

COLLEGE OF BEHAVIORAL SCIENCES AND COMMUNITY AFFAIRS  
Graduate School in Social Sciences  
Master's in Clinical Rehabilitation Counseling

# Annual Program Assessment Report 2020-2021

## Introduction

The Master Program in Social Sciences in Clinical Rehabilitation Counseling (MSSCRC) Program of the Pontifical Catholic University of Puerto Rico (PUCPR) conducts program assessment through various methods and data. It includes surveys (alumni and site supervisors), feedback from the Advisory Board, and faculty meetings. This report presents data gathered from the annual student's and internship site supervisor's survey and data collected from institutional information such as retention rates and graduation rates.

In January 2020, a series of earthquakes damaged several structures of the PCUPR Ponce campus. Since then, the administrative personnel and faculty members have worked remotely on temporary workspaces. Furthermore, the Covid-19 lockdowns of March 2020 further limited the access to files and feedback provided by various stakeholders.

This report was completed using available digitized information from internship and practicum students' files and responses from their supervisors between fall 2019 to 2021. Therefore, the results presented below should be considered partial and do not necessarily reflect the opinions of all students and supervisors active during this period.

## Faculty Assessment

During the academic year 2020-2021, faculty members were evaluated by students, department directors, and peers. Table 1.a and 1.b describes the overall scores obtained by faculty members.

Table 1.a: Overall scores obtained by faculty members in the evaluation process for 2020-2021

Faculty Member	Students Evaluation	Department Director Evaluation	Faculty Assessment Committee	Peer evaluation
Ana Vanessa Serrano García	*	6.4	6.8	*
Héctor José Velázquez González	6.7	*	6.7	6.9
Kanyra Oliveras Martínez	*	*	6.7	7
Néstor Torres Rentas	7	*	6.6	6.9

Maximum score for all categories is 7.00

\*The information was not available at the time of the report.

Table 1.b: Overall scores obtained by faculty members in the evaluation process, Fall 2021

Fall 2021	Students Evaluation	Department Director Evaluation	Faculty Assessment Committee	Peer evaluation
Ana Vanessa Serrano García	**	6.16	**	**
Kanyra Oliveras Martínez	6.6	5.8	6.4	7
Néstor Torres Rentas	6.7			6.9
Tania Morales Cruz	6.9	6.6	6.5	6.9

Maximum score for all categories is 7.00

\*The information was not available at the time of the report; \*\*Not applied for the Fall semester 2021

## Program Performance Data

**Enrollment and Sociodemographic Information.** For the academic year 2020-2021, the Program admitted nine (9) new students, for a total of 36 active students in full-time and part-time modalities. Of those, 26 identified as female and 10 as males. Our retention rate for the academic years of 2019-2020 to 2020-2021 was 50 and 77.8 %, respectively.

Since 2018, the Program began to implement changes that responded to the needs and concerns of the students and stakeholders within the rehabilitation counseling field while complying with the standards of the new accrediting agency CACREP.

In 2019 the Program achieved approval of a proposal to change the research requirement from a *Thesis* to an *Applied research seminar in rehabilitation* course. The change meant that students from PCUPR would complete the degree within the expected three years, putting them on equal footing with students from other rehabilitation counseling programs in Puerto Rico and the United States. Consequently, between May 2019 to May 2021, 64 students graduated from the Program.

Table 2: Number of Students Who Completed the Degree per Academic Year

Academic Year	Graduates
2020 - 2021	7
2019 - 2020	48
2018 - 2019	9
<b>Total</b>	<b>64</b>

### Status Report for the PCUPR

As in previous years, general psychosocial factors affecting Puerto Rico have also impacted the academic programs across the island. Like many other campuses, it has become a challenge to recruit and retain students in our Program. After the January 2020 earthquakes, some students left the Program to move to the United States. The university is still working on the reconstruction process of some of the main buildings. Construction work is scheduled to be completed during the 2022 Spring semester. Furthermore, the March of 2020 lockdowns due to the COVID-19 pandemic also contributed to students' decisions to take a break from their studies until they could return to campus for face-to-face learning.

