



# 22<sup>nd</sup> Annual Rehabilitation Counseling Symposium

March 11, 2022



The George Washington University  
Center for Rehabilitation Counseling Research and Education



**Center for Innovative Training**  
in Vocational Rehabilitation

# Welcome

## **Dr. Ken Hergenrather**

- Co-Chair, Department of Counseling and Human Development

## **Dr. Scott Beveridge**

- Associate Professor of Counseling

## **Dr. Rob Froehlich**

- Associate Professor of Counseling

## **Nichole Tichy**

- CRCRE Program Coordinator

## **Dr. Maureen McGuire-Kuletz**

- Co-Director, Center for Rehabilitation Counseling Research and Education

# Accessibility

All sessions will have ASL interpreters

Captioning is on and available...

We are utilizing closed captioning for all our sessions. In order to activate your captioning feature:

- Please go to menu bar at the bottom of your screen.
- Select **Closed Captioning**
- Then select **“Show Subtitles”**
- You can also adjust the size of the text by selecting **“Subtitle Settings”**

# Zoom Logistics



**Chat**



**Audio Mute**




**Camera**





## Zoom Logistics

- We will be muting all microphones and turning off all video for all folks that are entering the meeting room.
  - We encourage you to enter all of your questions in the Chat box.
  - Our presentation team will be monitoring the chat box throughout this afternoon so that we can be responsive to your questions.
  - We would like this to be an interactive session so we welcome your comments and questions in the chat.
- 



# Evaluation and CRC CE Certificates

The evaluation forms will be available at the completion of the Symposium at **3:00pm ET today**.

- The evaluation will be available on the Symposium's landing page:

<https://gwcrcre.org/22nd-gwu-rehabilitation-counseling-symposium/>

Both of our sessions today will be offering **CRC CE hours**.

- To receive to receive your CRC CE certificate you will be required to complete the evaluation.
- Upon completion of the evaluation, you will be able to download the CRC CE certificate.
- You will also receive a follow-up email with the link to download the certificate.

\*In the event you were unable to complete the evaluation today, we will be sending you a reminder email on Monday morning that will contain the link for the Symposium's landing page, which contains the link to the evaluation form, as well as the slide decks and supporting materials from today's presentations will be posted on this site for you to download.



The George Washington University  
Center for Rehabilitation Counseling Research and Education



Rehabilitation Long-Term Training Program

**NTACT**  
THE **COLLABORATIVE**  
*Improving Opportunities & Outcomes*



**VR** **Center for Innovative Training**  
in Vocational Rehabilitation →

# Guiding VR from Renovation to Innovation



*#VRRenovationToInnovation*



# Acknowledgement & Disclaimer

**The contents of this presentation were developed with support from the Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM), funded by (CFDA: 84.264J); the National Technical Assistance Center on Transition: the Collaborative, funded by (CFDA: 84.326E); and the Center for Innovative Training in Vocational Rehabilitation (CIT-VR), funded by (CFDA: 84.263C) through the U.S. Department of Education.**

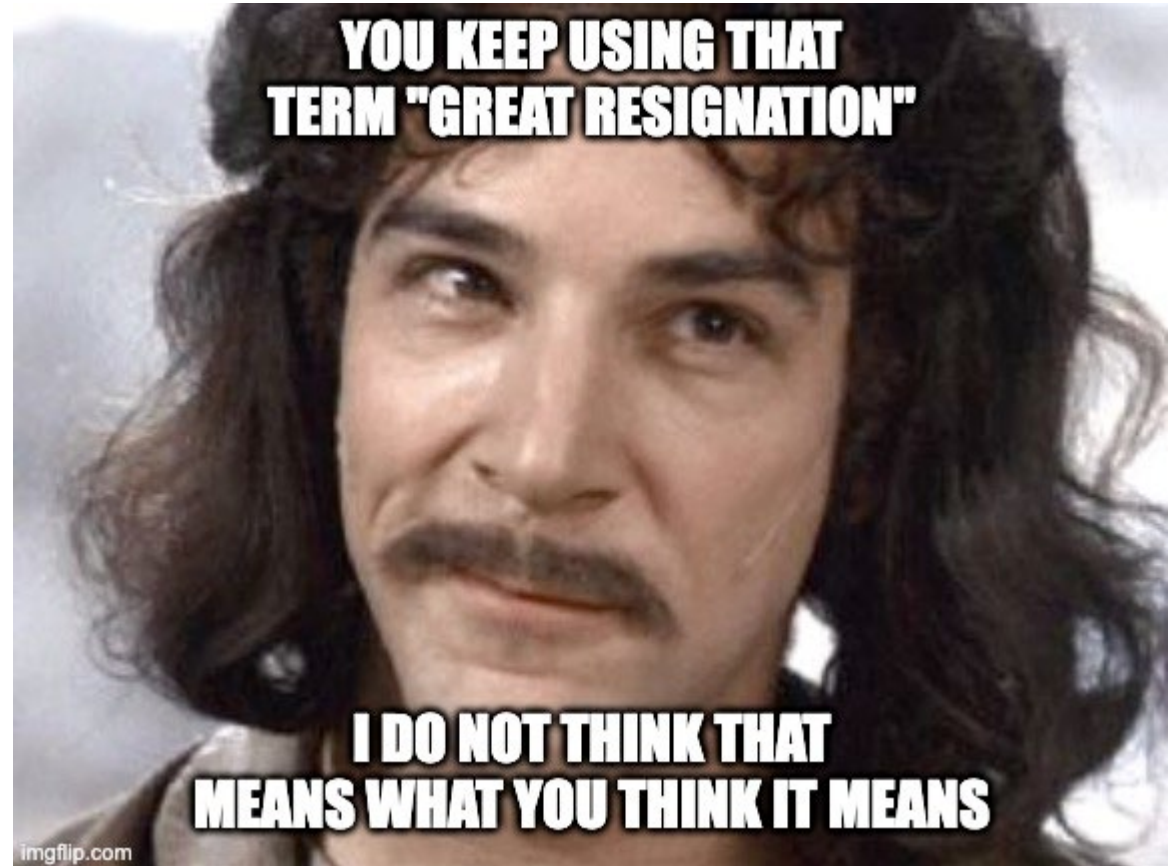
Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement should be inferred.

