**COLLEGE OF GRADUATE STUDIES IN BEHAVIORAL SCIENCES AND COMMUNITY AFFAIRS**
**Master's in Social Sciences in Rehabilitation Counseling**

# Annual Program Assessment Report 2017-2018

## Introduction

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

## Faculty Assessment

During the academic year 2017-2018, faculty members were evaluated by students, department director and peers. Table 1 describes the overall scores obtained by faculty members.

Table1: Overall scores obtained by faculty members in the evaluation process

| Faculty Member | Students Evaluation | Department Director Evaluation | Faculty Assessment Committee | Peer evaluation |
|---|---|---|---|---|
| **Ana Vanessa Serrano García** | 6.983 | 6.000 | 6.615 | 6.500 |
| **Héctor José Velázquez González** | 6.846 | 7.000 | 6.385 | 5.750 |
| **Kanyra Oliveras Martínez** | 6.784 | 7.000 | 6.808 | 6.667 |
| **Néstor Torres Rentas** | 6.894 | NA | 6.308 | 6.333 |

Maximum score for all categories is 7.00

# Program Performance Data

In 2017-2018, we admitted 12 new students. Currently, the MSSRC program has 59 active students in full time and part time modalities. Between 2017 and today, our retention rate goes from 74 to 91 percent. Due to general psychosocial factor that have affected the Puerto Rico in the past two years, it become a challenge to retain students in our program. Some reasons of leaving the program have to do with out of state moving. Passing grade in the state licensing exam for our program graduates was: 57% (March 2019); 50% (September 2018); 60% (March 2018). In terms of time to degree, most of our students completed all requirements between 3 to 4 years.

| Variable | Program Objectives | Outcome | Challenges | Action Plan |
|---|---|---|---|---|
| **Prospective Student Applications** | 1. Program will receive a minimum of 30 applications per year. | | 1. Number of students seeking graduate studies has dropped.<br>2. A lack of knowledge of the rehabilitation counseling field. | 3. Implement a consistent recruitment strategy throughout the year such as participating in graduate studies fairs, orientation meetings in other universities, social media announcements, newspaper announcements, among others. |

| Variable | Program Objectives | Outcome | Challenges | Action Plan |
|---|---|---|---|---|
| **New students´ Admissions** | 1. To recruit a minimum of 23 students per year in a period of 5 years. | Nine students were recruited in the academic year 2017-2018. | 1. Number of students seeking graduate studies has dropped.<br>2. Different program requirements in comparison with the other 2 programs in the island. | 1. Adjust the minimum of students to recruit to a minimum of 10 to 12.<br>2. We eliminate the thesis requirement.<br>3. Individual orientations and meetings with prospective students.<br>4. Emphasize in the advantages of studying in our program and within the geographical area of prospective students. |
| **Student to Faculty Ratio** | 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 2017-2018 was 1:12. | 1. Maintain faculty-student ratio. | 1. Adjust the minimum of students to recruit to a minimum of 10 to 12. |
| **Dropout Rate** | 1. To retain a 100% of enrolled students each academic year. | The program retain 74% of enrolled students. | 1. Lack of student's self-knowledge.<br>2. Economic situation affecting Puerto Rico. | |

| Variable | Program Objectives | Outcome | Challenges | Action Plan |
|---|---|---|---|---|
| **Time to Degree** | 1. Between 60 to 70% of enrolled students will complete the program requirements within the established timeframe of 3 years. | From 2010 to 2014, the graduation rate fluctuated between 43% to 0.04%. | 1. Students' skills in research methods. 2. Students' attitude towards the research process. | 1. We eliminate the thesis requirement. 2. Development of an applied research seminar with a mentoring approach. 3. Expose students to research experiences in other contexts. |
| **Graduation Rate** | 1. Between 60 to 70% of enrolled students will graduate within the established timeframe of 3 years. | Graduation rate from 2010 to 2014 fluctuated between 30% to 83% | 1. Students' skills in research methods. 2. Students' attitude towards the research process. | 1. We eliminate the thesis requirement. 2. Development of an applied research seminar with a mentoring approach. 3. Expose students to research experiences in other contexts. |
| **PR License Passing Rate** | 1. Between 60 to 70% of graduates will obtain a passing grade in the state license exam. | Passing rate in PR Licensing in the last three administrations fluctuated between 50 to 60%. | 1. Inadequate preparation strategies for the licensing exam. | 1. Motivate students to take a review course for the exam. 2. We provide a list of physical and online resources to prepare for the exam. |

