

UNT MSRC Program Curriculum and Evaluation

In the following sections, a description of the degrees our department offers, and the learning objectives and assessments of those objectives are discussed.

A. Graduate Degree Programs

Program: Master of Science in Rehabilitation Counseling

Requirements:

The Master of Science (MS) degree with a major in rehabilitation counseling requires a minimum of 60 semester hours of academic preparation, including a 100-hour practicum and 600-hour internship during the last year of the student's course work. The curriculum combines academic theory and technique courses with hands-on practicum and field-site internship experiences and the program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Opportunities for hands-on experiences are also available through the department's Wellness and Employment Lab (UNTWELL). A very high value is placed on the exposure of students to a broad spectrum of rehabilitation services, professional organizations, interdisciplinary professional activities, as well as advocacy and consumer groups in the field of rehabilitation. The core curriculum for the Rehabilitation Counseling program consists of basic preparatory studies in disability, educational and occupational information, counseling, case management, and the vocational rehabilitation process. All graduate students are required to have an approved degree plan developed in consultation with their academic advisor and pass a comprehensive examination or national certification exam (CRC) administered during the last semester of their course work in order to be approved for graduation.

- [Complete MS in Rehabilitation Counseling degree requirements here](#)
- [Program Handbook for MS in Rehabilitation Counseling](#)

Student learning outcomes (and assessment):

Program Objectives

Our program has recently shifted assessment methods and objectives because of feedback received from our accrediting body (CACREP), and addition to feedback from faculty and our advisory board. As such the following plan outlines data collected in the current academic year which aligns with our CACREP reporting cycle in addition to our assessment of institutional effectiveness which occurs annually.

The Master's program in Rehabilitation Counseling prepares students for careers as rehabilitation counselors in public and private organizations, spanning a range of settings. This program provides students with the essential theoretical foundations and models for understanding human behavior, in addition to the skills and techniques essential to promote behavior change in the lives of individuals with disability. Students also interpersonal skills necessary to excel as

professional rehabilitation counselors and engage in supervised experiential learning opportunities in which they apply their knowledge, skills, and experience in practical scenarios. Our program utilizes an adapted version of the [Counselor Competencies Scale—Revised](#) (CCS-R) which includes 10 additional knowledge and disposition domains related to counseling clients with disabilities (more information below, CCS-R items are aligned with corresponding program objectives below). Upon successful program completion, students are anticipated to:

- Apply counseling theories and techniques to foster a therapeutic relationship to assist clients in moving toward their counseling goals (CCS-R 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1K, 1L).
- Recognize existing knowledge and anticipated needs regarding rehabilitation counseling practice in a multicultural and pluralistic society (CCS-R 2F)
- Engage in suitable use of ethical codes and employ ethical decision-making as it pertains to rehabilitation counseling practice (CCS-R 2A)
- Create and sustain productive connections with clients, colleagues, and fellow professionals to fulfill the responsibilities associated with rehabilitation counseling (CCS-R 2B, 2C, 2D, 2E).
- Participate in professional behaviors in line with the role and function of rehabilitation counselors (CCS-R 2A, 2B, 2C)
- Demonstrate professional rehabilitation counseling dispositions which foster development as a rehabilitation counseling professional and promote client growth (CCS-R 2G, 2H, 2I, 2J, 2K).

The Rehabilitation Counseling Faculty systematically assess each student's counseling skills and disability competencies throughout the program. The assessment process includes the following: (1) identification of key counseling skills and disability related competencies, (2) measurement of student counseling skills and disability competencies over multiple points in time, and (3) review/analysis of data.

1. Counseling Skills and Disability Competencies Evaluation

Our program has adapted the Counselor Competencies Scale—Revised (CCS-R) to include 10 additional knowledge and disposition domains related to counseling clients with disabilities. The CCS-R assesses counselor trainees' skills development and professional competencies and provides counselor trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

In addition to the CCS-R, our program also evaluates students on knowledge and dispositions related to working with clients with disabilities. Our program elected to add 13 items to the CCS-R to ensure counselor trainees which reflect CACREP standards Section 5: Rehabilitation Counseling, 3 (Practice domain), items a-m.

