

Rehabilitation Counseling - MRC

Group 1: Cycle 1 - Fall 2017 - Summer 2019

Currently status is: Report
Accepted

ASSESSMENT REPORT FOR Group 1: Cycle 1 - Fall 2017 - Summer 2019

Mission Statement

Rehabilitation counseling is a systematic process that assists persons with physical, mental, developmental, cognitive, and addiction-based disabilities in their personal, career, and independent-living goals through counseling activities. Rehabilitation counselors help individuals deal with personal, interpersonal, and societal problems, plan careers, and find and maintain appropriate employment. Counselors work with individuals, organizations, and advocacy groups that address environmental and social barriers creating obstacles for individuals with disabilities. They also collaborate with physicians, psychologists, therapists, employers, representatives of the business community, and others in assisting individuals with disabilities in achieving their goals.

In keeping with the overall purpose and function of the rehabilitation counseling profession, the Rehabilitation Counseling Program at the University of South Carolina is dedicated to the enhancement of the quality of life of individuals with disabilities through:

- I. The provision of high quality professional education emphasizing the assimilation of the skills and knowledge necessary for successful, effective, and responsible participation in a changing state and national rehabilitation environment.
- II. The provision of clinical rehabilitation services (counseling, assessment, case management, advocacy, and community program development activities) that supplement or enhance the menu of services available to South Carolinians with disabilities while offering students the opportunity for hands on learning under the supervision of qualified, experienced professionals.
- III. The dissemination of research that enhances the knowledge and understanding of disability and its effects on the lives of individuals, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

Goal 1.

Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological and vocational goals.

Curriculum

Students complete a minimum of 48 credit hours of required coursework that follows the course requirements outlined by the Council on Rehabilitation Counselor Education (CORE). Key content areas of study include professional orientation, medical and psychosocial aspects of disability, rehabilitation assessment, occupational and career assessment, job placement, and individual and group counseling. As part of the 48-credit hours, students complete a 150 hour practicum and a 600 hour internship in approved community agencies.

Students are also required to receive a passing grade on the comprehensive examination in the semester in which they intend to graduate. The comprehensive exam includes three (3) sections that represent that three overarching areas of study within the degree program:

disability studies, career/vocational aspects, and counseling. Each section of the exam includes 5 questions that represent more specific knowledge and competencies within the overarching area.

Students may individualize their professional preparation by electing to participate in a wide range of rehabilitation counseling activities that occur in the Rehabilitation Counseling and Assessment Center or working with faculty members on rehabilitation research projects.

Graduates of the program are eligible to take the national Certified Rehabilitation Counselor (CRC) exam. With additional coursework offered by the program, students are eligible to take the National Counselor Examination (NCE) that leads to counselor licensure.

The 48 credit-hour curriculum includes thirteen (13) required courses (including practicum and internship) and two (2) electives. The courses are listed below in groupings that reflect the overarching sections of the comprehensive examination. It is noted that several of the courses have applicability across the sections. The field experiences are listed separately.

REQUIRED COURSES (39 credit hours)

Disability Studies

RHAB 700 Intro to Rehabilitation Counseling

RHAB 703 Psychosocial Aspects of Disability

RHAB 710 Medical Aspects of Disability

RHAB 730 Case Management and Community Resources

RHAB 702 Intro to Rehabilitation Research

Career/Vocational Aspects

RHAB 712 Occupational Analysis & Job Placement in Rehab.

RHAB 713 Career Development and Counseling Rehabilitation

RHAB 714 Rehabilitation Assessment

Counseling

RHAB 701 Rehabilitation Counseling Practice I

RHAB 711 Rehabilitation Counseling Practice II

RHAB 720 Group Counseling in Rehabilitation Settings

Field experiences

RHAB 880 Counseling Practicum

RHAB 883 Counseling Internship (6 credits)

ELECTIVES (6 semester hours)

A partial listing of electives includes:

RHAB 704 Ethics in Rehabilitation Counseling

RHAB 705 Culture and Disability*

RHAB 750 Assistive Technology

RHAB 752 Disability and Sexuality

RHAB 753 Counseling of Severely Disabled Persons

NPSY 757 Psychopathology for Counselors*

NPSY 758 Classification & Assessment of Mental Disorders*

Courses marked with an asterisk (*) are recommended for students interested in professional counselor licensure. Students should be aware the licensing requirements vary by state and are subject to change.

