

UHM Rehabilitation Counseling courses include the following ten curriculum areas which shall include relevant knowledge domains and related student learning outcomes:

C.1 PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

| | |
|--|-----------------------------|
| C.1.1 Rehabilitation counseling scope of practice | KRS 680, 637, 685 |
| C.1.1.a. explain professional roles, purposes, and relationships of other human service and counseling/psychological providers. | |
| C.1.1.b. articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences. | |
| C.1.2 History, systems, and philosophy of rehabilitation | KRS 680 |
| C.1.2.a. integrate into one's practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities. | |
| C.1.2.b. describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings. | |
| C.1.2.c. explain the role and values of independent living philosophy for individuals with a disability. | |
| C.1.3 Legislation related to people with disabilities | KRS 680, 703, 733, 734 |
| C.1.3.a. apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling. | |
| C.1.4 Ethics | KRS 685,703, 733, 734 |
| C.1.4 a. practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession. | |
| C.1.5 Professional credentialing, certification, licensure and accreditation | KRS 680 |
| C.1.5.a. explain differences between certification, licensure, and accreditation. | |
| C.1.6 Informed consumer choice and consumer empowerment | KRS 680, 637, 703, 733, 734 |

C.1.6.a. integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation.

C.1.6.b. articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.

C.1.7 Public policies, attitudinal barriers, and accessibility

KRS 680, 681, 687

C.1.7.a. assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers.

C.1.8 Advocacy

KRS 680, 703, 733, 734

C.1.8.a. educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.

C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY AND CULTURAL DIVERSITY

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation KRS 680, 681

C.2.1.a. identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation.

C.2.1.b. identify strategies to reduce attitudinal barriers affecting people with disabilities.

C.2.2 Psychological dynamics related to self-identity, growth, and adjustment KRS 681

C.2.2.a. identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.

C.2.2.b. 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.

C.2.2.c. explain adjustment stages and developmental issues that influence adjustment to disability.

C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues KRS 637, 703, 733, 734

- C.2.3.a. 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.
- C.2.3.b. identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
- C.2.3.c. 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.

C.3 HUMAN GROWTH AND DEVELOPMENT

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.3.1 Human growth and development across the life span

- C.3.1.a. articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.
- C.3.1.b. describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

KRS 605, 637, 703, 733, 734

C.3.2 Individual and family response to disability

- C.3.2.a. assist the development of transition strategies to successfully complete the rehabilitation process.
- C.3.2.b. recognize the influence of family as individuals with disabilities grow and learn.
- C.3.2.c. demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

KRS 605, 681, 703, 733, 734

C.3.3 Theories of personality development

KRS 605, 606

- C.3.3.a. describe and explain established theories of personality development.
- C.3.3.b. identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

C.3.4 Human sexuality and disability KRS 681, 637, 703, 733, 734

C.3.4.a. identify impact that different disabilities can have on human sexuality.

C.3.4.b. discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

C.3.5 Learning styles and strategies KRS 686, 703, 733, 734

C.3.5.a. develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

C.4 EMPLOYMENT AND CAREER DEVELOPMENT

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C. 4.1 Disability benefits systems including workers' compensation, long-term disability, and social security.

KRS 688, 703, 733, 734

C.4.1.a. demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.

C.4.1.b. explain the requirements of benefits available to people with disabilities through systems such as workers' compensation., long-term disability insurance, and social security.

C. 4.2 Job analysis, transferable skills analysis, work site modification and KRS 688, 703, 733, 734 restructuring

C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.

C.4.2.b. apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.

