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Young Professionals and Leadership Development in Forensic Vocational Rehabilitation: Collaboration with Rehabilitation Counselor Education Programs

SONIA PETERSON, PH.D. CRC LPCC
IARP FALL CONFERENCE
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Sonia Peterson, Ph.D. CRC LPCC

- ▶ San Diego State University
- ▶ American Rehabilitation Counseling Association (ARCA) Policy Chair
- ▶ Social Security Administration OHO Vocational Expert
- ▶ LinkedIn: <https://www.linkedin.com/in/dr-sonia-peterson-32767823/>
- ▶ cell: 619.559.6646
- ▶ speterson@sdsu.edu

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Learning Outcomes

1. identify language that describes educational competencies in forensic vocational rehabilitation
2. examine the current CACREP standards to identify areas that are in need of revision to more thoroughly integrate disability, vocational analysis, and vocational rehabilitation concepts into the standards
3. identify methods to communicate input on the 2023 CACREP standards revisions with the CACREP board
4. identify strategies to collaborate with rehabilitation counselor education programs in order to promote skills and leadership opportunities in forensic vocational rehabilitation for emerging professionals

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CORE – CACREP Merger 2017

- ▶ The Council on Rehabilitation Education (CORE) no longer exists
- ▶ Rehabilitation Counseling Graduate Programs can now be accredited under the Council on Accreditation of Counseling and Related Educational Programs (CACREP)

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CACREP accreditation

- ▶ Required for Rehabilitation Counselor Certification (CRC)
- ▶ Required for National Counselor Certification (NCC)
- ▶ Required for State Mental Health Counselor License (LPC/LCPC/LPCC/LMHC)

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2016 CACREP core curriculum standards

4. CAREER DEVELOPMENT

- ▶ g. strategies for advocating for diverse clients' **career and educational development and employment opportunities** in a global economy

7. ASSESSMENT AND TESTING

- ▶ i. use of assessments relevant to academic/educational, career, personal, and social development

There is currently no disability specific language anywhere in the 8 core curriculum standards

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Specialty Area:
5. H. Rehabilitation Counseling

1. FOUNDATIONS

- ▶ ...systems... and current trends of rehabilitation counseling
- ▶ principles and processes of vocational rehabilitation, career development, and job development and placement
- ▶ classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
- ▶ methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

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5. H. Rehabilitation Counseling

2. CONTEXTUAL DIMENSIONS

- ▶ information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)
- ▶ education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities

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5. H. Rehabilitation Counseling

3. PRACTICE

- ▶ informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities
- ▶ career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place
- ▶ strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
- ▶ consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities
- ▶ consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention

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2016 CACREP curriculum standards

- ▶ The word "disability" is not found anywhere in the 8 core curriculum standards
- ▶ No language specific to sources of employment information such as Bureau of Labor Statistics, Dictionary of Occupational Titles, or O*NET
- ▶ No language specific to evidence-based practice models (i.e. Theory of Work Adjustment, Individual Placement and Support model)

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CACREP Faculty Standards

SECTION 1: THE LEARNING ENVIRONMENT

- ▶ FACULTY AND STAFF
- ▶ W. Core counselor education program faculty have earned **doctoral degrees in counselor education**, preferably from a CACREP-accredited program.
- ▶ or have **related doctoral degrees** and have **been employed as full-time faculty members in a counselor education program** for a minimum of one full academic year **before July 1, 2013**.

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RSA Training Grants

Graduates of Rehabilitation Counseling programs who received training grant funding fulfill payback by:

- ▶ Working in a state vocational rehabilitation agency
- ▶ Working in a related non-profit or government setting

Many graduates do not pursue job opportunities in private or forensic settings

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NCRE Directory of Rehabilitation Counseling Programs

- ▶ National Council on Rehabilitation Education (NCRE)
- ▶ <https://ncre.org/membership-overview/institutional-membership/institutional-member-directory/>

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Suggested textbooks


- ▶ Robinson, R. (Ed.). (2013). *Foundations of forensic vocational rehabilitation*. Springer Publishing Company.
- ▶ Strouser, D. R. (2013). *Career development, employment, and disability in rehabilitation: From theory to practice*. Springer Publishing Company.
- ▶ Tarvydas, V. M., & Hartley, M. T. (Eds.). (2017). *The professional practice of rehabilitation counseling*. Springer Publishing Company.

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CACREP 2023 Standards Review Committee

- ▶ Dana Heller Levitt, Chair
- ▶ **Elizabeth Boland (Rehabilitation Counseling Education)**
- ▶ Thomas Field
- ▶ Justin Lauka
- ▶ Brandy Richeson
- ▶ Le'Ann Solmonson

Contact: Elizabeth.Boland@wvu.edu



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Q & A

▶ Do you have any questions?

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