



20TH ANNUAL NATIONAL REHABILITATION EDUCATORS CONFERENCE

Sponsored by the National Council on Rehabilitation Education

Dedicated to Quality Services for Persons with Disabilities Through Education and Research

ONLINE CONFERENCE - JULY 2020 SCHEDULE

Celebrating 20 Years in 2020!

JULY PRESENTATION SCHEDULE

<p>Date: Wednesday, July 1, 2020</p> <p>Start/End Times: 8:30AM – 10:30AM PDT 9:30AM – 11:30AM MDT 10:30AM – 12:30PM CDT 11:30AM – 1:30PM EDT</p> <p>CEU's 2.0 General Credit</p> <p>Conference Track: Rehabilitation Counselor Education</p>	<p>Distance Learning in Rehabilitation Counselor Education: Exploring Course Development and Professional Disposition Evaluation</p> <ul style="list-style-type: none"> Allison Levine, ME.d., Ph.D., CRC, University of Kentucky April Jeffries, B.S., CRC, University of Kentucky <p>Higher education is quickly trending towards distance learning, and rehabilitation counseling programs (RCPs) are rapidly following suit; increasingly incorporating components of distance learning into program curricula. For several decades, there have been intermittent studies conducted on distance learning in rehabilitation counselor education, however, the perspective of educators developing and implementing distance learning courses has been absent. Furthermore, it is unclear what, if any, plan for evaluating professional dispositions occurs in the move to distance learning formats.</p> <p>Professional disposition evaluation has been identified as challenging, and it is as yet unknown what professional disposition evaluation looks like in distance learning environments. Utilizing a qualitative approach, the current study explores the educators' experiences with developing distance learning courses and evaluating professional dispositions in distance learning environments. Preliminary results will be discussed at length, including implications for future research, pedagogical design, and practice.</p> <p>Target Audience: Doctoral Students, Educators, Masters Students & Researchers</p>
<p>Date: Thursday, July 2, 2020 Note: Presentation 1 of 2 scheduled on this day.</p> <p>Start/End Times: 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p>CEU's: 1.5 General Credit Conference Track: Rehabilitation Counselor Education</p>	<p>Role of Virtual Reality in the Classroom</p> <ul style="list-style-type: none"> Melissa Manninen Luse, Ph.D., CRC, The Pennsylvania State University <p>The purpose of this demonstration is to share the use of an innovative digital learning tool, 360 virtual reality (VR) videos. The presenter will discuss the development process of an assignment in which students assess the accessibility of a university library floor using 360 VR. Participants will learn about the process from beginning stages using 2 dimensional images to the final 360 VR product, and the overall instructions for the assignment. The presenter will also discuss research regarding benefits of 360 VR and future research implications, road blocks to consider when designing and implementing VR into the learning environment and for personalization, accessibility, best practices to effectively implement 360 VR into a classroom, and provide participants the opportunity to be immersed themselves in the world of VR.</p> <p>Target Audience: Educators, Researchers & University Educators</p>

