



20<sup>TH</sup> 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 - JUNE 2020 SCHEDULE

Celebrating 20 Years in 2020!

JUNE PRESENTATION SCHEDULE

**Note:** this is a 2-part presentation with the first part held on this day.

**Date:**  
Monday, June 8, 2020

**Start/End Times:**  
8:30AM – 10:00AM PDT  
9:30AM – 11:00AM MDT  
10:30AM – 12:00PM CDT  
11:30AM – 1:00PM EDT

**CEU's:**  
1.5 Ethics Credit

**Finding Peace and Productivity During a Pandemic**

- Dana Brickham, Ph.D., CRC Associate Professor, Graduate Program in Rehabilitation Counseling Program, Western Washington University
- Margaret Glenn, Ed.D., CRC Professor, Clinical Rehabilitation and Mental Health Counseling Graduate Program, West Virginia University

In the midst of a pandemic, we are finding new ways to work, relate, and create. For most of us, this means operating in virtual space for hours. And that time, along with isolation and uncertainty, has become exhausting. It also leads to seeking ways to counteract these effects and find peace and wellness.

These two presentations are designed to dive deeper into the research that surrounds us, exploring the effects of technology on our brain and subsequently our physical and mental health, the role of neuroplasticity, and the use of complementary and integrative healthcare practices to enhance our well-being. We will also take time to experience first-hand some of these practices and develop a plan to meld practices developed by other cultures over generations with modern day technology to create a healthier future.

Objectives: The purpose of our sessions is to:

1. Examine the changes in our work and lives because of the pandemic.
2. Introduce the effects increased use of technology and virtual space may have on our health and well-being, resulting in higher levels of anxiety and stress.
3. Identify the role of neuroplasticity in addressing anxiety and stress.
4. Identify the potential benefits associated with using complementary healthcare practices through lecture and experiential exercises.
5. Discuss how to meld our world of technology with use of complementary healthcare practices for health and wellness.
6. Identify ethical principles of the CRCC that embrace complementary healthcare practices
7. Share resources in this area.

**Please continue to page 2 for continued presentation details.**

<p><b>Note:</b> this is a 2 presentation with the first part held on this day.</p> <p><b>Date:</b> Monday, June 8, 2020</p> <p><b>Start/End Times:</b> 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p><b>CEU's:</b> 1.5 Ethics Credit</p>	<p><b>Finding Peace and Productivity During a Pandemic (Continued from pg. 1)</b></p> <ul style="list-style-type: none"> <li>• CRCC Code of Ethics, Section D: Professional Responsibility: “...rehabilitation counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities” (2017, p. 11) and D.3.a— Functional Competence, Impairment: “...(counselors) seek assistance for problems that reach the level of impairment...”(2017, p. 14).</li> <li>• 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 in F.1.l. (2016, p. 11).</li> </ul>
<p><b>Note:</b> this is a 2-part presentation with the second part held on this day.</p> <p><b>Date:</b> Tuesday, June 9, 2020</p> <p><b>Start/End Times:</b> 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p><b>CEU's:</b> 1.5 Ethics Credit</p>	<p><b>Finding Peace and Productivity During a Pandemic</b></p> <ul style="list-style-type: none"> <li>• Dana Brickham, Ph.D., CRC Associate Professor, Graduate Program in Rehabilitation Counseling Program, Western Washington University</li> <li>• Margaret Glenn, Ed.D., CRC Professor, Clinical Rehabilitation and Mental Health Counseling Graduate Program, West Virginia University</li> </ul> <p>In the midst of a pandemic, we are finding new ways to work, relate, and create. For most of us, this means operating in virtual space for hours. And that time, along with isolation and uncertainty, has become exhausting. It also leads to seeking ways to counteract these effects and find peace and wellness. These two presentations are designed to dive deeper into the research that surrounds us, exploring the effects of technology on our brain and subsequently our physical and mental health, the role of neuroplasticity, and the use of complementary and integrative healthcare practices to enhance our well-being. We will also take time to experience first-hand some of these practices and develop a plan to meld practices developed by other cultures over generations with modern day technology to create a healthier future.</p> <p>Objectives: The purpose of our sessions is to:</p> <ol style="list-style-type: none"> <li>1. Examine the changes in our work and lives because of the pandemic.</li> <li>2. Introduce the effects increased use of technology and virtual space may have on our health and well-being, resulting in higher levels of anxiety and stress.</li> <li>3. Identify the role of neuroplasticity in addressing anxiety and stress.</li> <li>4. Identify the potential benefits associated with using complementary healthcare practices through lecture and experiential exercises.</li> <li>5. Discuss how to meld our world of technology with use of complementary healthcare practices for health and wellness.</li> <li>6. Identify ethical principles of the CRCC that embrace complementary healthcare practices</li> <li>7. Share resources in this area.</li> </ol>