C.4.2.c. 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.

| | |
|---|-----------------------------|
| C. 4.3 Career counseling, career exploration, and vocational planning | KRS 627, 637,703, 733, 734 |
| C.4.3.a. provide career counseling utilizing appropriate approaches and techniques. | |
| C.4.3.b. utilize career/occupational materials to assist the individual with a disability in vocational planning. | |
| C.4.3.c. facilitate involvement in vocational planning and career exploration. | |
| C. 4.4 Job readiness development | KRS 637, 688, 703, 733, 734 |
| C.4.4.a. assess individuals with a disability' readiness for gainful employment and assist individuals with a disability in increasing this readiness. | |
| C.4.5 Employer consultation and disability prevention | KRS 688, 703, 733, 734 |
| C.4.5.a. provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers. | |
| C.4.5.b. consult with employers regarding accessibility and issues related to ADA compliance. | |
| C 4.6 Workplace culture and environment | KRS 637, 688, 703,733, 734 |
| C.4.6.a. describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment. | |
| C.4.7 Work conditioning/work hardening | KRS 688, 703, 733, 734 |
| C.4.7.a. identify work conditioning or work hardening strategies and resources as part of the rehabilitation process. | |
| C. 4. 8 Vocational consultation and job placement strategies | KRS 688, 703, 733, 734 |
| C.4.8.a. conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability. | |
| C.4.8.b. identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement. | |

C.4.8.c. utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

C. 4.9 Career development theories KRS 627, 703, 733, 734

C.4.9.a. apply career development theories as they relate to individuals with a disability with disabilities.

C 4.10 Supported employment, job coaching, and natural supports KRS 688, 703, 733, 734

C.4.10.a. effectively use employment supports to enhance successful employment.

C.4.10.b. assist individuals with a disability with developing skills and strategies on the job.

C. 4. 11 Assistive technology KRS 687, 703, 733, 734

C.4.11.a. identify and describe assistive technology resources available to individuals with a disability for independent living and employment.

C.5 COUNSELING APPROACHES AND PRINCIPLES

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.5.1 Individual counseling and personality theory KRS 606, 703,733, 734

C.5.1.a. communicate a basic understanding of established counseling theories and their relationship to personality theory.

C.5.1.b. articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.

C.5.2 Mental health counseling KRS 684, 703,733, 734

C.5.2.a. recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals when appropriate.

C.5.2.b. analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.

C.5.2.c. explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.

C.5.3 Counseling skills and techniques development

KRS 606, 683, 703, 733, 734

C.5.3.a. develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.

C.5.3.b. establish, in collaboration with the consumer, individual counseling goals and objectives.

C.5.3.c. apply basic counseling and interviewing skills.

C.5.3.d. employ consultation skills with and on behalf of the consumer.

C.5.4 Gender issues in counseling

KRS 637, 703, 733, 734

C.5.4.a. counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.

C.5.4.b. identify gender differences that can affect the rehabilitation counseling and planning processes.

C.5.5 Conflict resolution and negotiation strategies

KRS 703, 733, 734

C.5.5.a. assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.

C.5.6 Individual, group, and family crisis response

KRS 703, 733, 734

C.5.6.a. recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and emotional crisis.

C.5.7 Termination of counseling relationships

KRS 703, 733, 734

C.5.7.a. facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.

C.5.7.b. develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process.

| | |
|---|------------------------|
| C.5.8 Individual empowerment and rights | KRS 685, 637 |
| C.5.8.a. promote ethical decision-making and personal responsibility that is consistent with an individual's culture, values and beliefs. | |
| C.5.9 Boundaries of confidentiality | KRS 685 |
| C.5.9.a. explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling. | |
| C.5.9.b. identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations. | |
| C.5.10 Ethics in the counseling relationship | KRS 685, 703, 733, 734 |
| C.5.10.a. explain the practical implications of the CRCC Code of ethics as part of the rehabilitation counseling process. | |
| C.5.10.b. confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations. | |
| C.5.11 Counselor Supervision | KRS 703, 733, 734 |
| C.5.11.a. 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. | |

