SUNDAY, OCTOBER 16, 2016

8:15AM – 3:45PM

Early Registration

8:30AM – 4:30PM

How to Write a CACREP Self-Study

• Robert Urofsky, Ph.D., Vice President of Accreditation and Training, CACREP

This hands-on workshop will address the process of preparing to write your CACREP Self-Study. It covers the initial planning phase through the actual development and submission of a Self-Study Report. Attention will be given to the CACREP Standards, Policies, program evaluation, and the assessment of student learning. Participants will have the opportunity to view examples from real self-studies and opportunities to ask the workshop facilitators individualized questions.

PRE-REGISTRATION IS REQUIRED TO ATTEND

Attending the CACREP How to Write a Self-Study Workshop requires pre-registration with CACREP. If you are interested in attending this training please contact the CACREP office at 1-703-535-5990 and speak with Liz Barnes to register for this event.

At this time, registration is limited to two (2) registrants per institution. The workshop is limited to 30 participants overall. Registration fees are as follows:

$495 for the first person registered from any given program
$250 for an additional registrant from the same institution
How to Write a CACREP Self-Study – Cont’d

Please do not make travel arrangements until you have confirmation that you are registered. You may pay by credit card by calling the office number above. Lunch will be provided. Participants can earn .7 NBCC/CRC approved CEU’s for attending the workshop.

Please note, if there are not enough registrants for this workshop, CACREP will need to cancel the workshop and will refund the registration fees. If the Workshop is held, the following Cancellation policy applies: All fees paid will be refunded up to 30 days prior to the Workshop (close of business September 16, 2016). After that date, 50% of fees paid will be refunded up to 10 days prior to the Workshop (close of business October 6, 2016). After that time, all fees are nonrefundable.

CACREP
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone (703) 535-5990 Fax: (703) 739-6209 cacrep@cacrep.org

Please Note: The fee for the CACREP training does not include registration to the NCRE conference. To attend the NCRE conference you will need to register separately. For more information please refer to this link: https://ncre.org/fall-2016-conference-overview/

9:15AM – 10:45AM

Ethics Unleashed: A Sneak Peek at the New CRCC Code
- Linda Shaw, Ph.D., CRC, The University of Arizona

As practice evolves so has the CRCC Code of Professional Ethics for Rehabilitation Counselors with revisions effective January 1, 2017. Join this session to examine important changes in the Code including standards related to use of technology and social media, addressing values-based conflicts and social justice issues, pro bono publico contributions, and ethical practices in teaching, training, and supervision. Implications for serving individuals with disabilities in light of the enhanced guidance provided in the new Code will be discussed.
11:00AM – 12:30PM

Employment for People with Disabilities: Meeting the Needs of our Contemporary Counseling Practice

• David Strauser, Ph.D., University of Illinois

This presentation will provide information on research outcomes that document contemporary best practices in relation to the employability of persons with disabilities. The intent of this presentation is to make available research findings to both practitioners/students and educators alike in order to contribute to the academic and professional aspects of rehabilitation counseling.

After this presentation attendees will:
1. Have obtained information on research related to employment outcomes of PWD.
2. Learned about what research has identified as best employability practices for PWD.
3. Learn about what are the training needs of practicing rehabilitation counselors in relation to employability of PWD.
4. Learn about what are the research gaps that need to be addressed in the future so we can meet the needs of our contemporary practice and educational programs.

12:30PM – 2:00PM

Council on Psychiatric Rehabilitation

• Stephanie L. Lusk, Ph.D., CRC, University of Arkansas-Fayetteville
• Jennifer Sánchez, Ph.D., CRC, The University of Iowa

Please note: The Council will have a ‘Meet & Eat’ at Socci, which is located inside the hotel, next to the lobby. If you plan to attend this meeting please RSVP by October Monday, 10, 2016 to Stephanie Lusk, Chair at sluskhe@uark.edu

Agenda
Welcome
Introductions
Review of minutes from Spring 2016 meeting
Old/Continuing Business
• Wrapping up Special Issues
• Rehabilitation Research, Policy, and Education
• Journal of Applied Rehabilitation Counseling (x2)
Clearing House/Website uploads
• Psychiatric Rehabilitation Training Materials
New Business
Announcements and Updates from Committee Members
Adjournment
2:15PM – 3:45PM

**Inclusion, Equity, and Social Justice: Meeting the Contemporary Needs of Rehabilitation Counseling approaching 2020**

- Brenda Cartwright, Ed.D., CRC, Winston Salem University
- Gloria Lee, Ph.D., CRC, Michigan State University
- Leslie Santos, Ph.D., CRC, University of Maryland Eastern Shore
- Jina Chun, MS., CRC, Michigan State University
- Teresia Paul, M.S., University of Arkansas
- Michael W. Duncan, CVRCM, Vocational Rehabilitation and Employment for the Department of Veterans Affairs

The main goal of rehabilitation counseling is to provide individuals with disabilities the opportunity to enter or remain in the world of work, enjoy quality of life, and learn to manage and cope with the consequences of physical and mental disabilities. This journey is different for those individuals whose membership in a certain group (i.e. race/ethnicity, LGBTQ groups, disability, and returning veterans with disabilities) exposes them to additional socio-cultural barriers that may hinder their intended rehabilitation process. This panel will address the impact of microaggressions, oppression, ableism, and other forms of discrimination in the rehabilitation counseling process. Emphasis will be made on how through the use of rehabilitation counselor education and research, these oppressive forces can be dealt with enhancing an environment of Inclusion, Equity, and Social Justice for all consumers of rehabilitation services as rehabilitation counseling approaches 2020.

