2008	29	19	65.5	19	65.5	19	65.5	19	65.5
2009	29	19	65.5	20	68.9	20	68.9	20	68.9
2010	17	14	82.3	15	88.2	15	88.2	15	88.2
2011	27	22	81.4	22	81.4	22	81.4	22	81.4
2012	30	23	76.6	23	76.6	23	76.6	23	76.6
2013	30	21	70	21	70	21	70.0	21	70.0
2014	39	24	61.5	24	61.5	21	61.5	21	61.5
2015	34	24	70.5	24	70.5	24	70.5		
2016	36	28	77.8	28	77.8				
2017	26	17	65.4						

Accreditation: The program currently has an eight-year term of accreditation in Clinical Mental Health Counseling from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current term of accreditation is until March 31, 2025. Our CACREP accredited area of specialization is Clinical Mental Health Counseling. Within this specialization, we include a focus on Rehabilitation Counseling. This continuation has permitted students to be able to take the examination for the Certified Rehabilitation Counselor (CRC) in their last semester and without the need for post-graduation work experience. Since we are the only program in New Jersey offering preparation related to rehabilitation counseling, it is important to continue this preparation in the specialization of Clinical Mental Health Counseling with content related to individuals with disabilities to have qualified professionals to meet the needs

of New Jerseyans with disabilities. We will apply to continue accreditation as we near the end of our current CACREP term.

At present, the program has eight core faculty. Core faculty are listed below:

Janice Oursler, Ph.D., Program Director

Aubrey Daniels, Ph.D.

SunHee Eissenstat, Ph.D.

Samantha Herrick, Ph.D.

Aliza Lambert, Ph.D.

Weili Lu, Ph.D.

Tameika Minor, Ph.D.

Anthony Zazzarino, Ph.D. Assistant Director

Dr. Daniels and Dr. Lambert joined the faculty in Fall 2022, following a national search. Additionally, there are affiliate faculty who teach selected courses in the program. All affiliate faculty are full-time Rutgers faculty.

Grant Activities: Dr. Tameika Minor and Dr. Annette Backs completed the third year of a three-year grant under the Health Resources and Services Administration (HRSA) Opioid Workforce Expansion Program. The grant is a collaborative project with the Rutgers School of Nursing and the Rutgers School of Social Work for students to work in interprofessional teams in integrated care settings with a focus on opioid treatment. Students work as part of an interdisciplinary team. As part of this project, a series of online modules was developed for students to learn about integrated care.

The program is participating in the first year of a new three-year HRSA grant. This grant focuses on interprofessional services for transition age youth and is in cooperation with the School of Social Work and the School of Nursing.

The program completed the second year and the third year of Rehabilitation Services Administration (RSA) Long Term Training grants in with Dr. Janice Oursler as the PI. Most grant funds are used for tuition scholarships for students in the M.S. in Rehabilitation Counseling, Clinical Mental Health Counseling Track.

Dr. Anthony Zazzarino completed the second year of a two-year grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) grant to expand substance use disorder (SUD) content and skill development in the program curriculum. One of the products of this grant was a new elective, Substance Counseling and Consultation (PSRT6053). This course is designed to give students advanced knowledge of counseling for individuals with substance use disorders (SUD) and has as a prerequisite completion of the required Addictions and Mental Illness course (PSRT5252). Also, as part of the grant, Dr. Zazzarino is working with national credentialing organizations to increase awareness of SUD content. Participating credentialing organizations include the National Board of Certified Counselors (NBCC) and the Commission on Rehabilitation Counselor Certification (CRCC).

Research and Scholarly Activities: Core faculty continued their productivity in research and publications over the past year. Students have opportunities to participate in research and other faculty-led projects. As a result of these efforts, students participated in the SHP Research & Scholarship Symposium as well as other conference poster presentations, and several publications had students as co-authors. Examples of faculty publications are listed below.

