Grounding Distance Education in Pedagogy and Learning Theory Workshop

- Jared C. Schultz, Ph.D., CRC, Utah State University
- Jewel Jones, Rh.D., CRC, University of Maine Farmington
- Matthew E. Sprong, Ph.D., CRC, Northern Illinois University

The incorporation of distance learning practices within rehabilitation counseling training programs has provided a need for exploration of best pedagogical practices when developing or modifying a distance education course. Pedagogy is the method and practice of teaching and there have been many protocols developed to enhance an educators’ pedagogy within traditional, face-to-face classroom delivery formats. However, it can be challenging to translate pedagogy strategies for the online environment. The purpose of this workshop is to train rehabilitation counselor educators on methods of improving distance education courses by applying pedagogy strategies through various delivery options.
1:30PM – 2:45PM

Ethics Update: CRCC Code of Ethics Revision Task Force “Hot Topics

- Linda R. Shaw, Ph.D., CRC, Task Force Chair, University of Arizona
- Michael T. Hartley, Ph.D., CRC, Member, University of Arizona
- Sara P. Johnston, Ph.D., CRC, Member, Texas Tech University Health Sciences Center

The CRCC Code Revision Task Force initiated its work to revise the 2010 CRCC Code of Professional Ethics for Rehabilitation Counselors in March 2015. Many hours of work later, a first draft is emerging. This presentation will overview the proposed revisions to date, and will particularly focus on those “hot topic” issues for which input and discussion will be most helpful in informing further revisions to this document that guides ethical practice for rehabilitation counselors.

1:30PM – 4:00PM

Council on Rehabilitation and Disability Studies (Undergraduate Level)

- Brandi L. Darenbourg, Ph.D., CRC, University of North Texas
- Gina Oswald, Ph.D., CRC, Wright State University

Welcome from Co-Chair
- Update on CRDS and CORE (if representative is present)
- Update from Members
- CORE/CACREP Merger and Accreditation

Discussion of possible August 2016 Meeting
- Purpose
- Creation of the Draft Agenda

3:00PM – 4:00PM

Council on Distance Education

- Jewel L. Jones, Rh.D., CRC, University of Maine at Farmington
- Matthew E. Sprong, Ph.D., CRC, Montana State University - Billings

Welcome and Introductions of Chair and Co-Chair
- Update from members
- Pedagogy on Distance Education Survey / Program Faculty
- Distance Education Workshop (Pre-conference meeting)
- Revising mission statement and goals
- Innovative practices in distance education
- Staying connected and upcoming initiatives (new online platform via NCRE)
- Potential Research Studies
SUNDAY, OCTOBER 18, 2015

3:00PM – 4:00PM

Council on Psychiatric Rehabilitation
• Stephanie L. Lusk, Ph.D., CRC, University of Arkansas – Fayetteville
• Jennifer Sánchez, Ph.D., CRC, The University of Texas at El Paso

Welcome
• Introductions
• Review of minutes from Spring 2015 meeting

Old/Continuing Business
• Rehabilitation Research, Policy, and Education (Special Issue)
• Journal of Applied Rehabilitation Counseling (Special Issue)
• Psychiatric rehabilitation training materials and clearinghouse
• Announcements and updates from committee members
• Adjournments

4:30PM – 6:00PM

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.

6:15PM – 7:30PM

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. One week before the conference begins, the NCRE office will provide all participating VR representatives a contact list of the Master’s level students attending and vice versa.
SUNDAY, OCTOBER 18, 2015

6:15PM – 7:30PM

Legislative Updates: Sponsored by the NCRE Ad Hoc Legislative Committee (Panel Discussion)

- Kenneth Hergenrather, Ph.D., CRC, The George Washington University
  Past President, National Council on Rehabilitation Education
  Past President, National Council on Rehabilitation Education
- Frank Lane, Ph.D., CRC, Executive Director, Council on Rehabilitation Education
- Carol Bobby, President and CEO CACREP
- Cindy A. Chapman, CAE, Executive Director, Commission on Rehabilitation Counselor Certification
- Lynne Tracy, LMFT, CRC, Rehabilitation Counseling Coalition
  Past President, International Association of Rehabilitation Professionals
- Cinda Hughes, Legislative Affairs Director, CANAR Inc.