4:00PM – 5:30PM

**Scientific Poster Presentations and Lite Reception**

Posters are presented in a 90-minute showcase forum for professionals and students to share best practices and/or research.

5:45PM – 7:00PM

**Master’s Level Student Recruitment Fair (VR Recruiters/HR Staff)**

NCRE is hosting a Student Recruitment Fair, in conjunction with conference, to help VR recruiters/HR staff and Master’s level students connect. It is designed to help State VR agencies make contact with students who may be interested in exploring employment in the public rehabilitation arena. The recruitment fair is intended to help students to gain a sense of the opportunities available to them and establish business contacts. During the recruitment session, and the rest of the conference, students will have the opportunity to develop relationships and possibly secure gainful employment. We will be providing nametag identifiers for Master’s level students and VR representatives so that networking and recruitment can continue to happen throughout the conference.
5:45PM – 7:00PM

Legislative Updates: Panel Discussion
• Noel Estrada Hernandez, Ph.D., CRC, The University of Iowa
  President, National Council on Rehabilitation Education
• Denise Catalano, Ph.D., CRC, University of North Texas
• Carol Bobby, President and CEO, CACREP
• Patricia Nunez, M.A., CRC, President, Council on Rehabilitation Education
• Cindy A. Chapman, CAE, Executive Director, Commission on Rehabilitation Counselor Certification

This session will focus on providing an update on legislative and important issues impacting the profession of rehabilitation on education at the national, state, county, city, and local levels. Participants attending are strongly encouraged to share information.

MONDAY, OCTOBER 17, 2016

7:30AM – 3:30PM

Registration

7:45AM – 8:45AM

Continental Breakfast

8:15AM – 8:45AM

Welcome and Greetings
• Noel Estrada Hernandez, Ph.D., CRC, The University of Iowa
  National Council on Rehabilitation Education, President
• Steve Wooderson, Council of State Administrators of Vocational Rehabilitation
• Thomas E. Finch, Ph.D., Rehabilitative Services Administration
9:00AM – 9:30AM

Keynote Speaker
• The Honorable Janet LaBreck, Commissioner Designate Rehabilitation Services Administration

WIOA and the Implications for Vocational Rehabilitation Counselors / CSPD

Commissioner LaBreck will provide an overview of the technical assistance and guidance currently being issued in the field. A status update regarding CSPD questions and concerns will also be discussed. Finally, she will discuss general questions pertaining to Section 511 and competitive integrated employment.

9:40AM – 10:30AM

Keynote Speaker
• Susanne M. Bruyère, Ph.D., CRC, ILR School, Cornell University
  Director, K. Lisa Yang and Hock E. Tan Institute on Employment and Disability
  Professor of Disability Studies

Employer Practices to Improve Employment Outcomes: Implications for the Rehabilitation Counselor as Consultant

Our rehabilitation counseling educational preparation and measurement for successful outcomes for practicing rehabilitation counseling professionals has historically emphasized the training and placement of the individual with a disability for the world of work, rather than how to assist employers with preparing their workplaces to be disability inclusive.

There is a significant current need by employers for this information, and a unique opportunity to provide needed consultation services to assist employers in identifying qualified candidates with disabilities and to create opportunities for longer term career growth for these employees.

This presentation offers information about the knowledge and skills needed for rehabilitation professionals to be maximally effective in providing consultation services to business.

The information presented is empirically derived, taken from a series of interlocking research projects to examine the most effective ways to minimize disability discrimination and maximize workplace disability inclusion. The implications of these employer practices for rehabilitation counselor practice; education/training and future research will be discussed.
Inclusion of High Leverage Groups of National Applicability in Targeted Communities

- Madan M. Kundu, Ph.D., CRC, Southern University
- Alo Dutta, Ph.D., CRC, Southern University
- Timothy Tansey, Ph.D., CRC, University of Wisconsin-Madison
- David Strauser, Ph.D., University of Illinois
- Catherine Anderson, Ph.D., CRC, University of Wisconsin-Stout

Vocational rehabilitation has been unable to identify and address the persistent, pervasive, multi-layered economic, and disability-related barriers to employment for marginalized groups from low SES levels. Collection of naturalistic and accurate data on the needs, preferences, abilities, cultures, and socio-environmental factors of PwD is of critical importance to designing a practical, mutually agreed upon, and attainable plan of service delivery and follow-up. However, involvement of these marginalized groups in knowledge generation and service delivery continue to be a major challenge. Therefore Project E3, a collaboration of six universities and CSAVR, is engaged in accessing, generating knowledge, providing VR-related technical assistance, and ensuring continued participation of marginalized groups in VR and employment.

Intended Audience: Agency Training Officers & Researchers and VR Administrators

Shifting Focus from Transition to Quality Employment Throughout the Work Life Cycle

- James S. Krause, Ph.D., Medical University of South Carolina
- Phillip Rumrill, Ph.D., Kent State University

The historical emphasis of vocational rehabilitation research has been on the successful transition to employment, either during early adulthood or after adult onset disability; yet this only marks the beginning of years or even decades of employment. Our presentation, while addressing the transition to employment, expands the focus to quality indicators of employment throughout the work life that include job retention, job type, promotion, and salary and benefits. We describe a model for investigating quality employment throughout the lifetime and describe to interrelated studies that operationalize this model with two special populations with physical disability (spinal cord injury, multiple sclerosis). We highlight the importance of VR extending beyond 90-day outcomes to promoting successful employment throughout the work life cycle.