C.6 GROUP WORK AND FAMILY DYNAMICS

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

| | |
|---|------------------------|
| C.6.1 Group dynamics and counseling theory | KRS 629, 703, 733, 734 |
| C.6.1.a. apply theories and principles of group counseling when working with persons with disabilities. | |
| C.6.2 Group methods, selection criteria, and evaluation strategies | KRS 629, 703, 733, 734 |
| C.6.2.a. apply group counseling methods, including group counselor orientation and behaviors, appropriate referral and selection criteria, and methods of evaluation and effectiveness. | |

| | |
|---|-----------------------------|
| C.6.3 Group leadership styles and techniques | KRS 629, 703, 733, 734 |
| C.6.3.a. demonstrate effective group leadership skills. | |
| C.6.4 Family dynamics and counseling theory | KRS 629, 703, 733, 734 |
| C.6.4.a. apply an understanding of family systems and the impact of the family on the rehabilitation process. | |
| C.6.5 Family support interventions | KRS 629, 703, 733, 734 |
| C.6.5.a. use counseling techniques to support the individual's family/significant others, including advocates. | |
| C.6.5.b. facilitate the group process with individual's family/significant others, including advocates to support the rehabilitation goals. | |
| C.6.6 Ethical and legal issues impacting individuals and families | KRS 629, 685, 703, 733, 734 |
| C.6.6.a. apply ethical and legal issues to the group counseling process and work with families. | |
| C.6.6.b. know the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities. | |

C.7 ASSESSMENT

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

| | |
|--|---------|
| C. 7.1 Role of assessment | KRS 686 |
| C.7.1.a. explain purpose of assessment in rehabilitation process. | |
| C.7.1.b. use assessment information to determine eligibility and to develop plans for services. | |
| C. 7.2 Assessment resources and methods | KRS 686 |
| C.7.2.a. identify assessment resources and methods appropriate to meet the needs of individuals with a disability. | |
| C.7.2.b. describe resources to assist rehabilitation counselors in identifying | |

appropriate test instruments and other assessment methods.

C.7.2.c. describe computer-based assessments for rehabilitation and employment planning.

C 7.3 Individual involvement in assessment planning

KRS 686, 703, 733, 734

C.7.3.a. facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.

C.7.3.b. utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.

C.7.3.c. evaluate the individual's capabilities to engage in informed choice and to make decisions.

C .7.4 Measurement and statistical concepts

KRS 686

C.7.4.a. describe basic measurement concepts and associated statistical terms.

C.7.4.b. comprehend the validity, reliability, and appropriateness of assessment instruments.

C. 7.5 Selecting and administering the appropriate assessment methods

KRS 686, 703, 733,734

C.7.5.a. explain differences in assessment methods and testing instruments (i.e. aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).

C.7.5.b. apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.

C. 7.6 Ethical, legal, and cultural implications in assessment

KRS 637, 685, 686

C.7.6.a. know the legal, ethical, and cultural implications of assessment for rehabilitation services.

C.7.6.b .consider cultural influences when planning assessment.

C.7.6.c. analyze implications of testing norms related to the culture of an individual.

C.8 RESEARCH AND PROGRAM EVALUATION

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

| | |
|---|--------------|
| C.8.1 Basic statistics and psychometric concepts | KRS 628 |
| C.8.1.a. understand research methodology and relevant statistics. | |
| C.8.2 Basic research methods | KRS 628 |
| C.8.2.a. interpret quantitative and qualitative research articles in rehabilitation and related fields. | |
| C.8.2.b. apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments.) | |
| C.8.3 Effectiveness of rehabilitation counseling services. | KRS 628 |
| C.8.3.a. develop and implement meaningful program evaluation. | |
| C.8.3.b. provide a rationale for the importance of research activities and the improvement of rehabilitation services. | |
| C.8.4 Ethical, legal, and cultural issues related to research and program evaluation. | KRS 628, 685 |
| C.8.4.a. apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice. | |

C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

| | |
|---|--------------|
| C.9.1 The human body system | KRS 681 |
| C.9.1.a. explain basic medical aspects related to human body system and disabilities. | |
| C.9.2 Medical terminology and diagnosis | KRS 681, 684 |
| C.9.2.a. demonstrate an understanding of fundamental medical terminology. | |
| C.9.2.b. demonstrate an understanding of the diagnostic process used by medical and other health professions. | |

C.9.3 Physical, psychiatric, cognitive, sensory and developmental disabilities KRS 681, 684

C.9.3.a. utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability.

