

## REHABILITATION COUNSELING

### PROGRAM REVIEW SELF-STUDY

#### DEPARTMENT OF COUNSELING, SPECIAL EDUCATION AND REHABILITATION

##### I. Introduction and Overview of the Program

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The graduate program in Rehabilitation Counseling is a CORE (Council on Rehabilitation Education Inc.) accredited, 60-unit master's program offering a Master of Science in Rehabilitation Counseling and preparing students for the Certified Rehabilitation Counselor exam. Between 80-95% of our graduates pass the CRC exam in their first attempt. The Rehabilitation Counseling Program (RCP) is one of the largest in the country in terms of FTES with an enrollment of 120-130 students. It is ranked 17<sup>th</sup> in the nation by *U.S. News and World Report* and 2<sup>nd</sup> in California. When doctoral programs are excluded, it is 3<sup>rd</sup> in the nation. Full-time students can complete the 60 units in four semesters. The last semester is a full-time internship. Students who attend part-time usually finish within three years. In 1997, the RCP set for itself the vision of "*Changing the Face of Human Service*" and becoming "*A National Leader in Hands-On, Real-World Rehabilitation*". With this vision and slogan, it created for itself a clear identity and purpose and established consecutive five-year strategic plans to implement that purpose.

The program is very diverse. The following is a graphic representation of the multi-hued, multi-lingual environment here. In 2007, faculty and staff in the RCP included one Chinese, one Japanese, three Asian Indians, one South East Asian, seven Hispanic and four Caucasian, one Armenian. Languages spoken by faculty and staff in the RCP in addition to English are: Chinese, Japanese, Korean, Malay, Indonesian, Hindi, Gujarati, Tamil, Spanish, Ketchua (a Bolivian dialect), Thai, Hmong, Cambodian, and Lao! Currently, student composition is 36% Hispanics, 30% Caucasian, 15% Asian, 12% African-American and 29% students with disabilities. The 23 faculty and staff of the program are similarly diverse with 82% either minority or with a disability. It is, therefore, able to accommodate the varying needs of students. Just under 73% of the students and 78.3% of the faculty and staff are female. Due to the inability to consistently get reliable and valid data, they RCP established its own database which helps us with the data above, program evaluation, recruitment and grant management.

The curriculum represents coursework that directly relates to training qualified rehabilitation counselors culminating in a Master of Science degree in Rehabilitation Counseling. In doing so it meets all the project objectives. It is a 60-unit CORE accredited course of study also designed to meet every competency area established by the Commission for Rehabilitation Counselor Certification. It has been accredited throughout its history and received the full 8-year re-accreditation again in Spring 2009. Though it has always been fully accredited by CORE, the RCP recognizes that accreditation, by its very nature, only assures that at least the minimum quality be met. The RCP instead aims at excellence, a quest that requires the program to go beyond mere accreditation. In 1997 the RCP developed and began implementing its vision, "*Changing the Face of Human Service*" and set for itself the goal of becoming "*A National Leader in Hands-on, Real-World Rehabilitation*". In subsequent years it revised its curriculum using feedback from student, graduate and employer surveys, focus groups, and its advisory board. Curriculum was audited to ensure inclusion of Independent Living philosophy and principles. Annual faculty/staff/student retreats were used to design curriculum modifications. Two clinical reviews were added so that students realize that changing the face of human service starts with changing themselves. Through these reviews, conducted at the end of their first and third semesters, all students receive written feedback from faculty on their individual strengths and areas to improve. In keeping with the goal of becoming a national leader in hands-on, real-world rehabilitation, a unique Advanced Job Placement Practicum (Rehab 268A) was introduced in 2001. In this class, each student carries a caseload of 5-8 consumers referred from CalWorks for job retention or job placement services. With funding from

an Experimental and Innovation grant from RSA, Rehab 268A was expanded into Rehab 268B and 268C. Rehab 268 A, B and C are supported by service contracts with different agencies that refer the consumers and pay for the job development, placement or retention services provided. Rehab 268A serves consumers on welfare from *CalWorks*, 268B, consumers from *California Department of Rehabilitation (CDR)* and 268C consumers on *Social Security through the Ticket to Work Program*. The 268 classes are powerful because they represent win-win outcomes for all involved. The RCP receives funding that allows it to provide this hands-on training. The consumers receive individual attention instead of being part of a huge caseload. The referring agencies receive less expensive and higher quality services because the students are all at least third semester graduate students. Students receive quality hands-on education supervised by faculty who are CRCs, and they get to know agencies like CDR very well. As a result, in recent years, graduates of the program are highly sought after by employers, especially CDR. The Rehab 268 classes are *in addition* to traditional practicum and internship required by CORE. The 268 model has been presented at seven national conferences, receiving much national attention.

Each of these three classes is associated with a clinic/program: Rehab 268A with the Job Retention Center; 268B with the Workability IV Program and 268C with the Ticket to Work Program. The Ticket to Work program has been selected to be a national pilot for other universities. Three classes or three clinics do not make a national leader in hands-on, real-world rehabilitation. In addition the RCP has a vocational evaluation center that provide vocational and Learning Disability assessment from the Department of Employment and Temporary Assistance, Fresno. The last two years, it also served Madera County until the contract was cancelled due to budget cuts in Madera. The assessment contract with Fresno County has been in place for 22 years continuously, making it the longest contract for human services in the county. In addition, the RCP has started its own counseling center with three locations. One is on campus but the other two operate in two community agencies. Students in practicum (Rehab 238) serve real-life clients in all these centers. The RCP is also home to the national office of the National Council on Rehabilitation Education (NCRE). Because of the drive to be hands-on and real-world, the RCP has included multiple requirements for real-life exposure in most of its other classes as well. In the introduction to rehabilitation class (Rehab 201) students interview persons with disabilities and do a visit report of a facility. In the Rehab 237 (pre-practicum) they spend 10 hours a week for 8 weeks in a facility. They also write grants through a grant writing class (Rehab 280T).

This hands-on bent is prevalent not only through the formal curriculum but throughout the many extracurricular activities of the students. Over 60 students volunteer on the various task forces in the RCP. All but one are led by students. They include taskforces for marketing, recruitment, social events presentations, orientation, newsletter, organizing an annual regional conference, etc. Last year, students established their own Rehabilitation Counseling Student Association that took over the organization of student orientation, mentoring and the social events calendar. They levy, collect and administer association fees to fund their activities. Two students from each semester serve on the advisory board as student representatives. Students are involved in the fund raising task force and a student-led editorial board publishes the bi-monthly program newsletter. *Therefore, rehabilitation concepts like informed choice, empowerment and taking ownership are not just taught in classes but lived out in the actual lives of the students who are entrusted with much responsibility for running the program.* Students involved in these activities have the option to take Rehab 280T, Non-profit Management, as an elective in which they use their various activities and receive both supervision and credit for their work. In order to increase professional identity, students are encouraged to enter professional rehabilitation associations. In 2007, the RCP had the most student members in the American Rehabilitation Counseling Association (ARCA) and the National Council on Rehabilitation Education (NCRE). In 2008, it had the largest number of student members in the National Rehabilitation Counseling Association (NRCA). Part of the student association dues go to pay for membership in these organizations. Student involvement in ARCA was featured in the Rehabilitation Counseling Bulletin (Lane, 2007). Every year between 4-36 students make presentations at national rehabilitation conferences. All of this makes their training extremely hands-on and real-world. These are but a sample of activities aimed at creating excellence in the RCP an

inculcating three critical qualities of a successful rehabilitation counselor – problem solving, common sense and a caring heart. These three qualities and other traditional counselor values like authenticity, integrity, empathy are heavily emphasized in the program.

The curriculum presented below meets or exceeds all CORE standards and competency areas identified by CRCC. In addition to the regular curriculum, all applicants must complete four prerequisites, namely, acceptable course work in Theories of Counseling, Abnormal Psychology, Statistics, and Writing. The sequence of courses are described later and summarized in the flow chart below. In order to increase program identity, the designation of rehabilitation courses was converted from COUN to REHAB in 2009.

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## II. Previous Action Plan or Recommendations from Prior Review

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### A. Suggestions

1. Create a systematic plan for outcomes assessment activities, including biannual or every 3-5 years for some forms of data and more frequently for others. For example, the alumni survey might be done every 2 years, with an employer survey done in the alternate years. Not every assessment needs to be done every year. Two measures per year may be more than enough. We would suggest a conscious planning process to select those activities that will produce the most helpful data and then establishing a realistic time frame for implementation. Resource allocation issues may realistically constrain assessment activity and should be incorporated as part of the department's plan.
2. Focusing assessment activity on any of the following areas will provide formative data for new program and curriculum development:
  - a. Assess the influence of the language/cultural divide on professional practice in graduates of the program. Are there related issues that limit effectiveness? Are there educational programs or experiences, courses or continuing education opportunities that might address these areas?
  - b. Assess the program graduates' perceptions of effectiveness in working with clients who present problems related to alcohol and substance abuse. Are there educational programs or experiences, courses or continuing education opportunities that might address these areas?
  - c. Assess the program graduates' perceptions of effectiveness in integrated service delivery, working across disciplines and service delivery systems to enhance case management, initiate interdisciplinary referrals and solve complex client problems.

Perhaps the 280T course could be used to address areas that are found as high priority needs prior to formal curriculum development.

3. In revising the final document, we suggest a revision of the goal listing. Ethical and professional standards define professional practice. Objective 1.6 deserves a separate listing as an additional goal to emphasize the significance of these activities in professional practice.

In summary, the site review team found the Rehabilitation Counseling program assessment plan to be well organized and comprehensive. Prioritization and selection of existing assessment activities may provide for inclusion of additional activities that will yield valuable data to support new program development.

We wish the faculty of the Rehabilitation Counseling program continued success and compliment Dr. Joseph Keferl on the work that has gone into organizing and developing the assessment plan.

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## III. Departmental Description and Evaluation of the Program

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### A. Mission and Goals of the Program

*PROGRAM MISSION & GOALS*

***VISION***

*CHANGING THE FACE OF HUMAN SERVICE*

### **MISSION**

To serve people with disabilities by doing an outstanding job of training warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals who will make a real difference in the lives of persons with disabilities and transform the practice of rehabilitation Counseling in California and beyond.

### **GOALS**

Recruit and train warm, empathic, trustworthy and competent Qualified Rehabilitation Professionals.

Provide students with opportunities for exposure and training in practical, real life workings of rehabilitation.

Maintain the Rehabilitation Counseling Program as a responsive resource to meet the rehabilitation needs of traditionally underserved disability and ethnic group populations in Fresno and the Central Valley.

Serve as a valuable resource of research, scholarship, expertise, training and advocacy for the larger rehabilitation community in the Central Valley as well as throughout the state of California.

### **STRENGTH**

*National Leader in Hands-On, Real-World Rehabilitation Counseling*

## **2. Third Strategic Plan 2006-2010**

**Strategic Goal – To be ranked in the top 15 in the Rehabilitation by the year 2010.**

### **Objectives**

1. Maintain enrollment at 100-120 with about 50% coming from out of region
2. Maintain diversity of students at 50% or more minorities or persons with disabilities
3. Graduate at least 25 students per year
4. Obtain and maintain a fourth tenure track position
5. Complete Program Evaluation System
6. Have Clinical Review Policy fully revised, approved and fully implemented
7. Develop and implement a Pre-doctoral Track
8. Research productivity - Publish a minimum of 12 refereed articles, book chapters, monographs, or books.
9. Create a 401K program for Staff
10. Accomplish at least three of our four fundraising goals.
11. At least 5 new, external grants or contracts while maintaining current contracts.

12. Establish a quality undergraduate program
13. Establish 1-2 certificate programs as appropriate (added in 2008)
14. Complete development of internet presence and maintain it as current viz. web page, face book, myspace. (May 29, 2009)
15. Establish and maintain the annual Western Region Disability Conference (May 29, 2009)

3. This year counselor licensure was finally passed in California, the last state to do this. This will entail some curricular changes in coming years.

## **B. Effectiveness of the Instructional Program**

1. The SOAP that was developed is included in this document. However, SOAP had always been given to new faculty to develop and implement. That was a mistake especially since we have had turnover as is noted in the faculty recruitment portion. Therefore, there was no consistent maintenance of the SOAP. The program has always been data and evaluation driven and there are many other measurements that have been frequently used. However, we would like to scrap the current SOAP that does not make sense and develop a new one. Every year, faculty, students and staff meet to evaluate program and curriculum effectiveness in a 2-3day retreat. Many, many changes have resulted from these retreats.

Has the instructional program been effective? Absolutely and the following is the evidence.

- i) In 2006 we requested funding from IRAP to develop our comprehensive exam as the primary measure of instructional effectiveness and the CRC exam as a secondary measure. This was implemented. From Spring 2006-Fall 09, 118 students (including repeats) sat for the comprehensive exam. On average 46% passed both the objective and essay portions of the exam on the first try and 47% on the second try. In most cases, students passed one part and not another in the first try. Under 7% failed both times though in all these cases they only repeatedly failed the essay portion due to poor writing skills. The comprehensive exam is a difficult exam and the above passing rates are satisfactory for the program. Students take the comprehensive exam very seriously and meet as groups to study and take much time to prepare. A few students, less than 1%, elect to do a project or thesis.
- ii) Since the curriculum is designed to cover all CORE standards, CORE accreditation is another indication of effectiveness of instructional program. During this period the program underwent accreditation twice, in 2001 and 2009. Both times it was awarded the maximum possible accreditation.
- iii) As indicated, the curriculum is designed to meet all competency areas of the CRC exam (external certification exam). The percentage of students passing at first attempt ranged between 80-90% exceeding the national average of 77%. By contrast graduates passed at only 54-65%. In a sense they are something of a control group because they usually sit for the CRC years after graduation. At the same time, it shows that the instructional program does not maintain the same level of effectiveness a few years after graduation. Students exceeded the national average in 6 out of the counseling related domain areas. In the remaining 4 they were just a touch below the average, most likely within the margin of error. Graduates did not fare as well, generally scoring lower than the national average for all who sat for the exam. In the

disability related domain areas, students matched the national average in 2 of the 11 domain areas and were lower in the rest but always close enough as not be a cause for alarm. Yet, it is useful to focus on strengthening instruction in the disability domains.

iv) An area on which systematic data was not collected but has become an area of concern is the ability of students to develop resumes and perform well in job interviews. Paradoxically, the same students were able to develop good resumes for the clients they served. However, the program recognized these two skill areas as cause for concern and is addressing.

v) The level of writing competence remains a long-standing concern as measured by our writing requirement class, Rehab 237 (previously COUN 257).

vi) The greatest areas of student discontent with curriculum are ERA 220 Research Methods and COUN 202 Group Counseling. ERA 220 in particular, and especially when taught by part-timers as is often the case was seen as not meeting the needs of rehab students. Faculty agree with this perception because that class is generally geared to preparing education majors and to preparing them for projects which rehab students do not do. Also the time lapse between when students take ERA 153 (statistics) which is a prerequisite usually taken about 3 semesters before ERA 220 makes the 220 more difficult. Due to lack of faculty, the rehab program has not been able to offer its own research class. With the hiring of two new faculty, we hope to do so soon. Similarly, the group counseling class was seen as not catering sufficiently for rehab students. This semester, we offered our first group counseling class and may continue to do so in the future.

2. Curriculum – The designation of rehabilitation classes were changed from COUN to REHAB in 2008.

## REQUIRED COURSES

COUN 200 - Seminar in Counseling Techniques (3 units) Emphasis given to practical skill building through training in interviewing and counseling skills and understanding of counseling philosophy and theory.

COUN 202 - Seminar in Group Counseling (3 units) Theories and methods of interpersonal communication within groups, transfer of information, group leadership and membership, role perceptions, verbal and non-verbal interaction and group counseling.

REHAB 201 (previously COUN 250) - Seminar in Rehabilitation Counseling (3 units) Theory and process of vocational rehabilitation counseling and independent living including examination and analysis of history, laws, sociological factors, different delivery systems, role and functions etc. Community rehabilitation agency visits and interviews with persons with disabilities required.

REHAB 203 (previously COUN 263) - Work Evaluation Procedures (3 units) Study of systems and procedures of assessment and work evaluation to assess culturally diverse persons with disabilities. Includes principles of testing; test selection (including situational assessments and work samples), administration and interpretation, and report generation.

REHAB 204A (previously COUN 251A) - Medical Aspects of Disability (3 units) Understanding of psychiatric disabilities including etiology, functional limitations, and vocational implications. Guest speakers are specialists and practitioners. Case presentations by students required.

REHAB 204B (previously COUN 251B) - Medical Aspects of Disability (3 units) Understanding of physical and neurological disabilities including etiology, functional limitations, and vocational implications. Guest speakers are specialists and practitioners. Case presentations by students required.

