



2021 Job Task Analysis Study & CRC Knowledge Domains, Competencies, and Tasks

Executive Summary

CRCC’s 2021 Job Task Analysis (JTA) was based on a combination of expert panel meetings and a survey of Certified Rehabilitation Counselors. A description of the work in a field or profession is typically developed in job analyses through a logical analysis of the literature or through a panel of subject matter experts (SMEs). Delineating the important tasks and/or knowledge required for competent practice is a lengthy and complex process.

In this study, a CRC-credentialed expert panel was used to delineate the content for a survey of incumbents in the field. The 2017 CRC Exam blueprint served as the starting place for this work. Twelve major domains and 93 specific competencies or sub-domains resulted from the study. Two (2) meetings were held as part of the JTA process. The first meeting, a survey development meeting, was held virtually via Zoom from January 19 to January 21, 2021. It involved the CRC Job Analysis Task Force, 13 expert panelists from various practice areas of rehabilitation counseling. A pilot survey was then administered to nine SMEs and comments were returned. The actual survey was live from March 1 to April 1, 2021. An invitation and link to the survey were sent to 8,113 CRC credential holders and between 1,160 (14.3%) and 1,045 (12.9%) responses were received to the various parts of the survey. The second meeting occurred from May 4 to May 5, 2021. This was a test specification meeting, held via Zoom, involving 11 Task Force members from the original meeting. The detailed content outline was established during this meeting and the weightings were specified for each of the major domains and sub-domains. On May 24, 2021, a review meeting was held with CRCC staff, and four (4) Lead SMEs from the Task Force. The group examined the mappings between the new blueprint and the 2017 blueprint. Based on this review, several minor changes were made, and the blueprint wording and weights were finalized.

Background

The Commission on Rehabilitation Counselor Certification’s (CRCC) mission is “dedicated to the excellence of rehabilitation counseling and services for individuals with disabilities by setting the national standard in certification, providing leadership, education, advocacy, and supporting research. The vision is to “serve as a leader in the unification of the rehabilitation counseling profession and for the Certified Rehabilitation Counselor (CRC) to be recognized as the credential of excellence for professionals assisting individuals with disabilities to live fully integrated lives.” The organization was incorporated in January 1974 and 50,000 professionals have since participated in the certification process. The Certified Rehabilitation Counselor (CRC) process is the oldest and most reputable counseling certification mechanism in the United States. Over 15,000 CRCs are practicing in the United States, Canada, and elsewhere.

As an addendum to the JTA process, the Job Analysis Task Force drafted the job description of a Certified Rehabilitation Counselor as follows:

CRCs are nationally accredited counselors educated and trained at the graduate level. They have specialized knowledge, skills, and abilities to collaborate with persons with all types of disabilities to overcome barriers to employment or other life domains. Through a comprehensive and holistic approach, CRCs work with the whole person, to help them understand the functional implications of their disability and the environmental constraints that may occur. CRCs empower individuals with disabilities to articulate their needs, achieve their personal, social, psychological, vocational, and independent living goals. CRCs provide a bridge between the individual and self-sufficiency, assisting their clients in living fully integrated lives. CRCs are unique in comparison to other counseling professionals given their interaction with individuals with disabilities. No other counseling profession is primarily dedicated to working with individuals with all types of disabilities.

Job task analyses (often referred to as role-and-function studies, role delineation studies, practice analyses, audits of practice, task analyses or job analyses) are used to validate certification examinations and provide a basis for defending the appropriateness of the examination's content. This JTA ensures that the content specifications for the CRC Exam are current and relevant by assessing what Certified Rehabilitation Counselors do in their practice. Content validity in a certification examination provides evidence that the roles addressed in the test reflect the practices that are necessary for successful performance. The Standards for Educational and Psychological Testing (2014) prepared jointly by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME), states

The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of the content for credential-worthy performance in an occupation or profession. A rationale and evidence should be provided to support the claim that the knowledge or skills being assessed are required for credential-worthy performance in that occupation and are consistent with the purpose for which the credentialing program was instituted. (Standard 11:13, pp 181-182)

Commentary on Standard 11:13 states "Typically, some form of job or practice analysis provides the primary basis for defining the content domain" (p. 182).