Intended Audience: Practitioners & University Educators
**MONDAY, OCTOBER 17, 2016**

10:45AM – 11:45AM – CONCURRENT SESSION I (9 SESSIONS) – CONT’D

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**Improving Workplace Opportunity: How Employers Implement Title I of the ADA**

- Ellen Fabian, Ph.D., CRC, University of Maryland College Park
- Marian Vessels, M.S., Region 3 ADA Center

Title I of the ADA is designed to address employment barriers and improve workplace opportunities for people with disabilities. This presentation explores employer practices in the provision of reasonable accommodations and offers recommendations for rehabilitation practice, training and technical assistance to employers.

**Intended Audience:** Agency Training Officers & Practitioners

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**Preparing Students to Work with Veterans**

- Nicholas J. Cioe, Ph.D., CRC, Assumption College
- Susan Scully-Hill, Ph.D., CRC, Assumption College

Iraq and Afghanistan veterans are presenting with complex co-existing disabilities that may be the future of post-war disability. The Veterans Administration (VA) is seeking help from the civilian sector to help meet the needs of veterans. Rehabilitation Counseling programs have the opportunity and responsibility to educate their students about working with Veterans and how to work within and alongside the VA to optimize opportunity for successful provision of services to veterans. This lecture presentation is based on information used for a book chapter in a forthcoming disability textbook.

**Intended Audience:** Students & University Educators

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**The Ethics of Self Care: Implications for Rehabilitation Counselor Education and Training**

- Kathleen M. Glynn, Ph.D., CRC, Springfield College
- Jewel L. Jones, Rh.D., CRC, University of Maine at Farmington

This session will address the ethical obligations of rehabilitation professionals to prevent counselor impairment and to promote wellness through the practice of self-care. Derived from a comprehensive review of the literature, information on risk factors, signs, and the various forms of professional impairment will be presented. Attendees with learn about strategies for preventing impairment and promoting personal wellness. Suggestions for teaching self-care strategies as well as tools for assessing wellness and creating self-care plans will be presented in an effort to foster competencies among new and developing professionals.

**Intended Audience:** Students & University Educators
Multi-Level Strategies to Improve HIV Care in the Rural South

- George C. T. Mugoya, Ph.D., CRC, University of Alabama
- George Mamboleo, Ph.D., CRC, West Virginia University

The US South continues to be disproportionately affected by HIV/AIDS. According to the CDC, the South accounted for more than half of new AIDS diagnoses in 2014. Substance abuse and mental illness are major risk factors for HIV transmission and may challenge engagement in the HIV care continuum for people living with HIV/AIDS (PLWH). Thus, interventions which better address co-existing HIV/AIDS and substance abuse and/or mental illness are needed, particularly in rural settings. The current presentation provides an overview of the geographic and racial disparities of HIV/AIDS infection in the US, co-morbid substance abuse and mental health issues among PLWH, recommendations on improving HIV outcomes using multilevel strategies, and implications for research and practice for rehabilitation counselors working with PLWH.

**Intended Audience:** Practitioners & University Educators

Preparing Youth with Disabilities for Employment: An Analysis of Case Services Data

- Marcus Poppen, Ph.D., Washington State University

Despite national efforts to improve post-school transition outcomes, many youth with disabilities are unprepared to enter the workforce after high school. Coordination with Vocational Rehabilitation (VR) while these individuals are still in high school can offer opportunities for improved employment outcomes. This presentation discusses the results and implications of a logistic regression analysis of ten years of state VR data that explores the effects of individual characteristics, in-school experiences, post-school experiences and contextual factors on VR case closure status among 4,443 youth with disabilities (21 years or younger) who received and completed services from Oregon VR between 2003 and 2013.

**Intended Audience:** Practitioners & Students
The New Payback Regulations: What You Need to Know

- RoseAnn Ashby, Rehabilitation Services Administration
- Karen Holliday, Rehabilitation Services Administration
- Ellen Chesley Rehabilitation Services Administration

RSA will provide a synopsis of the most significant regulatory changes in 34 CFR Part 386, the regulations governing the Rehabilitation Long-Term Training Program that published in the Federal Register on August 19, 2016.

**Intended Audience:** RSA's Long-Term Training Grantees

Best Practices of Resiliency in Dealing with Trauma for Individuals with Disabilities

- Suneetha B Manyam, Ph.D., LPC, Mercer University
- Jasonn Randolph, B.A., Mercer University

The presentation will explore the best practices of how to promote resiliency for individuals who have experienced trauma either pre or post disability. Through an extensive review of literature, presenters will discuss how the process of developing strengths based approach through resiliency plays a vital role in managing their trauma to achieve a state of homeostasis for individuals with disabilities. Ethical standards related to the trauma focused best practices will also be discussed. Primary presenter will share about the case studies of trauma healing through Eastern Energy Modalities like Chakra and Loving Kindness Meditations. In addition, this interactive session focuses on exploring an upcoming innovative approach of managing trauma through Cognitive Processing Therapy. Towards the end, the audience will have an opportunity to participate in a 10-minute meditation session.