# Learning Objectives

- Knowledge of the current and shifting demographics in Vocational Rehabilitation both as it relates to staff/professionals and those the program serves.
- Increased understanding of the implications of the changing face of Vocational Rehabilitation.
- An opportunity to reflect on what contributes to or mitigates the challenges faced by Vocational Rehabilitation
- An opportunity to engage in discussion around strategies that embrace and foster a culture that supports participants and professionals to achieve hers, his, or their respective goals.

# The Great Resignation? Nah. The Great Reshuffle!

- Record number of work separations in 2021 - 68.9 million in total, of which, 47.4 million separations were a voluntary quit.
- COVID-19, for many, was a catalyst for reflection prompting many to reevaluate their relationship with work. People quit because of a variety of reasons.

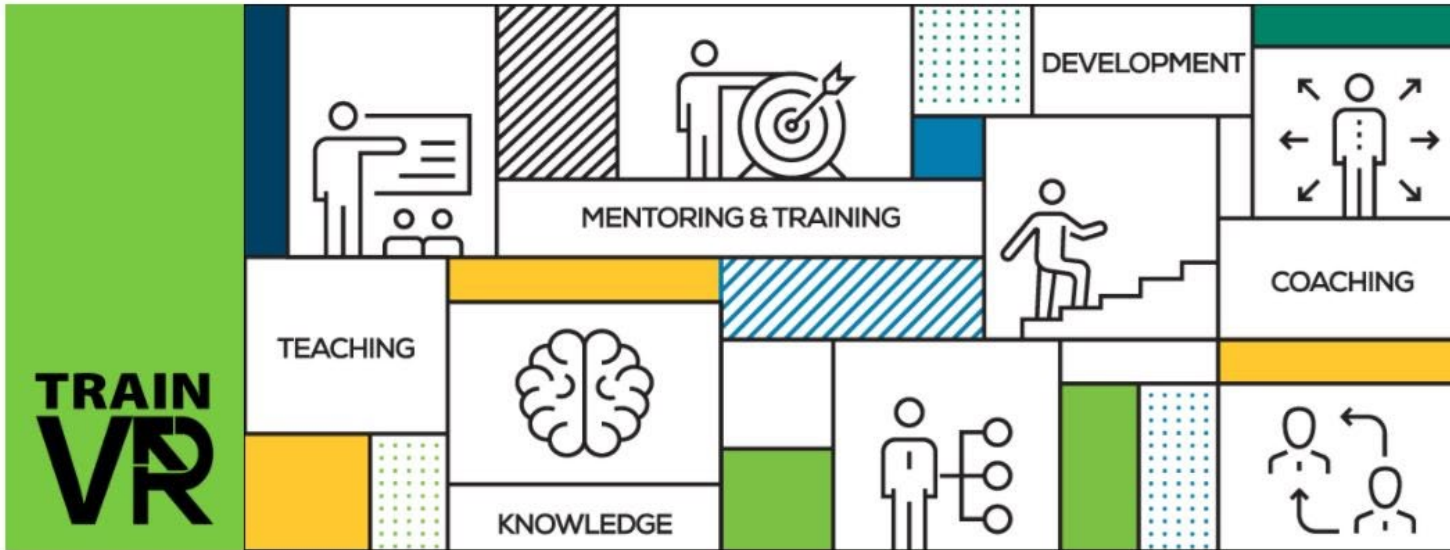


# Implications of the Great Reshuffle for the Vocational Rehabilitation (VR) Field





# State VR Agencies - Training Needs Survey



New Report!