| Variable | Program Objectives | Outcome | Challenges | Action Plan |
|---|---|---|---|---|
| **CRC exam approval** | 1. Between 60 to 70% of students who seeks for the CRC exam will obtain a passing grade. | 1. No students in the last three years have taken the CRC exam. | 1. Identifying the aggregated value of taking the CRC Exam. | 1. Within the actual context, out of states certifications and licenses are not required to practice in PR. For said licenses, we are still evaluating the impact of accreditation changes in the field. |
| **Employment Rate** | 1. Between 60 to 70% of students who graduate from the program will obtain a competitive employment in the Rehabilitation Counseling field within a period of two years after graduation. | 1. Informal survey among graduates from 2015 to 2017 (n=32) indicate that 69% of graduates are employed. | 1. Availability of opportunities in the rehabilitation counseling field. | 1. The program collaborates with the CPCRPR, to promote and advocate for the career development and opportunities within the rehabilitation counseling field (public and private sectors). |

The faculty identified that the thesis requirement is the main factor that delays the time to obtain a master's degree. For this reason, as of August 2019, our program will eliminate the thesis requirement, which will be replaced by an applied research course in rehabilitation counseling. This curricular change will allow our students to complete their master's degree in less time.

# Advisory Board Input

In the last year, the MSSRC program hold one meeting with the Advisory Board. During the meeting, we discussed the program's outcomes, the accreditation process, and a proposal for the new curriculum. Some results of the meeting are:
1. Identifying new resources for practicum and internship experiences.

2. Support to the elimination of the thesis and other changes within the new curriculum.

## Annual Program Evaluation - Student's Survey

Between 2015 and 2017, we applied 45 surveys to our program internship students. The main purpose of the survey was to assess student's perception of their acquired knowledge during their studies in the MSSRC Program. A distribution of students per internship site is presented in figure 1.



Figure 1. Distribution of MSSRC students per internship site from 2015 to 2017
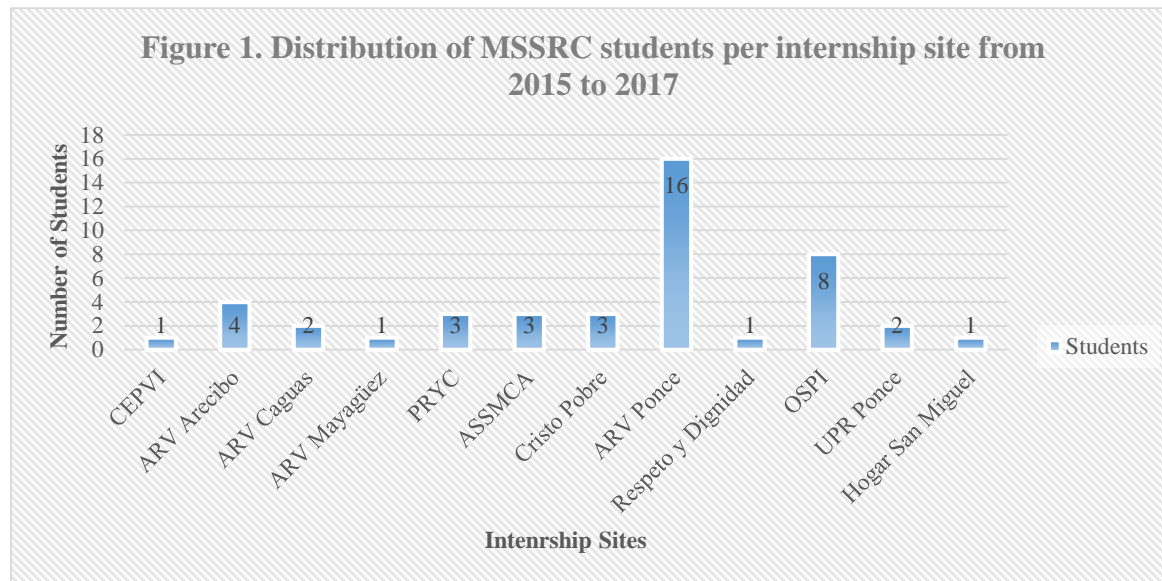
All our students agree that the program has available information on programs mission and vision, course objectives, course content, required text, evaluation criteria, and syllabi (see table 1).

