Rehabilitation and Human Services Program

Program Assessment Plan

October 15, 2012

Annual RHS program assessment will include the collection and analysis of data from the following sources:

1. National Accreditation Standards

CORE, the Council on Rehabilitation Education, Inc. (http://www.core-rehab.org/) has recently begun accrediting undergraduate rehabilitation and disability studies education programs. Curriculum standards describe the skills and knowledge domains expected of beginning practitioners. These standards have been divided into eight areas:

- Lived experience of difference
- Service delivery systems
- Community inclusion and integration
- Interpersonal and professional communication
- Advocacy and self-determination
- Ethics and professional practice
- Field experiences
- Concentration or specialty areas

Each of these curriculum areas is divided into specific learning outcomes that are expected from program graduates and must be met by accredited programs (see http://www.core-rehab.org/Files/Doc/PDF/UndergradPrograms/COREStandardsUndergraduatePrograms.pdf). While UND’s RHS program has not yet applied for accreditation from CORE, the accreditation standards provide a comprehensive rubric that describes quality rehabilitation education programs at the bachelor's level. These standards describe the knowledge domains and specific skill sets expected of our students.

During the final year of the RHS program, and in conjunction with the internship experience, students are required to take a course entitled RHS 491 – Rehabilitation
Field Seminar. During this seminar students will have the opportunity to discuss and evaluate each of the accreditation curriculum standards. Anonymous surveys will be completed which rate the students’ self-evaluation of the knowledge and skills they have acquired while in the RHS program. These surveys will be reviewed at the end of each academic year and will be used as a basis for program evaluation and improvement.

2. **Students in RHS Courses (pretest/posttest comparisons)**

Data will be collected at the beginning and end of each course that will assess student learning related to specific course objectives. This will be done for each RHS classroom course. Findings will indicate areas of strength and areas in need of improvement for each course.

3. **Students in RHS Internships**

Students are required to complete one-semester internships involving at least 400 hours at an approved rehabilitation agency. During those internships, on-site supervisors conduct midterm and final evaluations related to the students’ practice skills. Data from these two sets of evaluations will be compared to determine areas of program strength and opportunities for program improvement.
DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING
2004-2005 ACADEMIC YEAR

Department: Counseling
Program: B.S. in Rehabilitation and Human Services

Mission Statement
The mission of the Rehabilitation and Human Services Program at the University of North Dakota is to prepare students to meet the needs of employers in a variety of occupational settings in which graduates will advance the independence, integration, and full participation of individuals with rehabilitation needs in the workforce and throughout the community.

Student Learning Goals & Objectives:
This mission will be met by attaining the following objectives:

- To develop the skills, knowledge, and values of students that will enable them to provide quality rehabilitation services.
- To teach students to empower consumers in their development of personal and vocational resources and opportunities.
- To prepare students to participate as an integral member of multidisciplinary networks providing services to consumers.
- To help students develop a commitment to lifelong learning and professional growth.
- To prepare students for graduate education in a variety of rehabilitation fields.
To enable students to become informed citizens who are supportive of the full inclusion of people with disabilities in society.

**Educational Experiences**

A carefully constructed curriculum and series of educational experiences is used to promote student learning. This curriculum includes, among many other courses, the following core curriculum, consisting of 32 credits:

- RHS 250 Contemporary Issues in Rehabilitation (3)
- RHS 309 Medical and Psychosocial Aspects of Disability I (3)
- RHS 310 Medical and Psychosocial Aspects of Disability II (3)
- RHS 455 Rehabilitation Process (3)
- RHS 457 Vocational Development in Rehabilitation (3)
- RHS 465 Professional Issues in Rehabilitation (2)
- RHS 475 Testing and Assessment (3)
- RHS 491 Rehabilitation Field Seminar (2)
- RHS 497 Internship in Rehabilitation (10)

**Assessment Methods**

Internship site supervisors and program alumni are asked to complete a program assessment. The form for graduates of the program is provided below (content is complete, but format is condensed). The introduction and rating scale format for the complementary form for internship supervisors follows the alumni form. Finally, the RHS 497 Internship in Rehabilitation final evaluation form is provided (again, in condensed format and with repeated prompts deleted).