## Training Needs of State Vocational Rehabilitation Agencies (SVRAs)

The Center for Innovative Training in Vocational Rehabilitation is pleased to present our report sharing the results of our nationwide survey of VR professionals about training needs.



- [CIT-VR Home Page](#)
- [CIT-VR Webinars](#)
- [Join Our Mailing List](#)
- [Resources](#)

Access the full report at:

- ➔ [trainVR.org](https://trainVR.org)
- ➔ Select link to “Find Resources”
- ➔ Select link to the “VR Training Needs Report”

[Training Needs of State Vocational Rehabilitation Agencies SVRAs](#)

# State VR Agencies - Training Needs Survey 2020

- Survey performed in February, 2020
- Distributed via CSAVR and NCSAB listservs
- State Directors of 78 State VR agen
- Distribute to personnel in agency
- Responses (n=369)



# Training Needs of State VR Agencies –

## Position Title/Category

Position Title/Category	Number	Percentage
Vocational Rehabilitation Counselors	157	42.5%
Manager/Supervisor	60	16.3%
Paraprofessionals (i.e., vocational technician)	40	10.8%
Business Engagement Specialists	36	9.8%
VR Directors	28	7.6%
Administrators	27	7.3%
Training Coordinators	21	5.7%



# Training Needs of State VR Agencies –

## VR Counselors Leaving Agency

VR Counselors Leaving Agency	%
Within 2 Years of Hire Date (n=35)	50.7%
Within 5 Years of Hire Date (n=54)	78.2%





# ■ Training Needs of State VR Agencies

## Attrition in State VR Agencies

### Reasons Identified for VR Counselors Attrition

- High demands of the job (i.e., stress, overworked)
- High case loads
- Poor management (i.e., supervision, communication, lack of support)
- Lack of training opportunities
- Aging workforce (i.e., retirements)
- Limited career advancement
- Low pay



# Additional Employment Trends



# State VR Agencies - Training Needs Survey 2021



Access the full report at:

- [trainVR.org](https://trainVR.org)
- Select link to “Find Resources”
- Select link to the “Rehabilitation Counseling Curriculum Academic Survey Report”

[Rehabilitation Counseling Curriculum Academic Survey Report](#)

# Rehabilitation Counseling Curriculum Academic Survey (RCCAS)

Position Title/Category	Number	Percentage
Faculty (i.e., Department Chair, Center Director, Program Coordinator, Program Director, Program Full-time Faculty, Program Part-time Faculty)	34	61.8%
Graduate Students (master's and doctoral)	13	23.6%
Other (i.e., Manager/Supervisor, VR Counselor, VR staff)	8	14.6%
<b>TOTAL</b>	<b>55*</b>	<b>100%</b>

**\*Total participants (N=66), 83.4% (n=55) provided their current role**



# Rehabilitation Counseling Curriculum Academic Survey (RCCAS)

## Employment Trends

- 44.8% of survey respondents (n=30) collectively provided 62 comments specifying employment trends.
- Grouped into three themes:
  - State/Federal
  - Non Governmental
  - Mental Health Services



# Rehabilitation Counseling Curriculum Academic Survey (RCCAS)

## Employment Trends

Organizational Setting	Percentage:
State VR agency	37.1%
Federal/VA agency	8.1%
Non-profit VR-related services	9.6%
Substance treatment services	6.5%
Private VR agency	6.5%
Higher education disability services	6.5%
K-12 transition services	1.5%
<b>Mental health services (Private)</b>	<b>24.2%</b>