<p>Date: Thursday, July 2, 2020</p> <p>Note: Presentation 2 of 2 scheduled on this day.</p> <p>Start/End Times: 11:15AM – 1:15PM PDT 12:15PM – 2:15PM MDT 1:15PM – 3:15PM CDT 2:15PM – 4:15PM EDT</p> <p>CEU's: 2.0 Ethics Credit</p> <p>Conference Track: Health and Function and Psychosocial Coping</p>	<p>Trauma-Sensitive Rehabilitation Counseling: Paradigms and Principles</p> <ul style="list-style-type: none"> • Deirdre O'Sullivan, Ph.D., CRC, Penn State University • Justin Watts, Ph.D., CRC, University of North Texas <p>Individuals with disabilities are more likely to have experienced trauma over the course of the lifespan, however, these experiences and their impact on individual functioning have yet to be fully recognized within rehabilitation counseling practice, research, and education. The following presentation outlines trauma-informed principles related to rehabilitation service provision.</p> <p>An overview of the seminal literature from the trauma and child maltreatment research will be summarized and connected to health and disability. Relevant theories that may be unfamiliar to rehabilitation professionals are included, as well as recommended assessment tools for use in practice and research. By employing specific tenants of trauma-informed care, infused with traditional rehabilitation practice, rehabilitation counselors are in a unique position to comprehensively address consumers' needs and ultimately foster more constructive outcomes in the lives of survivors, while actively working to prevent inter-generational transmission of trauma.</p> <p>Target Audience: Agency Training Officers, Doctoral Students, Educators, Masters Students, Practitioners, Researchers, Service Providers & University Educators</p>
<p>Date: Friday, July 3, 2020</p> <p>Start/End Times: 9:00AM – 10:30AM PDT 10:00AM – 11:30AM MDT 11:00AM – 12:30PM CDT 12:00PM – 1:30PM EDT</p> <p>CEU's: 1.5 General Credit</p> <p>Note: This session is for current undergraduate, masters and doctoral level students.</p>	<p>Advancing as a Student</p> <ul style="list-style-type: none"> • Jose "Joey" Tapia-Fuselier, Jr., M.S., CRC, LPC, NCC, University of North Texas, NCRE Student Representative <p>Check In During this pandemic there are vast changes to our academic program, classes, practicum and internship. Students will have the opportunity to share and ask questions.</p> <p>Preparing For The CRC Exam: Tips to Maximize Potential As students prepare to take their certification exam, many may experience high anxiety in identifying ways to prepare for the exam. This session will explore current methods used to prepare for the CRC exam to maximize the potential for passing. Resources will be provided in the form of handouts, online resources, and other study materials. The session will be experiential and didactic in nature with activities.</p> <p>Conference Preparation: Tips And Tricks For Submitting And Presenting at a Conference The desire to present or attend a conference may seem intimidating as a student or new professional. This session will provide information on preparing to submit a proposal to present at a conference and available resources to obtain funding to limit expenses. The session will be experiential and didactic in nature with activities.</p>

<p>Date: Monday, July 6, 2020</p> <p>Start/End Times: 8:00AM – 9:30AM PDT 9:00AM – 10:30AM MDT 10:00AM – 11:30AM CDT 11:00AM – 12:30PM EDT</p> <p>CEU's: 1.5 General Credit</p> <p>Conference Track: Rehabilitation Counselor Education</p>	<p>Field Based Counseling Supervisors' Perceptions of Needs and Barriers in Providing Clinical Supervision</p> <ul style="list-style-type: none"> Jared C. Schultz, Ph.D., CRC, LVRC, HS-BCP, University of Arizona <p>Supervision plays a critical role in the development of rehabilitation counselors. Supervision itself is a distinct intervention with accompanying knowledge, skill and attitudinal requirements. Research has long called for the appropriate training of rehabilitation counseling supervisors but has offered little in the way of topical suggestions for such trainings. The lack of training direction in the literature, combined with the CACREP requirement to provide professional development opportunities to site supervisors, highlights the need to explore the topic of training for site supervisors. The present study used the Delphi method to establish supervision topics that would be both beneficial and of a high priority to site supervisors working with counselor education programs. Findings can help educators consider the type of supervision training most appropriate for their site supervisors, as well as the delivery method.</p> <p>Target Audience: Doctoral Students & Educators</p>
<p>Date: Wednesday, July 8, 2020</p> <p>Start/End Times: 1:00PM – 2:30PM PDT 2:00PM – 3:30PM MDT 3:00PM – 4:30PM CDT 4:00PM – 5:30PM EDT</p> <p>CEU's: 1.5 General Credit</p> <p>Conference Track: Poverty, Homelessness, Immigration and Rehabilitation Counseling</p>	<p>Project Educate, Empower, and Employ (E3): Enhancing Employment Outcomes</p> <ul style="list-style-type: none"> Kenneth Hergenrather, Ph.D., CRC, George Washington University Madan Kundu, Ph.D., CRC, Southern University and A&M College <p>To address the intersection of disability, poverty, and unemployment, the Vocational Rehabilitation Technical Assistance Center for Targeted Communities (TAC-TC): Project Educate, Empower, and Employ (E3) provides intensive technical assistance (ITA) to State VR agencies and their partners to develop innovative intervention strategies, utilizing a Community-based Participatory Research (CBPR) approach.</p> <p>These innovative interventions and strategies involve individuals with disabilities, targeted communities, state vocational rehabilitation (VR) service providers and community rehabilitation providers to fully address the barriers to both VR participation, and competitive integrated employment for members of groups which have historically been underserved by State-Federal VR programs. Evaluation components of Project E3 address (1) WIOA, Pre-ETS, and GPRA measures through Project Performance Metrics; (2) Community Based Participatory Research Metrics; and (3) Community Capacity - Outcome measures. At 36-month follow-up, project outcomes, implications for research and practice, and lessons learned will be presented.</p> <p>Target Audience: Agency Training Officers, Educators, Practitioners, Service Providers & University Educators</p>

