

Focusing on our Role & Function as a Self-Regulated College

The following draft motions were drafted to address the “Issues Paper”:

1. College Structure

This review was conducted by the entire Board in August 2013 prior to the 2013 AGM. Copies were sent to Board members in the fall and again prior to the Board’s 2014 Retreat.

When the College came into being we had little manpower or financial resources. Leaving the Board, Janice stepped forward to assume both the Executive Director and the Registrar’s responsibilities.

The College was initiated by the Ontario Association with a vision that one day it may become an association of provincial VR colleges. Given the size of our current membership and fully aware that professional designation is a provincial right in Canada, we have band together to offer members and clients across Canada the benefits of a regulated professional college.

Over the past five years the College Board has expended and welcomed representation from across Canada. Many believe that it is time for a change.

Motion: 1.1

In Canada, we try to maintain representation considering both population and region.

It is moved that the College Board’s makeup reflect membership and include a minimum of 4 Board members from Ontario, 2 from British Columbia and representation from the Atlantic & Quebec , the West and the Territories. The membership balance should be reviewed every 5 years. Exceptions to this would include: a new society accepted under the College; a sudden growth in a society’s membership; or at such time as a province might determine to regulate its own VR members.

Motion: 1.2 *Please note CVRP Operational Review Committee*

An excellent operational review has been conducted and its thoughts and recommendations have been presented. Apparently included in its due diligence, the committee reviewed and considered the 2013 thoughts on restructuring as it contains the input of dedicated past Board members who will not be joining us for the meeting.

Therefore I recommend that we defer to the Report findings and recommendations.

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2. Communications Focusing on our Role & Function

- 2.1 CVRP Directors are responsible for the College and responsible to its members. Directors also carry a secondary responsibility to represent aligned associations/regions:
- a) Communicate regularly on behalf of the college with their constituents.
 - b) Liaise with their constituency's President and association board member.
 - c) College committees should have representatives from Atlantic & Quebec, Ontario, West & Territories and BC.

Motion: 2.1.1

It is moved that the College formally recognize the regional communication responsibility of College Board Members, as above.

Motion: 2.1.2

It is moved that the Communications Committee be comprised of members from societies & regions: IE - Ontario, BC, Atlantic & Quebec, West & Territories.

Motion: 2.1.3

It is moved that the College' and Association' Communications Committees work together to ensure clarity and accuracy of communications to all stakeholders.

2.2 Scope of Practice, Mission & Vision

Motion: 2.2

It is moved that, the College Scope of Practice, Mission & Vision statements be promoted to CVRP members and then all other stakeholders.

3. Growing membership now and beyond

The College Entrance Exam prepares the College to welcome new professionals into its ranks. The Maintenance, administration and continual improvement of the Exam will be an ongoing responsibility.

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However, in the College's effort to establish recognized standards for protecting the public, we met with the Ontario Fairness Commissioner responsible for all Regulated Colleges in the province. She advised our College that an exam alternative must be established for those individuals for whom an exam format would not best to determine the individual's competency. See below 3.3 Exam Options

A grandfathering initiative was undertaken with VRAC a large association of individuals providing VR services. It was VRA ON with some assistance from VRA Canada that birthed the College. In the start-up year a clear outline of College and Association Roles was developed by VRAC's communications advisor. The Roles were supported by the College's Community Advisory Board members and immediately endorsed by the College.

The Roles as defined have a strategic impact on finances. There is no room for duplication of services. For example, the College's fee structure has not allowed for communications monies. Stakeholders clearly understand that the College exists to protect the public and the association to support and promote the profession.

