



CEU Processing Guide for
Employers/Organizations

Vocational Rehabilitation Association of Canada

Quick Reference to the CEU Process

During any 5-year cycle, members are required to complete 100 CEUs to maintain their RRP/RVP and 50 CEUs to maintain their RCSS:

1. If you are unsure of whether the session was pre-approved, please view the VRA Approved courses here: [Education/Accessing VRA Approved Courses](#).
2. If the session is not on the list, please complete the Request for Approval form located under the [Employers/Organizations](#) Section of the website, including the supporting documents listed at the top of the form.

Forms at the end of this booklet are also available on the web under the [Employers/Organizations Section](#) of the website. If you have any questions, contact VRA National at info@vraCanada.com.

Once received at the National office, the Continuing Education Coordinator will review the package to ensure that all the necessary information is present and either contacts you to request further information, or forward it to one of the volunteer approvers across Canada.

These reviews are generally completed within 15 business days of receipt of the material providing the package is complete.

Section 1: Introduction

Registered Rehabilitation Professional (RRP), Registered Vocational Professional (RVP) and Registered Community Support Specialist (RCSS) Designation

VRA Canada, in furthering its objectives of ensuring professional standards for its members and ensuring high level quality services for its clients and customers, administers a registration process with a mandatory continuing education requirement. The Association grants three possible designations following a review and evaluation of the applicant's education, employment experience directly related to the field of rehabilitation and references.

The registration process is an effective means of communicating to clients and industry that members have achieved and demonstrated a recognized level of professional competence in the field of rehabilitation. Continuing education supports members' commitment to provide ongoing quality services by keeping abreast of ongoing research and technological, social, and professional developments in a rapidly changing field.

Registered members must renew their registration at five-year intervals by providing evidence of accumulating a required number of clock hours of approved continuing education. The dates of completion of the continuing education hours submitted for the renewal cycle must fall within the current five-year period.

The VRA Canada National Board of Directors is responsible for approving policies and procedures for the continuing education process and is ultimately responsible for its integrity. The National Board grants authority for the process to the Continuing Education Committee, a sub-committee of the VRA Canada National Standards and Credentials Committee.

Section 2: Authorized Representatives

VRA Canada is dedicated to training volunteers to review and evaluate submissions for continuing education. The association's goal is to have one authorized representative in each province or region who will serve on the National Continuing Education Committee, a sub-committee of the National Standards and Credentials Committee. These volunteers are responsible for working with VRA Canada National staff to review applications. Volunteers may be required to attend one training session annually and are responsible for ongoing recruiting and training of additional volunteers.

Section 3: Objectives of the Continuing Education Process

The continuing education process is in place to enhance the skills of rehabilitation professionals and the quality of services provided to persons with disabilities or disadvantages. The objectives of the process are to:

- Ensure professional development directly related to the rehabilitation process;
- Develop and expand knowledge and skill to guide professional practice;
- Ensure members keep abreast of current and evolving trends and technologies in rehabilitation and related disciplines;
- Provide integrity for the rehabilitation process; and
- Develop and maintain high standards in Canada.

The educational outcome from each continuing education session must enhance existing skills or increase knowledge in the field of rehabilitation and related professions or disciplines.

Ongoing discussions with the Canadian Educators Network on Disability Studies, Community Support and Rehabilitation Services (CENDSCSRS) as well as with rehabilitation professionals who have practiced in the field for a number of years lead to the development of the RCSS, RVP and RRP[®] Approved Focus/Content Areas as identified in this booklet. The Continuing Education and Registration Review Sub-Committees are committed to reviewing these defined knowledge areas regularly to ensure skills or tasks that require increasing knowledge in the workplace are reflected in the CE requirements.

Section 4: Assigning Continuing Education Units

One hour is the minimum time for which an educational session may be approved. After the first full hour, credit will be given for each quarter hour. Continuing education will only be approved for the actual time of training. For example: If an educational session were held for 2 hours and 15 minutes with a 15 -minute break, the total units approved would be 2.00. Coffee breaks, social hours, luncheons, dinners, are not eligible for CEUs.

Note: Only sessions attended during the current renewal period qualify for CEUs.

Section 5: RRP Approved Focus/Content Areas

In order to qualify for CEUs, programs need to be related to defined academic core competencies that increase the participant's knowledge or skill in the practice of rehabilitation. No less than 90 of the required 100 clock hours must be in these defined academic core competency areas.