The CRCC is accredited by the National Commission for Certifying Agencies (NCCA). The NCCA's Standards for the Accreditation of Certification Programs states under Standard 14 *Job Analysis*: "The certification program must have a job analysis that defines and analyzes domains and tasks related to the purpose of the credential..." The Commentary 2 for Standard 14 further states: "Validation of the delineated domains, tasks, and associated knowledge and or skills is typically accomplished by surveying current certificants..."

In line with these standards, the job analysis study described in this report was undertaken to provide the foundation for updating the test specifications for the CRC Exam. Test specifications created using this process encourage the development of test items that reflect the up-to-date

practice in the field. The job analysis study reported here was undertaken to provide the foundation for the test development of the rehabilitation counselor role.

Study Purpose

The purpose of the study is to update and validate the examination specifications for the CRC Exam. Job task analyses (JTA), previously referred to as role-and-function studies, are used to validate certification examinations and provide a basis for defending the appropriateness of the examination's content. To assess an individual's capabilities, it is not enough to just have developed a body of knowledge. It is also necessary to define the job requirements, assess the tasks to be performed, and determine the knowledge and skills that must be applied to accomplish them and inform the development of curriculum accreditation standards for rehabilitation counselor education programs.

For a certification program to be defensible, the job task analysis is an essential component for the program. The job task analysis process involves the defined body of knowledge, the job requirements of a certified person, and determining the use or cognitive level the candidates need to possess for each topic and subject area. CRCC's 2021 JTA ensures that the content specifications for the CRC Exam are current and relevant by assessing what Certified Rehabilitation Counselors do in their practice. Content validity in a certification examination provides evidence that the roles addressed in the CRC Exam reflect the practices that are necessary for successful performance.

Historical Context

The origins of the state-federal vocational rehabilitation program and rehabilitation counseling date to the Smith-Fess Act of 1920, the civilian version of the Soldiers' Rehabilitation Act of 1918 that provided rehabilitation services to soldiers returning from World War I (Rubin et al., 2016). Since that time, rehabilitation counseling has been shaped by a professionalization movement that included the establishment of accredited master's-level training programs, national certification through an empirically based examination process, a professional code of ethics, and commitment to a periodic review of the knowledge and roles of practicing counselors to identify emerging trends. Muthard and Salomone (1969) were the first to investigate the professional practice and preparation of rehabilitation counselors; however, Rubin et.al. (1984) established the first iteration of the study of the roles and functions of rehabilitation counselors. This process was adopted as a critical task by the Commission on Rehabilitation Counselor Certification (CRCC) in 1985. In 1990, CRCC and the Council on Rehabilitation Education (CORE) began a joint content validation research effort to achieve both of these aims (Leahy & Holt, 1993), resulting in the first evidence of a CRC Exam "blueprint" and validated domains and subdomains of rehabilitation counseling knowledge areas. Leahy et.al. continued the role and function studies through 2018, The most recent JTA study was completed by CRCC (2021).

Current 2021 Job Task Analysis Study

This study represents a shift in terminology from prior role and function studies. The Job task analysis (also referred to as role-and-function studies, role delineation studies, practice analysis, audits of practice, task analysis, or job analysis) is used to validate certification examinations and provide a basis for defending the appropriateness of the examination's content. In previous studies, the terms "role," "function," and "knowledge domains" were all used. To be more applicable and recognizable to practicing certificants, domains delineate major common job responsibilities in the 2021 JTA. Competencies describe the knowledge or subdomains associated with those major responsibilities. Tasks are the functions or activities that contribute to job success. The blueprint which forms the structure of the CRC Exam is the compilation of domains, competencies, and tasks for effective CRC practice.

