

**Rutgers, The State University of New Jersey
 School of Health Professions
 PhD Psychiatric Rehabilitation Counseling
 Counselor Education Track
 Traditional Research Track
 Annual Report: July 1, 2022-June 30, 2023**

PhD Program Overview

The PhD in Psychiatric Rehabilitation Counseling offers two separate tracks: a counselor education & supervision (CES) track and a traditional research track. The CES track is in the process of seeking accreditation and supports the development of counselor educators with an emphasis on psychiatric rehabilitation. The traditional research track is the only doctoral program in the country that prepares students to be leaders in the field of psychiatric rehabilitation, supporting individuals with a serious mental health condition. Graduates from both tracks excel in the field as educators, advocates, researchers, supervisors, and clinicians.

The doctoral program has a total of 31 students (13 students in the CES track and 18 students in the traditional research track). Each semester, the doctoral program offers approximately 4-6 courses, along with dissertation research support. Students in the CES track can work toward licensure as a professional counselor and obtain their approved clinical supervisor certification. In both programs, students are publishing in peer reviewed journals, presenting at state and national conferences, and seeking leadership roles within professional organizations.

Admissions and Graduation (CES only)

Year	Number in Beginning of Year	New Admissions	Graduates	Number at End of Year	Reason for Number Discrepancy
2020 - 2021	9	5	0	13	
2021 - 2022	13	3	0	14	2 students withdrew from the program
2022 - 2023	14	1	0	14	1 student academically dismissed
2023 - 2024	13	0		13	1 student academically dismissed

New Student Orientation (CES only)

The required New Student orientation was held virtually on Wednesday, 8/30/23. The program included a welcome from Dr. Zazzarino, Assistant Program Director, and Dr. Eissenstat, Assistant Professor. The two faculty reviewed the student handbook, advising, Rutgers resources (e.g., library and writing resources), APA format and plagiarism, the candidacy exam, and the dissertation process. Drs. Zazzarino and Eissenstat did not review the practicum and internship requirements since all students admitted were part of the traditional research track and the practicum and internship is not a required part of this track.

Accreditation (CES only)

The program is currently seeking accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the CES track. We will be submitting our application for accreditation in conjunction with our MS in Rehabilitation Counseling, Clinical Mental Health Counseling Track, at the end of 2023. Once accredited, we will be the third CES program in the state and the only program that focuses on individuals with a serious mental health condition.

In 2022-2023, the program had four core faculty members. Core faculty are listed below:

Anthony Zazzarino, Ph.D. Assistant Director
SunHee Eissenstat, Ph.D.
Samantha Herrick, Ph.D.
Weili Lu, Ph.D.

At the end of the academic year, one core faculty left Rutgers for a position at another university. We have initiated a national search for an additional core faculty.

Research and Scholarly Activities (CES only)

Core faculty are productive in research publications and conference presentations. Additionally, faculty encourage, and mentor students related to research. Students have opportunities to participate in research and other faculty-led projects. As a result of these efforts, students have published at least 23 peer-reviewed manuscripts and presented at least 34 presentations at local, state, and national conferences. Some examples of faculty manuscripts and presentations are below:

- Zechner, M., Anderson, A.Z., Murphy, A.A., Zazzarino, A., Karyczak, S. (2022). Physical therapy students' perceptions for working with persons with mental illness in the USA. *Journal of Education and Health Promotion*, 11(367).
- Dolce, J.N., Gao, N., Bates, F.B., Banko, A.L., Stone, B.L., & Akhtar, I. (2022). A Rapid response to training needs for rehabilitation practitioners: An exploratory study, *The Rehabilitation Professional*, 30(1), 37-48.
- Lu, W., Oursler, J., Herrick, S. J., Gao, N., Beninato, J., Bazan, C., Hill, K., & Minor, T. (2022). Feasibility of work-related interviewing and conversational skills trainings for individuals with psychiatric disabilities. *Rehabilitation Counseling Bulletin*.

