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REVIEW ARTICLE

Korean Rehabilitation Counseling Practice and Personnel Training

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ABSTRACT

The rehabilitation system in Korea is facing a new era for expanding rehabilitation services after a foundation period until late 1980s. The vocational rehabilitation services are facilitated by the Ministry of Health and Welfare (MOHW), the Ministry of Labor (MOL), and the Ministry of Education and Human Resources Development (MEHRD). The welfare management committee for people with disabilities under the prime minister coordinates each ministry to deliver services and develop the employment policies for people with disabilities. In order to establish the accreditation of vocational rehabilitation specialist training programs in Korea, the Korean Society of Vocational Rehabilitation (KSVR) was established in 1991. The KSVR established a regulation governing the accreditation of training programs for vocational specialists, and also establishing a certificate for these specialists in Korea. To facilitate effective rehabilitation services for people with disabilities, rehabilitation professionals and researchers must understand the concepts and processes of the international rehabilitation system and apply these principle structures to specific programs within their own countries effectively.

< Key-words >

Rehabilitation Counseling Practice, Personnel Training

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I . Introduction

According to a systemic and ecological model to explain the rehabilitation process, it is imperative to understand individuals and environments as they are affected by the larger systems that influence them (David, 1998). Therefore, to formulate the conceptual framework of rehabilitation counseling practice and personnel training in Korea, it is important to understand the social, economical, and political circumstances simultaneously. Because of rapid economic growth and a new understanding of social and political issues of disability from the late 1980s, Korea has established the foundational structure of the rehabilitation system and now faces a new era for expanding rehabilitation services. Therefore, the issue of disabilities is regarded as a social and structural problem instead of a personal problem (Kwon, 1997). As a result, the dated concepts of benevolence and sympathy applied to addressing rehabilitation concerns are no longer used to explain the Korean rehabilitation system. Further, people with disabilities should be active collaborators rather than passive recipients of rehabilitation services. This new movement may improve the quality of life of people with disabilities. Also, it is clear that rehabilitation services in Korea will continue to move in this new direction. The purpose of this article is to discuss a brief history, current status of rehabilitation and disability-related legislation, policies, and services for people with disabilities in South Korea, to describe the rehabilitation training, to suggest training program aspects, and to recommend implications for rehabilitation counselor education.

1. Brief History Review

Between the 1981 International Year of People with Disabilities and the 1988 Paralympics, the rehabilitation services and policies in Korea have been dramatically changed. To demonstrate brief rehabilitation history, rehabilitation developmental processes could be divided into three periods (Rue, 2003).

A First Period: prior 1980. After the 1950 Korean War, there was an increased need to house orphans and adults with disabilities due to the War and diseases. At the time only a few facilities provided housing services for these individuals, and there were neither adequate community based rehabilitation centers nor vocational rehabilitation facilities.

A Second Period: 1981 to 1988. The United Nations declared "International Year of People of Disability" in 1981. As a result, Korean government enacted the Welfare Act for People with Disabilities (WAPD) in 1981 and Ministry of Health and Welfare (MOHW) founded Rehabilitation Division. The act made clear that, by law, the wellbeing of people with disabilities became the responsibility of the state. From 1985, community rehabilitation centers have been modernized and also various rehabilitation bodies have been organized. In order to identify the actual conditions and work towards independent living and self-support of people with disabilities, a disability registration

system was put into effect in 1988. From this point, people with registered disabilities could obtain an identification card leading to various social benefits only available upon registration.

A Third Period: 1989 to current. Due to Korea's sudden economic development and the 1988' Paralympics, the rehabilitation needs of people with disabilities were significantly changed to restructure the social system and expand the welfare services. To reorganize rehabilitation policies and prevent social stigmas toward people with disabilities, the Employment Promotion Act for the Disabled (EPAD) was passed in December 1989. It was a turning point for the persons with disabilities in Korea (Rue, 2003).