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 19, 2015

7:30AM – 3:30PM

Registration

8:00AM – 8:45AM

Welcome and Greetings

- J. Chad Duncan, Ph.D., CRC, Alabama State University
  National Council on Rehabilitation Education, President
- Steve Wooderson, Council of State Administrators of Vocational Rehabilitation
- Thomas E. Finch, Ph.D., Rehabilitative Services Administration
- Randall Slikkers, MBA, Executive Director, CANAR Inc.

9:00AM – 9:30AM

Keynote Speaker - (Invited)

- The Honorable Janet LaBreck, Commissioner Designate Rehabilitation Services Administration

Keynote Address: “Identifying Strategies for Innovative Approaches for Collaboration under WIOA”
MONDAY, OCTOBER 19, 2015

9:30AM – 10:30AM

The Decision for CORE to Merge with CACREP
• Frank Lane, Ph.D., CRC, Executive Director, Council on Rehabilitation Education
• Patricia Nunez, M.A., CRC, President, Council on Rehabilitation Education
• Tom Evenson, Ph.D., CRC, CORE Past President
• David Beach, Ph.D., CRC, CORE Secretary/Treasurer

The presenters will discuss the recent decision by the CORE board to merge with CACREP. The information used in making the decision such as friction points with the affiliation agreement, changes in higher education that impact accreditation, and licensure and portability issues. The terms of the merger and impact to rehabilitation counseling and the counseling profession will be covered. The session is a presentation only and the Q & A session will be conducted during the CORE/CACREP town hall meeting.

10:45AM – 11:45AM - CONCURRENT SESSION I (7 SESSIONS)

Important Information for RSA Scholars
• Charlett Bailey, Rehabilitation Services Administration
• Don Bunuan, Rehabilitation Services Administration

Understanding your payback obligation is critical if you are an RSA scholar. 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

Using DSM-5 and ICF Tools to Understand Client Cultural and Environmental Perspectives
• Raymond Oretega, Ed.D., CRC, University of Arkansas-Little Rock

The cultural and environmental perspectives of the individual client are important components of the rehabilitation planning process that are frequently overlooked entirely or, at best addressed in a stereotypical manner based on the U.S. Government classification system. This presentation addresses some DSM-5 and ICF tools that facilitate the acquisition and use of this information in the planning process.

Intended Audience: University Educators & Agency Training Officers
Public Vocational Rehabilitation services and the 2015 National HIV/AIDS Strategy: Implementation to Practice

- Ken Hergenather, Ph.D., CRC, The George Washington University
- Liza Conyers, PhD, CRC, The Penn State University
- Diona Emmanuel, MPH, MA, NCC, The George Washington University

The 2010 White House National HIV/AIDS Strategy (NHAS) was updated in July 2015. The primary goals include reducing HIV infections, increasing access to care, improving health outcomes for persons living with HIV/AIDS (PLWHA), reducing HIV-related disparities and health inequities, and achieving a coordinated national response. The presentation addresses the implementation of the 2015 NHAS, employment as a social determinant of health, the impact of reduced HIV viral load on transmission risk, and the role of public vocational rehabilitation counselors and state VR agencies in assisting PLWHA access to income supports that include job skills and employment. This presentation is the result of the collaborative effort between the Council of State Administrators of Vocational Rehabilitation and the National Working Positive Coalition.

Intended Audience: Agency Training Officers & Practitioners

Academic Performance Among College Students with Disabilities: A Longitudinal Study

- Vicki Chang, M.A., Penn State University
- Jen Chiu, ME.d., CRC, Penn State University
- James T. Herbert, Ph.D., CRC, Penn State University

College students with disabilities (CSD) often take longer time to graduate and obtain lower grade point averages (GPA) as compared to students without disabilities. On-campus Offices for Disability Services (ODS) play an important role in helping CSD persist in college by providing accommodations and other support services. This study applied a longitudinal approach to examine semester-to-semester changes in students’ GPA after receiving ODS services. A secondary database from a large public university of undergraduate students who received ODS services in the past six years was used. Results show that CSD had positive gain in GPA across five semesters. In addition, race was identified as a significant factor in influencing the changes. Implications for practitioners and researchers were discussed.

Intended Audience: University Educators & Practitioners
Do Employers Perceive Substance Use Disorders Differently than Mental Health Disorders?

