CVRP EXAMINATION FOR CERTIFICATION DOCUMENT

INTRODUCTION

The CVRP Certification Examination is a 6 hour written Vocational Rehabilitation competency examination, which consists of 300 knowledge and skill-based, multiple-choice and scenario-type questions. The process for the development of this Certification Examination and the description of the nine (9) Core Competencies is provided in this document. At present, a passing grade is set at 65%. Examination content is standardized, with reliability co-efficient of .84, as of March 2013. Registration and examination criteria are validated on an ongoing basis and reviewed by the CVRP Registration and Examination Committees, as established by the By-laws and Rules of the College.

The first CVRP Certification Examination sitting took place on December 1, 2012 in Toronto, Ontario. Since that date, CVRP has held examination sittings in St John’s, Newfoundland (February 2013); Regina, Saskatchewan (March 2013); Dartmouth, Nova Scotia (October 2013); Toronto, Ontario (February, June November, 2013; June and November 2014); Richmond, British Columbia (May 2014); and Halifax, Nova Scotia (June 2014).

The Examination Committee, now established as a standing committee of the College (CVRP General ByLaw No 1 revised December 3, 2014 meets on an annual basis to review the examination process and continue to build an updated bank of examination questions. As of March 2014, the CVRP question bank consisted of over 600 validated questions. The goal of the standing Examination Committee is to develop 200 new questions per annual review and review / update / maintain the previously developed questions. The expected end result will be to have an operational bank of 2000 validated questions. In this way, each consecutive examination will be re-drawn from the bank to avoid duplication. In the event of re-examination, this will minimize the inherent learning effect on results. CVRP is proud of the accomplishment of the Examination Committee and very gratefully acknowledges the dedication, knowledge, skill and volunteer time given by each member of this committee since its inception in 2011. Special thanks go to Dr. Garry Corbett who has voluntarily led the annual Examination meeting / workshop. His devotion to the Vocational Rehabilitation field, his professionalism and the sharing of his expertise has been invaluable to the College.

The Amnesty Grandfathering period for application to the College was discontinued as of June 30, 2013. The grandfathering process provided a 3-year period during which experienced VR professionals would be accepted for registration in the College without the need to prove competency through written examination.

Current registrants, including those professionals who have written the certification examination as well as those individuals who were grandfathered into CVRP, who default in complying with the annual renewal process are subject to the College’s Reinstatement Policy which requires successful completion of the Certification Examination.
To successfully encompass all practice aspects of the Vocational Rehabilitation professional, the CVRP Board of Directors accepted the following abbreviated Scope of Practice for the purpose of the development of the Certification Examination:

“Whatever services needed to help someone with a disability to enter, stay at, return to and / or remain in work.”

For the more detailed CVRP Scope of Practice, [Click here](#).

For information on the application process to register with the College, go to the “New Application” tab on the home page – [Click here](#).

**CORE COMPETENCIES AND DOMAINS OF LEARNING**

The knowledge base of the Vocational Rehabilitation profession is divided into a number of domains which reflect major areas of knowledge. These domains were constructed by examining the field and other similar professional designations (e.g., CCRC, CDMP, RRP, etc.).

1) **Vocational Rehabilitation Theory and Practice:**
   This is a fairly large and complex domain in that it contains the foundational information of the profession. It includes such topics as: history of vocational rehabilitation profession, models of vocational rehabilitation, the value of vocational rehabilitation (e.g., why do it), legal foundation, other professions which provide services to vocational rehabilitation professionals, legal implications (e.g., expert witness), etc.

2) **Aspects of Disabilities:**
   The VR professional needs to have a clear understanding of the wide range of disabilities and their implications: work related injuries / illness, non-work related injuries / illnesses, congenital disabilities, physical disabilities, psychological disabilities, preventative approaches, trends in disabilities (e.g., rise of psychological disabilities), etc.

3) **Vocational Interviewing and Counselling:**
   Typically, this is the first step in the VR process and every professional should have skills in these areas. This domain examines the techniques and implications of vocational interviewing: what information is important, how is trust built, what should be documented, how to elicit information, etc. The professional also needs a solid understanding of vocational counselling techniques including: understanding the end-goal, understanding the client needs / goals, working with the difficult client, moving the client forward, cross-cultural / gender implications, development of return to work plan, etc.

4) **Assessments:**
   Not all VR professionals will undertake assessments of clients but everyone needs to have a clear understanding of their uses and implications. There should be an understanding of: when assessments are used, the types of assessments which can be used (e.g., aptitude, interest, achievement), what the various assessments test, how to
read and understand an assessment, defining the questions to be asked of the assessor, transferable skills analysis, using computer software programs, statistics (e.g., standard deviation, mean, median, mode, etc.), etc.

5) Diversity:
One of the major directions within all professions over the past number of years is the understanding of the diversity of clients. This domain examines the various diverse groups (e.g., gender, cultural, racial, sexual orientation, etc.) and the implications for the VR process. VR professionals should understand: how to identify one’s own biases, working with diverse groups, using community / family resources, understanding the implications of diversity on return to work, etc.

6) Job Development and Placement:
Getting individuals with disability characteristics into or back into the workforce is one of the main tenets of the VR profession and this domain is at the heart of what many professionals undertake on an ongoing basis. This domain examines: understanding limitations / restrictions, understanding job demands, hidden job market, resume construction, interview skills, locating a job placement, job club, job coaching, co-worker model, monitoring, job development, etc.

7) Case / Disability Management:
This domain covers two fairly broad areas: case management and disability management. In Case Management, professionals need to have an understanding of: working with the medical community, working with insurance carriers (including the compensation system), using community resources, referrals to additional resources, the rehabilitation process, rehabilitation professionals, etc. Disability Management covers such areas as: early contact, early intervention, working with management / labour groups, job accommodation, job modification, work related restrictions / limitations, graduated return to work, etc.

8) Ethical and Professional Conduct:
This domain examines the ethical foundation for professionals' work. This would include: determining ethical dilemmas, understanding conflicting values, examining possible decisions and their short / long term implications, codes of ethics, legal responsibilities, etc. In addition, this domain covers the VR professional’s well-being (e.g., burn out, relaxation, healthy life-style, etc.)

9) Communication and Record Keeping:
This domain examines: keeping accurate records, what should / should not be documented, communication with other professionals, file and document security, speaking to a group, use of computer programs (such as word processor, PowerPoint, Excel), adult learning, release of information, etc.