

Department Of Counseling Education and Rehabilitation

Rehabilitation Counseling Program

Kremen School of Education and Human Development

Student Outcomes Assessment Plan (Soap)

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I. Mission Statement

[Guide: The mission statement gives a general direction for teaching and learning. The mission statement for a program should be in keeping with the mission of the university while addressing the needs of the program. Each of the mission statements should address the long term needs of the program.]

Vision for California State University, Fresno

We will become New California's premier engaged university, nationally recognized for our teaching, learning, transformational scholarship, and dynamic leadership which engages faculty, students, staff, and community in mutually beneficial and respectful collaboration benefiting the region and society as a whole.

REHABILITATION COUNSELING PROGRAM MISSION

To serve people with disabilities by doing an outstanding job of training warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals who will make a real difference in the lives of persons with disabilities and transform the practice of rehabilitation Counseling in California and beyond.

OVERALL PROGRAM GOALS

Recruit and train warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals.

Provide students with opportunities for exposure and training in practical, real life workings of rehabilitation.

Maintain the Rehabilitation Counseling Program as a responsive resource to meet the rehabilitation needs of traditionally underserved disability and ethnic group populations in Fresno and the Central Valley.

Serve as a valuable resource of research, scholarship, expertise, training and advocacy for the larger rehabilitation community in the Central Valley as well as throughout the state of California.

STRENGTH

National Leader in Hands-On, Real-World Rehabilitation Counseling

II. Goals and Student Learning Outcomes

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Note: There are no set number of goals and outcomes. You may indicate as little or as many goals and outcomes as needed. Goal The outline below only serves as a formatting guide.

[Guide: Goals are general statements supporting the mission but are specific to a discipline. These statements give specificity to a program and serve as a guide to long-term directions for student learning. The major distinction between goals and objectives is the non-behavioral nature of goals. Goals may contain student learning outcomes such as appreciate, understand, and value. These are all worthy aspirations but cannot be measured directly.]

Counseling Competencies

Goal 1. Rehabilitation Counseling Students will demonstrate counseling skills that are reflective; empathic; grounded in counseling theory/philosophy; and developmentally appropriate. Rehabilitation counseling students will:

- Objectives**
- 1.1: engage in ongoing personal and professional self-exploration, self-reflection, and professional rehabilitation counseling growth.**
 - 1.2: demonstrate empathic listening and reflect consumer's stated and implied issues.**
 - 1.3: identify and apply skills and techniques from the major counseling theories and philosophies.**

Writing Competencies

Goal 2. Rehabilitation Counseling Students will demonstrate writing that is grammatically correct, concise, clear, organized, comprehensive, and when applicable, meets the APA style and format of writing. Students will:

- 2.1: write consumer reports that contain pertinent client information that are grammatically correct, concise, clear, and comprehensive.**
- 2.2: write literature reviews or papers reflective of rehabilitation counseling knowledge that reflects critical thinking and is concise, clear, and comprehensive.**
- 2.3: write, critique, edit and revise resumes, cover letters, and other service related communications.**

Ethical Conduct and Professional Identity

Goal 3. Rehabilitation Counseling Students will demonstrate ethical conduct and professional identity that reflects the rehabilitation counseling profession. Students will:

- 3.1: identify and apply ethical principles to analyze and resolve potential ethical dilemmas.**
- 3.2: articulate an understanding of how multicultural awareness impacts ethical practice.**

Multicultural Competencies

Goal 4. Rehabilitation Counseling students will communicate the impact that cultural identity and multicultural sensitivity have on the rehabilitation process. Students will:

- 4.1: identify how own values and beliefs impact their interactions with consumers and how consumers' values and beliefs impact the rehabilitation process.**

Case Management

Goal 5. Rehabilitation Counseling students will conceptualize individual consumers' cases, manage service delivery and referral needs, and monitor a consumer caseload. Students will:

- 5.1: develop service plans based on consumer needs.**
- 5.2: monitor consumers' progress toward goals and objectives identified in a service plan.**

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

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[Guide: A curriculum map is an organizational tool to plot student progress in attaining the objectives for a program. A course-by-objective curriculum map should make clear where in the program students are introduced, reinforced, emphasized, and mastered the stated learning objectives. In addition to courses, other required activities such as projects and major papers required for progress in the program could be included in the curriculum map. This map should be used to identify points in the program where direct measurements of student learning can be made.]