**State Licensing Exam.** Due to the COVID-19 pandemic, the licensing exam was postponed until 2021. For the last two administrations for the exam, the program's graduates' passing grade was 57% (October 2019) and 47% (January- February 2021). The decrease in passing rate may be related to a higher number of students who completed the degree in 2020 but completed the coursework before 2017. The percentage was calculated based on the 3 years it should take students to complete the degree in terms of time to degree. For students admitted during the academic year 2018-2019, the completion rate was 18.8 %; in other words, three out of 16 of the students admitted during said academic year completed the degree in three years. Typically, most complete all requirements between 3 to 4 years.

Table 3: *Program Objectives, Outcomes, Challenges and Action Plans for 2020-2021*

Variable	Program Objectives	Outcome	Challenges	Action Plan
<b>Prospective Student Applications</b>	<ol style="list-style-type: none"> <li>The Program will receive a minimum of 30 applications per year.</li> </ol>	<ol style="list-style-type: none"> <li>The Program received 11 applications in 2020-2021.</li> </ol>	<ol style="list-style-type: none"> <li>The January 2020 earthquakes force the PCUPR offer services remotely. Thus, communication with some offices may have been difficult to prospective new students.</li> <li>The Covid-19 pandemic forced the PCUPR to transition to hybrid and remote learning modalities. Not all students were interested in the said learning environment.</li> <li>A lack of knowledge of the rehabilitation counseling field continues to be a challenge.</li> </ol>	<ol style="list-style-type: none"> <li>Implement a consistent recruitment strategy throughout the year remotely and face-to-face (when possible) by participating in graduate studies fairs, orientation meetings in other universities, social media announcements, newspaper announcements, among others.</li> <li>Promote the implementation of the new curriculum, which added the clinical component to the rehabilitation counseling competencies.</li> </ol>

Variable	Program Objectives	Outcome	Challenges	Action Plan
<b>New students' Admissions</b>	1. To recruit a minimum of 14 students per year in a period of 5 years.	Seven students were recruited in the academic year 2020-2021.	1. The ongoing restrictions due to the COVID-19 pandemic and the reconstruction process in the PCUPR Ponce campus have impacted the number of students seeing graduate degrees, especially in the island's southern side. 2. Economic restrictions and other social factors had decreased the number of students enrolling in graduate studies.	1. Adjust the minimum of students to recruit to a minimum of 10 to 12. 2. Provide individual orientations remotely and meetings with prospective students via Zoom. 3. Emphasize the advantages of studying in our Program and within the geographical area of prospective students. 4. Advertise the availability of financial aid through the RSA scholarship for eligible students,
<b>Student to Faculty Ratio</b>	1. Maintain a faculty-student ratio of 1:23 in regular specialty courses and 1:5 in practicum or internship seminars.	The student ratio during the academic year 2020-2021 was 1:7.	1. Maintain faculty-student ratio.	1. Maintain faculty-student ratio for the full-time faculty within the 1:12 ratio.
<b>Dropout Rate</b>	1. To retain 100% of enrolled students each academic year.	The Program retained 77.8% of enrolled students.	1. Students do not prepare for the challenges of remote learning. 2. Lack of students' self-knowledge about their own skills and interest in the rehabilitation counseling field.	1. Provide support, technical assistance, and resources to cope with the challenges of remote learning during the emergency until August 2022. 2. Promote self-knowledge among active students through the Professional and Personal Disposition form.

Variable	Program Objectives	Outcome	Challenges	Action Plan
<b>Time to Degree</b>	1. Between 60 to 70% of enrolled students will complete the program requirements within the established 3 to 3.5 years timeframe.	Of the number of students who graduated in 2021, 18.8% completed the degree within the 3-year timeframe.	1. The social and economic factors interfere with the student's ability to balance being a full-time student and work while working (in many instances) full-time.	1. Provide additional information through advisement to help students balance their studies and workload. 2. Assess the feasibility of the suggested 60 credit hour degree plan.
<b>Graduation Rate</b>	1. Between 60 to 70% of enrolled students will graduate within the established 3 to 3.5-years timeframe.	From 2020 to 2021, seven students graduated from the Program. Of those, 18.8% completed the degree within the timeframe of 3 to 3.5-years	1. The social and economic factors interfere with the student's ability to balance being a full-time student and work while working (in many instances) full-time. 2. Student's capability to follow the degree plan as suggested.	1. Provide additional information through advisement to help students balance their studies and workload. 2. Assess the feasibility of the suggested 60 credit hour degree plan.
<b>PR License Passing Rate</b>	1. Between 60 to 70% of graduates will obtain a passing grade in the state license exam.	The passing rate in PR Licensing in January-February 2021 was 47%.	1. Not all students prepare enough for the licensing exam. 2. Some resources used by students were outdated.	1. Motivate students to take a review course for the exam. 2. We provide a list of updated physical and online resources to prepare for the exam.

