

Comprehensive Assessment Review

Evaluation Objectives: This examination is designed to measure the student's fund of knowledge in all key areas of Rehabilitation Counseling, the student's ability to integrate concepts and procedures across the continuum of the rehabilitation process, and the student's ability to apply material in a real life scenario.

Process: Students will be given three hours to address three questions in narrative format. Students should focus on demonstrating a COMPREHENSIVE knowledge of concepts, terms, events, and important details.

Evaluation Criteria: Students are expected to produce a narrative of a quality appropriate for graduates of a Master's degree program. Answers will not be grammatically critiqued, however student answers should represent writing skills that are appropriate for individuals with a Masters level education.

Students may score 0 to 5 points on each question. A passing score on a question will be a minimum of three points.

A 3-point answer represents a minimal acceptable answer in which the student was successful in demonstrating an adequate knowledge base and a minimum level of synthesis of this information as demonstrated in the application of material to the case study.

A 4-point answer demonstrates an ability to accurately report and apply key information, demonstrate an above average analysis of the scenario presented and the relationship between key rehabilitation counseling concepts and techniques, and utilize consideration of factors that are implied rather than explicitly mentioned in the question itself.

A 5 point answer represents a high level of synthesis of rehabilitation counseling material, consideration of factors not specifically mentioned in the question, creativity in addressing the problem illustrated in the scenario, and application of material in a manner that shows a proficiency appropriate for a practicing professional rehabilitation counselor.

Answers receiving less than 3 points represent a knowledge base, ability to synthesize and apply rehabilitation information that is below what would be acceptable in a position appropriate to an entry-level rehabilitation counselor.

The end product should represent:

1. a solid conceptual foundation.
2. a recognition of the relationship between concepts
3. the overall rehabilitation process and its application with various populations and settings

Preparation: The comprehensive exam will be structured around case studies of individuals with specific rehabilitation needs just as a rehabilitation counselor's work should be. The Program has been designed to prepare the student to address these needs using standards and scope of practice that is part of the role and function of the Certified Rehabilitation Counselor. In everyday work with clients, the rehabilitation counselor is called upon to engage in a process of assessment, rehabilitation plan preparation, and professional ethical and legal practices that result in the increased independence and vocational participation of individuals with disabilities.

Students are required to demonstrate knowledge and competence in all areas covered in the 48 credit hour core program. Material that can be used in answering questions may come from textbooks, lectures, hands on learning activities, practicum and internship experiences, and students own research. Questions will be broad enough to allow students to individualize their answers. All answers are reviewed by all faculty members who rank the student's responses according to their own expectations of the type of answers that would be elicited by the questions. While there are WRONG answers, there are likely to be many appropriate and accurate RIGHT answers!

Some tips!

1. You know the broad areas that you will be responsible for addressing in each question. Be certain that you are providing answers that address the issues covered by the specific question.
2. Comprehensive exam questions will have multiple parts. Be certain that you fully address each part of the question.
3. In doing this examination, you are likely to find that "less" writing is "better". Your answers must be a narrative, but you are likely to do better if you thoroughly address a few points in your answer to a particular part of the question than if you try to work in EVERYTHING you know.
4. When you receive your Comprehensive Examination, read all of the questions and outline the points you want to highlight in your answer before you start writing. Sometimes the anxiety of the testing situation causes students to hurry to unload everything they have tried to file away in their heads. The result is a rambling answer that never really addresses the important sections of the questions. The investment of a few minutes to organize your answer will pay off in a big way as you write.
5. You have an option to handwrite the exam or type. You may also elect to answer the test questions orally using voice activation software. Regardless of the format in which you choose to take the examination, you will be held to the same standards in terms of quality and thoroughness of your answer. Technical problems can be addressed during the examination and you will not be penalized for time spent trying to straighten out such a problem. HOWEVER, it is your responsibility to ask the timekeeper for a timeout when you know you are having a problem. You may also take one break during the exam. This break must not exceed ten minutes

and must be taken in the building. If you leave the premises, time stops and your exam will be submitted as is. Again, you need to inform the timekeeper that you are taking your break.

6. Once you have turned in your exam, the time stops and answers will be evaluated as they appear. If you hand write an exam, be certain that your writing is legible. We will not retype your exam for you. Illegible exams must be retaken.
7. MOST STUDENTS REPORT THAT THE COMPREHENSIVE EXAM IS NOT ONLY A TEST BUT IT IS ALSO A LEARNING EXPERIENCE.

Additional notes and tips:

Many students have reported that they have found the exam to be challenging and interesting.