Curriculum Map

REHABILITATION COUNSELING COURSE OBJECTIVE MATRIX

I= Introduced

E= Emphasized

R= Reinforced

	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	4.2	5.1	5.2		
201	I	I	I	I	E	I	I	I	I	I	I	I		
203	I	I			E		I	I	I	I	I	I		
204A	I	I		I			I	I	I	I	I	I		
204B	I	I		I			I	I	I	I	I	I		
205	I	I		I	E	E	I	I	I	I	I	I		
206	I	I			E		E	E	E	E				
211	I	I			E		E	E	E	E				
237	E	I	E	E			E	E	E	E	E	E		
238	R	E	E	E			R	R	E	E	E	R		
268A	R	E		E		R	R	R	R	R	E	E		
268B	R	E		E		R	R	R	E	E	E	E		
268C	R	E		E		R	R	R	R	R	E	E		
239	R	R	R	R		R	R	R	R	R	R	R		

201 Seminar in Rehab Couns

203 Work Eval

204A Psych Dis

204B Phys Dis

205 Career Placement

206 Psych, Soc Aspects

211 Professional Issues

268A Job Retention

268B Workability

268C Ticket to Work

237 Case Practices

238 Practicum

239 Internship

Assessment Methods

[Guide: In contrast to indirect measures such as opinion surveys and instruments that gather self-reports and/or third-party reports of student knowledge, direct measures of student learning are generated when students are evaluated in their performance of a stated objective. To obtain a direct measure of student learning, systematically gather data across student performances using scores on standardized or locally prepared examinations or activities, or scoring rubrics for performances, projects, theses, etc. If you choose to base your assessment in part on culminating experiences or portfolios be explicit in explaining how the products of these activities will be analyzed.]

A. Direct Measures (at least three)

1. Rubric for Journals (Appendix A)
2. Scores for Quizzes #1, #2, #3 in REHAB 237
3. Rubric for Writing #1 (Appendix B)
4. Rubric for Writing #2 (Appendix C)
5. Rubric for Reflection Papers (Appendix D)
6. Rubric for Service Delivery Skills (Appendix E)
7. Rubric for Professional and Ethical Development (Appendix F)
8. Rubric for Multicultural Practice (Appendix G)
9. Comprehensive Exam

B. Indirect Measures (*Alumni Survey is required*)

1. Pre-Practicum Student Evaluation (Appendix H)
2. Practicum Student Evaluation (Appendix I)
3. Internship Student Evaluation (Appendix J)
4. Alumni Survey

II. Student Learning Outcomes X Assessment Methods Matrix

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Guide: SOAPs should include a matrix that shows linkages between outcomes and the methods designed to measure performance on those outcomes.]

REHABILITATION COUNSELING PROGRAM

LEARNING OUTCOMES X ASSESSMENT METHODS MATRIX (Indicated by Course/Activity to be Assessed)

Methods	Obj	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	4.1	5.1	5.2	
1. Rubric: Journals		237 239											
2. Scores: Quizzes				237									
3. Rubric: Writing #1					237								
4. Rubric: Writing #2						201, 203 205 206 211							
5. Rubric: Reflection Papers										238			
6. Rubric: Service Delivery			268A, B, C		268A, B, C		205				268A, B, C	268A, B, C	
7. Rubric: Professional- Ethical								211	211				
8. Rubric: Multicultural										206			
9. Comp Exam (Id. Items)				X				X		X	X		
10. Pre- Practicum Eval (Id. Items)		237	237		237				237		237		
11. Practicum Eval (Id. Items)		238	238	238	238								
12. Internship Eval (Id. Items)		239	239	239	239				239		239		

- **Timeline for Implementation of Assessment Methods and Summary Evaluations**

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VIEW EXAMPLE**

- **[Guide: SOAPs should include a simple, concise timeline that states when each assessment technique will be carried out. Be specific about the year. Rather than Year 1, Year 2, use AY 2008-09, AY 2009-10, etc.]**

ASSESSMENT ACTIVITY

AY 2012

Spring:	Obj. 2.3	Service Delivery Rubric (205)
Fall:	Obj. 4.1	Reflection Paper Rubric (238; 206) Multicultural Rubric (206) Comprehensive Exam (Identified Items)
	Obj. 5.1	Service Delivery Rubric (268A, B, C) Pre-Practicum Student Evaluation (237: Items: A1, A2) Internship Student Evaluation (239: Items: A1-A10; C5, C6) Comprehensive Exam (Identified Items)

AY 2013

Spring:	Obj. 1.2	Service Delivery Rubric (268A, B, C) Pre-Practicum Student Evaluation (237: Items: C2, C4, C7, E1) Practicum Student Evaluation (238: Items: 1-4, 8, 23, 24, 26) Internship Student Evaluation (239: Items: C2, C4, C5, E1)
Fall:	Obj. 1.1	Journal Rubric (237) Pre-Practicum Student Evaluation (237: Items: B6, F2, F3) Practicum Student Evaluation (238: Items: 22, 33, 34, 35) Internship Student Evaluation (239: Items: B15, B16, F3, F4, F6)
	Obj. 5.2	Service Delivery Rubric (268A, B, C)

AY 2014

Spring:	Obj. 1.3	Quiz #1, #2, #3 (237) Comprehensive Exam (Identified Items) Practicum Student Evaluation (238: Items: 16, 17, 18,28,29,30) Internship Student Evaluation (239: Items: 2, 11)
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Fall: Obj. 2.1 Writing Rubric #1 (237)
Service Delivery Rubric (268A, B, C)
Pre-Practicum Student Evaluation (237: Items: D1, D2, D3)
Practicum Student Evaluation (238: Item 37)
Internship Student Evaluation (239: Items: D1, D2, D3)