The student is rated on a 5-point scale from "Harmful" (1) to "Exceeds expectations/Demonstrates Competencies" (5). These skills are evaluated at three points during

the program, upon completion of the courses identified above. Currently, Counseling Skills and Disability Competencies evaluations are kept in the student’s program file. We are in the process of moving these rating scales into an online survey.

2. Multiple Measures at Multiple Points and Review of data

Program faculty assess student progress as it relates to clinical, academic, and professional development on an ongoing basis during their program. These assessments consider the student’s academic performance in each course (i.e., course grades) and overall GPA. In addition to academic performance, the program faculty regularly assess student’s clinical (i.e., application of counseling skills in clinical courses and supervised experiences) and professional development (i.e., adherence to ethical practice, setting boundaries, and general professional demeanor which may include class attendance, keeping appointments, showing up to class on time, demonstrating professionalism in the classroom with classmates and faculty). As such, we have identified several timepoints at which we assess student performance/outcomes in these areas.

Timepoint 1	Timepoint 2	Timepoint 3	Timepoint 4	Timepoint 5	Timepoint 6	Timepoint 7
<i>RHAB 5721</i>	<i>RHAB 5722</i>	<i>Completion of Clinical Coursework</i>	<i>Admission to practicum</i>	<i>Practicum</i>	<i>Admission to Internship</i>	<i>Internship</i>
Counseling skills and disability competencies evaluation	Counseling skills and disability competencies evaluation	Students must receive B or better in: RHAB 5720 RHAB 5721 RHAB 5722 RHAB 5723	Completion of core courses Overall GPA of 3.0 Faculty approval	Counseling skills and disability competencies evaluation	Successful completion of practicum Faculty approval	Site supervisor mid-semester and final Counseling skills and disability competencies evaluation
<i>Ongoing: Each semester faculty review students’ (a) academic, (b) clinical, and (c) professional development</i>						

Ongoing Evaluation: At the conclusion of each semester, program faculty assess student progress as it relates to clinical, academic, and professional development. The graduate services coordinator sends out a link to a Qualtrics survey to all instructors teaching courses in our program each semester (toward the end of the semester) to collect information regarding each students’ progress in their course(s). Specifically, this assessment considers the student’s (a) academic performance in each course (i.e., course grades) clinical progress (i.e., application of counseling skills in clinical courses and supervised experiences) and professional development (i.e., adherence to ethical practice, setting boundaries, and general professional demeanor which may include class attendance, keeping appointments, showing up to class on time, demonstrating professionalism in the classroom with classmates and faculty). Instructors are asked to designate the course the student is taking with them, and to note when applicable whether academic performance, professional and personal development, and clinical performance are “*satisfactory*,

unsatisfactory, or not observed". Further, a narrative is requested for any student who receives an unsatisfactory rating, and instructors are asked whether they recommend a remediation plan for that student and to provide details as to what the plan should entail. Faculty meet at the end of the semester (prior to final exams) to discuss all students receiving unsatisfactory ratings and determine whether a formal remediation plan is required (see [handbook policy on Unsatisfactory Progress and Remediation pg. 30](#)), and what it should entail. Faculty advisors then consult with the program coordinator to formalize the remediation plan, schedule a time to meet and discuss requirements of the plan with the student, and place a copy of the plan in the student's program file. Students are then notified (via email) a summary of their progress and expected actions moving forward (i.e. whether they need to schedule a meeting with their advisor).

(Timepoint 1) RHAB 5721: The Rehabilitation Counseling Applications course is taken early (in the student's first or second semester). This course includes the study and application of the counseling process, strategies and techniques used by rehabilitation counselors. Students develop generic counseling skills applicable to work across a spectrum of rehabilitation counseling settings. The course instructor completes the counseling skills and disability competencies evaluation, shares the feedback with the student, and places the completed assessment in the student's program file.