NOTE ABOUT CURRICULUM: Courses in the MRC program are open as electives to students from other university programs and non-degree students interested in rehabilitation topics and to students who are preparing for professional licensure and/or certification.

Learning Outcome 1.

Students will utilize knowledge of career counseling theories by selecting a career theory, explaining its primary components, and applying those components by recommending attainable and satisfying employment options for persons with disabilities.

Measures and Criteria

Measure # 1: At least 85% of students will earn a score of 90% or better on Career Paper assignment.

Measure #2: At least 85% of students will earn a score of 90% or better on the Transferrable Skills Assignment.

Methods

At end of academic year, the Course instructor (RHAB 713) will report the number and percentage of students who earned grades of 90% or above on the Career Paper. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be gathered, tallied and summarized by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Career Paper](#)
[Transferrable Skills Analysis and Rubric](#)

Results

Measure #1: 18/18 students (100%) met the goal.

Measure # 2: 18/18 students (100%) met the goal.

Use of Results

For Measures #1 and #2:

Faculty was satisfied with student performance. No changes will be made to this goal as this class was retired after the summer semester.

Note: The RHAB 713 course will soon be retired. The content for this course was folded into the 60 credit MA program in course RCON 725. Future data on these measures will be collected as a part of the MA program assessment process.

Learning Outcome 2.

Students will be able to assess the interests, aptitudes, abilities, and functioning of persons with disabilities by selecting, administering, and scoring rehabilitation assessment tools.

Measures and Criteria

Measure 1: At least 85% of students will score 85% or better on the RHAB 714 Instrument Review assignment.

Measure 2: At least 85% of students will score 85% or better on the RHAB 714 Assessment Administration Assignment.

Methods

Every semester, the Course instructor (RHAB 714) will report the number and percentage of students who earned grades of 85% or above on the Instrument Review assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Faculty will review annually.

[Instrument Review Assignment](#)
[Assessment Admin Assignment and Rubric](#)

Results

Measure # 1: 23/23 students (100%) met the goal.

Measure # 2: 23/23 students (100%) met the goal.

Use of Results

Measure 1: Students displayed relative strengths in understanding the basics of instrument evaluation. A section involving the use of instruments in the overall disability evaluation process was added after the Fall semester to further strengthen student learning in this area. This was a successful addition and student benefitted from this enhanced focus on disability as well as an enhanced focus on the vocational aspects of assessment.

Measure 2: Students displayed strengths in instrument choice. This seemed to be enhanced by the increased focus on disability and vocation.

Faculty agreed to update the course text to the newest edition of the Balkin/Juhnke text for future semesters.

Note: The RHAB 714 course will be converted to the new 60 Credit hour RCON program and become RCON 714. The RHAB section will be retired.

Learning Outcome 3.

Students will be able to demonstrate and apply an understanding of the process of job search, job placement, and ensuring job retention for persons with disabilities.

Measures and Criteria

Measure 1: Students in RHAB 712 will be able to discuss and prepare an employment proposal (i.e. Job Development Plan) that includes job search and job placement strategies for a person with a disability and will be measured as follows: 85% of students will earn a grade of 90% or better on an oral presentation and written summary.

Measure 2: Students in RHAB 713 will be able to complete a Task Analysis the details the essential functions of the job and enables clear communication as to how to do the job. At least 85% of students will achieve a 90% or above on this assignment.

Methods

Every semester, the Course instructor will report the number and percentage of students who earned grades of 90% or above on the employment proposal (i.e. Job Development Plan). Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Job Development Plan](#)

[Task Analysis Assignment and Rubric](#)

Results

Measure # 1: 20/22 students met the goal (90.09%). Note: Low enrollment in the Fall of 2018 semester negatively impacted this percentage.