Current Issues: Although various efforts were made to improve the quality of life of people with disabilities in Korea, ineffective and unscientific service approaches remain. As a result, the Korean government publicizes comprehensive programs which could intensify the social safety net and meet various needs of people with disabilities in 2006 (OPC, 2006).

The plan consisted of thirteen specified goals. In order to ascertain the social safety net for people with disabilities, the reformation of security income system, the expansion of medical, educational, housing services, and the renovation of employment services were suggested. Further, to facilitate social participation of people with disabilities, the improvement of accessibility and independent living, the extension of close captioning services and assistive technology services, the promotion of disability acts, and the establishment of support system for women with disabilities were launched. Finally, the government focused on the innovational reformation of a service delivery system for people with disabilities (OPC, 2006).

2.Law and Policy

In Korea, vocational rehabilitation services are facilitated by MOHW, MOL, and MEHRD. Further, the Welfare Management Committee for People with Disabilities under the Prime Minister coordinates each ministry to deliver services and develop the employment policies for people with disabilities (Na, 2000).

Two government bodies, the MOHW and the MOL offer rehabilitation services to people with disabilities in South Korea (Kwon, 1997). The MOHW coordinates 62 work activity centers, 142 sheltered workshops, and 136 community rehabilitation centers in 2005, which manage the vocational rehabilitation services such as vocational counseling and guidance, vocational evaluation, vocational adjustment training, job placement, follow-up, and supported employment (MOHW, 2005).

In order to boost the rehabilitation services for the people with disabilities, the MOL established the Korean Employment Promotion Agency for the Disabled (KEPAD) based on the Employment Promotion Act for the Disabled (EPAD) in 1990. The KEPAD is providing the integrated and advanced employment services such as the employment support service, the vocational evaluation, supported employment program, the

employment network for people with disabilities, and assistive technology services (KEPAD, 2006).

