

## ACCOUNTABILITY REPORT FOR 2022 CALENDAR YEAR

### ***PLO 1 - Professional Orientation and Ethical Practice (CACREP 2.F.1)***

Students will be able to articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

### **Measure 1: Counseling Philosophy Paper**

Students will address the elements of professional identity and personal philosophy through the completion of a Counseling Philosophy Paper.

Utilizing the Counseling Philosophy Paper rubric, designed by faculty, students will achieve an acceptable score in all six areas: History of the Profession, Philosophy of the Profession, Ethics, Professional Identity, Counseling Relationships, and Writing. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

### **Rubric Results for Counseling Philosophy Paper (N = 26)**

	Target	Acceptable	Unacceptable
Description of Counseling	20	5	1
Relationships in Counseling	20	5	1
Role and Function of Counselor in Counseling	18	7	1
Role and Function of Client in Counseling	18	5	3
Goals of Counseling	17	8	1
Change in Counseling	17	7	2
Techniques in Counseling	16	7	3
Diagnosis in Counseling	16	7	3
Diversity in Counseling	18	7	1
Graduate Level Writing & APA Style	16	9	1

**Discussion of Results:** There were 27 degree seeking students enrolled in PCOU 5331 Theories of Counseling during the 2022 calendar year, 13 students were enrolled in Fall 2022 and 14 enrolled in Spring 2022. In the Spring of 2022, 1 student did not submit the assignment.

This assignment was moved to PCOU 5331 so that it would more closely align with the content of the course. It was previously in PCOU 5320. Most students scored at the target or acceptable level on all aspects of the assignment. The students who scored low in various areas will have additional opportunities in other classes to learn about the content areas covered in this assignment.

***PLO 1 - Professional Orientation and Ethical Practice (CACREP 2.F.1)***

Students will be able to articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Measure 2: Advocacy Letter**

Students will identify a legislative issue that is relevant to the counseling profession and write a letter to a legislator articulating his or her position on the issue.

Utilizing the Advocacy letter rubric, designed by faculty, students will achieve an acceptable score in the four areas of the rubric including: topic selection, audience, presentation of the argument, and writing. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Advocacy Letter (N = 12)**

	Target	Acceptable	Unacceptable
Topic	7	0	5
Audience	12	0	0
Presentation	3	4	5
Writing	9	2	1

**Discussion of Results:** There were 24 degree seeking students enrolled in PCOU 5320 Professional Orientation during the 2022 calendar year, 12 students were enrolled in Fall 2021 and 12 enrolled in Spring 2022. Data was collected in the Spring Semester but not in the Fall semester. The instructor in the fall semester had students do an alternative assignment related to advocacy within the field of counseling since data from previous reports indicated that students have struggled with this assignment. There were 5 students who scored at the unacceptable on topic and presentation and one student scored unacceptable in the area of writing. Students will have additional opportunities to learn about advocacy and engage in advocacy efforts in PCOU 5335 Multicultural Counseling

The advocacy letter is a rather challenging assignment for students in their first semester of the program. Most student can identify an area of advocacy for the letter but struggle to articulate their position on the issue. Compounding this challenge is the required textbook for the course contains minimal content about advocacy in professional counseling. The instructor added additional information on advocacy within the course during the fall semester and had the students engage in a different advocacy activity.

***PLO 2 – Social and Cultural Diversity (CACREP 2.F.2)***

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Measure 1: Guided Journal**

Students will participate in guided journal activities for the purpose of reflection and personal exploration of emotions and biases related to multicultural counseling.