Obj. 3.1 Professional-Ethical Rubric (211)
Comprehensive Exam (identified items)

AY 2015

Spring: Obj. 2.2 Writing Rubric #2 (201, 203, 205, 206, 211)

Fall: Obj. 3.2 Professional-Ethical Rubric (211)
Pre-Practicum Student Evaluation (237: Items: C1, C3, C6)
Internship Student Evaluation (239: Items: (C1, C3, C6-C9)

AY 2016

Review/Revise Comprehensive Exam

Review/Revise Student Pre-Practicum Evaluation
Review/Revise Student Practicum Evaluation
Review/Revise Student Internship Evaluation

AY 2017

Review/Revise SOAP
Review/revise rubrics for next review period.

III. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

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[Guide: Closing the loop refers to using the findings for improvement of curricula, instruction or programs. This is the reason for doing assessment. Without it, the preceding steps are meaningless. How findings were used to draw conclusions and/or make change must be documented, although that documentation does not need to be extensive.]

CLOSING THE LOOP

The Rehabilitation Counseling Program (RCP) had a regularly scheduled site review by the Council of Rehabilitation Educators (CORE) February 25-27, 2009. The Program was re-accredited after reviewing the Self Study and after the on-site visit. The RCP was fully re-accredited with CORE. The current accreditation period with CORE is effective until 2017 when we will be re-reviewed. In Oct. of 2009 RCP was reviewed by the University for a scheduled review. This also included a Self Study and an On-Site Review.

As a result of those reviews, the SOAP presented here is a result of deliberations by the RCP faculty to continue to meet the values and visions of both CORE and the University. The overarching intent is to provide students a recognized/accredited graduate education in general and a professional degree in Rehabilitation Counseling in particular. The goals and objectives of this SOAP will be assessed as outlined in the above Timeline. The objectives noted in the Timeline will be assessed and evaluated. Findings and results will be reviewed by the RCP faculty each semester and reported yearly to the Provost. The Annual Report to the Provost will identify: the learning outcomes assessed; the methods of assessment used; what the data revealed; and what changes are indicated by the findings.

At this time the RCP faculty is revising the Comprehensive Exam. As that revision is completed, areas that are addressed in the comprehensive exam will be incorporated into the SOAP and the assessment activity. The completion date for the revision of the Comprehensive Exam is projected to be Spring 12 and incorporated in the Fall '12 assessment activity.

Appendix A

RUBRIC FOR JOURNALS

Activity: Journal entries should provide the reader with: a) a brief behavioral summary of the activity; b) your professional thoughts and insights about the activity; and c) your personal reflections about your values and beliefs related to the activity.

Criteria	Developing (1) (70-79%)	Capable (2) (80-89%)	Accomplished (3) (90-100%)
Content	<p>Entries are not concise or adequately described</p> <p>Professional reflections are superficial and not connected to the class readings or discussions</p> <p>Personal reflections do not relate to personal thoughts and feelings</p> <p>Personal values and beliefs are not included or are not connected in a meaningful way</p> <p>Issues related to multiculturalism are missing or incomplete</p>	<p>Entries may lack some conciseness or clarity and the activity may not be fully described</p> <p>Professional reflections, though stated, are not connected to the activity</p> <p>Personal reflections are included but lack clarity or specificity</p> <p>Values and beliefs are referred to or stated but not articulated in depth</p> <p>Issues related to multiculturalism are referred to or mentioned but are not discussed in depth or are not inclusive</p>	<p>Entries are brief, clear, and descriptive of the client contact/interaction</p> <p>Professional reflections relate to the class readings and discussions and include ethical and professional analysis of topics that emerge</p> <p>Personal reflections include thoughts and feelings related to fears, hopes, likes, dislikes, self-discovery</p> <p>Entries include analysis of values and beliefs and include thoughts/feelings related to multicultural issues</p>
Grammar & Format	<p>There are consistent errors in spelling and grammar</p> <p>Entries lack organization and clarity</p>	<p>There are only minor errors in spelling and grammar</p> <p>Organization and content, at times lack clarity or meaning</p>	<p>Journal entries, though relaxed, follow conventions for spelling and grammar and have been carefully proofread.</p> <p>Entries are well organized and easily understood by the reader</p>