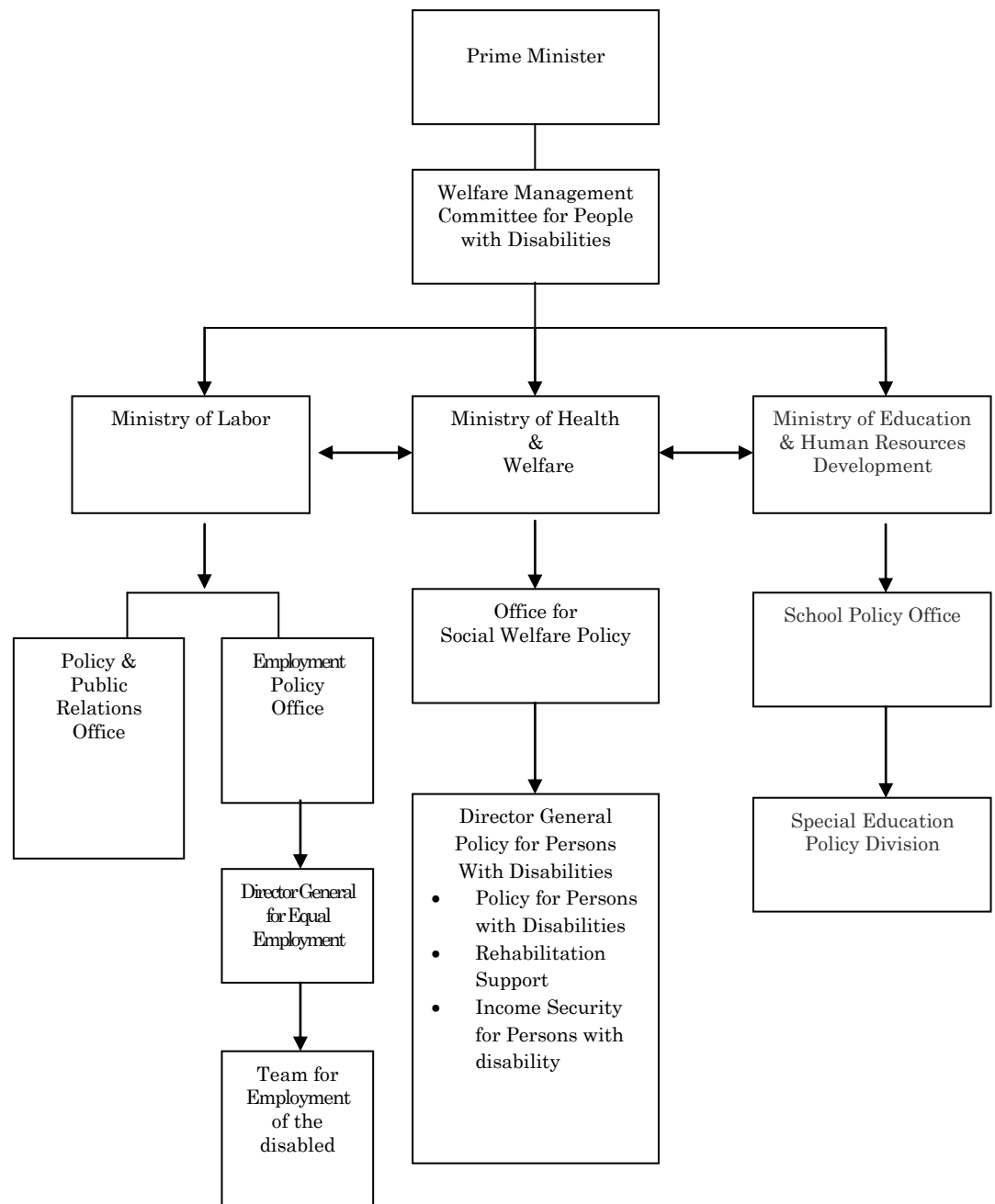


Figure 1. Rehabilitation Service Delivery System in Korea

Each ministry established vocational rehabilitation legislation and continued development of the system. The WAPD Amendment of 1989 and the EPAD Amendment of 2000 will be addressed to illustrate significant legislation.

The Welfare Act for People with Disabilities (WPAD) Amendment of 1989.

The purpose of this act is to develop a plan for people with disabilities regulated at the

national and local levels to seek comprehensive welfare plans for individuals with disabilities by establishing the necessary provisions for disability prevention, medical care, educational rehabilitation, promotion of employment and provision allowances, and to promote the welfare of people with disabilities. Further, the act demonstrates necessary provisions for vocational rehabilitation and presents the future direction of rehabilitation facilities (Kim, 2003).

According to Article 19, the national and local governments have to provide career counseling, vocational evaluation, vocational adjustment training, job placement, follow-up, and employment to people with disabilities recognizing individual aptitudes and abilities. Also, the national and local governments may refer research projects on vocational rehabilitation to professional rehabilitation research institutions so as to practice comprehensive and systematic investigation for the employment of people with disabilities.

The 32nd enforcement regulation of Article 19 illustrates the types and functions of vocational rehabilitation facilities which consist of independent work facilities, sheltered workshops, work activity centers, vocational training centers, and products marketing facilities for the products made by individuals with disabilities. Work activity centers provide individuals with the most severe disabilities basic job task training, basic activities for daily living training, vocational evaluation, and social skills training. Sheltered workshops which are segregated facilities offer people with disabilities with employment opportunities.

Due to social barriers, some people with disabilities may not find permanent employment in competitive settings. Therefore, independent work facilities provide minimum wage employment for people with disabilities to work and job placement services as necessary. Vocational training centers provide vocational evaluation, social adjustment training, vocational training, job placement, and follow-up to people with disabilities who want to have specialized vocational training. Stores, Products marketing facilities, are set up to sell exclusively the products manufactured by people with disabilities from sheltered workshops and independent work facilities.

The Employment Promotion Act for the Disabled (EPAD) Amendment of 2000

The EPAD was amended as "Act on Employment Promotion and Vocational Rehabilitation for the Disabled." The purpose of this act is to promote the employment and vocational rehabilitation of people with disabilities in order to maximize the ability of individuals with disabilities (Lee, 2000).