REHAB 205 (previously COUN 252) - Career Placement in the Rehabilitation Process (3 units) An experiential seminar concerning the attitudes, skills, and abilities necessary to provide effective vocational and job placement services, including vocational diagnosis, job development, placement techniques, job analysis, job retention, interviewing skills, resume writing, affirmative action, and legislation.

REHAB 206 (previously COUN 253) - Psychological and Social Aspects of Disability (3 units) Seminar in psychological, sociological and cultural effects of physical and mental disability and the dynamics of adjusting to disabling conditions. Presentation of case studies by students required.

REHAB 211 (previously COUN 260) - Current Professional Issues in Rehabilitation Counseling (3 units) Seminar on current professional issues in vocational rehabilitation with emphasis on ethics, legal concepts including licensure, certification etc, and professional development responsibilities.

REHAB 237 (previously COUN 257) - Case Practices in Rehabilitation Counseling (4 units) Methods to facilitate client rehabilitation including interviewing, case recording, plan development, and ethical practices. Includes 10-hour/week placement in a rehabilitation agency and case presentations.

REHAB 238 (previously COUN 258) - Rehabilitation Counseling Practicum (4 units, max. total 8) Clinical counseling experiences with consumers with disabilities, supervised individual counseling sessions, analysis of the effect of disability on personal and vocational development, methods of facilitating vocational rehabilitation, observations, critiques, and report writing.

REHAB 268A, B, or C (previously COUN 268A, B or C) - Advanced Job Placement Practicum (3 units) Supervised practical application of case management, job development, placement, retention and advancement skills. Students carry a caseload of 5-8 consumers working with them holistically to develop and implement individualized service plans with primary emphasis on vocational goals.



REHAB 239 (previously COUN 269) - Internship in Rehabilitation Counseling (12 units) Full time, supervised field placement in one of a variety of settings including case responsibilities.

ERF 220 - Research in Education (3 units) Seminar in research methodology, identification of research question, use of library resources, data gathering and processing, writing a research report, applied to rehabilitation counseling.

ELECTIVES – students select 7 units from the approved electives below.

COUN 201 - Multicultural Aspects of Counseling (3 units) Cognitive and experiential study of social and psychological variables that influence cross-cultural counseling relationships.

COUN 220 - Seminar in Career Development (3 units) Examination of career development theories and research.

COUN 232 - Psychopathology and the Diagnostic and Statistical Manual (3 units) Analysis of psychopathology within the framework of the current DSM IV. Emphasis on integrating the etiology of the disorders with diagnosis, theory and treatment.

REHAB 262 (previously COUN 262) - Assistive Technology (3 units) Seminar in technology solutions for use with persons with disabilities. Topics include high and low tech solutions, universal design, augmentative communications systems, computer programs, funding sources, needs assessment, who should prescribe assistive devices, and the rehabilitation counselor's role in their utilization.

REHAB 264 (previously COUN 264) -Rehabilitation of Industrially Injured Workers (3 units) Study of different private for profit and worker's compensation systems. Includes forensic rehabilitation.

REHAB 265 (previously COUN 265) -Rehabilitation of Substance Abusers (3 units) Seminar in the provision of vocational rehabilitation services leading to employment for persons who abuse substances. Includes treatment, relapse prevention, family systems, the development of job seeking skills, and the importance of follow-up.

REHAB 280T - Grant Writing (3 units) Experiential seminar on grant writing. Students either write grants for the program or for their own select causes or revise grants up for renewal.

REHAB 280T – Non-profit Management (3 units) Experiential seminar. Students learn various aspects of non-profit management by presenting activities in which they are involved in the program such as recruitment, fundraising etc. Students are required to develop a concept, plan, implementation and evaluation of the activities.

REHAB 280T – Enneagram (1 unit) An experiential, comprehensive personality course. Includes discovery of own personality type and that of others. (Offered through extended education department).

REHAB 280T – Succeeding Personally and Professionally (I unit) Seminar using Covey's principles to orient students on how to be successful and fulfilled in their career.

REHAB 290 (previously COUN 290) - Independent Study (1- 3 units, max. 6) Student initiated study, under faculty supervision, to pursue a topic in more depth or explore area of interest outside regular class.

- b. The RCP currently has only one joint effort with another academic program. This is the Certificate of Advanced Study- Criminal Justice Counseling Specialist. Individuals who are fully classified and advanced to candidacy or graduates may take courses leading to this certificate by taking 16 units in Criminology in addition to prerequisite CRIM 100 or equivalent. Six of these units may be used as electives.

In 2000, the RCP together with the Physical Therapy Department established the Interdisciplinary Health and Rehabilitation Services major. This is an undergraduate major. In 2007, the Rehabilitation Services specialization was discontinued to allow RCP to establish its own undergraduate major. Work is proceeding to establish a joint major with Special Education called the Special Populations major.

c. Recruitment and retention of qualified faculty has been a challenge for the RCP. We have not had any difficulty recruiting the top prospects each year but in many years budget difficulties did not allow us to do a faculty search despite surging student enrollment. Below is a listing of faculty hired and faculty departures from 2000 to the present. Last year was an excellent year for faculty recruitment despite the huge shortage of available doctoral candidates or faculty. We hired two faculty, doubling our tenure track faculty to four. One is Hispanic, Dr. Maria Romero-Ramirez from University of Wisconsin-Madison and the other is African-American, Dr. Jenelle Pitt from Michigan State University. Both the universities are joint #1 according to U.S. News and World Report Rankings. The addition of these two faculty immensely increased the diversity of the RCP faculty not only in terms of ethnicity but also in terms of the university of origin but and academic rank. The full time faculty of the RCP is currently one Full Professor, a Malaysian-Indian from Southern Illinois University, an Associate Professor, tenured, Caucasian from University of Illinois, and the two new assistant professor mentioned above. One of the faculty is a person with a disability. From its inception, the program survived with one or two faculty except for a short span during the 1970s. In 2005, it again effectively had only one faculty despite having 90 plus students (one faculty was on extended maternity leave)

In addition to the four full time tenure track faculty, the RCP has four full time non-tenure track adjunct faculty and a number of part-time faculty who teach as needed. The four full time non-tenure track faculty are each directors of the clinics mentioned earlier and teach the classes associated with the clinic they direct. Their vitae are not included due to a lack of space but are described in the faculty profiles.

#### Faculty Hiring and Departures

2000 – 2001– Hired Dr. Joe Keferl in 2000 from Southern Illinois University (first time in years that the RCP had three faculty). Dr. Keferl left in 2001 due to the poor health of his father. He obtained a tenure track position in his hometown, where his father resided.

2002 – 2005 – Hired Dr. Charles Degeneffe from University of Wisconsin-Madison. He was the top doctoral candidate of the year and heavily recruited. He left to San Diego in 2005 after his wife obtained a doctorate. They had to leave Fresno in search of suitable employment for his wife.

2002 – Dr. Bud Stude retired after being with the RCP since its inception.

2003-2006 – Hired Dr. Shari Willis from the University of Maryland. After a year on maternity leave in 2005 during which time there was only one full time faculty, Dr. Willis resigned in 2006 to move back to Maryland

2006 -2008 – Hired Dr. Lee Za Ong from University of Wisconsin-Madison. Dr. Ong had to leave in 2008 because of lack of employment opportunities for her spouse in Fresno.

2007 – present – Hired Dr. Carol Rankin from Southern Illinois University as tenured

Associate Professor. Dr. Rankin is still with us.

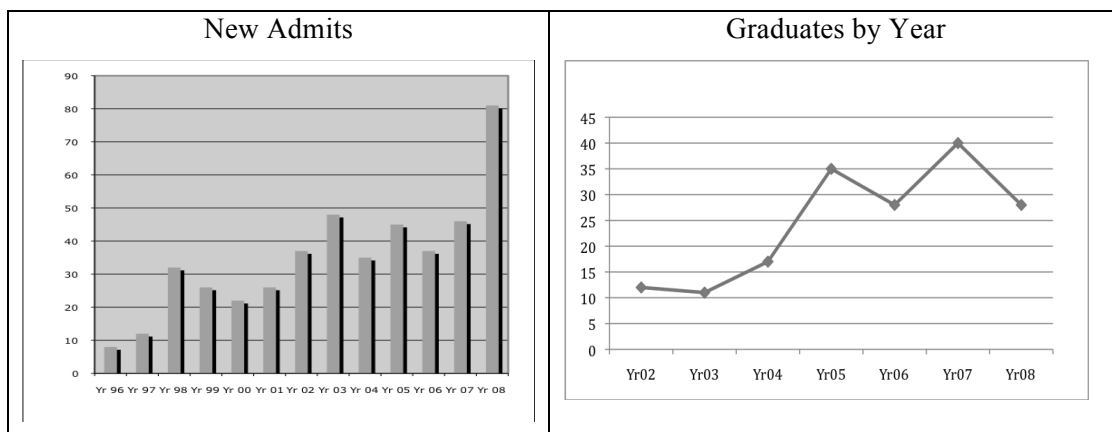
2009 - present – Hired Dr. Pitt and Dr. Romero from Michigan State and University of Wisconsin respectively as described earlier. This brought the number of full-time tenure-track faculty to four for the first time the program's history.

d. Research on Effectiveness of Teaching and Learning

The program is heavily oriented towards data based decision making. As such data is collected in almost everything on which we want to decide. In addition, there is ongoing collection of data and feedback not tied to specific causes. Within this climate, the regular class evaluations and peer evaluation of faculty is supplemented by encouragement of student feedback. In the intro class, all students receive feedback sheets that they can use to provide feedback on any aspect of the class or program at anytime. These feedback sheets will be considered at the next program retreat for inclusion in all classes. The activities that students lead or attend such as orientation, advising day, clinical reviews, advisement, national conferences etc all get evaluated in at least one of two ways: a) survey of their opinion with suggestions on improvement or b) a reflection paper on what they learned from the activity. Findings from all these evaluations are presented at different times in different ways and acted on. Most common is to bring the findings to the regular faculty meetings or clinic meetings. Some others are saved for the annual program retreat.

### III. Departmental Description and Evaluation of the Program (continued)

3. Student recruitment and student services are a particular strength of the RCP. Since 1996, enrollment has seen sustained and sometime explosive growth. In 1996, there were only 29 students. The institution of its first Five-Year Recruitment Plan (1996-2001) increased enrollment to 48. With the second Five-Year Recruitment Plan (2001-2006), a student-led recruitment task force was established and enrollment increased to 90. Currently, we are on our third recruitment plan (2006-2010 – four year plan to make it end at 2010). Enrollment topped 127 in Fall 08 with 80 admitted in 2008 alone. The RCP is now 4.4 times its size in 1996. During the first recruitment plan, a database was established to help us track recruitment and student progress.



The goals of the 3rd recruitment plan are to have an enrollment of 120 with more than 50% minorities and/or students with disabilities and graduate at least 35 a year. Most noteworthy is the fact that the recruitment task force is led by students and much of the recruitment is conducted by

students themselves. In 2008, 42 students volunteered their time on the task force providing creativity and labor while learning valuable skills that should serve them well when they graduate. Every member of the task force is required to complete assigned readings on marketing and write reflection papers to ensure that this is a learning experience not free labor. Students also work on recruitment research resulting in five presentations at major rehabilitation conferences, one published article and two more manuscripts in preparation. As planned, recruitment efforts resulted, not only in an increase in numbers and quality, but in diversity as well. New emphasis in the 2<sup>nd</sup> recruitment plan on diversity led to minority admission rising from 32% in 2000 to 68% the very next year. This ratio has remained between 63-68% every year since. The ratio of students with disabilities has been 22-33%. One of the goals in the Third Recruitment Plan is to have 50% of the students from outside of the Fresno region and preferably out of state. This serves the important goal of meeting the nationwide shortage of qualified rehabilitation counselors. Having established a stable stream of applicants locally, the RCP expanded its efforts to recruit from other states. After it increased ethnic diversity significantly, it sought to increase the geographical diversity of its student body. Accordingly, the RCP has established recruiting relationships with four more California campuses – UC Santa Barbara, UC Riverside, Chico State, and UC Davis and with the University of Nevada, Reno. In the last two years, out-of-state inquiries quadrupled, reaching 98 in 2007. There were 29 inquiries from Nevada alone and four admits. These out of state recruits enrich the learning of local students and help alleviate the nationwide shortage of qualified rehabilitation counselors especially in states like Nevada that does not have a graduate program in rehabilitation counseling.

Our retention rate for the Fall 2003-fall 2007 as reported by IRAP ranged from 92%- 100% for an average of 95.6%. This was far higher than the retention rate of Kremen School, range 76.3-90.2%, average 87.1% or the University range 81.5-86.3%, average 83.3% for the same time period.

#### 4. Community Interactions (Professional, Disciplinary, Industry/Regional)

- As mentioned in the curriculum section, the RCP's desire to be the national leader in hands-on, real-world rehabilitation led the program to establish relationships with numerous professional entities at the national, regional and state level. A primary partner of the program is the California Department of Rehabilitation (CDR), which is part of the state-federal rehabilitation system. The CDR has two permanent seats on the RCP advisory board, one permanent seat in the selection committee for RSA scholars, the Workability IV contract mentioned earlier that is in its eighth year and supplies on average 8 guest lecturers a year. At least 9 CDR personnel have taught whole classes in the program. Four of their staff without master's degrees completed our degree program and the majority of counselors in the local district are graduates of the RCP. On average CDR provides 20-30 fieldwork and internship opportunities a year. We have a joint recruitment plan to raise the number of graduates hired by CDR and presented together at national conferences. Twenty-one graduates were hired by CDR in the last two years. Cooperation extends to other states as well. In the last two years graduates hired include 3 in Pennsylvania, 2 Nevada, 1 each in Alabama, Colorado, New York and Washington). The current and previous Directors of CDR have already made six presentations, to students and faculty of the RCP, in the last five years. Collaboration flows both ways. RCP faculty serves on at least eight boards and committees with CDR personnel such as Mayors' Committee for Disabilities, Fresno City College, Workforce Connection etc., program faculty and staff have worked with CDR staff to organize more than 20 trainings, workshops, conferences and meetings in the last 5 years and RCP faculty regularly provides training and consultation. The RCP Coordinator was an active participant on various CDR task forces e.g. "think tank" to increase responsiveness to consumers, succession planning, minority recruitment etc. A Deputy Director and local District Administrator are core members of the steering committee to establish the Center for Disability Innovation (CDI) to be built

on the CSUF campus that will be an international model for universal access designs in curriculum, services and architecture.

### C. Faculty Effectiveness in Research, Scholarly, and Creative Activities

1. Teaching and Advising are other strengths of the program. All the data collected on teaching and on advising indicate very high satisfaction. Almost all evaluations of faculty through periodic class evaluations are rated at 4.5 or higher on a 5 point scale with at least four evaluations at a perfect 5. All peer evaluations of faculty received the highest possible ratings. Similarly, post-advisement surveys record satisfaction usually around 4.5-5 on a five point scale. Every advisor is required to use these surveys. The RCP is very committed to student input. As described earlier, many aspects of the program are student run or student led. In addition, the program has experimented with other mechanisms for obtaining student input, not routinely used by the university. Last year, students in the introductory class were provided with three feedback sheets each at the first day of class that they can use to give anonymous feedback (names are optional) on the class or any aspect of the program at any time. This has now been extended to another class with plans to use them in all classes. This year, the program is planning to introduce an advising day a few days before registration opens where all faculty commit to being on campus the whole day at a central place with refreshments served. If this is effective it will be done every semester. With every activity, evaluative data are collected either routinely or periodically. For example, every student orientation is evaluated and changes made in future orientations. The clinical review system is periodically evaluated by students and feedback used to change any aspect of the system needed. Since many of the activities such as the student orientation, program parties and the Western Region Disability Conference are student run, how to manuals have been developed that future students can use each year or semester as needed. These manuals were developed by the students. Another tool of advisement is the program website that is still not fully developed. However, advisement aspects have been developed and used by students.

2. Only publications and refereed presentations from 2000 to present are included here. Prior scholarly work of faculty omitted. There were a total of 27 refereed articles, 3 refereed conference proceedings, 6 book reviews and 6 book chapters. There were several other scholarly works by some of the faculty who had left not counted in this tally. In addition there were more than 60 peer reviewed professional presentations many of them involving students. In the last year more than 150 students have attended professional conferences with more than 30 making professional presentations. There were also more than 40 external grants and contracts amounting to more than \$10,000,000. Twenty of these are listed here.

Charles Arokiasamy

Ong, L., Lee, D., Cha, G., & Arokiasamy, C. V, (2008). Training needs of rehabilitation counselors concerning alcohol and other drugs abuse assessment and treatment: California project. *Journal of Teaching in the Addictions*, 7, 109-122.

Arokiasamy, C.V. (2007). Multi-agency partnerships: A working example. Conference Proceedings: *National Association of Multicultural Rehabilitation Concerns, Alexandria, VA: NAMRC.*

Arokiasamy, C. V., Rajani, G., Tracz, S., & Orteiza, R. (2007). Student decision-making in selecting

rehabilitation counseling programs and career. *Rehabilitation Education*, **21**, 125-132.

