

## Student Learning Outcomes in the UHM Rehabilitation Counseling Program

1. Students can explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.
2. Students can articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.
3. Students can integrate into one's practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities.
4. Students can describe in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.
5. Students can explain the role and values of independent living philosophy for individuals with a disability.
6. Students can apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling.
7. Students can practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.
8. Students can explain differences between certification, licensure, and accreditation.
9. Students can integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation.
10. Students can articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.
11. Students can assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers.
12. Students can educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.
13. Students can identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation.
14. Students can identify strategies to reduce attitudinal barriers affecting people with disabilities.

15. Students can identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.
16. Students can identify and demonstrate an understanding of stereotypic views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.
17. Students can explain adjustment stages and developmental issues that influence adjustment to disability.
18. Students can provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.
19. Students can identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
20. Students can articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.
21. Students can articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.
22. Students can describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.
23. Students can assist the development of transition strategies to successfully complete the rehabilitation process.
24. Students can recognize the influence of family as individuals with disabilities grow and learn.
25. Students can demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.
26. Students can describe and explain established theories of personality development.
27. Students can identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.
28. Students can identify impact that different disabilities can have on human sexuality.
29. Students can discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

30. Students can develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.
31. Students can demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
32. Students can explain the requirements of benefits available to people with disabilities through systems such as workers' compensation, long-term disability insurance, and social security.
33. Students can utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.
34. Students can apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.
35. Students can apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.
36. Students can provide career counseling utilizing appropriate approaches and techniques.
37. Students utilize career/occupational materials to assist the individual with a disability in vocational planning.
38. Students can facilitate involvement in vocational planning and career exploration.
39. Students can assess individuals' with a disability readiness for gainful employment and assist individuals with a disability in increasing this readiness.
40. Students can provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.
41. Students can consult with employers regarding accessibility and issues related to ADA compliance.
42. Students can describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.
43. Students can identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.

44. Students can conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.
45. Students can identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.
46. Students can utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.
47. Students can apply career development theories as they relate to individuals with a disability with disabilities.
48. Students can effectively use employment supports to enhance successful employment.
49. Students can assist individuals with a disability with developing skills and strategies on the job.
50. Students can identify and describe assistive technology resources available to individuals with a disability for independent living and employment.
51. Students can communicate a basic understanding of established counseling theories and their relationship to personality theory.
52. Students can articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.
53. Students can recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals when appropriate.
54. Students can analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.
55. Students can explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.
56. Students can develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.
57. Students can establish, in collaboration with the consumer, individual counseling goals and objectives.
58. Students can apply basic counseling and interviewing skills.
59. Students can employ consultation skills with and on behalf of the consumer.

60. Students can counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.
61. Students can identify gender differences that can affect the rehabilitation counseling and planning processes.
62. Students can assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.
63. Students can recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and emotional crisis.
64. Students can facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.
65. Students can develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process.
66. Students can promote ethical decision-making and personal responsibility that is consistent with an individual's culture, values and beliefs.
67. Students can explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling.
68. Students can identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations.
69. Students can explain the practical implications of the CRCC Code of ethics as part of the rehabilitation counseling process.
70. Students can confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.
71. Students can explain the purpose, roles, and need for counselor supervision in order to enhance the professional development, clinical accountability and gate-keeping functions for the welfare of individuals with a disability.
72. Students can apply theories and principles of group counseling when working with persons with disabilities.
73. Students can apply group counseling methods, including group counselor orientation and behaviors, appropriate referral and selection criteria, and methods of evaluation and effectiveness.
74. Students can demonstrate effective group leadership skills.

75. Students can apply an understanding of family systems and the impact of the family on the rehabilitation process.
76. Students can use counseling techniques to support the individual's family/significant others, including advocates.
77. Students can facilitate the group process with individual's family/significant others, including advocates to support the rehabilitation goals.
78. Students can apply ethical and legal issues to the group counseling process and work with families.
79. Students can demonstrate knowledge of the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities.
80. Students can explain purpose of assessment in rehabilitation process.
81. Students can use assessment information to determine eligibility and to develop plans for services.
82. Students can identify assessment resources and methods appropriate to meet the needs of individuals with a disability.
83. Students can describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.
84. Students can describe computer-based assessments for rehabilitation and employment planning.
85. Students can facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
86. Students can utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.
87. Students can evaluate the individual's capabilities to engage in informed choice and to make decisions.
88. Students can describe basic measurement concepts and associated statistical terms.
89. Students can demonstrate comprehension of the validity, reliability, and appropriateness of assessment instruments.
90. Students can explain differences in assessment methods and testing instruments (i.e. aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).

91. Students can apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.
92. Students can demonstrate knowledge of the legal, ethical, and cultural implications of assessment for rehabilitation services.
93. Students consider cultural influences when planning assessment.
94. Students can analyze implications of testing norms related to the culture of an individual.
95. Students can demonstrate understanding of research methodology and relevant statistics.
96. Students can interpret quantitative and qualitative research articles in rehabilitation and related fields.
97. Students can apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments).
98. Students can develop and implement meaningful program evaluation.
99. Students can provide a rationale for the importance of research activities and the improvement of rehabilitation services.
100. Students can apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.
101. Students can explain basic medical aspects related to human body system and disabilities.
102. Students can demonstrate an understanding of fundamental medical terminology.
103. Students can demonstrate an understanding of the diagnostic process used by medical and other health professions.
104. Students can utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability.
105. Students can articulate the functional limitations of disabilities.
106. Students can apply working knowledge of the impact of disability on the individual, the family, and the environment.
107. Students can explain the implications of co-occurring disabilities.
108. Students can determine the need for assistive technology and the appropriate intervention resources.

109. Students can support the evaluation of assistive technology needs as they relate to rehabilitation services.
110. Students can evaluate the influences and implications of the environment on disability.
111. Students can demonstrate familiarity with the use of functional classification such as the International Classification of Function.
112. Students can consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability.
113. Students can describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs.
114. Students can identify and plan for the provision of vocational rehabilitation services with individuals with a disability.
115. Students can provide information to prospective employers about the benefits of hiring people with disabilities.
116. Students can evaluate the need for and utilize case and caseload management services.
117. Students can apply principles of caseload management, including case recording and documentation.
118. Students can identify rehabilitation case management strategies that are evidence-based.
119. Students can establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services.
120. Students can identify and plan for the provision of independent living service alternatives with individuals with a disability.
121. Students can develop knowledge of transition services that facilitate an individual's movement from school to work.
122. Students can describe employer-based disability management concepts, programs, and practices.
123. Students can describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.
124. Students can describe different recovery models that apply to substance abuse treatment and rehabilitation.

125. Students can identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.
126. Students can identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.
127. Students can promote constructive lifestyle choices that support positive health and prevent illness or disability.
128. Students can work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.
129. Students can identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.
130. Students can assist individuals with a disability to access and utilize services available in the community.
131. Students can collaborate with advocates and other service providers involved with the individual and/or the family.
132. Students can describe the purposes of life-care planning and utilize life-care planning services as appropriate.
133. Students can demonstrate knowledge of disability insurance options and social security programs.
134. Students can explain the functions of workers' compensation, disability benefits systems, and disability management systems.
135. Students can describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury intellectual disabilities, sensory disabilities, correctional and veterans.
136. Students can explain and plan for the appropriate use of assistive technology including computer-related resources.
137. Students can utilize internet and other technology to assist in the effective delivery of services.
138. Students can assist individuals with a disability in developing strategies to request appropriate accommodations.
139. Students can assess individual needs for rehabilitation engineering services.