Membership in the College grew rapidly in 2010 and 2011. The Association prior to the 2010 College launch had experienced a dramatic year over year decline in its membership. The year the College was launched, the Association experienced a dramatic turnaround showing how market changes requiring increased public protection had been affecting the profession. For example, Ontario's WSIB began to design and implement change to its rehabilitation process and services. Ontario's compensation board had been a major supporter of the Association when it began in 1970. Since 1990 its support had wavered significantly. In 2010 the Ontario Board looked very favourably on the establishment of a College to protect the public. Working together with the Associations' communications consultant, who at the time represented both the National and Ontario associations, a presentation of the Roles of the Association and College resulted in the Board incorporating VR professionals into its future plans. At our recommendation the Board hired a VR professional to develop its plan. It required all of its VR professionals to be members of both the College and the Association and endorsed paying both College and Association annual fees. Through this experience, the College and Association recognized the financial balance imposed by the separate roles. ***To maintain its vital societal VR role, the College and Association must work synergistically.***

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Growing pains are a part of every human endeavour. Extensive efforts continue between and the College and the Association. The College has monies to protect the public through credentialing and maintaining discipline, the Association to promote the profession through communications and the education and representation (insurance) of professional members. The continued credentialing by the Association is placing the profession at risk. The Champions Initiative struck summer 2013 to initiate synergy has yet to realize significant action.

Motion – see 4.1

Expanding College Membership

All Board members agree that to survive, the College must actively recruit and certify the numerous Vocational Rehabilitation (**VR**) Vets that have not as yet joined. We have also discussed other professional associations whose members are providing VR services.

What is a VR Vet?

VR Vets

A VR Vet is an individual who demonstrates extensive VR knowledge, skill and experience: 3 years within the last 10 / 10 years within the last 20. See below 3.3

Motion: 3.1

It is moved that the College initiate a 3 year communication initiative to recruit and welcome VR Vets to its membership from associations across Canada.

4. Champions

The objective of our “Champions” is to champion common goals such as role and relationship issues between CVRP (the College) and VRAC (an Association) and as they arise, regulation issues should any province or territory decide to regulate the profession within its jurisdiction.

Motion: 4.1

I recommend that our College Champion be a member of our Communications Committee

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Motion: 4.2

To realize the desired and necessary synergy the Association and College committees such as Education and Communications need to immediately begin working together.

5. Expand to include VR Related Associations

Associations such as CAVEWAS strengthen the profession. Others include:

- Career Planners
- Case Managers
- EAP/DM Providers
- Employment/Placement
- Return to Work/Reemployment Mediators
- Life Care Planners

Motion: 5.1

It is moved that the CVRP expand its membership by reaching out to VR related Associations

6. Communicate with Stakeholders

Motion: 6.1

It is moved that the CVRP regularly promote its roles, benefits and current issues with stakeholders. Stakeholders include but are not limited to:

- a) College Members
- b) CVRP Board of Advisors
- c) Aligned Associations (VRAC, Regional VRAs, CAVEWA, Life Care Planners...)
- d) Aligned professions (Medical/Health, Human R, Social Work, Safety)
- e) Employers of VR Professionals
- f) Purchasers of VR Services
- g) Legal (Firms, Provincial Bodies)
- h) Insurance Industry (Firms, Provincial & Federal Bodies)
- i) Public Representatives (Federal, Provincial, Municipal)
- j) Corporate & Management Business Associations (Federal, Provincial, Local)
- k) Labour (Unions, Provincial, Federal Labour Associations)

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7.1 College Certification

It is the responsibility of the Registration and Professional Practice Committees to review and make recommendations to the Board.

Motion: 7.1

It is moved that the Registration and Professional Practice Committees review VR Vet Applications and make recommendations regarding applicant status as either: a. regular, b. special need, VR Vet, or related certification.

7.2 An Exam Option

Rational for Exam Option

An Exam option should be available to persons to whom the exam format would not be a fair measure of competency. (I.E. - disability/Sr) The Ontario College Fairness Commissioner requires that a Regulated College establish such an option plan. This plan would be equally applied to our VR vets.

In place of writing the College Entrance Exam, appropriate candidates may apply to be approved for an option which would include completing a peer paper, the exam prep course and a QI Quiz (an unscored sitting of 60 Exam questions). In either case, the exam or the option, upon completion the new member would receive the appropriate credentials and be required as any other to obtain 40 CEU's during the next 2 years.