In 2020, CRCC contracted with Pearson VUE, an organization specialized in computerized testing and with years of experience in the development and administration of job task analysis. Pearson VUE staff and psychometricians engaged CRCC personnel and a team of CRCs that served as subject matter experts (SMEs) in a multi-step process to complete a comprehensive JTA, with the aim to update the CRC Knowledge Domain, Competencies, and Tasks Blueprint to reflect current and relevant rehabilitation counseling practice and develop the 2021 exam specifications for the CRC Exam.

Job Task Analysis (JTA) Survey Development

The job analysis methodology that was used to study the rehabilitation counselor's role consisted of three main steps. First, CRCC was charged with recruiting an expert panel consisting of certified rehabilitation counselors from a variety of rehabilitation settings (e.g., public, non-profit, private, academic settings) to form the JTA Task Force. Second, the JTA Task Force members were asked to delineate the major common job responsibilities (domains) of CRCs and the competencies (sub-domains) associated with each of those major responsibilities. In some cases, this expert panel of CRCs expanded these sub-domains further into more distinct categories. Note that exam items are mapped at the lowest relevant level so that the definition of these more specific areas express a desire by the committee to be highlighted for testing. Third, the JTA Task Force created a survey, based on the 2017 blueprint, to survey CRCs about the importance and/or frequency of each domain, subdomain, and sub-subdomain in their current work.

In January 2021, the JTA Task Force met virtually with CRCC personnel and a Pearson VUE staff scientist and psychometrician to develop the JTA Survey instrument. The SME panel, comprised of CRC-credentialed professionals, determined the content of the survey. The SME panel included 9 females and 4 males, with an age range between 31 to 60, and with 11 to 20 years of experience. Three panelists worked in private-for-profit settings; two worked in settings serving veterans; six worked in a state/provincial agency; one worked in a college/university, and one reported "other." Panelist self-reported job titles included Practitioner (10), Administrator (1), Educator (1), and Forensic/Administrator/Educator (1). The 2017 CRC Exam blueprint, informed by the Knowledge Validation Inventory-Revised (KVI-R), was the starting point for the JTA Survey development process.

Before dissemination to potential participants, a pilot survey was administered to the Pilot Survey Committee, comprised of nine SMEs members from the JTA Task Force. The survey was piloted to: (a) determine whether the survey instructions and questions were clear; (b) to verify

that there were no typographical errors, (c) to review and clarify the rating scales; (d) to determine how long it would take participants to complete the survey; and (e) to make any final changes to the survey tasks and demographic questions. The Pilot Survey Committee determined the survey could be completed in approximately 40 minutes; committee members were asked to keep and forward notes about the survey. The JTA Survey was revised after all comments were reviewed and discussed; the revisions were entered into Survey Monkey prior to dissemination.

JTA Survey Structure. The JTA Survey included an introduction that explained the purpose of the survey and provided a time estimate for completion of the survey. The survey contained 13 demographic questions, including age, gender, race/ethnicity, disability status, education, practice setting, years of practice, geographic location of practice, and job title. The survey contained question blocks for each of the 12 major domains and the 93 specific competencies.

To determine the relative weight of each domain, participants rated the 12 domains by importance to their role as a CRC in their work setting on a scale of 0 to 10 (0 = Of no importance to 10 = Extremely important). Participants rated the 93 subdomains and sub-subdomains by importance to their role as a CRC in their employment setting using a five-point Likert scale (1 = Not important to 5 = Extremely important). Participants used a five-point Likert scale to indicate the frequency with which they performed each task in their role as a CRC in their employment setting (1 = Never to 5 = Routinely). The reliability of the two portions of the survey were $\alpha = .97$ for competency importance and $\alpha = .95$ for task frequency.

Participants were given the opportunity to add open-ended responses to each Domain area:

Are there any important competencies or frequently performed tasks related to [Domain] which were not stated in the survey and that you would recommend to include? If yes, please list any that were missed. Please be concise and limit responses to 60 words or less per response.

Test Specification

Pearson Vue and CRCC reconvened the JTA Task Force to interpret the JTA survey results and develop the new CRC test specification. Eleven SMEs from the expert panel that developed the original survey convened for this test specification meeting including CRCC's Executive Director and Director of Certification and psychometricians from Pearson Vue. The JTA Task Force reviewed each of the 95 sub-domains one-by-one as a large group of panelists. Each sub-domain was also classified as belonging to the Counseling Section of the CRC Exam or the Rehabilitation and Disabilities Section.