Variable	Program Objectives	Outcome	Challenges	Action Plan
<b>CRC exam approval</b>	1. Between 60 to 70% of students who seeks for the CRC exam will obtain a passing grade.	The Program does not have updated information regarding graduates who had taken the CRC exam.	1. Professionals in the field evaluate the aggregated value of taking the CRC Exam in Puerto Rico and the USA.	1. Within the actual context, out of states certifications and licenses are not required to practice in PR. We are still evaluating the impact of accreditation changes in the field for said licenses. 2. The Program develops a form to survey former students and update the database.
<b>Employment Rate</b>	1. Between 60 to 70% of students who graduate from the Program will obtain competitive employment in the Rehabilitation Counseling field within a period of two years after graduation.	The Program does not have updated information on employment rates among alumni. However, anecdotal reports suggest the vast majority are employed within the rehabilitation counseling field or related areas.	1. Availability of opportunities in the rehabilitation counseling field fluctuated in the last few months with the retirement or migration of professionals. 2. The licensing exam was postponed; thus, many students could not apply for jobs as rehabilitation counselors for almost a year.	1. The Program collaborates with the College of Rehabilitation Counseling Professionals of PR to promote and advocate for career development and opportunities within the rehabilitation counseling field (public and private sectors). 2. The Program is advocating for the approval of a law (P. of S. 609) allowing students to apply for provisional licensure, among other things.

The faculty identified several socioeconomic factors, such as financial aid and support for students dealing with pandemic and natural disaster stressors impacting academic performance. The faculty has identified several resources within the campus to address said issues.