*Table 1: Summary of descriptive statistics on MSSRC 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 provide their general knowledge about the structure of the curriculum. For this, we ask dichotomous questions, based on a yes or no answers, on opportunity of elective courses, focus on rehabilitation counseling, a 72 quarter hours curriculum, 100 hours of practicum,

written expectations for practicum, one hour of individual practicum supervision; 600 hours of internship, written expectations for internship, and 1 ½ of internship supervision. From 98% to 100% of our students knows that our program has the above structure and content (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 | 91 | 2 | 7 | 0 |
| Focus on rehabilitation counseling | 98 | 2 | 0 | 0 |
| 72 quarter hours curriculum | 87 | 0 | 9 | 4 |
| 100 hours of practicum experience | 100 | 0 | 0 | 0 |
| Written expectations of practicum | 100 | 0 | 0 | 0 |
| One hour of practicum's individual supervision | 98 | 0 | 2 | 0 |
| 600 hours of internship experience | 98 | 2 | 0 | 0 |
| One hour of internship's individual supervision | 100 | 0 | 0 | 0 |
| Written expectations for internship | 100 | 0 | 0 | 0 |

In the second hand, the survey explored students' knowledge on availability of opportunities in research, student's active participation, recruitment, retention, among others. 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 | 96 | 2 | 2 |
| Written recruitment and/or retention policies, procedures and materials | 87 | 0 | 13 |
| Identified options for students with financial assistance | 89 | 0 | 11 |
| Representation of students with disabilities | 93 | 2 | 5 |
| Representation of students with minority status | 76 | 2 | 22 |
| Clarification of program requirements for students | 93 | 2 | 5 |
| Opportunities for students to provide feedback about the program | 93 | 2 | 5 |
| Opportunities for involving professional rehabilitation counseling associations | 98 | 2 | 0 |
| Opportunities for interaction with personas active in rehabilitation counseling | 98 | 2 | 0 |
| Exposure to other helping professions | 89 | 2 | 9 |

| | | | |
|---|---|---|---|
| Involvement with consumer and advocacy groups | 82 | 5 | 13 |

The survey also assesses the student's perception of their degree of preparation in 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, community resources, job development, job placement, and assessment (table 4).

*Table 4: Students perception on their degree of knowledge acquired during de MSSRC program*

| Knowledge Area | Percentage | | | |
|---|---|---|---|---|
| | Little | Moderate | High | Very High |
| **Principles and practice of rehabilitation counseling** | | | | |
| Apply ethical principles in practice | 0 | 2 | 22 | 76 |
| Apply appropriate legal principles | 0 | 7 | 31 | 62 |
| Utilize ethical decision-making skills in resolving ethical dilemmas. | 0 | 4 | 24 | 72 |
| Understand the impact of history, philosophy, and legislation on rehabilitation. | 0 | 2 | 20 | 78 |
| Understand the scope of services of various service delivery systems. | 0 | 6 | 47 | 47 |
| Conduct individual counseling. | 2 | 4 | 18 | 76 |
| Develop and maintain a counseling relationship. | 2 | 2 | 18 | 78 |
| Establish individual goals and objectives in counseling. | 2 | 2 | 16 | 80 |
| Assist individuals with crisis resolution. | 16 | 22 | 20 | 42 |
| Facilitate an individual's independent decision making. | 2 | 2 | 20 | 76 |
| Conduct group counseling sessions on adjustment and/or other vocational problems, when appropriate. | 2 | 18 | 22 | 58 |
| Involve the individual's family or significant others in the counseling sessions, when appropriate. | 7 | 16 | 33 | 44 |
| Recommend strategies to individuals to resolve identified problems that impede the rehabilitation process. | 2 | 5 | 22 | 71 |
| Determine adequacy of information and planning. | 2 | 5 | 31 | 62 |
| Integrate cultural and social factors in rehabilitation planning. | 2 | 13 | 31 | 54 |
| Integrate economic factors in rehabilitation planning. | 0 | 13 | 31 | 56 |
| Integrate disability-related factors in rehabilitation planning. | 0 | 2 | 22 | 76 |
| Integrate environmental concerns in rehabilitation planning. | 0 | 0 | 33 | 67 |