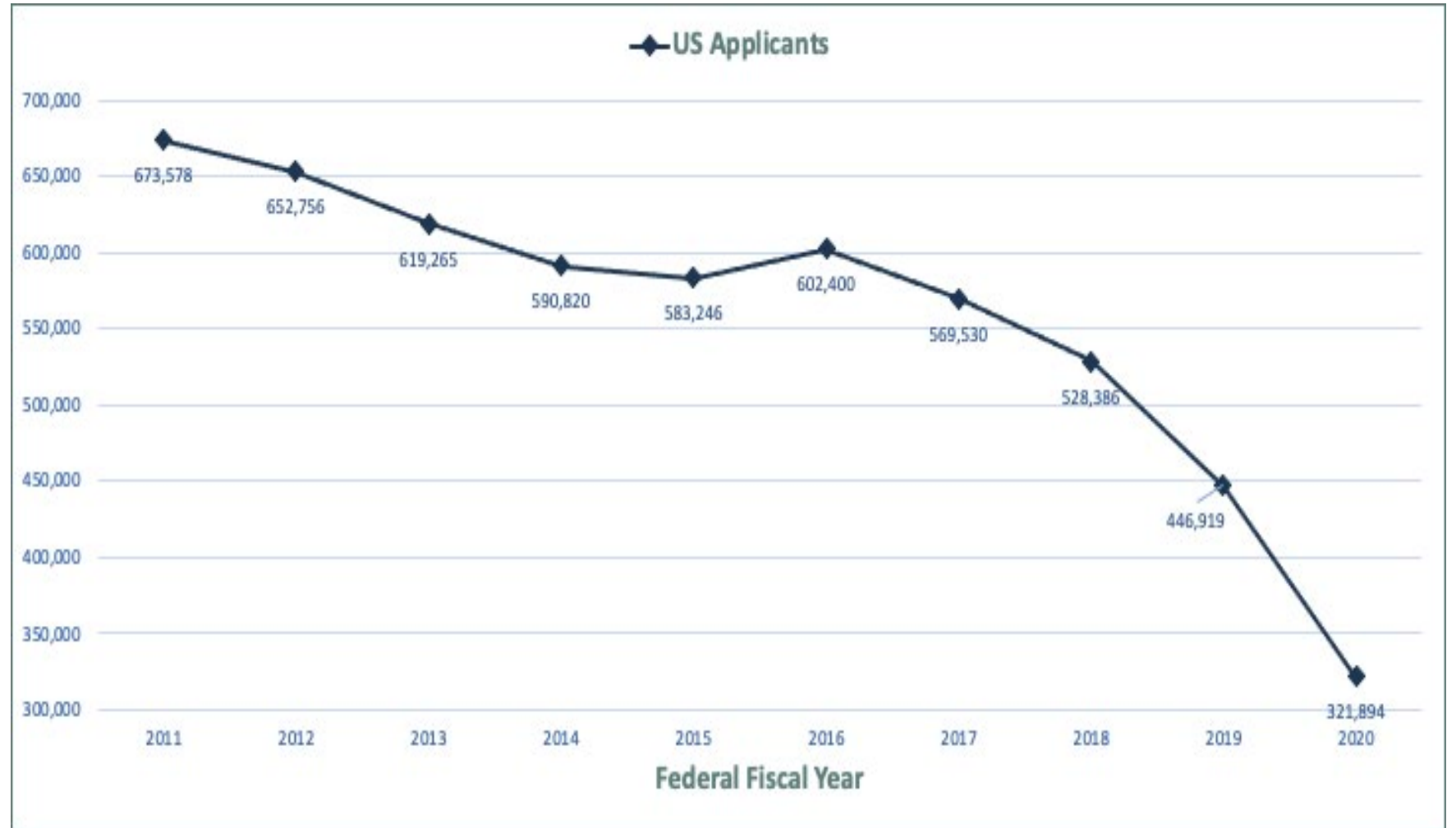
- Decrease for employment in State/Federal/VA agencies
- Increase for employment in Mental Health settings

# The Changing Landscape of Vocational Rehabilitation



# Applications for VR Services 2011-2020

FFY	US Applicants
2011	673,578
2012	652,756
2013	619,265
2014	590,820
2015	583,246
2016	602,400
2017	569,530
2018	528,386
2019	446,919
2020	321,894





# VR Applicant Trends versus Potentially Eligible Students Trends

**VR Applications Comparison Prior to Pre-ETS and After Using Column C  
(Number of PE Students with Disabilities)**

<b>Years</b>	<b>FFY 2013</b>	<b>PY 2017</b>	<b>Difference</b>	<b>PY 2017</b>	<b>Difference with PE added</b>
Applications	619,265	472,600	-146,665		
Total PE SWD				113,506	-33,159
<b>Years</b>	<b>FFY 2014</b>	<b>PY 2018</b>	<b>Difference</b>	<b>PY 2018</b>	<b>Difference with PE added</b>
Applications	590,820	447,725	-143,095		
Total PE SWD				193,688	50,593
<b>Years</b>	<b>FFY 2015</b>	<b>PY 2019</b>	<b>Difference</b>	<b>PY 2019</b>	<b>Difference with PE added</b>
Applications	583,246	249,753	-333,493		
Total PE SWD				249,753	-83,740
<b>Years</b>	<b>FFY 2016</b>	<b>PY 2020</b>	<b>Difference</b>	<b>PY 2020</b>	<b>Difference with PE added</b>
Applications	602,400	296,022	-306,378		
Total PE SWD				246,875	-59,503