Measure #2: 18/18 students (100%) met the goal.

Use of Results

For Measures #1 and #2:

Overall, faculty were pleased with student performance on both measures. The low enrollment in Fall negatively impacted the percentages, and student performance seemed good. No changes are recommended at this time.

Note: The RHAB 712 and RHAB 713 courses were combined into a single course (RCON 725) in the new 60 credit hour MA program. Future data on these measures will be collected as part of the MA program assessment process. The RHAB sections of these two courses will be retired.

Learning Outcome 4.

Students will demonstrate an understanding of vocational consultation and other services needed by employers of individuals with disabilities.

Measures and Criteria

At least 85% of students in RHAB 712 will earn a grade of Satisfactory on Section K of the Job Placement Plan. This component of the Plan involves initiating contact with an employer as part of the post-employment component of the job placement plan and discussing strategies to work with both the person and the employer to address concerns related to accommodations or other issues.

Working with Employers

Methods

For Measure 1: Every semester, the Course instructor (RHAB 712) will report the number and percentage of students who earned grades of Satisfactory or above on Section K of the employment proposal. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Results

Measure # 1: 21/22 students met the goal (95.45%). Note: Low enrollment numbers in Fall of 2018 negatively impacted the percentages.

Use of Results

Overall, faculty were pleased with student performance in this area. No changes are planned. This course will be retired.

Note: The RHAB 712 and RHAB 713 courses were combined into a single course (RCON 725) in the new 60 credit hour MA program. Future data on these measures will be collected as part of the MA program assessment process. The RHAB sections of these two courses will be retired.

Learning Outcome 5.

Students will demonstrate an understanding of the case management process as it relates to human service provision and rehabilitation counseling.

Measures and Criteria

1. Students in RHAB 730 will develop a comprehensive Case Management Plan for persons with a severe disability (e.g., spinal cord injury [SCI] or traumatic brain injury [TBI]). This will be measured by at least 85% of students earning a grade of 90% or above on the Case Management Plan assignment.

2. Students in RHAB 730 will develop a community resource file. This will be measured by at least 85% of students earning a grade of 90% or above on the community resource assignment.

Methods

For Measures 1 and 2:

Every semester, the Course instructor (RHAB 730) will report the number and percentage of students who earned grades of 90% or above on the Case Management assignment and the community resource file assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Review: Faculty will meet, discuss results, and determine use of results.

[Case Management Plan](#)
[Community Resource File](#)

Results

Measure # 1: 21/21 students (100%) met the goal.

Measure # 2: 21/21 students (100%) met the goal.

Use of Results

For Measures #1 and #2:

Students seem to be doing very well in these areas. Current practices will be retained. This collaborative process models the current professional setting and provides students an excellent opportunity to build collaborative case work skills. This collaborative process will be retained in the new course within the MA program.

Note: This course was retired in Summer 2018. Course content was folded into the new 60 credit hour MA program in course RCON 734. Future data on these measures will be collected as part of the MA program assessment process.

Learning Outcome 6.

Student will demonstrate an understanding of rehabilitation services and resources.

Measures and Criteria

Measure 1: At least 85% of students in RHAB 730 students are able to identify, distinguish among, utilize, and identify gaps in existing rehabilitation services and resources for persons with disabilities by passing with a score of 90% or better on the Biopsychosocial Evaluation.

Measure 2: Students in RHAB 730 will develop a community resource file. At least 85% of students will earn a grade of 90% or above on the community resource assignment.

Methods

Every semester, the Course instructor (RHAB 730) will report the number and percentage of students who earned grades of 90% or above on the biopsychosocial assessment assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout the academic year, above entered quantitative and qualitative data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Biopsychosocial Assessment](#)
[Community Resource File](#)

Results

Measure #1: 21/21 students (100%) met the goal.

Measure # 2: 21/21 students (100%) met the goal.

Use of Results

For Measures #1 and #2:

Students displayed good strengths in biopsychosocial case conceptualization. Again, the collaborative nature of the assignment is reflective of professional practice and prepares students well for professional roles. This practice will be moved into the newly formed course in the MA program. No changes recommended at this time.

