An Overview of Pre-Service and In-Service Rehabilitation Education, Training, and Technical Assistance Efforts in the United States

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Presentation Overview

1. Overview of the Institute for Community Inclusion (ICI)/School for Global Inclusion and Social Development (SGISD)

2. Rehabilitation Counseling Education (Pre-Service) and Related Organizations
   - Rehab Counseling Programs Nationally
   - CORE (Council on Rehab Education)
   - Masters Program in Rehab Counseling at the SGISD
   - CRCC (Commission on Rehab Counselor Certification)

3. Vocational Rehabilitation (VR) Technical Assistance & Continuing Education Model (In-Service)
   - National TACE (Technical Assistance and Continuing Education) structure
   - New England TACE Center (located at the ICI)
Presentation Overview Cont.

4. Competency-Based Training for Employment Staff
   ▸ ACRE (Association of Community Rehab Educators) Training Competencies & Certification
   ▸ APSE (Association of People Supporting Employment First) Professional Competencies & Certification
   ▸ College of Employment Services at the ICI

5. Discussion Questions / Q&A
1. Overview of the Institute for Community Inclusion (ICI) / School for Global Inclusion and Social Development (SGISD)
1.1. Institute for Community Inclusion (ICI)

- Established in 1967, ICI is a joint program of UMass Boston and Boston Children’s Hospital
- Located within the School of Global Inclusion and Social Development (SGISD) at UMass Boston
- Mission: Promotion of full inclusion of persons with disabilities in their communities
- Focus areas: education, employment, health care, and community service
- Cross-disability orientation across the life span of persons with disabilities
- About 240 staff including graduate student assistants
- ICI website: [http://www.communityinclusion.org](http://www.communityinclusion.org)
ICI Core Activities (Federal Legislation)

- Training (pre-service and in-service)
- Technical assistance (TA)
- Research (system change, policy and practice)
- Service (evaluation and model demonstration)
- Dissemination
1.2. School for Global Inclusion and Social Development (SGISD)

- Mission: Development of future leaders able to address issues of equality of opportunity (inclusion) and enhanced quality of life for all (social development)

- Focus areas: health, wellness, social and economic development of excluded populations

- 12 global leadership competencies guide the School’s programming efforts

- Transdisciplinary, transnational, translational

- SGISD website: [http://www.umb.edu/academics/sgisd](http://www.umb.edu/academics/sgisd)
SGISD Academic Programs

- MA and PhD in Global Inclusion and Social Development (Fall 2014)
- MA in Transition Leadership
- MS in Rehabilitation Counseling Education
- MEd in Vision Studies
2. Rehabilitation Counseling Education (RCE) and Related Organizations
2.1. RCE Programs Nationally

- As of 2013, there are 96 masters-level RCE programs accredited by the Council on Rehab Education (CORE).

A Survey of CORE Accredited Programs showed that:*

- Programs graduated a total of 1,510 students between Summer 2010 and Spring 2011, including 296 students (20%) who reported a disability,
- The top three places of graduate employment were (in order): VR agencies (36%), community rehab providers (23%), and rehab related entities (17%), and
- Graduates of most programs (84) pursued Certified Rehab Counselor (CRC) certification (as reported by the programs).

2.2. Council on Rehabilitation Education (CORE)

- **Purpose**: To ensure that rehab counseling education (RCE) programs meet acceptable levels of quality as set out in the national CORE Standards (next slide).
- **Strategy**: Assessing masters programs in RCE for compliance and accrediting those that meet CORE standards
- Length of accreditation: max. 3 years (first time applicants), max. 8 years (previously accredited RCE programs)
- CORE does not accredit programs outside of the US
- CORE website: [http://www.core-rehab.org](http://www.core-rehab.org)
CORE Accreditation Standards (Version 2011)

Consist of 6 accreditation domains:

1. Program Mission and Objectives
2. Program Evaluation
3. General Curriculum Requirements (next slide), Knowledge Domains, and Student Learning Outcomes
4. Clinical Experience consisting of...
   a. A practicum (min. of 100 hours incl. at least 40 hours of direct client service), and
   b. An internship (min. of 600 hours incl. at least 240 hours of direct client service).
5. Program Administration and Faculty
6. Program Support and Resources

Link to CORE Standards:
CORE Standards: Core Curriculum Areas

- Core curriculum emphasizes ethical behavior, diversity or individual differences, and critical thinking

10 core curriculum areas:

1. Professional Identity and Ethical Behavior
2. Psychosocial Aspects of Disability and Cultural Diversity
3. Human Growth and Development
4. Employment and Career Development
5. Counseling Approaches and Principles
6. Group Work and Family Dynamics
7. Assessment
8. Research and Program Evaluation
9. Medical, Functional, and Environmental Aspects of Disability
10. Rehab Services, Case Management, and Related Services
2.3. ICI’s RCE Program Overview

- 60 credit master of science (MS) degree program, primarily online
- Funded in part by a grant from the Rehabilitation Services Administration (RSA), US Department of Education
- Accredited by CORE
- Meets academic requirements for national certification as a Certified Rehab Counselor (CRC)
- Prepares graduates for jobs in a variety of environments (such as hospitals, schools, rehab agencies, career planning centers, clinics, residential treatment facilities, and mental health agencies)
RCE Program Components

1. **Academic competencies** (stipulated by CORE)
   - Attend 2 clinically-based courses during a 2-week period (the only 2 courses that require in-person attendance)
   - Complete an online series of general counseling courses and courses specific to rehab counseling (next slides)

2. Engage in **field experiences** in rehab counseling settings: a practicum & an internship

3. Complete a **capstone project**: a research project OR a clinical case analysis

RCE Program website:
http://www.umb.edu/academics/sgisd/grad/rehabilitation_counseling_ms
RCE Curriculum

General Counselor Education Core Courses
COU 601  Research and Evaluation in Psychology
COU 605  Vocational, Educational & Psychological Assessment
COU 606  Ethical Standards and Professional Issues in Counseling
COU 608  Abnormal Psychology
COU 614  Counseling Theory and Practice I
COU 615  Counseling Theory and Practice II
COU 616  Group Counseling and Group Dynamics
COU 620  Clinical Application of Human Development
COU 622  Family Therapy Theories
COU 653  Perspectives in Cross Cultural Counseling

30 credits
RCE Curriculum Cont.

Rehabilitation Counselor Education Core Courses

COU 602 Medical, Psychosocial, & Educational Aspects of Disabilities
COU 603 Foundations of Rehabilitation
COU 610 Case Management & Planning in Rehabilitation
COU 612 Vocational Rehabilitation and Placement
COU 613 Vocational Development and Career Information
COU 688 Practicum in Rehabilitation Counseling
COU 698 Internship in Rehabilitation Counseling (12 credits total)

30 credits
Total credits required: 60

See handout for course descriptions and program sequence.
Practicum & Internship

Practicum (pre-internship)
- One semester (3 credits)
- A supervised 100 clock hour field experience completed in a clinic, day treatment program, residential program, school, etc.
- Mostly observational activities are carried out at the placement
- Requires 40 hours of direct contact with clients
- Requires at least one hour of individual supervision weekly and 1½ hours per week of group supervision (course COU 688)

Internship
- Two semesters (6 credits each, totaling 12 credits)
- A supervised 600 hour field experience (300 hours per semester)
- Completed in a vocational rehab setting
- Carry out rehab counseling activities under supervision
- Requires at least one hour of individual supervision weekly and one hour of group supervision (course COU 698)
Capstone Project: 2 Options

Research Project
- During the internship, student identifies a problem or issue in the field and develops a plan for addressing this problem through policy or research activities
- Emphasis is on how the problem relates to practice as a rehab counselor
- Project products: a written report and a formal presentation