Remember, if you are not able to successfully complete a question, you have a chance to rewrite and to defend your answer orally. This is not a test designed to cause you to fail. Rather it is an experience designed to allow you to see how much you have really learned while allowing us to evaluate our own teaching and mentoring of students. In spite of how nervous you may feel about the experience, we have many graduates of our program meaning that it is possible to engage in this **experience** without ending your dreams of career! We are here to help and support you as you show us how you have grown into this wonderful profession of rehabilitation counseling. If you have worries, concerns, or need questions answered, feel free to schedule an appointment to talk with any of us anytime.

GENERAL CONTENT

Be prepared to apply content and knowledge to situations involving these populations and settings:

- People with physical disabilities
- People with developmental disabilities
- People with acquired disabilities
- People with psychiatric disabilities
- People who are disabled as a result of addiction
- People with disabilities and diverse cultural backgrounds
- Children with disabilities
- Adults with disabilities
- Families and friends of people with disabilities
- Vocational rehabilitation settings
- Psychiatric settings
- Hospital settings
- School settings
- Family settings

Be prepared to apply specific information about the following programs to case scenarios:

- Public Vocational Rehabilitation
- Insurance and third party payers
- Social Security benefits available through different programs
- Medicare as it relates to people with disabilities
- Medicaid as it relates to people with disabilities
- One Stop Centers
- Employment Securities Commission
- Client Assistance Program
- Protection and Advocacy
- Independent Living Centers
- Services funded through the Rehabilitation Act and its Amendments
- Services provided through "No Child Left Behind" legislation
- Services provided through the Workforce Incentives Act
- Services provided through the Veterans Administration for people with disabilities
- Services provided through Ticket to Work Program
- A variety of services provided locally to people with disabilities

Be prepared to walk case study clients through a series of goals that are part of the rehabilitation process as defined by authors.

Be prepared to develop a thorough and USEFUL rehabilitation/treatment plan for clients with disabilities.

Be prepared to represent the role and function of the rehabilitation counselor as defined by the Rehabilitation Act, the specific setting in which the Rehab Counselor is working, the knowledge base of rehabilitation counselors, the scope of practice, and the Code of Ethics for Rehabilitation Counselors.

Be prepared to recognize the roles of other professionals involved in the rehabilitation process and how to utilize them effectively within the scope of the case study you are analyzing.

CONTENT SPECIFIC TO COURSES

RHAB 700: Introduction to Rehabilitation Counseling

- Historical and legislative background of rehabilitation counseling
- Definition of rehabilitation, rehabilitation counseling, and rehabilitation process
- Definition and characteristics of a "profession"
- Scope of Practice of rehabilitation counselors
- Knowledge base of rehabilitation counselors
- Ethical Code of Rehabilitation Counselors
- Accreditation of Rehabilitation Counseling Programs
- Certification of Rehabilitation Counselors
- Related specialties and certifications
- Counselor Licensure
- Commission for Certification of Rehabilitation Counselors
- Commission on Rehabilitation Counselors
- Professional Organization for Rehabilitation Counselors and other related professions.
- Literature and research publications of the Rehabilitation Counseling profession and related specialties
- Local, state, and national programs for people with disabilities, their purpose,~ and mission, services they provide, and specific population served.
- Role of multiculturalism in rehabilitation counseling

RHAB 701,711: Counseling Practice Courses and Group Counseling

- Definition of counseling
- Purpose of counseling and helping interviewing
- Creation of a therapeutic atmosphere
- Conditions for therapeutic environment
- Basic counseling microskills and techniques
- Establishing basic goals for counseling
- Establishing rapport
- Domains of human behavior and the relationship between them
- Philosophical origins of counseling approaches and how these origins limit the application of classical counseling approaches in diverse cultural settings.
- Classical theories of counseling and how they define the nature of human beings, what constitutes a problem, how people are motivated to change, and specific techniques. Counseling theories include:

Psychoanalytic Theory
Adlerian Theory or Individual Psychology
Existential Theory
Person-Centered Theory

Gestalt Theory
Reality Therapy/Choice Theory
REBT
Behavioral Counseling
Cognitive-Behavioral Theory
Family Systems Theory

RHAB 720: Group Counseling

- Uses of group counseling in rehabilitation counseling settings
- Group counseling theories
- Types of groups
- Role of the counselor in various types of groups
- Setting group goals
- Stages of group development
- Characteristics and roles of group members
- Limitations of group counseling