In the event an educational session is not covered in one of the areas, the representative who approves the continuing education is authorized to assign an approval number, if the session applies directly to the rehabilitation process. This decision will be at the discretion of the authorized representative in consultation with the Chair of the Continuing Education Committee.

Distance learning, home study courses, college/university courses, video/audio learning, independent study each related to rehabilitation are all acceptable methods of qualifying for CEUs. A summary describing an outline of the continuing education, the learning objective and how it was met, needs to be submitted by members who choose the option of accumulating CEUs through video/audio tapes or book reports.

1. *Assessment Approaches/Vocational Evaluation/Career Counselling*

- 1A: theory, practice and terminology of the assessment/evaluation process including vocational evaluation, functional assessments
- 1B: situational and community-based assessments including job analysis, work site/ergonomic assessment, standardized testing, training analysis, work samples and systems, behavioral observation, and assessments of learning and/or functional skills
- 1C: transferable skills analysis & labour market information
- 1D: forensic evaluations including earning capacities assessment and life care planning
- 1E: theories of career development and work adjustment
- 1F: computer-based counselling and labour market research tools
- 1G: computer-based job matching systems

2. *Aspects of Conditions and/or Disadvantaged Groups*

- 2A: psychosocial/cultural aspects of disability on the individual & family
- 2B: medical aspects of disability/terminology/treatments/rehabilitation services
- 2C: human growth and development

3. *Counselling Theories and Models of Intervention*

- 3A: individual counselling theories, practices and interventions
- 3B: family counselling theories, practices and interventions
- 3C: group counseling theories, practices and intervention
- 3D: behaviour and personality theory
- 3E: multi-cultural counselling theories
- 3F: techniques for working with individuals with limited Official Language (English/French) proficiency
- 3G: crisis intervention
- 3H: advocacy/empowerment interventions

4. *Mental HealthCounselling*

- 4A: mental health and psychiatric disability concepts
- 4B: rehabilitation techniques for individuals with psychosocial disabilities
- 4C: treatment planning for clinical problems (e. g. depression and anxiety)
- 4D: substance abuse and treatment
- 4E: treatment of gambling issues
- 4F: human sexuality and disability issues
- 4G: wellness and illness prevention concepts and strategies

5. *Job Development and Placement Strategies*

- 5A: job placement strategies
- 5B: client job seeking skills development
- 5C: client job retention skills
- 5D: school to work transition
- 5E: job and employer development
- 5F: post-employment strategies and follow-up
- 5G: assistive technologies

6. *Vocational Consultation and Employer Services*

- 6A: theory and practice to include topics such as:
 - work conditioning/hardening
 - job and work-site modification and accommodations
 - rehabilitation engineering and ergonomics
 - occupation and labour market studies/information
 - employer practices/workplace culture issues that effect the employment or return-to-work of individuals with disabilities
 - human resource practices and issues
 - consultation services for employers
 - absenteeism and disability management programs

7. *Values, History and Systems Related to Human Services*

- 7A: philosophical foundations of rehabilitation
- 7B: history and current issues, delivery system structures and trends in rehabilitation
- 7C: policies, laws and legislations of rehabilitation/healthcare affecting individuals with disabilities
- 7D: community/financial resources for rehabilitation planning
- 7E: gender and multicultural issues
- 7F: societal issues, trends, and developments as they relate to rehabilitation
- 7G: advocacy processes to address institutional and social barriers that impede access, equity or success for clients

8. *Communication/Helping/Interviewing Skills*

- 8A: effective decision-making and problem solving skills
- 8B: effective communication, testimony and presentation skills
- 8C: negotiation and mediation skills
- 8D: coaching/mentoring skills

9. *Case Management, Rehabilitation Planning, and Service Coordination*

- 9A: case management process which involves assessing, planning, documentation, implementing, coordinating services, referral to/role of other disciplines, monitoring and evaluating options and services
- 9B: complex continuing care including geriatric, chronic health conditions and catastrophic injuries

10. *Program Planning and Reviewing, Monitoring and Evaluation*

- 10A: evaluation theories, needs assessment approaches and procedures to ensure the continued viability and effectiveness of the rehabilitation plan and outcomes
- 10B: evidence-based practice models and methodologies
- 10C: theories and techniques of clinical supervision

11. Ethical Standards and Decision-Making Models

- 11A: ethical standards to include topics such as informed consent, confidentiality, professional boundaries, limits of competence, record-keeping, advertising practices, electronic dissemination of information, research and jurisprudence
- 11B: ethical decision making models as they relate to the Interdisciplinary Canadian Code of Ethics for Rehabilitation Professionals

