

Ensuring Quality Services to Consumers: Credentialing & Education of RE / AT Service Providers

Maureen Linden, RESNA President-Elect

Lessons Learned from RESNA's Experiences

What is Credentialing?

- **Certification** tests the knowledge, skills, and abilities required to perform a particular job and represents a declaration of a particular individual's professional competence.
- **Licensure** tests an individual's competence but is a mandatory process required by the government for an individual to practice.
- **Certificate Programs** are training or educational programs that teach learning objectives and assess whether those objectives have been achieved.
- **Accreditation** is the evaluation of a credentialing or educational program against defined standards and recognition of compliance with those standards.

The Importance of Credentialing

- Valuable program responsive to a demonstrated market need
- Rigorous and objective validation of qualifications
- Includes Eligibility Requirements and Ethics Components
- Requires periodic review.
- Ensures Quality Service to People with Disabilities



Credentialing Requirements

- Purpose, Governance, Quality Assurance
- Responsibilities to Stakeholders
- Assessment and Awarding Process
- Records, Confidentiality, Ethics, Security
- Examination Development & Administration
- Maintaining Certification
- Maintaining Accreditation



Credentialing Requirements

- **Purpose, Governance**, Quality Assurance
- Responsibilities to **Stakeholders**
- **Assessment and Awarding Process**
- Records, Confidentiality, Ethics, Security
- **Examination Development & Administration**
- Maintaining Certification
- Maintaining Accreditation

Professional Standards Board (PSB)

- Independent Governance
- Representative Constituency
- Defined Responsibilities



Target Audience

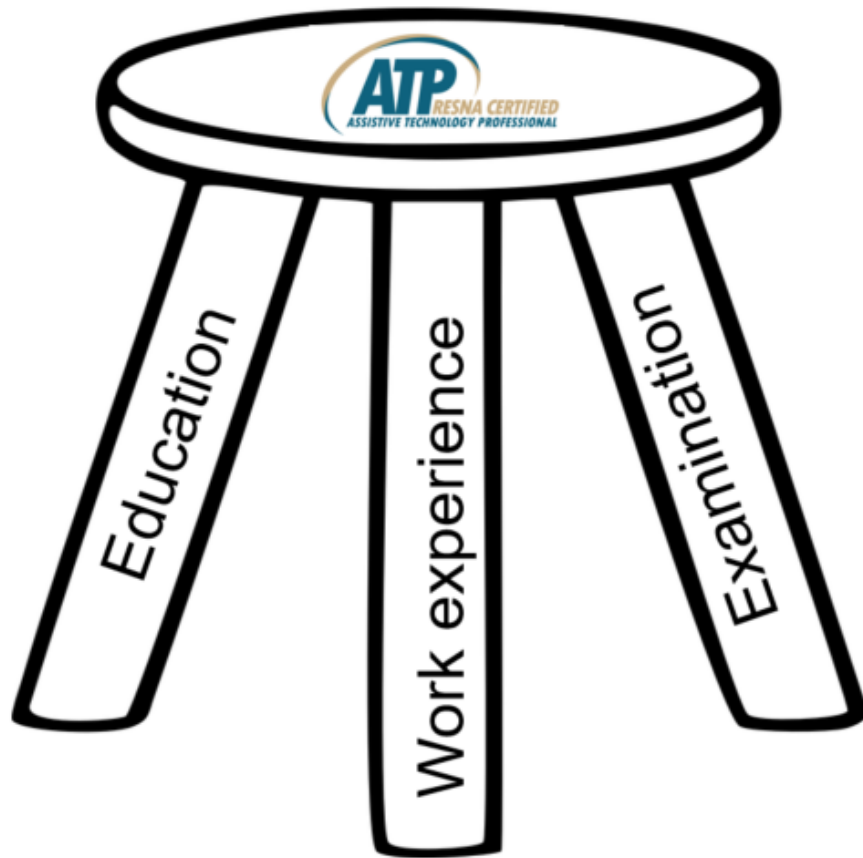
Initially proposed Credentials

- Assistive Technology Professional (ATP)
- Assistive Technology Supplier (ATS)
- Rehabilitation Engineer (RE)

Specialty Credential areas:

- Visual Impairment
- Work Accommodations
- Seating and Wheeled Mobility
- Special Education

Assessment Process



The Exam Development Cycle

Accredited programs are required to document the completion of the essential steps in the exam development cycle, outlined below. Not all the steps are discussed in the eight roadblocks but all should be addressed.



Lessons Learned

Merging the Provider and Supplier

- Similar roles and core skills were identified
- Requiring knowledge across professions was beneficial to the consumer.
- The ATP was only one qualification for providing services. Other qualifications identified your role.

The engineering credential (now called the RET) required the ATP plus an additional exam.