Case Analysis
- During the internship, student identifies a clinical case (an individual he/she is working with in the counseling internship)
- Student audio/video tapes a counseling session of this case
- Student must complete a comprehensive analysis of the case
- Project product: a written report
2.4. Commission on Rehabilitation Counselor Certification (CRCC)

- The world’s largest rehab certification organization (currently: 16,000 certificants)
- Sets quality standards for rehab counseling in the US and Canada
- Promotes quality rehab counseling through certification of rehabilitation counselors (CRC)
- CRCs must re-certify every 5 years (by earning 100 hours of continuing education credits including 10 credits in ethics, OR by re-examination)
- Specific eligibility requirements (categories A – R)
  - ICI’s RCE program graduates meet category A
- CRCC website: [http://www.crccertification.com](http://www.crccertification.com)
CRC Examination

- Consists of 175 multiple-choice questions administered online during an allotted 3.5 hours within an 8-day testing window

Exam questions address 10 knowledge domains:

- Assessment, Appraisal, and Vocational Evaluation
- Job Development, Job Placement, and Career and Lifestyle Development
- Vocational Consultation and Services for Employers
- Case Management, Professional Roles and Practices, and Utilization of Community Resources
CRC Examination Cont.

- Foundations of Counseling, Professional Orientation and Ethical Practice, Theories, Social and Cultural Issues, and Human Growth and Development
- Group and Family Counseling
- Mental Health Counseling
- Medical, Functional, and Psychosocial Aspects of Disability
- Disability Management
- Research, Program Evaluation, and Evidence-Based Practice
3. Overview of the Vocational Rehabilitation (VR) Technical Assistance & Continuing Education Model
Important Terms:

Technical Assistance (TA) = Consultation

Continuing Education (CE) = Training
3.1. Technical Assistance and Continuing Education (TACE) Centers

- National TACE structure was established in 2008 by RSA (5 year projects)
- Funding authorized by the 1973 Rehab Act, as amended
- Purpose: To improve the …
  - Quantity and quality of disability employment outcomes,
  - Quality of VR counseling and services, and
  - Efficiency and effectiveness of VR agencies and partners.
- Key Activities: Provision of training and TA to state VR agencies & providers
- 10 TACE Centers nationally – one per RSA region
  - New England TACE Center (Region 1) – ICI is the grantee
10 TACE Centers in the US:
Formed a National TACE Collaborative

National TACE Collaborative website: http://interwork.sdsu.edu/sp/ntc/
TACE Center Model – Characteristics

Intimate knowledge of unique needs of each VR agency & partners

- Culturally and regionally responsive while maintaining individualized relationships with each VR agency and its leadership
- Advisory committee structure inclusive of stakeholders

Timely responsiveness

- 10 centers allow for responsiveness to local & regional issues
- Capacity to provide in-person or online training & TA

Knowledgeable & expert staff

- TACE staff represent former VR, provider agency, and university staff
- Approved by CRCC to give CRC credits

Powerful network of resources

- National TACE Collaborative (10 TACE Centers)
- National list of content experts for training and TA
- Collaborative: shares content, conducts training or TA for other regions as needed
3.2. New England TACE Center at ICI (Region 1)

- Grantee: ICI & Subcontractor: Assumption College
- Strong capacity to serve both VR & providers in Region 1 (6 New England states), which includes 10 VR agencies & 2 tribal VR programs
- Provides training online & in-person, and TA on a wide range of VR related topics and issues
- Conducts yearly needs assessments with VR agencies for them to identify where agency wants training or TA. Funder (RSA) gives input through monitoring every 5 years
- CRCC approved to provide CRC credits
- TACE offers ACRE (Association of Community Rehabilitation Educators) training providing an ACRE certification to trainees who complete it
- Region 1 TACE website: [http://www.tacene.org](http://www.tacene.org)
Needs Assessment to Plan TA & CE

- TACE training and TA is driven by annual and ongoing needs assessment of VR agencies as well as by RSA monitoring reports and TA Plans

- Needs assessment is tailored to individual VR agencies and their partners/providers

- Regional issues and needs may be identified by VR directors through their meetings (next slide)

- VR provider needs assessment is conducted by VR and shared with TACE so that TACE can help provide training and TA
Regional Issues & Needs

Regional issues often emerge when TACE facilitates meetings of VR directors and/or VR Training Coordinators.