Professional Development activities that are related to Areas 1 through 11 and/or contribute to the Rehabilitation Profession in Canada:

12. Education/Presentations/Workshops/Seminars

- 12A: preparation time for a presentation at a recognized workshop, seminar, conference on an identified Focus/Content Areas (three times the duration of the session being delivered)
- 12B: preparation of published article/book review in a recognized publication (up to 20 credit hours per publication)
- 12C: writing a book or relevant to the field of rehabilitation (up to 50 credit hours per publication)
- 12D: writing an article and/or book review – not written for publication (10 credit hours)
- 12E: student mentoring/practicum supervision as pre-approved by the Continuing Education Committee
- 12F: independent study as pre-approved by the Continuing Education Committee

13. Research

- 13A: post-graduate thesis (up to 50 hours)
- 13B: substantiated research project related to rehabilitation
- 13C: studies in research methods and design

14. Contributions to VRA Canada →

Up to 10 hours in each five (5) year period to a maximum of 50 hours.

- 14A: contribution to a committee of the National Board or a Regional Society
- 14B: participation in an AGM of the National Board or a Regional Society

15. Skill Enhancement Activities

Skill Enhancement activities must be beyond the usual scope of the member's job duties and intended to enhance the member's overall abilities with respect to their professional skills.

Members cannot accrue more than 10 of the required continuing education units in Skill Enhancement Activities in each five (5) year period.

- 15A: report writing
- 15B: marketing and business practices related to personal business
- 15C: computer applications and operating system training
- 15D: other areas, which will be reviewed on an individual basis

Section 6: University / College Courses

Credits achieved by taking college or university courses must fall within the defined Approved Focus / Content Areas. A full course (September – April) may represent 66 continuing education credits and a half-course (September – December) may represent 33 continuing education credits. Time has been deducted for breaks taken during the course(s).

When requesting approval for continuing education for a college or university course, submit a course description as well as a copy of the transcript documenting the credit(s) earned.

Section 7: Questions

If you require additional information or clarification, please contact the Continuing Education Coordinator at: info@vraCanada.com.

VRA Canada

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Renfrew, ON, K7V 1J6

Canada

Toll Free: 1-888-876-9992

Fax: 613-432-6840

Email: info@vraCanada.com

Website: www.vraCanada.com



Request for Approval of Continuing Education For Employer/Organizations

Please submit all of each of the following:

- Agenda AND Program to include a brief description of each presentation and the time allocated for each presentation as well as, lunch and break(s)
- RRP® Approved Focus/Content Area
- Profile of each speaker/presenter

Identification of Applicant

Name: _____

Employer: _____

Address: _____

Tel (w): _____ Tel (h): _____

Fax: _____ Email: _____

Information Related to the Educational Session

Title of the Educational Session: _____

(Please note: one form per education session required)

Sponsor for the Educational Session: _____

Date(s) of the Educational Session: _____

Will this session be offered continuously? Yes No

Is the site where the session is held accessible for all attendees? Yes No

Educational Category

- | | |
|---|---|
| <input type="checkbox"/> Conference | <input type="checkbox"/> Educational Presentation at Worksite |
| <input type="checkbox"/> Workshop | <input type="checkbox"/> Distance Learning |
| <input type="checkbox"/> Seminar | <input type="checkbox"/> Home Study/Internet Courses |
| <input type="checkbox"/> Symposium | <input type="checkbox"/> College Course |
| <input type="checkbox"/> On-line / Correspondence | <input type="checkbox"/> University Course |

Number of continuing education units requested: _____ **Focus Area:** _____
(Select 1 best fit)

Identify the Purpose of the Educational Session

- Professional programs related to the RRP Focus/Content Areas.
- Knowledge and skill enhancement to guide professional practice.
- Remain current with evolving trends and technologies in rehabilitation and related disciplines.
- Further enhance the integrity of the rehabilitation process.
- Develop and maintain high standards for rehabilitation professionals in Canada.

Comments: _____

To the best of my knowledge, the information provided above is correct.

Signature: _____

Current Job Title: _____

Date: _____

******* FOR VRA Canada NATIONAL OFFICE ONLY *******

Is applicant a VRA Canada Member: Yes No

Date Received at the VRA Canada Office: _____

Date Sent to Reviewer: _____

Approved Denied **Reason:** _____

VRA Approval Number Assigned: _____

Number of Hours Approved: _____

Focus/Content Area: **RRP Focus/Content Area:** _____

Ethics: _____

Skill Enhancement: _____