

# So You Want to be a Vocational Expert When You Grow Up?

“Lessons to Learn About University Pre-Service Training for the Job”

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# How Did We Become Experts

- ▶ **Chris's Story**

- ▶ **When?**

- ▶ **Why?**

- ▶ **How?**

- ▶ **Role of Credentials?**

- ▶ **How has Role Changed?**

- ▶ **David's Story**

- ▶ **When?**

- ▶ **Why?**

- ▶ **How?**

- ▶ **Role of Credentials?**

- ▶ **How has Role Changed?**




# Curriculum Issues – Traditional Rehabilitation Counseling Training

- ▶ **Courses that directly relate to Expert Testimony**
  - ▶ **Ethical Principles and Issues**
  - ▶ **Medical and Psychosocial Aspects of Disability**
  - ▶ **Social and Cultural Foundations**
  - ▶ **Career Counseling**
  - ▶ **Testing and Assessment**
  - ▶ **Vocational Placement**
  - ▶ **Research and Statistics**



# Additional Courses Related to Forensic Rehabilitation

- Consultation in Vocational Rehabilitation
- Understanding the American Legal System
- Job Analysis and Labor Market Surveys
- Transferability of Skills
- Occupational and Labor Market Information
- Applying Rehabilitation Research
- Case Conceptualization in a Legal Setting
- Understanding Various Litigation Environments
  - Social Security, Workers' Compensation, Personal Injury, Employment Law, Family Law, etc.

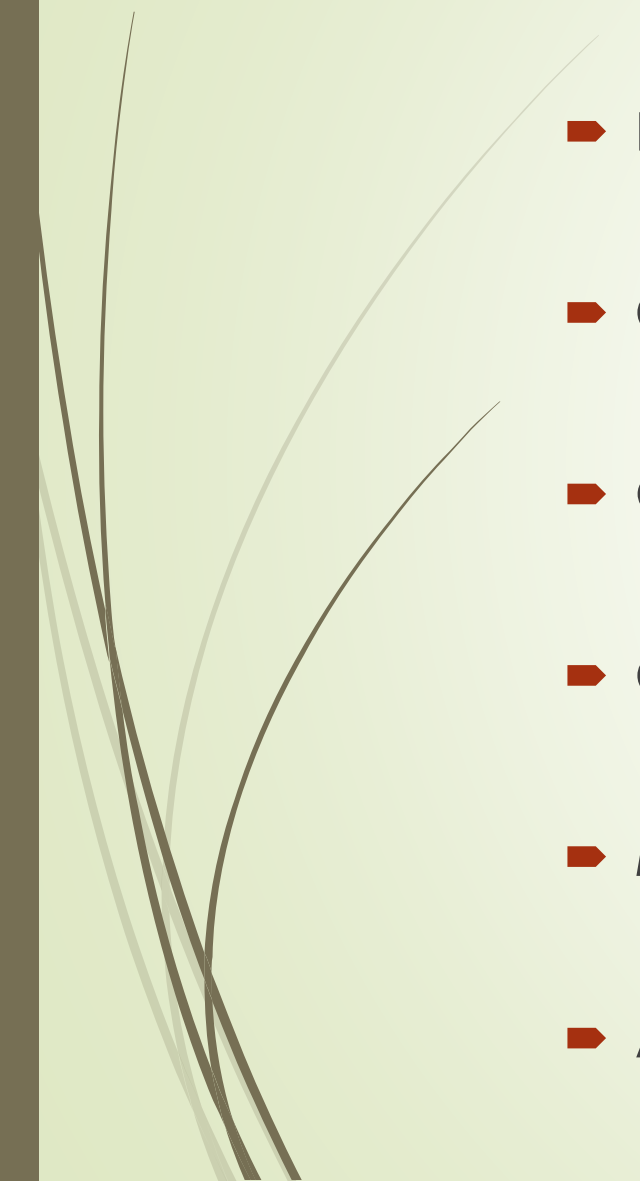


# Paths to Becoming a Vocational Expert – Education and Experience

- Rehabilitation Counseling
- Nursing
- Psychology
- Pre-Law
- Others?