A few examples are below:

- Develop/share approaches to New VR Counselor training
- Improve services & outcomes for clients with dual diagnosis (substance abuse disorders/mental illness)
- Working with & improving outcomes for clients with criminal histories
- How to utilize *Motivational Interviewing* techniques in counseling
- Improve the quality of caseload documentation
- Improve caseload management skills
- Help staff maintain ethical practices in their roles in VR
- Develop skills in supervisors & aspiring supervisors
TACE Online Trainings

To meet the regional needs of New England, TACE offers online trainings each month. Here are 2 examples:

- Employment strategies for people with psychiatric disabilities
- Creative job development for people with significant disabilities in a challenging economy

For a list of Region 1 TACE online trainings (past & future), go to the training calendar: http://www.tacene.org/calendar
TACE Training – Video Preview:
Employment strategies for people with psychiatric disabilities
TACE Training – Video Preview:
Creative job development for people with significant disabilities in a challenging economy
TACE Technical Assistance (TA)

Region 1 TACE, like most TACE Centers, offers 2 types of TA:

Peer TA & Individualized TA

Peer TA (what Region 1 TACE Calls CoP)

- Based on the concept of “Community of practice” (CoP) = people in similar positions (peers) come together to support each other – found to be well suited to VR.
- Allows for regular & ongoing interaction (in person, via phone online); allows for networking, resource-sharing, problem-solving. The goal is to transfer “practicable” knowledge.
Peer TA Groups/Topics

- VR Directors
- VR Training Coordinators
- VR Fiscal Administrators
- VR Marketing & Employment Services Team (MA only)
- VR Statewide Employment Coordinators
- VR Community Rehabilitation Program (CRP) Coordinators
- VR Business Enterprise Program (Randolph-Sheppard) staff
- VR Assistive Technology Staff
- Ticket-To-Work Specialists (return to work)
- State Coordinators for the Deaf
- Transition Staff

For a description of each Peer TA Group, go to: http://www.tacene.org/vr-peer-ta
Individualized TA

- A problem, issue, or concern is discussed with the TACE liaison and a plan to provide TA is established.
- Meetings are held (in person, via phone or online) where ideas are shared, tools shared or developed and agency works with TA provider to explore new approaches.
- TA may include consultation with specific staff or groups, facilitation, resource sharing, outreach/exploration of agencies with successful models, coordination or Peer TA meetings, etc.
4. Competency-Based Training for Employment Staff
Training Issues and Solutions

Issues:
1. Extensive need for training for the many employment service providers in the US
2. Many training providers and approaches to training
3. Need for some standards in the field to promote high quality of employment services in the US

Solutions:
1. Establish training competencies and certification, and a system to promote quality training among providers
   - Example: Association of Community Rehabilitation Educators (ACRE) national certification for training in community-based employment services
2. Establish professional competencies, and an examination and certification process
   - Example: Association of People Supporting Employment First (APSE) national certification for employment support professional
Important Distinction:

Association of Community Rehabilitation Providers (ACRE) certifies **training providers**

Association of People Supporting Employment First (APSE) certifies **employment support professionals**
4.1. Association of Community Rehabilitation Educators (ACRE) - Training Certification

- ACRE employment competencies are based on the APSE competencies but expand beyond supported employment.
- Employment competencies allow for 2 levels of training in Community-Based Employment Services:
  1. Basic Employment Services Certificate, and
  2. Professional Employment Services Certificate.
- ACRE has a structured curriculum review process.
- Curriculum must be re-certified every 5 years.
- ACRE website: [http://www.acreeducators.org](http://www.acreeducators.org)
Basic Employment Services Certificate