Note: This course was retired in Summer 2018. Course content was folded into the new 60 credit hour MA program in course RCON 734. Future data on these measures will be collected as part of the MA program assessment process.

Learning Outcome 7.

Students will demonstrate effective individual counseling and communication skills appropriate for beginning counselors at the training level.

Measures and Criteria

1. At least 85% of students in RHAB 701 will learn and demonstrate a series of microskills of counseling. This will be measured by students earning a grade of Satisfactory or above on the final 2 video assignments in this course, thus demonstrating microskill competency.
2. At least 85% of students in RHAB 711 will learn and demonstrate specific counseling techniques associated with counseling theories by videotaping 4 counseling sessions and earning 9 of 12 points on each session on a grading rubric that includes three elements: basic listening and attending skills, use of counseling techniques, and students' ability to articulate theory-based rationale supporting the choice of techniques.

Methods

For measures 1 and 2: Every semester: Course instructors for RHAB 701 and RHAB 711 will review students' videos and assign grades based on students' demonstration of skills. Course instructors will report the number and percentages of students earning grades of Satisfactory or above on assignment (RHAB 701) and 9 of 12 points on assignment (RHAB 711). Each semester, the instructors will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be gathered and tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[RHAB 701 Video Rubric](#)

[RHAB 711 Video Rubric Rev. January 2017](#)

Results

Measure # 1: 12/12 students (100%) met the goal.

Measure #2: 21/21 students (100%) met the goal. Note: As of semester's end (Spring 2018), one student had failed to meet the goal. However, the instructor took a developmental approach to working with the student, eventually resulting in that student being able to successfully meet the goal.

Use of Results

Measure #1: Students displayed relative strengths in attending skills. Some student struggled with asking questions, but that is normal at this stage of counselor development. The inclusion of Student Dispositions early in the Spring semester seemed to lead to positive student development, as did the early introduction of a model for assessing and understanding cultural development. These practices will be retained. The instructor is considering a change to textbook format to assist students in accessing materials.

Measure #2: Students did well in this area, in general. One student did struggle to meet the criteria in the allotted timeframe of the semester, but later was able to display excellent skills. The faculty member's developmental approach with this student seemed to be effective in helping the individual to reach the standard.

Measure #1 Note: This course was retired in Spring 2018. Course content was folded into the new 60 credit hour MA program in course RCON 601. Future data on these measures will be collected as part of the MA program assessment process.

Measure # 2 Note: This course will be retired as of Fall 2019. Course content was folded into the new 60 credit hour MA program in course RCON 711. Future data on these measures will be collected as part of the MA program assessment process.

Learning Outcome 8.

Students will demonstrate an understanding and skills in group and family counseling appropriate for beginning counselors at the training level.

Measures and Criteria

1. At least 85% of students in RHAB 720 will demonstrate and accurately identify group leadership skills by earning a rating of Satisfactory on measures including student self-evaluations of leader skills and course instructor observations.
2. At least 85% of students in RHAB 720 will be able to accurately identify stages of group development by earning grades of Satisfactory on group process papers.
3. At least 85% of students in RHAB 720 will develop and implement a group for persons with disabilities by earning grades of 90% or above on the group development capstone project.

Methods

For measures 1, 2, and 3:

Every semester, the course instructor for RHAB 720 will track grades/ratings on leadership skills, identification of stages of group development, and the capstone project and report number and percentages of students meeting the target. Course instructor will identify relative strengths and weaknesses with regard to performance of group counseling competencies. At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee.

Review: Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Group Leader Skills](#)

[Group Process Papers](#)

[Group Development Paper](#)

Results

Measure #1: 24/24 students (100%) met the goal.

Measure #2: 24/24 students (100%) met the goal.

Measure #3: 20/24 students (80%) met the goal.

Use of Results

Measure #1: Students did well in identifying and recalling group leadership skills. No changes are recommended at this time.

