

# 2012-2013 Certificate Assessment Plan: Forensic Vocational Rehabilitation Certificate Program

**Institutional Assessment**  
**Timothy S. Brophy, Director**

*Office of the Provost*  
*University of Florida*  
*Institutional Assessment*  
*Continuous Quality*  
*Enhancement Series*

Certificate Name

Forensic Vocational  
Rehabilitation Graduate  
Level Certificate Program

College Name

College of Public Health  
and Health Professions  
(Department of  
Behavioral Science and  
Community Health)

Contact Name & email

Amanda Glynn, MHS,  
CRC, CGCM

[ahusk@ufl.edu](mailto:ahusk@ufl.edu)

352-273-6491

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# Forensic Vocational Rehabilitation Certificate Program College of Public Health and Health Professions (Department of BSCH) *Certificate Assessment Plan*

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## A. Rationale

This program will be marketed to those who either already have a Master's degree in Rehabilitation Counseling and are Certified Rehabilitation Counselors (CRC) or are in the final stages of their educational program and are preparing to become a CRC. Based on the three market drivers listed above, the program will target 1) public sector CRC's who are seeking to transition to the private sector; 2) place bound working professionals who are at the beginning stage of their careers who have yet to serve as an expert witness, and 3) students who are in Rehabilitation Counseling programs across the country and are seeking electives not offered by their home university. To meet the demand for professionals experienced in Forensic Vocational Rehabilitation, the University of Florida offers an online Graduate Certificate program. Advanced level of training prepares the students to gain the appropriate knowledge needed to practice in the private sector, and give them the needed practical experience in expert witness.

## B. Mission

**The Forensic Vocational Rehabilitation Certification Program purpose** provide specialized training in an area in which many rehabilitation counselors will work but for whom educational coverage is limited in their degree programs. Specific course content includes coverage of forensic vocational practice areas, such as social security, worker's compensation, and personal injury, report development, forensic case analysis, and professional practice for vocational forensic experts, including expert witness testimony. Rehabilitation professionals who complete the program will be prepared to improve the health and well-being of individuals by evaluating the vocational, medical, and rehabilitation needs of individuals in legal settings. **The College of Public Health and Health Professions mission statement** embraces the three key elements of the University's mission as they apply to human health. The mission is to preserve, promote, and improve the health and well-being of populations, communities, and individuals. To fulfill this mission, we foster collaborations among public health and the health professions in education, research, and service. Finally, **the University of Florida's mission statement** matches the Forensic Vocational Rehabilitation purpose by serving the nations

and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce. The University of Florida maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. In addition, the University of Florida supports faculty and staff in the creation of new knowledge and pursuit of new ideas. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

### C. Student Learning Outcomes (SLOs)

SLO Type	SLO	Assessment Method	Delivery Mode
Content	# 1 The student will produce a culmination project comprised of a written report that synthesizes material from each week's class.	Culmination Project	Distance Learning
Critical Thinking	# 2 The student will prepare a term paper comparing and contrasting the rehabilitation scope of practice, code of professional ethics, within the context of forensic vocational rehabilitation practice.	Term Paper comparing and contrasting the rehabilitation scope	Distance Learning
Communication	#3 The student will successfully defend a written report through mock deposition and/or trial testimony provided in a live learning environment.	Capstone Project (2 day training)	Onsite

## For Graduate and Professional Certificates Only

### D. Assessment Timeline – Graduate and Professional Certificates

Program: Forensic Vocational Rehabilitation Program

College: PPHP (Department of BSCH)

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
	Culmination Project	Term Paper comparing and contrasting the rehabilitation scope	Capstone Project
#1 RCS6931 (Course 1)	X		
#2 RCS6931 (Course 2)		X	
#3 RCS6931 (Course 3)			X

### E. Assessment Cycle Chart – Graduate and Professional Certificates

Program: Forensic Vocational Rehabilitation Program

College: PPHP (Department of BSCH)

Analysis and Interpretation:

May-June

Improvement Actions:

Completed by August 31<sup>st</sup>

Dissemination:

Completed by September 30<sup>th</sup>

SLOs	Year	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>					
Forensic Report Writing		X	X	X	X
<b>Skills</b>					
Expert Witness Testimony		X	X	X	X
Forensic Case Analysis		X	X	X	X

## **F. Methods and Procedures**

### **Direct Assessments**

- **Culmination Project:** This assignment assesses the student's ability to make use of appropriate techniques/methods to utilize within report writings in their professional careers. Additionally, this assignment will contribute data concerning student's research knowledge necessary to support recommendations/conclusions in report writing.
- **Term Paper Comparing and Contrasting the Rehabilitation Scope:** This assignment assesses the student's ability to have appropriate knowledge of rehabilitation counseling code of ethics. In addition, this assignment enables the student to be able to demonstrate appropriate knowledge of rehabilitation counseling as it pertains to forensic services for future Professional Practice.
- **Capstone Project:** This assignment assesses the student's ability to make use of appropriate evaluatee foundation within their report writings to utilize in their current professional careers or future professional careers. Additionally, the capstone project reflects advanced knowledge needed to perform mock trial testimony. The rubric for the Capstone Project is outlined in Appendix A. Student must pass assignment with a 70%.

### **Indirect Assessments**

- Number of Applicants
- Median GPA (3.0)
- Number of Students Completing Program/Receiving Certificate of Completion
- Survey about Goals of Program:
  - Did the FVR Certificate Program prepare the students for advanced practice as Forensic Vocational Rehabilitation (practice in a Forensic Setting)
  - Did the completion of our FVR Certificate Program contribute to your professional career

### **Procedures**

- **Who will review Indirect Assessments:** Amanda Glynn will be collecting all of the Indirect Assessments
- **How Indirect Assessment will be received:** We will be collecting data by utilizing both phone, and emails.

- How data is reviewed: We will have a review process including the instructors, faculty and staff involved in the program. We will assess if the goals were met by the students, and if there is anything we need to change for the future. We want to make sure our Forensic Vocational Rehabilitation students have appropriate advanced training, which will prepared the students to improve the health and well-being of individuals by evaluating the vocational, medical, and rehabilitation needs of individuals in legal settings.
- How changes are made: We will make any necessary changes to make sure our students are adequately prepared to succeed in their jobs, and are equip with the knowledge needed to practice in a forensic setting.

### G. Assessment Oversight

See page 5 of the “Certificate Assessment Plan” instructions. Add additional rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Amanda Glynn, MHS, CRC, CGCM	Behavioral Science and Community Health (BSCH)	<a href="mailto:ahusk@ufl.edu">ahusk@ufl.edu</a>	352-273-6491
Jamie Pomeranz, Ph.D, CRC, CLCP	Behavioral Science and Community Health (BSCH)	<a href="mailto:pomeranz@ufl.edu">pomeranz@ufl.edu</a>	352-273-6566

## Appendix A. RCS6931 (Course 3) (SLO) Grading Rubric– FVR Program

<b>Capstone Project</b>	
The student will successfully defend a written report through mock deposition and/or trial testimony provided in a live learning environment (Live on site testimony)	
12 points	Documentation of adequate evaluatee foundation in written report.
12 points	Appropriate application of techniques and methods in course.
12 points	Demonstration of appropriate case research and use of appropriate data.
12 points	Documentation of recommendations and conclusions that are supported by the foundation, analysis, research, and available data.
16 points	Compliance with mock subpoena for production of records in advance of onsite training.
16 points	Mock trial testimony.
Total Points:	80

## Figure 1. University of Florida Certificate Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program: Geriatric Care Management Pre-Certification Program

Year: 2012-2013

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
<b>Rationale</b>	The Rationale is clear.				
	The value-added for students is clear.				
<b>Mission Statement</b>	The certificate supports the department, college, and university missions.				
<b>Student Learning Outcomes (SLOs)</b>	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
<b>Curriculum Map</b>	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum Map identifies the assessments used for each SLO.				
<b>Assessment Cycle</b>	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Certificate Assessment Plan Rubric, continued

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
<b>Methods and Procedures</b>	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				