RHAB 702: Introduction to Research Methods in Rehabilitation Counseling

- Role of research in rehabilitation counseling
- Research writing
- Using libraries and identifying sources for research
- Ethical considerations in research
- Developing a research question
- Research designs in education
- Hypothesis testing
- Selecting a population identifying limitations of research
- Basic statistics in education research
- Measuring of central tendency
- Measuring of variance
- Descriptive statistics
- Methods for comparing groups of data
- Methods for investigating relationships between and within groups of data
- Methods for predicting outcomes based on current data
- Strategies for critiquing research
- Variation research for publication
- Applications to practicing rehabilitation counselors

RHAB 703: Psychosocial Aspects of Disability

- What is "disability"?
- Paradigms of illness and disability
- Stigma
- Self stigma
- Self image
- Grief and loss issues in rehabilitation
- Impact of disability on family members
- Social programs and disability
- Poverty and disability
- Accessibility of communities and services
- Sexual issues and disability
- Psychological Barriers to employment
- Social Barriers to employment
- Strategies for addressing psychosocial stressors in the lives of people with disabilities

RHAB 710: Medical Aspects of Disability

- Medical education and rehabilitation counselors
- Medical terminology
- Basic anatomy and physiology
- Medical professions and their role in rehabilitation counseling
- Disabilities related to conditions impacting:
 - The nervous system
 - The musculoskeletal system
 - The cardiovascular system
 - The endocrine system
 - The digestive system
 - The sensory functions
- The impact of these conditions of independent living and vocational functioning". The role and types of assistive technology
- Prosthetics and orthotics
- Indications, limitations, and considerations of importance with each disability

RHAB 712: Occupational Analysis and Job Placement

and

RHAB 714: Rehabilitation Assessment

- Role of assessment in the rehabilitation process
- Addressing and assessing the needs of the employer and the person with a disability

- Publications and references of occupational information
- Type of information provided
- Classification systems used
- Meaning of codes and shorthand utilized in analyzing and describing jobs.
- Internet sources for occupational information
- Process for analyzing a job
- Assessment interviewing
- Observational data
- Use and ethical considerations in the use of psychometrics
- Instruments for assessing ability
- Instruments for assessing aptitudes
- Instruments for assessing personality
- Instruments for assessing career interests and preferences
- Instruments for assessing physical capacity
- Transferability of skills analysis
- Situational assessment
- Functional assessment
- Interpreting test results and integrating information
- Writing a vocational assessment report
- Developing a rehabilitation plan from a vocational evaluation
- Sources of labor market information
- Using sources of Labor market information to locate jobs.
- The hidden job market
- Resume development
- Teaching interviewing skills
- Task analysis
- Supported Employment
- Job development strategies

RHAB 713: Career Counseling in Rehabilitation

- The functions of career counseling with persons with disabilities
- Career counseling theories and the uses and limitations of different types of career theories
 - Trait-factor theories
 - Developmental theories
 - Needs theories
 - Theories of work adjustment
- Application of career theories to individuals with disabilities

RHAB 730: Case Management in Rehabilitation

- Case management theory
- Case management models
- Skills of case managers
- The psychosocial evaluation
- Medical case management
- Life care planning
- Local, state, and national resources
- Importance of the role of relationship in case management
- Case management in vocational rehabilitation
- Case management in workers compensation
- Case management in mental health

On the day of the exam, you will receive an instruction sheet, a case study, and three sets of questions. The instruction sheet appears here. Sample comprehensive exam case studies and sample questions.

Comprehensive Examination Instructions

Please answer the following questions in paragraph format. Each question has several parts. Please number each part of your answer to correspond to the section you are addressing. Your answers will be evaluated based on your responsiveness to ALL parts of the question, your ability to demonstrate a grasp on both the details and general concepts appropriate to the scenario presented, and your ability to integrate and apply information from all parts of your Rehabilitation Counseling preparation.

Each of the three content-area questions will be awarded 0-5 points based on the criteria mentioned above. Each part of the question is scored from 0-1 based on the thoroughness and accuracy of the response. Examinees must score 3 points or higher on each question in order to pass the question. Examinees will be required to rewrite their answer to an alternative question when a score of less than three points has been earned on a particular question.

All answers will be anonymously reviewed by the faculty. Do not write your name on any exam items or on the questions themselves. Your examination will be identified by number only.