# VR Applicant Rates Compared to PE who Received a Pre-ETS Service

**VR Applications Comparison Prior to Pre-ETS and After Using Column E  
(Total PE that received pre-ETS)**

<b>Years</b>	<b>FFY 2013</b>	<b>PY 2017</b>	<b>Difference</b>	<b>PY 2017</b>	<b>Difference with SWD added</b>
Applications	619,265	569,530	-49,735		
Total # PE SWD with Service				67,739	18,004
<b>Years</b>	<b>FFY 2014</b>	<b>PY 2018</b>	<b>Difference</b>	<b>PY 2018</b>	<b>Difference with SWD added</b>
Applications	590,820	528,386	-62,434		
Total # PE SWD with Service				93,688	31,254
<b>Years</b>	<b>FFY 2015</b>	<b>PY 2019</b>	<b>Difference</b>	<b>PY 2019</b>	<b>Difference with SWD added</b>
Applications	583,246	446,919	-136,327		
Total # PE SWD with Service				98,353	-37,974
<b>Years</b>	<b>FFY 2016</b>	<b>PY 2020</b>	<b>Difference</b>	<b>PY 2020</b>	<b>Difference with SWD added</b>
Applications	602,400	296,022	-306,378		
Total # PE SWD with Service				102,784	-203,594

# PE SWD Reported Comparison with the Total # of SWD who Received a Pre-ETS Service

Years	PY 2017	Difference
Total PE SWD	113,506	
Total # PE SWD with Service	67,739	45,767
Years	PY 2018	Difference
Total PE SWD	193,688	
Total # PE SWD with Service	93,688	100,000
Years	PY 2019	Difference
Total PE SWD	249,753	
Total # PE SWD with Service	98,353	151,400
Years	PY 2020	Difference
Total PE SWD	246,875	
Total # PE SWD with Service	102,784	144,091

# In Summation



Table 5: VR Program Participant Characteristics

Participant Characteristic: Sex	PY 17 Number of Participants	PY 18 Number of Participants
Female	416,002	396,930
Male	516,060	498,129
Participant Characteristic: Age	PY 17 Number of Participants	PY 18 Number of Participants
<16	12,563	14,115
16 – 18	248,187	262,809
19 – 24	196,220	175,938
25 – 44	241,666	226,227
45 – 54	126,878	114,160
55 – 59	56,193	52,436
60+	51,700	50,953
Participant Characteristic: Ethnicity/Race	PY 17 Number of Participants	PY 18 Number of Participants
American Indian/Alaska Native	18,541	18,951
Asian	22,420	22,491
Black/African American	219,303	214,838
Hispanic/Latino	161,303	157,445
Native Hawaiian/Pacific Island	6,284	5,843
White	681,296	646,484
More Than One Race	175,620	170,981

Source: U.S. Department of Labor, Employment and Training Administration, WIOA Statewide Annual

**BRACE YOURSELVES**

**CHANGE IS COMING**



# The Elephant in the Room



## Organizational Change

- **Continuous Change**
- **Complexity of Changes**
  - Planned Change & Emergent Change

## Organizational Response - Cultivating:

- Open, Flexible, Inclusive Mindsets
- Learning Environment
- Humble Inquiry
- Flourishing for All (Quantum Mindset)