Patterson, J., & Arokiasamy, C. V. (2007). National Council on Rehabilitation Education: A research, education, and training resource for rehabilitation educators and administrators. *Rehabilitation Administration*, **31**(1), 23-32.

Arokiasamy, C. V. (2006). Book Review of "Rethinking Disability: Principles for Professional and Social Change" by Elizabeth DePoy and Stephen F. Gilson, (2004). *Rehabilitation Counseling Bulletin*, **49**, 121-122.

Arokiasamy, C. V. (2000). The rehabilitation counseling profession and its undergraduate kissing cousins: Vision 2020. *Rehabilitation Education*, **14**, 13-26

Arokiasamy, C. V., Rubin, S. E., & Roessler, R. T. (2008). Sociological aspects of disability. In S. E. Rubin, & R. T. Roessler, *Foundations of the Vocational Rehabilitation Process. 6th edition*. Austin, TX: PRO-ED.

Arokiasamy, C. V., Rubin, S. E., & Roessler, R. T. (2001). Sociological aspects of disability. In S. E. Rubin, & R. T. Roessler, *Foundations of the Vocational Rehabilitation Process. 5th edition*. Austin, TX: PRO-ED.

### **Presentations and Workshops**

Arokiasamy, C.V. (2009, Nov 11-13). Grant management. *RSA-CHRR Grant Management Conference, Orlando, FL*

Arokiasamy, C.V., Lopez, A., Eastes, E., & Keosheyman, D. (2009, Oct 27). Innovative Service Delivery: Using Students to Reduce Cost and Improve Outcome. **National Training Conference, RSA/CSAVR/NCRE, Washington, DC.**

Hardy, N., Longo-Albarran, K., Rogers, A., Newlin, A., & Arokiasamy, C.V. (2009, Oct 27). Using Quality Pre-service Training to Improve VR Outcomes. **National Training Conference, RSA/CSAVR/NCRE, Washington, DC.**

Arokiasamy, C.V. (2009, Sept 21-22). Principles and application of Universal Design of Learning. *RSA- Universal Design Training Conference, Orlando, FL*

Mills, E. D., & Arokiasamy, C.V. (2009, April 14). Successful graduate student orientations. **Division of Graduate Studies, California State University, Fresno. CA.**

Arokiasamy, C. V., Mills, E. D., Gurrola, S. L., Skaff, A. L., & King, K. M. (2009, February 20). Creating professional identity among graduate students. **9<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**

Hughes, J., Dabb, M., Villalobos, P., Avent, J., & Arokiasamy, C.V. (2008, Nov 14). Using graduate students to maximize your recruitment efforts. **Division of Graduate Studies, California State University, Fresno, CA.**

Barnes, D., Eastes, E., Keosheyman, D., Martinez, I., & Arokiasamy, C.V. (2008, Nov 6). Combining

education and service: Preliminary data on a promising practice. **National Training Conference, RSA/CSAVR/NCRE, Washington, DC.**

Hand, R., Fernandez, A., Hughes, J., & Arokiasamy, C.V. (2008, Oct 3). Empowerment: Getting from involvement to ownership. **2008 Annual NRCA Professional Development Symposium, San Diego, CA.**

Kungu, J., Kennedy, S., Villalobos, P., & Arokiasamy, C.V. (2008, Oct 3). Beyond legal mandate: Applying informed choice as a therapeutic tool. **Poster presentation. 2008 Annual NRCA Professional Development Symposium, San Diego, CA.**

Ayodele, A., Yatabe, H., Silpachai, N., Hughes, J., & Arokiasamy, C.V. (2008, Oct 2). Increasing collaboration and networking: An innovative application. **2008 Annual NRCA Professional Development Symposium, San Diego, CA.**

Ayodele, A., Yatabe, H., Silpachai, N., Hughes, J., & Arokiasamy, C.V. (2008, Sept 27). Increasing collaboration and networking: An innovative application. **Inaugural Western Region Disability Conference, Fresno, CA.**

Hand, R., Fernandez, A., Hughes, J., & Arokiasamy, C.V. (2008, Sept 27). Empowerment: Getting from involvement to ownership. **Inaugural Western Region Disability Conference, Fresno, CA.**

Kungu, J., Kennedy, S., Villalobos, P., & Arokiasamy, C.V. (2008, Sept 26). Beyond legal mandate: Applying informed choice as a therapeutic tool. **Inaugural Western Region Disability Conference, Fresno, CA.**

Barnes, D., Ong, L.Z., Serrano, A., Gomez, G., & Arokiasamy, C.V. (2008, Feb 16). Combining education and service: An innovation using multi-agency partnerships. **8<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**

Cha, G., Kennedy, S., Dabb, M., Crist, E., & Arokiasamy, C.V. (2008, Feb 16). Innovative ways to infuse hands-on training in the rehabilitation curriculum. **8<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**

Stoddard, J., Smith, J., Mackedon, E., Wynveen, J., & Arokiasamy, C.V. (2008, Feb 15). Increasing student ownership and professional identity in rehabilitation. **8<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**

Ong, L., Lee, D., Cha, G., Arokiasamy, C. (2008, Feb 15). Training needs of rehabilitation counselors concerning alcohol and other drugs abuse treatment and assessment: California state project./ A poster presentation at the **8<sup>th</sup> NCRE Annual National Educators Conference. San Antonio, TX.**

Arokiasamy, C.V. (2007, Nov 12-14). Recruitment training. ***RSA-CHRR Grant Management Training Workshop, Orlando, FL***

Arokiasamy, C.V. (2007, Nov 7-8). Leadership. ***Rehabilitation Supervisor Training, Dept. of Rehab,***

***Sacramento, CA***

- Arokiasamy, C.V. (2007, Oct 15). Recruitment research: Findings from three recent studies. Presentation at **National Training Conference, RSA/CSAVR/NCRE, Washington, DC**
- Leete, G., & Arokiasamy, C.V. (2007, Oct 15). State and university collaboration in recruitment: A success story. Presentation at **National Training Conference, RSA/CSAVR/NCRE, Washington, DC**
- Hughes, J., Dever, L., East, M., In, S., Kelly, K., & Arokiasamy, C.V. (2007, Oct 15). Graduate student involvement in recruitment: Strengths and pitfalls. Presentation at **National Training Conference, RSA/CSAVR/NCRE, Washington, DC**
- Arokiasamy, C.V. (2007, Oct 10). Teaching excellence roundtable. Panel presentation at **CSU-Fresno, Center for Teaching and Learning, Fresno, CA**
- Arokiasamy, C.V. (2007, Apr 18). Approaches to teaching. Panel presentation at **CSU-Fresno, Center for Teaching and Learning, Fresno, CA**
- Church, T., & Arokiasamy, C.V. (2007, Apr 13). Instruction and universal design. **CSU Conference on Teaching and Learning, Fresno, CA**
- Arokiasamy, C.V. (2006, Nov 1-2). Successful recruiting. ***RSA-CHRR Grant Management Training Workshop, Orlando, FL***
- Arokiasamy, C.V. (2006, Jul 20). Multi-Agency partnerships: A working example. ***National Association of Multicultural Rehabilitation Concerns, Detroit, MI***
- Arokiasamy, C.V. (2006, Jun 12-15). Recruitment training. ***CHRR Grant Management Conference, Puerto Rico***
- Arokiasamy, C.V. (2006, Apr 28). Understanding disability. ***22<sup>th</sup> Annual Character and Civic Education Conference, Fresno, CA***
- Arokiasamy, C.V. (2006, Mar 1). Successful recruiting methods. ***RSA-CHRR Grant Management Conference, Orlando, FL***
- Arokiasamy, C.V., England, C. (2004, Oct 26). Rehabilitation professionals through collaborating partners: A working example. ***NCRE/RSA/CSAVR Conference, Washington DC.***
- Arokiasamy, C.V. (2004, Apr 21). Disability models and ethical implications. ***20<sup>th</sup> Annual Character and Civic Education Conference, Fresno, CA***
- Arokiasamy, C.V. (2004, Mar 13). Teaching. ***Keynote- Conference on Excellence in Teaching and Learning, Fresno, CA***
- Arokiasamy, C.V. (2004, Jan 12-13). Advanced counseling skills training. Two-day skills training workshop. ***Ministry of Community Development, Singapore***
- Arokiasamy, C.V. (2004, Jan 8-9). Group counseling skills for abortion support groups. Two-day



skills training workshop. *Ministry of Community Development, Singapore*

Arokiasamy, C.V. (2004, Jan 5-6). Counseling skills training for abortion counselors. Two-day skills training workshop. *Ministry of Community Development, Singapore*

Arokiasamy, C.V. (2003, Sept 12). Art of Rehabilitation Counseling. *National Rehabilitation Association Pacific Region Conference, San Francisco, CA*

Arokiasamy, C.V. (2003, Apr 9). Disability models and ethical implications. *19<sup>th</sup> Annual Character and Civic Education Conference, Fresno, CA*

Arokiasamy, C.V., Rajani, G., Roche, R., & Orteiza, R. (2003, Feb 17). Student decision-making factors and recruitment challenges. *NCRE National Conference, Tuscon, Arizona.*

Arokiasamy, C.V. (2002, Oct 14). Attracting and retaining a diverse healthcare workforce: The Rehabilitation Counseling Program as a Case Study. *The Next Ten Years: Healthcare's Shifting Workforce Landscape, 10<sup>th</sup> Anniversary Symposium, San Francisco, California.*

Arokiasamy, C.V., Orteiza, R., England, C., & Rajani, G. (2002, Oct 6). Double your enrollment: Effective recruitment in Rehabilitation Counseling Programs. *NCRE/RSA/CSAVR Conference, Washington DC.*

Arokiasamy, C.V. (2002, Oct 4). The culture of one. *Annual Collaborative Disability Awareness Conference, Fresno, California*

Arokiasamy, C.V. (2002, June 31). Rehabilitation Cafe. *European Platform for Vocational Rehabilitation. Lisbon, Portugal.*

Arokiasamy, C.V. (2002, June 27-29). Developing consumer driven services. *Centro De Reabilitacao Profissional de Gaia. Porto, Portugal.*

Arokiasamy, C.V. (2002, June 25-26). The client in the 21<sup>st</sup> century: Captain or sailor. *European Platform for Vocational Rehabilitation. Gaia, Portugal.*

Arokiasamy, C.V. (2002, June 10-11). Group counseling skills training. *Temasek Polytechnic, Singapore.*

Arokiasamy, C.V. (2002, June 8-9). Enneagram and spirituality. *St. Partick's Institution, Singapore.*

Arokiasamy, C.V. (2002, June 6-7). Individual counseling skills training. *Temasek Polytechnic, Singapore.*

Arokiasamy, C.V. (2002, May 15). Human service as an artform: Applications to youth workers. *WIA Youth Opportunities Programs, Los Angeles, CA.*

Arokiasamy, C.V. (2002, April 17). The Ethics of Inclusion. *Character and Civic Education Conference, Fresno, CA.*

Arokiasamy, C. V., & Sales, A. (2002, Feb 21-22). Models of case management. *Opera Don*

***Calabria /European Platform for Vocational Rehabilitation, Verona, Italy.***

- Arokiasamy, C.V., & England, C. (2002, Feb 15). Anatomy of a recruitment strategy. ***NCRE National Conference, Tuscon, Arizona.***
- Salsgiver, R.O. & Arokiasamy, C.V. (2002, Jan. 31- Feb 01). Working with disability and the ADA. ***CalWorks Training Workshop, Fresno, California.***
- Arokiasamy, C.V. (2002, Jan. 16). Therapeutic Relationship Building. ***Training Workshop, Los Angeles One-Stop, LA, California.***
- Arokiasamy, C.V. (2001, Oct. 12). The scandal of human service. *Keynote.* ***Fifth Annual Disability Awareness Conference, Fresno, California.***
- Arokiasamy, C.V. (2001, Aug. 24). Ethics training workshop. ***California Rehabilitation Counseling Association, Rancho Cucamonga, California.***
- Salsgiver, R., Arokiasamy, C.V., Curtis, K., McMobs, R., & Guzman, G. (2001, July 16-17). ADA applications to one-stop populations. ***Fresno County One-Stop, Fresno, California.***
- Arokiasamy, C.V. (2001, June 18-19). Group counseling skills training. ***Temasek Polytechnic, Singapore.***
- Arokiasamy, C.V. (2001, June 13-15). Individual counseling skills training. ***Temasek Polytechnic, Singapore.***
- Arokiasamy, C. V., & Sales, A. (2001, June 7-8). Case management training. ***Centro De Reabilitacao Profissional de gaia / European Platform for Vocational Rehabilitation, Porto, Portugal.***
- Keferl, J., & Arokiasamy, C.V. (2001, Apr 23 – May 1). Behavior applications in administering incentive funds. ***Fresno County Health Services, Fresno, California.*** (three sessions)
- Arokiasamy, C.V., Swanson, M., Solano, K., Skillen, R., & Gonzalez, M. (2001, Feb 24). Job Placement Practicum: A rehabilitation counseling innovation. Panel presentation at ***NCRE National Conference, Tuscon, Arizona.***
- Evenson, T., Patterson, J., Arokiasamy, C.V., LaForge, J., & Gray R. (2001, Feb 24). Promoting rehabilitation careers II: Reaction, debate and discussion. Panel presentation at ***NCRE National Conference, Tuscon, Arizona.***
- Arokiasamy, C.V. (2001, Jan). Ethics. ***Pacific Region NRA/NRCA Leadership Conference, National, Rehabilitation Association, Portland, OR.***
- Arokiasamy, C. V. (Oct 26, 2000 – June 24, 2001). Informed choice and beyond. Sixteen day long, mandatory, training sessions conducted in every California Department of Rehabilitation District (957 District Administrators, Supervisors, Rehabilitation Counselors and CAP Advocates trained). ***California Department of Rehabilitation, CA.***
- Arokiasamy, C. V. (2000, Oct. 20). Why we think what we think about disability. Fourth Annual

Disabilities Awareness Conference : Bridging Two Worlds. *California State University, Fresno, CA.*

Arokiasamy, C.V. (2000, Oct 4-5). Cognitive Behavior Therapy applications in welfare. *Fresno County Health Services, Fresno, California.* (4 sessions)

Arokiasamy, C.V. (2000, Sept 20). Case management training. *Fresno County Health Services, Fresno, California.* (three sessions)

Arokiasamy, C.V. (2000, Sept 14-28). Sensitivity training. *Fresno Area Transit, Fresno, California.* (three training sessions)

Arokiasamy, C.V. (2000, Sept 13). The Enneagram: A brief exposition. *Clovis Exchange Club, Clovis, California.*

Arokiasamy, C.V. (2000, June 17). The art of rehabilitation counseling. *California Rehabilitation Association -South, Palm Springs California.*

Arokiasamy, C.V. (2000, June 10). Graduates refresher course in counseling. *Specialist Diploma Graduates, Singapore.*

Arokiasamy, C.V. (2000, June 8-9). Group counseling skills training. *Temasek Polytechnic, Singapore.*

Arokiasamy, C.V. (2000, June 8). Counseling skills training. *Samaritans of Singapore, Singapore.*

Arokiasamy, C.V. (2000, June 7). Meta-process in counseling workshop. *Temasek Polytechnic, Singapore.*

Arokiasamy, C.V. (2000, June 5-6). Individual counseling skills training. *Temasek Polytechnic, Singapore.*

Arokiasamy, C.V. (2000, March 31). Contextual issues in defining substance abuse. Symposium at *2<sup>nd</sup> Asia Pacific Conference on Psychotherapy, Kuala Lumpur, Malaysia.*

Arokiasamy, C.V. (2000, March 28). Psychotherapy for substance abuse. Counseling skills workshop at *7<sup>th</sup> Malaysian Conference on Psychological Medicine, Kuala Lumpur, Malaysia.*

Arokiasamy, C.V. (2000, March 13). Why did Kami Kaze pilots wear crash helmets? Presentation to *Organization of Physical Therapy Students, California State University, Fresno.*

Arokiasamy, C.V., Curtis, K. (2000, Feb., 11). Collaboration in developing a Health Professions .

#### **External Grants Funded**

Arokiasamy, C.V., Rankin, C. (2009-2014). Long Term Training in Rehabilitation Counseling. USDE, Washington DC. \$750,000

Arokiasamy, C.V., Lloyd, J (2009-2014). Long Term Training in Vocational Evaluation and Work Adjustment. USDE, Washington DC. \$500,000

Arokiasamy, C.V., & Lloyd J. (2009-2010). Specialized Assessment. Dept of Employment and Temporary Assistance, Fresno. \$465,727.

Arokiasamy, C.V. (2008- present). NCRE Administrative Secretariat. National Council of Rehabilitation Education. \$25,000 per year (multi year contract).