The JTA Task Force and CRCC staff conducted a final review and approval of the CRC Knowledge Domain, Competencies and Tasks blueprint.

CRC Exam Structure

The 2021 version of the CRC Exam has 175 total multiple-choice items. It contains 25 pre-test (field-test) unscored items and 150 scored items appearing in two sections titled “Counseling” (72 items) and (78 items), definition for Rehabilitation and Disabilities Section. Definitions for counseling and rehabilitation and disability are as follows:

Definition for Counseling Section:

The counseling section of the exam will refer to knowledge and ethical application of counseling theories, assessment techniques, and interventions as well as knowledge and application of principles of human development, psychosocial and cultural issues, and case management techniques in the rehabilitation counseling process. It encompasses research, evidence-based practice, and advocacy for all stakeholders.

Definition for Rehabilitation and Disabilities Section:

The rehabilitation section of the exam refers to knowledge and application of medical, environmental, and vocational aspects of disabilities. It incorporates historical and legislative foundations of rehabilitation, rehabilitation services and resources, functional capacities of those with disabilities, business engagement, community partnerships, advocacy, and healthcare and disability systems in the rehabilitation counseling process.

Each exam section has a cut score, and a candidate must take and achieve a “pass” score in both parts in the same administration to pass the exam. Candidates are allowed 3 hours and 30 minutes to complete the exam. The examination is administered at sites throughout the United States and internationally using a computer-based delivery format.

The primary goal of the JTA was to update the "CRC Knowledge Domains, Competencies and Tasks Blueprint," using an "evidence-based research study for the CRC Exam. A secondary but equally important goal of the JTA was to generate integer domain targets for each of the two sections of the exam: Counseling, and Rehabilitation and Disabilities. These two sections are a key feature of the CRC Exam. They include a cut score, which candidates are required to pass in a single administration; and the assignment of sub-domains to each section, which was essential to finalizing this second CRC Exam structure.

Summary

The CRC Exam is designed to differentiate between a **competent** and a **not-competent** candidate.

JTA research study Value and Purpose:

- To update and validate the examination specifications for the CRC Exam.
- Job task analyses (JTA) are used to validate certification examinations and provide a basis for defending the appropriateness of the examination’s content.
- To assess an individual’s capabilities, it is not enough to just have developed a body of knowledge. It is also necessary to define the job requirements, assess the tasks to be performed, and determine the knowledge and skills that must be

applied to accomplish them and inform the development of curriculum accreditation standards for rehabilitation counselor education programs.

- The job analysis translates the knowledge, skills, and abilities of career practice into a usable format for test development and delineates the important tasks and knowledge deemed necessary for competent practice.
- The final product, the CRCC Knowledge Domain, Competencies, and Tasks Blueprint, becomes the framework to ensure quality outcomes for individuals and their families and data driven outcomes for the employers.
- The final CRCC Knowledge Domain, Competencies, and Tasks Blueprint should be the guiding document used by Clinical Rehabilitation and Rehabilitation Counseling programs to define their curriculums and by CACREP to develop competency-based clinical rehabilitation and rehabilitation counseling educational standards. Both the CRCC Knowledge Domain, Competencies, and Tasks Blueprint and CACREP standards should be infused into your program's curriculum to ensure your students are well prepared to sit for the CRC Exam, more importantly to deliver quality services to individuals with disabilities.
[CRCC Knowledge Domains, Competencies, and Tasks.](#)

References

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. American Educational Research Association.

American National Standards Institute. (2009). *Guidance on psychometric requirements for ANSI accreditation (ANSI-PCAC-GI-502)*. American National Standards Institute.

Institute for Credentialing Excellence. (2009). *Standard for assessment-based certificate programs (ICE 1100 2010[E])*. Institute for Credentialing Excellence.