Appendix B

RUBRIC: CLIENT INTAKE ASSESSMENT, CASE CONCEPTUALIZATION, AND TREATMENT PLAN

Criteria	Developing (1) (70-79%)	Capable (2) (80-89%)	Accomplished (3) (90-100%)
Content	<p>The document is missing important client information</p> <p>Supporting documentation or statement of fact are missing</p> <p>Judgment or bias or stereotyping occurs throughout the document</p>	<p>There are 1-2 areas that are incomplete or lacking depth of information</p> <p>Most information is factual by may lack supporting documentation</p> <p>Although most client references are nonjudgmental, some statements are judgmental, biased, or stereotypical</p>	<p>All of the areas of the assignment are included (including headings for the intake assessment)</p> <p>All areas are addressed in depth and provide a complete description of the intake assessment, case conceptualization, or treatment plan.</p> <p>The client is referred to in a factual, unbiased/nonjudgmental manner</p>
Grammar & Format	<p>The document contains frequent (10 or more) errors in spelling and grammar</p> <p>Demonstrates little to no sequencing of ideas within or transitions between paragraphs</p> <p>The document is limited in depth of content</p>	<p>There are only a few (5-9) minor errors in spelling and grammar</p> <p>Organization and content, at times, lack clarity or meaning</p> <p>The document is too short or brief to address all areas in depth</p>	<p>The document follows conventions for spelling and grammar throughout and has been carefully proofread</p> <p>Sequencing of ideas and transitions within and between paragraphs make it easy for the reader to follow</p> <p>The assignment is of appropriate length for assignment and is double-spaced</p> <p>The document includes the major headings (or content) provided for the assignment</p>

Appendix C

WRITING RUBRIC #2

Criteria	Developing (1) (70-79%)	Capable (2) (80-89%)	Accomplished (3) (90-100%)
Content	<p>The paper is missing important information</p> <p>The paper lacks clarity, meaning and purpose</p>	<p>Although the focus and tone are appropriate for the purposes of the paper, there are some areas that are incomplete or lack depth of content or information</p> <p>Most ideas are clearly communicated and the purpose of the paper is assumed or referred rather than clearly stated</p>	<p>The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear and the organization and content reflect an in-depth exploration of the topic.</p> <p>Ideas are clearly communicated and the purpose of the paper is directly referred to</p>
Grammar & Format	<p>The writing contains frequent errors in spelling and grammar</p> <p>There are repeated errors in sequencing of ideas within and between paragraphs</p> <p>APA (if required) is not followed or contains repeated errors; references within the text and in the reference list contain several errors in formatting</p>	<p>There are only a few (5-9) minor errors in spelling and grammar</p> <p>Organization and content, at times, lack clarity or meaning but overall is sequenced and there are transitions within and between paragraphs</p> <p>APA style (if required) is primarily followed though there may be some minor errors; references within the text and in the reference list are primarily accurate but do contain some error in formatting</p>	<p>The paper follows conventions for spelling and grammar throughout and has been carefully proofread</p> <p>Sequencing of ideas and transitions within and between paragraphs make it easy for the reader to follow</p> <p>APA style (if required) is followed and references within text and references at the end are accurate and correctly formatted.</p>

Appendix D

RUBRIC FOR REFLECTION

Criteria	Developing (1) (70-79%)	Capable (2) (80-89%)	Accomplished (3) (90-100%)
Content	<p>Professional and personal reflections are superficial and self-exploration is lacking important information or is incomplete</p> <p>Personal reflections do not relate to personal thoughts and feelings</p> <p>The importance of the topic does not include or is very limited from either a personal or professional perspective</p> <p>Personal values and beliefs are not included or are not connected in a meaningful way</p>	<p>Professional and personal reflections explore the topic/assignment but lack depth. Self-exploration does not provide a complete picture of the complexities of either personal insight or professional knowledge about the topic</p> <p>Self-exploration may identify or label thoughts, feelings, but does not provide a description of the meaning to the thoughts and feelings. Personal reflections are included but lack clarity or specificity</p> <p>Exploration and reflection mentions or refers to the importance of the topic but does not explain or describe fully</p> <p>Both personal and professional values and beliefs are referred to or stated but not articulated in depth</p>	<p>Professional and personal reflections regarding the topic or assignment are thorough and include an in-depth discussion of self exploration and educational awareness about the topic</p> <p>The paper reflects: professional insight about the topic; educational awareness about the topic and a self-exploration of thoughts, feelings, beliefs, insights, fears, and hopes</p> <p>The student explores and reflects on the importance of the topic and how confident they feel in relation to the skills they now possess in relation to the skills they would like to possess, and how this might be achieved</p> <p>The paper reflects a complete analysis of both personal and professional values and beliefs in relation to the topic</p>
Grammar & Format	<p>There are consistent errors in spelling and grammar</p> <p>The paper lacks organization and clarity</p>	<p>There are only minor errors in spelling and grammar</p> <p>Organization and content, at times lack clarity or meaning</p>	<p>The reflection paper, though relaxed, follow conventions for spelling and grammar and have been carefully proofread</p> <p>The paper is well organized and easily understood by the reader</p>