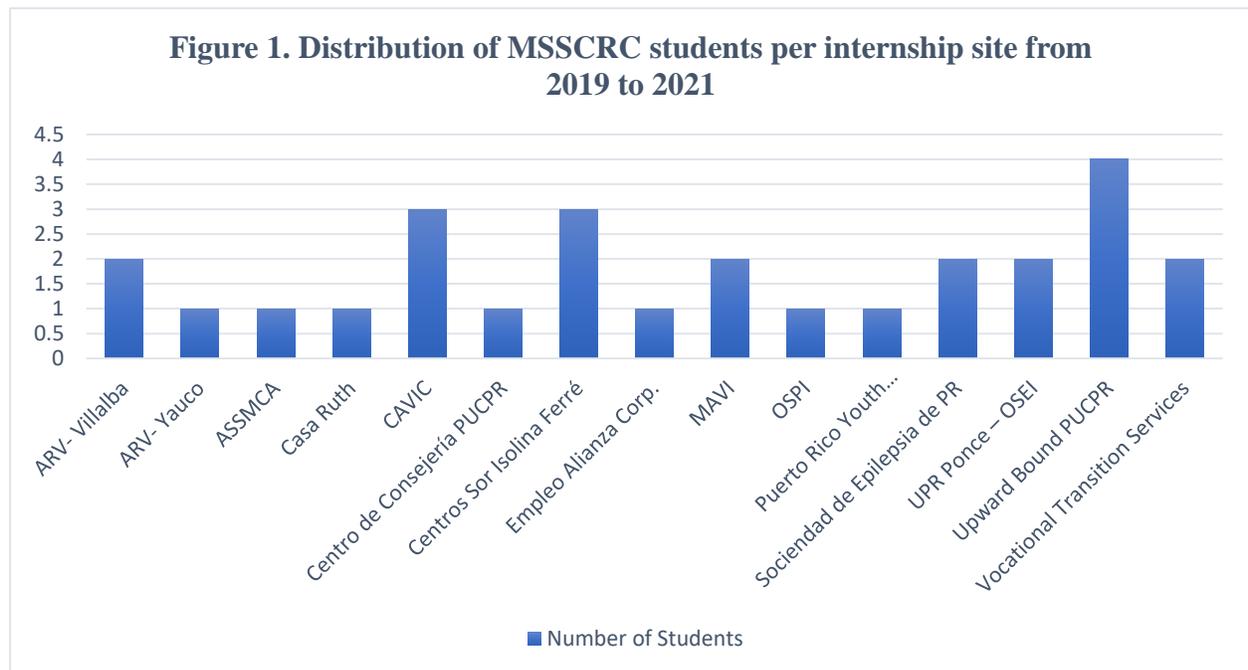
### Advisory Board Input

The MSSCRC program held one meeting with the Advisory Board in October 2021. The meeting focused on three main objectives: 1) invite once again the acting members of the Advisory Board whose term was interrupted by the pandemic, 2) recruit new members for the Board, 3) inform the new changes in curriculum, the status of the accreditation process and the new configuration of the faculty. During the meeting, we discussed the Program's outcomes, the accreditation process, and the celebration of the 15th Anniversary of the Program. Some results of the meeting are:

1. The members of the Board identify new resources for practicum and internship experiences.
2. The meeting also produced suggestions for the 15th Anniversary celebration, including the Program's participation in the Rehabilitation Counseling Week in March 2022.
3. Support for the accreditation process.

### Annual Program Evaluation - Student's Survey

Between 2019 and 2021, 24 students in the PCUPR Rehabilitation Counseling program completed the practicum and internship experiences on various sites. All students enrolled in professional experiences must complete an Annual Evaluation Form. The survey's primary purpose was to assess students' perception of the acquired knowledge during their studies in the MSSCRC Program. Due to the limited access to students' files (2020 earthquakes and the Covid-19 pandemic), the following are *partial results* representing the opinions and experiences of nine of all the students who completed during the said period. Figure 1 presents a distribution of students per internship site.



All our students agree that the Program has available information on the program's mission and vision, course objectives, course content, required text, evaluation criteria, and syllabi (see table 1).

**Table 1: Summary of descriptive statistics on MSSCRC program's information**

Program Area	Percentage		
	Yes	No	Not sure
Information detailing the program mission and objectives	100	0	0
Course objectives	100	0	0
Course content areas	100	0	0
Required text and readings	100	0	0
Evaluation criteria	100	0	0
Syllabus is available at the beginning of each period	100	0	0

We ask students to describe their general knowledge about the curriculum structure. This section asked students yes or no questions regarding aspects such as the opportunity to take elective courses or focus on rehabilitation counseling. All students acknowledge knowing about the *One hour of practicum's individual supervision* and the *600 hours of internship experience*. In contrast, the area less known by the students was the *Opportunity for elective coursework* (see table 2).

**Table 2: Summary on students' knowledge on Program's structure**

Program Area	Percentage			
	Yes	No	Not sure	Missing
Opportunity for elective coursework	55.6	11.1	33.3	0
*Focus on rehabilitation counseling				0
Curriculum consisting of at least 48 semester/ 72 quarter hours	88.7		11.1	0
*100 hours of practicum experience				0
*Written expectations of practicum				0
One hour of practicum's individual supervision	100	0	0	0
600 hours of internship experience	100	0	0	0
One hour of internship's individual supervision	88.7	11.1		0
Written expectations for internship	88.7	0	11.1	0

*\*Information not available for the reporting period.*

The survey explored students' knowledge of the availability of research opportunities, engaging in activities and actively participating in the Program, recruitment, retention, etc. Table 3 provides a summary of said results.

**Table 3: Student's knowledge on information and opportunities available in the MSS program**

Program Area	Percentage		
	Yes	No	Not sure
Opportunity to understand the importance of participating in research that will benefit the profession			
Written recruitment and/or retention policies, procedures, and materials			
Identified options for students with financial assistance			
Representation of students with disabilities			
Representation of students with minority status			
Clarification of program requirements for students			
Opportunities for students to provide feedback about the Program			
Opportunities for involving professional rehabilitation counseling associations			
Opportunities for interaction with personas active in rehabilitation counseling			
Exposure to other helping professions			
Involvement with consumer and advocacy groups			

*\*Information not available for the reporting period.*

The survey also assesses the student's perception of their level of preparedness for the rehabilitation counseling areas. Results demonstrate that most of our students perceive that they have between high preparation and very high preparation in principles and practice of rehabilitation counseling, job development, job placement, and assessment. The areas of community resources and assessment show a slight increase in the number of students who describe the level of readiness as "moderate" (table 4).