(Timepoint 2) RHAB 5722: The Advanced Counseling Techniques in Rehabilitation Counseling Course is taken in the student's last year of the program (prior to practicum and internship). This course includes opportunities to learn and practice advanced counseling skills involving techniques and strategies associated with major counseling theories. Emphasis is on skill development, case conceptualization and self-awareness. The course instructor completes the counseling skills and disability competencies evaluation, shares the feedback with the student, and places the completed assessment in the student's program file.

(Timepoint 3) Completion of Clinical Coursework: Students must maintain a "B" or better in clinical courses. In addition to evaluating/monitoring students' counseling skills and disability competencies as they progress through the program, we have set a minimum knowledge and performance standard for four counseling skills courses. Students must successfully master basic knowledge and skills before they can master the higher-level skills required in practicum and internship. Consequently, students must receive a grade of "B" or better in RHAB 5720 Rehabilitation Counseling Theories, RHAB 5721 Rehabilitation Counseling Applications, RHAB 5722 Advanced Counseling Techniques in Rehabilitation Counseling, and RHAB 5723 Group Work in the Rehabilitation Process before they are permitted to enroll in RHAB 5811 Practicum in Rehabilitation or RHAB 5812 Internship in Rehabilitation. Any student who does not obtain a "B" or better in any course is required to meet with their program advisor for an to develop a remediation plan (this may include retaking the course and/or addressing other barriers the student may have experienced). If a student receives less than a "B" in any course a second time, they will be dismissed from the program.

(Timepoint 4) Admission to Practicum: Students are required to submit an [application](#) for RHAB 5811 Practicum in Rehabilitation which includes questions regarding their progress in the program and the qualifications of the site and supervisor in which they will complete their clinical hours. The clinical director evaluates applicants for admission to practicum. Considerations include completion of core courses in addition to students' readiness to provide

competent counseling services, an overall GPA of 3.0 or above, and consideration of counseling skills and disability competencies evaluation scores in skills courses. The faculty either approve the student or identify issues that need to be resolved before the student may enroll in practicum.

(Timepoint 5) Practicum: RHAB 5811 Practicum in Rehabilitation is taken after the student has successfully completed all required core courses, has an overall GPA of 3.0, and obtains faculty approval. Practicum students must obtain a minimum rating of "3" (Near Expectations /Developing towards Competencies) on each criterion on the counseling skills and disability competencies evaluation at the end of the course in order to pass practicum. The practicum supervisor evaluates the student's performance and offers formative feedback to the student and instructor throughout the practicum experience.

(Timepoint 6) Admission to Internship: Students are required to submit an [application](#) for RHAB 5812 Internship in Rehabilitation which includes questions regarding their progress in the program and the qualifications of the site and supervisor in which they will complete their clinical hours. The clinical director evaluates applicants for admission to internship. Considerations include completion of core courses in addition to students' readiness to provide competent counseling services, an overall GPA of 3.0 or above, and consideration of counseling skills and disability competencies evaluation scores in skills courses, and primarily successful completion of RHAB 5811 Practicum in Rehabilitation. The faculty either approve the student or identify issues that need to be resolved before the student may enroll in internship.

(Timepoint 7) Internship: RHAB 5812 Internship in Rehabilitation is taken after the student has successfully completed all required core courses, has an overall GPA of 3.0, has successfully completed RHAB 5811 Practicum in Rehabilitation and obtains faculty approval. Internship students must obtain a minimum rating of "3" (Near Expectations /Developing towards Competencies) on each criterion on the counseling skills and disability competencies evaluation at the end of the course in order to pass internship. The internship supervisor evaluates the student's performance mid-term and at the conclusion of the internship experience and offers formative feedback to the student and instructor throughout the internship experience.

3. Review/Analysis of the Data

As previously discussed, our program conducts ongoing assessment of student's knowledge and skills discussed above, at the end of each semester we evaluate each admitted student's progress as it relates to clinical, academic, and professional development. Students are reviewed regarding their adherence to ethical standards outlined in the program handbook (Appendix B Professional Ethics Codes), in addition to this, problematic behaviors observed in the classroom are also evaluated (see policy on The Remediation Process for examples of these behaviors, pg. 31). In some cases, observations may not be significant enough to warrant remediation, especially at early stages in the program. As such these behaviors are noted in the student's program file as a way for faculty to remain aware of the student's progress. If behaviors persist, and become a greater concern, faculty may decide that a formal review and remediation plan is needed.

