


*Building Community: Advancing
Rehabilitation Counseling*

**Virtual Learning Institute
May 2024**



Date: May 1, 2024 – May 31, 2024 **Location:** Virtual

ARCA Virtual Learning Institute Table of Contents



ARCA VIRTUAL LEARNING INSTITUTE TABLE OF CONTENTS	2
VIRTUAL LEARNING INSTITUTE INFORMATION	3
METHOD OF DELIVERY	3
EVENT REGISTRATION	3
CONTINUING EDUCATION (CE) HOURS	3
VIRTUAL LEARNING INSTITUTE CONTENT OVERVIEW	4
VIRTUAL LEARNING INSTITUTE SESSIONS	5
REHABILITATION COUNSELOR PRACTICES THAT IMPROVE PARENTAL DISABILITY ACCEPTANCE	5
EXAMINING PSYCHOLOGICAL INTERVENTIONS FOR DEPRESSION IN INDIVIDUALS WITH CHRONIC ILLNESS IN THE UNITED STATES AND CHINA: A LITERATURE REVIEW	6
A VOCATIONAL REHAB PARTNERSHIP: THE COGNITIVE SKILLS ENHANCEMENT PROGRAM	7
SOFT SKILLS: AN ESSENTIAL FOR EMPLOYMENT SUCCESS	8
MULTICULTURAL ETHICS IN REHABILITATION COUNSELING	9
PERSONS WITH LONG COVID AND JOB PLACEMENT: WHAT REHABILITATION PROFESSIONALS REPORTED	10
6 VITAL TRUTHS OF CLINICAL SUPERVISION	11
WHEN MULTICULTURAL ISN'T ENOUGH: CULTURAL HUMILITY IN SUPERVISION	12
DISABILITY ETIQUETTE 101 FOR COUNSELORS	13
DISTANCE COUNSELING, DISTANCE EDUCATION, AND DISTANCE SUPERVISION: LEGAL AND ETHICAL DUTIES	14

Virtual Learning Institute Information

Method of Delivery



ARCA's Virtual Learning Institute content will be released in its entirety at the beginning of May 2024. Participants will have the opportunity to engage in pre-recorded featured presentations at their convenience throughout the month. ARCA will be hosting a separate event, a live month-long webinar series throughout the month of June 2024 for individuals interested in attending live presentations and panels. However, ARCA's Virtual Learning Institute is intended for attendees to access presentations when feasible for one's schedule.

Event Registration

Registration for ARCA's Virtual Learning Institute can be found [here](#) or via the below QR code, and registration will be open until May 20, 2024. However, please note that registering prior to May 2024 will result in having a full month of access to the Virtual Learning Institute's pre-recorded content.



Continuing Education (CE) Hours

As a Pre-Approved Continuing Education Provider by the Commission on Rehabilitation Counseling Certification, ARCA's Virtual Learning Institute will provide CRC and CVE CEs for pre-recorded sessions attended throughout the Institute.

Within 30 days following the ACA conference, the ARCA office will issue Certificates of Attendance for the hours you have accrued during this approval period (CRC/CVE). These certificates will be sent to the email address you provided during registration for the Virtual Learning Institute.

To facilitate tracking of your hours and verify your attendance, all attendees requesting CE credit must complete the following steps:

- Complete the indicated five-question quiz for each session, which will include submitting the time you started and concluded viewing the respective session. This will help serve as a sign in for each session.
- Complete an evaluation for each session you attend.

You must attend each session in its entirety and submit your quiz responses and session evaluation for each session prior to 11:59pm (EDT) on Friday, May 31, 2024 to earn CE credit.

Virtual Learning Institute Content Overview

ARCA's 2024 Virtual Learning Institute highlights important session topics across a number of meaningful and relevant themes including 1) Specialties within Rehabilitation Counseling, 2) Disability Awareness and Education, and 3) Counselor Education and/or Supervision, and 4) Advancing the Profession of Rehabilitation Counseling. An overview of sessions can be found below:

- *Rehabilitation Counselor Practices That Improve Parental Disability Acceptance*
- *Examining Psychological Interventions for Depression in Individuals with Chronic Illness in the United States and China: A Literature Review*
- *A Vocational Rehab Partnership: The Cognitive Skills Enhancement Program*
- *Soft Skills: An Essential for Employment Success*
- *Multicultural Ethics in Rehabilitation Counseling*
- *Persons with Long COVID and Job Placement: What Rehabilitation Professionals Reported*
- *6 Vital Truths of Clinical Supervision*
- *When Multicultural Isn't Enough: Cultural Humility in Supervision*
- *Disability Etiquette 101 for Counselors*
- *Distance Counseling, Distance Education, and Distance Supervision: Legal and Ethical Duties*

Access to the session recordings and session quizzes/evaluations (both of which are required to receive CEs) will be sent to program registrants on May 1, 2024 at 8:00 AM (EDT).