According to the EPAD Amendment of 2000, the national and local governments attempt to provide job guidance, vocational adjustment training, vocational competency development training, supported employment, sheltered employment, and job placement services to people with disabilities. The brief descriptions of each service follow.

Guidance and Training. The MOL and the MOHW have the responsibility to facilitate the rehabilitation of people with disabilities. These ministries have to provide job

guidance services by implementing job counseling, providing job aptitude testing, vocational competency evaluation, and offering general job information.

Job Adaptation Training. The MOL and the MOHW may implement vocational adjustment training for people with disabilities to help them adjust to job environments, when the Ministers deem it necessary, in order to enable people with disabilities to manage working life appropriate for their future aspirations, attitude, and capability.

Vocational Competency Development Training. The MOL shall carry out vocational competency development training and subsidize people with disabilities for their training allowance when they take vocational competency development training.

Supported and Sheltered Employment. The MOL and the MOHW provide a supported employment and the necessary support for the severely disabled so that they can work in workplaces whose work is difficult to be carried out by the disabled. Also, the national and local governments provide a specific working environment for the disabled having difficulty working in normal working conditions, and provide a sheltered employment to enable people with disabilities to work in the specific working environment.

Job placement services. The MOL provides people with disabilities suitable jobs considering their future aspirations, aptitude, capability, and type of jobs based on job information (Kim, 2003).

According to Article 36 of the EPAD Amendment of 2000, the act included plans to increase employment of people with disabilities, including a quota system. In the Quota System, national, local governments and employers with over 300 regular employees are obliged to hire at two percent of their regular employees with disabilities. Employers who hire more than two percent of regular employees with disabilities receive subsidies. However, they hire less than two percent, they must pay a fine. On 2004, a revision was mandated to apply the quota system from 300 regular employees to 50 employees.

3. Employment Programs

Sheltered Employment. With the enactment of the WAPD in 1981, the basis was laid for policy for sheltered employment of people with severe disabilities, who face great difficulty in finding regular employment. The government of the Republic of Korea supports 142 sheltered workshops, 62 work activity centers, and 23 independent work facilities. About 7,400 individuals with disabilities are working in these vocational rehabilitation centers (MOHW, 2005). Sheltered workshops supply people with disabilities with sheltered employment with employment opportunities. Work activity centers provide individual with the most severe disabilities with basic job task training and basic activities for daily living. Further, one of the most representative sheltered employment types is independent work facilities. To facilitate systematic vocational rehabilitation services and strengthen the specialties of each facility, independent work facilities provide comprehensive rehabilitation services and minimum wage employment for people with disabilities to work at these facilities. As a result, people with disabilities,

specifically those who stay at home, could be provided with proper financial background and integrated into main society. To work at independent work facilities, people with disabilities need to have appropriate work skills and experiences. Also, the minimum number of employees in independent work facilities is 30 individuals. Further, 70% of employees at independent work facilities should be people of disabilities. Also, individuals with disabilities might be placed in positions appropriate to their physical and medical conditions.

Supported Employment. The principle idea behind supported employment is normalization, the ultimate goal is to allow the seriously disabled to work together with people without disabilities in the labor market. Most specifically, supported employment is meant to provide people with disabilities specialized and personal services by vocational rehabilitation specialists on a regular basis so that they can be employed by businesses in the community and work productively and efficiently together with other workers. In 1992 the supported employment programs was introduced at community rehabilitation centers in Seoul and Seabu.

Also, KEPAD has provided supported employment programs to people with mental retardation since 1993. To date, almost four thousand people with disabilities have been employed by community rehabilitation centers and KEPAD supported employment programs (Kim, 2005). Further, supported employment programs were legislated in the EAPD Amendment of 2000. Article 12th specifies that the MOL and MOHW should provide a supported employment and the necessary support for people with severe disabilities.