Some examples of student manuscripts and presentations are below:

- Bauer, A., Jenkins, T., Bazan, C., Howard, L., Swarbrick, M., & Ji, M. (2022). Building Bridges: Resources to Center Cultural Humility. Piscataway, New Jersey: Center of Alcohol & Substance Use Studies, Graduate School of Applied and Professional Psychology, Rutgers University
- Lu, W., Yanos, P. T., Waynor, W. R., Gao, C. E., Bazan, C., Giacobbe, G., Gill, K., Bullock, D., & Prigerson, H. G. (2022). Trauma exposure and prolonged grief disorder

among persons receiving community mental health services: Rates and correlates. *Frontiers in Psychiatry*, 12, 760837. <https://doi.org/10.3389/fpsy.2021.760837>

- Lu, W., Oursler, J., Gao, N., Herrick, S., Mariani, J., Diviney, J., Socha, C. & Beninato, J. (2023). Focus groups on employment related soft skills for transition age youth with disabilities. *Journal of Vocational Rehabilitation*.

Review of PhD Program Objectives (CES only)

Consistent with the program mission, eight objectives have been established which guide program development. These objectives along with a summary of progress during the past year are listed below:

1. Fulfill leadership roles in the disciplines of counseling and psychiatric rehabilitation, advocating for the disciplines and the individuals served by the disciplines.
 - Students in the CES track complete a 600-hour internship where students can focus on three of the following five domains: clinical, research, clinical supervision, teaching, and leadership & advocacy.
 - Students have been active in leadership roles for NARACES and the New Jersey Counseling Association (NJCA)
 - 1 student was the NARACES graduate student representative; 1 student was the NARACES graduate student emerging leader; 1 student is the NARACES graduate student representative elect; 1 student is the NJCA social media chair; 1 student is the NJCA president elect; 1 student is the NJCA president elect-elect, and 1 student was the reviewer of the NARACES Gazette.
2. Plan, conduct, and defend original research that creates or tests new concepts, hypotheses, models, and/or theories that contribute to the advancement of psychiatric rehabilitation and counseling disciplines.
 - Throughout the program, students take 21 credits in statistical and research methods. In the 2022-2023 year, a new course was developed with a focus on Mixed Methods research.
 - The program provides extensive support for students to plan, conduct, and defend original research throughout the dissertation process. Students must complete an initial colloquium to help refine their ideas, a proposal presentation to present their final plan, and the dissertation defense to highlight their findings.
 - This past year, the department has refined the first course in the dissertation sequence. Students taking PSRT 7001 (Dissertation I) take a structured course, with weekly assignments, and the expectation to complete their colloquium at the end of the semester.
 - The program met with students entering the dissertation process and students currently in the dissertation process to discuss needs and supports. The program is currently creating different strategies to support students throughout the entire dissertation process. For example, day long writing intensives are being offered multiple times throughout the semester.

- 3 students successfully completed their proposal hearing and 3 students successfully completed their colloquium.
3. Utilize effective teaching techniques to convey knowledge of psychiatric rehabilitation and counseling.
 - Students are required to take PSRT 5101 (Seminar in Psychiatric Rehabilitation) and PSRT 6121 (Specialized Evidence Based Counseling Approaches). There is an emphasis on counseling and psychiatric rehabilitation for individuals with serious mental health conditions.
 - During PSRT 7019 (Doctoral Internship I) and PSRT 7029 (Doctoral Internship II), students completed hours in the teaching domain.
 - 2 students co-taught an in person master's level counseling theories course, 1 student was a teaching assistant (TA) for an online master's level counseling techniques course, 1 student was a TA for an online master's level social & cultural diversity, 1 student was a TA for an in person master's level social & cultural diversity, and 1 student was a TA for an in person master's level group methods course.
 4. Apply the core goals, values, and principles of psychiatric rehabilitation and counseling to all research, scholarship, education, and clinical endeavors.
 - 6 students are currently in the dissertation process working on research related to the counseling profession.
 - In the admissions process, faculty ask potential candidates about their understanding of psychiatric rehabilitation.
 5. Collaborate with others to advance the scientific bases of knowledge in psychiatric rehabilitation and counseling via ongoing research and scholarship.
 - The program offered funding for doctoral students to attend state and national conferences this past year.
 - 1 student completed a study abroad program in Crete, Greece with students in other programs throughout the School of Health Professions.
 - Multiple doctoral students and currently doing research with faculty outside of Rutgers.
 6. Critically review, appraise, and synthesize relevant published literature.
 - Throughout the program, infused in many courses, students are asked to review, appraise, and synthesize relevant published literature.
 - This past year, as part of the candidacy exam, students needed to critique a quantitative and qualitative article. 3 students successfully completed the candidacy exam.
 7. Communicate competently through oral, written, and electronic methods.
 - The program faculty meets twice a year to evaluate student's progress and offer suggestions for improvement. All CES students were assessed as meeting the standard.
 - The PhD candidacy is a way to evaluate students through written methods. In January of 2023, five students signed up to take the exam.