**Table 4: Student's perception of their degree of knowledge acquired during de MSSCRC program**

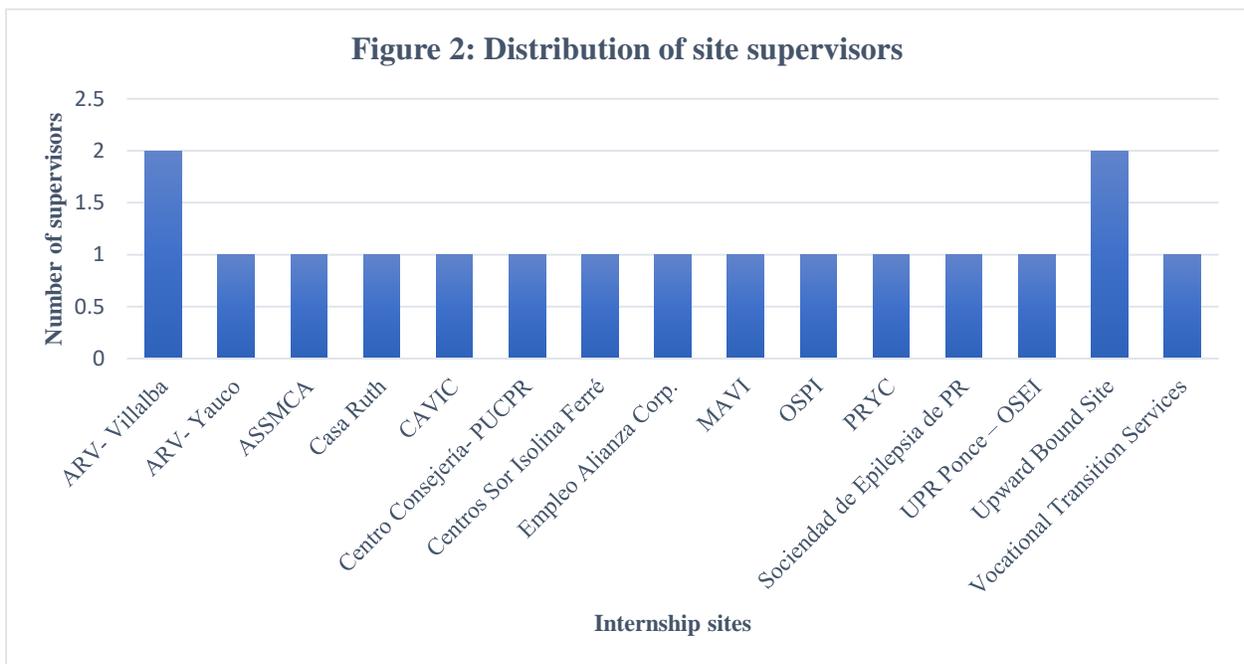
Knowledge Area	Percentage				
	Missing	Little	Moderate	High	Very High
<b>Principles and practice of rehabilitation counseling</b>					
Apply ethical principles in practice	0	0	0	22	78
Apply appropriate legal principles	0	0	0	44	56
Utilize ethical decision-making skills in resolving ethical dilemmas.	0	0	0	33	67