Arokiasamy, C.V., Rankin, C. (2008-2013). Long Term Training in Rehabilitation Counseling. USDE, Washington DC. \$750,000

Arokiasamy, C.V., Lloyd, J (2008-2013). Long Term Training in Vocational Evaluation and Work Adjustment. USDE, Washington DC. \$500,000

Arokiasamy, C.V. (2008-2013). Long Term Training in Job Development and Job Placement. USDE, Washington DC. \$500,000

Arokiasamy, C.V., & Lloyd J. (2008-2009). Specialized Assessment. Dept of Employment and Temporary Assistance, Fresno. \$465,727.

Arokiasamy, C.V., & Ananian, E. (2007-2010). Workability IV. California Department of Rehabilitation. \$324,000.

Barnes, D., & Arokiasamy, C.V. (2007). Successful training in employment advancement and development (STEAD). Dept of Employment and Temporary Assistance, Fresno. \$407,000.

Arokiasamy, C.V., Lloyd, J (2005-2010). Long Term Training in Vocational Evaluation and Work Adjustment. USDE, Washington DC. \$500,000

Arokiasamy, C.V., & Barnes, D. (2004-2006). Successful training in employment advancement and development (STEAD). Dept of Employment and Temporary Assistance, Fresno. \$276,497 per year.

Arokiasamy, C.V. (2004-2009). Long Term Training in Rehabilitation Counseling. USDE, Washington DC. \$750,000

Arokiasamy, C.V., & England C. (2003-2006). Workability IV. California Department of Rehabilitation. \$324,000.

Arokiasamy, C.V. (2003-2006). Experimental and Innovation grant. USDE, Washington DC. \$300,000

Arokiasamy, C.V. (2003-2008). Long Term Training in Job Development and Job Placement. USDE, Washington DC. \$500,000

Arokiasamy, C.V. (2003-2008). Long Term Training in Vocational Evaluation, USDE, Washington DC. \$500,000

Arokiasamy, C.V. (2001- 2006). NCRE Administrative Secretariat. Source: National Council of Rehabilitation Education. \$13,000 per year.

Arokiasamy, C.V., & Lloyd J. (2001-2004). Specialized Assessment. Dept of Employment and

Temporary Assistance, Fresno. \$378,000 – 1 year.

Arokiasamy, C.V. (2001-2002). Bilingual Recruitment. Allied Health Project \$75,505 – 18 months.

Arokiasamy, C.V. (2000-2003). Successful training in employment advancement and development (STEAD). Dept of Employment and Temporary Assistance, Fresno. \$276,497 – 1 year.

Arokiasamy, C.V. (2000). Specialized Assessment. Dept of Employment and Temporary Assistance, Fresno. \$378,000 – 1 year.

#### **Carol Rankin - Presentations and Workshops**

Co-Presenter: *Women's Treatment Issues* presented for Continuing Education Credits (IAODAPACA, MSACCB, IL. DCFS) by Gateway Training Academy. This workshop was presented in Belleville, IL 1/12/00 and in Chicago, IL 1/26/00 and 2/14/00.

*Cognitive Skills and Anger Management*. IAODAPCA Annual Spring Conference, April 5, 2001; Arlington Heights, IL.

*Anger Management in Rehabilitation: A Cognitive Skills Application*. National Rehabilitation Counseling Association, Oct. 28, 2001; St. Louis, MO.

Co-Presenter: *Cognitive Skills and Anger Management*. IAODAPCA Annual Fall Conference, Nov. 8, 2001, Eagle Lake, IL.

*Women in Recovery from Alcohol: Their Perspectives*. IAODAPCA Spring Conference, March 27, 2002; Chicago, IL.

*An Overview of Women and Substance Abuse*. IAODAPCA Spring Conference, Chicago, April 10, 2003; Chicago, IL.

*Anger Management: Cognitive-Behavioral Skills in Groups*. National Organization of Human Services, Annual Conference, Oct. 10, 2003; Nashville, TN.

*Women and Substance Abuse*. IAODAPCA Fall Conference, Oct. 28, 2003; Eagle Lake Resort, IL.

*Anger Awareness*. Midwest North Central Organization for Human Services, April 23, 2004; Milwaukee, WI.

*The Role of Spirituality in Substance Abuse Rehabilitation*. National Organization for Human Services, Oct. 23, 2004; Houston, Texas.

*Using Motivational Interviewing in the Human Services*. National Organization for Human Services, Oct. 28, 2005; East Brunswick, NJ.

*Dual Diagnosis*. Midwest North Central Organization for Human Services, April 27, 2006; Dubuque, IA.

*Motivational Interviewing*. National Organization for Human Services, Nov. 2, 2006, San Diego, CA.

*The Process of Ambivalence and Change*. National Organization for Human Services, 2007, Atlanta, GA.

*Working With Resistance*. American Rehabilitation Counseling Association, 2007, Tampa Bay, FL.

*Motivational Interviewing: Working With Resistance*. Western Region Disability Conference, September 27, 2008.

### **Maria Romero-Ramirez**

Arango-Lasprilla, J. C., Wilson, L., da Silva Cardoso, E., **Romero, M. G.**, & Chan, F. (in press). Differential Vocational Rehabilitation Service Patterns between Whites and Hispanics with Spinal Cord Injuries. *Journal of Vocational Rehabilitation*

Lee, E.J., Chan, F., Chronister, J., Chan, J.Y.C., & **Romero, M.** (2009). Models, research, and treatment of co-existing depression for people with chronic illness and disability. In F. Chan, E. Cardoso, & J. Chronister (Eds.), *Psychosocial interventions for people with chronic illness and disability: A handbook for evidence-based rehabilitation health professionals*. New York: Springer.

**Romero, M.** (2009). Mental health counseling with Hispanics/Latinos: The role of culture in practice. In I. Marini & M. A. Stebnicki, *Professional Counselor's Desk Reference*. New York: Springer.

Marini, I, Chan, F., Lee, G. K., Chapin, M. H., & **Romero, M. G.** (2008). Vocational Rehabilitation Service Patterns Related to Successful Employment Outcomes of Persons with Spinal Cord Injury. *Journal of Vocational Rehabilitation*, 27, 1-13.

Habilidades Para Buscar Trabajo (Spanish version). Adapted in Spanish from *Job Seeking Skills Training Manuals*. University of Wisconsin-Stout.

Da Silva Cardoso, E., **Romero, M. G.**, Chan, F., Dutta, A., & Rahimi, M. (2007). Disparities in vocational rehabilitation services and outcomes for Hispanic clients with traumatic brain injury: Do they exist? *Journal of Head Trauma Rehabilitation*, 22, 85-94.

**Romero, M.**, & Marini, I. (2006). Obesity as a disability: Medical, psychosocial, and vocational implications. *Journal of Applied Rehabilitation Counseling*, 37, 21-29.

### **Presentations and Workshops**

Kubota, C., Lin, C. P., **Romero, M. G.**, & Chui, C. Y. Factorial Validity of the CES-D Scale in Patients with Chronic Musculoskeletal Pain *Poster presentation* at American Psychological Association Division 22-Rehabilitation Psychology Conference in Charlotte, NC.

### **Jenelle Pitt**

Franca, M. C., Flowers, C. R., McCabe Smith, L., & **Pitt, J. S.** (2007). The impact of multiculturalism in rehabilitation education. *Rehabilitation Counselors and Educators Journal*,

I(1), 51-59.

Shannon, C. D., **Pitt, J. S.**, & Vaughn, S. (in press). *Achieving professional excellence in a diverse world: Self-segregation and academic success*. Proceedings of the National Association of Multicultural Rehabilitation Concerns Conference.

### **Presentations and Workshops**

**Pitt, J. S.** (2009, February). *Predictors of turnover intent among state VR counselors*.

Poster session at the 9<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Antonio, TX.

**Pitt, J. S.** (2009, February). *Psychosocial adaptation: Dynamic reciprocity of disability,*

*race, and poverty*. Poster session at the 9<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Antonio, TX.

Flowers, C. R., **Pitt, J. S.**, Robertson, S. L., Boston, Q., & Shannon, C. D. (2007,

September). *Addressing the needs of the new underserved minority group: Returning middle-east military veterans*. Presentation made at the National Rehabilitation Association (NRA) Annual Training Conference, Tucson, AZ.

Flowers, C. R., **Pitt, J. S.**, Robertson, S. L., Boston, Q., & Shannon, C. D. (2007, July).

*Addressing the needs of the new underserved minority group: Returning middle-east military veterans*. Presentation made at the 15<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Oklahoma City, OK.

**Pitt, J. S.**, Flowers, C. R., & McConnell, L. R. (2007, July). *Developing leadership in*

*rehabilitation: Learning to lead, what makes a difference?* Presentation made at

the 15<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Oklahoma City, OK.

**Pitt, J. S.**, & Shannon, C. D. (2007, July). *Challenges facing the field of rehabilitation:*

*What's our plan?* Poster session at the 15<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Oklahoma City, OK.

Flowers, C. R., Robertson, S. L., & **Pitt, J. S.** (2007, February). *Multicultural ethics in*

*rehabilitation: Maximizing family inclusion in service provision*. Presentation made at the 7<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Pre-Conference Workshop, San Diego, CA.

Shannon, C. D., **Pitt, J. S.**, & Vaughn, S. (2007, February). *Impact of academic*

*environment on student engagement: Putting theory into practice*. Poster session at the 7<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Diego, CA.

Flowers, C. R., Robertson, S. L., & **Pitt, J. S.**, (2006, November). *Maximizing family*

*inclusion in the rehabilitation process: Ethical considerations associated with successful vocational rehabilitation outcomes.* Presentation made at the National Rehabilitation Association (NRA) Annual Training Conference, Orlando, FL.

Flowers, C. R., Robertson, S. L., & **Pitt, J. S.** (2006, July). *Maximizing family inclusion*

*in the rehabilitation process: Achieving successful vocational rehabilitation outcomes.* Presentation made at the 14<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns Conference (NAMRC), Detroit, MI.

Shannon, C. D., **Pitt, J. S.**, & Vaughn, S. (2006, July). *Achieving professional excellence in a*

*diverse world: Self-segregation and academic success.* Presentation made at the 14<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Detroit, MI.

Shannon, C. D., & **Pitt, J. S.** (2006, March). *Rehabilitation counseling and multicultural*

*competency.* Poster session at the 2<sup>nd</sup> Annual Cultural Competency Conference, Atlanta, GA.

Shannon, C. D., & **Pitt, J. S.** (2006, February). *Rehabilitation counseling and*

*multicultural competency: Are we moving in the right direction?* Poster session at the 6<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Diego, CA.

**Pitt, J. S.**, & Victory, J. (2000, November). *The magic of holistic connections through*

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**Pitt, J. S.** (2007, March). *Disability: The family, gender, & multicultural perspective.*

Panel participant in CEP 470, Disability in a Diverse Society. Michigan State University, East Lansing, MI.

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### **Charles Degeneffe**

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Degeneffe, C. E. (2003, September). *Developmental disabilities: Rehabilitation issues*. Presentation at the annual National Rehabilitation Association, Pacific Region Training Conference. San Francisco, CA.

### 3. University Service

#### **Charles Arokiasamy**

##### **University**

Council of Chairs  
President's Committee on Disability  
Research Committee  
Interprofessional Collaboration Advisory  
Dean's Five-year Review Committee

##### **School**

Budget committee Member  
Developed Chairs' Evaluation Instrument  
Coordinating Council Member  
Development Committee  
Executive Council Member  
Faculty Assembly Member  
Graduate Committee Member  
Grant and Research Member  
Research & Grant Fund Chair  
Strategic Planning Member  
Tenurables Chair

##### **Department**

Department Chair  
Personnel Committee Member

##### **Program**

Rehabilitation Counseling Director  
Rehab Counseling & Eval Center Director  
Job Retention Center Director  
Workability IV Program Director

#### **Le Za Ong**

##### **University**

President's Committee on Disability  
Instructional Material Accessibility on Accessible Technology Initiative

##### **Department**

Research/CERS Advisory Council  
Ad-Hoc Accreditation & new Program

##### **Program**

Rehabilitation Counseling Program- Comprehensive Examination Coordinator  
Rehabilitation Counseling Program- Internship Coordinator  
Rehabilitation Counseling Program- International Student Admission Coordinator

#### **Carol Rankin**

##### **University**

Alcohol Safety Council

Alcohol Safety Council: Faculty Subcommittee  
President's Council on Disability

**School**

Rehabilitation Counseling Search Committee

**Maria Romero-Ramirez**

**School**

Equity Committee Member  
Researchers and Critical Educators (RACE), Member  
Latino/a Faculty Staff Association, Member  
4. Enter text: Community Service

**Charles Arokiasamy**

CORE Site Visitor  
Advisory Board Member – Fresno City Disabled Student Services  
Advisory Board Member – Reedley College Disabled Student Services  
O'Joy Care Services, Singapore Clinical Consultant  
Human Investment Initiative Member  
Newman Center - RCIA Facilitator  
Newman Center Lector

**Le Za Ong**

Fresno City College DSP&S Advisory Board  
Center for Independent Living-Fresno- Board of Directors

**Carol Rankin**

Resources Center for Independent Living -Board Member  
National Rehabilitation Educators Conf- fall and spring - Workshop and awards committee

**Dottie Barnes**

Advisory Board Member  
CASA of Fresno County, Advocate 2000-2002, 240/yr  
Central Valley Mayors' Committee, Member 2003-2005, 36/yr

**D. Resources**

1. Enter text: Financial/Budgetary

In addition to allocations of state money from the department, the program has developed many independent sources of funding. Beginning with one contract for \$60,000 in 1996, the program has developed 44 external contracts amounting to \$8,119,000, four foundation grants for \$46,000 and 9 Federal Long Term training grants and one Experimental and Innovation grant for \$5,550,000. Currently it has four contracts and six Long Term Training grants that provide more than \$1,000,000 a year in revenues. The grants support more than 50 students a year on scholarships and provide \$175,000 a year in administrative support. Two of the contracts are fee for service and provide some flexible funding. The remaining are like grant and funds are dedicated to the specific purposes approved in the contract. Two of these contracts are structured to pay for the cost of the classes associated with that particular clinic funded by that program. During difficult times, the program has also paid for other classes. As a result of this and other measures, rehab students cost the least per FTE at the KSOEHD. The school profits from each student as it receives almost double what it spends per rehab FTE in state allocations. The Program also has a small fundraising effort that raises about \$4,000 a year. Most of these come

from monthly contributions by some of the faculty and staff. The program has a long term fund raising plan to make it permanently self-reliant. These values of problem solving and self-reliance are also instilled in students. As a result, students decided to assess a voluntary one time student association dues of \$125 at the point of application. These funds are managed by the students. Each student receives a leather portfolio case, a program polo shirt, a program tote bag and a full year membership in a professional organization when he or she enters the program. Another reason for these dues is to change the perception of disability and the profession. The way these dues were collected caused some temporary controversy in the university. New ways are under discussion. Money left over is used for social events and anything else decided by the students with approval from the student association advisor.

## 2. Faculty/Staff

### a. Enter text: Adequacy and Availability

At present there are four full time tenured or tenure track faculty, the highest ever, four full time adjunct faculty with partial teaching assignments and one more being hired, and 15 other full time and part time employees. It is still short at least one full time faculty and two staff to be fully staffed. It is working on ways to fund these staff positions and hopes it is able to get another faculty position when the economy turns.

### b. Enter text: Professional Development/Travel Support

In addition to state support, especially money allocated by the dean, the program, through its grants, is able to fully support faculty professional development and travel. All of the grants have travel money as part of administrative cost. The program follows Peter Senge's concept of a learning organization. It therefore, stresses continued professional development and supports staff through time off and all costs associated with training. In addition to supporting staff and faculty travel to professional development events, it organizes its own workshops and especially the Western Region Disability Conference which faculty and staff attend for free. The grants and contracts also fund student travel for professional development. At least 10 students a year present at national professional conferences with some years hitting as high as 35 students. Additionally, about 20-60 students attend professional conferences each year.

## 3. Enter text: Implementation and Currency of Technology

The program has just hired an expert on technology to work in the Center for Disability Innovation. He will help the program develop a plan to upgrade as needed and stay current. In the meantime, the university ensures that current technology is available. This includes new software, smart classroom. However, the program pays for the initial purchase of one iphone per staff with the staff being responsible for all subsequent costs. Additionally, it purchases any software needed that is not available from the university.

## 4. Other.

Although the program is able to fund its personnel and equipment costs and even subsidizes the personnel costs of the school by paying for some classes through its contracts and paying for all its staff, the lack of suitable space is a difficult issue. It has already moved three programs and the NCRE

office of campus. Especially in light of its goal to build the Center for Disability Innovation that will house the rehab program, it needs an office space that can keep its core staff together. Currently, they are spread all over the School making coordination an unnecessary challenge. Whatever office suite obtained will also be used to develop and operate the undergraduate and doctoral programs being considered.