Motion: 7.2.1

I move that an Exam options be approved for determining competency under the appropriate circumstances in accordance with the following. The Registration and Professional Practice Committees will be responsible to qualify applicants. A final proposal will be presented to the Board for its next meeting.

Motion: 7.2.2

It is moved that the College Registration and Professional Practice Committees together with an Associations Education Committee will develop appropriate formats for professional papers and case studies, determining suitable topics, peer review and CEU scoring processes

It is recommended that the association develop a library of papers on its Website

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Individuals Entering the Profession

All candidates must demonstrate academic, skill and experience requirements and complete either:

Option 1 – sit the Exam - When the Exam is deemed the best method to determine competency,

Or

Either Option 2 or 3 (below) - If the committee deems the applicant qualifies as a VR Vet or the Exam is not the best determinant of competency. See below

8.1 VR Vets

VR Vets are individuals who and demonstrate academic, skill and experience requirements where extensive VR career experience of at least 3 years within the last 10 or 10 years within the last 20 are substantiated.

Alternatives:

- a. A VR Vet may choose to sit the Exam – Option 1
- b. A VR Vet may choose Option 2 or when appropriate
- c. A VR Vet with a current CCRC or certification in another related profession such as Social Work, Medicine, the Health Care professions... may choose Option 3

Motion 8.1

It is moved that VR Vets be offered the appropriate option(s) to become certified.

Exam Options – see next page

Option 1:

Complete the Exam Prep Course & Write Exam

– Awarded (40 CEUs)

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Option 2: Includes completions of a, b, & c

- a. Write a Peer mentored/reviewed VR research paper (40 hours)

Peer mentored/review performed by the appropriate level - PHD/MA/CCRC

The College Registration and Professional Practice Committees together with an Associations Education Committee should develop a list of topics or review and approve proposals.

This will build our bank of Canadian literature.

- b. Complete the Exam Prep Course &
 - c. Complete a QI Quiz of 60 Exam questions (Not scored). This will contribute to the quality of the Certification Exam.
- Awarded 40 CEUs

Upon ratification by the Board, Option 2 will be offered to VR Vets for a 3 year period and ongoing for individuals for whom the exam format would not be a fair measure of competency.

Option 3: VR Vet with Related Certified Professional status

- a. Write a Peer mentored/reviewed VR research paper (40 hours)

Peer mentored/review performed by the appropriate level - PHD/MA/CCRC

Committee should develop a list of topics or review proposals.

This will build our bank of Canadian literature.

- b. Complete the Exam Prep Course &
- c. Complete a QI Quiz of 60 Exam questions (Not scored). This will contribute to the quality of the Certification Exam. - Awarded 40 CEUs

Option 3, upon ratification by the Board, will be offered to VR Vets for a 3 year period for applicants holding a current CCRC designation or a current certification from related professions such as Social Work or Health Care professions.

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9. VR Papers, Case Studies and Continuing Education Units

There is a great need to develop a library of papers and case studies related to Vocational Rehabilitation from a Canadian perspective. It has been proposed that by encouraging structured peer reviewed papers is an effective way to obtain a current picture of the professions current and potential impact on Canadians and Canadian society.

Papers and Case Studies would utilize VR competencies to address topics such as specific client groups, their needs and how VR skills and interventions are of benefit; VR skills and knowledge used at different points of intervention within either a Disability Prevention or Disability Management Model; and Job specific roles.

Peer Reviews of Certification Option 2 papers and CEU qualifying papers will be conducted by individuals from a list of qualified persons drawn from the Colleges members.

Motion: see motion 7.2.2

It is moved that the College Registration and Professional Practice Committees together with an Associations Education Committee will develop appropriate formats for professional papers and case studies, determining suitable topics, peer review and CEU scoring processes

It is recommended that the association develop a library of papers on its Website