1. Lu, W., Daleiden, E., Higa-McMillan, C., Liu, S., Leong, A., Almeida, A., & Kelleher, K. (2021). Revised Child Anxiety and Depression Scale: A psychometric examination in Chinese youth. *Journal of Psychopathology and Behavioral Assessment*, 43, 707–716. <https://doi.org/10.1007/s10862-021-09879-y>
2. Lu, W., Oursler, J., Gao, N., Herrick, S. J., Beninato, J., Hill, K., & Durante, A. (2021) Work-related interview skills training for persons served by vocational rehabilitation agencies in four states. *Rehabilitation Research, Policy and Education*, 46(2), 146-160. DOI:10.1080/01933922.2021.1900959 (Lu and Oursler were joint first authors)
3. Lu, W., Yanos, P. T., Waynor, W. R., Gao, C. E., Bazan, C., Giacobbe, G., ... & Prigerson, H. G. (2021). Trauma exposure and prolonged grief disorder among persons receiving community mental health services: Rates and correlates. *Frontiers in Psychiatry*, 12, 760837-760837.
4. Eissenstat, S. J., Lee, Y. S., & Hong, S. J. (2021). An examination of barriers and facilitators of job satisfaction and job tenure among persons with disability in South Korea. *Rehabilitation Counseling Bulletin*. Online. Doi:10.1177/00343552211006767
5. Alessi, E., Caldwell, B., Zazzarino, A., Greenfield, B., & Findley, P. (2021). 'You just really have to assert yourself:' Social work, nursing, and rehabilitation counseling student experiences of interprofessional practice before and after the start of COVID-19. *BMC Health Services Research*, 22(1), art 88. <https://doi.org/10.1186/s12913-022-07465-w>
6. Zazzarino, A., Bates, F., Vlavianos, J., & Levitt, A. (2021). Staffs' perceptions of sensory-based interventions at an inpatient hospital: A case study. *Journal of Human Services: Training, Research, and Practice*, 7(2), Art 2. <https://scholarworks.sfasu.edu/jhstrp/vol7/iss2/2>

Students participated in nine poster presentations at the SHP Research and Scholarship Symposium in Mya, 2022. There were five poster presentations that included students at the 2022 National Association of Rehabilitation Research and Training Centers (NARRTC) conference in Washington, D.C. in April, 2022. The virtual International Society for Traumatic Stress Studies (ISTSS) 37th Annual Meeting featured seven poster presentations including presentation with students.

Examples of conference and workshop presentations are listed below.

1. Lu, W., Bazan, C. (2022, April). Employment-related soft skills training for persons with disabilities during Covid-19: Lessons learned for group interventions beyond Covid-19. [Workshop presentation]. 2022 New Jersey Counseling Association

Conference, virtual.

2. Wu, E., Lu, W., Wang, K. (2022, April). Qualitative exploration of the impact of trauma on education among post-secondary students. [Workshop presentation]. 2022 New Jersey Counseling Association Conference, virtual.
3. Lu, W., Gao, N., Wang, K. (2021, September). Cross cultural social skill training in China. [Workshop presentation]. Shanghai Mental Health Institute, Shanghai, China, Social Skill Training Course, virtual.
4. Gingerich, S., Mueser, K. T., Lu, W., & Gao, N. (2021, August to September). Social skill training for severe mental illness. [Training series]. Shanghai Mental Health Institute, Shanghai, China, Social Skill Training Course, virtual.

Review of M.S. Program Objectives: Consistent with the program mission, nine objectives have been established which guide program development. These objectives along with a summary of progress during the past year are listed below:

1. Preparing at the master's degree level highly qualified counselors prepared to work in a variety of community settings including working with persons from diverse populations including persons with disabilities.
 - Student clinical education takes place at a variety of sites including community-based agencies, state and federal government agencies, and other facilities throughout New Jersey and the surrounding area. The number of clinical affiliations was expanded again this year and now totals more than 100 clinical affiliations specific to master's level counseling in community settings. Many agencies have multiple sites available for practicum and internship placements. As a result of the large number of affiliations, all students entering the practicum/internship sequence in 2021-2022 were successfully placed.
 - Six students received education and experience in working in integrated substance use disorders (SUD) services as part of Rutgers' interdisciplinary HRSA Opioid Workforce Expansion Program (OWEP) grant in cooperation with the School of Nursing and the School of Social Work. This grant is directed toward preparing students to work in integrated service settings focusing on providing services for individuals with opioid use disorder and other SUD.
 - Students have opportunities to participate in research and other faculty-led projects. Students participated with faculty in conference workshop and poster presentations and were co-authors of several publications. Additionally, Dr. Weili Lu and other core faculty members mentored several students in developing research skills.
 - Two new core faculty were hired following a national search. Both will start for the Fall 2022 semester.
 - The program maintains accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the area of Clinical Mental Health Counseling. The Department regularly conducts self-study activities to evaluate the quality of the program and to implement improvements

as needed. Program evaluation reports are reviewed by the program's Advisory Committee.