#### IV. Plan for the Next Review Period

[CTRL + CLICK TO VIEW INSTRUCTIONS](#)

##### A. Recommended Changes to Mission and Goals of the Program

1. None
2. None
3. None

##### B. Effectiveness of Instructional Program

###### 1. Curriculum

Continue periodic review of the curriculum at the annual review and ongoing review at faculty meetings to keep it in line with changes in CORE standards or CRCC domain areas. The curriculum should also be reviewed for compliance with the new licensure law that was passed this year. It should be modified or supplemented to ensure students who want licensure are adequately prepared to meet the requirements of licensure. In particular, it should explore the introduction of online instruction especially to meet the needs of graduates who seek the counseling license. It should also be reviewed for weakness in producing desired student outcomes such as learning to write effective resumes. Due to the strong dissatisfaction with the research methods class, ERA 220, we plan to develop and offer our own research class and tie it to the development of a pre-doctoral track that promotes student/faculty research and publication. We may also offer our own group counseling class to make group counseling training better aligned with the needs of the rehabilitation counseling field. We will explore the possibility of expanding the Rehab 268 model to two more such clinics/classes and if feasible, offer a 268D and 268E along the lines of 268A, B and C. A final area or curriculum development is plans to introduce at least two certificate programs and the undergraduate and doctoral programs. Our 3<sup>rd</sup> strategic plan ends in Spring 2010. A 4<sup>th</sup> five-year, strategic plan will be developed and implemented. Much of what is proposed below can be changed according to the goals of the 4<sup>th</sup> strategic plan. The Program greatly values the ability to be nimble and action oriented. Therefore, it is likely that it will change as conditions change. However, the changes will be data-driven, planned and involve student and staff input.

###### 2. Recruitment, Retention, and Student Services

Continue with current practices. The current recruitment plan ends Spring 2010. The fifth five-year recruitment plan needs to be developed. We will likely keep the same goals as the previous plan.

#### IV. Plan for the Next Review Period (continued)

###### 3. Community Interactions (Professional, Disciplinary, Industry/Regional)

Continue current community relations and try to develop a stronger relationship with the Veteran's administration especially as a potential employer of our graduates and site of fieldwork for our students. Continue also to develop the CDI so that the Resources for Independence, Central Valley and the California Department of Rehabilitation are more integrated into the structure of the CDI and our Program. Ensure all faculty serve on at least one community agency board.

### **C. Resources**

#### **1. Financial/Budgetary**

Write at least three grants to develop the undergraduate and doctoral programs. Try to maintain current contracts and expand to new areas such as school to work transition, substance abuse, and rehabilitation of disabled veterans. We will also replace current grants as they expire. Increase focus on raising funds to help build the CDI and to meet the three fundraising goals of the program. We also plan to write two major research grants, one to develop effective evidence based practices in rehabilitation counseling and the second to study the effectiveness of our Rehab 268 model. We will continue to monitor needs in the community and nationally and write grants that further the goals of the program.

#### **2. Faculty/Staff**

In order to accomplish the plans above, we will need at least one more full-time tenure track faculty. The new undergraduate program, if it gets approved will need another full-time tenure track faculty and if the doctoral program gets approved, at least another three seasoned rehabilitation faculty. More and more staff will be added according to the needs of the program and addition of new grants or contracts. Particular attention will be paid to getting the right staff, i.e. those who fit the culture and values of the program.

#### **3. Implementation and Currency of Technology**

There greatest of growth in technology will be the building of the CDI. The CDI is meant to be a futuristic center that will attract or develop new technology to meet the needs of people . We also plan to upgrade the computer literacy levels of staff who are not as proficient in the use of even common programs like Word or Excel. They already attend workshops provided by the university. In addition the program pays for them to attend Clovis and Fresno Adult schools classes in these areas and has made arrangements for university trainers to train program staff exclusively this summer.

#### **4. Other**

Some of the specifics of future direction of the program are offered above. However, it is useful to note that the program will act according to the next five-year strategic plan. The plan that will be developed this Fall end up being quite different from all that was proposed above. Being nimble, it will change according to conditions. It is important to understand this about the program.

### **V. Additional Issues**

Additional Issues: Obtain sufficient space for CDI office on campus

## APPENDIX A: VISITING TEAM REPORT

Summary Report of Site Visit Review  
April 24, 2001

Rehabilitation Counseling Program

Department of Counseling and Special Education

School of Education and Human Development

California State University Fresno

### II. Consultative Team

1. Pam Lane-Garon (Educational Research, Administration and Foundations, CSUF)
2. Kathleen Curtis (Physical Therapy, CSUF)
3. Don Goodyear (Executive Vice President, COS, Off Campus Representative)
4. Joseph E. Keferl (Program Assessment Coordinator, CSUF, Rehab Counseling)

#### A. Team Response to Organization of Site Visit

Advance communication was timely and informative. Documents were delivered and questions were answered efficiently and professionally in advance of the visit. Team members were most favorably impressed with the gracious professionalism exhibited by the Rehabilitation Counseling faculty, administrators, students and staff. Sessions started on time and participants in the assessment site visit were assembled at the various locations with easy efficiency.

#### B. The Outcomes Assessment Document

Team members noted the time and effort that obviously went into the preparation of the Rehabilitation Outcomes Assessment Plan. The mission statement, goals, and objectives are well written with attention to clarity and brevity. The program goals are well aligned with the mission statement as are the objectives. The Objective-by-Course Matrix is illustrative of the manner in which goals and objectives are satisfied throughout the 60-unit program. The site interviews revealed that the formulation of the matrix was truly a “team effort” and the program description embraced by program faculty consensus. The Curriculum Map is additionally helpful in delineating the relationships among courses, competency levels, and objectives.

#### C. Celebration

Team members were impressed with the practical experiences available to candidates—even early in their program experience. The community linkage in all aspects of the student’s educational experience is refreshing. This reality-based curriculum adds greatly to the students learning environment—blending theory and practice in the culture of the educational setting.

The development of the current Rehabilitation Counseling Assessment center is a wonderful opportunity for students to gain practical experience and gain valuable knowledge. Students were clearly excited and eager in their anticipation of entering the field of Rehabilitation Counseling.



The Rehabilitation Counseling program is already collecting a large body of outcomes data to satisfy requirements for professional education accreditation. This data informs choices about new curriculum development, faculty development needs and new program directions.

The program routinely uses field site evaluations, comprehensive examinations, advisory board feedback, faculty clinical reviews, alumni and employer surveys as assessment activities. The one group that is not being surveyed in the educational process is the end-user, the client who receives services provided by graduates of the program. One faculty member suggested that client outcomes data may validate the effectiveness of the program, in relating the graduate's case-based management strategies and serving as the ultimate demonstration of the graduate's success in facilitating positive outcomes for the client in the work setting.

Because of the on-going assessment activity, the site review team is left with the role of validating the program's current efforts and identifying a few areas that may serve their needs in future program development and curriculum directions. The program faculty did identify a few new areas for focus and these are included in the suggestions below.

#### **D. Suggestions**

5. Create a systematic plan for outcomes assessment activities, including biannual or every 3-5 years for some forms of data and more frequently for others. For example, the alumni survey might be done every 2 years, with an employer survey done in the alternate years. Not every assessment needs to be done every year. Two measures per year may be more than enough. We would suggest a conscious planning process to select those activities that will produce the most helpful data and then establishing a realistic time frame for implementation. Resource allocation issues may realistically constrain assessment activity and should be incorporated as part of the department's plan.
6. Focusing assessment activity on any of the following areas will provide formative data for new program and curriculum development:
  - d. Assess the influence of the language/cultural divide on professional practice in graduates of the program. Are there related issues that limit effectiveness? Are there educational programs or experiences, courses or continuing education opportunities that might address these areas?
  - e. Assess the program graduates' perceptions of effectiveness in working with clients who present problems related to alcohol and substance abuse. Are there educational programs or experiences, courses or continuing education opportunities that might address these areas?
  - f. Assess the program graduates' perceptions of effectiveness in integrated service delivery, working across disciplines and service delivery systems to enhance case management, initiate interdisciplinary referrals and solve complex client problems.

Perhaps the 280T course could be used to address areas that are found as high priority needs prior to formal curriculum development.

7. In revising the final document, we suggest a revision of the goal listing. Ethical and professional standards define professional practice. Objective 1.6 deserves a separate listing as an additional goal to emphasize the significance of these activities in professional practice.

In summary, the site review team found the Rehabilitation Counseling program assessment plan to be well organized and comprehensive. Prioritization and selection of existing assessment activities may provide for inclusion of additional activities that will yield valuable data to support new program development.

We wish the faculty of the Rehabilitation Counseling program continued success and compliment Dr.

Joseph Keferl on the excellent work that has gone into organizing and developing the assessment plan.

Submitted by:

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Pam Lane-Garon

\_\_\_\_\_

Kathleen Curtis

\_\_\_\_\_

Don Goodyear

## APPENDIX B: STANDARD DATA SET

Type or Paste Appendix B here

We could not paste the standard data packet information here. Therefore it is included as an attachment. However, in addition to this information from Institutional research, we have our own database and data collection system. Most of the decisions in the program are made based on data. That is part of the philosophy of the program but it is also crucial to have accurate data given the many grants and contracts we run, each of which has external monitoring agencies. Data are also presented to CORE for the annual report to maintain accreditation. Data are provided throughout this report on things like pass rate on the CRC exam, pass rates on the Comprehensive exams etc.

**APPENDIX C: COPY OF THE CURRENT ASSESSMENT PLAN (SOAP)**

Curriculum Map: MS Degree in Rehabilitation Counseling

A= Awareness level of understanding required

I= In-depth level of understanding required

	<b>III. Goal and Objectives</b>	<b>IV. Course Numbers</b>	<b>V. Competency Level</b>
1	<b>Goal:</b> It is the intent of the faculty, staff and administrators of the Rehabilitation Counseling MS degree program at California State University, Fresno to prepare students who will be able to understand, conceptualize and perform as Qualified Rehabilitation Counselors. Upon successful completion of the Rehabilitation Counseling MS degree program, students will be expected to be able to:		
1.1	Demonstrate an understanding of the history, philosophy, and practice of rehabilitation counseling	COUN 250/REHAB 201 COUN 260/REHAB 211 COUN 261-Eliminated COUN 258/REHAB 238 COUN 280T/REHAB 280T COMP EXAM CORE REVIEW	I I I A A I I
1.2	Develop a theoretical base and rationale for rehabilitation counseling	COUN 250/REHAB 201 COUN 253/REHAB 206 COUN 257/REHAB 237 COUN 261-Eliminated COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 COMP EXAM CORE REVIEW	I A I I I A I I I

1.3	Identify and effectively respond to the changing needs of people with disabilities using a holistic perspective	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237 COUN 261-Eliminated COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 COMP EXAM CORE REVIEW	A I  A A A I A I A I I I
1.4	Demonstrate awareness, sensitivity, and advocacy of persons with disability	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 CLINICAL REVIEW COMP EXAM CORE REVIEW	A A  A I A I A I I A I I I
1.5	Apply assessment and evaluation tools effectively in the field of rehabilitation counseling	COUN 250/REHAB 201 COUN 257/REHAB 237 COUN 203/REHAB 203 ERF 220/ERA 220 COUN 258/REHAB 238 COUN 269/REHAB 239	A A I A A I

		COMP EXAM	I
		CORE REVIEW	I
1.6	Utilize ethical principals in applying professional rehabilitation counseling skills in the field	COUN 250/REHAB 201	A
		COUN 251/REHAB 204A REHAB 204B	A
		COUN 252/REHAB 205	A
		COUN 253/REHAB 206	I
		COUN 200	A
		COUN 257/REHAB 237	I
		COUN 260/REHAB 211	I
		COUN 261-Eliminated	A
		COUN 203/REHAB 203	A
		COUN 202	A
		COUN 258/REHAB 238	I
		COUN 280T/REHAB 280T	A
		COUN 269/REHAB 239	I
		CLINICAL REVIEW	I
		COMP EXAM	I
		CORE REVIEW	I
	<b>VI. Goal and Objectives</b>	<b>VII. Course Number</b>	<b>VIII. Competency Level</b>
2	<b>Goal:</b> Provide rehabilitation counseling students with the academic and practical experiences which satisfy program accreditation standards set forth by the Council on Rehabilitation Education (CORE), and also satisfy requirements of the Certified Rehabilitation Counselor Commission (CRCC) for the purpose of becoming a Certified Rehabilitation Counselor (CRC).		
2.1	Monitor and adjust program curricula to comply with certification requirements for the Certified Rehabilitation Counselor	COUN 250/REHAB 201	A
		COUN 251/REHAB 204A REHAB 204B	A A

	Examination	COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 203/REHAB 203 ERF 220/ERA 220 COUN 202 COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 ADVISORY BOARD CRCC REVIEW COMP EXAM REVIEW CORE REVIEW	A A  A A A A A A A A A A I I I I
2.2	Maintain academic and practical curricula reflective of standards set forth by the Council on Rehabilitation Education (CORE)	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 203/REHAB 203 ERF 220/ERA 220 COUN 202 COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 ADVISORY BOARD CRCC REVIEW COMP EXAM REVIEW	A I I I

		CORE REVIEW	I
	<b>IX. Goal and Objectives</b>	<b>X. Course Number</b>	<b>XI. Competency Level</b>
3	<b>Goal:</b> Prepare Qualified Rehabilitation Counselors who are proficient in written and verbal communications		
3.1	Use writing skills to communicate in a style and format consistent with the American Psychological Association Publication Manual 4 <sup>th</sup> Edition	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 203/REHAB 203 ERF 220/ERA 220 COUN 202 COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 CLINICAL REVIEW COMP EXAM CORE REVIEW	A I A I A I A A I I A I A A I A I
3.2	Use verbal skills to communicate with peers, professors, field supervisors and clients in a manner that is consistent with appropriate counseling and consultative practices	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237	A A A A I I



		COUN 260/REHAB 211	A
		COUN 261-Eliminated	A
		COUN 203/REHAB 203	A
		COUN 202	I
		COUN 258/REHAB 238	I
		COUN 280T/REHAB 280T	A
		COUN 269/REHAB 239	I
		CORE REVIEW	I

	<b>XII. Goal and Objectives</b>	<b>XIII. Course Number</b>	<b>XIV. Competency Level</b>
4	Prepare Qualified Rehabilitation Counselors to practice effectively in collaborative and interdisciplinary environments		
4.1	Participate in cooperative and collaborative exchanges with members of our professional and service community	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 CLINICAL REVIEW ADVISORY BOARD CORE REVIEW	A A I A I A I I A I I I I I I
4.2	Use verbal skills to seek consultation, to share information, and to participate in peer evaluations	COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 200 COUN 257/REHAB 237	A I I I

		COUN 261-Eliminated COUN 202 COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 CLINICAL REVIEW CORE REVIEW	I A I A I I I
4.3	Use verbal skills to communicate with peers, professors, supervisors, and clients in a manner that is consistent with appropriate counseling and consultative practices	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 202 COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 CLINICAL REVIEW CORE REVIEW	A A I A I I I I A I I A I I I I
	<b>XV. Goal and Objectives</b>	<b>XVI. Course Number</b>	<b>XVII. Competency Level</b>
5	<b>Goal:</b> Maintain awareness of best practices and technology in rehabilitation service delivery		
5.1	Become proficient consumers of current literature, theory, and research pertaining to best practices in the field	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206	A A A

		COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 CORE REVIEW	I A I A A I A I
5.2	Integrate components of best practice in counseling, case management, documentation, and assistive technology into practice	COUN 250/REHAB 201 COUN 251/REHAB 204A REHAB 204B COUN 252/REHAB 205 COUN 253/REHAB 206 COUN 200 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 202 COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 CORE REVIEW	A I A A I I A A I I I I I
5.3	Develop models for practice based on community needs and feedback	COUN 250/REHAB 201 COUN 252/REHAB 205 COUN 257/REHAB 237 COUN 260/REHAB 211 COUN 261-Eliminated COUN 202 COUN 258/REHAB 238 COUN 280T/REHAB 280T COUN 269/REHAB 239 ADVISORY BOARD CORE REVIEW	A A I A A A A I A I I

5.4	Utilize creative thinking and problem solving in the field	COUN 250/REHAB 201	A
		COUN 251/REHAB 204A REHAB 204B	A
		COUN 252/REHAB 205	A
		COUN 253/REHAB 206	A
		COUN 200	A
		COUN 257/REHAB 237	A
		COUN 260/REHAB 211	A
		COUN 261-Eliminated	A
		COUN 203/REHAB 203	A
		ERF 220/ERA 220	A
		COUN 202	A
		COUN 258/REHAB 238	A
		COUN 280T/REHAB 280T	A
		COUN 269/REHAB 239	A
		CLINICAL REVIEW	I

**APPENDIX D: DEPARTMENT DATA FROM THE BUDGET BOOK**

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Could not copy and paste but we have the data we need in our database. It is included as an attachment.