Regular Employment. With the enactment of the EAPD in 1991, policy for the regular employment of the disabled was established. According to Article 35 of the act, the government assigned quotas for mandatory employment of people with disabilities. Businesses which fail to meet the standard employment quota (two percents of full time employees at present) for the employment of people with disabilities become subject to imposition of a fine. In this way, those businesses that fail to hire people with disabilities may legally do so by paying a fine. Businesses which employ a number of workers with disabilities in excess of the standard quota may receive government subsidies: Financial support including allowances and incentives are provided for such purposes as operating funds needed for employment of individuals with disabilities. According to "A National Survey on the Actual Conditions of People with Disabilities on 2005", the number of people with disabilities over 15 years old is 2,036,788 in Korea. Also, 777,159 people with disabilities are employed in work places with people without disabilities. Therefore, 34.1% of people with disabilities over 15 years old have jobs or their own company (Korea Institute for Health and Social Affairs, 2005).

II. Rehabilitation Professionals Training

1. Government Policies

The government policies related to rehabilitation professional training are associated with the MOL's and the MOHW's service delivery systems. Two government bodies have distinctions which categorize, train, and arrange rehabilitation professionals. These differences arise from the goals and strategies of the two ministries. However, two government bodies must coordinate rehabilitation professionals training policies because vocational rehabilitation and employment of people with disabilities are heavily influenced by these two ministries.

In terms of types of rehabilitation professionals, the MOL and the MOHW have different categorizations. According to the classification of the MOHW, sheltered workshops, work activity centers, and vocational training centers might have a director and vocational trainers. Also, independent work facilities could have a director, an assistant director, vocational trainers, facility management engineers, a nurse, a nutritionist, officers, and a chef. Further, products marketing facilities might have a director and a manager.

In contrast, the MOL categorizes vocational rehabilitation professionals into vocational rehabilitation guiders in industries, vocational rehabilitation trainers, vocational evaluators, and job coaches. According to Article 65th in the EPAD Amendment of 2000, vocational rehabilitation guiders in industries are trained by the KEPAD for two weeks twice per year. In this course, trainees could learn counseling skills, case managements, vocational counseling strategies in competence work places (Park, 2005).

According to Article 62nd in the WPAD Amendment of 1989, the national and local governments attempt to train rehabilitation professionals, sign language interpreters, and Braille interpreters.

2. Korean Society of Vocational Rehabilitation

The Korean Society of Vocational Rehabilitation (KSVR) was established in 1991 to promote research in vocational rehabilitation and vocational independent and adjustment for people with disabilities. The KSVR has published the Korean Journal of Vocational Rehabilitation since 1991 (KSVR, 2006). The KSVR has adapted a set of purposes as follows:

- Holding annual conferences and academic meetings
- Publishing Korean Journal on Vocational Rehabilitation
- Research to advance basic and applied knowledge, skills, and ethics.
- Exchanging information and personnel
- Accreditation of vocational rehabilitation specialists training programs
- Licensing of vocational rehabilitation specialists
- Enhancing skills, knowledge, and conditions of personnel working in the field.

One purpose of the KSVR is the accreditation of vocational rehabilitation specialist training programs in Korea and to promote the effective delivery of rehabilitation services to individuals with disabilities by accrediting the undergraduate and graduate programs. It also serves to assist and advise in the development and refinement of vocational rehabilitation specialists training programs. These programs are related to the education of persons for professional endeavors associated with the vocational rehabilitation of people with disabilities. A vocational rehabilitation specialist is a professional who has knowledge, skills, and attitudes in the field to achieve ultimately vocational goals for people with disabilities (Park, 2003).

KSVR has a committee to advance the accreditation of vocational rehabilitation specialist training programs and release vocational rehabilitation certificates based on Amendments of Accreditation of Program and Certification of Specialists in Vocational Rehabilitation in 2003. The major contents of the regulations are as follows:

1) Program Accreditation

KSVR can grant recognition of undergraduate and graduate programs. Undergraduate programs may be accredited by opening six core courses as well as more than six optional courses as listed Table 1. Graduate programs may be accredited by opening more than three core courses as well as optional courses, respectively as listed Table 1.