**REHABILITATION AND HUMAN SERVICE PROGRAM ASSESSMENT**

**GRADUATES OF PROGRAM**

The Rehabilitation and Human Services faculty is very interested in your assessment of your educational experience at the University of North Dakota. As a recent graduate, we would like you to take a few minutes to consider the curriculum areas below and rate how well you were prepared in each of the outcome areas. All responses are anonymous and only aggregate summaries will be reported.

**Please use the following scale to rate each outcome. (Place your response in the box to the left of the outcome.)**
1 = Not well developed in our curriculum; needs a great deal of attention.

2 = Addressed somewhat in our curriculum, but could be improved.

3 = Covered well in our curriculum and I am confident of my skills in this area.

Thank you very much for your responses and your commitment to the improvement of our program. Results of this survey will be tallied and reviewed by program faculty and the RHS Advisory Committee.

**AREA 1: ISSUES FACED BY PERSONS EXPERIENCING DISABILITY**

Students must be grounded in a thorough understanding of the social, psychological, economic, physical, medical, and other environmental problems faced by people who are to be helped in rehabilitation.

- **Outcome 1.1** Develop sensitivity, appreciation, and understanding of what it means to have a disability, i.e., its medical and psychological aspects and what can be done to ameliorate resulting problems.

- **Outcome 1.2** Identify the primary rehabilitation techniques employed to evaluate, train, and identify employment and independent living options for persons with a disability.

- **Outcome 1.3** Identify physical and environmental adaptations which will enable consumers to work or acquire training.

**AREA 2: THE REHABILITATION DELIVERY SYSTEM**

The history, philosophy, legal status, and agencies/facilities of the rehabilitation system should be understood, along with the roles and functions which must be performed and the professions which attempt to perform them. Students should have the opportunity to see how the rehabilitation process brings these bits of information together in “real life” rehabilitation.

- **Outcome 2.1** Understand the major types, purposes and operations of the myriad of human service agencies serving individuals with vocational limitations.

- **Outcome 2.2** Apply basic organization principles, practices, and processes of rehabilitation services and the dynamics of human service delivery systems.
Outcome 2.3 Review trends, societal issues, and local, state, and federal laws which affect rehabilitation service delivery.

Outcome 2.4 Develop an awareness of changing demographics within the workforce (e.g., cultural diversity, gender ratios, age distributions, etc.).

AREA 3: VOCATIONAL REHABILITATION OUTCOMES

The theme of employment, including vocational adjustment and appropriate job placement, was reaffirmed in the Rehabilitation Act Amendments of 1992. Students should be exposed to this paradigm and the major contributions of community-based rehabilitation programs in facilitating employment, as well as job placement techniques and independent living outcomes.

Outcome 3.1 Determine the nature and needs of the various types of individuals with disabilities served by rehabilitation and other human service agencies.

Outcome 3.2 Utilize community resources during and after rehabilitation services to assure persons with disabilities attain a satisfactory vocational adjustment.

Outcome 3.3 Compile and utilize assessment information such as prior records, test results, and other pertinent evaluation results.

Outcome 3.4 Coordinate services on behalf of consumers with collaborating agencies (e.g., social, educational, financial, vocational, legal, transportation and housing).

Outcome 3.5 Understand the basic application of research principles to rehabilitation, such as the evaluation of personal practice, utilization of consumer satisfaction surveys, conducting needs analyses, etc.

AREA 4: INTERPERSONAL COMMUNICATION SKILLS

Since rehabilitation depends so heavily upon communication between both client and professional and among various professionals, undergraduate students need to have considerable understanding of the characteristics of helpful communication. An understanding of the potential influence of cultural diversity and individual lifestyle choices should also be provided.