<p>Date: Thursday, July 9, 2020</p> <p>Start/End Times: 9:00AM – 10:30AM PDT 10:00AM – 11:30AM MDT 11:00AM – 12:30PM CDT 12:00PM – 1:30PM EDT</p> <p>CEU's: 1.5 Ethics Credit</p> <p>Conference Track: Rehabilitation Counselor Education</p>	<p>Mitigating Rehabilitation Counselor Trainee Stress and Burnout Through Self-Care Initiatives in RC Programs</p> <ul style="list-style-type: none"> • Dana Brickham, Ph.D., CRC, Western Washington University • Blaise Morrison, Ph.D., CRC, University of North Carolina at Chapel Hill • Xiaolei Tang, M.S., CRC, University of Wisconsin-Madison • Kevin Bengtson, Ph.D., CRC, Western Washington University <p>The Council for Accreditation of Counseling and Education Related Programs (CACREP) includes “self-care strategies appropriate to the counselor role” as a standard for ethical practice (2016, p. 11). While rehabilitation counseling programs often stress the importance of self-care strategies as an ethically- and personally- necessary practice, the integration of direct instruction around these strategies has often been eclipsed by the academic demands of rehabilitation counselor education programs (Tarrasch, 2014), leaving new rehabilitation counselors with the added responsibility of identifying and practicing these strategies during a time of transition and steep learning curves. This presentation reviews the literature surrounding counselor stress and burnout and recommends a new model for incorporating self-care into rehabilitation counseling programs, specifically in the areas of programmatic interventions, classroom curriculum and techniques, practicum and internship supervision, and professional identity and post-graduation support.</p> <p>Target Audience: Doctoral Students, Educators & Practitioners</p>
<p>Date: Friday, July 10, 2020</p> <p>Start/End Times: 8:00AM – 9:30AM PDT 9:00AM – 10:30AM MDT 10:00AM – 11:30AM CDT 11:00AM – 12:30PM EDT</p> <p>CEU's: 1.5 General Credit</p> <p>Conference Track: Health and Function and Psychosocial Coping</p>	<p>What is Most Important to QOL in Multiple Sclerosis: A National Qualitative Analysis</p> <ul style="list-style-type: none"> • Malachy Bishop, Ph.D., CRC, University of Wisconsin-Madison • Phillip Rumrill, Ph.D., CRC, Kent State University • Beatrice Lee, M.S., CRC, University of Wisconsin-Madison • Bradley McDaniels, Ph.D., CRC, University of North Texas • Michael Frain, Ph.D., CRC, Florida Atlantic University- Boca Raton • Mirang Park, M.S., University of Wisconsin-Madison • Muna Bhattarai, M.S., University of Wisconsin-Madison <p>Multiple sclerosis (MS) is a chronic neurological condition affecting over 900,000 Americans that is associated with a wide range of symptoms and psychosocial impacts. Quality of life (QOL) is a comprehensive and person-centered framework for exploring and understanding these impacts, and is an important rehabilitation counseling outcome. While there are many studies based on quantitative assessments, in this analysis we describe the results of a qualitative analysis of QOL among a large sample of Americans with MS in which we examined which areas of life people with MS said are most important to their QOL. The results provide a unique comprehensive evaluation of the psychosocial impact of this complex condition and provide important insights for comprehensive assessment and case planning in rehabilitation counseling.</p> <p>Target Audience: Doctoral Students, Masters Students, Practitioners & Researchers</p>