<p><b>Note:</b> this is a 2-part presentation with the second part held on this day.</p> <p><b>Date:</b> Tuesday, June 9, 2020</p> <p><b>Start/End Times:</b> 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p><b>CEU's:</b> 1.5 Ethics Credit</p>	<p><b>Finding Peace and Productivity During a Pandemic (Continued from pg. 2)</b></p> <ul style="list-style-type: none"> <li>CRCC Code of Ethics, Section D: Professional Responsibility: "...rehabilitation counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities" (2017, p. 11) and D.3.a— Functional Competence, Impairment: "...(counselors) seek assistance for problems that reach the level of impairment..."(2017, p. 14).</li> </ul> <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 in F.1.i. (2016, p. 11).</p>
<p><b>Date:</b> Wednesday, June 10, 2020</p> <p><b>Start/End Times:</b> 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Future Directions – Future Populations, Future Practice</p>	<p><b>Reentry Readiness: Implications for Women with Mental Illness Experiencing Incarceration</b></p> <ul style="list-style-type: none"> <li>Lindsey Fullmer, Ph.D., CRC, NCC, Springfield College</li> <li>Kate Green, Ph.D., CRC, Springfield College</li> <li>Michael Accordino, Ed.D., CRC, Springfield College</li> </ul> <p>Rehabilitation counseling has not traditionally focused on individuals experiencing incarceration; however, a trend of this population seeking rehabilitation services has emerged. As such, studies that inform best practices are needed. Concern over mass incarceration rates of individuals with mental illness has been well-documented since deinstitutionalization. Women experiencing incarceration tend to have greater histories of mental illness compared to men, often creating barriers to their reentry process. Research has examined several context-specific factors associated with reentry; however, person-specific factors have received less attention.</p> <p>This study examined the contributions of person-specific factors on perceptions of reentry readiness using hierarchical regression analysis among a sample of women housed in a state correctional facility. Findings shed light on the importance of self-efficacy and optimism among women, although concern for overestimations of reentry readiness is raised. Implications for rehabilitation counselors are discussed.</p> <p><b>Target Audience:</b> Agency Training Officers, Doctoral Students, Educators, Masters Students, Practitioners, Researchers, Service Providers &amp; University Educators.</p>

<p><b>Date:</b> Thursday, June 11, 2020</p> <p><b>Start/End Times:</b> 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Future Directions – Future Populations, Future Practices</p>	<p><b>Collaboration between Schools and VR: Impact on Employment outcomes for African American Youth</b></p> <ul style="list-style-type: none"> <li>• Rachel Friefeld Kesselmayr, M.S., CRC, University of Wisconsin-Madison</li> <li>• Catherine A. Anderson, Ph.D., CRC, University of Wisconsin-Madison</li> <li>• Emily Brinck, Ph.D., University of North Dakota</li> </ul> <p>Identifying and promoting key collaborative initiatives and relationships are essential in mitigating the barriers faced by African American youth with disabilities as they transition into postsecondary employment (Booth, Butler, Richardson, Washington, &amp; Henfield, 2016; Bryan &amp; Henry, 2012). A sample of 2,024 youth receiving SSI benefits and their families were randomly assigned to usual services or PROMISE services to improve employment outcomes. The study sample included 492 African American youth with disabilities who received Promise services and 499 peers who received services as usual. Findings indicate overall employment rates for African American youth with disabilities who received Promise services to be nearly 10% higher than peers who did not, 65.4% vs 56.7%, respectively. Results are discussed in regard to the positive impact of school-state vocational rehabilitation interventions on improved postsecondary outcomes, especially the increased participation in competitive integrated employment.</p> <p><b>Target Audience:</b> Agency Training Officers, Doctoral Students, Educators, Grant Writers and Administrators, Masters Students, Practitioners, Researchers, Service Providers &amp; University Educators</p>
<p><b>Date:</b> Tuesday, June 16, 2020</p> <p><b>Start/End Times:</b> 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Participation</p>	<p><b>Tripartite Efficacy Beliefs and Working Alliance in Vocational Rehabilitation Counseling</b></p> <ul style="list-style-type: none"> <li>• Antonio Reyes, Ph.D., CRC, California State University, Los Angeles</li> <li>• Christino P. Reyes, MRC, CRC, Vocational Economics, Inc.</li> </ul> <p>Working alliance is an important part of the rehabilitation counseling process, and yet there has been little research regarding predictors of working alliance. Given that strong working alliance facilitates successful outcomes in rehabilitation counseling, rehabilitation counselors need to better understand predictors of the development of working alliance.</p> <p>This study used the tripartite efficacy beliefs model (Lent &amp; Lopez, 2002) to better understand the relationship between client factors and working alliance in vocational rehabilitation counseling. A total of 325 individuals with disabilities receiving vocational rehabilitation services responded to an online survey. The results showed that demographic covariates and the tripartite efficacy beliefs model significantly accounted for working alliance for VR clients. The study supports the relationship between tripartite efficacy beliefs model constructs and working alliance and discusses implications of the findings in vocational rehabilitation practice.</p> <p><b>Target Audience:</b> Agency Training Officers, Educators, Practitioners, Researchers, Service Providers &amp; University Educators</p>