Outcome 4.1 Apply interpersonal skills in interviewing and communicating satisfactorily with persons who have disabilities, their families, related professionals, and the general public.
Outcome 4.2 Understand individual and group behavioral change interventions which will improve the employment potential of persons with disabilities.

Outcome 4.3 Develop effective, sensitive communication skills to build rapport and channels of communication (e.g., active listening, giving and receiving feedback, and conflict resolution).

Outcome 4.4 Utilize ethical principles in the provision of services (e.g., integrity, confidentiality, scope of practice, etc.).

Outcome 4.5 Incorporate cultural sensitivity into daily practices and interactions with consumers.

AREA 5: CONSUMER INVOLVEMENT AND SELF MANAGEMENT

Since rehabilitation is typically carried out in a multi-disciplinary, multi-agency context, students should have some understanding of vocational information, assessment, and problem solving. In addition, students should understand methods used in rehabilitation to solve consumer problems and how to utilize available resources to improve consumer access, quality of services, and decision making.

Outcome 5.1 Use problem-solving skills to assist persons with disabilities in attaining individualized goals suited to their abilities and needs.

Outcome 5.2 Use writing skills for clear, concise, and accurate case reporting.

Outcome 5.3 Engage in consumer advocacy on behalf of people with disabilities and facilitate consumer input in making informed choices.

Outcome 5.4 Apply case-management skills to disability benefit programs, while working to reduce disincentives to employment.

Outcome 5.5 Utilize rehabilitation technology and adapted computer applications in service delivery.

Outcome 5.6 Facilitate awareness of the world of work and the role of environmental factors in job analysis, job placement activities, and vocational adjustment.

Outcome 5.7 Consult with and include the consumer as a service/system designer.
Outcome 5.8 Provide consumers with information and assistance about human, legal, and civil rights so that they will be empowered to speak on their own behalf and obtain assistance when necessary.

Outcome 5.9 Identify and prioritize goals with clients and consumers (or with their representatives when appropriate).

**AREA 6: ETHICS AND PROFESSIONALISM**

As rehabilitation professionals, students must be knowledgeable about ethical principles and standards affecting the delivery of rehabilitation services. They must be prepared to assume all of the responsibilities and privileges that accompany the role of a rehabilitation professional.

Outcome 6.1 Apply ethical principles and standards to rehabilitation case situations.

Outcome 6.2 Resolve ethical dilemmas by applying problem-solving and decision-making skills.

Outcome 6.3 Apply relevant legal principles to rehabilitation case situations.

**AREA 7: FIELD EXPERIENCE**

A well-supervised field experience component will provide the capstone experience for an undergraduate rehabilitation education program. It will provide an opportunity for integrating classroom principles and developing entry-level skills in a real-life work setting.

Outcome 7.1 Demonstrate application of rehabilitation skills through a supervised practical experience within a rehabilitation or rehabilitation-related service delivery program.

**AREA 8: SPECIALITY PRACTICES**

Our program offers a number of concentrations in which students can receive more in-depth preparation. The specific concentrations we have are: Substance Abuse, Mental Health, Gerontology, and Developmental Disabilities. Other concentrations can be developed based on the interests of the student. Please rate your satisfaction with the courses you completed rated to your concentration.

Outcome 8.1 Demonstrate knowledge and skill in working with persons from the population represented by the concentration.

**SUMMARY**
If there are additional suggestions you would like to make that could be used to improve our program, please list them below. Please feel free to add additional pages if needed.

THANK YOU VERY MUCH FOR YOUR SUPPORT OF THE RHS PROGRAM!

INTERNSHIP SUPERVISORS

The Rehabilitation and Human Services faculty is very interested in your assessment of our students’ educational preparation at the University of North Dakota. As a recent Internship Supervisor, we would like you to take a few minutes to consider the curriculum areas below and rate how well our students were prepared by the RHS program in each of the outcome areas. All responses are anonymous and only aggregate summaries will be reported.