| Knowledge Area | Percentage | | | |
|---|---|---|---|---|
| | Little | Moderate | High | Very High |
| Identify available resources. | 0 | 4 | 25 | 71 |
| Facilitate with the individual the development of a rehabilitation plan. | 0 | 2 | 27 | 71 |
| Facilitate with the individual the development of an independent living plan. | 0 | 7 | 33 | 60 |
| **Community Resources** | | | | |
| Communicate with other service providers involved with the individual and/or family. | 4 | 9 | 27 | 60 |
| Determine mutual responsibilities with other service providers involved with the individual and/or the family. | 4 | 9 | 18 | 69 |
| Refer individuals to community resources when appropriate. | 0 | 9 | 27 | 64 |
| Assist individuals in identifying potential fiscal resources. | 0 | 15 | 27 | 58 |
| Consult with agencies to promote the integration of individuals in the community. | 4 | 11 | 18 | 67 |
| Market services and availability of rehabilitation services. | 0 | 11 | 33 | 56 |
| Identify computer-related resources. | 0 | 11 | 29 | 60 |
| **Job Development and Placement** | | | | |
| Identify appropriate assistive technology. | 0 | 7 | 29 | 64 |
| Understand consumer vocational goals. | 0 | 2 | 8 | 90 |
| Understand consumer-related resources. | 0 | 2 | 11 | 87 |
| Utilize career and occupational information. | 0 | 2 | 9 | 89 |
| Obtain and utilize labor market information. | 0 | 9 | 22 | 69 |
| Explore occupational alternatives. | 0 | 2 | 16 | 82 |
| Develop career plans. | 2 | 4 | 16 | 78 |
| Understand career development theories. | 2 | 2 | 16 | 80 |
| Understand the importance of work to individuals. | 0 | 2 | 9 | 89 |
| Identify prerequisite experience and training for specific career goals. | 0 | 5 | 22 | 73 |
| Identify and resolve work adjustment problems. | 0 | 2 | 33 | 65 |
| Gather information concerning the existence, onset severity, progression, and expected duration of an individual's disability. | 0 | 2 | 27 | 71 |
| Determine an individual's eligibility for rehabilitation services and/or programs. | 2 | 2 | 20 | 76 |
| Evaluate the feasibility of an individual's rehabilitation or independent living objectives. | 0 | 2 | 27 | 71 |

| Knowledge Area | Percentage | | | |
|---|---|---|---|---|
| | Little | Moderate | High | Very High |
| Identify and contact employers to develop job opportunities. | 5 | 13 | 29 | 53 |
| Perform job and task analysis. | 2 | 20 | 18 | 60 |
| Modify and restructure jobs. | 4 | 25 | 29 | 42 |
| Incorporate assistive devices into job modification when appropriate. | 2 | 11 | 27 | 60 |
| Educate prospective employers about hiring persons with disabilities. | 2 | 16 | 24 | 58 |
| Assist employers in identifying, modifying, or eliminating architectural, procedural and attitudinal barriers to employment of persons with disabilities. | 7 | 18 | 24 | 51 |
| Determine potential job match (i.e., match of individuals with appropriate jobs). | 4 | 7 | 20 | 69 |
| Teach job-seeking and job retention skills. | 0 | 9 | 36 | 55 |
| Provide support services to facilitate job retention. | 0 | 13 | 33 | 54 |
| Assessment | | | | |
| Review assessment information to determine appropriate services. | 0 | 7 | 20 | 73 |
| Consult with professionals in other disciplines. | 7 | 11 | 20 | 62 |
| Assess the relevant vocational knowledge and experience of the individual. | 0 | 5 | 33 | 62 |
| Interpret assessment/evaluation results to individuals and/or family members. | 2 | 11 | 22 | 65 |
| Assess individual decision-making capabilities. | 0 | 2 | 38 | 60 |
| Determine the individual's vocational skills. | 2 | 2 | 22 | 74 |
| Determine an individual's vocational aptitudes. | 4 | 2 | 18 | 76 |
| Determine an individual's vocational interests. | 2 | 2 | 14 | 82 |
| Determine an individual's independent living skills. | 0 | 0 | 20 | 80 |
| Determine an individual's independent living aptitudes. | 0 | 0 | 22 | 78 |
| Determine an individual's need for independent living preferences. | 2 | 0 | 22 | 76 |
| Determine an individual's need for rehabilitation engineering/technology services. | 0 | 7 | 13 | 80 |
| Consult with experts to increase the functioning of individuals. | 7 | 9 | 24 | 60 |
| Establish follow-up and follow-along services as necessary. | 0 | 7 | 29 | 64 |
| Read and understand rehabilitation counseling research. | 0 | 7 | 13 | 80 |

| Knowledge Area | Percentage | | | |
|---|---|---|---|---|
| | Little | Moderate | High | Very High |
| Obtain and apply information from published rehabilitation counseling research. | 0 | 7 | 24 | 69 |
| Determine the applicability of specific research results to my practice. | 0 | 9 | 29 | 62 |