**Intended Audience:** Practitioners & Students

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11:45AM – 1:00PM – LUNCH (ON YOUR OWN)
12:00PM – 1:00PM – Council Group Meetings

NCRE maintains a set of Councils, which are a membership benefit, that address specific focus areas in rehabilitation education. The Councils provide a forum for Individual, Emeritus, New Career and Student Members of NCRE to network with other professionals and work on areas of shared interest.

**Council on Distance Education**
- Jewel L. Jones, Rh.D., CRC, University of Maine Farmington

**Agenda**
- Welcome and introductions of Chair
- Update from members
- Updates on Pedagogy on Distance Education Survey / Program Faculty
- Revising mission statement and goals
- Innovative practices in distance education
- Staying connected and upcoming initiatives
- Potential research studies

**Council on Diversity & Equity**
- Brenda Cartwright, Ed.D., CRC, Winston Salem State University
- James Stewart, Ph.D., CRC, Coppin State University

**Agenda**
- Welcome
- Introductions
- Ted Daniels Scholarship Criteria
- Council Goals and Objectives

**Council on Rehabilitation Disability Studies: Meeting Needs at the Undergraduate Level**
- J. Chad Duncan, Ph.D., CRC, Northwestern University

**Agenda**
- Welcome from Chad Duncan
- Update from Members
- Concerns from Educators
- Update on activities related to UG Accreditation
Council of Psychosocial Adaptation Research
- Malachy Bishop, Ph.D., CRC, University of Kentucky
- Denise Catalano, Ph.D., CRC, University of North Texas

Agenda
Introductions and sign in
Review of minutes from Spring 2016 CPAR meeting
Discussion on activities of CPAR to date
  - Rehabilitation Research, Policy, and Education Journal Summary
  - PAR and related references template on NCRE web
Establishing mentoring relationships in PAR
Working groups on research activities and collaborations
Adjournment

1:15PM – 2:15PM – CONCURRENT SESSION II (9 Sessions)

Characteristics of Individuals with Disabilities Receiving Transportation Services in Vocational Rehabilitation
- Timothy Tansey, Ph.D., CRC, University of Wisconsin-Madison
- Alo Dutta, Ph.D., CRC, Southern University

The purpose was two-fold: (a) to identify subpopulations of VR consumers who are most likely to receive transportation services, and (b) to determine the effect of receiving transportation services as a VR intervention on employment outcomes. Data for this study were extracted from the United States Department of Education, Rehabilitation Services Administration Case Service Report (RSA-911) database for Fiscal year 2013 (N=340,735 closed cases). Multivariate logistic regression and data mining were used to respond to the research questions. Individuals who were unemployed at application; those referred by welfare agency than those who were self-referral; those on TANF; those living in rehabilitation facilities or substance abuse treatment centers; and Hispanics and African Americans were more likely to receive TS.

Intended Audience: Practitioners & University Educators
The Role of Graduate Certificates in the Changing Landscape of Pre-Service Education

- Jared C. Schultz, Ph.D., CRC, Utah State University
- Kathleen Marie Oertle, Ph.D., CRC, Utah State University

The VR counselor-training infrastructure has been reduced to the point that alternative training models need to be considered to accomplish the goal of having competent professionals. This presentation will outline the issues we are facing in rehabilitation education, and outline a program of graduate certificates as an alternative route for training VR counselors.

Intended Audience: Agency Training Officers & University Educators

Transition: Creating A Sustainable Post-Secondary Education Program for Adults with Disabilities

- Chrisann Schiro-Geist, Ph.D., CRC, University of Memphis

Young adults with intellectual and developmental disabilities (IDD) have traditionally struggled with the realities of transitioning to adulthood, particularly as it relates to employment. Building an Inclusive Post-Secondary Education program (IPSE) comes with many challenges, including assessing and addressing students’ individual service needs and preparing students for the social requirements of the world of inclusionary work. The purpose of this lecture is three-fold: (1) to present a model for IPSE that provides effective transition services and vocational training for adults with IDD addressing sustainability, community outreach, partnerships, research, diversity, and management; (2) to present a working model of evaluating service needs to improve job placement; (3) to explain the utilization of the PBIS system of interventions in an IPSE setting.

Intended Audience: Practitioners & University Educators

Assistive Smart Technology and Applications for Individuals with Brain Injury

- Lauren Costello, M.S., CRC, Brain Injury Association of North Carolina

Assistive technology is essential in promoting inclusion of individuals with disabilities. Following a brain injury, life changes can include social isolation, loss of independence, financial and emotional stress, psychological conditions, and more. With the accessibility and lack of stigmatization of Smart technology, the use of applications (or apps) can assist in home, work, and community settings. Areas of assistance can include communication, cognition/memory, health monitoring, education, organization, counseling/support, and occupation-related apps. It is essential that rehabilitation professionals are aware of the technology available to assess areas of functioning that can be assisted in by just the click of a button.

Intended Audience: Practitioners & University Educators
The Path To Successful Completion Of ADA Self-Evaluations: Preparation, Execution, Next Actions

• Eva Larrauri, M.A., CRC, University of Washington
• Risa Klemme, B.A., WA State Department of Corrections

The focus of this session will be on the Self-evaluation and Transition Planning process under the ADA used by the Washington State Department of Corrections (WA DOC - ADA Title II entity) in partnership with the NW ADA Center, Center for Continuing Education in Rehabilitation at the University of Washington. The sessions will offer interactive discussion and Q&A with the audience regarding the first-hand experience of the WSDOC staff, from implementation to successful completion of the project. Furthermore, we will share the experience of having the Department of Homeland Security officials’ participate in one of the self-evaluations process to study and compare best practices for reviewing government integrated program and services.