NCS Pearson, Inc., Pearson Vue. (2021) Job Task Analysis Report: Commission on Rehabilitation Counselor Certification (CRCC) Certified Rehabilitation Counselor (CRC) Exam.



2021 Job Task Analysis (JTA) Evidence-based Research Study
CRC Knowledge Domains, Competencies and Tasks
Effective March 2022
[C]=Counseling [R]=Rehabilitation and Disability

1. Professional Orientation and Ethical Practice 10.7%

A. Uphold professional ethical standards for rehabilitation counselors and manage risk. [C]

- a) Conceptualize and articulate the counseling relationship
- b) Adhere to and ensure confidentiality, privileged communication, and privacy
- c) Understand how to promote and participate in advocacy and ensure accessibility
- d) Maintain professional roles to ensure appropriate service provision
- e) Maintain appropriate relationships with other professionals
- f) Understand the differing professional relationships in forensic and indirect services
- g) Understand the ethical requirements of evaluation, assessment, and interpretation
- h) Understand the ethical requirements in the roles of teaching, supervising, and training
- i) Understand the ethical implications of research and publication
- j) Understand the limits and ethical implications of the use of technology and distance counseling
- k) Understand and ensure appropriate business practices
- l) Understand and apply ethical decision-making models and processes.

B. Understand and apply laws and public policy affecting individuals with disabilities. [R]

- a) Summarize and synthesize the impacts of the Rehabilitation Act of 1973.
- b) Summarize and synthesize the impacts of Title V of the Rehabilitation Act of 1973 – Sections 501-504.
- c) Summarize and synthesize the impacts of the Rehabilitation Act of 1973, as Amended.
- d) Understand the impact of SSI/SSDI on employment, independent living and economic self-sufficiency.

- e) Understand the impact of veteran benefits (e.g., service-connected disability compensation and non-service-connected pension) on employment, independent living and economic self-sufficiency. **NEW**
- f) Summarize and synthesize the impacts of the Fair Labor Standards Act.
- g) Understand the definition of a disability in ADA, the uses of the definition, and how the definition relates to the rights guaranteed by the ADA.
- h) Understand the rights guaranteed by the ADA in an employment setting.
- i) Understand the definition of a reasonable accommodation as defined by the ADA.
- j) Understand the rights guaranteed by the ADA on public transportation.
- k) Understand the changes to the definition of disability in the ADA, the changes to the interactive process, and the implications for employees and employers. **NEW**
- l) Understand the role of the EEOC in relation to discrimination.
- m) Summarize and synthesize the impacts of IDEA.
- n) Summarize and synthesize the historical impacts of WIA.
- o) Understand the rights and limits guaranteed by FMLA.
- p) Understand the confidentiality and technology requirements of HIPAA.
- q) Understand the impact of TWWIA (Ticket to Work) on employment, independent living, and economic self-sufficiency.
- r) Understand the impact and implications of WIOA on employment outcomes, independent living, and economic self-sufficiency. **NEW**

C. Advocate for diversity, understand, and apply appropriate services that address multicultural counseling issues. [C]

D. Understand and apply appropriate rehabilitation terminology and concepts. [R]

E. Understand and identify the differing professional roles, functions, and effective relationships with other providers and professionals. [C]

F. Understand the credentialing issues related to the rehabilitation counseling profession and advocate for appropriate solutions. [C]

G. Understand the differing organizational structures of rehabilitation counseling practice settings (e.g., public, private-for-profit, and not-for-profit service delivery systems). [R]

H. Understand, synthesize, and apply knowledge of historical and philosophical foundations of rehabilitation counseling. [R]