# Annual Program Evaluation - Site Supervisor Survey

Between 2015 and 2017, we administered 42 surveys to internship site supervisors the main purpose of the survey was to assess supervisor's perception on MSSRC information available and student's preparation. Most of the supervisors (n=18, 43%) worked at the Vocational Rehabilitation Administration (see figure 2).



Figure 2: Distributio of site supervisors
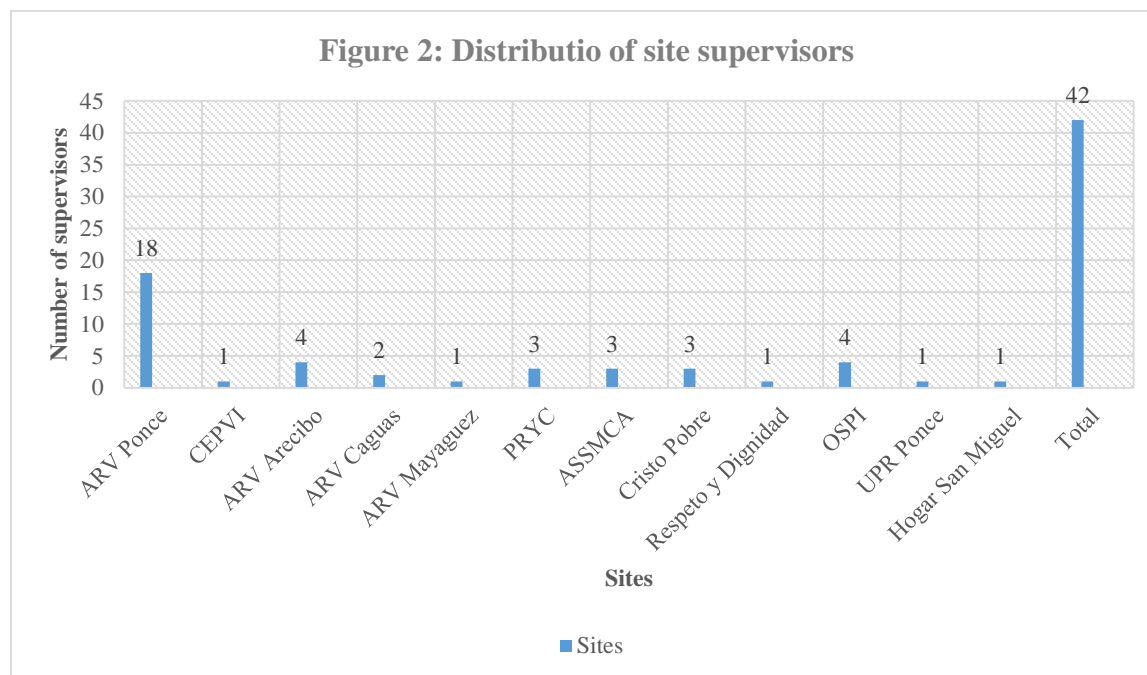
In terms of the availability of information provides by the MSSRC program, most of the supervisors indicate that the program has adequate available information of program structures and policies (see table 5).

*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. | 95 | 2 | 3 | 0 |
| At least 600 hours of internship experience in a | 79 | 2 | 12 | 7 |

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| | | | | |
|---|---|---|---|---|
| rehabilitation setting. | | | | |
| Written expectations and procedures for internship experience. | 93 | 2 | 2 | 1 |
| Orientation to program components of my field placement sites including: policies, procedures, staff roles, and practicum/internship expectations. | 98 | 0 | 2 | 0 |
| Performing rehabilitation counseling tasks from intake to discharge or placement. | 88 | 2 | 7 | 3 |
| Self-evaluation procedures in which students evaluated their own performance. | 98 | 0 | 2 | 0 |
| Evaluation of student performance by the supervisor at the field site. | 98 | 0 | 2 | 0 |
| Communication of the expectation of regularly scheduled supervision to field site supervisors. | 95 | 0 | 3 | 2 |

The survey also assesses the supervisor's perception of the degree of knowledge of MSSRC students regarding the scope of practice in rehabilitation counseling. In each area, results demonstrate that most of supervisors perceive that students have between high preparation and very high preparation in principles and practice of rehabilitation counseling, community resources, job development, job placement, and assessment (table 6).

