

A Job Analysis of Rehabilitation Counselors: Data to Shape the Future

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Introduction

- Purpose
 - Complies with current testing and measurement requirements
 - Standards for Educational and Psychological Testing (AERA/NCME/APA, 1999)
 - Guidelines for the Development, Use, and Evaluation of Credentialing Programs (PES, 1999)
 - Content validity
 - Ensures what is tested is required for competent performance
 - Serves a public protection function

Two Phase Approach

- Phase 1
 - Job Analysis Task Force (JATF) of subject matter experts updated the knowledge domains and sub-domains that form the content outline
- Phase 2
 - Survey was conducted to gather validation evidence for the outline developed by the JATF providing recommendations for test specifications

Methodology

- CRCC Exam and Research Committee (ERC) provided conceptual guidance and oversight to the study (Conference Call)
 - PES conducted a telephone interview with each ERC member to discuss and refine work plans
 - Developed conceptual charge for JATF
 - Discussed parameters for JATF membership
 - Emphasized the need to create a diverse sample

Individual Phone Interviews

- PES conducted phone interviews with each member of the CRCC ERC
 - Purpose of the Phone Interviews was to provide feedback regarding
 - Potential overlap among the 12 areas included in current test content
 - Utility of the outline for both US and Canadian Exam
 - Areas of strength and weakness in the outline
 - Changes in practice that might affect the acquired knowledge base

Selection of 10 Member JATF

- Demographic and Professional Characteristics
 - 9 CRC & 1 CCRC
 - 3 SFVR, 1 Not Profit, 2 Proprietary, 1 Univ., 1 School, 1 Insurance (Not available for one)
 - 5 RC, 1 Supervisor, 1 VE, 2 Other
 - 1 (91-95), 4 (96-00), 4 (01-05) (Years of Certification)
 - 5 (0-5), 3 (6-10), 1 (11-15) (Years of Experience)

1st JATF Meeting – Feb 3-4, 2006

- PES oriented to roles and responsibilities
- JATF brainstormed changes in practice
- JATF reviewed the results of the ERC interviews
- JATF reviewed and revised the knowledge domains and sub domains that constitute the content outline for the current exam
- Results of the meeting were mailed to JATF members for review

External Review

- March 2006 revised knowledge domains were circulated to 25 external reviewers
- RC professionals practicing in a variety of settings
- Representative of demographic and professional characteristics of CRCs and CCRCs
- Individuals selected from a list developed though nominees identified at the onset of the study

Results of External Review

- Reviewers asked to evaluate the knowledge domains and sub domains for:
 - Completeness, Redundancy, Clarity, Consistency, and Sequence
 - 17 of the 25 reviewers responded (68%), above average return rate for this type of activity
 - Results were compiled by PES prior to the second meeting

2nd JATF Meeting – Apr 21, 2006

- PES facilitated discussions regarding the feedback provided by the external reviewers
- After discussion, JATF retained the 12 domains from the previous job analysis including the 81 knowledge domains

Validation Survey

- Web based validation survey was designed to collect ratings with respect to the 12 knowledge domains and 81 sub domains
- Two rating scales were developed to collect data regarding the 12 knowledge domains

Knowledge Domain Scale Format

- *Importance*- how important is the knowledge domain to optimizing outcomes for rehabilitation clients?
- 1-4 likert scale
 - 1 Not important, 2 Minimally important, 3 Moderately important, 4 Highly important

Knowledge Domain Scale Format

- *Frequency*- How frequently did you use knowledge in this domain in your work as a rehabilitation counselor during the past year?
- 1-5 likert scale
 - 1 Never, 2 Yearly or almost yearly, 3, Monthly or almost monthly, 4 Weekly or almost weekly, and 5 Daily or almost daily

Knowledge Sub-Domain Scale Format

- Three rating scales were developed to collect data for each of the 81 knowledge sub-domains
 - *Importance*
 - *Frequency*
 - *Acquisition*