- Students are assigned oral presentations throughout the doctoral coursework. Additionally, the program assesses students through oral methods during the dissertation colloquium, proposal hearing, and dissertation defense. In 2022-2023, 3 students completed their colloquium, and 3 students completed their proposal.
8. Integrate the principles of ethics and cultural sensitivity and competence within all interpersonal and professional activities.
- The program faculty meets twice a year to evaluate student's progress and offer suggestions for improvement. All CES students were assessed as meeting the standard.

Program Evaluation Summary (CES Track)

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 was completed for the 2021 – 2022 year in 2023, indicating 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. Several noted that they had made job offers to the students completing the internship at their agency.

Student Exit Survey: Students in PSRT 7007, will complete this survey at the end of the course. It assesses overall learning in the program. This survey is completed anonymously online. When a student in the CES track the completes 7007, this survey will be provided.

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 conducted in the Summer of 2022. Overall, students expressed satisfaction with Rutgers services and the program.

Alumni Survey and Employer Survey: As there are no CES student graduates, there are no alumni. Once this is appropriate, program graduates who graduated three years ago will be contacted by email and requested to complete this survey. This survey is completed anonymously online.

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:

- Per recommendations of graduate students' survey, content of PSRT 7001, Dissertation I, was updated to provide more structure to students; a dissertation manually was formally created; clarity and test review was provided for the candidacy; and PSRT 6301, Advanced Doctoral Seminar, was revamped to give students greater access and awareness of research opportunities within the department.
- An updated text was used for PSRT 6120, Advanced Counseling Theories.

- The curriculum for PSRT 6015, General Linear Model, was revised.
- The curriculum for PSRT 6322, Evaluation Research, was revised to include a new textbook.
- The curriculum for PSRT 6000, Foundations of Clinical Supervision, was revised to include an updated textbook.

The information below will be posted on the PhD. program's web page under Program Outcomes as required by CACREP accreditation standards.

Program Outcomes

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The program currently has four core faculty assigned to teach required courses in the program plus additional full-time Department faculty who teach selected courses in the program. Student outcomes are evaluated each year on a variety of different metrics that are part of the overall program evaluation. Core faculty are listed below.

Anthony Zazzarino, Ph.D. Assistant Director

Aubrey Daniels, Ph.D.

SunHee Eissenstat, Ph.D.

Weili Lu, Ph.D.

Information about tuition and fees is available at <http://shp.rutgers.edu>, select Students, then Current Students and Tuition and Fees. Information about financial aid is available from the Rutgers Health Financial Aid Office at <http://shp.rutgers.edu>, select Students, then Current Students and Financial Aid. SHP offers scholarships available to both incoming and continuing students. Information about SHP scholarships is available at <http://shp.rutgers.edu>, select Students, then Current Students and Scholarships. You must be accepted as a matriculated student to be eligible for a SHP scholarship. Most SHP scholarships are based on financial need, and it is recommended to submit the [Free Application for Federal Student Aid \(FAFSA\)](#) in addition to the SHP scholarship application and your transcripts. When applying for SHP scholarships, be sure to read the application directions carefully and follow all directions. Incomplete applications are

not considered. One application can be used to apply for all SHP scholarships. Please check the SHP website for the closing date for applications.

For the 2022-2023 academic year, 6 are currently in the dissertation process, with 3 more students expected to enter the dissertation process. Below is information concerning the program’s student retention rate by entering cohort over the period from 2020 through 2023.

Student Retention: Students Beginning in Years 2020 Through 2023

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The program is in the process of seeking accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Counselor Education and Supervision track. The program will be submitting their self-study to CACREP at the end of 2023.

Report submitted by:

Anthony Zazzarino, PhD, LPC, ACS, CPRP

Assistant Program Director

M.S. in Rehabilitation Counseling, Clinical Mental Health Counseling Track

PhD in Psychiatric Rehabilitation Counseling, Traditional Research Track & Counselor Education and Supervision Track

October 7, 2023