Utilizing the Guided Journal rubric, designed by faculty, students will achieve an acceptable score in the three areas of the rubric including: insight and self-awareness, understanding other viewpoints, and ability and willingness to address biases. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Guided Journal**

	Target	Acceptable	Unacceptable
Insight and Self-Awareness			
Understanding Other Viewpoints			
Ability and willingness to Address Biases			

**Discussion of Results:** There was 1 student in the professional counseling program enrolled in PCOU 5335 Multicultural Counseling during the 2022 calendar year. Other students enrolled in the course were from different programs. Due to the limited number of students, data is not being provided to protect the confidentiality and privacy of the student

There are currently no modifications to the assignment. Diversity and multicultural issues are infused into many courses in the program including crisis counseling, ethics, research, and assessment. Students will have additional opportunities to continue to gain self-awareness and consider various diverse viewpoints through class and online discussions and through personal reflection assignments.

***PLO 2 – Social and Cultural Diversity (CACREP 2.F.2)***

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Measure 2: Challenge Experience Project**

Students will participate in an activity designed to increase personal exposure to diversity. Following the project, students will write a reflection paper identifying learning and professional development related to the experience.

Utilizing the Challenge Experience Project rubric, designed by faculty, students will achieve an acceptable score in the three areas of the rubric including: background information/observation, reflection, and writing. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Challenge Experience Project (N = 1)**

	Target	Acceptable	Unacceptable
Background Information/Observation			
Reflection			
Writing			

**Discussion of Results:** There was one professional counseling student enrolled in PCOU 5335 Multicultural Counseling during the 2022 calendar year. Due to the limited number of students, data is not being provided.

There are no modifications to this assignment. Students will continue to learn about diverse groups through the program especially in fieldwork.

***PLO 3 - Human Growth and Development (CACREP 2.F.3)***

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

**Measure 1: Introspective Journals**

Students will analyze and apply a theoretical framework to their own development through the writing of introspective journals for each developmental stage.

Utilizing the Introspective Journal rubric that was designed by faculty, students will achieve an acceptable score in the three areas of the rubric including: stage, analysis, and application. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Introspective Journals (N = 24)**

	Target	Acceptable	Unacceptable
Stage	20	2	2
Analysis	18	4	2
Application	16	6	2

**Discussion of Results:** There were 24 degree seeking students enrolled in PCOU 5385 Lifespan Development during 2022 calendar year. There were 10 enrolled in the Spring of 2022 and there were 14 in Fall 2022.

This measure includes five separate journal entries, each covering a specific stage of development. Students are given feedback on each journal prior to proceeding to the next journal. While some students may have initially struggled with the application of knowledge and theory, all were able to utilize the feedback from the professor and demonstrate mastery by the final journal. This measure indicates that students have appropriate knowledge regarding lifespan development and can apply it through the analysis of their own development. During the spring 2022 semester, there were two students who struggled to complete work in all classes because of struggling to get back into the routine of graduate school. These students received unacceptable on most assignments in the class and were spoken with individually. There are no modifications to this assignment.

***PLO 3 - Human Growth and Development (CACREP 2.F.3)***

Students demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

**Measure 2: Developmental Interview**

Students will complete a comprehensive analysis of the development of an individual over the age of 65.

Students will achieve an acceptable rating in all areas of the Developmental Interview rubric including selection of a subject, question design, factors affecting human behavior, self-esteem and self-concept, normal development, and crises impacting development. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Developmental Interview (N =24)**

	Target	Acceptable	Unacceptable
Subject	20	2	2
Questions	8	14	2
Human Behavior	8	14	2
Theories	10	12	2
Transition and Resilience	10	13	1
Crises, Disasters, and Trauma impacting Development	17	5	2
Exceptionalities	7	15	2
Wellness	9	13	2

**Discussion of Results:** There were 24 degree seeking students enrolled in PCOU 5385 during the 2022 calendar year. There were 10 enrolled in the Spring of 2022 and there were 14 in the Fall of 2022.

Overall, this data indicates that counseling students are successfully acquiring the knowledge and skills necessary to analyze developmental factors relevant to working with potential clients. This assessment measure is the culminating assessment for the course. The introspective journal assignments appear to be successful in developing the knowledge and skills necessary for the final course assessment. During the spring 2022 semester, there were two students who struggled to complete work in all classes because of struggling to get back into the routine of graduate school. These students received unacceptable on most assignments in the class and were spoken with individually.