- Jennifer McDougal, Ph.D., CRC, Widener University
- Shari M. Sias, PhD, LPC, East Carolina University

People with substance use and mental health disorders often face stigma as a barrier to accessing equal employment opportunities. This presentation provides a discussion of human resource managers’ concerns toward hiring individuals with substance use disorders (SUDs) as compared to mental health disorders (MHDs). This study provides areas in which rehabilitation counselors may target job development efforts for individuals with SUDs and MHDs. Study methodology, results, and clinical implications are presented.

**Intended Audience:** University Educators & Practitioners

Assessing Vocational Rehabilitation Professionals’ Competencies in Taiwan

- Alo Dutta, Ph.D., CRC, Southern University
- Mada Kundu, Ph.D., CRC, Southern University
- Fong Chan, Ph.D., CRC, University of Wisconsin-Madison
- Ming Hung Wang, Ph.D., National Changhua University of Education, Taiwan
- Kayla Fleming, M.S., CRC, Texas Department of Rehabilitative and Assistive Technology

Assessing VR professionals’ skills/knowledge/training is significant predictor of quality of employment outcome. In the past decade, VR-related work settings in Taiwan have gone through a tremendous amount of change to reflect changing policies/types of disabilities/global factors.

**Purpose:** To validate the Taiwanese version of the Systems Approach to Placement: Self-Assessment for Students and Counselors (SAP-SASC), designed to identify critical areas of knowledge, skills, and competencies possessed by VR professionals. Participants: 116 participants completed SAP-SASC: (a) rehabilitation counseling master’s students from three universities in Taiwan; and (b) job coaches/VR case managers/other VR professionals. Results: Multitrait scaling analysis revealed eight components of VR professionals’ competence. The respondents expressed the highest level of competence in providing job seeking and social skills training.

**Intended Audience:** University Educators & Practitioners
Tribal VR Counselor Perspectives on Serving Clients Who Have Hearing Loss

- Damara Paris, Ph.D., CRC, Emporia State University

A research study was conducted to explore how Tribal VR Counselors and Directors perceive challenges and opportunities in providing services to Deaf, DeafBlind, Hard of Hearing and Late Deafened (D/DB/HOH/LD) community members. Twenty-six TVR counselors and directors (approximately 31% of the total number of TVR representatives) responded to a questionnaire that was conducted online, in person and over the phone. The key findings included the diversity in types of services TVRs provide that differ from state VR services and the lack of resources available to serve this population, which creates barriers in service provision. Further studies are encouraged to determine how state and tribal VR agencies can share resources to maximize the service potential for this population.

Intended Audience: Practitioners

11:45AM – 1:00PM – LUNCH (ON YOUR OWN)

12:00PM – 1:00PM

Council of Psychosocial Adaptation Research

- Malachy Bishop, Ph.D., CRC, University of Kentucky
- Denise Catalano, Ph.D., CRC, University of North Texas

The Council on Psychosocial Adaptation Research (CPAR) is a community of rehabilitation counseling professionals interested in collaborating on research activities, accessing funding opportunities, and conducting effective psychosocial research in the areas of psychosocial adaptation, adjustment, and coping among individuals with disabilities and chronic illness. The purpose of this Council is to support NCRE’s efforts to foster educational and learning opportunities to enable rehabilitation educators and researchers to study, deliberate, and act upon matters affecting rehabilitation education and research and expand quality rehabilitation services to individuals with disabilities. The purpose of this meeting is to provide information for new and potential members and review the activities of the CPAR to date. We will discuss the new web page, development of committees, plans for the Spring 2016 NCRE Conference, and plans for the Council’s continued development over the coming year and beyond.
12:00PM – 1:00PM

Council of Diversity and Equity
- Brenda Cartwright, Ed.D, CRC, Winston Salem State University
- James Stewart, Ph.D., CRC, Coppin State University

Agenda
- Update on Request to CRCC Regarding Cultural Competency Requirement
- Dr. Ted Daniels’ Scholarship Applications
- Council Group Membership Request

1:15PM – 2:15PM – CONCURRENT SESSION II (6 SESSIONS)

Update for Long Term Training Grantees
- RoseAnn Ashby, Rehabilitation Services Administration
- Karen Holliday, Rehabilitation Services Administration
- Kristen Rhinehart-Fernandez, Rehabilitation Services Administration
- Diandrea Bailey, Rehabilitation Services Administration

RSA will provide an update on important grants management and payback issues for RSA long-term training grantees.