Sub-Domain Scale

- Importance- How important is this knowledge to optimizing outcomes for rehabilitation clients?
 - 1 Not important
 - 2 Minimally important
 - 3 Moderately important
 - 4 Highly important

Sub-Domain Scale

- Frequency- How frequently did you use this knowledge in your work as a rehabilitation counselor during the past year?
 - 1 Never
 - 2 Yearly or almost yearly
 - 3 Monthly or almost monthly
 - 4 Weekly or almost weekly
 - 5 Daily or almost daily

Sub-Domain Scale

- Acquisition- At what point should this knowledge primarily be acquired by a rehabilitation counselor?
 - 1 Never
 - 2 During formal education/practicum/internship
 - 3 On the job

Demographic Questionnaire

- A demographic and professional questionnaire was designed to collect data that would permit:
 - Characterization of the survey respondents
 - Comparison of the respondents to the population of certificants
 - Comparison of subgroups of respondents by variables such as practice setting and years of experience

Methodological Issues

- Open ended question at the end of the survey asking respondents to describe changes in the profession over the next 5 years
- 2 versions of survey
 - Importance w/ Frequency
 - Importance w/ Acquisition
- PES pilot test

Study Sampling Plan

- Originally 1250 CRCs and 250 CCRCs
- Concern about outdated e-mail, 500 over sampling ($n= 1750$ CRCs)
- Only 108 CCRCs had e-mail addresses therefore they were all selected to participate
- Survey distributed by e-mail with a letter describing the study by the CRCC Executive Director

E-mail Distribution

- E-mail sent to CRCs and CCRCs with embedded link
- Password permitted participants to start and stop the survey without loss of data
- 3 CE's were offered for participation
- High e-mail bounce back rate, an additional 650 participants were invited to participate