***PLO 4 – Career Development (CACREP 2.F.4)***

Students can utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Measure 1: Career Theory Application Project**

Students will conduct an interview with an individual or complete an autobiographical paper for the purpose of obtaining information related to career development and career history. The student will write a case study in which a particular career theory is applied, and career decision making is analyzed.

Students will achieve an acceptable rating in all areas of the Career Theory Application Project rubric including identifying career development, being involved in vocational planning and career exploration, identifying career development theories, and helping individuals in vocational planning. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Career Theory Application Project (N = 24)**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Identify Career Development	22	1	1
Facilitate Involvement in Vocational planning and career exploration	23	0	1
Identify career development theories as they relate to an individual with a disability	23	0	1
Utilize Career/Occupational Materials to assist the individual in vocational planning	22	1	1

**Discussion of Results:** There were 12 degree seeking students enrolled in PCOU 5325 during the Fall, 2022. There were 12 degree seeking students enrolled in PCOU 5325 during the Spring 2022.

Career theory is required knowledge for counseling students. Additional information was provided in class to help further understanding of the assignment requirements. The instructor added chapter practice quizzes. The Spring semester, instructor added online check-up quizzes at the end of each weekly lecture to identify any major concepts the students may not have fully understood. Students will have additional opportunities to consider how career development may impact clients in other courses such as PCOU 5359 Assessment in Counseling and PCOU 5394 Practicum.

***PLO 4 – Career Development (CACREP 2.F.4)***

Students can utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Measure 2: Parent Training Project / (School Specialization) Career Planning Resource File**

This assignment was not used as a measure during the Spring of 2022 or Fall of 2022 semester. A different assignment was used to replace this measure that all students were required to do.

**Measure 2: (Clinical Mental Health, Clinical Rehabilitation and School Counseling Specializations) Skit.** Students will create a skit to focus on Career Theory and how it implemented when addressing vocational information. Students will form groups and record skit to present in class.

Students will achieve an acceptable rating in all areas of the Career Theory Skit rubric including knowledge of theory, presentation of script, use of props and other materials, creativity, use of lay language incorporated into skit, and information e-mailed to all classmates. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Career Theory Skit (N =24)**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Group members were knowledgeable of theory.	20	4	0
Well-presented skit script	20	3	0
Group used props and other materials to enhance skit	20	3	0
Skit demonstrated creativity	23	1	0
Vocational theorist’s major concepts incorporated into skit in lay language	24	0	0
Review of theorist’s major points e-mailed to all class members	23	1	0

**Discussion of Results:** There were a total of 24 degree seeking students enrolled in PCOU 5325 during 2022 calendar year. There were 12 students enrolled during Fall 2022. There were 12 students enrolled during Spring 2022. All students met the requirements for the assignment. Skit examples were shown in class to demonstrate how theorists’ major concepts can be creatively incorporated into the skit.

There were no modifications made to this assignment.



***PLO 5 - Helping Relationships (CACREP 2.F.5)***

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

**Measure 1: Skills Video**

Students will demonstrate basic counseling skills through videotaped sessions with a classmate.

Students will achieve an acceptable rating in all areas of the rubric including attending, listening, empathy, probing/challenging, summarizing, and goals and action talk. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Skills Video (N = 12)**

	Target	Acceptable	Unacceptable
Attending	8	4	0
Listening	6	6	0
Empathy	6	6	0
Probing/Challenging	9	3	0
Summarizing	10	2	0
Goals and Action Talk	9	3	0

**Discussion of Results:** There were a total of 12 degree seeking students enrolled in PCOU 5333 Skills and Techniques during the 2022 calendar year. There were 6 students enrolled in the fall semester and 6 enrolled in the spring semester. Class assignments include three videotaped counseling sessions with a classmate and the professor evaluates the video using the faculty designed grading rubric. The rubric for the third taped session is used to measure this skill for this assessment as it occurs at the end of the semester.