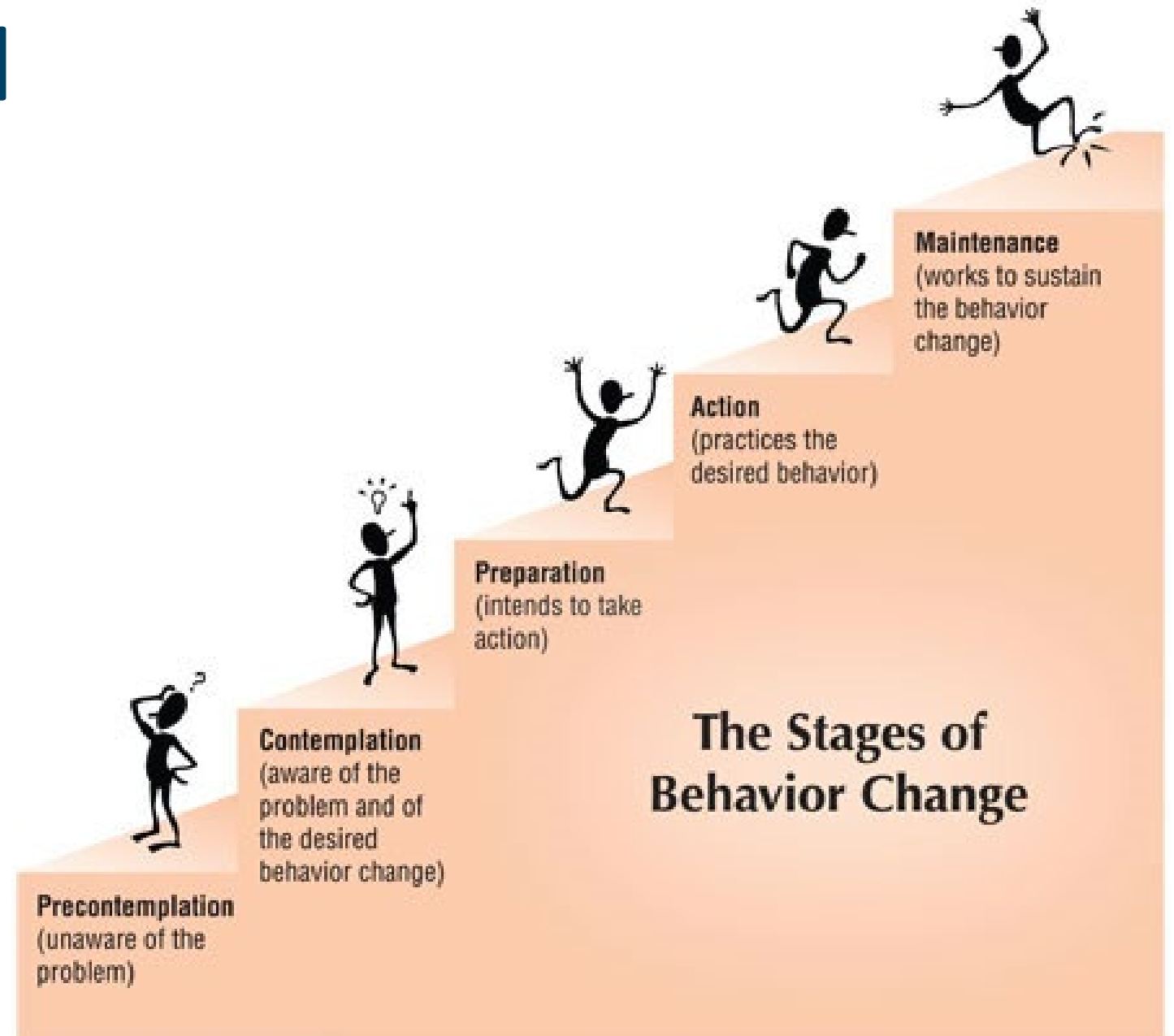


# Embracing change is scary...

- Resistance to change decreases the likelihood of action
  - fear is what often prevents organizational or cultural change
- Validation of concerns
- Change is necessary to move forward - “Netflix did not kill blockbuster”
- Change also isn’t easy
  - Think of how many new year’s resolutions go unfulfilled
- To succeed, you need to understand the three most important elements in changing a behavior:
- **Readiness to change:** Do you have the resources and knowledge to make a lasting change successfully?
- **Barriers to change:** Is there anything preventing you from changing?
- **Likelihood of relapse:** What might trigger a return to a former behavior?



# Transtheoretical Model of Change - Stages of change



# Let's break it down a bit more...

## **Stage 1: Precontemplation**

- often not considering change
- lack of awareness in need for change

## **Stage 2: Contemplation**

- increased awareness of benefits with change
- ambivalence

## **Stage 3: Preparation**

- experimenting/making small changes
- Information gathering

## **Stage 4: Action**

- Moving toward accomplishing goals
- Reinforcement and support

## **Stage 5: Maintenance**

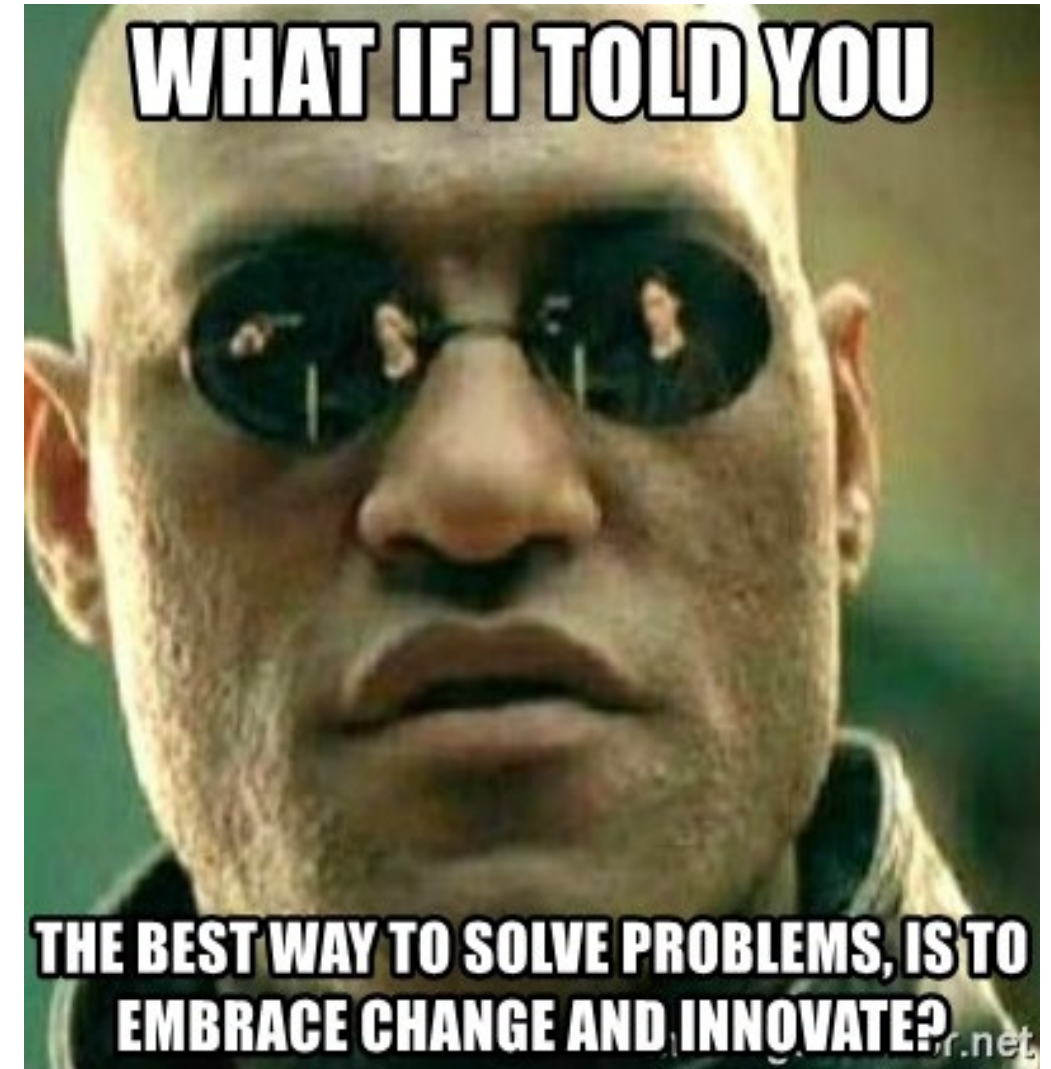
- Avoiding former methods
- replacement of old habits with positive action