## APPENDIX E: FACULTY PROFILE

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**Charles Arokiasamy, Rh.D., CRC, NCC, CCM** A Professor in the Rehabilitation Counseling Program, Dr. Arokiasamy has served as Program Coordinator for 12 years and Department Chair for 5 years at California State University, Fresno. Doctorate in Rehabilitation Counseling from Southern Illinois University, Carbondale (1988) with specializations in theoretical and service delivery aspects of rehabilitation and Traumatic Brain Injury. Under his tenure as coordinator, the Rehabilitation Counseling Program at Fresno State became the one of the largest graduate programs in rehabilitation counseling in US and ranked 17<sup>th</sup> in the nation by U.S. News and World Report. He has been the PI on more than \$12 million in grants and contracts from RSA, California Department Rehabilitation, Department of Employment and Temporary Assistance, Social Security Administration and other Federal and State agencies. He currently manages six national grants seven contracts and Director of four centers in Job Retention Center, Vocational Evaluation, Ticket to Work and Workability and directs the Center for Disability Innovation. He manages an annual budget of \$1.3 million. He was the winner of the Richter Award for Teaching Excellence in 2002, the Provost's award for Teaching Excellence in 2003, Rehabilitation Professional of the Year in 2000 and Rehabilitation Educator of the Year 2009. Dr. Arokiasamy is the current Chief Operating Officer of the National Council on Rehabilitation Educator. He has published 30 books, book chapter and professional articles with over 150 presentations nationally and internationally in Singapore, Malaysia, Italy and Portugal.

**Dr. Carol Rankin** is an Associate Professor and Program Coordinator with the Rehabilitation Counseling Program at CSU - Fresno. She was awarded the Rh.D. in Rehabilitation Counseling from Southern Illinois University in 1999 and is a Certified Rehabilitation Counselor. She is the Co-PI on two five-year, RSA, Long Term Training grants for \$1.25 million. Dr. Rankin has worked as an alcohol and substance abuse counselor and was certified in Illinois as a substance abuse counselor and mental illness and substance abuse counselor (dual disorders). She has several years experience as a behavioral specialist with the Department of Mental Health-Developmental Disabilities in Illinois. Her particular areas of interest are in counselor training, counselor job satisfaction and motivation and substance abuse.

**Jenelle Pitt, Ph.D, CRC** is an assistant professor in rehabilitation counseling at CSU-Fresno. After for five years as a rehabilitation counselor and a year as an independent contractor with Michigan Rehabilitation Services, she obtained her doctorate in rehabilitation counseling from Michigan State this year. Her master's is also in rehabilitation counseling from Michigan State. Dr. Pitt studied person-organization fit, job satisfaction, organizational commitment and turnover with the Illinois Department of Rehabilitation. She is therefore, has experience doing research with rehabilitation counselors in the state-federal system. She has one publication and several national professional presentations.

**Maria Romero-Ramirez, Ph.D, CRC** is an assistant professor in rehabilitation counseling at CSU-Fresno. She received her Ph.D in 2009 from the University of Wisconsin-Madison in the Department of Rehabilitation Psychology and Special Education. Her master's degree was also in Rehabilitation Counseling. She is a Certified Rehabilitation Counselor (CRC) and a Certified Special Education Teacher. She was employed as a Special Education Teacher for 2 yrs. in Texas. She has authored 6 journal articles (first author on 2) and has contributed to 2 book chapters. Maria has provided community service to the "La Clinica Latina" with the Mental Health Center of Dane County. She is fluent in Spanish and was able to provide substance abuse and mental health services to individuals and families who were Spanish speaking or of immigrant status. She has also volunteered as a Special Olympics coach.

**John Lloyd**, M.S., CRC., CVE is an Adjunct Faculty and Director of RCEC & Ticket to Work: Since graduating from the RCP in 2004, Mr. Lloyd directed the Rehabilitation Counseling and Evaluation Center (RCEC), the Ticket to Work program and teaches the Job placement class (Rehab 205), Vocational Assessment (Rehab 203) and the Advanced Job Placement Practicum (Rehab 268C). He has both the CRC and CVE and is fluent in English and Spanish having spent 10 years in Bolivia. John owned his own business for 22 years and is particularly experienced in job development and placement and in vocational evaluation and work adjustment. He also specializes in Learning Disability assessment.

**Erica Eastes**, M.S. CRC is an Adjunct Faculty and is in the third year as Director of Workability IV. She served as its job developer the year before taking over as director. Therefore, she teaches the Rehab 268B which is the class tied to the Workability IV. She has made several local and national presentations, is active in the local chamber of commerce and has responsibility for the program's website. She has also taken leadership in organizing the city's job developers. She is also a graduate of the Rehabilitation Counseling Program.

**Dottie Barnes**, M.S., C.R.C graduated from the RCP in 2002 is an Adjunct Faculty and Director of Job Retention. She started as a case manager in our Job Retention program becoming the Director in 2005. She has made three national presentations and teaches the Rehab 268A class.

**Lynette Quinto**, M.S. CRC is a graduate of the RCP. She is Adjunct Faculty and Director of the Ticket to Work Program. She started as a case manager in the Job Retention program and became director of fund raising before her current job. Lynette teaches the Rehab 268C class.

## APPENDIX F: GRADUATE POLICIES

### Graduate Writing Requirement Policy Master of Science Degree in Rehabilitation Counseling

In keeping with the California State University, Fresno's Graduate Writing Requirement, all students in the Rehabilitation Counseling must demonstrate competence in written English prior to applying for advancement candidacy. Students will have the opportunity to demonstrate writing proficiency within Coun 257 or 258, required clinical classes in the program. These classes were chosen because 257 tends to be a second semester class which catches students earlier in their academic career and 258 is a back up in case they did not successfully complete their writing requirement in 257. The program places great emphasis on hands-on, real-world learning. This is reflected in the selection of clinical courses for the writing requirement. Our graduates generally do engage in scholarly writing after they graduate. Neither is scholarly writing requirement of any rehabilitation counselor's job. Some go on for doctorates and do then engage in scholarly writing or continue working with faculty on research projects. However, these are very few. Therefore, the program is focused in developing a kind of writing that is required of a practicing rehabilitation counselor – case notes, client reports, program reports, planning documents and the like.

#### A. Writing Requirement

Students in the Master of Science Degree in Rehabilitation Counseling, will meet the University requirement for demonstrating graduate-level competence in written English by satisfactory completion of the writing requirements of either Coun 257 or 258. In Coun 257, students have placements in outside agencies and are required to write case reports. In Coun 258, they see clients for counseling in our on-campus clinic and have to complete progress notes and final client reports. The writing samples from one of these classes will be evaluated by the graduate faculty teaching that class. Inability to demonstrate competence will necessitate remediation, which may require (but not be limited to) additional coursework, experiences in the Writing Center, tutoring, extra classes in the Linguistic Department and/or independent study. The student must demonstrate writing competence before advancement to candidacy.

The student's writing should demonstrate:

- comprehensibility;
- clear organization and presentation of ideas;
- an ability to arrange ideas logically so as to provide a cogent report;
- thoroughness, conciseness, clarity and competence in documentation;

In order to demonstrate writing proficiency, the student must receive a passing grade from the faculty teaching Coun 257 or 258. Successful completion of this requirement will only be one component of the course evaluation. The student may pass Coun 257 or 258 while failing the Graduate Writing Requirement or visa versa.

#### 1. Faculty Evaluation of Writing Proficiency



The instructor of Coun 257 will be the primary evaluator of each student's writing. When the instructor determines that the student meets the standard according to the judgment of that faculty, the process will be considered completed. The appropriate instructor will then forward to the program coordinator a list of students enrolled and the status of their writing competence. The program coordinator will forward this information to the School of Education graduate chair and the Graduate Studies Office through the advancement to candidacy application.

If the instructor believes the student's writing to be deficient in one or more areas, it will be referred to the program faculty for review. The decision of the program faculty will be considered final. If the faculty as a whole determine that the student meets the criteria, the process will be considered completed and forward the decision to School of Education graduate chair and the Graduate Studies Office as mentioned above.

If the faculty determine that the student has not demonstrated competence in written English, the student will be required to remediate writing skills. The appropriate methods for remediation will be determined by the program faculty. Remediation may require (but not be limited to) additional course work, experiences in the Writing Center, tutoring, classes in the Linguistics Department and/or independent study. Following remediation, the student will submit a letter to the Program Coordinator outlining the steps taken to improve writing proficiency and requesting that s/he be allowed to redo the writing assessment. The student will be allowed to redo the writing assignment in Coun 258 and evaluated by the faculty teaching 258 and follow the same process outlined above.

### **XVIII. Appeals**

Students may appeal the Review Committee's decision to the Graduate Writing Requirement Committee. Any appeal must be made in writing within two weeks of receiving their graduate writing requirement results. The Graduate Writing Requirement Committee is comprised of full-time counseling faculty. The committee will render a final decision regarding the completion of the writing requirement. The committee will also be available to meet with the student to discuss findings and provide suggestions for remediation.

### **Comprehensive Exam Policy**

#### **Rehabilitation counseling Program**

The Comprehensive Exam is one of a series of outcome measures adopted by the Rehabilitation Counseling Program (RCP) to assess student learning. It is also one of three experiences that students can select for their culminating graduate experience, the other two being projects or thesis. Students should carefully consider their choice of culminating experience as students can only choose one of the three and once made, the choice cannot be changed. Students choosing the comprehensive exam for their culminating experience will be governed by this comprehensive exam policy.

### **XIX. Content and Structure**

The content and structure of the Comprehensive Exam will be determined by the faculty of the RCP.

Program faculty will establish and use multiple forms of the exam. RCP faculty should ensure accessible forms of the exam to meet the needs of any student with any disability. No accommodation, may in any way, change the requisite standards of performance expected of the student. Faculty will ensure that the Comprehensive Exam will remain current and accurately measure student mastery of the Program curriculum.

The exam will be offered on Blackboard in two parts. Part A contains multiple choice, true/false and case studies and will be offered first. Part B consists of essay questions and will be offered in the second half of the exam. Part B should be submitted through the Digital Drop Box in the Student Tools section. Students are given 90 minutes for Part A and 2 ½ hours for Part B. A 15-minute break will be given in between Part A and Part B.

**Eligibility** Students have to be advanced to candidacy before they can be eligible to sit for the exam. Students should check with their advisor or the RCP office administrator if they have questions regarding their advancement to candidacy. Once approved for candidacy by the graduate office, students who decide to do their comps should sign up with the RCP office by the published sign-up deadline.

**Grading Policy** The exam will be offered once a semester close to the date of the CRC exam with one remedial exam scheduled for those who fail. The passing grade for the multiple choice is 70% and 3.5 for the essays unless changed by the faculty of the RCP. Students may repeat the exam as many times as they need to attain criterion score keeping in mind that it is only offered once a semester during spring and fall semesters for a total of two offerings a year (excluding the two repeat exams). Students must pass both parts of the exam to pass the Comprehensive Exam. In the event of a failure, students will be given one opportunity to repeat the exam at a set date within the semester. Students are only required to repeat the part that was failed and do not have to sit for the whole exam again. When repeating part of the exam, the student should show up the when that part is offered. Therefore, if repeating Part A, students should show up at the beginning of the exam. If repeating Part B they should show up for the second half of the exam. Times of the exam will be published via email and through student mailboxes. Except in cases of remediation (when a student is repeating one part that she/he failed) a student may not sit for Part A or Part B separately. If the student does not complete both parts of the exam, neither part will be scored. Instead, in every non-remedial sitting for the exam, the student will be graded on both parts of the exam whether they completed both parts or not. The RCP faculty may select other modes of remediation according to what they decide is appropriate.

Part A will be graded via Blackboard. For Part B, two faculty will read each essay and a third if there is a tie. In the event of too many essays or two few faculty, essays may be read by only faculty and those that fall between 3-4 points or otherwise questionable, will be read by a second faculty and a third invited in the event of a tie. Generally, all readers will be full time faculty of the Program. Each objective item on the exam is coded into a domain such as medical aspects, counseling theories, ethics, etc. Students who do not pass the objective section of the exam may meet with a faculty member to discuss their areas of relative strength and weakness in order to focus their remediation efforts on particular domains. Students will not be allowed to look at the exam questions and answers.

#### XX. Behavior during exams

The program has consistently emphasized honesty and integrity among other values and virtues. Any

student caught cheating or engaging in any dishonest behavior will receive a failing grade and may be banned from ever repeating the exam which may preclude graduation. Students are under the dual professional obligation to avoid cheating or any dishonest behavior and to report cheating or dishonesty by others. In order to maintain honesty:

- Students are encouraged to arrive at least 10 minutes before the start of the exam
- Students will be required to follow seating assignments made by the proctor.
- All cell phones and electronic devices must be turned off for the duration of the exam.
- Students may not leave the Blackboard site until the exam (Part A & Part B) is over.
- If a break is needed, students have to obtain the permission of the monitor and follow all of the proctor's instructions. Students can only leave singly and for a short time.
- No time will be added to accommodate a student who is late for the exam.
- Students with disabilities may choose to take the exam at SSD and receive approved accommodations.
- Students are required to pre-register for the exam by the date set by the program each semester. These dates are distributed to students each semester along with other deadlines.
- All immediate decisions regarding the exam will be made by the proctor. All instructions of the proctor should be followed by the students taking the exam.

**Conclusion** This policy is subject to approval by the RCP faculty and advisory board. All changes will be implemented by program faculty and ratified by the advisory board within a year of the changes. Faculty may proceed with changes needed without waiting for the approval of the advisory board but must seek the approval of the board within the year stipulated.

Approved by Advisory Board, Spring 06

## APPENDIX G: FACULTY VITAE

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### CURRICULUM VITAE

**Charles M. V. Arokiasamy**  
CSUF 5005 N. Maple, MS 3  
Fresno, CA 93740-8025

**Home (559) 291 3526**  
**Office (559) 278-0325**  
**Fax (559) 278-0016**

### EDUCATION:

- 1985-** Degree: *Doctor of Rehabilitation*  
**1988** Concentration: Rehabilitation Research  
Dissertation: The History of Rehabilitation Services in West Malaysia from 1957-1982  
Southern Illinois University, Carbondale, Illinois
- 1983-** Degree: *Master of Science*  
**1984** Major: Rehabilitation Counseling  
Southern Illinois University, Carbondale, Illinois
- 1981-** Degree: *Bachelor of Science*  
**1982** Double Major: Psychology & Journalism  
Southern Illinois University, Carbondale, Illinois

### PROFESSIONAL CERTIFICATIONS:

- 1994-** *Certified Case Manager* (C.C.M.). #005544  
**Present** Certified Insurance Rehabilitation Specialists Commission (CIRS).  
**1988-** *National Certified Counselor* (N.C.C.). #20927  
**Present** National Board for Certified Counselors, Inc. (NBCC).  
**1987-** *Certified Rehabilitation Counselor* (C.R.C.). new 00005544 (#21220)  
**Present** The Commission on Rehabilitation Counselor Certification (CRCC).

### PROFESSIONAL EXPERIENCE:

- 2004-** *Professor / Department Chair*  
**2009** Department of Counseling, Special Education and Rehabilitation, California State University, Fresno  
**2000-** *Chief Operations Officer (COO)* (Did not serve 04-06 due to heart surgery)  
**present** National Council on Rehabilitation Education (NCRE)  
**2000-** *Accreditation Site Visitor for the Council on Rehabilitation*  
**present** *Educations (CORE)*  
**1996-** *Program Coordinator*

- 2008 Rehabilitation Counseling Program, California State University, Fresno  
California
- 1991- *Assistant Professor*
- 1994 Department of Rehabilitation Counseling, Louisiana State University Medical  
Center, New Orleans, Louisiana.
- 1988- *Director of Program Evaluation*
- 1991 Center for Comprehensive Services, Carbondale, Illinois.
- 1987- *Adjunct Faculty*
- 1990 Center for Crime Studies, Southern Illinois University, Carbondale, Illinois.
- 1987- *Case Manager/Client Advocate*
- 1988 Center for Comprehensive Services, Carbondale, Illinois.
- 1987- *Program Evaluator*
- 1988 Center for Comprehensive Services, Carbondale, Illinois.
- 1985- *Activity Therapist*
- 1987 Part time, Center for Comprehensive Services, Carbondale, Illinois.
- 1985- *Teaching Assistant*
- 1986 Rehabilitation Institute, Southern Illinois University, Carbondale, Illinois.
- 1984- *Substance Abuse Worker*
- 1985 Part time, Hill House Inc., Carbondale, Illinois.
- 1984 *Job Coach and Vocational Evaluator*
- (Spring) Practicum experience, Jackson Rehabilitation Workshop, Murphysboro, Illinois
- 1982 *Editorial Page Editor*
- (Fall) The Daily Egyptian, Southern Illinois University, Carbondale, Illinois
- 1982 *Assistant Editorial Page Editor*
- (Summer) The Daily Egyptian, Southern Illinois University, Carbondale, Illinois
- 1982 *Staff Reporter*
- (Spring) The Daily Egyptian, Southern Illinois University, Carbondale, Illinois
- 1979- *Fire Protection Specialist*
- 1981 Syarikat Maju Sama, Kuala Lumpur, Malaysia
- 1979- *International Correspondent*
- 1981 Union of Catholic Asian News, Hong Kong.