Intended Audience: Grant Writers and Administrators & University Educators

Efficiency in Vocational Rehabilitation Program Service Delivery: The Impact of Socioeconomic Context

• Carl R. Flowers, Ph.D., CRC, Southern Illinois University-Carbondale
• Royce Burnett, Ph.D., CPA, Southern Illinois University-Carbondale

Using regional-based best practice benchmarks, this study and resulting presentation investigated the effects service environment diversity have on the capacity of vocational rehabilitation (VR) agencies to deliver effective and efficient outcomes. To do so, the study examined the extent to which diversity amongst socioeconomic, rural-urban, and operational contextual variables within the service delivery environment affects agency-level employment outcome performance. Eight (8) indicators of socioeconomic status, five (5) indicators of operations, and three (3) cost of service variables were compared to the average level of activity in the region within which the agencies reside to assess variation. Competitive employment was the proxy for service delivery outcome. Results obtained suggested the environment in which an agency operates has an impact on agency-level performance.

Intended Audience: Agency Training Officers & University Educators
Labor Union and Effect on Employment for Persons with Disability

- Sergio Cuevas, M.S, University of Texas Rio Grande Valley
- Abdoulaye Diallo, Ph.D., CRC, University of Texas Rio Grande Valley

The external problems persons with disability (PWDs) face require advocacy efforts. Labor union, an advocacy group, has the potential of influencing employment outcome for PWDs. Disability groups interested in employment for PWDs can reach out to the labor union to form alliances to help PWDs secure employment. The study investigates the effect of labor union on the employment outcomes of persons with disability (PWDs). The results suggest an increase in both the representation of unions and union memberships have a positive impact on the percentage of individuals competitively employed. Data were extracted from the Rehabilitation Services Administration’s (RSA). Regression analysis was used for this study analysis.

Intended Audience: Agency Training Officers & Practitioners

Accessibility Considerations for Visual Impaired Teaching Professionals: Classroom to Boardroom

- Zeynep Yilmaz, M.S., CRC, The University of Arizona
- Lisa Degiorgio Worthy, Ph.D., CRC, The University of Arizona

The presentation interweaves the experiences of two rehabilitation teaching professionals, one with a visual impairment, and recent advances in technology to facilitate learning across temporal and geographic boundaries. Relevant literature findings, overview of assistive technology and accessibility, and best practices when technology is not accessible or compatible will be shared with attendees.

Intended Audience: Students & University Educators

Risk Management: What’s New in Managing your Grant

- David Downey, Risk Management Services

Department of Education staff will provide a synopsis of changes in 2 CFR 200 (with particular emphasis on internal controls and financial management) that are critical to the management of your long-term training grant.

Intended Audience: RSA’s Long-Term Training Grantees
What We Need to Know: Meeting Contemporary Challenges in Psychiatric Vocational Rehabilitation

- Sandra Fitzgerald, Ph.D., CRC, San Francisco State University
- Julie Chronister, Ph.D., CRC, San Francisco State University

Despite the increasing demand for rehabilitation counselors to provide vocational services to persons with psychiatric disabilities, rehabilitation counselors lack essential knowledge on evidence-based psychiatric rehabilitation practices and need training on the mental health recovery model. In addition, WIOA requires that we provide services to youths with psychiatric disabilities (whose needs differ from adults with mental illness). The session will discuss current knowledge areas in psychiatric rehabilitation most relevant to contemporary VR practice and discuss future implications.

Intended Audience: Practitioners

Impacts of Social Injustices on Infusing of Social Justice in Rehabilitation Counseling

- Shengli Dong, Ph.D., CRC, Florida State University
- Glacia Ethridge, Ph.D., CRC, North Carolina Agricultural & Technical State University
- Roe Rodgers-Bonaccorsy, Ph.D., CRC, Howard County Health Department, Maryland

The purpose of this presentation is to examine the extent to which rehabilitation counselor educators understand and are committed to infusing social justice in their curricula, and impacts of experiencing and witnessing social injustices on their infusion of social justice into the rehabilitation curricula. One hundred and one participants were recruited through the NCRE listserv. A majority of participants believed infusion of social justice as important. Social injustice experiences and age were found significant factors in terms of predicting the infusion of social justice while holding gender, race, academic title, and years of teaching constant. The personal experiences of social injustice seem to shape perceptions of social justice infusion and their infusion strategies. Future research and practical implications are discussed.

Intended Audience: Students & University Educators

RSA Office Hours

- All RSA Project Officers

This session provides you with an opportunity to have some one-on-one time with your RSA project officer.

Intended Audience: RSA Long-Term Training Grantees
Strengths Based Resilience Approach: Virtue Based Resilience Study

- Jeong Han Kim, Ph.D., CRC, Virginia Commonwealth University

Originally reported in posttraumatic stress literature, resilience studies have been conducted in various contexts. However, very few studies have been conducted from a virtue perspective. Virtue is a form of excellence that enables one to pursue a worthwhile end in the conduct of everyday life activities. From a virtue perspective, resilience is defined as a positive byproduct of enduring adversities while transforming them into insightful opportunities for renewal (Young-Eisendrath, 1996). This presentation first introduces the Virtue-Based Psychosocial Adaptation Model (V-PAM) and its applicability in the context of resilience was empirically tested in a sample of 256 subjects with chronic illness and disabilities.