<p>Date: Monday, July 13, 2020</p> <p>Note: Presentation 1 of 2 scheduled on this day.</p> <p>Start/End Times: 9:00AM - 9:30AM PDT 10:00AM - 10:30AM MDT 11:00AM - 11:30AM CDT 12:00PM - 12:30PM EDT</p> <p>CEU's: 0.5 General Credit</p>	<p>Keynote Address Updates From RSA Commissioner Mark Schultz”</p> <ul style="list-style-type: none"> • Mark Schultz Delegated the authority to perform the functions and duties of the Assistant Secretary for the Office of Special Education and Rehabilitative Services
<p>Date: Monday, July 13, 2020</p> <p>Note: Presentation 2 of 2 scheduled on this day.</p> <p>Start/End Times: 10:00AM - 11:00AM PDT 11:00AM - 12:00PM MDT 12:00PM - 1:00PM CDT 1:00PM - 2:00PM EDT</p> <p>CEU's: 1.0 General Credit</p>	<p>NCRE Panel Presentation: Rehab Counseling Leadership Forum Promoting Equity and Unity through Collaborative Advocacy Efforts in Rehabilitation Counseling</p> <ul style="list-style-type: none"> • Cayte Anderson, Ph.D., CRC, University of Wisconsin-Madison, RCEA • Andrea Nerlich, Ph.D., CRC, Hofstra University, RCEA • Sara P. Johnston, Ph.D., CRC, Drake University, RCEA • Mona Robinson, Ph.D., LPCC-S, LSW, CRC, Ohio University, NCRE 1st VP • Pam Shlemon, Executive Director, Commission on Rehabilitation Counselor Certification (CRCC) • Sonia Peterson, Ph.D., CRC, LPCC, San Diego State University, ARCA <p>The Rehabilitation Counseling Leadership Forum (RCLF) is action-oriented and intentionally designed to serve in a short-term capacity through 2020 with a focus on: (a) identifying critical contemporary issues in rehabilitation counseling, (b) developing a blueprint to address these issues and inform the future of vocational rehabilitation and rehabilitation counseling, (c) promoting unification within rehabilitation counseling, education, and vocational rehabilitation, and (d) collaboratively celebrating the milestone anniversaries of the public VR program, legislation, and disability rights. The current Forum is comprised of leadership from RCEA, NCRE, CSAVR, CRCC, and ARCA. Through inclusive engagement of key stakeholders, the goal is to establish commitment regarding the sustainability and future of vocational rehabilitation and rehabilitation counseling. Recent events presented by COVID-19 have highlighted structural inequities faced by individuals with disabilities. To better understand the issues, the RCLF facilitated a series of four focus group to gather input from the field around four key levels of advocacy needed. Additionally, two focus groups of rehabilitation educators and leaders were held to identify solutions and necessary actions moving forward. Please join us for this interactive panel to learn about the RCLF and preliminary results regarding advocating for equity with those we serve, as well as across system.</p>