## **PUBLICATIONS:**

### **Books**

- Arokiasamy, C. V., McMorro, D. B., & Moss, G. (1994). *The TBI Annual Research Index*, Vol. 2. Orlando, FL: PMD Press.
- Arokiasamy, C. V. (1994). *What Happens If I Say Damn You God?...and Other Questions*. Singapore: Prentice Hall / Simon and Schuster.

Arokiasamy, C. V. (1991). *The History of Rehabilitation Services in West Malaysia from 1957-1982*. Ann Arbor, MI: UMI.

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Arokiasamy, C. V. (1981). *Bible Stories in Malaysianese*. Kuala Lumpur, Malaysia: KCB Publishers.

### **Book Chapters**

Arokiasamy, C. V., Rubin, S. E., & Roessler, R. T. (2008). Sociological aspects of disability. In S. E. Rubin, & R. T. Roessler, *Foundations of the Vocational Rehabilitation Process. 6th edition*. Austin, TX: PRO-ED.

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Arokiasamy, C. V., Robertson, J., & Guice, S. E. (1993). Managing change in the rehabilitation setting. In, C. J. Durgin, N. D. Schmidt, & J. L. Fryer, (Eds.), *Brain Injury Rehabilitation: Clinical Intervention and Staff Development*. Gaithersburg, MD: Aspen.

Arokiasamy, C. V., Leja, J. A., Austin, G. F., & Rubin, S. E. (1988). The study of the future: A contemporary challenge to the rehabilitation Counseling profession. In S. E. Rubin, & N. Rubin, (Eds.), *Contemporary Challenges to the Rehabilitation Counseling Profession*. Baltimore: Paul H. Brookes Publishing Company.

Arokiasamy, C. V., Rubin, S. E., & Roessler, R. T. (1987). Sociological aspects of disability. In S. E. Rubin, & R. T. Roessler, *Foundations of the Vocational Rehabilitation Process. 3rd edition*. Austin, TX: PRO-ED.

### **Articles**

Ong, L., Lee, D., Cha, G., & Arokiasamy, C. V. (2008). Training needs of rehabilitation Counselors concerning alcohol and other drugs abuse assessment and treatment: California project. *Journal of Teaching in the Addictions*, 7, 109-122.

Arokiasamy, C.V. (2007). Multi-agency partnerships: A working example. Conference Proceedings: *National Association of Multicultural Rehabilitation Concerns, Alexandria, VA: NAMRC*.

- Arokiasamy, C. V., Rajani, G., Tracz, S., & Orteiza, R. (2007). Student decision-making in selecting rehabilitation Counseling programs and career. *Rehabilitation Education, 21*, 125-132.
- Patterson, J., & Arokiasamy, C. V. (2007). National Rehabcil on Rehabilitation Education: A research, education, and training resource for rehabilitation educators and administrators. *Rehabilitation Administration, 31*(1), 23-32.
- Arokiasamy, C. V. (2006). Book Review of “Rethinking Disability: Principles for Professional and Social Change” by Elizabeth DePoy and Stephen F. Gilson, (2004). *Rehabilitation Counseling Bulletin, 49*, 121-122.
- Arokiasamy, C. V. (2000). The rehabilitation Counseling profession and its undergraduate kissing cousins: Vision 2020. *Rehabilitation Education, 14*, 13-26
- Arokiasamy, C. V. (in press). The cultural context of alcohol.
- Arokiasamy, C.V. (1998). Book Review of “Acquired Brain Injury in Childhood and Adolescence : A Team and Family Guide to Educational Program Development and Implementation” by Alan L. Goldberg, (ed.) (1996). *Rehabilitation Education, 12*, 273-4.
- Arokiasamy, C.V. (1998). Book Review of “Students with Acquired Brain Injury: The School’s Response” by Ann Glang, George, H. S., Singer, Bonnie Todis (eds.) (1997). *Rehabilitation Education, 12*, 275-6.
- Arokiasamy, C. V. (1996). Reactions to the portrayal of disability in the film “The Hunchback of Notre Dame”. *Rehabilitation Education, 10*, 331-336.
- Strohmer, D. C., Leierer, S. J., Cochran, N. A., & Arokiasamy, C. V. (1996). The importance of Counselor disability status: What we know and what we need to know. *Rehabilitation Counseling Bulletin, 40*(2), 96-115.
- Arokiasamy, C. V. (1995). Book Review of “Counseling persons with physical disabilities.” *Rehabilitation Education, 8*, 295-296.
- Pellerin, M., Arokiasamy, C. V., & Neswadi, N. (1994). Perspectives from health care professionals who became head injury survivors. *NARPPS Newsletter*, New Orleans.
- Arokiasamy, C. V., Strohmer, D. C., Guice, S., Angelocci, R., & Hoppe, M. S. (1994) The effects of politically correct language and Counselor skill level on perceptions of Counselor credibility. *Rehabilitation Counseling Bulletin, 37*, 304-314.
- Arokiasamy, C. V., & Millington, M. J. (1994). ADA and the goose that lays the golden eggs. *Rehabilitation Education, 8*, 93-95.
- Arokiasamy, C. V., Strohmer, D. C., & Abadie, M. M. (1994). Politically correct language and disability. In Proceedings of the *Fifth Annual Allied Health Research Symposium. New Orleans, Louisiana: School of Allied Health, LSUMC*.

Arokiasamy, C. V., Millington, M. J. (1994). The many stakeholders in return to work. *Journal of Neurorehabilitation*, 4(1), 43-52.

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Arokiasamy, C. V. (1993). Multiculturalism: Its implications for Head Injury rehabilitation. *Journal of Head Injury*, 3(2), 14-19.

Arokiasamy, C. V., & Tarricone, P. (1992). Drug rehabilitation in West Malaysia: An overview of its history and development. *International Journal of the Addictions*, 27, 1301-1311.

Arokiasamy, C. V., Benschoff, J. J., McLean, L. S., & Moss, G. (1992). Computer applications in program evaluation: Basic guidelines. *Journal of Rehabilitation Administration*, 16(1), 5-14.

In addition wrote more than 100 editorials and news stories as an editor and journalist including a national award winning editorial.

#### **PRESENTATIONS:**

Arokiasamy, C.V. (2009, Nov 11-13). Grant management. *RSA-CHRR Grant Management Conference, Orlando, FL*

Arokiasamy, C.V., Lopez, A., Eastes, E., & Keosheyen, D. (2009, Oct 27). Innovative Service Delivery: Using Students to Reduce Cost and Improve Outcome. **National Training Conference, RSA/CSAVR/NCRE, Washington, DC.**

Hardy, N., Longa-Albarran, K., Rogers, A., Newlin, A., & Arokiasamy, C.V. (2009, Oct 27). Using Quality Pre-service Training to Improve VR Outcomes. **National Training Conference, RSA/CSAVR/NCRE, Washington, DC.**

Arokiasamy, C.V. (2009, Sept 21-22). Principles and application of Universal Design of Learning. *RSA- Universal Design Training Conference, Orlando, FL.*

Mills, E. D., & Arokiasamy, C.V. (2009, April 14). Successful graduate student orientations. **Division of Graduate Studies, California State University, Fresno. CA.**

Arokiasamy, C. V., Mills, E. D., Gurrola, S. L., Skaff, A. L., & King, K. M. (2009, February 20). Creating professional identity among graduate students. **9<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**

Hughes, J., Dabb, M., Villalobos, P., Avent, J., & Arokiasamy, C.V. (2008, Nov 14). Using graduate students to maximize your recruitment efforts. **Division of Graduate Studies, California State University, Fresno, CA.**

Barnes, D., Eastes, E., Keosheyen, D., Martinez, I., & Arokiasamy, C.V. (2008, Nov 6). Combining education and service: Preliminary data on a promising practice. **National Training Conference, RSA/CSAVR/NCRE, Washington, DC.**



- Hand, R., Fernandez, A., Hughes, J., & Arokiasamy, C.V. (2008, Oct 3). Empowerment: Getting from involvement to ownership. **2008 Annual NRCA Professional Development Symposium, San Diego, CA.**
- Kungu, J., Kennedy, S., Villalobos, P., & Arokiasamy, C.V. (2008, Oct 3). Beyond legal mandate: Applying informed choice as a therapeutic tool. **Poster presentation. 2008 Annual NRCA Professional Development Symposium, San Diego, CA.**
- Ayodele, A., Yatabe, H., Silpachai, N., Hughes, J., & Arokiasamy, C.V. (2008, Oct 2). Increasing collaboration and networking: An innovative application. **2008 Annual NRCA Professional Development Symposium, San Diego, CA.**
- Ayodele, A., Yatabe, H., Silpachai, N., Hughes, J., & Arokiasamy, C.V. (2008, Sept 27). Increasing collaboration and networking: An innovative application. **Inaugural Western Region Disability Conference, Fresno, CA.**
- Hand, R., Fernandez, A., Hughes, J., & Arokiasamy, C.V. (2008, Sept 27). Empowerment: Getting from involvement to ownership. **Inaugural Western Region Disability Conference, Fresno, CA.**
- Kungu, J., Kennedy, S., Villalobos, P., & Arokiasamy, C.V. (2008, Sept 26). Beyond legal mandate: Applying informed choice as a therapeutic tool. **Inaugural Western Region Disability Conference, Fresno, CA.**
- Barnes, D., Ong, L.Z., Serrano, A., Gomez, G., & Arokiasamy, C.V. (2008, Feb 16). Combining education and service: An innovation using multi-agency partnerships. **8<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**
- Cha, G., Kennedy, S., Dabb, M., Crist, E., & Arokiasamy, C.V. (2008, Feb 16). Innovative ways to infuse hands-on training in the rehabilitation curriculum. **8<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**
- Stoddard, J., Smith, J., Mackedon, E., Wynveen, J., & Arokiasamy, C.V. (2008, Feb 15). Increasing student ownership and professional identity in rehabilitation. **8<sup>th</sup> Annual National Rehabilitation Educators Conference, San Antonio, TX.**
- Ong, L., Lee, D., Cha, G., Arokiasamy, C. (2008, Feb 15). Training needs of rehabilitation Counselors concerning alcohol and other drugs abuse treatment and assessment: California state project./ A poster presentation at the **8th NCRE Annual National Educators Conference. San Antonio, TX.**
- Arokiasamy, C.V. (2007, Nov 12-14). Recruitment training. ***RSA-CHRR Grant Management Training Workshop, Orlando, FL***
- Arokiasamy, C.V. (2007, Nov 7-8). Leadership. ***Rehabilitation Supervisor Training, Dept. of Rehab, Sacramento, CA***

- Arokiasamy, C.V. (2007, Oct 15). Recruitment research: Findings from three recent studies. Presentation at **National Training Conference, RSA/CSAVR/NCRE, Washington, DC**
- Leete, G., & Arokiasamy, C.V. (2007, Oct 15). State and university collaboration in recruitment: A success story. Presentation at **National Training Conference, RSA/CSAVR/NCRE, Washington, DC**
- Hughes, J., Dever, L., East, M., In, S., Kelly, K., & Arokiasamy, C.V. (2007, Oct 15). Graduate student involvement in recruitment: Strengths and pitfalls. Presentation at **National Training Conference, RSA/CSAVR/NCRE, Washington, DC**
- Arokiasamy, C.V. (2007, Oct 10). Teaching excellence roundtable. Panel presentation at **CSU-Fresno, Center for Teaching and Learning, Fresno, CA**
- Arokiasamy, C.V. (2007, Apr 18). Approaches to teaching. Panel presentation at **CSU-Fresno, Center for Teaching and Learning, Fresno, CA**
- Church, T., & Arokiasamy, C.V. (2007, Apr 13). Instruction and universal design. **CSU Conference on Teaching and Learning, Fresno, CA**
- Arokiasamy, C.V. (2006, Nov 1-2). Successful recruiting. ***RSA-CHRR Grant Management Training Workshop, Orlando, FL***
- Arokiasamy, C.V. (2006, Jul 20). Multi-Agency partnerships: A working example. ***National Association of Multicultural Rehabilitation Concerns, Detroit, MI***
- Arokiasamy, C.V. (2006, Jun 12-15). Recruitment training. ***CHRR Grant Management Conference, Puerto Rico***
- Arokiasamy, C.V. (2006, Apr 28). Understanding disability. ***22<sup>th</sup> Annual Character and Civic Education Conference, Fresno, CA***
- Arokiasamy, C.V. (2006, Mar 1). Successful recruiting methods. ***RSA-CHRR Grant Management Conference, Orlando, FL***
- Arokiasamy, C.V., England, C. (2004, Oct 26). Rehabilitation professionals through collaborating partners: A working example. ***NCRE/RSA/CSAVR Conference, Washington DC***.
- Arokiasamy, C.V. (2004, Apr 21). Disability models and ethical implications. ***20<sup>th</sup> Annual Character and Civic Education Conference, Fresno, CA***
- Arokiasamy, C.V. (2004, Mar 13). Teaching. ***Keynote- Conference on Excellence in Teaching and Learning, Fresno, CA***
- Arokiasamy, C.V. (2004, Jan 12-13). Advanced Counseling skills training. Two-day skills training workshop. ***Ministry of Community Development, Singapore***
- Arokiasamy, C.V. (2004, Jan 8-9). Group Counseling skills for abortion support groups. Two-day skills training workshop. ***Ministry of Community Development, Singapore***

- Arokiasamy, C.V. (2004, Jan 5-6). Counseling skills training for abortion Counselors. Two-day skills training workshop. *Ministry of Community Development, Singapore*
- Arokiasamy, C.V. (2003, Sept 12). Art of Rehabilitation Counseling. *National Rehabilitation Association Pacific Region Conference, San Francisco, CA*
- Arokiasamy, C.V. (2003, Apr 9). Disability models and ethical implications. *19<sup>th</sup> Annual Character and Civic Education Conference, Fresno, CA*
- Arokiasamy, C.V., Rajani, G., Roche, R., & Orteiza, R. (2003, Feb 17). Student decision-making factors and recruitment challenges. *NCRE National Conference, Tuscon, Arizona.*
- Arokiasamy, C.V. (2002, Oct 14). Attracting and retaining a diverse healthcare workforce: The Rehabilitation Counseling Program as a Case Study. *The Next Ten Years: Healthcare's Shifting Workforce Landscape, 10<sup>th</sup> Anniversary Symposium, San Francisco, California.*
- Arokiasamy, C.V., Orteiza, R., England, C., & Rajani, G. (2002, Oct 6). Double your enrollment: Effective recruitment in Rehabilitation Counseling Programs. *NCRE/RSA/CSAVR Conference, Washington DC.*
- Arokiasamy, C.V. (2002, Oct 4). The culture of one. *Annual Collaborative Disability Awareness Conference, Fresno, California*
- Arokiasamy, C.V. (2002, June 31). Rehabilitation Cafe. *European Platform for Vocational Rehabilitation. Lisbon, Portugal.*
- Arokiasamy, C.V. (2002, June 27-29). Developing consumer driven services. *Centro De Reabilitacao Profissional de Gaia. Porto, Portugal.*
- Arokiasamy, C.V. (2002, June 25-26). The client in the 21<sup>st</sup> century: Captain or sailor. *European Platform for Vocational Rehabilitation. Gaia, Portugal.*
- Arokiasamy, C.V. (2002, June 10-11). Group Counseling skills training. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C.V. (2002, June 8-9). Enneagram and spirituality. *St. Partick's Institution, Singapore.*
- Arokiasamy, C.V. (2002, June 6-7). Individual Counseling skills training. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C.V. (2002, May 15). Human service as an artform: Applications to youth workers. *WIA Youth Opportunities Programs, Los Angeles, CA.*
- Arokiasamy, C.V. (2002, April 17). The Ethics of Inclusion. *Character and Civic Education Conference, Fresno, CA.*
- Arokiasamy, C. V., & Sales, A. (2002, Feb 21-22). Models of case management. *Opera Don Calabria /European Platform for Vocational Rehabilitation, Verona, Italy.*