<p><b>Date:</b> Thursday, June 18, 2020 (Autism Pride Day)</p> <p><b>Start/End Times:</b> 10:30AM – 12:00PM PDT 11:30AM – 1:00PM MDT 12:30PM – 2:00PM CDT 1:30PM – 3:00PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Social Advocacy and Multicultural Competency Training Approaches</p>	<p><b>Neuro-competence: A Multicultural Counseling Competence Model for Autism Spectrum Disorder</b></p> <ul style="list-style-type: none"> <li>• Samantha Herrick, Ph.D., CRC, NCC, Rutgers, The State University of New Jersey</li> <li>• Paul Datti, PhD, CRC, HS-BCP, University of Scranton</li> </ul> <p>The neurodiversity movement has redefined Autism Spectrum Disorder (ASD) not as a disability, but rather as a neurobiological difference and sub culture. In keeping with this philosophy, an argument will be made for the need for a culturally appropriate understanding of people with ASD. As such, neurodiversity will be defined, as well its tenets and philosophical underpinnings. Utilizing the cultural competence framework of Sue and Sue (2013), “neuro-competence” is a means of achieving ASD cultural competence. Participants in this session will learn neuro-competent skills for interacting and communicating with individuals with ASD. In addition, participants will be encouraged to consider the adoption of neurodiversity and neuro-competence in the education and training of counselors.</p> <p><b>Target Audience:</b> Doctoral Students, Masters Students, Practitioners, Service Providers &amp; University Educators</p>
<p><b>Date:</b> Friday, June 19, 2020</p> <p><b>Start/End Times:</b> 11:00AM – 1:00PM PDT 12:00PM – 2:00PM MDT 1:00PM – 3:00PM CDT 2:00PM – 4:00PM EDT</p> <p><b>CEU's:</b> 2.0 General Credit</p> <p><b>Conference Track:</b> Future Directions – Future Populations, Future Practices</p>	<p><b>What's New in Multiple Sclerosis Research? Understanding an Emerging Rehabilitation Counseling Clientele</b></p> <ul style="list-style-type: none"> <li>• Phillip Rumrill, Ph.D., CRC, Kent State University</li> <li>• Malachy Bishop, Ph.D., CRC, University of Wisconsin</li> <li>• David Strauser, Ph.D., CRC University of Illinois</li> <li>• Chung-Yi Chiu, Ph.D., CRC, University of Illinois</li> <li>• Beatrice Lee, Ph.D., CRC, University of Wisconsin</li> <li>• Stuart Rumrill, M.S., CRC, University of Wisconsin</li> </ul> <p>This panel presentation will begin with an overview of multiple sclerosis (MS) and why it qualifies as an emerging disability. Panelists will each describe one recent or ongoing study that emphasizes the inclusion, full participation, advocacy, and social justice implications of MS, emphasizing the chronic, unpredictable nature of the disease, its growing and disproportionate impact on non-Caucasians, its deleterious impact on health and functioning, and its consequences that result in low rates of labor force participation.</p> <p>In aggregate, panelist will describe MS as a complex, multi-systemic disorder that requires greater understanding on the part of NCRE members if people with MS are to realize their full rehabilitation potential and enjoy high levels of quality of life. Audience members will be encouraged to join the panelists in future research initiatives within this fertile and well-funded line of inquiry.</p> <p><b>Target Audience:</b> Doctoral Students, Educators, Grant Writers and Administrators, Masters Students, Practitioners, Researchers, Service Providers &amp; University Educators</p>