All students scored at the target or acceptable level. Students will have additional opportunities in classes to practice basic counseling skills.. No modifications to this assignment will be required.

***PLO 5 - Helping Relationships (CACREP 2.F.5)***

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

**Measure 2: Practicum Video**

Students will demonstrate basic counseling and case conceptualization skills through videotaped sessions with clients.

Students will achieve a minimum of acceptable score on all elements of the Counseling Session Rubric including relationship with client, treatment and techniques, case conceptualization, relationship with supervisor, ethics and professionalism, and case management. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Practicum Video (N = 24)**

<b>Skill Demonstrated</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Relationship with client	20	4	0
Treatment and Techniques Provided	20	4	0
Case Conceptualization	18	6	0
Basic Skills	18	6	0
Ethics and professionalism	17	7	1
Relationship with Supervisor	17	7	1

**Discussion of Results:** There were 24 degree seeking students enrolled in PCOU 5394 Practicum during the 2022 calendar year. There were 12 students enrolled in the fall semester, 8 students enrolled in the spring semester, and 4 students enrolled in the summer semester. Students were required to achieve a minimum score of 2 or higher on all elements of the Counseling Session Rubric. Most of the class scored acceptable or higher on this activity. This is evidence that students are developing the necessary counseling skills to work with clients. The one student who scored below acceptable on ethics/professionalism and relationship with supervisor was provided the opportunity to engage in reflection and self-evaluation. A remediation plan was developed for the student to be able to improve in these areas.

All students have made progress on clinical skills and working with clients to become ready for internship. No modifications were made to the Practicum Video assignment.

***PLO 6 – Group Counseling and Group Work (CACREP 2.F.6)***

Students demonstrate competency in preparing for and facilitation of group counseling.

**Measure 1-Group Proposal/Plan**

Students will develop a plan for conducting a group to address a specific counseling issue.

The instructor of PCOU 5328 will utilize a faculty developed rubric with a 3-point scale to assess the students' work in the areas of developing group objectives, group rationale, and the group plan.

**Rubric Results for Group Proposal/Plan (N = 22)**

	Target	Acceptable	Unacceptable
Group Goals/Objectives	16	5	1
Rationale for Group	18	3	1
Group Format	19	3	0

**Discussion of Results:**

For the 2022 calendar year, there were a total of 22 professional counseling students enrolled in PCOU 5328 Group Counseling. In the Spring of 2022, there were 16 students enrolled and, in the Fall of 2022, there were 6 students enrolled.

Most students scored in the target or acceptable range for this assignment. One student struggled with the assignment and scored unacceptable. The student was offered the opportunity to redo the assignment. The student will have additional opportunities in practicum and internship to learn about establishing group objectives and learning how to develop a group.

The rubric for this assignment is detailed and specific and follows an example of a group proposal in one of the assigned texts for the course. There are no modifications to the assignment, rubric, or course at this time.

***PLO 6 – Group Counseling and Group Work (CACREP 2.F.6)***

Students demonstrate competency in preparing for and facilitation of group counseling.

**Measure 2-Group Facilitation Plan**

Students will lead one, 30-minute simulated group counseling session during the class time frame. Students will create a plan, rationale, and goals for the simulated counseling session appropriate for the time frame.

The instructor of PCOU 5328 will utilize a faculty developed rubric with a 3-point scale to assess the students' work in the areas of developing group goals, rationale for the type of group, and plan for the time frame of the simulated group counseling session.

**Rubric Results for Group Facilitation Plan (N = 22)**

	Target	Acceptable	Unacceptable
Group Goals	13	9	0
Rationale for Type of Group	14	8	0
Group Facilitation Plan	14	8	0

**Discussion of Results:** For the 2022 calendar year, there were a total of 22 professional counseling students enrolled in PCOU 5328 Group Counseling. In the Spring of 2022, there were 12 students enrolled and, in the Fall of 2022, there were 6 students enrolled. All students were in the target areas of the rubric. Students were able to demonstrate the basic knowledge, skills, and dispositions to effectively lead a group. This assignment is intended to help prepare students for practicum. No changes were made to this assignment.