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

| Knowledge Area | Percentage | | | | | |
|---|---|---|---|---|---|---|
| | None | Little | Moderate | High | Very Hight | Missing |
| **Principles and Practices in Rehabilitation Counseling** | | | | | | |
| Apply ethical principles in practice. | 0 | 10 | 2 | 7 | 81 | 0 |
| Apply appropriate legal principles. | 0 | 10 | 2 | 21 | 67 | 0 |
| Utilize ethical decision-making skills in resolving ethical dilemmas. | 0 | 10 | 2 | 14 | 74 | 0 |
| Understand the impact of history, philosophy, and legislation on rehabilitation. | 2 | 12 | 5 | 21 | 60 | 0 |
| Understand the scope of services of various service delivery systems. | 0 | 10 | 2 | 14 | 74 | 0 |
| Conduct individual counseling. | 0 | 10 | 0 | 19 | 71 | 0 |
| Develop and maintain a counseling relationship. | 0 | 10 | | 10 | 80 | 0 |
| Establish individual goals and objectives in counseling. | 0 | 10 | 0 | 14 | 76 | 0 |
| Assist individuals with crisis resolution. | 7 | 12 | 12 | 29 | 40 | 0 |
| Facilitate an individual's independent decision making. | 2 | 10 | 3 | 17 | 69 | 0 |

| Knowledge Area | Percentage | | | | | |
|---|---|---|---|---|---|---|
| | None | Little | Moderate | High | Very Hight | Missing |
| Conduct group counseling sessions on adjustment and/or other vocational problems, when appropriate. | 5 | 9 | 21 | 29 | 36 | 0 |
| Involve the individual's family or significant others in the counseling sessions, when appropriate. | 3 | 10 | 14 | 21 | 48 | 4 |
| Recommend strategies to individuals to resolve identified problems that impede the rehabilitation process. | 5 | 9 | 0 | 19 | 67 | 0 |
| Determine adequacy of information and planning. | 0 | 10 | 0 | 21 | 69 | 0 |
| Integrate cultural and social factors in rehabilitation planning. | 7 | 7 | 5 | 14 | 67 | 0 |
| Integrate economic factors in rehabilitation planning. | 7 | 7 | 7 | 17 | 62 | 0 |
| Integrate disability-related factors in rehabilitation planning. | 7 | 10 | 0 | 14 | 69 | 0 |
| Integrate environmental concerns in rehabilitation planning. | 7 | 10 | 0 | 26 | 57 | 0 |
| Identify available resources. | 2 | 10 | 2 | 17 | 69 | 0 |
| Facilitate with the individual the development of a rehabilitation plan. | 7 | 10 | 2 | 12 | 69 | 0 |
| Facilitate with the individual the development of an independent living plan. | 5 | 7 | 7 | 26 | 53 | 2 |
| **Community Resources** | | | | | | |
| Communicate with other service providers involved with the individual and/or family. | 5 | 0 | 0 | 33 | 57 | 5 |
| Determine mutual responsibilities with other service providers involved with the individual and/or the family. | 5 | 0 | 2 | 31 | 57 | 5 |
| Refer individuals to community resources when appropriate. | 5 | 0 | 7 | 21 | 67 | 0 |
| Assist individuals in identifying potential fiscal resources. | 5 | 5 | 14 | 29 | 47 | 0 |
| Consult with agencies to promote the integration of individuals in the community. | 7 | 0 | 10 | 36 | 47 | 0 |
| Market services and availability of rehabilitation services. | 5 | 2 | 12 | 31 | 50 | 0 |
| Identify computer-related resources. | 5 | 2 | 5 | 14 | 74 | 0 |
| **Job Development and Placement** | | | | | | |