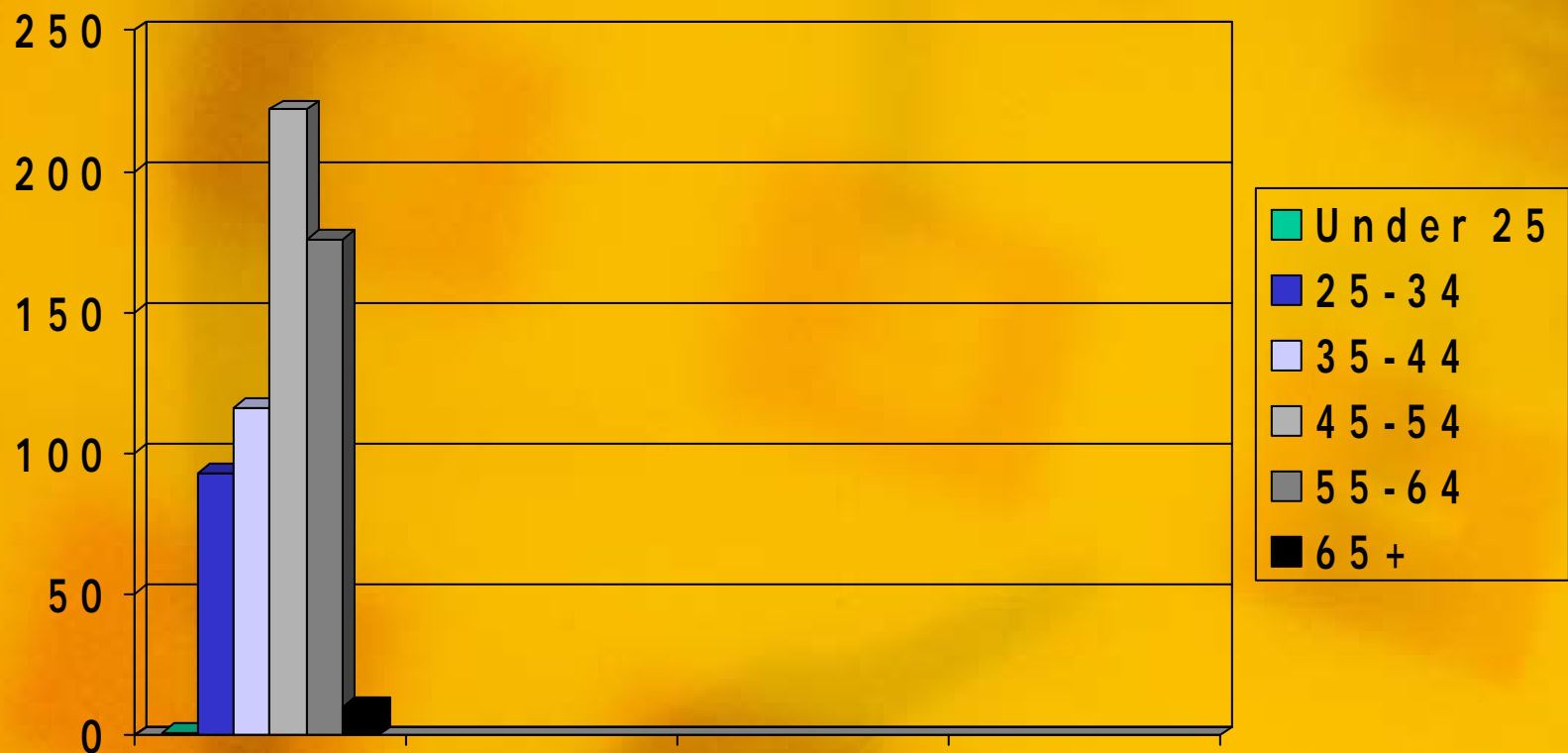
Data Collection

- Response rate was 38%- considered good for this type of survey
- ERC compared demographics of respondents and judged them to be similar
- Subgroups were developed based on years of experience, organization type, ethnic background

Respondent Demographics

- CRCC has certified nearly 40,000 rehabilitation counselors since its inception in 1974. Currently, there are over 16,000 CRCs.
- 648 CRCs participated in the study (39% of the sample).