***PLO 7 Assessment and Treatment Planning (CACREP 2.F.7)***

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

**Measure 1: Test Critique**

Students will be able to identify the strengths and weaknesses of assessment instruments. This was achieved in in PCOU 5359.

Students will achieve a minimum rating of acceptable in all areas of the grading rubric including appropriate selection of instruments, required information, basic assessment concepts, reliability and validity, and ethical and cultural concerns. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Test Critique (N =5)**

	Target	Acceptable	Unacceptable
Appropriate selection of instruments	5	0	0
Required information	5	0	0
Basic assessment concepts	4	1	0
Reliability and Validity	4	1	0
Ethical and cultural	5	0	0

**Discussion of Results:** There were 5 degree seeking students enrolled in PCOU 5359 in Spring 2022. One student struggled with understanding the different types of reliability and validity. One student struggled with basic assessment concepts. All students achieved target or acceptable on all levels.,

Students will have continued opportunities to evaluate assessment tools in additional courses, such as PCOU 5341 Research and PCOU 5325 Career. Additionally, reliability and validity are covered extensively in PCOU 5341 Seminar in Research. Cultural and ethical considerations regarding assessments are covered in PCOU 5323 Ethical and Legal Issues in Counseling. Thus, students will have the opportunity for these concepts to be reinforced.

***PLO 7 Assessment and Treatment Planning (CACREP 2.F.7)***

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

**Measure 2: Treatment Plan**

Students will be able to utilize assessment data in order to develop a treatment plan.

Students will achieve a minimum of acceptable score on all elements of the Treatment Plan Rubric including case conceptualization, diagnosis, goals, and interventions. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Treatment Plan (N = 18)**

	Target	Acceptable	Unacceptable
Case Conceptualization	9	8	1
Diagnosis	8	9	1
Goals	6	12	0
Interventions	5	13	0

**Discussion of Results:** There were 18 degree seeking students enrolled in PCOU 5391 during the 2022 calendar year (9 in the fall semester and 9 in the Spring semester). Most students scored at target or acceptable on most areas of the rubric. One student scored at the unacceptable level on case conceptualization, and one scored at the unacceptable level of diagnosis. The data from this assignment demonstrates that students are learning how to effectively conceptualize cases, make accurate diagnoses as well as determine appropriate goals and interventions.

The students who struggled with case conceptualization and making an accurate diagnosis will have additional opportunities during practicum to make a diagnosis with in-depth supervision prior to internship. Opportunities to practice conceptualization skills, goal setting and diagnostic skills will also occur in other courses such as PCOU 5330 Crisis Intervention.

***PLO 8 Research and Program Evaluation (CACREP 2.F.8)***

Students will demonstrate an understanding of research methods to inform evidence-based practice.

**Measure 1: Research Proposal**

Students will complete a research proposal focused on a topic related to counseling practice.

Students will achieve a minimum of acceptable score on all elements of the Research Proposal Rubric including basic study information, literature review, methods section, readability and writing style, and APA Style. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Research Proposal Assignment (N = 17)**

	Target	Acceptable	Unacceptable
Basic Study Information	7	8	2
Literature Review	7	8	2
Methods Section	7	7	3
Readability and Writing Style	6	10	1
APA Style	8	8	1

**Discussion of Results:** There were 17 degree seeking students enrolled in PCOU 5341 during 2022 calendar year (6 in Spring and 11 in the fall). Most students were able to demonstrate the ability to understand previous studies, conduct a literature review and develop a solid methods section. Additionally, most students were able to write at the graduate level and use APA Style.

The students who struggled with understanding previous studies and conducting a literature review will have the opportunity to improve those skills in other classes throughout the program. Students who struggled with writing skills and APA Style will have the opportunity to improve their writing skills throughout the program. Typically, students take this course during their first or second semester in the program. With regards to the methods section, three students struggled with understanding how to develop a methods section. During the program they will have additional opportunities to consider research methodology while working on assignments to increase their knowledge and skills in this area. Students will also have the opportunity to review counseling literature in other courses.