Content Areas

Question	Topic/Area	Corresponding Courses
Question I	Disability Issues	Introduction to Rehabilitation Counseling
		Psychosocial Aspects of Disability
		Medical Aspects of Disability
		Case Management
Question II	Vocational Aspects	Introduction to Rehabilitation Research and Assessment
		Occupational Analysis
		Career Development
		Rehabilitation Assessment
Question III	Counseling	Rehabilitation Counseling Practice I
		Rehabilitation Counseling Practice II
		Group Counseling in Rehabilitation Settings.
		Counseling Practicum

You have three hours for the exam. Manage your time carefully. Good luck!

SAMPLE EXAM # 1

COMPREHENSIVE EXAMINATION SUMMER, 2004

Luwanda is a forty three year old African American woman with cerebral palsy and mild mental retardation. She has lived with her family until five years ago when her mother died. At that time, she moved into a staffed group facility. Since she has lived in the facility, she has become a troublemaker, refusing to follow rules and giving attendants a difficult time as they try to encourage her to be as independent as possible. Luwanda is quite obese and has very small legs and arms that are somewhat atrophied from lack of use. However, she is able to use her arms to lift her upper body even though her fine motor skills are very severely impaired. Though she is not incontinent, she frequently soils herself or wets. As a result of her weight, her toileting problems, and her refusal to cooperate with her own care, Luwanda has, at times, developed bedsores.

She was recently diagnosed with diabetes and is very angry about her new dietary restrictions. In spite of her difficulties with staff, she is a very sociable person who enjoys going out with other residents, staff, and friends from her church. However, she enjoys complaining about her living situation to anyone who will listen and has recently found an ally in a church acquaintance who has many political connections. Luwanda told her new friend that she was being denied food in her group home. This friend was able to get her set up for a semi-independent living apartment where she will receive the personal care assistance for a total of eight hours a day. Luwanda goes to a day program from 8:00 AM until 4:00 PM and will need assistance in the mornings and up until bedtime.

You have been asked to help Luwanda to prepare for this transition and to work with her to develop a schedule for her personal assistant and other needed services.

THE FOLLOWING THREE QUESTIONS REFER TO THIS CASE. YOU HAVE THREE HOURS TO COMPLETE THE TEST. PLEASE TURN YOUR FLASH DRIVE IN TO _____ WHEN YOU HAVE FINISHED.

Question I

Disability Issues

As an adult, Luwanda has a number of legislative protections and government programs available to her when she moves into a community setting. You will need to assist in the identification of programs and resources that may be available to her.

Examples of questions you might see in Question I for Luwanda:

Luwanda's disability has been with her since birth. Discuss three psychosocial issues experienced by people that have developmental issues that may account for some of Luwanda's difficult behaviors.

Luwanda has a history of launching complaints against caregivers and professionals that are providing services. As a result of her self-advocacy activities, she receives regular letters and communications from the Governor, three representatives, and her representatives in both the House and Senate. She has framed and autographed pictures from the last two U.S. presidents hanging over her bed and a portrait of John Travolta sent to her by the man himself two Christmases ago. You want to encourage Luwanda to develop these connections but to handle her self-advocacy in a more appropriate way. What legislated RIGHTS and personal RESPONSIBILITIES might you educate Luwanda about and how will you help her develop the skills she needs to appropriately handle a more independent lifestyle?

Luwanda will not have Attendant Care around the clock. How can you help ensure that she is safe during the times when the attendant is not there? Describe three strategies you might employ.

Luwanda's health concerns are substantial. In educating her about her own self care, what will you highlight as the most important things she can do for herself? Name and discuss three major points for health education.

Question II

Vocational Aspects

Luwanda is also being moved from a day care program to a work adjustment program where she will be sorting and assembling sippy cups. She will be expected to develop social skills appropriate to a work setting, a set of work appropriate behaviors, and be evaluated for a potential job through Goodwill Industries.

Examples of questions you might see in Question II for Luwanda:

You have been asked help Luwanda develop a work identity. Select a career theory that helps you understand Luwanda in relation to the world of work. Describe the theory in detail and how you would use this theory to assist Luwanda.

You will be working closely with the supervisor at the work adjustment program when Luwanda is transferred there. List and describe three assessment tools you would suggest be used to determine Luwanda's capacity to engage in work appropriate behaviors. Be sure to describe the assessment tools in detail and address their appropriateness and validity for a person with Rhonda's conditions.

While working with Luwanda you have become very interested in the experiences of persons with mental retardation and co-occurring physical disabilities who participate in work adjustment programs. You decide you would like to conduct a research study to investigate some aspect of this in more detail. Select a research question that you would like to answer and describe the steps you would take to conduct your research.

Question III Counseling

Examples of questions you might see in Question III for Luwanda:

What counseling approach will you utilize to help Luwanda make the transition from her more structured setting to her semi-independent living arrangement?