Please use the following scale to rate each outcome. (Place your response in the box to the left of the outcome.)

1 = The student was not well prepared in this area; needs a great deal of attention.

2 = The student was fairly well prepared in this area, but some improvement is possible.

3 = The student was well prepared in this area; I am confident of his/her skills in this area.

UNIVERSITY OF NORTH DAKOTA
Rehabilitation and Human Services Program
RHS 497: Internship in Rehabilitation

Final Evaluation

Name of Intern: ______________________________________________________________
Intern Agency: _______________________________________________________________
Name of Supervisor: _________________________________________________________
Period Covered by Evaluation: From: ____________________ To: ____________________
This evaluation should be made with care and fairness for the interest of the student. Reflect carefully upon the intern's performance and make an honest judgment of the qualities of the intern. Base your judgment on the entire period covered and not upon isolated incidents alone. A final evaluation will be completed at the conclusion of the intern experience.

As a guideline, the following categories will be helpful. Insert the appropriate rating in the blank provided for each area to be rated.

EXCELLENT: Consistently exceptional in fulfilling requirements
GOOD: Regularly meets and occasionally exceeds minimum requirements
FAIR: Does passable work but does not extend her/himself.
POOR: Fails to meet minimum requirements

1. **Knowledge of Position:** Understanding of the requirements of the internship, the intern's place in the organization, and expectations of the intern.
   
   Rating: ___________________________

   Strong Points: ____________________________________________________________

   Suggestions for improvement: _______________________________________________

2. **Productivity:** Use of time and facilities, volume and nature of work produced, planning and follow through.

3. **Quality of Work:** Organization, thoroughness, accuracy, neatness, foresight, soundness of decisions, clarity of expression.

4. **Relationships with Clients/Consumers:** Respect, tact, insight, effectiveness, courtesy.

5. **Communication:** Ability to communicate effectively with other staff members and ability to secure acceptance of ideas, methods, procedures and plans by other staff members. Consideration of viewpoints of others.

6. **Relations with Other Departments:** Knowledge of the functions of other departments, service areas, and resources serving your clients/consumers. Ability to coordinate and cooperate with these other departments.

7. **Writing Ability and Oral Expression:** Degree of skill and ability to express thoughts on paper, reports, projects, command of language and ability to speak to others.

8. **Responsibility:** Dependability, ability to meet schedules, follow-through, and attend to instructions.
9. **Independent Functioning:** Ability to perform without constant supervision and to function constructively on own initiative when necessary.

10. **Personal Habits:** Attention to appearance, including suitability of attire and grooming.

11. **Attendance and Punctuality:** Regularity of attendance, promptness of reporting absence, tardiness, and time off for illness or personal business. Clock Watching.

12. **Attitude:** Loyalty, interest, and approach to the internship, associates, public and the agency. Ability to comply with established procedures and policies.

13. **Judgment:** Possesses common sense, distinguishes important from unimportant, ability to reason through situations, evaluates the problem before deciding, tact.

14) **Development of Skills and Competencies:** Describe: ______________________________

   Rating: _____________________________

   Strong Points: ______________________________

   Suggestions for improvement: ______________________________

15. **Other Performance Areas:** Describe: ______________________________

16. **OVERALL PERFORMANCE:** Total overall performance on the internship.

   Rating: _____________________________

   Strong Points: ______________________________

   Suggestions for improvement: ______________________________

**STUDENT’S INTERNSHIP OBJECTIVES**

Indicate if satisfactory progress is being made toward student objectives. (Student is responsible for listing objectives)
Timeline
The Internship Final Evaluation Form is completed at the end of the student’s semester in RHS 497. The Program Assessment Forms for Internship Supervisors and for Graduates of Program are completed after the student graduates from the program.