Measure #2: Students displayed strengths in identifying stages of group development, typically struggling with the transition and termination stages, which is common at this stage of counselor development. That said, students in the Spring semester did well with all stages. No changes are recommended at this time.

Measure #3: In the Fall 2017 semester, 2 students fell short of the goal. This was thought to be a result of the students failing to closely read the assignment and rubric. In the Spring 2018, students were reminded and all met the goal, averaging a 91% grade on the final project, a dramatic improvement from the Fall semester. This reminder process was thought to be helpful, but the instructor noted that the Spring group was exceptionally engaged and were enthusiastic participants throughout the semester. Faculty discussed the benchmark of 90% in light of the students' Fall performance and considered making a change. However, given the feeling among faculty was that the 90% benchmark was still appropriate. That was borne out by student performance in the Spring 2018. In Fall 2018, 4/4 students (100%) met the goal, while in Spring 2019, 6/8 (75%) met the goal. The Spring 2019 data indicated that one student's lack of effort was the main factor in that student failing to reach the goal, while another came very close. Both showed evidence of solid understanding, however.

In terms of additional improvement for the course in general, in Spring of 2019 the instructor instituted changes aimed at strengthening student performance in the development of group activities for each session, which was an area in which student seemed to struggle in recent semesters.

Measure #1 and #2 Note: This RHAB 720 course will soon be retired. Course content was folded into the new 60 credit hour MA program in course RCON 720. Future data on these measures will be collected as part of the MA program assessment process.

Learning Outcome 9.

Students will demonstrate an understanding and develop basic competencies in mental health counseling.

Measures and Criteria

Measure 1.

At least 85% of students in RHAB 880 will be able to identify risk factors and protective factors for suicidality in clients with psychiatric disabilities, and will be able to describe the clinical use of suicide assessment techniques. Proficiency on this outcome will be measured by earning a grade of satisfactory or better on responses to case study questions.

Measure 2

At least 85% of students in RHAB 883 will be able to develop case conceptualizations that include how mental health issues are impacting the rehabilitation process and suggest effective strategies for counseling persons with mental health conditions. The measure for this will be achieving a score of Satisfactory or higher on the case conceptualization assignment in RHAB 883.

Methods

For measures 1 and 2:

Every semester, Course instructor for RHAB 880 (Practicum) will track grades on case study/basic mental health assignment. Course instructor for RHAB 883 (Internship) will track grades on case conceptualization assignment. Instructors will report the number and percentage of students who met the target and will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

[Basic MH Suicidality Assessment](#)
[Case Conceptualization](#)

Results

Measure #1: 24/24 students (100%) met the goal.

Measure #2: 24/24 students (100%) met the goal.

Use of Results

Measure #1: Student showed good skills in suicide assessment. The Spring 2018 semester was updated to include cultural and group counseling components. These changes seemed to have a positive impact on student learning and skill development. No changes are recommended at this time.

Measure #2: Students displayed good skills in case conceptualization and were able to use that information to develop effective interventions to mitigate functional limitations. Student also evidenced good skills in clinical observation and the associated clinical implications as well as the ability to develop effective strategies for working with people with mental health conditions. No changes are recommended at this time.

Measure #1 Note: This RHAB 880 course will soon be retired. Course content was folded into the new 60 credit hour MA program in course RCON 880. Future data on these measures will be collected as part of the MA program assessment process.

Measure #2 Note: This RHAB 883 course will soon be retired. Course content was folded into the new 60 credit hour MA program in course RCON 883. Future data on these measures will be collected as part of the MA program assessment process.

Learning Outcome 10.

Students will demonstrate an understanding of the psychosocial and cultural issues involved in counseling.

Measures and Criteria

1. At least 85% of students in RHAB 703 will be able to identify and describe societal views of disability from their personal frame of reference after completing the Insight Project (an experiential project). The Insight Project will include choices of experiential activities such as simulating disability by spending 3 hours in public using a wheelchair for mobility and sharing a “day in the life” of a person with severe disability. The measure for this will be a score of Satisfactory on students’ reflection papers.