Review of counseling skill and disability related competencies

The Rehabilitation Counseling program faculty have a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (see handbook policies on Evaluation of Student Academic, Clinical and Professional Progress pg. 28, and Academic Status policies related to GPA requirement, academic probation and academic suspension pg. 21, and policies on Unsatisfactory Progress and Remediation pg. 30, and policies related to dismissal from the program pg. 32).

Behaviors in the academic environment that may raise concerns about the student's ability to perform satisfactorily in the practice of counseling are clearly outlined in the program handbook (pg. 31). Instances when a remediation plan may be warranted are described (p. 30-32) Academic performance issues that lead to action on the part of the faculty are outlined (p. 21). Procedures in place for addressing all concerns are described throughout. Briefly, the professional skills and dispositions that are included in those assessment include the following:

- **Counseling Skills and Therapeutic Conditions (CCS-R Part 1):** Evaluation of counseling skills and therapeutic behaviors involve an evaluation of the students' progress as it relates to utilizing the following skills: nonverbal skills, encouragers, questions, reflections and paraphrasing, reflecting meaning, summarizing, advanced reflection of meaning, confrontation, goal setting, focus of counseling, and facilitation of a therapeutic environment. See CCS-R Part 1 for more details.
- **Counseling Dispositions and Behaviors (CCS-R Part 2):** Evaluation of counseling dispositions and behaviors involve an evaluation of the students' progress as it relates to utilizing the following skills and dispositions: professional ethics, professional behavior, professional and personal boundaries, knowledge and adherence to site policies, record keeping and task completion, multicultural competencies, emotional stability and self-control, motivation to learn and grow (initiative), openness to feedback, flexibility and adaptability, and congruence and genuineness. See CCS-R Part 2 for more details.
- **Disability Related Dispositions and Competencies:** Evaluation of disability related dispositions and competencies involves an evaluation of the students' progress as it relates to utilizing the following skills and dispositions as outlined in CACREP standard 5.H.3.a-m, which include: (a) evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning, (b) informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities, (c) evaluation and application of assistive technology with an emphasis on individualized assessment and planning, (d) understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling, (e) strategies to enhance coping and adjustment to disability, (f) techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process, (g) strategies to facilitate successful rehabilitation goals across the lifespan, (h) career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place, (i) strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a

disability and targeted jobs, (j) advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers, (k) assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources, (l) consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities, and (m) consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention. See CCS-R Part 3 for more details.

- **Ongoing Evaluation:** As previously discussed, at the conclusion of each semester, program faculty assess student progress as it relates to clinical, academic, and professional development.

A **final evaluation** is conducted for each student during their internship experience in the final stage of the program by faculty and site supervisors. Our program uses the Counselor Competencies Scale—Revised (CCS-R) assesses counselors’ and trainees’ skill development and professional competencies. Students receive feedback on each skill or disposition measured by the CCS-R which is ranked on a 5-point Likert Scale (1 = Harmful, 2 = Below Expectations, 3 = Near Expectations, 4 = Meets Expectations, 5 = Exceeds Expectations). Our collective goal is that our students will average a 4 or better (Meets/Exceeds Expectations) on each skill or disposition measured by the CCS-R during their internship/final evaluation by faculty and site supervisors. **Individually, we expect 85% of students to score a 4 (Meets Expectations) or better on all skills and dispositions in their final supervisor evaluation for internship measured beginning FALL 23.**