C.9.3.b. articulate the functional limitations of disabilities.

C.9.3.c. apply working knowledge of the impact of disability on the individual, the family, and the environment.

C.9.3.d. explain the implications of co-occurring disabilities.

C.9.4 Assistive technology KRS 687

C.9.4.a. determine the need for assistive technology and the appropriate intervention resources.

C.9.4.b. support the evaluation of assistive technology needs as they relate to rehabilitation services.

C.9.5 Environmental implications for disability KRS 681

C.9.5.a. evaluate the influences and implications of the environment on disability.

C.9.6 Classification and evaluation of function KRS 681, 703, 733, 734

C.9.6.a. demonstrate familiarity with the use of functional classification such as the International Classification of Function.

C.9.6.b. consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability.

C.10 REHABILITATION SERVICES, CASE MANAGEMENT, AND RELATED SERVICES

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.10.1 Vocational rehabilitation KRS 680, 703, 733, 734

C.10.1.a. 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.

C.10.1.b. identify and plan for the provision of vocational rehabilitation services with individuals with a disability.

C. 10.1.c. provide information to prospective employers about the benefits of hiring people with disabilities.

C.10.2 Case and caseload management

KRS 683, 703, 733, 734

C.10.2.a. evaluate the need for and utilize case and caseload management services.

C.10.2.b. apply principles of caseload management, including case recording and documentation.

C.10.2.c. identify rehabilitation case management strategies that are evidence-based

C.10.2.d. establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services

C.10.3 Independent living

KRS 680

C.10.3.a. identify and plan for the provision of independent living service alternatives with individuals with a disability.

C.10.4 School to work transition services

KRS 680, 703, 733, 734

C.10.4.a. develop knowledge of transition services that facilitate an individual's movement from school to work.

C.10.5 Disability management

KRS 680, 703, 733, 734

C.10.5.a. describe employer-based disability management concepts, programs, and practices.

C.10.6 Forensic rehabilitation and vocational expert practices

KRS 680, 703, 733, 734

C.10.6.a. describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.

| | |
|---|------------------------|
| C.10.7 Substance abuse treatment and rehabilitation | KRS 681, 684 |
| C.10.7.a. describe different recovery models that apply to substance abuse treatment and rehabilitation. | |
| C.10.7.b. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes. | |
| C.10.8 Psychiatric rehabilitation | KRS 684, 703, 733, 734 |
| C.10.8.a. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes. | |
| C.10.9 Wellness and illness prevention concepts | KRS 681, 703, 733, 734 |
| C.10.9.a. promote constructive lifestyle choices that support positive health and prevents illness or disability. | |
| C.10.10 Community Resources | KRS 680, 703, 733, 734 |
| C.10.10. a. work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community. | |
| C.10.10.b. identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public. | |
| C.10.11 Community-based rehabilitation and service coordination | KRS 680, 703, 733, 734 |
| C.10.11.a. assist individuals with a disability to access and utilize services available in the community. | |
| C.10.11.b. collaborate with advocate's and other service providers involved with the individual and/or the family. | |
| C.10.12 Life care planning | KRS 680 |
| C.10.12.a. describe the purposes of life-care planning and utilize life-care planning services as appropriate. | |
| C.10.13 Insurance programs and social security | KRS 680, 703, 733, 734 |
| C.10.13.a. demonstrate knowledge of disability insurance options and social security programs. | |
| C.10.13.b. explain the functions of workers' compensation, disability benefits | |

systems, and disability management systems.

C.10.14 Programs for specialty populations

KRS 680, 681, 703, 733, 734

C.10.14.a 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.

C.10.15 Current technology and rehabilitation counseling

KRS 681, 687, 703, 733, 734

C.10.15.a. explain and plan for the appropriate use of assistive technology including computer-related resources.

C.10.15.b. utilize internet and other technology to assist in the effective delivery of services.

C.10.15.c. assist individuals with a disability in developing strategies to request appropriate accommodations.

C.10.15.d. assess individual needs for rehabilitation engineering services.