***PLO 8 Research and Program Evaluation (CACREP 2.F.8)***

Students will demonstrate an understanding of research methods to inform evidence-based practice.

**Measure 2: (School Specialization) RIT Project**

Compare and contrast the role of the school counselor as a social justice advocate in the early years of the profession and now.

**Criterion:** Students will achieve a minimum of acceptable score on all elements of the RIT Project Rubric including defining social justice advocate, comparison of then and now, APA Style, and readability and writing style. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Research Proposal Assignment (N = 5)**

	Target	Acceptable	Unacceptable
Defining Being a Social Justice Advocate	4	1	0
Comparison of then and now	3	2	0
APA Style	3	2	0
Readability and Writing Style	3	2	0

**Discussion of Results:** PCOU 5324 was offered in summer of 2022. There were 5 professional counseling students enrolled. All students were able to score at the target or acceptable level on all areas of this assignment. These students demonstrated the ability to use professional counseling literature to define the role of a school counselor in advocacy. They also discussed how this role has changed. Students will have continued opportunities throughout the program to learn more about social justice and advocacy issues within the profession along with the role of the school counselor.

**Measure 2: (Clinical Mental Health Specialization) Grant Proposal (Grant research project)** Students will write a research-based grant proposal in order to address a counseling related issue.

Students will achieve a minimum of acceptable on the Grant Proposal Rubric including title page, executive summary, statement of need, descriptions of project, itemized project budget, organization of information, conclusion, and APA style of writing.

**Rubric Results for Grant Proposal Assignment (N = )**

	Target	Acceptable	Unacceptable
Title Page			
Executive Summary			
Statement of Need			
Description of Project			
Itemized Project Budget			
Organization of Information			
Conclusion			



APA Style of Writing			
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**Discussion of Results:** Because PCOU 5339 Professional Counseling is now offered in Summer, this assignment has been replaced with other assignments. Thus, a new measure was used starting with the 2022 calendar year.

**Measure 2 (Clinical Mental Health Specialization, Clinical Rehabilitation Specialization, School Counseling Specialization) Harm Reduction Paper.**

Students will write a research-based paper regarding the arguments for and against drug harm reduction policies.

Students will achieve a minimum of acceptable on the Harm Reduction Paper rubric including the introduction, literature review, ability to make an argument for and against harm reduction, conclusion, writing style and APA Style.

Students will achieve an acceptable rating in all areas of the Harm Reduction Research rubric including introduction, body of the research paper, content, writing style, and correct APA formatting. The three-point scale on the rubric includes target, acceptable, and unacceptable ratings.

**Rubric Results for Harm Reduction Paper (N=10)**

	Target	Acceptable	Unacceptable
Introduction	9	1	0
Literature Review	9	1	0
Pros and Cons of Harm Reduction	9	1	0
Conclusion	8	2	0
Writing Style	8	2	0
APA Style	9	1	0

**Discussion of results:**

There were 10 degree seeking students enrolled in PCOU 5321 the Fall of 2022. All 10 students met criteria either at the target or acceptable level. These students were able to demonstrate the ability to conduct a brief literature review, consider the pros and cons of a treatment and write a graduate level paper using APA Style.

**Measure 2: (Rehabilitation Specialization) Research Paper**

Students enrolled in PCOU 5326 will author a research paper on a specific disability/medical condition for the purpose of increasing knowledge of the medical, functional, vocational, and independent living implications of a particular disability/medical condition. The paper will include a multidisciplinary approach involved in the rehabilitation process.

**Discussion of Results:** PCOU 5326 Medical Orientation to counseling was not offered in 2022 calendar year. The class was supposed to be offered in Summer 2022, but unfortunately, there were not enough students for the class to make during the summer semester.