2. Counseling Theories, Techniques, and Evidence-Based Practice

11.3%

- A. Apply clinical problem-solving and critical-thinking skills. [C]**
- B. Understand rehabilitation techniques for individuals with disabilities. [R]**
- C. Understand individual counseling theories. [C]**
 - a) Integrated/Eclectic
 - b) Rational-Emotive Behavior Therapy
 - c) Reality Therapy
 - d) Person-Centered
 - e) Psychoanalytic
 - f) Gestalt
 - g) Trait-factor/Person Environment Fit
 - h) Behavioral
 - i) Cognitive/Behavioral
 - j) Adlerian
 - k) Solution-Focused
 - l) Narrative
 - m) Feminist
 - n) Existential
- D. Utilize individual counseling practices, interventions, and techniques. [C]**
 - a) Systematic Desensitization
 - b) Behavior Analysis and Therapy
 - c) Social Skills
 - d) Time Management
 - e) Stress Management
 - f) Restructuring
 - g) Anger Management **NEW**
 - h) Problem Solving Therapy **NEW**
 - i) Person-centered practices **NEW**
 - j) Mindfulness-based practices **NEW**
- E. Understand substance use and treatment. [C]**
- F. Establish and maintain effective working alliances with clients. [C]**
- G. Understand dual diagnosis and co-occurring disorders. [C] **NEW****
- H. Understand counseling/training to help clients develop workplace socialization skills. [R]**
- I. Demonstrate motivational interviewing use and skills. [C]**

- J. Facilitate treatment planning for clinical conditions (e.g., depression, anxiety, PTSD). [C]
- K. Understand human growth and development. [C]
- L. Apply evidence-based psychosocial/psychiatric rehabilitation interventions in rehabilitation counseling practice. [R]
- M. Apply evidence-based vocational interventions in rehabilitation counseling practice. [R]
- N. Apply or facilitate evidence-based counseling/therapy for clients with clinical diagnoses (e.g., depression, anxiety, PTSD). [C]
- O. Apply or facilitate evidence-based counseling/therapy for clients with substance use disorders. [C]
- P. Understand theories and techniques of clinical supervision. [C]
- Q. Recognize and utilize evidence and research-based practices. [C]

3. Group and Family Counseling 4.7%

- A. Understand family counseling theories. [C]
- B. Incorporate family counseling practices and interventions. [C]
- C. Understand group counseling theories. [C]
- D. Incorporate group counseling practices and interventions. [C]

4. Crisis and Trauma Counseling and Interventions 6.0%
--

- A. Conduct assessment of client risk and development of a safety plan. [C]
- B. Provide effective rehabilitation counseling services for individuals with polytrauma injuries. [C]
- C. Understand the impact of crises, disasters, and other trauma-causing events on people with disabilities. [C]

- D. Use principles of crisis intervention for people with disabilities during crises, disasters, and other trauma-causing events. [C]**
- E. Understand the emergency management system within rehabilitation agencies and in the community. [C]**

5. Medical and Psychosocial Aspects of Chronic Illness and Disability
--

9.3%

- A. Evaluate the psychosocial and cultural impact of disability. [R]**
 - a) Individual adjustment to disability
 - b) Human sexuality and disability issues
 - c) Family or support system adjustment to disability
- B. Understand medical terminology. [R]**
- C. Apply knowledge of the medical aspects and implications of various disabilities. [R]**
 - a) Mental Functions
 - b) Sensory Functions and Pain
 - c) Voice and Speech Functions and Structures
 - d) Cardiovascular, Hematological, Immunological, and Respiratory Functions and Structures
 - e) Digestive, Metabolic, and Endocrine Systems and Structures
 - f) Genitourinary and Reproductive Functions and Structures
 - g) Neuromusculoskeletal and Movement Related Functions and Structures
 - h) Skin and Related Functions and Structures
 - i) Nervous System Structures
 - j) Eye, Ear, and Related Structures
 - k) Learning and Applying Knowledge
 - l) Interpersonal Interactions and Relationships
 - m) General Tasks and Demands **NEW**
 - n) Communication **NEW**
 - o) Mobility **NEW**
 - p) Self-Care **NEW**
 - q) Domestic-Life **NEW**
 - r) Major Life Areas **NEW**
 - s) Community, Social, and Civic Life **NEW**
- D. Review the implications of medications as they apply to individuals with disabilities. [R]**