Respondent Age



Respondent Gender



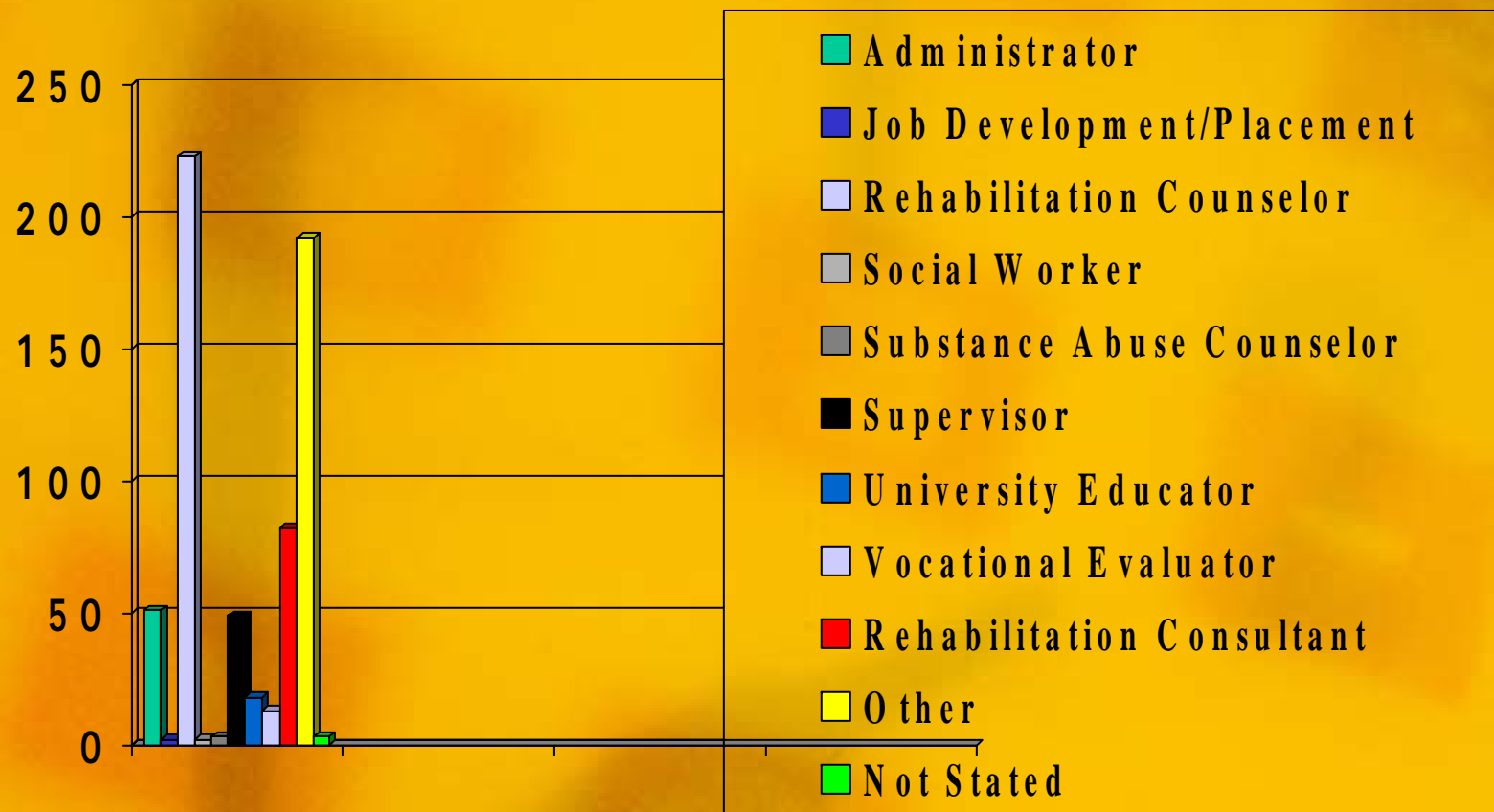
Respondent Ethnicity



Respondent Employment Setting



Respondent Job Title



2003 CRC Test Specifications

- Vocational Consultation and Employer Services (8%)
- Job Development and Placement Services (9.6%)
- Career Counseling and Assessment Techniques (10.4%)
- Mental Health Counseling (6%)
- Group and Family Counseling (4%)
- Individual Counseling (6%)
- Psychosocial and Cultural Issues in Counseling (8%)
- Foundations, Ethics and Professional Issues (8.8%)
- Rehabilitation Services and Resources (11.2%)
- Case and Caseload Management (10.4%)
- Healthcare and Disability Systems (6.4%)
- Medical, Functional and Environmental Implications of Disabilities (11.2%)

2008 CRC Test Specifications

- Career Counseling and Assessment (9.3%)
- Job Development and Placement Services (8.7%)
- Vocational Consultation and Services for Employers (6%)
- Case and Caseload Management (10.7%)
- Individual Counseling (9.4%)
- Group and Family Counseling (4.7%)
- Mental Health Counseling (7.4%)
- Psychosocial and Cultural Issues in Counseling (7.4%)
- Medical, Functional and Environmental Aspects of Disabilities (10%)
- Foundations, Ethics and Professional Issues (9.4%)
- Rehabilitation Services and Resources (10%)
- Healthcare and Disability Systems (7.4%)

2008 Specs v. 2003 Specs

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Next Steps

- Implications for further study
- Computer-based testing consideration

Implications for Further Study

- Job function and knowledge requirements
- Projective data analysis
- Comparison of projective data to quantitative data from the job analysis

...Further Study...Continued

- Salary data analysis \$\$\$\$!
- Counseling content increase and implications for licensure boards
- Knowledge acquisition point

Computer-based Testing

- Where we're at so far...
- Implications...
- Next steps...

Discussion & Questions



CONTACT US

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RECOMMENDED CITATION

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