Virtual Learning Institute Sessions

Rehabilitation Counselor Practices That Improve Parental Disability Acceptance



Presenter: James Samuel Rothrock, M.S., CRC

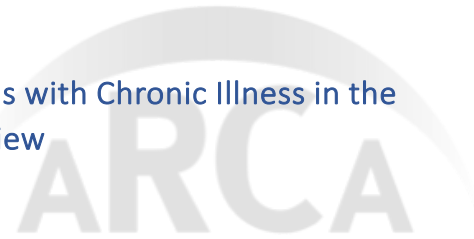
Presentation Overview: This presentation reports existing practices used by rehabilitation counselors to help improve parental acceptance and increase collaboration when working with their clients with intellectual disabilities. Attendees should come away with actionable strategies they can easily incorporate into their own transition work.

Learning Objectives:

1. Participants will identify behaviors that indicate high or low parental acceptance, such as (a) Fear versus Growth, (b) Proactive versus Reactive, (c) Correct Information versus Misinformation, and (d) Realistic versus Unrealistic Expectations.
2. Participants will learn more about practices used by rehabilitation counselors including (a) developing a therapeutic relationship with parents, (b) leveraging that relationship to encourage growth, and (c) increasing access through self-advocacy and psychoeducational training.
3. Enable counselors to help families move from lower acceptance to higher acceptance, resulting in increased independence and inclusion for individuals with intellectual disabilities.



Examining Psychological Interventions for Depression in Individuals with Chronic Illness in the United States and China: A Literature Review



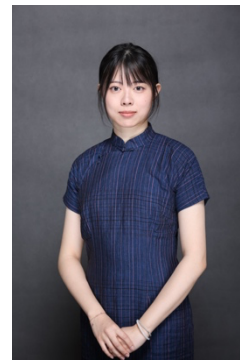
Presenters: Rouyi (Zoey) Chen, B.A.

- Wanying (Christine) Sui, B.S.
- Can Cui, B.S.

Presentation Overview: This presentation examines psychological interventions for depressive symptoms in those with chronic diseases like COPD, diabetes, cancer, heart disease, and stroke. The presenters analyze existing interventions' effectiveness for each condition, highlighting differences. The core focus compares interventions' cultural appropriateness in the U.S. versus China. The presenters synthesize literature revealing cross-cultural variations in depression treatment outcomes for the chronically ill. The presenters' findings guide tailoring interventions to patients' cultural backgrounds for optimal rehabilitation and quality of life. Attendees gain insights into improving culturally responsive mental healthcare for this underserved population through evidence-based psychological support.

Learning Objectives:

1. Synthesize the existing evidence on the effectiveness and acceptability of psychological interventions for depression in individuals with chronic illness in the US and China, and to compare the similarities and differences across cultures.
2. Explore factors that influence the development, implementation, and evaluation of psychological interventions for depression in chronic illness, and to identify the best practices for cultural humility.
3. Establish ethical and practical guidelines that direct the supervision and education of counselors by analyzing interventions across cultures, and to enhance the cultural competence and sensitivity of counselors and supervisors.



A Vocational Rehab Partnership: The Cognitive Skills Enhancement Program

Presenter: Jamie Kulzer, Ph.D., CRC, LPC

Presentation Overview: This presentation will describe the Cognitive Skills Enhancement Program (CSEP), a comprehensive rehabilitation program designed for young adults with neurodevelopmental and cognitive disabilities transitioning to postsecondary education and employment. CSEP was developed through a community-academic partnership. CSEP addresses emotion regulation, social skills, work readiness, and community participation, with the overall goal to increase awareness and promote successful employment outcomes.

Learning Objectives:

1. Session attendees will be able to understand the urgent need for services that support a successful transition to postsecondary education and employment for young adults with neurodevelopmental and acquired cognitive disabilities (NCD; e.g., ASD, ADHD, TBI).
2. Session attendees will be able to recall a community-academic partnership between as a model for addressing service gaps for young adults with NCD.
3. Session attendees will be able to describe the structure, goals, and population served by the Cognitive Skills Enhancement Program.



Presenters: Janice Oursler, Ph.D.

- Samantha Herrick, Ph.D., LPC, CRC, NCC, ACS
- Weili Lu, Ph.D., CRC
- John Beninato, M.S., LMHC, NCC, CRC

Presentation Overview: Soft skills are increasingly recognized as important for getting and keeping employment. Soft skills are defined as non-technical interpersonal skills. Competent use of soft skills has been identified as a competitive edge in employment, especially for young job seekers with disabilities. Lack of soft skills is often cited as a major reason for job loss. Learn about an innovative approach to prepare individuals with disabilities with essential soft skills for work. Data about effectiveness of the approach will be presented.

Learning Objectives:

1. Rehabilitation Counselors will be able to discuss the importance of soft skills for individuals with disabilities to gain and maintain employment.
2. Rehabilitation counselors will be able to Identify component parts of a skill and how to subdivide a skill into teachable steps.
3. Rehabilitation counselors will be able to explain how to develop curriculum-based groups for skill teaching.