Appendix E

RUBRIC FOR QUALITY SERVICE DELIVERY

		Developing (70-79%)	Capable (80-89%)	Accomplished (90-100%)
Resume Development	Content	Content not related to the job description.	Content relates to the job description.	Content relates to the job description, and includes personal traits and skills of consumer specifically tailored to meet the job description requirements.
	Grammar	One or more grammatical errors. More than 2 punctuation errors. Layout is not appropriate for consumers work history and experience.	No grammatical errors. Two or less punctuation errors. Appropriate layout (Functional, Chronological, or Combination).	No grammatical errors. No punctuation errors. Appropriate layout (Functional, Chronological, or Combination).
Job Leads	Content	Less than 5 documented job leads per month. Job leads are not suited to the consumer's skills, abilities, education and experiences which may include being under qualified for the position.	5-10 documented job leads per month. Job leads are suitable to the consumer's skills, abilities, education and experience.	More than 10 documented job leads per month. Job leads are suitable to the consumer's skills, abilities, education and experience, and 4 or more directly correlate with the consumer's specified field of interest.
Linkages	Content	Unable to identify needed resources to assist consumers with barriers to gaining employment and/or retention (i.e. substance abuse, domestic violence, learning disability, therapeutic counseling).	Identify needed resources to assist consumer with barriers to gaining employment and/or retention (i.e. substance abuse, domestic violence, learning disability, therapeutic counseling).	Identify needed resources and assist consumers with connecting to appropriate agencies for help with barriers to gaining employment and or retention (i.e. substance abuse, domestic violence, learning disability, therapeutic counseling).

Appendix F

RUBRIC: PROFESSIONAL AND ETHICAL DEVELOPMENT

<i>Criteria</i>	<i>Developing (1)</i> (70-79%)	<i>Capable (2)</i> (80-89%)	<i>Accomplished (3)</i> (90-100%)
<i>Informed Consent Considerations</i>	<ul style="list-style-type: none"> • Addresses only a few of the areas identified in the Professional Code of Ethics for Rehabilitation Counselors • Little to no integration of information from field personnel, class discussions, & text • Discusses little to no connections among ethical, professional, cultural, & legal dimensions 	<ul style="list-style-type: none"> • Covers many of the areas identified in the Professional Code of Ethics for Rehabilitation Counselors • Some integration of information from field personnel, class discussions, & text • Discusses some connections among ethical, professional, cultural, & legal dimensions 	<ul style="list-style-type: none"> • Covers all “9” areas identified in the Professional Code of Ethics for Rehabilitation Counselors • Thorough integration of information from field personnel, class discussions, & text • Discusses insightful connections among ethical, professional, cultural, & legal dimensions
<i>APA Style & Formatting</i>	<ul style="list-style-type: none"> • Displays frequent (6+) errors 	<ul style="list-style-type: none"> • Displays several (4-6) errors 	<ul style="list-style-type: none"> • Displays minimal (<3) errors
<i>Grammar & Mechanics</i>	<ul style="list-style-type: none"> • Demonstrates little to no sequencing of ideas within & transitions between paragraphs • Paper contains multiple (6+ errors) 	<ul style="list-style-type: none"> • Demonstrates some sequencing of ideas within & transitions between paragraphs • Paper contains a limited amount of errors (4-6 errors) 	<ul style="list-style-type: none"> • Demonstrates sequencing of ideas within & transitions between paragraphs • Paper is virtually error free (<3 errors)

Appendix G: RUBRIC: MULTICULTURAL PRACTICE

<i>Criteria</i>	<i>Developing (1)</i> (70-79%)	<i>Capable (2)</i> (80-89%)	<i>Accomplished (3)</i> (90-100%)
<i>Multicultural Considerations</i>	<ul style="list-style-type: none"> • Articulates little to no understanding of how one’s values and beliefs may impact the counseling process, services, & outcomes • Articulates little to no understanding of how clients’ values & beliefs may impact the counseling process, services, & outcomes • Demonstrates limited connections between personal reflections and multicultural concepts/content • Limited reflections provided regarding the context responsible for shaping one’s values & beliefs have been shaped • Limited to no discussion of the level of personal importance in practicing in a culturally competent manner • Limited discussion of the level of personal confidence relative to practicing in a culturally competent manner 	<ul style="list-style-type: none"> • Articulates some level of understanding of how one’s values and beliefs may impact the counseling process, services, & outcomes • Articulates some level of understanding of how clients’ values & beliefs may impact the counseling process, services, & outcomes • Demonstrates general or surface connections between personal reflections and multicultural concepts/content • General reflections provided regarding the context responsible for shaping one’s values & beliefs have been shaped • General discussion of the level of personal importance in practicing in a culturally competent manner • Some discussion of the level of personal confidence relative to practicing in a culturally competent manner 	<ul style="list-style-type: none"> • Clearly articulates an understanding of how one’s values and beliefs may impact the counseling process, services, & outcomes • Clearly articulates and understanding of how clients’ values & beliefs may impact the counseling process, services, & outcomes • Demonstrates insightful connections between personal reflections and multicultural concepts/content • Critically reflects on the context responsible for shaping one’s values & beliefs have been shaped • Thorough discussion of the level of personal importance in practicing in a culturally competent manner • Thorough discussion of the level of personal confidence relative to practicing in a culturally competent manner
<i>Grammar & Mechanics</i>	<ul style="list-style-type: none"> • Demonstrates little to no sequencing of ideas within & transitions between paragraphs • Paper contains multiple (6+ errors) 	<ul style="list-style-type: none"> • Demonstrates some sequencing of ideas within & transitions between paragraphs • Paper contains a limited amount of errors (4-6 errors) 	<ul style="list-style-type: none"> • Demonstrates sequencing of ideas within & transitions between paragraphs • Paper is virtually error free (<3 errors)