<p><b>Date:</b> Monday, June 22, 2020</p> <p><b>Note:</b> Presentation 1 of 2 scheduled on this day.</p> <p><b>Start/End Times:</b> 8:00AM - 9:30AM PDT 9:00AM - 10:30AM MDT 10:00AM - 11:30AM CDT 11:00AM - 1:00PM - EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Rehabilitation Public Policy and Legislation</p>	<p><b>Building Capacity for Quality Program Evaluation in Public VR: An RSA Initiative</b></p> <ul style="list-style-type: none"> <li>• Cayte Anderson, Ph.D., CRC, University of Wisconsin-Madison</li> <li>• Scott Sabella, Ph.D., CRC, University at Buffalo</li> <li>• Debra Homa, Ph.D., CRC, University of Wisconsin-Stout</li> <li>• Sukyeong Pi Ph.D., Michigan State University</li> </ul> <p>This session will provide an overview of the Vocational Rehabilitation Technical Assistance Center on Program Evaluation and Quality Assurance (PEQA-TAC) funded by the Rehabilitation Services Administration (RSA). PEQA-TAC is a collaboration between the University of Wisconsin-Stout, the University of Wisconsin-Madison, Michigan State University, and subject matter experts from The Summit Group. The goal is to build capacity within state vocational rehabilitation (VR) agencies around program evaluation and quality assurance practices in alignment with current legislation, with the overarching goals of improving employment outcomes and impact. Twenty-eight of the 79 state VR agencies (35%) are currently participating in the program. Presenters will share background information highlighting need, discuss the in-service training model involving online coursework and capstone projects implemented within state VR agencies, reflect on participant experiences, discuss outcomes, and future direction of the training program.</p> <p><b>Target Audience:</b> Agency Training Officers, Educators, Grant Writers and Administrators &amp; University Educators</p>
<p><b>Date:</b> Monday, June 22, 2020</p> <p><b>Note:</b> Presentation 2 of 2 scheduled on this day.</p> <p><b>Start/End Times:</b> 12:30PM – 2:30PM PDT 1:30PM – 3:30PM MDT 2:30PM – 4:30PM CDT 3:30PM – 5:30PM EDT</p> <p><b>CEU's:</b> 2.0 Ethics Credit</p>	<p><b>Impact of Trauma on Brain-Body Functioning: Cultural and Social Justice Implications for Rehabilitation Research, Training, and Practice</b></p> <ul style="list-style-type: none"> <li>• Suneetha B Manyam, Ph.D., CRC, LPC, CPCS, Mercer University</li> <li>• John Mark Parker, M.S., MDiv./C.E., Mercer University</li> <li>• Donald Walter Smith, Ph.D., Mercer University</li> </ul> <p>Recent advances in the understanding of the impact of traumatic experiences on the functioning of the brain and hypothalamic-pituitary-adrenal (HPA) axis hold important cultural and social justice implications for the future of rehabilitation research, and practice. Ongoing research shows that trauma, particularly those experienced in childhood in a minority culture, affect more than one's mental health ( Anda et.al., 2004; Van Leeuwen et.al., 2016 &amp; Metzler et.al., 2017). Many physical problems can be traced to unresolved experiences of trauma especially for minority populations. Further, trauma may adversely affect and individual's ability to secure and maintain employment especially for minority clients with disabilities ( Liu et.al., 2013). This panel discussion begins with an overview of the impact of trauma on brain-body functioning and an introduction to the Centers for Disease Control (CDC) – Kaiser Permanente Adverse Childhood Experiences (ACE) Study conducted with more than 17,000 participants. After exploring the effects of trauma on the body and mind as well as later-life health and well-being, the panel focuses on trauma experienced by two minority groups – individuals who identify as LGBTQ and those living with disabilities with an emphasis on the cultural and social justice implications. Then, presenters will address the code of ethics related to the topics discussed. During the second half of the session, the participants will also have an opportunity to apply the concepts learned to the selected case studies presented by the panel members</p>