An educational program seeking recognition by KSVR must apply for consideration. The application consists of an application form, an application fee, and specified program information including history, goals, and objectives of program, curriculum, and information about faculty members. The member programs accredited by KSVR must pay annual membership fees.

In considering program eligibility, the KSVR committee determines whether the goals and objectives of the program are relevant to professional preparation, whether the program is composed of core and optional courses requirements, and whether the program has faculty members to train personnel having vocational rehabilitation knowledge, skills, and attitudes.

Table 1. Korean Society of Vocational Rehabilitation Courses

Core Courses	Introduction to Vocational Rehabilitation, Vocational Rehabilitation Counseling, Vocational Assessment, Job Development and Placement, Rehabilitation Administration and Policy, Practicum I
Optional Courses	Medical Aspects of Disability, Psychosocial Aspects of Disability, Characteristics of Disability Types and Vocational Rehabilitation, Case Management, Vocational Rehabilitation Facility, Disability Assessment and Diagnosis, Work Adjustment, Job and Career Development, Transition Services and Education, Sheltered and Supported Employment, Vocational Rehabilitation Methodology, Labor Law and Rehabilitation, Industrial Education and Training, Labor Environment and Employment Trend, Vocational Rehabilitation Research, Program Development in Rehabilitation, Independent Living, Practicum II

2) Level of Certificate

KSVR grants first, second, and third levels of vocational rehabilitation specialist certificate.

First level certificate can get when one of four conditions is satisfied and application evaluation is passed by the committee in KSVR:

- Have more than three years of field experiences and more than 180 hours in-service training after getting second level certificate.
- Get a master degree from program accredited by KSVR after getting second level certificate.
- Get a doctoral degree from program accredited by KSVR
- Teach as a professor more than three years at the program accredited by KSVR.

Second level certificate can get one of four conditions is satisfied and a second level certificate written test is passed:

- Graduate with majoring program accredited by KSVR with six credits of core courses as well as more than six optional courses.
- Graduate with minor program accredited by KSVR with six credits of core courses of as well as more than 120 hours of in-service training programs
- Finish more than 120 hours in-service training after getting third level certificate.
- Get master degree in a graduate program accredited by KSVR.

Third level certificate can get one of two conditions is satisfied and a third level certificate written test is passed:

- Have more than three years of field experiences and more than 90 hours in-service training.
- Graduate with majoring program at two years college accredited by KSVR.

3) A Committee of Accreditation and Certificate in KSVR

The committee is composed of a vice-president and a few board members appointed by the KSVR president. The purpose of A Committee of Accreditation and Certificate is as follows:

- Evaluation of application to get first level certificate
- Accreditation of undergraduate and graduate vocational rehabilitation training programs
- Develop in-service program to promote professional abilities
- Other works mandated by the Board of Directors

3. Specific Training Programs

1) Undergraduate Programs. The training of rehabilitation specialists in Korea was initiated from Daegu University in 1988 and followed from Hanshin University in 1989, Korean Nazarene University in 1995, Catholic University of Korea 1998, Pyeongtack

University in 2002 (Park, 2003), and Korean Rehabilitation Welfare College in 2006.

Table 2 listed undergraduate major curriculum of Catholic University of Korea, Daegu University, and Hanshin University. The programs are composed of 33 courses, 40 courses, and 41 courses, respectively and include all core courses and most optional courses designated by KSVR.