- Training must be 40 hours long & sufficiently address competencies in 7 areas:
  - Introduction (values, ethics, rights, legislation, best practice) (4 hours)
  - Assessment & Career Planning (5 hours)
  - Marketing & Job Development (6 hours)
  - Job Acquisition (decision-making, impact on benefits, preparation) (3 hours)
  - On Job Training/Support (5 hours)
  - Ongoing Supports (2 hours)
  - Specific Disabilities (1 hour)
  - Other topics (14 hours)

- Professional Employment Services Certificate is a follow-up training/certification (also must be 40 hours long & address the same competencies, yet at a more advanced knowledge & skill level)
4.2. Association of People Supporting Employment First (APSE) – Professional Certification

- The only national membership organization in the US that exclusively focuses on supported employment (SE)
- Assembled a national expert group to develop a set of competencies for SE in 2001 (next slide)
- Offers the **Certified Employment Support Professional (CESP)** (since 2011) – the first national competency-based certification for employment services staff
- Structured examination process that leads to CESP
- Professionals must re-certify every 3 years (need 36 CRC credits directly related to ESP)
- APSE website: [http://www.apse.org](http://www.apse.org)
APSE Supported Employment Competencies (Version 2010)

1. Introduction to Supported Employment
2. Assessment and Career Planning
3. Marketing and Job Development
4. On-the-Job Training and Supports
5. Ongoing Supports
6. Managing Benefits
7. Organizational Change
8. Special Populations
9. Self-Employment

For a description of each competency domain and sub-domains, see:
http://www.apse.org/policy/positions.cfm
CESP Certification Process

1. Meet eligibility requirements
   ▸ Education: high school diploma or equivalent
   ▸ Experience: 1 year of ESP experience that may include max. 3 month of internship/practicum OR 9 months of ESP incl. training component
   ▸ Agree to and sign the ESPC Council Code of Conduct

2. Submit application to APSE/ESPC Council

3. Take and pass the examination (next slide)

4. Meet professional development requirements to maintain CESP status
CESP Examination

Made up of multiple-choice questions that address five content areas based on the APSE competencies

The 5 content areas are:

1. Application of Core Values and Principles to Practice
2. Individualized Assessment and Employment/Career Planning
3. Community Research and Job Development
4. Workplace and Related Supports
5. Ongoing Supports
4.3. ICI’s College of Employment Services (CES)

You guide people to meaningful employment. We put you on a course that makes it possible.

See the Difference
Watch the Video
CES Overview

- An integrated, web-based training curriculum developed by ICI and designed for employment support professionals
- Addresses critical knowledge and skills areas (next slide)
- Uses self-paced modules & a practical problem-based learning structure
- Meets the APSE supported employment competencies
- Available for purchase as a complete training package
- Can be modified to other contexts and to meet more specific training needs
- CES website: http://directcourseonline.com/employmentservices/
CES Core Curriculum

Made up of 11 core courses:
2. Principles of Career Development
3. Foundations of Employment Services
4. Business Perspectives
5. Performance Coaching and Support: Part 1 & 2
6. Using Work Incentives Towards Self-Sufficiency
7. Funding
8. Ticket to Work
9. Networking

Courses in development: Employment Services for People with Mental Health Disabilities, Employment for People with Disabilities and Criminal Histories, and Job Creation.
5. Some Questions for You . . .

- What emerging trends and training issues are you (NIVR) facing in Japan?
- What models and approaches have you used to address those trends and issues, and how effective have you been? For example, do you use online training?
- What is your vision for the NIVR rehab counselor training program?
- In what ways are you supporting local VR centers? Do you see the role of local VR centers and VR counselors change in the next 3 – 5 years and, if so, what ways? How are you preparing for this change?
Questions Cont.

▸ What is your *vision* for the NIVR job coach training program?

▸ In what ways are you supporting rehabilitation community providers through training and technical assistance?

▸ How will the new Japanese disability anti-discrimination legislation, particularly the requirement for public employers to provide reasonable accommodations, affect the work of the local VR centers, their staff, and community partners? How are you preparing for this?
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