<p>Date: Tuesday, July 14, 2020</p> <p>Start/End Times: 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p>CEU's: 1.5 Ethics Credit</p> <p>Conference Track: Health and Function and Psychosocial Coping</p>	<p>Considering Trauma in Clients with Intellectual Disabilities</p> <ul style="list-style-type: none"> Valerie Moreno-Tucker, M.A., CRC, Northern Illinois University <p>This session will introduce the topic of trauma to rehabilitation counselors and professionals. Common intervention strategies will be discussed. Special focus will be upon trauma responses and addressing trauma in a population of clients with Intellectual Disabilities.</p> <p>Target Audience: Doctoral Students, Grant Writers and Administrators, Masters Students, Practitioners, Researchers, Service Providers & University Educators</p>
<p>Date: Wednesday, July 15, 2020</p> <p>Start/End Times: 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p>CEU's: 1.5 Ethics Credit</p> <p>Conference Track: Socio-Political Advocacy</p>	<p>Addressing Health Disparities for People with Disabilities through Advocacy and Interprofessional Collaboration</p> <ul style="list-style-type: none"> Sara P. Johnston, Ph.D., CRC, Drake University Andrea Perkins Nerlich, Ph.D., CRC, Hofstra University <p>Increased risk of poverty, lack of access to health care, poor living conditions, and violence—the social determinants of health—create health disparities for people with disabilities. In addition, those who attempt to access health services are often met with professionals, systems, and policies not responsive to their needs. Barriers to comprehensive health care result from overtly negative attitudes toward people with disabilities and institutional stigma, but also more insidious forms of discrimination resulting from lack of knowledge, training, and disability cultural competence. Professional and consumer-driven advocacy is necessary to ethically address disparities in services for people with disabilities at three levels: (1) individual, (2) systems, and (3) macro. To address health disparities and promote advocacy, rehabilitation counselors and activists with disabilities should work with allies to collaborate at each level to facilitate systemic changes to health systems for people with disabilities.</p> <p>Target Audience: Doctoral Students, Educators, Masters Students, Practitioners & University Educators</p>

<p>Date: Thursday, July 16, 2020</p> <p>Start/End Times: 10:00AM – 11:30AM PDT 11:00AM – 12:30PM MDT 12:00PM – 1:30PM CDT 1:00PM – 2:30PM EDT</p> <p>CEU's: 1.5 General Credit</p> <p>Conference Track: Rehabilitation Counselor Education</p>	<p>Serving Transition-age SSI Recipients: Incorporating Lessons Learned into the Rehabilitation Counseling Curriculum</p> <ul style="list-style-type: none"> • Mark Tucker, Ph.D., CRC, San Diego State University • Mari Guillermo, Ed.D., Interwork Institute, San Diego State University • Vanessa Corona, M.S., CRC, Interwork Institute, San Diego State University • Linda O'Neal, M.A., Interwork Institute, San Diego State University <p>The Workforce Innovation and Opportunity Act (WIOA) emphasized delivery of vocational rehabilitation (VR) services to transition-age youth with disabilities, reinforcing the importance of preparing rehabilitation personnel to work effectively with these individuals.</p> <p>The purpose of this presentation is the share lessons learned from a multi-year project designed to enhance employment and post-secondary education outcomes of young SSI recipients and their families. A panel consisting of rehabilitation practitioners, rehabilitation researchers, and K-12 special education administrators will present lessons learned and offer suggestions for incorporating the lessons learned into the rehabilitation counseling curriculum through discussion of CACREP accreditation standards.</p> <p>Target Audience: Educators, Masters Students, Practitioners & University Educators</p>
<p>Date: Friday, July 17, 2020</p> <p>Note: Presentation 1 of 2 scheduled on this day.</p> <p>Start/End Times: 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p>CEU's: 1.5 General Credit</p> <p>Conference Track: Participation</p>	<p>Social Participation for High-Functioning Adults with Autism Spectrum: What's Working, What's Not Working</p> <ul style="list-style-type: none"> • Dara V. Chan, Sc.D., CRC, The University of North Carolina at Chapel Hill • Julie D. Doran, B.A., The University of North Carolina at Chapel Hill • Osly D. Galobardi, B.S., The University of North Carolina at Chapel Hill <p>Autism spectrum disorder (ASD) is a lifelong disorder characterized by social and communication impairments. While other symptoms of autism often plateau in adulthood, poorer social participation outcomes related to occupation, friendships, and independent living persist, despite level of function. This mixed-methods study sought to capture what aspects of social participation are working for high-functioning adults with ASD, and what challenges they identify. Qualitative interviews around social and community involvement were combined with GPS tracking of community activities for a 1-week period and survey data. This presentation shares findings from the study illuminating the relationship between social participation and newer social networking avenues, as well as more traditional paths through employment and support services. Participant identified challenges to social participation, related to employment, social interaction, and logistical barriers, including eligibility for services, and implications for rehabilitation counselors, will also be shared.</p> <p>Target Audience: Educators & Researchers</p>