Table 2. Undergraduate Major Curriculum of Universities

	Catholic University	Daegu University	Hanshin University
Freshman	<ul style="list-style-type: none"> -Foundation of Special Education & Rehabilitation -Practice of Special Education & Rehabilitation 	<ul style="list-style-type: none"> -Introduction to Vocational Rehabilitation -Vocational Counseling 	<ul style="list-style-type: none"> -Introduction to Disability -Developmental Psychology
Sophomore	<ul style="list-style-type: none"> -Introduction to Vocational Rehabilitation, -Human Anatomy & Function, -Rehabilitation Policy, -Education for Children with Mental Retardation, -Diagnosis and Evaluation of Disabilities, -Behavior Modification, -Rehabilitation Technology, -Sign Language Practice, -Vocational Rehabilitation Counseling, -Play Therapy, -Educating for Behavior & Emotional Disorders, -Vocational Rehabilitation Facility 	<ul style="list-style-type: none"> -Sheltered Employment & Supported Employment, -Introduction to Social Welfare, -Medical Rehabilitation, -Rehabilitation Psychology, -Rehabilitation Administration & Policies, -Education of the Mentally Retarded, -Industrial Welfare, -Human Relations, -Psychology & Testing of the Disabled, -Pre-Vocational Preparation for the Handicapped, -Psychosocial Understanding of Disability, -Education of the Hearing Impaired 	<ul style="list-style-type: none"> -Introduction to Vocational Rehabilitation, -Developmental Psychopathology, -Rehabilitation Facility -Education for the People with Mental Retardation, -Vocational Rehabilitation Counseling, -Research Methods for Rehabilitation -Vocational Evaluation -Abnormal Psychology -Education for the People with Physical Impairment
Junior	<ul style="list-style-type: none"> -Transition from School to Society, -Functional Living Skills, -Vocational Skills Training, -Educating and counseling of Parents with Handicapped Children, -Education for Children with Learning Disabilities, -Art Therapy for Exceptional Children, -Education for Children with Physical Disabilities, -Sensory Integration Training, -Rehabilitation Methodology, -Work Adjustment, -Vocational Evaluation 	<ul style="list-style-type: none"> -Education of the Visually Impaired, -Family Counseling for the Disabled, -Rehabilitation of the Severely Disabled, -Vocational Rehabilitation Counseling, -Vocational Adjustment and Mental Hygiene of the Disabled, -Communications with the Deaf & Braille, -Vocational Assessment, -Labor Law, -Abnormal Psychology, -Social Education of the Handicapped, -Career Education for the Disabled, -Education of the Physically Handicapped, -Job Development and Placement, -Practicum in Vocational Rehabilitation & Assessment 	<ul style="list-style-type: none"> -Statistics in Rehabilitation, -Theory & Practice of Counseling, -The Theory & Practice Play Therapy, -Vocational Adjustment, -Rehabilitation & Special Education Technology, -Education for the People with Visual Impairment, -Group Counseling -Learning Theory & Behavior Modification -Daily Living Skill Training, -Psychological Assessment & Diagnosis, -Cognitive Psychology -Psychology of Personality, -Job Placement -Education for the People with Hearing Impairment,

Senior	<ul style="list-style-type: none"> -Educational for Children with Visual Impairments, -Rehabilitation Practice, -Supported Employment, -Sex Education for the Handicapped, -Seminar for Rehabilitation, -Rehabilitation for People with Severe Disabilities, -Early Education for Exceptional Children, -Education for Children with Language Disorders and Hearing 	<ul style="list-style-type: none"> -Student Teaching and Practicum in Vocational Rehabilitation, -Education for the Emotionally & Behavior Disturbed, -Rehabilitation of Psychiatric Disorders, -Methodology of Vocational Rehabilitation, -Vocational Rehabilitation Facility Operations & Programs, -Educational Media & Material Development for the Disabled, -Industrial Education & Training of the Disabled, -Vocational Education & Follow-Up-Service for the Adult-Disabled, -Rehabilitation Engineering, -Rehabilitation Counseling & case management, -Research in Vocational Rehabilitation, -Education for the Learning Disabilities 	<ul style="list-style-type: none"> -Disability & the family life cycle, -Long-term Care for People with Severe Disabilities -Sheltered & Supported Employment -Education and Training for Parents -Social Psychology -Education for the People with Emotional Disturbance -Rehabilitation Practice, -A quality Sign Language, -Home & Community Based Services, -Therapeutic Interventions, -Rehabilitation Policy & System -Independent Living, -Industrial Education & Training -Rehabilitation Methodology, -Community Based Rehabilitation, -Education for the People with Learning Disability
Total	33 Courses	40 Courses	41 Courses