Intended Audience: RSA’s Long-Term Training grantees

A Novel Tool for Naturalistic Assessment of Challenging Behavior Profiles in TBI
- Ashlee McKeon, M.S., CRC, University of Pittsburgh

Challenging behaviors after traumatic brain injury (TBI) are known to be pervasive and treatment resistant. This study aims to establish reliability and validity for the overt behavioral dysregulation rating scale (OBDRS), a novel tool for assessing behavioral dysregulation naturally in adults with TBI. No scale currently exists that can be delivered in the real-world, in real-time to assess behavior as it naturally manifests. This tool hopes to bridge this evidence gap. The OBDRS was designed through extensive review of the literature and clinician feedback. Establishing psychometric properties for this scale will provide clinicians with a new reliable measurement tool for challenging behavioral profiles post-TBI that will support more optimal intervention selection and yield positive rehabilitation outcomes.

Intended Audience: University Educators & Practitioners
So You Think You Can Assess: Effective Suicide and Addictions Assessments

- Eluterio Blanco, M.A., LCDC, University of Texas Rio Grande Valley
- Rachita Sharma, M.S., CRC, University of North Texas

According to a recent report by the Surgeon General, approximately 40,000 deaths by suicide occur each year in the United States (2012). This translates to approximately one death by suicide every 13 minutes. The report also suggests that some of the factors associated with suicide are long standing. In particular, substance use disorder has been identified as being as risk factor for suicide. National data on substance use indicates alarming trends about usage; estimates suggest about 24.6 million Americans use illicit drugs on an ongoing basis. This session aims to train the attendees on effective, evidence-based methods for screening of suicide risk factors, particularly substance use disorders. The session contains an interactive learning component designed to facilitate knowledge acquisition.

**Intended Audience:** Practitioners & Students

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ExploreVR: Translating Data Into Knowledge

- DeBrittany Mitchell, M.A., University of Massachusetts-Boston
- Kartik Trivedi, M.S., University of Massachusetts-Boston

ExploreVR is a web application providing easy and convenient access to a range of vocational rehabilitation and related data for planning, evaluation, and decision-making. This data-sharing effort seeks to increase knowledge about the public VR program and its role within the larger employment and disability service system within and across states. This presentation will demonstrate ExploreVR as a tool to incorporate data into research, policy and practice decisions that enable the VR system to efficiently deliver employment services. The presenters will highlight how the knowledge translation framework can be best utilized to translate existing VR research data into actionable knowledge. Through ExploreVR, the VR community will also be able to leverage the skills and expertise of their peers more effectively.

**Intended Audience:** Students & Practitioners
Anxiety in Clinical Supervision: Friend or Foe

- Hung Jen Kuo, Ph.D., CRC, Michigan State University
- Annemarie Connor, M.S., OTR/L, Michigan State University
- Trent Landon, M.S., CRC, Michigan State University

Clinical supervision is imperative to the learning process of new counselors and professional development of current practitioners (Thielsen & Leahy, 2001). Yet this intervention is often poorly implemented (Herbert & Trusty, 2006; McCarthy, 2013; Schultz et al., 2002). One potential reason for poor implementation of clinical supervision is anxiety. This session will focus on recognizing anxiety in the supervisory relationship and intervening to maintain appropriate levels of anxiety. Recognized standards of practice and the CRCC Code of Professional Ethics related to the ethical and efficacious delivery of clinical supervision will be discussed. Useful instruments for the identification of anxiety within the supervisory relationship will also be identified and discussed. Recommendations for agency supervisors and trainers will be provided.

Intended Audience: Agency Training Officers & Practitioners

Get Out of the Dark on Distance Education: Making Pedagogy Exciting

- Matthew Sprong, Ph.D., CRC, Northern Illinois University
- Jewel Jones, Rh.D., CRC, University of Maine at Farmington
- Jared Schultz, Ph.D., CRC, Utah State University
- Charles Bernacchio, Ed.D., CRC, University of Southern Maine
- James Soldner, Ph.D., CRC, University of Massachusetts-Boston

The increase in distance learning within higher education has resulted in the need for best practices related to pedagogy within rehabilitation counseling training (RCT) program delivery. There is still limited exploration within RCT programs on pedagogical application to distance learning. Therefore, the purpose of this panel presentation is to discuss pedagogical skills as it related to distance education, including course design, learner interaction, and student assessment. Specific discussion areas may include (1) incorporating models of direct instruction; (2) incorporating adult learning theory and activities; (3) designing learning activities; (4) matching technology to learning activities; (5) student evaluation; (6) collecting data and evaluating online learning processes. Addressing these areas will help assure that distance education course quality translates into student success.