Program objective	CCS-R items	Average Score	% of Students Meeting Goal	Subsequent Program Modifications
Apply counseling theories and techniques to foster a therapeutic relationship to assist clients in moving toward their counseling goals	1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1J, 1K, 1L	1A (M = 4.43; SD = .51) 1B (M = 4.50; SD = .52) 1C (M = 4.50; SD = .52) 1D (M = 4.36; SD = .49) 1E (M = 4.46; SD = .52) 1F (M = 4.43; SD = .51) 1G (M = 4.36; SD = .49) 1H (M = 4.36; SD = .49) 1I (M = 4.50; SD = .52) 1J (M = 4.57; SD = .51) 1K (M = 4.43; SD = .51) 1L (M = 4.57; SD = .51)	100%	None at this time as we exceeded our goal
Recognize existing knowledge and anticipated needs	2F	2F (M = 4.64; SD = .49)	100%	None at this time as we exceeded our goal

regarding rehabilitation counseling practice in a multicultural and pluralistic society				
Engage in suitable use of ethical codes and employ ethical decision-making as it pertains to rehabilitation counseling practice	2A	2A (M = 4.64; SD = .49)	100%	None at this time as we exceeded our goal
Create and sustain productive connections with clients, colleagues, and fellow professionals to fulfill the responsibilities associated with rehabilitation counseling	2B, 2C, 2D, 2E	2B (M = 4.57; SD = .64) 2C (M = 4.57; SD = .51) 2D (M = 4.57; SD = .65) 2E (M = 4.64; SD = .49)	92.85%	We exceeded our goal, however there is still room for improvement. One student received a 3 “Meets Expectations” as it relates to items 2B and 2D (these involve professional behavior and knowledge of site policies), we will follow up with their site and review content in the course to ensure these aspects are fully covered
Participate in professional behaviors in line with the role and function of rehabilitation counselors	2A, 2B, 2C	2A (M = 4.64; SD = .49) 2B (M = 4.57; SD = .64) 2C (M = .51; SD = .51)	92.85%	We exceeded our goal, however there is still room for improvement. One student received a 3 “Meets Expectations” as it relates to items 2B (this involves professional

				behavior and knowledge of site policies), we will follow up with their site and review content in the course to ensure this aspect is covered
Demonstrate professional rehabilitation counseling dispositions which foster development as a rehabilitation counseling professional and promote client growth	2G, 2H, 2I, 2J, 2K	2G (M = 4.79; SD = .43) 2H (M = 4.79; SD = .43) 2I (M = 4.64; SD = .50) 2J (M = 4.57; SD = .51) 2K (M = 79; SD = .43)	92.85%	We exceeded our goal, however there is still room for improvement. One student received a 3 “Meets Expectations” as it relates to item 2G (this involves emotion regulation and self-control), we will follow up with their site and review content in the course to ensure this aspect is covered

Department of Rehabilitation Health Services, M.S. in Rehabilitation counseling Grad Track Program

The Department of Rehabilitation Health Services allows undergraduate students majoring in Rehabilitation Studies early provisional admission to our graduate program in Rehabilitation Counseling. Undergraduate students accepted into our Grad Track Pathway program will earn their Bachelor of Sciences in Rehabilitation Studies while taking graduate-level courses. These classes will transfer over into an accelerated graduate program where students will have the opportunity to earn a Master of Science in Rehabilitation Counseling.

Requirements of the Grad Track Program in Rehabilitation Counseling

Successful applicants will meet the definition of “Exceptional Undergraduate Student”. These are students who:

- are in their junior year of the Rehabilitation Studies Program and have completed 90 credit hours,
- have a cumulative UNT GPA of 3.5 or higher at the time of their application,
- have submitted the necessary application materials and are able to demonstrate interpersonal and professional skills during the interview that are considered of exceptionally high quality by the faculty in the department.
- Our admissions criteria for students applying to the Graduate Track Pathways program is consistent with the admissions processes and procedures for all applications to our graduate program.