**Intended Audience:** Students & University Educators

Engaging Employers: Fostering Disability-Inclusive Outreach and Recruitment Strategies

- Susan Picerno, B.A., MSW, US Department of Labor, Office of Disability Employment Policy
- Katherine McCary, B.A., CEO/Executive Director, DC Metro Business Leadership Network and President, President, C5 Consulting, LLC
- Brett Sheats, B.A., JD, National Project Director, Employer Assistance and Resource Network on Disability Inclusion (EARN)
- Kathy West Evans, MPA, CRC, Director of Business Relations, National Employment Team (NET)

Employers are beginning to incorporate disability into their talent management, but they may not know how to effectively recruit and retain people with disabilities. Disability or workforce development service providers can provide strategic assistance. Besides connecting employers with jobseekers with disabilities, they train individuals for specific needs and provide supports to ensure their success. The key to demonstrating a provider’s relevance is to respect and respond to businesses’ needs in tandem with those of jobseekers with disabilities. This session unpacks employer/provider relationship-building using a “dual customer” approach. A panel provides real-life lessons learned by the Employer Assistance and Resource Network on Disability Inclusion (EARN) and the Council on State Administrators of Vocational Rehabilitation (CSAVR) from years of engagement with employers.

**Intended Audience:** Agency Training Officers & Practitioners
Ethical and Multicultural Competency in Clinical Supervision of Students and New Professionals

- Kelly Kazuakauskas, Ph.D., CRC, Illinois Institute of Technology

Effective and ethical supervision is critical to successfully bringing along the next generation of counseling professionals. An understanding of the specific multicultural issues that arise in clinical supervision supports this endeavor. Through the provision of high quality, ethical supervision, counseling supervisors assist trainees in successfully developing their skills in a supportive working environment. The purpose of this presentation is to review the clinical supervision process specifically as it relates to working with the new generation of counseling professionals, and to provide resources and recommendations for supporting and managing them in their clinical experiences. Multicultural supervision issues and common ethical concerns will be addressed through case examples and discussion, with a focus on application of the relevant codes of professional ethics.

**Intended Audience:** Practitioners & University Educators

NCRTM: Gateway to RSA’s Technical Assistance and Training Materials

- Cherie Takemoto, PhD, Project Manager/Senior Research Analyst, New Editions Consulting, Inc.
- Don Bunuan, Program Specialist, Training Programs Unit, Rehabilitation Services Administration
- Rachel Romeo, Program Administrator/Librarian, New Editions Consulting, Inc.

The Workforce Innovation and Opportunity Act (WIOA) presents new requirements and opportunities to strengthen rehabilitation services that will lead to competitive employment. The National Clearinghouse on Rehabilitation Training Materials (NCRTM) is a gateway for the rehabilitation community to

1. Understand and implement the revolutionary changes required by WIOA;
2. Locate RSA and RSA-funded technical assistance, training opportunities and resources;
3. Gain visibility for their own training materials.

This interactive presentation will highlight resources and materials currently available on the NCRTM and preview RSA’s upcoming TA efforts and TA center materials. Presenters will seek audience input on an upcoming Community of Practice on Section 508 and opportunities to be involved on the NCRTM peer review process.

**Intended Audience:** Educators & RSA Grantees
MONDAY, OCTOBER 17, 2016 – CONT’D

3:45PM – 5:00PM

6th Annual Student Social and Network Reception
NCRE is hosting a social gathering for any student (bachelor’s, master’s, and doctoral) attending the conference. Students will have an opportunity to meet members of NCRE’s Board, Council Chairs and Co-Chairs. Attendees will meet other students throughout the United States and learn about ways to get involved now and into the future.

5:15PM – 6:45PM

CORE Standard Revision Process and Opportunity for Feedback
• Cherie King, Sc. D., CRC, Consultant, Council on Rehabilitation Education
• Patricia Nunez, M.A., CRC, President, Council on Rehabilitation Education

This presentation will provide a brief overview and update of the CORE Standards revision project. Stakeholders within the rehabilitation counseling community were asked to provide feedback on the draft standards by way of electronic survey. Participants will be presented with the outcomes of the survey results and have the opportunity to provide feedback on suggested changes from the survey and recommend further revision to the standards.

NCRE member inclusion in the standards revision project is of extreme importance to the rehabilitation counseling community because the standards will be instrumental in shaping the future of rehabilitation counseling education, training, and practice.

TUESDAY, OCTOBER 18, 2016

7:30AM – 8:30AM

Continental Breakfast

7:30AM – 11:45AM

Registration
8:15AM – 9:30AM

Keynote Speaker

- Ruth Brannon, MSPH, M.A., Director of the Office of Research Sciences at the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) Administration for Community Living, U.S. Department of Health and Human Services

Research Opportunities at the National Institute on Disability, Independent Living, and Rehabilitation (NIDILRR) Research—Past, Present, and Future

This presentation will explore the changes at NIDILRR given its move from the Department of Education to the Administration for Community Living (ACL) in the Department of Health and Human Services. These changes are both procedural and substantive. The Workforce Innovation Opportunity Act (WIOA) largely left NIDILRR’s existing statutory requirements intact, but there is renewed focus on community living as an outcome.

The transition to ACL has focused NIDILRR on community living as its principle outcome domain, but health and function and employment retain importance as areas of research that support the community living goals of individuals with disabilities. In the presentation, ongoing research in employment and vocational rehabilitation will be discussed as well as emerging research opportunities, knowledge translation activities, and opportunities to participate in other NIDILRR activities.