# CRC Knowledge Domains

- Professional Orientation and Ethical Practice
  - Counseling Theories, Techniques, and Evidence-Based Practice
  - Group and Family Counseling
  - Crisis and Trauma Counseling and Interventions
  - Medical and Psychosocial Aspects of Chronic Illness and Disability
  - Assessment, Occupational Analysis, and Service Implementation
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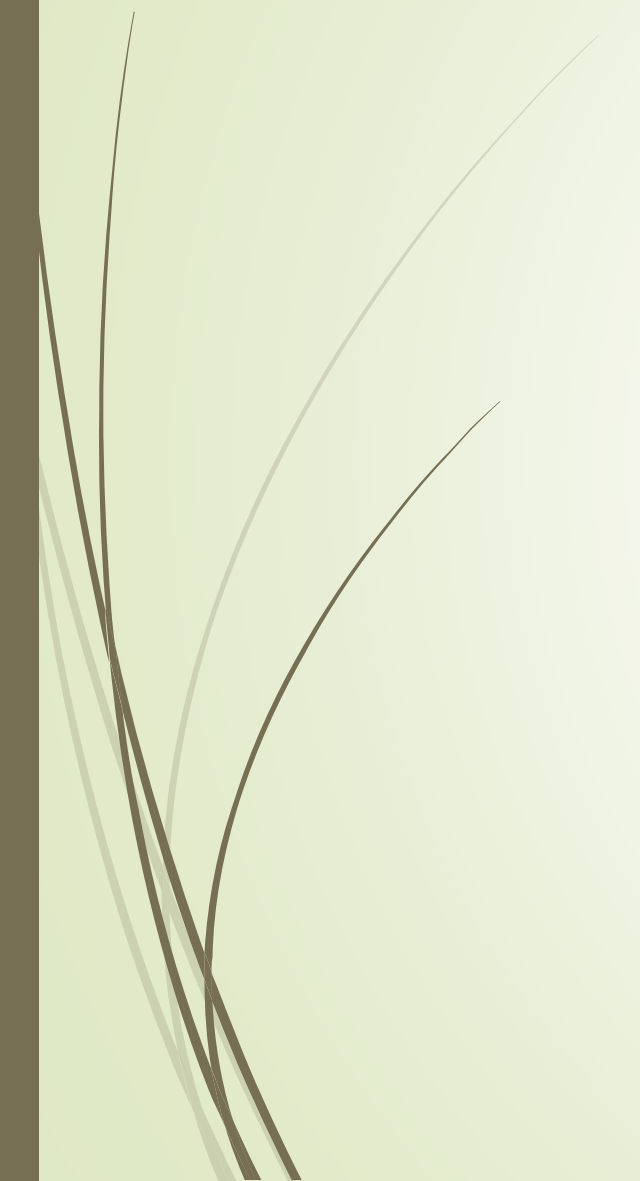


# CRC Knowledge Domains (cont.)

- Career Development and Job Placement
  - Demand-Side Employer Engagement
  - Community Resources and Partnerships
  - Case Management
  - Health Care and Disability Management
  - Research, Methodology, and Performance Management
- 



# CACREP Core Curriculum Areas

- Professional Counseling Orientation and Ethical Practice
  - Social and Cultural Diversity
  - Human Growth and Development
  - Career Development
  - Counseling and Helping Relationships
  - Group Counseling and Group Work
  - Assessment and Testing
  - Research and Program Evaluation
- 



# Important Resources to Utilize

- Dictionary of Occupational Titles
- O\*Net
- U.S. Census Bureau
  - American Community Survey
- Department of Labor Publications
  - Occupational Outlook Handbook
  - Bureau of Labor Statistics
  - Occupational Employment Survey
  - Office of Disability and Employment Policy
- U.S. Census Bureau
  - American Community Survey
- *Foundations of Forensic Vocational Rehabilitation*, by Rick Robinson

# Project FIRST- Finding Innovative Rehabilitation Services Training

## Data Source and Statistical Methods

- **Online survey to counselors from UT, CT, ID and FL, linked with desegregated client closure data (from VR agencies)**
  - Ref: Mackay MM et al. Rehabilitation counselor degree type as a predictor of client outcomes: a comparison of quantity versus quality in closure rates. *Rehabilitation Counseling Bulletin*, 2018
- **Multilevel logistic regression with closure status (0/1) as the outcome, and counselor degree type as the main predictor, adjusted for counselor's working experience, client's age, race, education and disability severity**
  - Robust variance was used to account for the clustering of clients within counselors
- **Predictive margins were used to obtain predicted closure rates and marginal differences between counselors with different degree types**