Multicultural Ethics in Rehabilitation Counseling

Presenter: Tammy Jorgensen Smith, Ph.D., CRC

Presentation Overview: Vocational rehabilitation professionals are required to be competent in serving multiculturally diverse individuals. The major objective of this presentation is to promote multicultural competency and sensitivity by increasing knowledge and awareness of ethical considerations for multicultural populations in rehabilitation settings. Exercises, resources, and recommendations for building multicultural competency are provided.

Learning Objectives:

1. Explore the knowledge, skills, and competencies that rehabilitation professionals need to engage in multiculturally competent practice.
2. Increase the knowledge and awareness of ethical considerations for multicultural populations in rehabilitation settings.
3. Employ diagnostic tools and ethical decision-making models that integrate multicultural considerations.





Presenters: Kenneth C. Hergenrather, Ph.D., CRC

- Maureen McGuire-Kuletz, E.D., CRC
- John Walsh, M.Ed., CRC
- Qi Chen, M.S.Ed., LGPC
- Nichole Tichy, M.A., CRC

Presentation Overview: The session will present the Long COVID Placement survey, based in the Theory of Planned Behavior, to explore the correlates of placing persons with Long COVID into integrated competitive employment. A total of 675 vocational rehabilitation professionals (VRPs) completed the survey. The session content will address the reported advantages and disadvantages for the consumer and workplace in regard to placing a person with Long COVID (PWLC), persons who influence VCRs' decisions to place a PWLC, and facilitators for, and barriers to, the consumer and workplace when placing a PWLC. Attendees will review the survey data to explore how to enhance employment place for PWLC.

Learning Objectives:

1. Participants will be able to describe Long COVID and how Long COVID meets the ADA disability criteria.
2. Participants will assess their experiences of placement of persons with Long COVID and compare to survey respondent's reported Behavior belief themes addressing advantages and disadvantages to placing PWLC, Normative belief themes addressing persons of influence, and Control belief themes addressing facilitator and barriers to placement of PWLC.
3. Participants will be able to examine the study findings for utility when providing vocational rehabilitation services, and advocacy services, to persons with Long COVID.



6 Vital Truths of Clinical Supervision



Presenters: Michael Gerald, PhD, LCMHC, LMHC, CRC

- Jennifer Hunsaker, MSS

Presentation Overview: You've just been asked to supervise your first intern. What now? This podcast-style webinar will impart 6 vital truths of supervision from both a supervisor and supervisee's perspective. Learn about the gaps in counselor supervision training and how to close those gaps before your intern's first day.

Learning Objectives:

1. Review the reason why we engage in supervision in counselor education and give a brief overview of gaps in current clinical supervisor training for Master's level clinicians.
2. Highlight 3 key aspects of counselor supervision from a supervisor's perspective.
3. Highlight 3 key aspects of counselor supervision from a supervisee's perspective.



When Multicultural Isn't Enough: Cultural Humility in Supervision

Presenter: Dana M. Cea, Ph.D., CPSS, CRC, LCMHC, NCC

Presentation Overview: Supervisors' cultural humility has been found to lead to stronger supervisory working alliances, which in turn lead to positive supervision outcomes. Just as the Multicultural and Social Justice Counseling Competencies recommend counselors start with self-awareness, cultural humility asks supervisors to reflect on themselves. Learn the differences between cultural competencies and cultural humility, share examples of ways cultural humility can be incorporated into supervision, and explore how to assess supervisors' and supervisees' levels of cultural humility.

Learning Objectives:

1. Compare and contrast cultural competencies with cultural humility as defined by the CRCC Code of Ethics.
2. Incorporate cultural humility into supervision with activities.
3. Assess own cultural humility, as well as the cultural humility of supervisees.



Disability Etiquette 101 for Counselors

Presenter: Alexis Duggan, M.S., CRC, LPC

Presentation Overview: *Disability Etiquette 101 for Counselors* addresses the need for counselors to be provided with cultural competency in the area of disability for potential patients, students, and clients that they may encounter within their respective fields. *Disability Etiquette 101 for Counselors* will focus on how counselors can improve their cultural competence for their clients with disabilities in areas like terminology, accessibility, and etiquette.

Learning Objectives:

1. Attendees will be able to define accessibility for individuals with disabilities.
2. Attendees will recognize situations where individuals with disabilities may feel uncomfortable within a counseling environment.
3. Attendees will develop a plan to address disability etiquette within their own environment.



Presenter: Dustin Reed, PhD, LPC (LA), LIMHP (NE), NCC, CRC

Presentation Overview: What does the law (federally and state level) have in place regarding the use of technology in the distance learning, counseling, and supervision process? What ethical obligations do counselors have to best be prepared to appropriately and competently learn, teach, practice, or supervise in the distance format? What does literature and research have to say about diversity and inclusion in distance counseling, distance education, and distance supervision? Come find out!

Learning Objectives:

1. Explore areas pertaining to use of technology in distance education and supervision in counselor education, ethics, and the laws associated.
2. Explore knowledge pertaining to use of technology in counseling, ethics, and the laws associated.
3. Explore Diversity and Inclusion in the areas of distance counseling, distance education, and distance supervision.