| Knowledge Area | Percentage | | | | | |
|---|---|---|---|---|---|---|
| | None | Little | Moderate | High | Very Hight | Missing |
| Identify appropriate assistive technology. | 5 | 2 | 7 | 19 | 67 | 0 |
| Understand consumer vocational goals. | 5 | 0 | 2 | 14 | 79 | 0 |
| Understand consumer-related resources. | 5 | 0 | 2 | 15 | 76 | 2 |
| Utilize career and occupational information. | 5 | 0 | 7 | 14 | 74 | 0 |
| Obtain and utilize labor market information. | 5 | 2 | 12 | 22 | 57 | 2 |
| Explore occupational alternatives. | 5 | 2 | 0 | 26 | 67 | 0 |
| Develop career plans. | 5 | 2 | 5 | 29 | 57 | 2 |
| Understand career development theories. | 5 | 2 | 17 | 14 | 62 | 0 |
| Understand the importance of work to individuals. | 2 | 0 | 2 | 15 | 81 | 0 |
| Identify prerequisite experience and training for specific career goals. | 5 | 2 | 5 | 17 | 71 | 0 |
| Identify and resolve work adjustment problems. | 7 | 0 | 5 | 42 | 41 | 5 |
| Gather information concerning the existence, onset severity, progression, and expected duration of an individual's disability. | 5 | 0 | 2 | 33 | 60 | 0 |
| Determine an individual's eligibility for rehabilitation services and/or programs. | 5 | 0 | 14 | 17 | 64 | 0 |
| Evaluate the feasibility of an individual's rehabilitation or independent living objectives. | 5 | 0 | 5 | 45 | 45 | 0 |
| Identify and contact employers to develop job opportunities. | 10 | 5 | 10 | 30 | 45 | 0 |
| Perform job and task analysis. | 7 | 7 | 14 | 17 | 50 | 5 |
| Modify and restructure jobs. | 5 | 7 | 17 | 26 | 38 | 7 |
| Incorporate assistive devices into job modification when appropriate. | 7 | 5 | 19 | 24 | 40 | 5 |
| Educate prospective employers about hiring persons with disabilities. | 12 | 0 | 12 | 19 | 52 | 5 |
| Assist employers in identifying, modifying, or eliminating architectural, procedural and attitudinal barriers to employment of persons with disabilities. | 12 | 0 | 12 | 24 | 47 | 5 |
| Determine potential job match (i.e., match of individuals with appropriate jobs). | 7 | 0 | 12 | 26 | 55 | 0 |
| Teach job-seeking and job retention skills. | 7 | 5 | 19 | 26 | 43 | 0 |
| Provide support services to facilitate job retention. | 7 | 5 | 21 | 24 | 43 | 0 |
| Assessment | | | | | | |
| Review assessment information to determine appropriate services. | 5 | 0 | 2 | 29 | 64 | 0 |

| Knowledge Area | Percentage | | | | | |
|---|---|---|---|---|---|---|
| | None | Little | Moderate | High | Very Hight | Missing |
| Consult with professionals in other disciplines. | 5 | 0 | 2 | 26 | 67 | 0 |
| Assess the relevant vocational knowledge and experience of the individual. | 5 | 0 | 2 | 21 | 72 | 0 |
| Interpret assessment/evaluation results to individuals and/or family members. | 5 | 2 | 10 | 28 | 50 | 5 |
| Assess individual decision-making capabilities. | 5 | 0 | 0 | 28 | 67 | 0 |
| Determine the individual's vocational skills. | 5 | 0 | 2 | 24 | 69 | 0 |
| Determine an individual's vocational aptitudes. | 5 | 0 | 7 | 26 | 62 | 0 |
| Determine an individual's vocational interests. | 5 | 0 | 5 | 19 | 71 | 0 |
| Determine an individual's independent living skills. | 5 | 0 | 2 | 24 | 69 | 0 |
| Determine an individual's independent living aptitudes. | 5 | 0 | 5 | 21 | 69 | 0 |
| Determine an individual's need for independent living preferences. | 5 | 0 | 2 | 24 | 69 | 0 |
| Determine an individual's need for rehabilitation engineering/technology services. | 5 | 0 | 7 | 33 | 50 | 5 |
| Consult with experts to increase the functioning of individuals. | 5 | 2 | 0 | 19 | 74 | 0 |
| Establish follow-up and follow-along services as necessary. | 5 | 2 | 5 | 31 | 57 | 0 |
| Read and understand rehabilitation counseling research. | 12 | 0 | 5 | 24 | 59 | 0 |
| Obtain and apply information from published rehabilitation counseling research. | 12 | 0 | 7 | 35 | 41 | 5 |
| Determine the applicability of specific research results to my practice. | 10 | 0 | 5 | 28 | 52 | 5 |
| Understand the importance of participating in research that will benefit the profession. | 10 | 0 | 5 | 19 | 66 | 0 |