<p><b>Date:</b> Tuesday, June 23, 2020</p> <p><b>Start/End Times:</b> 8:00AM – 10:00AM PDT 9:00AM – 11:00AM MDT 10:00AM – 12:00PM CDT 11:00AM – 1:00PM EDT</p> <p><b>CEU's:</b> 2.0 General Credit</p>	<p><b>Commission on Rehabilitation Counselor Certification (CRCC) Strengthening Outcomes for Future Rehabilitation Counselors</b></p> <ul style="list-style-type: none"> <li>• Susan G. Sherman, Ph.D., CPM, CRC, LPC, LCMHC, East Carolina University</li> <li>• Franco Dispenza, Ph.D., CRC, Georgia State University</li> <li>• Brent Williams, Ph.D., University of Arkansas</li> <li>• Daniel Kelsey, Ph.D., CRC, University of Wisconsin Stout</li> <li>• Katherine Kline, Ph.D., LPC, CRC Maryville University</li> <li>• Moderator: Pam Shlemon, Executive Director, Commission on Rehabilitation Counselor Certification (CRCC)</li> </ul> <p>Rehabilitation counseling educators play a critical role in preparing students to achieve high-quality outcomes when serving individuals with disabilities. These outcomes include successful quality employment and community inclusion. The preparation must include strategic career development designed to reduce the gap between what is taught and what is practiced in the field of rehabilitation counseling. The goal for this workshop is to share best practices for preparing students to realize their potential as Certified Rehabilitation Counselors.</p>
<p><b>Date:</b> Wednesday, June 24, 2020</p> <p><b>Note:</b> Presentation 1 of 2 scheduled on this day.</p> <p><b>Start/End Times:</b> 8:00AM - 9:30AM PDT 9:00AM - 10:30AM MDT 10:00AM - 11:30AM CDT 11:00AM - 12:30PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Note:</b> this presentation will not be recorded and available to access post conference. If you are a CRC holder and want to obtain CEUs you will need to join the live presentation.</p>	<p><b>New Career in Rehabilitation Education and Counseling Panel</b></p> <ul style="list-style-type: none"> <li>• Garrett Huck, Ph.D., CRC, Penn State Hazleton &amp; Penn State Wilkes-Barre</li> <li>• Rana Yaghmaian, PhD, CRC, Portland State University</li> <li>• Emre Umucu, PhD, LPC, CRC, The University of Texas at El Paso</li> <li>• Rachita Sharma, PhD, CRC, LPC-S, University of North Texas</li> </ul> <p>This session will address aspects of balancing numerous simultaneous roles while entering the job market, including completing the dissertation, developing your CV, obtaining letters of reference, and conducting the job search (e.g., interviews by Skype, phone, and on campus; negotiating a job offer), as well as developing your teaching, research, and service statements.</p> <p>Additionally, this session will explore dynamics related to transitioning into the new position, navigating department politics, building relationships with colleagues, getting your research program off to a good start, developing and teaching new courses, and selecting appropriate service activities. Finally, this session will discuss career paths for tenure-track and non-tenure-track faculty positions, multi-year job search strategies, the tenure process, and looking into the future post-tenure. Plenty of time will be made available for questions and answers with the panel.</p>

**Date:**  
Wednesday, June 24, 2020

**Note:** Presentation 2 of 2 scheduled on this day.

**Start/End Times:**  
11:30AM – 1:00PM PDT  
12:30PM – 2:00AM MDT  
1:30PM – 3:00PM CDT  
2:30PM – 4:00PM EDT

**CEU's:**  
1.5 Ethics Credit

**Conference Track:**  
Rehabilitation Counselor Education

**Perspectives from Rehabilitation Counselors on Teaching Assessment: Qualitative Study Findings and Ethical Considerations**

- Sang Qin, M.S., CRC, Illinois Institute of Technology
- Katherine Nieweglowski, M.S., CRC, Illinois Institute of Technology
- Nicole Ditchman, Ph.D., CRC, Illinois Institute of Technology

Assessment and evaluation is a core competency that informs rehabilitation counseling services outlined in the code of professional ethics for rehabilitation counselors. Yet, many rehabilitation counselors report feeling underprepared in this area and face barriers in the use of assessment in practice.