2) Graduate program. Graduate program in rehabilitation must include more than three classes of the core requirements (or eight credit hours core) and more than three classes of the electives (or eight credit additional credits hours) accredited by the committee in KSVR.

At the present time, the M.S. degree in rehabilitation program at the Daegu University is structured to complete five semesters with 120 students for two years and six months consisting of the three departments and the specialized nine programs designed to prepare the students to develop and operate comprehensive or specialized rehabilitation programs. Table 3 listed graduate program in vocational rehabilitation at Daegu University and Hanshin University. The programs are composed of 15 courses and 12 courses, respectively and satisfy KSVR core and optional course requirements.

Table 3. Graduate Major Curriculum of Universities

Daegu University	Hanshin University
<ul style="list-style-type: none"> -Introduction to Rehabilitation, -Topics in Vocational Rehabilitation, -Advanced Study of Social Rehabilitation for the Person with Disability, -Advanced Study of Medical Rehabilitation, -Advanced Rehabilitation Psychology, -Vocational Rehabilitation Counseling, -Theory and Practice of Vocational Assessment, -Career Education for the Person with Disability, -Research Methods & Statistics, -Vocational Education & Follow up Service for the Adult Disabled, -Policy of Employment for the Person with Disability, -Research of Vocational Rehabilitation, -Advanced Study of Methodology of Rehabilitation, -Seminar in Vocational Rehabilitation, -Advanced Study of Social Education of the Person with Disability 	<ul style="list-style-type: none"> -Rehabilitation Research Methodology -Rehabilitation Research Methodology -Topics in Vocational Rehabilitation -Advanced Vocational Rehabilitation Counseling -Advanced Vocational Assessment -Advanced Vocational Adjustment -Vocational Rehabilitation for People with Severe Disabilities -Employment Strategies for People with Disabilities -Advanced Vocational Rehabilitation Methods -Seminar in Vocational Rehabilitation -Disability Related and Labor Laws -Practicum in Vocational Rehabilitation

III. Implications

This paper reviewed a brief history, current status of rehabilitation, disability-related legislation, policies, services, and rehabilitation training in South Korea. As rehabilitation interventions enhance in effectiveness and efficiency, more studies of rehabilitation are needed in other countries and cultures (Drake et al., 2003). Diverse rehabilitation services, trainings, and policies in different countries could inspire the rehabilitation education system in Korea and other countries. The quality of life for people with disabilities would be consistent with the quality of rehabilitation services and professionals who deliver the services. There are a couple implications for enhancing international rehabilitation education systems.

At first, rehabilitation professionals and researchers must recognize international trends of rehabilitation education systems. Also, diverse rehabilitation services have to inspire the education systems. There are distinctive differences between Korean and other countries' rehabilitation systems regarding social, historical and economical dimensions. Specifically, a quota system, KEPAD, and Welfare Management Committee for People with Disabilities are distinctive aspects in Korean rehabilitation systems. Further, international exchanges of rehabilitation professionals would be needed due to global economic growth and social integrations of individual countries. Numerous

countries have accomplished much in rehabilitation service and education systems over a short period of time. Therefore, rehabilitation professionals themselves also have to be actively associated with other countries' legislation, policies, services, and rehabilitation training.

In summary, in order to offer effective rehabilitation services to people with disabilities, professionals and researchers must understand the concepts and processes of rehabilitation systems and apply these unique structures to specific programs within their own countries. By integrating existing advanced knowledge and information of rehabilitation systems, professionals could enhance the quality of life of people of disability.

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