Describe your personal theoretical orientation and explain why this orientation seems to match your own personal belief system.

Discuss the problems you might expect to encounter in using your preferred counseling theory with Luwanda.

Regardless of your theoretical orientation, Luwanda is going to need to learn more appropriate and effective personal care routines. Discuss some behavioral goals that need to be part of Luwanda's plan and discuss specific steps that could be instituted to reach these goals.

Sample Case Study #2 Ronald

Ronald is a twenty-seven year old man with a closed head injury following a motor vehicle accident three years ago. As a result of his head injury, Ronald has difficulty with word finding; sometimes substituting the wrong word even though he knows what word he wants to say. His memory has been impacted by his injury making it difficult for him to remember even the most routine things. His fine motor abilities have also been impacted making it hard for him to write. His gait is slow as is his speech; his mental processing abilities are also slowed. He has good days and bad days and can even function differently from hour to hour.

Ronald's wife says: "The man I married is no longer there. Ronald used to be a strong man who protected me and the children. He always seemed to know what to do about any problem we might have. He was the head of the family and made a good living as an accountant. I enjoyed being a fulltime mother and housewife. Now, Ronald is altogether different. He cries all the time. I had never seen him cry before! He says things that don't make sense and he really doesn't seem to be interested in me or the children. We were always the center of his life."

Ronald's wife continues: "It's not that he can't do anything. He spends most of his time in the basement tinkering with his tools. He likes to work on small engines and he doesn't seem to have forgotten any of that! But he can't handle money any more at all. He used to be very frugal but now, when he has money, he blows it on things that we already have or don't need."

Ronald mourns for the man he used to be. He tells you that he wants to find some type of work. He tells you that he worries about losing his family now that he cannot do so many things. He reports that at times he becomes angry at nothing and shouts or throws things.

Ronald says, "I know they don't deserve it but I can't seem to control it. I can get angry because I can't remember something and end up tearing up the house. I don't know what to do. Perhaps if I can get a job, I can begin to handle things better."

Sample questions for Ronald's case study are on the following page.

Examples of questions you might see in Question I for Ronald

Describe a closed head injury and explain why this injury has had such a broad impact on Ronald's overall functioning.

Ronald will need to receive appropriate services from community-based programs. Name three agencies or services that you will explore and explain in detail how these services or agencies might be helpful.

Examples of questions you might see in Question II for Ronald

Ronald was an accountant prior to his injury. What residual skills can you identify that might transfer into a new job for Ronald? Describe in detail how you would identify the residual skills. Remember that Ronald has lost some abilities but is still able to perform in other ways as he has in the past.

Discuss the steps you would take to conduct a thorough vocational assessment that would lead to a comprehensive rehabilitation plan for Ronald. Include and describe at least 3 assessment tools that are specifically relevant to Ronald, the information they would provide, and how you would use that information to develop the rehabilitation plan.

Ronald and his wife disagree about the way Ronald is managing his finances and his wife is considering petitioning the court for control of Ronald's finances. She asks you to help her do this. Name three ethical dilemmas inherent in this situation. Discuss how you would address these dilemmas.

Examples of questions you might see in Question III for Ronald

How might Ronald's current issues be conceptualized within your current preferred theoretical counseling orientation? Talk specifically, using terms that are appropriate for the theory you espouse.

How will you adapt your usual counseling practices to work with Ronald?

Sample Case Study #3 Conroy

In the case study of a child with a learning disability (not provided here), you could see some of the following types of questions in **Question I**.

Disability Issues

Rehabilitation counselors will be increasingly valuable within educational settings to assist in the development of transition plans mandated in the I.D.E.A. and other legislation ensuring that children with special learning needs receive a free and equal education. Demonstrate your understanding of the medical, educational, and vocational issue's in 17 year old Conroy's case by addressing the issues below:

In order to ensure that Conroy makes the smoothest possible transition [from high school to college], what are some services that might be useful throughout his college career and after? Please list three services and discuss how these will be important components in the transition plan.

Conroy's status as a child with a learning disorder has ensured that he receives certain services that are mandated by law. Discuss legislative mandates that apply to Conroy and other individuals with disabilities as they enter adulthood. Choose three pieces of rehabilitation legislation and describe how these apply to Conroy's situation.

Conroy's social deficits are evident in all venues of his life. Discuss three psychosocial stressors that he is likely to experience as he moves from school to college and then to work. Describe how you might help Conroy prepare for these predictable psychosocial crises.