Appendix H

California State University, Fresno
Department of Counseling, Special Education & Rehabilitation
5005 N. Maple Ave ED3
Fresno, CA 93740
(559)278-0340

**REHABILITATION COUNSELING PRE-PRACTICUM EVALUATION
FORM**

Name of Practicum Student _____ Date _____

Period covered by report: Fall _____ Spring _____ Year _____

Site Supervisor Name _____

Agency _____

Address _____

Phone No. _____

EVALUATION

Please use the following numbers and standards in rating the practicum student and **CIRCLE** the appropriate rating scale number for each evaluation criteria.

Please feel free to use the space between questions to add any additional comments.

Rating Scale:

5 = Outstanding – Performance is superior, well above the standard required of a competent student.

4 = Above Average – Performance is substantially above that required of a competent student.

3 = Average – Performance is thoroughly satisfactory, equal to the standard required of a competent student.

2 = Below Average – Performance is inadequate, indicating the need for greater effort or training.

1 = Poor – Unsatisfactory

NA = Not Applicable

A. KNOWLEDGE, PROPER INTERPRETATION AND APPLICATION OF:

	Poor		Average		Outstanding	
1. Client Case Information	1	2	3	4	5	NA
2. Information from Psychosocial Assessments	1	2	3	4	5	NA

B. WORK HABITS AND PERSONAL CHARACTERISTICS

1. Professional appearance	1	2	3	4	5	NA
2. Attendance and punctuality	1	2	3	4	5	NA
3. Listening to and following directions	1	2	3	4	5	NA
4. Meeting deadlines	1	2	3	4	5	NA
5. Creativity and imagination in problem solving	1	2	3	4	5	NA
6. Self-understanding, knows own strengths and areas for growth	1	2	3	4	5	NA
7. Oral expression and communication skills	1	2	3	4	5	NA

C. UNDERSTANDING OF RELATIONSHIPS WITH CLIENTS

1. Understanding and accepting of client values	1	2	3	4	5	NA
2. Sensitive to client's feelings and needs	1	2	3	4	5	NA
3. Avoids negative biases about clients	1	2	3	4	5	NA
4. Establishes and maintains productive relationships with clients and their support systems	1	2	3	4	5	NA
5. Identifies client's significant issues	1	2	3	4	5	NA
6. Understands the relationship of the client's Disability to personal, social, and vocational adjustment	1	2	3	4	5	NA
7. Ability to relate to clients with varying disabilities	1	2	3	4	5	NA

D. CASE RECORDING AND/OR REPORT WRITING

1. Reports are concise and well constructed	1	2	3	4	5	NA
2. Reports are easy to comprehend and contain pertinent information	1	2	3	4	5	NA
3. Overall quality of reports	1	2	3	4	5	NA

E. INTERPERSONAL RELATIONS

1. Establishes effective interpersonal relations with clients and their support systems	1	2	3	4	5	NA
2. Establishes effective interpersonal relations with agency staff and supervisors	1	2	3	4	5	NA

F. PROFESSIONAL CHARACTERISTICS

1. Demonstrates professional and ethical conduct	1	2	3	4	5	NA
2. Demonstrates obligation and commitment to clients	1	2	3	4	5	NA
3. Shows professional and personal growth and development	1	2	3	4	5	NA

G. SUMMARY

1. Student's overall performance	1	2	3	4	5	NA
2. Potential as a rehabilitation counselor	1	2	3	4	5	NA

PLEASE indicate the practicum student's:

1. Most obvious strengths:

2. Greatest areas of improvement during the practicum period:

3. Areas needing improvement

PLEASE indicate any additional comments regarding the student or the program's training of students.

Evaluation completed by:

Site Supervisor Signature_____

Date_____

Student Signature_____

Date_____

Evaluation reviewed by:

Practicum Faculty_____

Appendix I

REHABILITATION COUNSELING PRACTICUM EVALUATION FORM

Student: _____ Semester: _____

Faculty Supervisor: _____ TA: _____

1 = needs
Improvement

2 =
adequate

3 =
good

4 = a strength
of the student

Relationship/attending skills

- | | | | | | |
|-----|--|---|---|---|---|
| 1. | Listens carefully and communicates an understanding of the client. | 1 | 2 | 3 | 4 |
| 2. | is genuine and warm with the client. | 1 | 2 | 3 | 4 |
| 3. | Is immediate with the client. | 1 | 2 | 3 | 4 |
| 4. | Is respectful of, and validates, the client. | 1 | 2 | 3 | 4 |
| 5. | Is appropriate regarding the cultural context of the client. | 1 | 2 | 3 | 4 |
| 6. | Is appropriate regarding the developmental context of the client. | 1 | 2 | 3 | 4 |
| 7. | Uses interpersonal strengths appropriately, including humor and self-disclosure. | 1 | 2 | 3 | 4 |
| 8. | Is comfortable with a variety of feelings and/or issues shared by the client. | 1 | 2 | 3 | 4 |
| 9. | Provides support to the client when appropriate. | 1 | 2 | 3 | 4 |
| 10. | Challenges the client when appropriate. | 1 | 2 | 3 | 4 |
| 11. | Tracks the main issues presented by the client. | 1 | 2 | 3 | 4 |