[Complete requirements for the Grad Track Program for the M.S. in Rehabilitation Counseling](#)

Advising and mentoring of graduate students in the M.S. in Rehabilitation Counseling Program

Upon admission to the graduate program, students are assigned a faculty advisor from the rehabilitation counseling faculty to provide orientation and advising. Students are responsible for scheduling a meeting with their faculty advisor as needed, which may be scheduled at any time but should be no later than prior to the registration period for the upcoming semester. A meeting with the faculty advisor is also required well in advance of any semester in which the student plans to enroll in Practicum (RHAB 5811), enroll in Internship (RHAB 5812), take the Comprehensive Examination, or graduate. The advising relationship also provides the opportunity for mentorship as it relates to the field of Rehabilitation Counseling, including selection of clinical experiences (practicum and internship sites), professional licensure, and provides an opportunity to support students as they progress through their graduate careers. Further advisors are charged with developing (and carrying out) remediation plans for students when deemed necessary by program faculty.

Students have the option of changing advisors, providing they receive approval from the proposed new advisor who must be a member of the Rehabilitation Counseling graduate faculty. The form to request a change in advisors can be obtained from the RHS Administrative Office and requires the signature of the student and proposed advisor. Copies will be forwarded to the Graduate Coordinator and/or the former advisor as well as to the student’s academic file.

Students have the option to complete a thesis as part of their program of study. If they have an interest in completing a thesis, they must consult with their academic advisor. A thesis is not required in order to complete our graduate program but it may prove beneficial should students have plans to continue your education at the doctorate level.

Student Success and Alumni Outcomes

The M.S. in Rehabilitation Counseling Program captures several variables which indicate student success and alumni outcomes. In line with our updated accreditation process and systemic review of students we began collecting data Summer of 2023. The following chart displays the data captured.

Item	Scoring	Rating Scale
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Overall, how satisfied were you with your experience as a master's student in the Rehabilitation Counseling Program at the University of North Texas (UNT)?	M = 4.4; SD = 1.26	5-point Likert (1 = Extremely Dissatisfied; 5 = Extremely Satisfied)
As a graduate of the UNT Department of Rehabilitation counseling program...		5-point Likert (1 = Strongly Disagree; 5 = Strongly Agree)
I have developed a professional counseling identity, and can demonstrate ability to function ethically and effectively within settings that offer counseling, advocacy, and related services to diverse populations	M = 4.9; SD = .32	
I can identify a range of counseling theories and skills applicable in a pluralistic society with individuals, groups, couples and families, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth	M = 4.7; SD = .48	
I can demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives.	M = 4.8; SD = .42	
I can identify and apply the stages of development throughout the lifespan, including developmental goals, when working with individuals, regardless of disability or other impairing conditions.	M = 4.7; SD = .48	
I can identify and apply career development theory and tools.	M = 4.6; SD = .52	
I can use case management techniques and describe the range of community resources available.	M = 4.9; SD = .32	
I can use appropriate assessment techniques when working with individuals and utilize relevant information within the counseling process.	M = 4.6; SD = .52	
I can read and evaluate professional research literature and incorporate such information into my professional development.	M = 4.8; SD = .42	

I can demonstrate the knowledge and skills necessary to be an effective professional counselor.	M = 4.9; SD = .32	
At graduation, I am confident in my knowledge and understanding in the following areas		5-point Likert (1 = Strongly Disagree; 5 = Strongly Agree)
Professional Orientation and Professional Practice	M = 4.8; SD = .42	
Social and Cultural Diversity	M = 4.8; SD = .63	
Human Growth and Development	M = 4.5; SD = .71	
Counseling and Helping Relationships	M = 4.9; SD = .32	
Group Counseling	M = 4.6; SD = .96	
Assessment and Testing	M = 4.1; SD = .99	
Counseling Research	M = 4.4; SD = .69	
Overall Clinical Mental Health Counseling Practice	M = 4.7; SD = .67	
Overall Rehabilitation Counseling Practice	M = 4.9; SD = .32	
I feel qualified to work in the field of rehabilitation counseling because of this program	M = 4.9; SD = .32	5-point Likert (1 = Strongly Disagree; 5 = Strongly Agree)
I feel qualified to work in the field of clinical mental health because of this program	M = 4.8; SD = .42	
I would recommend this program to others	M = 4.9; SD = .32	