Intended Audience: University Educators & Students
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

Teaching our Students How to Recognize and Utilize Occupational Social Capital

• Dennis Gilbride, Ph.D., CRC, Georgia State University
• Matt Bruinekool, Ed.D, CRC, Drake University
• Robert Stensrud, Ed.D, CRC, Drake University

Understanding and utilizing social capital is a key component in effective placement of our consumers. The purpose of this presentation is to introduce educators and rehabilitation practitioners to two strategies to help identify occupational social capital. The first strategy is a degrees-of-separation activity that helps students recognize how few steps there are from themselves to a wide range of occupations and labor markets (bridging social capital). The second strategy is an occupational social capital instrument in which students (and ultimately consumers) map out their bonded social capital network and discover the connections they have to diverse labor markets. Participants will be provided examples of the strategies and data from their use within our rehabilitation counseling training programs.

Intended Audience: University Educators & Practitioners

Motivational Competence: Exploring Clinical Perceptions and Behaviors Towards The ‘Unmotivated’ Consumer

• Celeste Hunter, Ph.D., CRC, University of Wisconsin-Madison

Motivational Competency, the ability to motivate the ambivalent or unmotivated, is an important and primary role of rehabilitation counselors, as they themselves have rated motivation as the most important factor leading to successful employment outcomes over any other variable (Hayward & Schmidt-Davis, 2005). This study surveyed 167 Certified Rehabilitation Counselors’ (CRCs) attitudes/beliefs, knowledge, perceptions, and skills/behaviors related to aspects of consumer motivation and how these variables effect subsequent service expectations and delivery. Four out of the five primary predictor variables significantly contributed to the variance in outcomes within the MCM model. Specifically, robust findings involved warmth and competence perceptions in predicting counselors’ evaluations of consumer’s motivation, employment potential, behavior expectations, as well as in influencing counselors’ behavioral responses.

Intended Audience: University Educators & Practitioners
**The Infusion Model of Assistive Technology Instruction Into the Rehabilitation Curriculum**

- Robert Dawson, Ph.D., CRC, University of South Carolina, School of Medicine

The infusion model of assistive technology offers a comprehensive approach with minimal coursework disruption or stress on current teaching loads. For students, the infusion of assistive and adaptive technology within each class implies that it is a natural function of the rehabilitation process. Through the infusion model students will perceive assistive technology as an extension of the rehabilitation process and not a specialized task or skill. As a result, rehabilitation students will be able to provide more comprehensive and efficient services to rehabilitation consumers. The presentation will demonstrate both the infusion model and a blackboard module created by the University of South Carolina, which introduces students to assistive and adaptive technologies as tools to aid them in their own academic endeavors.

**Intended Audience:** University Educators & Students

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**Applying Ambiguous Loss Theory To The Family of Persons with a TBI**

- Erica Wondolowski, Ph.D., CRC, Arkansas Tech University

Approximately 1.6 million persons with a traumatic brain injury (TBI) will return home and require some degree of continuing care. Family members are reported to be the predominant caregivers and/or health care proxies for persons with a TBI. It essential that practitioners and researchers understand the family responses to the disability in order to best serve and support both persons with a TBI and their families. The study discussed in this presentation explored the experiences of six immediate family members who have experienced having an adult family member with an acquired TBI. The application of ambiguous loss theory was examined through the shared experiences according to the posited assumptions of the theory. Six of the seven assumptions were met.

**Intended Audience:** Practitioners & Grant Writers

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**Self-Employment as a VR Closure Option for People with Disabilities**

- Deborah Ashley, M.S., University of Texas Rio Grande Valley
- Noreen M. Glover-Graf, Ph.D., CRC, University of Texas Rio Grande Valley

The purpose of this presentation is to inform rehabilitation professionals about self-employment among people with disabilities (PWD) in order to increase the number of self-employment closures. The presenter will discuss emerging themes from this qualitative research which surveyed self-employed PWD about their: reasons for choosing self-employment, the process of becoming self-employed, the challenges encountered, and advice to other PWD. Additionally, participants evaluated their interactions with rehabilitation counselors and offered advise regarding the process of supporting consumers towards achieving self-employment goals.

**Intended Audience:** Agency Training Officers & University Educators
3:45PM – 4:45PM

5th Annual Student Social and Network Reception (Invitation Only)

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.