In this presentation, we will provide a review of the Section G “Assessment and Evaluation” of the CRCC Code of Professional Ethics and present findings from a qualitative study reporting interview data from rehabilitation counseling educators on assessment-related training needs and recommended educational approaches.

In particular, we summarize challenges to teaching assessment and provide recommendations to inform effective and ethical training practices. Implications for training rehabilitation counselors in assessment will be discussed along with a suggested framework for rehabilitation counseling educators to develop assessment-related curricula.

**Code of Ethics:**

G.4. Competence to Use and Interpret Tests/Instruments

G.5. Test/Instrument Selection

G.6. Test/Instrument Administration Conditions

G.7. Test/Instrument Scoring and Interpretation

G.8. Test/Instrument Security

G.9. Obsolete Tests/Instruments and Outdated Results

Section H.5.h. Integration of Study and Practice

Section H.6. Rehabilitation Educator Competence

**Target Audience:** Doctoral Students, Educators & Masters Students

<p><b>Date:</b> Thursday, June 25, 2020</p> <p><b>Start/End Times:</b> 10:00AM – 1:00PM PDT 11:00AM – 2:00PM MDT 12:00PM – 3:00PM CDT 1:00PM – 4:00PM EDT</p> <p><b>CEU's:</b> 3.0 General Credit</p> <p><b>Conference Track:</b> Rehabilitation Counselor Education</p>	<p><b>Rehabilitation Education in the Time of COVID-19: A Panel Discussion of Online Counselor Education and Supervision</b></p> <ul style="list-style-type: none"> <li>• Moderator: Debra Harley, Ph.D., CRC, LPC, University of Kentucky</li> <li>• Danielle Nimako, Ph.D., CRC, Emporia State University</li> <li>• Charles Bernacchio, Ed.D., CRC, University of Southern Maine</li> <li>• Katherine Kline, Ph.D., CRC, LPC, Maryville University</li> <li>• Allison Levine, Ph.D., CRC, LPCA, University of Kentucky</li> <li>• Jennifer Pustateri, Universal Design Consultant, University of Kentucky</li> <li>• Phillip Rumrill, Ph.D., CRC, Kent State University</li> <li>• Tyra Turner Whittaker, Ph.D., CRC, LCMHC, North Carolina A&amp;T State University</li> </ul> <p>The COVID-19 pandemic has introduced new and challenging issues in higher education. During these trying times, we are all trying to do what is best for our students. Rehabilitation education during a global crisis brings myriad concerns for educators including equity and student wellbeing, with the added factor of online learning. This panel will discuss not only best practices and evidence for online, accessible pedagogues, but also social justice considerations for teaching in an online space and during a pandemic. In an interactive panel, attendees and panelists will engage around these topics, providing space for questions, processing, and growth out of this challenging time.</p>
<p><b>Date:</b> Friday, June 26, 2020</p> <p><b>Start/End Times:</b> 11:00AM – 12:30PM PDT 12:00PM – 1:30PM MDT 1:00PM – 2:30PM CDT 2:00PM – 3:30PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Future Directions – Future Populations, Future Practice</p>	<p><b>Behavioral Activation Promotes Quality of Life of Young Adult Survivors of Brain Tumors</b></p> <ul style="list-style-type: none"> <li>• Teresa Ann Grenawalt, Ph.D., CRC, University of Alabama</li> </ul> <p>Diagnosis and treatments of brain tumor have detrimental effects on physical, neurocognitive, psychological, and social functioning that lasts into adulthood and effects quality of life (QOL) among young adult survivors of childhood brain tumor (SCBT). A randomized controlled trial was designed to evaluate the effectiveness of an Internet-based behavioral activation intervention on QOL.</p> <p>Participants included 127 young adult SCBT with 63 control group and 64 experimental group participants. Experimental group participants received a four-module intervention and the control did not receive any treatment. A within-subject and between-subject analysis was conducted to evaluate the effectiveness of the intervention. Results revealed a significant change in QOL among the experimental group. Implications for practice and research are provided.</p> <p><b>Target Audience:</b> Educators, Practitioners, Researchers &amp; Service Providers</p>