2. At least 85% of students in RHAB 703 will score Satisfactory or above on the Interview Project in which students must demonstrate understanding of psychosocial and cultural variables affecting persons with disability and family members.

Methods

For measures 1 and 2:

Every semester the Course instructor for RHAB 703 will report the number and percentage of students who earned grades of Satisfactory on reflection papers and the Interview Project assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Review: Faculty will meet, discuss results, and determine use of results.

Insight Project and Interview Project

Results

Measure #1: 14/14 students (100%) met the goal.

Measure #2: 14/14 students (100%) met the goal.

Use of Results

Measures #1 and #2:

In previous years, it was noted that a cultural focus was needed in this area. This focus was added in the 2017-2018 academic year and students seemed to be able to demonstrate strength in this area. No further changes are recommended at this time.

Note: This course was retired in Fall of 2018. The course content was folded into the 60 credit hour MA program in course RCON 733. In Spring of 2019, 5 MRC students were enrolled in the 733 course and 5/5 met the stated goal. Future data on this course content will be collected in the MA program's reporting process.

Learning Outcome 11.

Students will demonstrate and apply knowledge of the medical, functional, and environmental aspects of disabilities.

Measures and Criteria

1. At least 85% of students in RHAB 710 will apply knowledge of medical terminology to interpret medical records by achieving a score of Satisfactory (defined as grade of

80 or above) on the medical terminology unit assignment.

2. At least 85% of students in RHAB 710 will utilize the International Classification of Functioning (ICF) checklist to describe body systems, functioning, and environmental barriers and facilitators by achieving a score of 45 of 50 points (90%) on ICF section of the mid-term and final examinations.

3. At least 85% of students in RHAB 710 will construct vocational profiles and develop comprehensive rehabilitation plans for persons with disabilities by achieving a score of 45 of 50 points (90%) on the vocational profile and rehabilitation plan section of the mid-term and final examinations.

Methods

Measures 1, 2, and 3: Every semester, Course instructor for RHAB 710 will report the number and percentage of students who met criterion for medical terminology unit and ICF, vocational profile, and rehabilitation plan sections of midterm and final exams. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

Review: Faculty will meet, discuss results, and determine use of results.

[Medical Terminology](#)

[ICF Checklist](#)

[Vocational Profile and Rehab Plan](#)

Results

Measure #1: 26/26 students (100%) met the goal.

Measure #2: 24/26 (92.30%) students met the goal.

Measure #3: 26/26 students (100%) met the goal.

Use of Results

Measure #1: Students did well in this area. No changes are recommended at this time.

Measure #2: In the Spring 2018 semester, 11/13 students met the goal. This was thought to be a result of cultural factors of the student body that semester. The faculty member worked on a developmental basis with those students to enhance their understanding and skill sets. This highlights a growing trend in the field and provided an excellent opportunity to explore these areas. Student performance in later semesters (100% met the goal) suggested the validity of this approach.

Measure #3: In the 2017-2018 academic year, students did well in this area and were aided by the template for a vocational profile that was developed and provided by the course instructor. Students continue to show skill in this area on the case-driven examination.

Note: This course was retired in Fall of 2018. The course content was folded into the 60 credit hour MA program in course RCON 733. In Spring of 2019, 5 MRC students were enrolled in the 733 course and 5/5 met the stated goal. Future data on this course content will be collected in the MA program's reporting process.

Learning Outcome 12.

Students will demonstrate an understanding of the foundations, ethical guidelines, and professional issues of the rehabilitation counseling field.

Measures and Criteria

1. At least 85% of students in RHAB 700 will demonstrate knowledge and values related to rehabilitation counseling history and legislation, roles of rehabilitation professionals, professional organizations, and the federal-state rehabilitation system. This will be measured as the number/percent of students earning a grade of 85% or better on the capstone project, which is a comprehensive research paper.

2. At least 85% of students in RHAB 700 students will be able to identify the competing principles in ethical dilemmas by achieving a grade of B or better on the introductory ethics unit assignment. The grade is determined using a Blackboard posting rubric.