# **Project FIRST - Finding Innovative Rehabilitation Services Training**

## **Inclusion and Exclusion Criteria**

### **Clients:**

- **Only those with IDD were included**
- **Excluded:**
  - **Those employed before counseling**
  - **Those who died before the exit**
  - **Those aged 60 or above**
  - **Those who were not impaired or not eligibility at the exit**
  - **Those who had disability too severe at the exit**
- **Counselors:**
  - **Only those who already had master degrees. Those with bachelor degrees or on-going master education were excluded**
  - **Only those who had clients with IDD**

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## Counselor Charac- teristics

	No.	%
Total	152	100
State		
CT	23	15.1
FL	28	18.4
ID	32	21.1
UT	69	45.4
Sex		
Female	104	68.4
Male	48	31.6
Age (mean, SD)	36.9	12.9
Master's degree in Rehabilitation Counseling		
No	60	39.5
Yes	92	60.5
Years of experience (mean, SD)	8.4	5.7
More than six years of working experience		
No	74	48.7
Yes	78	51.3

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## IDD Client's Characteristics

	No.	%
Total	5,186	100
State		
CT	814	15.7
FL	708	13.6
ID	1,710	33.0
UT	1,954	37.7
Age (mean, SD)	28	11.0
Race		
American Indian or Alaska Native	90	1.7
Asian	63	1.2
Black or African American	447	8.6
Multiracial	87	1.7
Unknown	23	0.4
White	4,476	86.3

Education at application		
Elementary education	216	4.2
Secondary education, no HS degree	1,442	27.8
HS degree or equivalent	1,868	36.0
Post-secondary, no degree	390	7.5
Associate degree or vocation/tech	148	2.8
Special education	695	13.4
Bachelor or above	281	5.4
Other	146	2.8

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Knowledge Domain Difference by Degree Types:  
(Number and percent of well knowledgeable)

Domain	MRC No. (%)	RM No. (%)	P value
Crisis and Trauma Counseling and Interventions	22 (23.9%)	27 (45.0%)	0.05
Medical and Psychosocial Aspects of Chronic Illness and Disability	69 (75.0%)	22 (36.7%)	0.0001
Career Development and Job Placement	36 (39.1%)	16 (26.7%)	0.0001
Health Care and Disability Management	37 (40.2%)	9 (15.0%)	0.0001

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Knowledge Domain continued

Domain	MRC	RM	p value
Professional Orientation and Ethical Practice	69 (75.0%)	37 (61.7%)	0.24
Counseling Theories, Techniques, and Evidence-Based Practice	66 (71.7%)	42 (70.0%)	0.13
Group and Family Counseling	25 (27.2%)	26 (43.3%)	0.15
Assessment, Occupational Analysis, and Service Implementation	38 (41.3%)	22 (36.7%)	0.13
Demand-Side Employer Engagement	14 (15.2%)	6 (10.0%)	0.12
Community Resources and Partnerships	29 (31.5%)	16 (26.7%)	0.87
Case Management	37 (40.2%)	21 (35.0%)	0.5
Research, Methodology, and Performance Management	46 (50.0%)	32 (53.3%)	0.53

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## Conclusions

- Clients of counselors with a master degree in rehabilitation counseling (MRC) were more likely to have higher closure rates than those of counselors with other degrees (RM)
- Clients of MRC were also more likely to have high quality closure rates (full time job or living wage jobs) than those of RM
- MRC also expressed better preparation to handle clients with IDD than RM
- MRC demonstrated more knowledge in medical and psychological aspects of disabilities, career development and job placement, and health care and disability management than RM
- More work needs to be done to explore these differences and examine knowledge subdomains





# Small Group Discussions (Break Out Sessions)

- ▶ In the next few minutes...
  - ▶ Introduce yourself to other group members
  - ▶ Explain what your current professional role is
  - ▶ Discuss how your training and preparation helped or hindered your effectiveness in your job
  - ▶ Share what other training has helped improve your job effectiveness

# Questions or Comments?

**We hope this presentation has been helpful to you when you think about your current work and your future development!**

**Thank you for your time and consideration!**