<p><b>Date:</b> Monday, June 29, 2020</p> <p><b>Start/End Times:</b> 8:30AM – 10:00AM PDT 9:30AM – 11:00AM MDT 10:30AM – 12:00PM CDT 11:30AM – 1:00PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Future Directions – Future Populations, Future Practices</p>	<p><b>Rehabilitation and the Recovery to Practice Initiative</b></p> <ul style="list-style-type: none"> <li>• Rachita Sharma, Ph.D., CRC, University of North Texas</li> <li>• Justin Watts, Ph.D., CRC, University of North Texas</li> </ul> <p>The Recovery-to-Practice (RTP) initiative was designed by SAMHSA to hasten awareness, acceptance, and adoption of recovery-based practices in the delivery of addiction-related services. The Addiction Technology Transfer Center (ATTC) helps organizations and professionals implement effective practices for substance use disorder treatment and recovery services. This session will cover the community impact of a (RTP) grant provided by ATTC to the University of North Texas (UNT).</p> <p>This presentation will provide a brief overview of RTP principles followed by detailed information regarding the RTP curriculum developed to address the identified areas of knowledge gaps within communities of recovery professionals. This session will also disseminate information regarding the development, maintenance, and evolution of a virtual community for addiction professionals. Ensuing discussion will brainstorm ways in which this concept can be incorporated into other rehabilitation communities to address future areas of needs.</p> <p><b>Target Audience:</b> Agency Training Officers, Educators, Masters Students, Practitioners, Researchers, Service Providers &amp; University Educators</p>
<p><b>Date:</b> Tuesday, June 30, 2020</p> <p><b>Note:</b> Presentation 1 of 2 scheduled on this day.</p> <p><b>Start/End Times:</b> 9:00AM – 10:30AM PDT 10:00AM – 11:30AM MDT 11:00AM – 12:30PM CDT 12:00PM – 1:30PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Rehabilitation Counselor Education</p>	<p><b>Pedagogy and Self-Efficacy Outside the Classroom: Career Counseling with Transition Youth with IDD</b></p> <ul style="list-style-type: none"> <li>• Franco Dispenza, Ph.D., CRC, Georgia State University</li> <li>• Jamian S. Coleman, M.S., CRC, NCC, Georgia State University</li> <li>• Mackenzie S. Suttles, Ph.D., CRC, NCC, Georgia State University</li> </ul> <p>Transition-aged youth with mild intellectual and developmental disabilities (IDD) encounter unique psychosocial contexts as part of their career development trajectory (Nota et al., 2010). Counselor education programs need to train rehabilitation counselors and doctoral students to be competent when providing career counseling services to youth with IDD. This panel presentation will share new results from an evaluation study that examined an experiential training program with doctoral students. As part of an advanced career counseling course, doctoral students were partnered with a volunteer student with IDD from an inclusive post-secondary education program. Doctoral students delivered approximately 8-10 supervised career counseling sessions with the volunteer. This panel will share some results from the evaluation study, provide perspectives from doctoral students who participated in the training, and educate audience members about inclusive post-secondary education programs for transition aged youth living with IDD.</p> <p><b>Target Audience:</b> Doctoral Students, Educators, Masters Students &amp; University Educators</p>

<p><b>Date:</b> Tuesday, June 30, 2020</p> <p><b>Note:</b> Presentation 2 of 2 scheduled on this day.</p> <p><b>Start/End Times:</b> 11:30AM – 1:00PM PDT 12:30PM – 2:00PM MDT 1:30PM – 3:00PM CDT 2:30PM – 4:00PM EDT</p> <p><b>CEU's:</b> 1.5 General Credit</p> <p><b>Conference Track:</b> Rehabilitation Counselor Education</p>	<p><b>Current Trends and Characteristics of Undergraduate Rehabilitation Education Required Coursework</b></p> <ul style="list-style-type: none"> <li>Gina Oswald, Ph.D., CRC, University of Maine at Farmington</li> </ul> <p>Whether attempting to meet accreditation curricular standards or not, undergraduate programs retain great flexibility within their URC, allowing for courses and content specifically tailored to the local labor market and student characteristics and interests. This study sought to explore the curriculum similarities and differences between undergraduate rehabilitation programs across the U.S.</p> <p>The researchers aimed to establish the content and topics that are universal to rehabilitation programs and those content areas or characteristics that distinguish programs from each other. A total of 40 programs were identified and 34 programs were included in the study. Results and implications will be shared during the presentation. The presenter will invite attendees to participate in a discussion of the findings and how undergraduate rehabilitation programs can support a unified professional identity for their graduates while meeting the needs of their student base and geographic location.</p> <p><b>Target Audience:</b> Doctoral Students, Researchers &amp; University Educators</p>
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