Understand the impact of history, philosophy, and legislation on rehabilitation.	0	0	0	22	78
Understand the scope of services of various service delivery systems.	0	0	0	22	78
Conduct individual counseling.	0	0	0	33	67
Develop and maintain a counseling relationship.	0	0	0	11	89
Establish individual goals and objectives in counseling.	0	0	0	22	78
Assist individuals with crisis resolution.	11	0	0	33	56
Facilitate an individual's independent decision making.	0	0	0	22	78
Conduct group counseling sessions on adjustment and/or other vocational problems, when appropriate.	0	0	0	33	67
Involve the individual's family or significant others in the counseling sessions, when appropriate.	0	0	0	33	67
Recommend strategies to individuals to resolve identified problems that impede the rehabilitation process.	0	0	0	44	56
Determine adequacy of information and planning.	0	0	0	22	78
Integrate cultural and social factors in rehabilitation planning.	0	0	0	33	67
Integrate economic factors in rehabilitation planning.	0	0	11	22	67
Integrate disability-related factors in rehabilitation planning.	0	0	0	22	78
Integrate environmental concerns in rehabilitation planning.	0	0	0	33	67
Identify available resources.	11	0	11	33	44
Facilitate with the individual the development of a rehabilitation plan.	0	0	0	22	78
Facilitate with the individual the development of an independent living plan.	0	0	0	22	78
<b>Community Resources</b>					
Communicate with other service providers involved with the individual and/or family.	0	0	11	44	44
Determine mutual responsibilities with other service providers involved with the individual and/or the family.	0	0	11	33	56
Refer individuals to community resources when appropriate.	0	0	11	33	56
Assist individuals in identifying potential fiscal resources.	0	0	22	33	44
Consult with agencies to promote the integration of individuals in the community.	0	0	33	22	44
Market services and availability of rehabilitation services.	0	0	22	22	56
Identify computer-related resources.	0	0	11	22	67
<b>Job Development and Placement</b>					
Identify appropriate assistive technology.	0	0	11	11	78
Understand consumer vocational goals.	0	0	11	11	78
Understand consumer-related resources.	0	0	11	22	67
Utilize career and occupational information.	0	0	11	22	67
Obtain and utilize labor market information.	0	0	11	22	67
Explore occupational alternatives.	0	0	11	11	78
Develop career plans.	0	0	22	0	78
Understand career development theories.	0	0	11	22	67
Understand the importance of work to individuals.	0	0	0	33	67

Identify prerequisite experience and training for specific career goals.	0	0	11	33	56
Identify and resolve work adjustment problems.	0	0	33	22	44
Gather information concerning the existence, onset severity, progression, and expected duration of an individual's disability.	0	0	11	22	67
Determine an individual's eligibility for rehabilitation services and/or programs.	0	0	0	22	78
Evaluate the feasibility of an individual's rehabilitation or independent living objectives.	0	0	11	22	67
Identify and contact employers to develop job opportunities.	0	0	22	11	67
Perform job and task analysis.	11	0	0	22	67
Modify and restructure jobs.	0	11	33	1	44
Incorporate assistive devices into job modification when appropriate.	0	11	11	22	56
Educate prospective employers about hiring persons with disabilities.	0	0	22	33	44
Assist employers in identifying, modifying, or eliminating architectural, procedural, and attitudinal barriers to employment of persons with disabilities.	0	0	11	22	67
Determine potential job match (i.e., match of individuals with appropriate jobs).	0	0	11	11	78
Teach job-seeking and job retention skills.	0	0	11	22	67
Provide support services to facilitate job retention.	0	11	0	22	67
<b>Assessment</b>					
Review assessment information to determine appropriate services.	0	0	11	33	56
Consult with professionals in other disciplines.	0	0	11	33	56
Assess the relevant vocational knowledge and experience of the individual.	0	0	11	33	56
Interpret assessment/evaluation results to individuals and/or family members.	0	0	22	33	44
Assess individual decision-making capabilities.	0	0	11	33	56
Determine the individual's vocational skills.	0	0	11	44	44
Determine an individual's vocational aptitudes.	0	0	11	33	56
Determine an individual's vocational interests.	0	0	11	33	56
Determine an individual's independent living skills.	0	11	0	33	56
Determine an individual's independent living aptitudes.	0	11	0	33	56
Determine an individual's need for independent living preferences.	0	11	0	33	56
Determine an individual's need for rehabilitation engineering/technology services.	0	11	0	44	44
Consult with experts to increase the functioning of individuals.	0	11	0	33	56
Establish follow-up and follow-along services as necessary.	0	0	22	33	44
Read and understand rehabilitation counseling research.	0	0	11	33	56
Obtain and apply information from published rehabilitation counseling research.	0	0	11	33	56
Determine the applicability of specific research results to my practice.	0	0	22	22	56