## **Stage 6: Relapse**

- Common experience
- continue moving forward and evaluate new opportunities

# Embracing Change

- Moving through the stages
  - How to get from one place to another
- Change talk vs. Sustain talk
- Continue to recognize that change isn't easy and takes work



# The Therapeutic Alliance

- Also referred as the “Therapeutic Alliance” or “Working Alliance”
- Refers to the close and consistent existence between two individuals – typically a working professional (such as counselor) and a person seeking services (client)
- The purpose - to assist the individual in therapy to change his or her life for the better
- “Most scholars who write about the therapeutic alliance describe it as a relational factor in counseling that includes three dimensions: goal consensus between counselor and client, collaboration on counseling-related tasks and emotional bonding”
- New research explores the importance of expanding this conceptualization to include other significant people in a person's life
  - Applicable to Rehabilitation Counseling through inclusion of support system or integrated resource team

# Change in the Therapeutic Alliance





# Changes within the alliance

Rivera (1992) – 4 stages of the relationship

## **Commitment**

- Client and counselor agree (make commitment) to devote time and energy to goals
- In this stage, the perception of the therapist, intensity of client motivation, and compatibility of personality/experiences are important factors.
- The use of the “Miracle Question” is often a great way to work together with the client to collaboratively identify goals

## **Process**

- Most complex stage
- Counselor continues to gather additional information and seeks to implement change
- Implementation of various therapeutic tasks and techniques