Assessment skills

- | | | | | | |
|-----|--|---|---|---|---|
| 12. | Is able to organize session data into meaningful frameworks. | 1 | 2 | 3 | 4 |
| 13. | Appreciates cultural and/or developmental issues that may affect assessment. | 1 | 2 | 3 | 4 |
| 14. | Is able to recognize normative from problematic behavior during assessment. | 1 | 2 | 3 | 4 |
| 15. | Can assist the client in considering different components and sequences that make up and sustain problems. | 1 | 2 | 3 | 4 |
| 16. | Is able to identify cognitive components of client issues. | 1 | 2 | 3 | 4 |
| 17. | Is able to identify affective components of client issues. | 1 | 2 | 3 | 4 |
| 18. | Is able to identify behavioral components of client issues. | 1 | 2 | 3 | 4 |

	1	2	3	4
19.	Is able to identify systemic components of client issues.			
	1	2	3	4
20.	Identifies appropriate process goals.			
	1	2	3	4
21.	Can assist client in translating problems into realistic outcome goals.			
	1	2	3	4
22.	Can assess one's own performance in counseling.			
	1	2	3	4

Intervention skills

23.	Maintains an appropriate pace during sessions.			
	1	2	3	4
24.	Uses questions skillfully.			
	1	2	3	4
25.	Uses nondirective interventions skillfully.			
	1	2	3	4
26.	Can direct the session in a meaningful manner.			
	1	2	3	4
27.	Can deliver appropriate confrontations.			
	1	2	3	4
28.	Can demonstrate an appropriate use of affective interventions.			
	1	2	3	4
29.	Can demonstrate an appropriate use of cognitive interventions.			
	1	2	3	4
30.	Can demonstrate an appropriate use of behavioral interventions.			
	1	2	3	4
31.	Can demonstrate an appropriate use of systemic interventions.			
	1	2	3	4
32.	Is able to work effectively with multiple clients.			
	1	2	3	4

Professional skills

33.	Is aware of personal issues (e.g. counter-transference/parallel processes) that might impact counseling.			
	1	2	3	4
34.	Demonstrates openness to and use of supervision.			
	1	2	3	4
35.	Appreciates own limits without overreacting to them.			
	1	2	3	4

Additional aspects of practicum

36.	Participation in group supervision.			
	1	2	3	4
37.	Written work.			
	1	2	3	4

Comments relevant to areas of strength:

Comments relevant to areas of weakness:

* Developed by Janine M. Bernard (1998)

Appendix J

REHABILITATION COUNSELING INTERN EVALUATION FORM

Kremen School of Education and Human Development
Department of Counseling, Special Education, and Rehabilitation
Rehabilitation Counseling Program
5005 N Maple Ave ED 3
Fresno, CA 93740

This form is completed by the Site Supervisor at the end of the semester of the internship to evaluate the intern's performance at the site. Once completed, the Intern Evaluation Form is reviewed with the intern and signed by both the site supervisor and the intern. The Intern Evaluation Form is returned to the course instructor and another copy is given to the internship coordinator two weeks prior to the last class.

Name of Intern _____ Date _____

Period covered by report: From _____ To _____

Supervisor: Name _____

Agency _____

Address _____

Phone No. _____

Supervisor's Credentials: _____

Number of years in the field: _____

What was the total number of clients the intern worked with? _____

What types of clients were assigned to the student (circle all that apply):

Children Adolescents Adults Working age Elderly

Male Female

Individual with Disabilities (please specify): _____

What was the racial/ethnic background of the clients (circle all that apply)?

White African-American Asian-American Latino American

Other _____

What were the main duties of the intern? _____

Type of supervision provided per week: Individual Group Both

Amount of supervision provided per week: _____

Evaluation

Please use the following numbers and standards in rating the student and CIRCLE the appropriate rating scale number for each evaluation criteria.

Please feel free to use the space between questions to add any addition comments.

Rating Scale:

5 = Outstanding - Performance is superior, well above the standard required of a competent student or new employee.

4 = Above Average - Performance is substantially above that required of a competent student or new employee.

3 = Average- Performance is thoroughly satisfactory, equal to the standard required of a competent student or new employee.

2 = Below Average - Performance is inadequate, indicating the need for greater effort or training.

1 = Poor– Unsatisfactory, no effort expended.

NA = Not Applicable - Inadequate opportunity to evaluate.