9:45AM – 10:45AM – CONCURRENT SESSION IV (7 SESSIONS)

Developing an Employer Engagement Strategy to Increase Placement of Individuals with Disabilities

- Louis Orsline, M.S., MPIA, West Virginia University

An essential element of vocational rehabilitation is successfully engaging with employers. With 30+ years of supporting employers, leadership of the Job Accommodation Network (JAN) has gained considerable insight into the needs of employers as well as practices necessary to develop a successful partnership. These needs vary widely from building an employer’s talent pipeline to complying with various governmental regulations. Participants will learn of the benefits or value proposition employers embrace when hiring people with disabilities. Through the use of a role play video, participants will also learn and understand one of the primary “pain points” for employers - the hiring process. And, to support a successful partnership, participants will also learn of a new accommodation toolkit developed by JAN.

Intended Audience: Practitioners & Students
What Works in Youth Transition: Description and Evaluation of a Model Program

- Richard Luecking, Ed.D., University of Maryland College Park
- Ellen Fabian, Ph.D., CRC, University of Maryland College Park

The Workforce Investment Act of 2014 emphasizes improving the lives of youth with disabilities through the development of model programs and practices implemented or funded by State VR agencies. This study presents the results of a rigorous evaluation of one multi-site, multi-year transition model using a matched case control design. Results will inform the design and replication of similar models across the country, as well as recommend practices and services associated with youth employment success.

Intended Audience: Practitioners & University Educators

The Impact of Employment on Women Living with HIV/AIDS

- Kenneth C. Hergenrather, Ph.D., CRC, George Washington University
- Diona Emmanuel, M.A., NCC, George Washington University
- Liza Conyers, Ph.D, CRC, Penn State University

According to the Centers for Disease Control and Prevention (CDC), one in four people living with HIV (PLWH) are women. Work plays a significant role on a person’s life as seen through its impact on development, self-esteem, and financial security. Based on a content analysis, the presentation will explore the impact of employment on women living with HIV/AIDS. The presentation will address employment as a social determinant of health, barriers to and benefits of employment, components of a protocol for working with women living with HIV/AIDS, and the role of public vocational rehabilitation counselors and state VR agencies in assisting women living with HIV access to income supports including job skills and employment.

Intended Audience: Practitioners & University Educators

Important Information for RSA Scholars

- Diandrea Bailey, Rehabilitation Services Administration
- Don Bunuan, Rehabilitation Services Administration
- Mary Yang, Rehabilitation Services Administration

Understanding your payback obligation is critical if you are an RSA scholar. This session is only for RSA scholars. Please join us for a session where we will provide you with tips on successfully meeting your obligation under the RSA Long-Term Training program.

Intended Audience: Students
The Promise of WIOA: Enhancing Partnerships between Vocational Rehabilitation and Education

- Jacque Hyatt, M.Ed., NTACT/TransCen, Inc.
- Ruth Allison, MBA, NTACT/TransCen, Inc.

The Workforce Innovation and Opportunity Act (WIOA) has required that state Vocational Rehabilitation Agencies (VR) reexamine the way they work with transition age youth regarding service delivery, allocating resources, and documentation of outcomes. To successfully implement the regulatory requirements of WIOA, VR must have strong collaborative relationships with their educational partners, both at the state and local levels. VR and Education partners can effectively coordinate and implement the requirements of WIOA and the Individuals with Disabilities Education Act (IDEA) to build partnerships necessary to provide pre-employment transition for students with disabilities. This interactive presentation will share evidenced based practices, tools, and strategies for establishing collaborative partnerships at the state and local levels, along with examples from current practice.

Intended Audience: Practitioners & University Educators

Informing Vocational Rehabilitation Counselor Education with Statewide Transition Leaders

- Kathleen Marie Oertle, Ph.D., CRC, Utah State University
- Caren L. Sax, Ed.D., CRC, San Diego State University

Students receiving secondary services under IDEA (2004) and/or Section 504 of the Rehabilitation Act are assured opportunities for postsecondary success in work, education, and community life. To facilitate success in these areas, vocational rehabilitation (VR) counselors are required to collaborate with special educators to “provide or arrange for the provision of pre-employment transition services” (WIOA, 2014). Given this charge, data were collected from statewide VR and special education transition leaders regarding collaborative practices among their staff. Analyzing the perspectives and expectations held by these leaders will advance knowledge in a critical area of limited transition research, i.e., collaboration across these systems. Recommendations for preparing VR personnel will be presented and discussed with participants to highlight current and emerging practices.

Intended Audience: Students & University Educators
Teaching “hands-on” Counseling Theories and Techniques Online: MindTap as a Model Tool

- Euchay Ngozi Horsman, Ph.D., CRC, University of Arkansas-Little Rock

Developing Students and New Professionals – requires the presentation to address, among other things, “the unique needs of pre-service students and new professionals [including] basic skills and competencies, [which necessitates] teaching and practicing in an ethical manner, and building supportive environments.” The proposed demonstrative presentation will inform rehabilitation educators of technology tools and resources that ensure students’ development of much needed skills and competencies in ethical, supportive online, face-to-face, and hybrid learning environments. According to Canon (2013), online educators face the ethical dilemma of ensuring that students attain critical skills for today’s evidence-based work environments. Such tools as MindTap provide a solution to the dilemma.