<p>Date: Friday, July 17, 2020</p> <p>Note: Presentation 2 of 2 scheduled on this day.</p> <p>Start/End Times: 11:00AM – 1:00PM PDT 12:00PM – 2:00PM MDT 1:00PM – 3:00PM CDT 2:00PM – 4:00PM EDT</p> <p>CEU's: This is a 2-hour meeting. There will be a 1 hour presentation, and therefore will provide 1.0 General Credit</p>	<p>Council on Psychosocial Adaptation Research</p> <ul style="list-style-type: none"> Bradley McDaniels, Ph.D., CRC, University of North Texas Chung-Yi Chiu, Ph.D., CRC, University of Illinois at Urbana-Champaign <p>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.</p> <p>CPAR welcomes all NCRE members with an interest in psychosocial adaptation and associated research to this meeting, which offers an opportunity to develop connections with other researchers with similar interests, discuss the current state of psychosocial adaptation research, discuss potential areas of additional research.</p>
<p>Date: Tuesday, July 21, 2020</p> <p>Start/End Times: 8:30AM – 10:30AM PDT 9:30AM – 11:30AM MDT 10:30AM – 12:30PM CDT 11:30AM – 1:30PM EDT</p> <p>CEU's: 2.0 General Credit</p> <p>Conference Track: Social Advocacy and Multicultural Competency Training Approaches</p>	<p>Nevertheless, They Persisted. Developing Fierce Advocates Through Rehabilitation Curriculum</p> <ul style="list-style-type: none"> Gina Oswald, Ph.D., CRC, University of Maine at Farmington <p>As identities intersect and the complexity of the human experience is better appreciated, the truth about the systematic marginalization of the populations we serve illustrates the persistent need for wide-spread social justice initiatives and advocacy. As inexperienced rehabilitation students replace seasoned advocates in the field, the need for ensuring proper emphasis and training in the area of advocacy is at an apex.</p> <p>As mandated by curriculum standards and reinforced by ethical standards, rehabilitation students at all levels must receive theory and skills-based curriculum prior to graduation in order to effectively provide services to PWD, instruct PWD in self-advocacy strategies, and advocate for rehabilitation's continued prominence in disability-related legislation, agencies, and service provision. This interactive discussion will cover current social justice/advocacy trends in rehabilitation curriculum as well as how to inspire and engage students and other stakeholders through meaningful activities.</p> <p>Target Audience: Agency Training Officers, Doctoral Students, Masters Students, Researchers & University Educators</p>