2. Increasing the supply of qualified professionals with special expertise in counseling persons with disabilities to provide community-based counseling services for New Jersey and the surrounding region. As the only university in New Jersey offering graduate counseling education in this area, this degree addresses the long-standing shortage of master's level counseling practitioners with this expertise to serve communities in New Jersey. This includes increasing the supply of qualified practitioners throughout the state by offering the degree regionally at two campuses as well as online.
 - Students continue to be able to complete the degree at either the Piscataway and/or Blackwood campuses as well as online, or a combination of online and on-campus courses. There were total of 38 graduates in the 2021-2022 academic year, which was our largest number of graduates and reflected growth in the program in recent years.
 - Applications increased again in 2021-2022 for the Fall 2022 class. This reflects ongoing recruitment activities to enroll a diverse student body. The significant growth in program enrollment assists in meeting the demand for qualified professionals with special expertise in providing counseling services to individuals with disabilities in New Jersey and the surrounding area.
3. Evaluating and improving curriculum and other program elements to assure that standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in the area of Clinical Mental Health Counseling continue to be met.
 - The Annual Vital Statistics Report on program statistics was submitted to CACREP in the fall as part of maintaining program accreditation.
 - The program has received a current term of accreditation until March 31, 2025. The degree has a specialization in Clinical Mental Health Counseling.
 - Student Learning Outcomes were collected and assessed, and a report was submitted to the Department Chair and the SHP Dean. The outcomes were based on key performance indicators related to CACREP accreditation standards. No areas were below the expected outcome standard for that area, and no remediation was recommended.
 - A new elective course on Integrated Behavioral Health Care was prepared this year to be offered online in Fall 2022. This is an important addition to available electives to offer students additional preparation in this area.
4. Increasing awareness of the M.S. in Rehabilitation Counseling, Clinical Mental Health Counseling Track in the counseling community as well as in the larger New Jersey community and surrounding regions to recruit and enroll adequate numbers of students.
 - The program continued extensive recruitment activities during 2021-2022. Due to the pandemic, recruitment efforts were largely virtual. This included recruitment efforts at virtual conferences, SHP events, and in undergraduate classes. The program's Student Handbook, which gives detailed information about the

program, is sent to all prospective students requesting information and is also sent to all current students each year. The Student Handbook is updated annually. As a result of these efforts, the number of applications to the program increased substantially.

- The program has an active advisory committee. The Committee continues to have student representation as well as representation from individuals with disabilities, employers, and a variety of community agencies.
5. Developing certificate programs and/or courses to meet the needs of counseling professionals who wish to upgrade their qualifications and credentials in various areas of specialization.
 - The program offers continuing education in clinical supervision each fall for all new clinical supervisors. Clinical supervisors are also invited to attend other Department trainings including trainings offered by the Department's Mental and Technology Transfer Center (MHTTC), a Substance Abuse and Mental Health Services Administration (SAMHSA) funded project. There is no cost for these trainings.
 - The Department offers the Post Bachelor's Certificate in Counseling, which provides an introduction to the field of counseling, and the Post Master's Certificate in Counseling. The Post Master's Certificate is taken mainly by students wishing to complete course work for licensure or other credentials. All courses needed for certificates are available online. Most are also available on-campus.
 6. Providing a career ladder for individuals who have obtained a bachelor's degree related to human services and are interested in completing professional preparation as a counselor.
 - The program continues to work cooperative with the Department's undergraduate programs to make students aware of graduate study in counseling and the variety of career opportunities available with the master's degree. This includes presentations about the program in undergraduate classes and at SHP educational and recruitment events.
 - Department certificates expand career ladder opportunities for individuals interested in increasing their knowledge and skills related to counseling.
 7. Seeking funding including grants to assist students with tuition.
 - Under the terms of the HRSA grants in which we participate, students in our program who are part of the interdisciplinary teams for this grant receive stipends.
 - The program currently has two Rehabilitation Services Administration (RSA) Long Term Training in Rehabilitation Counseling grants. These grants are used primarily for tuition support. All students receiving RSA tuition support sign payback agreements to work in the field of rehabilitation counseling for two years after graduation for each year of tuition support received. Required reports were completed.