Education ~ Work Experience

Educational Background	AT Training	Work Experience
Master's or Higher, Rehab Field		1,000 hours / 6 years
Bachelors in Rehab Field		1,500 hours / 6 years
Bachelors, General	10 hours	2,000 hours / 6 years
Associates, Rehab Field		3,000 hours / 6 years
Associates, General	20 hours	4,000 hours / 6 years
Diploma or GED	30 hours	6,000 hours / 10 years

* RET required degree in engineering

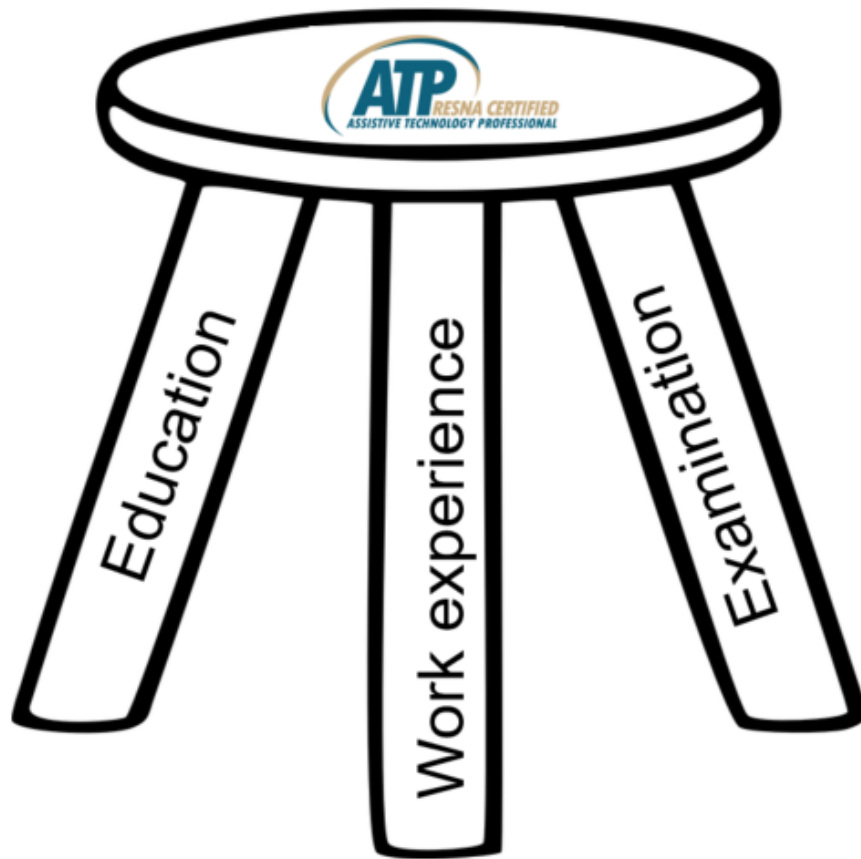


Direct Services to Consumers / Students

1. Evaluations, assessments, and other direct-to-consumer/student services
2. Fitting, adjustment and readjustment services
3. Implementation and training for consumers/caregivers or students/support personnel
4. Product development that involves direct consumer participation



Credential



- Specifies MINIMUM requirements
- Broad-based credential

External Recognition

Center for Medicare & Medicaid Services (CMS)

- Consumer's receiver services from qualified professionals
- Incentivize people to get an ATP
- Set a precedent to continue to lobby other agencies

Result: CMS accepted the ATP in conjunction with an Allied Health License.

Seating and Mobility Specialist (SMS)

Prerequisite: ATP Certification

Work Experience: 1000 hours of seating and wheeled mobility services during career

Professional Activities

Passing the SMS exam

Professional Development

- Fundamentals Course
- Online Webinars
- Assistive Technology Journal

Standards and Guidelines for the Accreditation of Educational Programs in Assistive Technology

- Adopted 2016
- Detail Minimum Requirements
- Governed by the Committee on Accreditation for Rehabilitation Engineering and Assistive Technology Education (CoA-RATE)



Accreditation Standards

Institution Type

- US post-secondary, accredited academic institutions
- Non-US academic institutions,
- Hospital or Medical Center
- Military branches

Accreditation Standards

- Program Goals and Outcomes
- Required Resources and Personnel
- Student Evaluation and Assessment Protocols
- Fair Practices



RESNA

40th Anniversary

Accreditation Curriculum

Required Curriculum Domains:

- Assessment of Needs
- Development of Intervention Strategies
- Implementation of Intervention
- Evaluation of Intervention
- Professional Conduct
- Evidence Based Practice



Recent Updates

Candidate for the ATP

- Allow applicants to take the exam before meeting all education and experience requirements.

Resurgence of the RET

- New qualifications: a 4-year engineering degree and an ATP certification.
- The RET registry will allow marketing of skills and services for engineers.

Thank You!

For Additional Information

Mary Ellen Bunning

President

me_bunning@mac.com

Mary Goldberg,

Chair, CoA-RATE

mgoldberg@pitt.edu

Maureen Linden,

President-Elect

Maureen.linden@design.gatech.edu

Julie Piriano

Chair, Professional Standards Board

jpiriano@pridemobility.com

Charlie Raphael

Director, Certification Program

craphael@resna.org