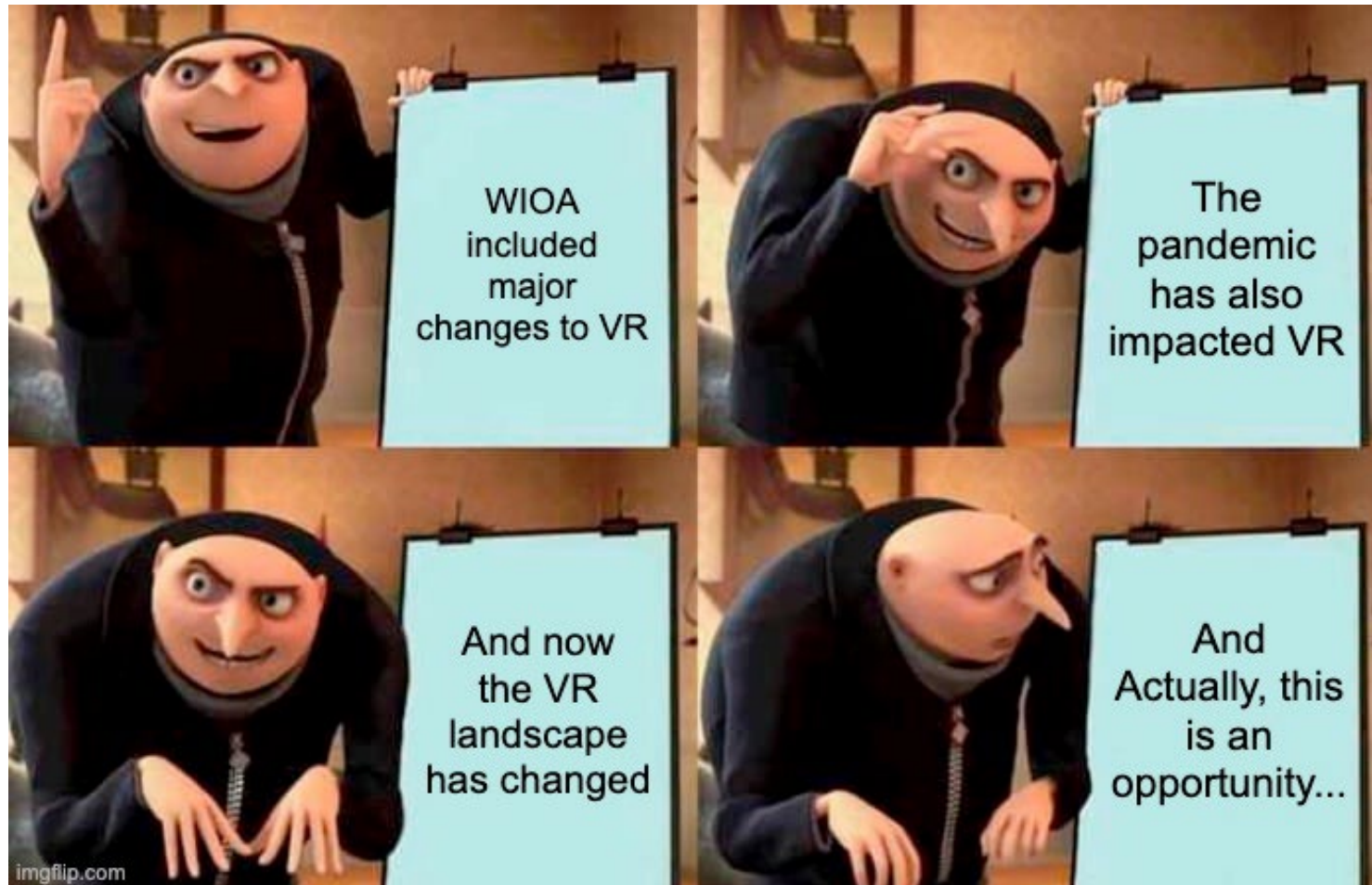
## **Change**

- Represents success of treatment plan (or accomplishment of goals)
- Adoption of habits to improve well-being

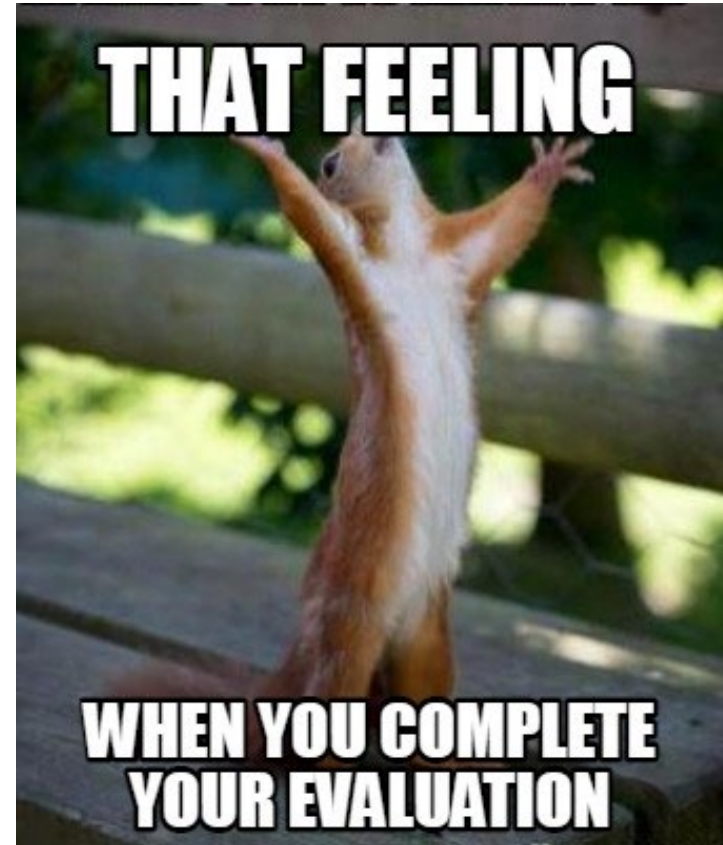
## **Termination**

- Representative of case closure
- How to provide support to client – post case closure, help client take ownership in the accomplishments made over the course of their work

# Concluding Remarks



# Evaluation



<https://gwcrcre.org/22nd-gwu-rehabilitation-counseling-symposium/>

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# Summary Comments/Reflection



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*Look forward to seeing you in 2023 at our 23<sup>rd</sup> !*