### Annual Program Evaluation - Site Supervisor Survey

As previously stated, between 2019 and 2021, we administered the Annual Program Evaluation survey to site supervisors. The survey's primary purpose was to assess the supervisor's perception of MSSCRC's available information and its ability to prepare students for the rehabilitation counseling field. However, due to the limited access to students' files (2020 earthquakes and the Covid-19 pandemic), the following are partial results of the opinions and experiences of five of the total active site supervisors during the reporting period. Thus, said results should not be considered an accurate description of all site supervisors. Figure 2 presents a distribution of the internship sites where students have completed professional experiences during the reporting period.



In terms of the availability of information provided by the MSSCRC program, most of the supervisors indicate that the Program has adequately available information of its structures and policies (see table 5).

**Table 5: Summary on supervisor's knowledge on Program's structure**

Statement	Percentage			
	Yes	No	Not Sure	Missing
Program provides written information detailing the programs mission and objectives.	100	0	0	0
At least 600 hours of internship experience in a rehabilitation setting.	80	0	20	0
Written expectations and procedures for internship experience.	100	0	0	0
Orientation to program components of my field placement sites including: policies, procedures, staff roles, and practicum/internship expectations.	100	0	0	0
Performing rehabilitation counseling tasks from intake to discharge or placement.	80	0	20	0
Self-evaluation procedures in which students evaluated their own performance.	100	0	0	0
Evaluation of student performance by the supervisor at the field site.	80	0	20	0
Communication of the expectation of regularly scheduled supervision to field site supervisors.	100	0	0	0

Regarding the supervisor's perception of the degree of knowledge of MSSCRC students about the scope of practice in rehabilitation counseling, the results varied. One of the site supervisors pointed out that some of the asseverations did not apply to the type of services provided on the site. Therefore, said responses were left blank. Another supervisor expressed that the internship experience was too short to cover all the areas included in the assessment and left the questions unchecked. However, it was unclear if the response check as "none" refers that the experience was not covered during the internship or if the supervisor believed the student did not exhibit the skill depicted in the asseveration.

The survey's *partial results* reflect that most supervisors perceive students have *high* or *very high* preparation in principles and practice of rehabilitation counseling and community resources. The areas of job development and placement present a higher rate of responses as *none* and *little*, while the assessment area presented more responses as *none* or *missing* (table 6).

**Table 6: Supervisor's perception on students' degree of knowledge acquired during de MSSCRC program**

Knowledge Area	Percentage					
	None	Little	Moderate	High	Very Hight	Missing
<b>Principles and Practices in Rehabilitation Counseling</b>						
Apply ethical principles in practice.	0	0	0	20	60	20
Apply appropriate legal principles.	0	0	0	20	60	20
Utilize ethical decision-making skills in resolving ethical dilemmas.	20	0	0	20	40	20
Understand the impact of history, philosophy, and legislation on rehabilitation.	20	0	0	20	40	20