**Intended Audience:** Agency Training Officers & University Educators

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Post-WIOA Collaboration in Transition Programming: Promising Practices and Future Directions

- Monica R. Irving, B.S., Springfield College
- Kathleen M. Glynn, Ph.D., CRC, Springfield College
- Michael P. Accordino, Ed.D., CRC, Springfield College

This presentation will address examples of inter-agency collaboration between a school to work transition program with community businesses and post-secondary institutions. Compiled from a preliminary analysis of the collaboration relationships through survey of agency leaders, promising practices as well as areas for improvement will be presented. Suggestions for improved vocational outcomes through inter-agency collaboration will be presented, taking into account the Workforce Innovation and Opportunity Act and its implications for the field of rehabilitation counseling with regard to youth with disabilities in transition.

**Intended Audience:** Practitioners
Exploration of Mindfulness in Rehabilitation Counseling

- Cara Waiswilos, B.B.A., Mercer University
- Heather Koth, M.A., N.C.C. Mercer University
- Jasonn Randolph, B.S., Mercer University
- Amber Huey, B.S., Mercer University

Mindfulness can be an extremely effective form of self-care and requires an individual to pay attention and remain present in the moment with a nonjudgmental attitude. Mindfulness has been shown to be effective with a wide range of populations. Specifically, there are promising advances of mindfulness use with rehabilitation counseling, including working with aging older adults, substance abuse clients, persons with intellectual disabilities, and hospice care patients. This panel seeks to discuss the benefits of mindfulness-based therapy for these populations.

**Intended Audience:** Students & University Educators

Ethical Considerations of Using Social Media Platforms in Rehabilitation Education

- Alyce A. McLeod, B.S., Utah State University
- Jewel Jones, Rh.D., CRC, University of Maine at Farmington

The increase in social media use in the classroom within higher education has resulted in the need for best practices related to ethical guidelines within rehabilitation program delivery. Online teaching platforms often facilitate quality communication between educators and their students, however, the security of information, as well as the potential use of informed consent and protected health information such as case studies, are important to consider. The purpose of this presentation is to assist rehabilitation educators in having a greater understanding of the ethical obligations of rehabilitation educators to ensure the proper use of social media platforms in the classroom. Attendees will learn about strategies for concerning privacy, consent, and confidentiality when using social media in the classroom.

**Intended Audience:** Practitioners & University Educators

RSA Office Hours

- All RSA project officers

This session provides you with an opportunity to have some one-on-one time with your RSA project officer.

**Intended Audience:** RSA Long-Term Training Grantees
Examining Existing Social Justice Competence Frameworks for use in Rehabilitation Counselor Education
  • Elisabeth Simpson, M.S., CRC, Duquesne University

Rehabilitation counselors have a greater awareness of social justice principles and how one population of individuals is effected by oppression, marginalization, and societal inequities. However, there has yet to be a clear understanding of how social justice translates to practice. Continued efforts made by rehabilitation counselor educators to infuse social justice principles into curriculum, research, and practice with the intention of distinguishing social justice from other areas of competence is necessary for the future of the profession. This presentation will offer a condensed review of existing models and frameworks of social justice competence followed by an in-depth discussion on how rehabilitation counselor educators can use these models to inform development of curriculum and instruction that incorporates social justice principles.

Intended Audience: Students & University Educators

The Use of Informal Assessment in the Customized Employment Process
  • Ryan Paskins, M.A., LCSW, Utah State University

WIOA was passed to better provide employment opportunities for youth with disabilities who are transitioning out of school settings as well as for individuals who meet the criteria of being “most severely disabled”. Preliminary research has shown that Customized Employment is an effective tool in helping these populations find and maintain gainful employment. Currently, there are no summative assessments that target this population, making it difficult to adequately assess the individual’s interests, abilities, etc. To better serve individuals in the Customized Employment process, it is proposed that both summative and formative assessments are beneficial. Through this process data is collected and analyzed to meet the needs of the individual as well as explore the potential of generalizability of others.

Intended Audience: Practitioners & Students
Multicultural Competencies: Disability Microaggressions in Rehabilitation Counseling

• Deniz Aydemir Doke, M.S., Penn State University

Given their intersecting identities across multiple spectrums, people with disabilities (PWD) constitute the largest minority-group of clientele who receive counseling services. Although greater attention to diversity components are embedded in counselor education preparation programs, counselors are sometimes the perpetrators of microaggressions (Constantine, 2007). In this session, attendees will learn how ableism manifests itself in subtle but important ways in the form of disability microaggressions and what can be done to address them using practical applications within the counseling relationship. The presentation will include an overview of the literature on microaggressions and ableism, followed by small group exercises.

Intended Audience: Practitioners & University Educators

12:15PM – 1:30PM – Awards Luncheon

Welcome
• Noel Estrada Hernandez, Ph.D., CRC, The University of Iowa
  National Council on Rehabilitation Education, President

Presentation of 3rd Annual Ted Daniels’ Scholarship Award
• Monica R. Irving, B.S., Springfield College

Spring 2017 and Fall 2017 Conference
• Michael P. Accordino, Ed.D., CRC, Springfield College

Closing Remarks
• Noel Estrada Hernandez, Ph.D., CRC, The University of Iowa
  National Council on Rehabilitation Education, President
• Steve Wooderson, Council of State Administrators of Vocational Rehabilitation
• Thomas E. Finch, Ph.D., Office of Special Education and Rehabilitative Services