<p>Date: Wednesday, July 22, 2020</p> <p>Start/End Times: 8:30AM – 9:30AM PDT 9:30AM – 10:30AM MDT 10:30AM – 11:30M CDT 11:30AM – 12:30PM EDT</p> <p>CEU's: 1.0 Ethics Credit</p> <p>Conference Track: Health and Function and Psychosocial Coping</p>	<p>Sexual Health Education and Subjective Wellbeing for People with Neuromuscular Disability</p> <ul style="list-style-type: none"> Alexandra Kriofske Mainella, Ph.D., CRC, Marquette University <p>Sexual health education is correlated with increased sexual health knowledge, healthier sexual decision-making and positive psychosocial outcomes. Research regarding sexual health education for individuals with disabilities is largely lacking. People with disabilities also experience sexuality and desire sexual health information at the same rates of their non disabled peers and have the same spectrum of sexual and gender identities intersecting with disability identity.</p> <p>Further, people with disabilities may broach sexual topics with their rehabilitation counselors as part of their personal, social and psychological goals and competently addressing goals with rehabilitation clients is part of ethical practice. This presentation will highlight a study on the impact of sexual health education for 104 people with spina bifida and cerebral palsy. Implications for future research and practice for rehabilitation professionals will also be included.</p> <p>Target Audience: Doctoral Students, Educators, Grant Writers and Administrators, Masters Students, Practitioners, Researchers, Service Providers & Undergraduate</p>
<p>Date: Friday, July 24, 2020</p> <p>Note: Presentation 1 of 2 scheduled on this day.</p> <p>Start/End Times: 8:30AM – 10:30AM PDT 9:30AM – 11:30AM MDT 10:30AM – 12:30PM CDT 11:30AM – 1:30PM EDT</p> <p>CEU's: 2.0 General Credit</p>	<p>CACREP Table Talk</p> <ul style="list-style-type: none"> M. Sylvia Fernandez, Ph.D., LPC, NCC, ACS, NCSC CACREP President and CEO Elizabeth Boland, Ph.D., CRC, Member of CACREP 2023 Standards Revision Committee, Western Washington University Dana Levitt, ME.d, Ph.D., Chair, Standards Revision Committee, Montclair State University in New Jersey <p>The current status of the 2023 Standards revision process and content revisions under consideration will be shared. CACREP updates on accreditation review process, reporting requirements, and policies and procedures will be shared.</p> <p>The implications for counselor education programs as a result of the recently revised CHEA recognition standards on transparency and accountability will be discussed. Participants will share successes and challenges they face in their counselor education programs.</p>

<p>Date: Friday, July 24, 2020</p> <p>Note: Presentation 2 of 2 scheduled on this day.</p> <p>Start/End Times: 11:30AM – 1:30PM PDT 12:30PM – 2:30PM MDT 1:30PM – 3:30PM CDT 2:30PM – 4:30PM EDT</p> <p>CEU's: This is a 2-hour meeting. There will be a 1 hour presentation, and therefore will provide 1.0 General Credit</p>	<p>Council on Rehabilitation Disability Studies: Meeting Needs at the Undergraduate Level</p> <ul style="list-style-type: none"> • Garrett Huck, Ph.D., CRC, Penn State Hazleton & Penn State Wilkes-Barre • Christan Horton, Ph.D., CRC, Winston Salem State University <p>The Council on Rehabilitation and Disability Studies (CRDS) welcomes all NCRE members with an interest in undergraduate rehabilitation education to this meeting, which offers an opportunity to discuss topics relevant to undergrad educators.</p> <p>Key areas of focus will include networking with undergraduate program faculty, a discussion on current professional issues, and a discussion of the movement towards undergraduate rehabilitation accreditation via the Committee on Rehabilitation Accreditation (CORA).</p> <p>Time will also be allotted for a presentation and discussion of recent research conducted by the CRDS co-chairs that explored the key areas of undergraduate rehabilitation-related research need as identified by undergraduate rehabilitation stakeholders.</p>
<p>Date: Tuesday, July 28, 2020</p> <p>Start/End Times: 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p>CEU's: 1.5 General Credit</p> <p>Conference Track Health and Function and Psychosocial Coping</p>	<p>Applications and Future Directions for Effectively Integrating Polyvagal-Informed Practice within Rehabilitation Counseling</p> <ul style="list-style-type: none"> • Jonathan Procter, Ph.D. CRC, NCC, Long Island University Post <p>The polyvagal theory is an emerging theory within the area of trauma that explores physiological foundations as the source of both disability and recovery (Dana & Porges, 2018). The theory supports a mind-body approach to treatments that are backed by neurophysiological science and focuses heavily on regulating the nervous system in order to set a foundation for optimal growth and engagement.</p> <p>In this presentation, the author proposes that the polyvagal theory can be expanded to a wide range of populations, and polyvagal-informed strategies can be applied to encourage healthy coping and optimal functioning within mental health, recreational, and vocational scopes of treatment. This presentation aims to inform counselors on key concepts, techniques, and implications of the polyvagal theory, and on how to utilize elements of this theory within a counseling practice.</p> <p>Target Audience: Doctoral Students, Educators, Masters Students, Practitioners, Researchers & University Educators</p>