5:00PM – 6:30PM

CORE/CACREP Town Hall Meeting

- Patty Nunez, M.A., CRC, President, Council on Rehabilitation Education
- Frank Lane, Ph.D., CRC, Executive Director, Council on Rehabilitation Education
- Carol Bobby, President and CEO of CACREP
- Sylvia Fernandez, Immediate Past Chair of CACREP

CORE and CACREP’s recent decision to merge will be discussed with specific attention to the terms of the merger. Presenters will also discuss implications for rehabilitation counseling.

TUESDAY, OCTOBER 20, 2015

7:30AM – 8:30AM

Continental Breakfast

7:30AM – 11:45AM

Registration
There are more than 4 million traumatic brain injuries (TBI) annually in the U.S., making it the most common cause of neurologic injury. The acute and rehabilitation management of TBI accounts for billions of dollars in direct (health care) and indirect (loss in productivity) annually. Research has consistently demonstrated that acute TBI, along with all significant polytrauma, is most effectively managed through integrated systems of trauma care utilizing standardized protocols, however less than half of individuals receive this care. Most clinicians have only limited knowledge of the acute assessment and ongoing management needs of individuals who have sustained TBI, and even many emergency centers are underprepared.

Individuals with moderate to severe TBI are often left with significant short-term difficulties that are best managed with interdisciplinary approaches in order to minimize long-term sequelae. While mild TBI (also called concussion) is the most common class of TBI, accounting for >90% of all injuries, even these injuries can be a significant source of short- and long-term dysfunction if inadequate acute and rehabilitation care is available. Attention to concussions in contact sports is on the rise, in addition to the growing concern over the long-term, cumulative and potentially degenerative effects of multiple concussions. One in five of the 2.6 million U.S. service members deployed during the Iraq and Afghanistan Wars is estimated to have suffered one or more combat-related concussions.

The prevalence of concussions is likely far higher than reported figures, as most concussions go unrecognized during and even after sporting events and recreational injuries. Less than 50% of individuals who sustain a mild TBI will seek professional care acutely. This oversight occurs due to the often transient nature of acute symptoms, more visible concomitant injuries capturing greater attention, and reduced subjective awareness related to cognitive deficits in the acute period.

As many as 30% of individuals who sustain a concussion will have persistent symptoms (headache, dizziness, insomnia, memory deficits, irritability) at 3 months. Unfortunately, the effects of concussions are not limited to professional athletes and warriors, but extend down from college to grade school athletic and recreational injuries. Issues range from making definitive assessments to understanding phases of recovery after injury.
**Invited Speaker Address (Cont.)**

**Battlefield to Ball Field – An Integrative Approach to Traumatic Brain Injury**

The recent $735 million settlement between the NFL and more than 4500 ex-players who sued over concussion-related injuries and more than $600 million invested by the Department of Defense in concussion research since 2003 highlight the attention paid to mTBI.

The long-term effects of traumatic brain injuries (TBI) and their associated symptoms remain unknown, however increasingly researchers have associated neurodegeneration (dementia, parkinsonism, ALS) with repeated neurologic insult. While recognition of individuals who have sustained moderate to severe TBI is usually readily apparent in the range of settings that trauma is seen, early detection of mild TBI can be more challenging. Early detection of even concussion is crucial to prompt detection and intervention, however the limited training and experience of many clinicians, the complexity of injury seen with combat or vehicular-related concussion, and the social pressures associated with sports-related concussions can make definitive diagnosis and thus the subsequent management challenging.

At the end of this lecture, participants will be able to:

1. Discuss a comprehensive approach to the assessment and diagnosis of acute TBI.
2. Recommend an integrative approach to the post-acute management of individuals with TBI.
3. Review the evidence-based guidelines on return to activity/sports/education after TBI.
4. Summarize the association between TBI and chronic neurodegeneration.

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**9:45AM – 10:45AM – CONCURRENT SESSION IV (6 SESSIONS)**

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**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
Bridging the Gap from College to Career: A National Model

- Caren Sax, Ed.D., CRC, San Diego State University
- Barbara Butz, M.A., PolicyWorks, Inc.