A. KNOWLEDGE, PROPER INTERPRETATION AND APPLICATION OF:							
1. Medical information (diagnostic categories, prognoses, human growth and development, etc.).		1	2	3	4	5	NA
2. Psychological information (Personality theory, motivation, human growth, and development, etc.).		1	2	3	4	5	NA
3. Social information (family situation, values, attitudes, inter-family structure, etc.).		1	2	3	4	5	NA
4. Educational information (educational record and program, training facilities and programs).		1	2	3	4	5	NA
5. Occupational information (world of work, job qualifications and skills, availability of jobs).		1	2	3	4	5	NA

6. Background information (in general, relation of past performance to present and future performance).		1	2	3	4	5	NA
7. Community resources (availability of, method of referral, cooperation with, etc.).		1	2	3	4	5	NA
8. Information from consultants (medical, speech, psychiatrist, instructors, OT, PT, social workers).		1	2	3	4	5	NA
9. Information from other evaluation instruments (work samples, observations, job tryouts).		1	2	3	4	5	NA
10. Information from standardized tests (aptitude, IQ, interests, personality).		1	2	3	4	5	NA
11. Counseling theory and techniques.		1	2	3	4	5	NA
12. Agency organization, functions, and procedures		1	2	3	4	5	NA

B. WORK HABITS AND PERSONAL CHARACTERISTICS

1. General appearance.		1	2	3	4	5	NA
2. Attendance and punctuality.		1	2	3	4	5	NA
3. Dependability and cooperation.		1	2	3	4	5	NA
4. Interest and motivation.		1	2	3	4	5	NA
5. Listening to and following directions.		1	2	3	4	5	NA
6. Attitude and inquiry; seeks further knowledge.		1	2	3	4	5	NA
7. Initiative and assumption of responsibility.		1	2	3	4	5	NA
8. Creativity and imagination in problem solving.		1	2	3	4	5	NA
9. Independent judgment; decision making.		1	2	3	4	5	NA

10. Learning and assimilating new ideas.		1	2	3	4	5	NA
11. Tolerating daily routine.		1	2	3	4	5	NA
12. Meeting deadlines.		1	2	3	4	5	NA
13. Functioning independently.		1	2	3	4	5	NA
14. Personal adjustment, stability, and maturity.		1	2	3	4	5	NA
15. Relatively well-defined personal goals.		1	2	3	4	5	NA
16. Self-understanding, knows own strengths and weaknesses.		1	2	3	4	5	NA
17. Oral expression and communication skills.		1	2	3	4	5	NA
18. Perceptiveness.		1	2	3	4	5	NA

C. UNDERSTANDING OF RELATIONSHIPS WITH CLIENTS

1. Understanding and acceptance of client's differences in attitudes and values.		1	2	3	4	5	NA
2. Sensitive to clients' feelings and needs.		1	2	3	4	5	NA
3. Avoids over-generalization and the forming of stereotypical attitudes and behavior toward clients.		1	2	3	4	5	NA
4. Generally establishes and maintains good and productive relationships with clients.		1	2	3	4	5	NA
5. Ability to recognize/identify the client's significant problems.		1	2	3	4	5	NA
6. Understanding the relationship of the particular disability to personal, social, and vocational adjustment.		1	2	3	4	5	NA
7. Ability to relate to and		1	2	3	4	5	NA

work with clients who have physical disabilities.							
8. Ability to relate to and work with clients who have mental disabilities.		1	2	3	4	5	NA
9. Ability to relate to and work with clients who have emotional disabilities.		1	2	3	4	5	NA

D. CASE RECORDING AND/OR REPORT WRITING

1. Reports are concise and well constructed.		1	2	3	4	5	NA
2. Reports are easy to comprehend and contain pertinent information.		1	2	3	4	5	NA
3. Overall quality of reports.		1	2	3	4	5	NA

E. INTERPERSONAL RELATIONS

1. With clients and their support systems.		1	2	3	4	5	NA
2. With agency staff and supervisors.		1	2	3	4	5	NA
3. With community resource staff.		1	2	3	4	5	NA

F. PROFESSIONAL CHARACTERISTICS

1. Recognition of professional and ethical conduct.		1	2	3	4	5	NA
2. Commitment to agency mission and work.		1	2	3	4	5	NA
3. Sense of personal obligation and commitment to clients.		1	2	3	4	5	NA
4. Overall philosophy and attitude toward rehabilitation.		1	2	3	4	5	NA

5. Understands relationship between rehabilitation and other social welfare programs. Shows professional and personal growth and development.		1	2	3	4	5	NA
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G. SUMMARY

1. Student's overall performance		1	2	3	4	5	NA
2. Potential as a rehabilitation counselor		1	2	3	4	5	NA
3. Readiness for employment		1	2	3	4	5	NA

Please indicate the intern's:

1. Most obvious strengths:

2. Greatest areas of improvement during the placement process:

3. Areas needing improvement

Please indicate any additional comments regarding the student or the program's training of our students.

Evaluation completed by:

Supervisor Signature

Date _____

I was given an opportunity to review and discuss this evaluation with my site supervisor. My signature does not necessarily reflect agreement with the content.

Student Signature

Date _____

Evaluation reviewed by:

Faculty Supervisor

Date _____