<p>Date: Wednesday, July 29, 2020</p> <p>Start/End Times: 8:30AM – 10:30AM PDT 9:30AM – 11:30AM MDT 10:30AM – 12:30PM CDT 11:30AM – 1:30PM EDT</p> <p>CEU's: 2.0 Ethics Credit</p> <p>Conference Track: Rehabilitation Counselor Education</p>	<p>Addressing the Opioid Epidemic via Interprofessional Education and Practice in Behavioral Health Care</p> <ul style="list-style-type: none"> • Jennifer Sánchez, Ph.D., CRC, LMHC, The University of Iowa • Deyu Pan, M.Phil.Ed, M.S.Ed. The University of Iowa • Lindsay Woodbridge, M.S., LMHC, The University of Iowa • Jiwon Kim, M.A., The University of Iowa <p>To discuss a grant-funded project that provides interdisciplinary education and training experiences to Rehabilitation Counseling (RC), Clinical Mental Health Counseling (CMHC), and Counseling Psychology (CP) students. RC, CMHC, and CP students to provide integrated behavioral health care to individuals with opioid use disorder (OUD) and other substance use disorders (SUDs) who are living in high need and underserved rural communities across Iowa. As part of the project, RC, CMHC, and CP students are enrolled in the Interprofessional Education and Practice in Behavioral Health Care specialty track and take courses focused on special populations and individual needs of people with or at-risk for OUD and other SUDs. In this seminar, we will share how to develop courses, build upon existing partnerships with community agencies, and provide experiential training opportunities in the provision of OUD and SUD prevention, treatment, and recovery services.</p> <p>Target Audience: Agency Training Officers, Doctoral Students, Educators, Researchers & University Educators</p>
<p>Date: Thursday, July 30, 2020</p> <p>Start/End Times: 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p>CEU's: 1.5 Ethics Credit</p> <p>Conference Track: Social Advocacy and Multicultural Competency Training Approaches</p>	<p>Multicultural Counseling Training Outcomes and Teaching Competency</p> <ul style="list-style-type: none"> • Yung-Chen Jen Chiu, Ph.D., CRC, Hunter College - CUNY • Elizabeth Cardoso, Ph.D., CRC, Hunter College - CUNY • Veronica Muller, Ph.D., CRC, Hunter College - CUNY <p>The purpose of this presentation is to a) discuss multicultural training needs of rehabilitation counseling students, b) introduce a culturally responsive pedagogical model, and c) present research findings from a pilot study. Culturally Relevant Pedagogy (CRP) is an approach widely utilized in teacher education and may have applications in counselor education. CRP can be used to facilitate the implementation of a new teaching framework to advance new concepts, awareness, and implementation of these pedagogical strategies.</p> <p>The current study aims to assess the impact of the multicultural counseling course on counseling students' multicultural competency and factors associated with multicultural competence development. Implications for rehabilitation counselor educators will be discussed.</p> <p>Target Audience: Doctoral Students, Researchers & University Educators</p>