This session highlights a successful strategy addressing the need for better employment outcomes for students with disabilities transitioning from college to careers. Funded as a Kessler Foundation Signature Employment Grant, Bridging the Gap from College to Careers offers evidence-based practices to colleges and universities to help improve student employment outcomes. Three California universities and PolicyWorks, Inc. are piloting a credit-bearing course delivered face-to-face with website support, including learning outcomes, instructional guidelines, peer mentoring strategies, internships, and work experience, plus placement assistance, long-term supports, and access to professional networks. Initial evaluation results after two offerings of the course indicate a 67% placement rate at an average wage of $62,000. An overview of course strategies and resources will be provided.

Intended Audience: Agency Training Officers & University Educators

Wellness for Rehabilitation Professionals: The Mindfulness Approach

- Carl Sabo, Ph.D., CRC Wright State University

This session will benefit students, along with new or established rehabilitation professionals. This session will outline the unique challenges associated with the work of rehabilitation professionals. The session will then outline how not addressing wellness will adversely impact rehabilitation professionals both at work and at home. From there attendees will learn what strategies, focusing on mindfulness strategies that can enhance overall wellness. The ethical concerns of wellness for rehabilitation professionals will be outlined. An individualized Wellness Plan template will be given to and explained to attendees so they can work to develop their own wellness plan.

Intended Audience: Practitioners & Students

The Benefits of Using Google+ Communities to Create a Collaborative Student Community

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

Google+ Communities is a new alternative to traditional communication platforms, which promotes collaboration between students and educators. The purpose of this presentation is to assist rehabilitation educators in having a greater understanding of the benefits of utilizing Google+ Communities as an effective tool to encourage effective and efficient communication among faculty and students in various rehabilitation programs. This presentation will highlight the importance of social presence while using technology within the Google+ Communities platform. A sample interactive Google+ Community will be shared and participants will leave with an instructional handout.

Intended Audience: University Educators & Students
Teaching EBP Practices to Undergraduate Rehabilitation Services Majors

- Mary Huber, Ph.D., CRC, Wright State University
- Eric Anderson, Ph.D., CRC, Wright State University
- Andrianne Johnson, Ph.D., Wright State University

The use of Evidence-Based Practices (EBPs) is becoming more important in the field of rehabilitation counseling as health care reform demands that rehabilitation professionals demonstrate the efficacy of their practices. As a result, educators have focused attention on rethinking the process of statistics/research education at the undergraduate college level. Calls for reform of statistics/research education now urge faculty to update their materials and methods and to involve students in more hands-on activities. This presentation will provide very practical information on (a) how to create and teach an undergraduate EBP course, (b) the barriers encountered while teaching the course, (c) the lessons learned and (c) the survey input from the students who took the course.

**Intended Audience:** University Educators & Students

Interventions that Increase Self-Esteem for American Indian Adolescents in Residential Treatment

- Teresia M. Paul, M.S., University of Arkansas – Fayetteville
- Jennifer Krenn, B.S., University of Arkansas – Fayetteville
- Stephanie L. Lusk, Ph.D., CRC, University of Arkansas – Fayetteville
- Alicia Brown Becton, Ph.D., CRC, California State University, Fresno

Many adolescents in residential treatment for chronic substance use have challenges with low self-esteem. This is also true for American Indian adolescents, who can struggle with identity and cultural issues while receiving treatment for substance use and co-occurring disorders. Research states that if individuals can achieve a higher level of self-esteem while in treatment the potential for relapse begins to decrease. This presentation highlights specific interventions for American Indian adolescents that focus on increasing self-esteem through activities that foster identity and cultural development.

**Intended Audience:** University Educators & Students

**11:00AM – 12:00PM – CONCURRENT SESSION V (6 SESSIONS)**

**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
Legal Issues Relevant to Partnering with a Service Dog in the Workplace

- Margaret Glenn, Ed.D., CRC, West Virginia University

Glenn (2013) discussed the need for dissemination of laws and regulations related to the use of a service dog by an employee with a disability. A search of case law in the United States focused on examples of legal precedents that have arisen at the federal, state and local levels. These were related to service animal definitions, use in different environments to include housing, public access, transportation, and employment; rights to privacy, and responsibility to maintain control of the dog. Areas of concern: interpretations of service animal in the law and by the general population; and informing others about the rights related to use a service animal in public places, housing and work.