Knowledge Area	Percentage					
	None	Little	Moderate	High	Very High	Missing
Understand the scope of services of various service delivery systems.	0	0	0	40	40	20
Conduct individual counseling.	0	0	20	60	20	0
Develop and maintain a counseling relationship.	0	20	0	40	40	0
Establish individual goals and objectives in counseling.	0	0	20	40	20	20
Assist individuals with crisis resolution.	0	0	0	60	20	20
Facilitate an individual's independent decision making.	0	40	0	40	20	0
Conduct group counseling sessions on adjustment and/or other vocational problems, when appropriate.	0	20	0	40	20	20
Involve the individual's family or significant others in the counseling sessions, when appropriate.	0	0	0	40	40	20
Recommend strategies to individuals to resolve identified problems that impede the rehabilitation process.	20	20	0	20	40	0
Determine adequacy of information and planning.	20	20	0	0	60	0
Integrate cultural and social factors in rehabilitation planning.	20	0	0	20	40	20
Integrate economic factors in rehabilitation planning.	20	20	0	20	40	0
Integrate disability-related factors in rehabilitation planning.	20	20	0	20	40	0
Integrate environmental concerns in rehabilitation planning.	20	0	0	20	40	20
Identify available resources.	0	20	0	20	40	20
Facilitate with the individual the development of a rehabilitation plan.	20	0	0	40	20	20
Facilitate with the individual the development of an independent living plan.	20	0	0	20	40	20
<b>Community Resources</b>						
Communicate with other service providers involved with the individual and/or family.	0	0	0	20	60	20
Determine mutual responsibilities with other service providers involved with the individual and/or the family.	0	0	0	20	60	20
Refer individuals to community resources when appropriate.	0	0	20	0	60	20
Assist individuals in identifying potential fiscal resources.	20	0	0	20	40	20
Consult with agencies to promote the integration of individuals in the community.	20	0	0	20	40	20
Market services and availability of rehabilitation services.	20	0	0	20	40	20
Identify computer-related resources.	20	0	0	20	40	20
<b>Job Development and Placement</b>						
Identify appropriate assistive technology.	20	0	0	20	40	20
Understand consumer vocational goals.	20	0	20	20	40	0
Understand consumer-related resources.	20	0	20	20	40	0
Utilize career and occupational information.	20	0	20	20	40	0
Obtain and utilize labor market information.	0	20	0	20	40	20
Explore occupational alternatives.	20	0	20	20	40	0
Develop career plans.	20	0	0	20	40	20
Understand career development theories.	20	0	0	20	40	20

Knowledge Area	Percentage					
	None	Little	Moderate	High	Very High	Missing
Understand the importance of work to individuals.	20	0	20	20	40	0
Identify prerequisite experience and training for specific career goals.	20	0	20	20	40	0
Identify and resolve work adjustment problems.	20	0	0	20	40	20
Gather information concerning the existence, onset severity, progression, and expected duration of an individual's disability.	20	0	20	20	40	0
Determine an individual's eligibility for rehabilitation services and/or programs.	20	0	20	20	40	0
Evaluate the feasibility of an individual's rehabilitation or independent living objectives.	20	0	0	20	40	20
Identify and contact employers to develop job opportunities.	20	0	0	20	40	20
Perform job and task analysis.	20	0	20	20	40	0
Modify and restructure jobs.	20	0	0	20	40	20
Incorporate assistive devices into job modification when appropriate.	20	0	0	20	40	20
Educate prospective employers about hiring persons with disabilities.	20	0	0	20	40	20
Assist employers in identifying, modifying, or eliminating architectural, procedural and attitudinal barriers to employment of persons with disabilities.	20	0	0	20	40	20
Determine potential job match (i.e., match of individuals with appropriate jobs).	20	0	20	20	40	0
Teach job-seeking and job retention skills.	20	0	0	20	40	20
Provide support services to facilitate job retention.	20	0	0	20	40	20
<b>Assessment</b>						
Review assessment information to determine appropriate services.	0	20	0	40	40	0
Consult with professionals in other disciplines.	0	20	0	40	40	0
Assess the relevant vocational knowledge and experience of the individual.	20	0	0	20	40	20
Interpret assessment/evaluation results to individuals and/or family members.	20	0	0	20	40	20
Assess individual decision-making capabilities.	20	0	0	20	40	20
Determine the individual's vocational skills.	20	0	0	20	40	20
Determine an individual's vocational aptitudes.	20	0	0	20	40	20
Determine an individual's vocational interests.	20	0	0	20	40	20
Determine an individual's independent living skills.	20	0	0	20	40	20
Determine an individual's independent living aptitudes.	20	0	0	20	40	20
Determine an individual's need for independent living preferences.	20	0	40	20	40	20
Determine an individual's need for rehabilitation engineering/technology services.	20	0	0	20	40	20
Consult with experts to increase the functioning of individuals.	20	20	0	20	40	0
Establish follow-up and follow-along services as necessary.	20	0	0	20	40	20

Knowledge Area	Percentage					
	None	Little	Moderate	High	Very High	Missing
Read and understand rehabilitation counseling research.	20	0	0	20	40	20
Obtain and apply information from published rehabilitation counseling research.	20	0	0	20	40	20
Determine the applicability of specific research results to my practice.	20	0	0	20	40	20
Understand the importance of participating in research that will benefit the profession.	0	0	0	20	60	20