8. Expanding affiliations to provide students with a variety of counseling practice opportunities in the community.
 - The program has available a pool of qualified agency clinical supervisors including clinical supervisors who are program graduates. All new clinical supervisors complete a clinical supervisor orientation training before beginning clinical supervision with students.
 - The number of clinical affiliations increased during the past year with the program having over 100 clinical affiliates. This includes community mental health programs, other community agencies providing services to individuals with disabilities, and government agencies.
 - Implemented a new HRSA grant for integrated care for transition age youth. Continued HRSA grant for integrated care for opioid addiction. New clinical affiliations have been established relevant to each of these grants. The HRSA grants have provided students with additional practice opportunities to be part of interdisciplinary teams provided integrated behavioral health care services. Teams are composed of students from our program along with students from the School of Social Work and the School of Nursing.

9. Developing faculty practice with an emphasis on community service.
 - Efforts continued to develop faculty practice and to develop community service projects. Faculty participated in several community service projects this past year including serving on Boards of community agencies. Faculty have also been active in professional associations. Dr. Zazzarino was selected as President of the New Jersey Counseling Association and started his term in July, 2022.

Program Evaluation Summary: We conduct program evaluation activities on a regular basis. Summaries of these are below.

Student Learning Outcomes: This report examines aggregate student performance on key performance indicators related to CACREP accreditation standards and to School of Health Professions learning outcomes. The most recent Student Learning Outcomes Report of April, 2022, indicated all key performance indicators were met or exceeded.

Clinical Supervisor Survey: Clinical supervisors are sent a survey following the end of the internship. This survey is completed anonymously online. Clinical supervisors who responded to the most recent survey indicated satisfaction with the preparation of our students and with other areas such as program communication with the clinical supervisor. All respondents indicated that if there were an opportunity they would hire the student they supervised.

Student Exit Survey: Internship students complete this survey at the end of the internship course. It assesses overall learning in the program. This survey is completed anonymously online. In summary, 98% of responding students responded “Yes.” to the question of “The program adequately prepared me for an entry level position in counseling,”

Graduate Student Survey: This bi-annual survey looks at student experiences and satisfaction with their experience overall in the program and at Rutgers. Current students complete this survey anonymously online. This survey was not conducted in 2021-2022 as it was conducted in 2019-2020. Overall, students expressed satisfaction with Rutgers services and the program. When the survey was last completed, some students expressed concerns about the change to all courses being offered remotely due to the pandemic. We returned to campus In Fall, 2021 for on-campus courses.

Alumni Survey: Program graduates who graduated three years ago are contacted by email and requested to complete this survey. This survey is completed anonymously online. Survey results indicated all alumni who responded were working in the field. All responders in the most recent survey would recommend the program to a prospective student.

Employer Survey: As part of the alumni survey, program graduates are requested to forward the employer survey to their supervisor. Although the response to this survey was very limited, responses indicated graduates were well prepared. All who responded said they would hire another program graduate if they had the opportunity, and all said that they would recommend the program to a prospective student.

Review of Results and Curriculum Changes: Results of all program evaluations are reviewed by program faculty as part of the Graduate Curriculum Committee and by the program's Advisory Committee. Curriculum initiatives in the past year included the following:

- We developed a new elective in Integrated Behavioral Health Care, which will be offered for the first time as an online elective in Fall, 2022.
- We implemented and began to evaluate a self-care unit for students based on a curriculum developed as part of the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). This unit is in PSRT6011, Practicum in Counseling.
- The curriculum for PSRT5102, Counseling Techniques I, was adjusted to make it more consistent with skill requirements in PSRT6011, Practicum in Counseling.
- The curriculum for PSRT5403, Career Counseling and Consultation, was reviewed and revised.
- The readings for PSRT5103, Human Growth and Development were reviewed and updated.

Program Outcomes: Information on Program Outcomes is posted on the M.S. program's web page under Program Outcomes as required by CACREP accreditation standards. The information is updated annually.

Report submitted by:
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M.S. in Rehabilitation Counseling, Clinical Mental Health Counseling Track
September, 2022