E. Address environmental and attitudinal barriers for individuals with disabilities. [R]

**6. Assessment/Evaluation, Occupational Analysis, and Service Implementation
10.7%**

A. Understand the vocational implications of functional limitations associated with disabilities. [R]

- a) Mental Functions
- b) Sensory Functions and Pain
- c) Voice and Speech Functions and Structures
- d) Cardiovascular, Hematological, Immunological, and Respiratory Functions and Structures
- e) Digestive, Metabolic, and Endocrine Systems and Structures
- f) Genitourinary and Reproductive Functions and Structures
- g) Neuromusculoskeletal and Movement Related Functions and Structures
- h) Skin and Related Functions and Structures
- i) Nervous System Structures
- j) Eye, Ear, and Related Structures
- k) Learning and Applying Knowledge
- l) Interpersonal Interactions and Relationships
- m) General Tasks and Demands **NEW**
- n) Communication **NEW**
- o) Mobility **NEW**
- p) Self-Care **NEW**
- q) Domestic-Life **NEW**
- r) Major Life Areas **NEW**
- s) Community, Social, and Civic Life **NEW**

B. Access and review resources for the assessment process. [C] **NEW**

- a) Review of case materials for pertinent information **NEW**
- b) Diagnostic and Statistical Manual of Mental Disorders (DSM)
- c) International Classification of Diseases (ICD) **NEW**

C. Refer or conduct informal assessments. [C] **NEW**

- a) Interviews and initial assessments **NEW**
- b) Situational assessment/job shadowing/community-based work assessment

D. Refer or conduct formal assessments. [C] **NEW**

- a) Achievement Tests
- b) Aptitude Tests
- c) Intelligence Tests
- d) Interest Inventories

- e) Career, Work Values, and Maturity Tests
 - f) Personality Tests
 - g) Psychological/Neuropsychological Tests
 - h) Adaptive Behavior/Behavioral Observations
 - i) Mental Health Screeners **NEW**
 - j) Learning Styles Tests
 - k) Ecological/Functional Capacity Evaluations
 - l) Dexterity Tests
 - m) Work Samples
 - n) Non-Cognitive Tests **NEW**
- E. Refer or perform Transferable Skills Analysis (e.g., VDARE). [C]**
NEW
- F. Interpret assessment results for rehabilitation planning purposes. [C]**
- G. Perform job analysis. [R]**
- H. Assess ergonomic, job accommodation, and assistive technology needs. [R]**
- I. Advise on job modification and restructuring techniques. [R]**
- J. Perform labor market analysis. [R] NEW**
- a) Occupational and labor market information (e.g., DOT, ORS, O*NET, OOH, other national, regional, or local government labor market sources, private salary surveys)
 - b) Methods and techniques used to conduct labor market surveys
- K. Use computer-based job matching systems.[C]**

<p>7. Career Development and Job Placement 9.3%</p>

- A. Understand, identify, and apply career development and job placement strategies. [R]**
- B. Understand, identify, and apply job readiness, seeking, and retention skills. [C]**
- C. Understand the unique needs of specialized populations in relation to job development and placement. [R] NEW**

- D. Understand techniques to develop and retain relationships with employers to assist with job development and placement. [R]**
- E. Understand and identify evidence-based employment models and services tailored to individuals with significant disabilities and/or barriers to competitive**
 - a. employment. [R]**
 - i. Supported Employment (SE)
 - ii. Customized Employment (CE)
 - iii. Individual Placement and Support (IPS)
 - iv. Self-Employment
- F. Understand the unique needs of individuals with a dual diagnosis in the workplace and apply appropriate strategies. [R]**
- G. Understand and apply theories of career development and work adjustment. [C]**
 - a. Trait-Factor/Person Environment Fit theories.
 - b. Personality theories
 - c. Developmental/Self-Concept theories
 - d. Sociological/Self-Concept theories
 - e. Behavioral theories
- H. Understand, identify, and facilitate the appropriate use of work conditioning or work hardening resources and strategies. [R]**
- I. Understand the effective use of and risks of social media as a networking tool. [C]**