3. At least 85% of students in RHAB 883 students will be able to state the ways in which ethical issues and aspects of the Professional code of Ethics are applicable to their field experience by achieving a grade of Satisfactory or above on the advanced-level ethics assignment.

Methods

For Measures 1 and 2:

Every semester, Course instructor for RHAB 700 will report the number and percentage of students who achieved the criterion on the research paper and on the ethics unit assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

For Measure 3:

Every semester, the course instructor for RHAB 883 will report the number and percentage of students who earned grades of Satisfactory or above on the advanced-level ethics unit assignment. Each semester, the instructor will note relative strengths and weaknesses with regard to performance and any changes that have been made in the instructional methods.

At the end of academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

For review: Faculty will meet, discuss results, and determine use of results.

[Rehab System](#)

[Basic Ethics](#)

[Advanced Ethics](#)

Results

Measure #1: 9/10 students (90%) met the goal.

Measure #2: 9/10 students (90%) met the goal.

Measure #3: 24/24 students (100%) met the goal.

Use of Results

Measure #1: Students did well in this area and displayed relative strengths in recalling and utilizing information on legislation, the history of the profession and professional roles. One student failed to turn in this assignment, resulting in less than 100% in this measure. This seemed to be related to effort and not understanding. No changes are recommended at this time.

Measure #2: Students displayed relative strengths in identifying ethical principles. One student failed to turn in the assignment in time due to a mid-semester pregnancy, resulting in less than 100% performance in this area. No changes are recommended at this time.

Measure #3: Students identified an actual or potential ethical issue involved in their work with a specific client. After identifying the ethical issue, students described the decision making process that they will utilize to resolve the issue. Students' relative strengths in this area include naming ethical principles and recognize the importance of refraining from any action that could cause harm to a client. As is consistent with previous students in this class, a relative area for refinement and growth is articulating and describing the actions for each step of a decision-making model. The instructor will continue to utilize a mastery-based approach to this assignment, allowing students to revise and strengthen the assignment if needed.

Measures # 1 and 2 Note: The RHAB 700 course was retired in Fall of 2018. The course content was folded into the new 60 credit MA program in course RCON 700. Future data on this measure will be collected in the MA program assessment process.

Measure # 3 Note: The RHAB 883 course will soon be retired. The course content will be folded into the new 60 credit hour MA program in course RCON 883. Future data on this measure will be collected as part of the MA program assessment process.

Learning Outcome 13.

Students will demonstrate an understanding of the disability and healthcare system.

Measures and Criteria

1. At least 85% of students in RHAB 700 will be able to explain how disability is defined and determined by earning 14 of 20 points on final examination questions related to disability determination (Ques. 1).
2. At least 85% of students in RHAB 710 will demonstrate an understanding of the Social Security disability determination system by earning a score of Satisfactory or better in Section 7 of final exam.

Methods

For Measures 1 and 2:

Every semester, Course instructors for RHAB 700 and RHAB 710 will report the number and percentage of students who met or exceeded the target. Each semester, the instructors will note relative strengths and weaknesses with regard to performance

and any changes that have been made in the instructional methods. Throughout academic year, above entered quantitative and qualitative data will be tallied by the program director or designee. Faculty will meet to review methods, measures, outcomes, and make suggestions for continuous improvement.

Disability Determination

Disability Eligibility

Results

Measure #1: 15/15 students (100%) met the goal.

Measure #2: 26/26 students (100%) met the goal.

Use of Results

Measure #1: Students displayed good strengths in explaining how disability is defined and determined. No changes are recommended at this time.

Measure #2: Students displayed a good understanding of the Social Security Disability determination system. No changes are recommended at this time.

Measure 1 Note: The RHAB 700 course was retired in Fall of 2018. The course content was folded into the new 60 credit MA program in course RCON 700. Future data on this measure will be collected as part of the MA program assessment process.

Measure 2 Note: The RHAB 710 course was retired in Fall of 2018. This particular course content (Social Security Disability and Associated Process) was folded into the 60 credit hour MA program in course RCON 725. Future data on this course content will be collected as part of the MA program's assessment process.