Intended Audience: Practitioners & Agency Training Officers

A Management Focused National Learning Collaborative with AIVRS Programs

- Joe Marrone, ME.d, University of Massachusetts-Boston
- Paula Seanez, M.S., Navajo Nation VR
- Susan Foley, Ph.D., University of Massachusetts-Boston
- Lou Adams, M.A., CANAR, Inc.
- Linda Mock, M.S., University of Massachusetts-Boston

The presentation will describe collaboration between UMASS Boston’s RRTC on Program Management and CANAR to build capacity to provide training and technical assistance to AIVRS programs. The goal was to advance and improve vocational rehabilitation services and employment outcomes for Native Americans being served by AIVRS. The project addressed how to build culturally competent technical assistance to meet those needs. The project adapted a learning collaborative method to initiate a cross agency strategy for problem solving, application of practice based solutions, and outcome evaluation. Features of the collaborative described include peer-to-peer knowledge exchange, face-to-face meetings, on-site and distance consultation, self-assessment, tailored evaluation, and communicating best practices that could positively impact other Tribal programs.

Intended Audience: Grant Writers and Administrators & University Educators
Examine the Effectiveness of An Integrated Vocational Rehabilitation and Housing Services Program

- Jen Chiu, ME.d., CRC, Penn State University
- SunHee Jang, M.S., Penn State University
- Liza Conyers, Ph.D., CRC, Penn State University

Unstable housing is one of the major barriers to employment, and employment is a key facilitator for stable housing. The Foundations for Living is a three-year demonstration program that was funded by a Special Project of National Significance Grant. The FFL program provided integrated housing assistance and vocational rehabilitation services for people with HIV (PWH). This study examines employment, housing, and health outcomes among the FFL participants who remained in the FFL program for at least six months. Results show that all of them maintained stable housing, 50% achieved desirable employment outcomes, and 84% achieved optimal viral load reduction. Therefore, developing collaboration between vocational rehabilitation systems and housing services will help PWH better improve quality of life and health outcomes.

Intended Audience: Practitioners & Grant Writers

Voice from the Past - Voice of the Future?

- Regina Robertson, Ph.D., CRC, East Central University
- Michelle Marme, Ph.D., CRC, Private Rehabilitation
- Gina Oswald, Ph.D., CRC, Wright State University
- David Perry, Ph.D., CRC, University of North Dakota
- Chrisann Schiro-Geist, Ph.D., CRC, University of Memphis
- Penny Willmering, Ph.D., CRC, Arkansas Tech University

The recent challenges to the field of rehabilitation have led to discussions of professional identification changes in the field of rehabilitation. Session will use a 10-minute video in which Dr. Clayton Morgan (pioneer rehabilitation educator) in an impromptu speech to undergraduate and graduate rehabilitation students presented the philosophy of rehabilitation and our role as a helping professional. The panel, using a town hall meeting format, will discuss 1) has the basic philosophy of rehabilitation changed from the original intent and 2) has the role of a "helping professional" in the field of rehabilitation changed? Attention will be focused on the evolution and delineation between graduate and undergraduate rehabilitation professional identities.

Intended Audience: University Educators & Students
Predictors of Social Functioning in Individuals with Severe Mental Illness

- Jennifer Sánchez, Ph.D., CRC, The University of Texas at El Paso
- Connie Sung, Ph.D., CRC, Michigan State University
- Brian N. Phillips, Ph.D., CRC, University of Wisconsin-Madison
- Molly Tschopp, Ph.D., CRC, Ball State University
- Veronica Muller, Ph.D., CRC, Hunter College, CUNY
- Fong Chan, Ph.D., CRC, University of Wisconsin-Madison

This presentation will examine the contributions of category of psychiatric disabilities, mental functioning, self-stigma, educational attainment, and positive personal factors in predicting social functioning in individuals with severe mental illness (SMI). A total of 194 participants with SMI were recruited from community-based mental health agencies. Hierarchical regression analysis yielded a final model that accounted for 54% of the variance in social functioning, which is considered a large effect size. Controlling for all other factors, bipolar disorder (vs. schizophrenia/schizoaffective disorder), major depressive disorder (vs. schizophrenia/schizoaffective disorder), educational attainment, disability acceptance, and empathy were found to be significant predictors of social functioning in persons with SMI. Research and clinical implications aimed at increasing social functioning in individuals with SMI will be discussed.

**Intended Audience:** University Educators & Practitioners

12:15PM – 1:30PM

**Awards Luncheon**
- Presentation of 7th Annual NCRE President’s Award

**Closing Remarks**
- J. Chad Duncan, Ph.D., CRC, Alabama State University, 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
- Randall Slikkers, MBA, Executive Director, CANAR Inc.