8. Business Engagement

7.6%

- A. Assist employers with job accommodations for their employees with disabilities (e.g., assistive technology, workspace modifications). [R]**
- B. Provide consultation services and training to employers / businesses concerning disability concepts, best practices, and applicable laws (e.g., hiring, return to work, reasonable accommodations, and retention). [R]**
- C. Partner with employers/businesses to address needs and concerns related to hiring and retaining individuals with disabilities. [R]**
- D. Understand, communicate, and apply business-focused strategies, techniques, and terminology to improve employment outcomes for individuals with disabilities.**

- a. [R]
- E. **Work with employers to develop pipelines for employing individuals with disabilities using work-based learning and training methods. [R] NEW**
 - a) Apprenticeships NEW
 - b) Internships NEW
 - c) On-the-job training (OJT) NEW
- F. **Understand the dual customer role (e.g., employer and person with a disability). [R] NEW**

9. Community Resources and Partnerships 8.0%
--

- A. **Understand the programs and services available for specific and underserved populations. [R]**
- B. **Understand Social Security programs, benefits, work incentives, and disincentives. [R]**
- C. **Possess knowledge of funding sources and community resources for rehabilitation services. [R]**
- D. **Provide or facilitate skills development and independent living services. [R]**
- E. **Provide or facilitate financial literacy training. [R]**
- F. **Understand and refer to services available through client advocacy programs (e.g., Client Assistance Program [CAP], legal aid). [R]**
- G. **Refer to and partner with one-stop career centers and**
 - a. **other community stakeholders. [R]**
- H. **Understand and facilitate life care planning and life care planning services. [R]**
- I. **Advocate with community partners for full community inclusion for people with disabilities. [R] NEW**
- J. **Provide or facilitate counseling on the impact of employment on community services and benefits. [R] NEW**

10. Case Management
10.0%

- A. Understand and apply the case management process. [C]**
 - a) Case finding
 - b) Planning
 - c) Service coordination
 - d) Referral to and utilization of other disciplines
 - e) Advocacy
- B. Complete case recording and documentation. [C]**
- C. Understand and apply negotiation, mediation, and conflict resolution strategies. [C]**
- D. Understand and apply the principles of caseload management. [C]**
- E. Understand and address institutional and social barriers that impede access, equity, and success for clients. [C]**
- F. Apply techniques for working with individuals with limited English proficiency or varied communication methods. [C]**
- G. Understand and apply principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning. [C]**

11. Health Care and Disability Management
7.3%

- A. Understand and provide appropriate medical intervention resources. [R]**
- B. Understand the diversity of healthcare benefits, delivery systems, and the impact of services on individuals with disabilities. [R]**
- C. Understand and collaborate with health promotion and**
 - a. wellness providers regarding strategies for people with chronic illness and disability. [R]**
- D. Understand different insurance programs (e.g., Medicare, Medicaid, group and individual, short-and**
 - a. long-term disability, personal injury no-fault liability). [R]**
- E. Understand and apply disability prevention and management strategies. [R]**

- F. Understand the variability of workers' compensation laws and practices.**
[R] NEW

12. Research, Methodology, and Performance Management 5.3%

- A. Understand statistics and psychometric concepts related to measurement. [C]**
- a. Validity
 - b. Reliability/ Standard Error of Measurement
 - c. Norms
 - d. Scaled and Standard Scores
 - e. Percentiles
 - f. Distributions/Bell Curve
 - g. Norm- and Criterion-Referenced Measurement NEW
- B. Understand research methods (e.g., surveys, case studies) and data analysis. [C]**
- C. Assess research literature related to evidence - based practice. [C]**
- a. Research databases (e.g., EBSCO, PsycINFO, MEDLINE)
 - b. Ability to select between various levels of evidence-based research (e.g., subject matter experts to the systematic reviews and meta-analyses gold standard) NEW
- D. Comprehend concepts and principles of organizational development and stakeholder management. [C]**
- a) Effective management of services and programs, including areas such as administration, finance, benefit systems, and
 - b) accountability
 - c) Strategic planning techniques and budget planning
- E. Understand program evaluation procedures for assessing the effectiveness of rehabilitation services and outcomes. [R]**