- Arokiasamy, C.V., & England, C. (2002, Feb 15). Anatomy of a recruitment strategy. *NCRE National Conference, Tuscon, Arizona.*
- Salsgiver, R.O. & Arokiasamy, C.V. (2002, Jan. 31- Feb 01). Working with disability and the ADA. *CalWorks Training Workshop, Fresno, California.*
- Arokiasamy, C.V. (2002, Jan. 16). Therapeutic Relationship Building. *Training Workshop, Los Angeles One-Stop, LA, California.*
- Arokiasamy, C.V. (2001, Oct. 12). The scandal of human service. *Keynote. Fifth Annual Disability Awareness Conference, Fresno, California.*
- Arokiasamy, C.V. (2001, Aug. 24). Ethics training workshop. *California Rehabilitation Counseling Association, Rancho Cucamonga, California.*
- Salsgiver, R., Arokiasamy, C.V., Curtis, K., McCmobs, R., & Guzman, G. (2001, July 16-17). ADA applications to one-stop populations. *Fresno Rehabty One-Stop, Fresno, California.*
- Arokiasamy, C.V. (2001, June 18-19). Group Counseling skills training. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C.V. (2001, June 13-15). Individual Counseling skills training. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C. V., & Sales, A. (2001, June 7-8). Case management training. *Centro De Reabilitacao Profissional de gaia / European Platform for Vocational Rehabilitation, Porto, Portugal.*
- Keferl, J., & Arokiasamy, C.V. (2001, Apr 23 – May 1). Behavior applications in administering incentive funds. *Fresno Rehabty Health Services, Fresno, California.* (three sessions)
- Arokiasamy, C.V., Swanson, M., Solano, K., Skillen, R., & Gonzalez, M. (2001, Feb 24). Job Placement Practicum: A rehabilitation Counseling innovation. Panel presentation at *NCRE National Conference, Tuscon, Arizona.*
- Evenson, T., Patterson, J., Arokiasamy, C.V., LaForge, J., & Gray R. (2001, Feb 24). Promoting rehabilitation careers II: Reaction, debate and discussion. Panel presentation at *NCRE National Conference, Tuscon, Arizona.*
- Arokiasamy, C.V. (2001, Jan). Ethics. *Pacific Region NRA/NRCA Leadership Conference, National, Rehabilitation Association, Portland, OR.*
- Arokiasamy, C. V. (Oct 26, 2000 – June 24, 2001). Informed choice and beyond. Sixteen day long, mandatory, training sessions conducted in every California Department of Rehabilitation District (957 District Administrators, Supervisors, Rehabilitation Counselors and CAP Advocates trained). *California Department of Rehabilitation, CA.*
- Arokiasamy, C. V. (2000, Oct. 20). Why we think what we think about disability. Fourth Annual Disabilities Awareness Conference : Bridging Two Worlds. *California State University, Fresno, CA.*

- Arokiasamy, C.V. (2000, Oct 4-5). Cognitive Behavior Therapy applications in welfare. *Fresno Rehabty Health Services, Fresno, California.* (4 sessions)
- Arokiasamy, C.V. (2000, Sept 20). Case management training. *Fresno Rehabty Health Services, Fresno, California.* (three sessions)
- Arokiasamy, C.V. (2000, Sept 14-28). Sensitivity training. *Fresno Area Transit, Fresno, California.* (three training sessions)
- Arokiasamy, C.V. (2000, Sept 13). The Enneagram: A brief exposition. *Clovis Exchange Club, Clovis, California.*
- Arokiasamy, C.V. (2000, June 17). The art of rehabilitation Counseling. *California Rehabilitation Association -South, Palm Springs California.*
- Arokiasamy, C.V. (2000, June 10). Graduates refresher course in Counseling. *Specialist Diploma Graduates, Singapore.*
- Arokiasamy, C.V. (2000, June 8-9). Group Counseling skills training. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C.V. (2000, June 8). Counseling skills training. *Samaritans of Singapore, Singapore.*
- Arokiasamy, C.V. (2000, June 7). Meta-process in Counseling workshop. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C.V. (2000, June 5-6). Individual Counseling skills training. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C.V. (2000, March 31). Contextual issues in defining substance abuse. Symposium at *2<sup>nd</sup> Asia Pacific Conference on Psychotherapy, Kuala Lumpur, Malaysia.*
- Arokiasamy, C.V. (2000, March 28). Psychotherapy for substance abuse. Counseling skills workshop at *7<sup>nd</sup> Malaysian Conference on Psychological Medicine, Kuala Lumpur, Malaysia.*
- Arokiasamy, C.V. (2000, March 13). Why did Kami Kaze pilots wear crash helmets? Presentation to *Organization of Physical Therapy Students, California State University, Fresno.*
- Arokiasamy, C.V., Curtis, K. (2000, Feb., 11). Collaboration in developing a Health Professions course. *5<sup>th</sup> Annual Interprofessional Collaboration Conference. CSU Fresno.*
- Arokiasamy, C.V. (1999, Oct., 13). Moderator: Professional Panel on “Life after school”. *Disability Awareness Symposium. CSU Fresno.*
- Arokiasamy, C.V. (1999, June 27). Practicing rehabilitation as art. *N.R.A. Pacific Region Training Conference, Oakland California.*
- Arokiasamy, C.V. (1999, June 10-11). Basic group Counseling skills training. *Temasek Polytechnic, Singapore.*

- Arokiasamy, C.V. (1999, June 7-8). Advanced individual Counseling skills training. *Temasek Polytechnic, Singapore.*
- Arokiasamy, C. V. (1999, Feb 11). Administrative teacher look at East Indian Culture. Invited keynote presentation at the, *Title VII Systemside Grant, Project ACCESS, Fresno, California.*
- Arokiasamy, C.V. (1999, Feb 3 - Apr 21). Informed Consent and beyond. Nine training workshops for the *California Department of Rehabilitation, Fresno & Bakersfield, California.*
- Arokiasamy, C. V. (1999, Jan 13). Enneagram. Staff Retreat, *School of Education and Human Development, CSU Fresno, California.*
- Arokiasamy, C.V., Sherbon, M., & Koobatian, S. (1998, Nov 13). Rehabilitation and Social Work: Combining academic work with actual practice. Workshop at *Interprofessional Collaboration Conference, California State University, Fresno, California.*
- Arokiasamy, C.V. (1998, October 22). Life with invisible disabilities. Panel presentation at *Disability Awareness Week, CSU Fresno.*
- Arokiasamy, C. V. (1998, May 30). Societal attitudes towards disabled persons. Invited workshop at the *Towards Dynamic Change...New Frontiers, National Conference in Counseling, Singapore.*
- Arokiasamy, C. V. (1998, May 29). Dealing with denial: A new paradigm. Invited workshop at the, *Towards Dynamic Change...New Frontiers, National Conference in Counseling, Singapore.*
- Arokiasamy, C. V. (1998, May 29). Enneagram - Understanding self and others. Invited plenary address at the, *Towards Dynamic Change...New Frontiers, National Conference in Counseling, Singapore.*
- Arokiasamy, C.V. (1998, May 4). Kite flying and casemanagement, Part I. Inservice at *Department of Social Services, Fresno, California* (Two sessions).
- Arokiasamy, C.V. (1998, May 6). Kite flying and casemanagement, Part II. Inservice at *Department of Social Services, Fresno, California* (Two sessions).
- Arokiasamy, C.V. (1998, April 29). Group Facilitation Methods. *Newman Center, Fresno, California.*
- King, C., Sherbon, M., & Arokiasamy, C. V. (1997, November 4). Work evaluation procedures used to test limited English speaking participants. Workshop at the *Partnerships for GAIN Conference, San Diego.*
- Arokiasamy, C. V. (1997, September 19). Goofing off at work: Subtle worker traits in job placement. Invited presentation at the *Placement and Training Conference, California Rehabilitation Association-North, San Francisco.*

- Arokiasamy, C.V. (1997, July 14). Traumatic Brain Injury rehabilitation. Interview on **AM Singapore**, (a national television news program) **Television Corporation of Singapore, Singapore.**
- Arokiasamy, C. V. (1997, July 11). The Enneagram. Training workshop, **Temasek Polytechnic, Singapore.**
- Arokiasamy, C. V. (1997, July 6). Theoretical underpinnings of rehabilitation. Keynote address at **Rehabilitation Counseling Seminar, Thye Hua Kwan Moral Society & Temasek Polytechnic, Grand Plaza Hotel, Singapore.**
- Arokiasamy, C. V. (1997, July 6). Rehabilitation as an artform: Denial as a case in point. Training workshop, **Rehabilitation Counseling Seminar, Thye Hua Kwan Moral Society & Temasek Polytechnic, Grand Plaza Hotel, Singapore.**
- Arokiasamy, C. V. (1997, July 5). Counseling in the 21st Century: Future trends among youth and family in the Singapore context. Invited panel speaker at the **Launching of the Specialist Certificate Program in Counseling, Temasek Polytechnic, Singapore.**
- Arokiasamy, C. V. (1997, April 11). Goofing off: Intangible factors in vocational rehabilitation. Workshop presentation at the **25th Anniversary of the First Graduate of the Rehabilitation Counseling Program Reunion, CSU Fresno, California.**
- Arokiasamy, C. V. (1996, November 21). Counseling as an Artform. Invited presentation to **Association of Counseling Educators, CSU Fresno, California.**
- Arokiasamy, C. V. (1995, November 16). Practicing rehabilitation as art. Invited keynote address at the **State Supported Employment Network Conference, Lafayette, Louisiana.**
- Arokiasamy, C. V. (1995, September 1). Goofing off: Intangible factors in vocational rehabilitation. Invited keynote address at the **Sixth Annual Rehabilitation Conference, LSUMC, New Orleans, Louisiana.**
- Arokiasamy, C. V. (1995, May 15). Innovative advances in rehabilitation and Counseling. Invited keynote address at the **Volunteers Aftercare Conference, Singapore.**
- Arokiasamy, C. V. (1995, February 18). Ministering to terminally ill persons. Panel moderator. **Novena Pastoral Coordination Center, Singapore.**
- Arokiasamy, C. V. (1995, January 10). Understanding human motivations. **A.J.A. Peter Group, Great Eastern Life, Kuala Lumpur, Malaysia.**
- Arokiasamy, C. V. (1994, October 28). Application of psychological theories to life assurance. **S.K.Samy Group, Great Eastern Life, Kuala Lumpur, Malaysia.**
- Arokiasamy, C. V. (1994, September 9). The place for a comprehensive theory of rehabilitation. Invited keynote address at the **Fifth Annual Rehabilitation Conference, LSUMC, New Orleans, Louisiana.**

- Arokiasamy, C. V. (1994, August 12). Outcome Based Supervision. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana*. (Six repeated inservice presentations).
- Arokiasamy, C. V. (1994, August 6). The Dangers of an Atheoretical Approach to Rehabilitation. Invited keynote address at the *Thirteenth Annual Texas Head Injury Alliance Conference, Austin, Texas*.
- Arokiasamy, C. V. (1994, August 5). Real Causes of Denial and Resistance and Its Rehabilitation measures. *Thirteenth Annual Texas Head Injury Alliance Conference, Austin, Texas*.
- Arokiasamy, C. V. (1994, June 29). Overview of Traumatic Head Injury. One-day seminar at *Iowa Rehabilitation Information System, Kansas City, Kansas*.
- Arokiasamy, C. V. (1994, June 28). Overview of Traumatic Head Injury. One-day seminar at *Iowa Rehabilitation Information System, Des Moines, Iowa*.
- Arokiasamy, C. V. (1994, June 24). Management Restructuring. One-day retreat at *Volunteers of America, Community Living Services Program, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1994, June 18). Multi-Cultural Diversity: Positioning Rehabilitation's Future. *American Rehabilitation Association Conference, Baltimore, Maryland*.
- Arokiasamy, C. V. (1994, June 16). The Paradigmatic Vacuum of Rehabilitation. *American Rehabilitation Association Conference, Baltimore, Maryland*.
- Arokiasamy, C. V. (1994, June 9). Sexual Issues Among People with Disabilities. *Social Work Class, at Tulane University, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1994, June 7). Multiculturalism. *Louisiana Rehabilitation Services Academy of Rehabilitation Counselor Training, Baton Rouge, Louisiana*.
- Arokiasamy, C. V. (1994, May 20). Program Evaluation. *Summer Institute, Department of Rehabilitation Counseling, LSU Medical Center, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1994, March 14). Practicing the Art of Rehabilitation. *Louisiana Rehabilitation Services, New Orleans (Westbank), Louisiana*.
- Arokiasamy, C. V. (1993, December 3). Client-Staff Relationship Building. *Touro Infirmary, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1993, November 13). Lack of Theory and Its Implications for Practice. Invited keynote address at the *Louisiana Head Injury Foundation Conference, Shreveport, Louisiana*.
- Arokiasamy, C. V. (1993, November 10). What is a Good Outcome: Whose Quality of Life is it Anyway? *Twelfth Annual National Symposium, National Head Injury Foundation, Orlando, Florida*.
- Arokiasamy, C. V. (1993, November 9). Integrating Research and Clinical Practices *Twelfth Annual National Symposium, National Head Injury Foundation, Orlando, Florida*.



- Arokiasamy, C. V., Pellerin, M., & Neswadi, N. (1993, November 9). Perspectives on Rehabilitation of Health Care Providers Who Become Consumers. Poster presentation at the *Twelfth Annual National Symposium, National Head Injury Foundation (won 1st place award for poster presentations), Orlando, Florida*.
- Arokiasamy, C. V., Sibille, M. E., & Davidson, K. (1993, November 8). Job Satisfaction among TBI Professionals. Poster presentation at the *Twelfth Annual National Symposium, National Head Injury Foundation, Orlando, Florida*.
- Arokiasamy, C. V. (1993, October 2). How to Overcome Denial and Resistance: Establishing Better Working Partnerships with Clients. Session 2. *Seventh Annual Cognitive Rehabilitation Community Integration Conference, Washington, D.C.*
- Arokiasamy, C. V. (1993, October 1). How to Overcome Denial and Resistance: Establishing Better Working Partnerships with Clients. Session 1. *Seventh Annual Cognitive Rehabilitation Community Integration Conference, Washington, D.C.*
- Arokiasamy, C. V. (1993, September 29). The Paradox of Theory and Practice in Rehabilitation: Implications for Survivors and Therapists. Plenary address at the *Seventh Annual Cognitive Rehabilitation Community Integration Conference, Washington, D.C.*
- Arokiasamy, C. V., Campesi, K., & Lillis, J. (1993, September 28). Factors that Contribute to Successful Rehabilitation. Poster presentation at the *Fourteenth Annual Traumatic Head Injury Conference, Braintree, Massachusetts*.
- Arokiasamy, C. V., Sibille, M. E., & Davidson, K. (1993, September 28). Staff satisfaction in Head Injury Facilities. Poster presentation at the *Fourteenth Annual Traumatic Head Injury Conference, Braintree, Massachusetts*.
- Arokiasamy, C. V., & Ordes, G. (1993, September 28). Major Problems Currently EnRehabtered in Head Injury Rehabilitation. *Fourteenth Annual Traumatic Head Injury Conference, Braintree, Massachusetts*.
- Arokiasamy, C. V. (1993, September 15). Working through Denial and Resistance. *Goodwill Industries, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1993, August 27). Rehabilitation as Art. *Fifth Annual Rehabilitation Conference, LSUMC, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1993, August 23). Looking to the Future of TBI Rehabilitation. *Second Louisiana Training Institute on Traumatic Brain Injury, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1993, July 23). Successful Brain Injury Rehabilitation. *Summer Institute, Department of Rehabilitation Counseling, LSU Medical Center, New Orleans, Louisiana*.
- Arokiasamy, C. V. (1993, July 8). Sexuality Issues Among People with Disabilities. *Social Work Class, at Tulane University, New Orleans, Louisiana*.

- Arokiasamy, C. V. (1993, June 4). Managing the Rehabilitation Facility to Cope with Change. *Seventeenth Annual Brain Injury Conference, Williamsburg, Virginia.*
- Strohmer, D. C., Arokiasamy, C. V., & Abadie, M. (1993, April 15). The Impact of Politically Correct Language on Perceptions of Counselor Effectiveness. *Fifth Annual Allied Health Research Symposium, New Orleans, Louisiana.*
- Arokiasamy, C. V. (1993, April 2). Defusing Anger, Denial, and Projection Among Mental Health Clients. *Gulf Coast Mental Health Center, Biloxi, Mississippi.*
- Arokiasamy, C. V. (1993, March 18). Management Philosophy for Rehabilitation Facilities. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.*
- Strohmer, D. C., Arokiasamy, C. V., Abadie, M., & Sibille, M. E. (1993, March 15). Examining the Influence of Politically Correct Language. Panel presentation at the *Annual Convention of the American Counseling Association, Atlanta, Georgia.*
- Arokiasamy, C. V. (1993, January 4). Staff Development for Direct Contact Staff. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.*
- Strohmer, D. C., Arokiasamy, C. V., Abadie, M., Guice, S. E., & Angelocci, R. (1992, December 6). Examining the Influence of Politically Correct Language. *National Rehabilitation Association Conference, San Diego, California.*
- Arokiasamy, C. V. (1992, November 23). Advanced Empathy Skills Training. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.* (Six repeated presentations).
- Arokiasamy, C. V. (1992, November 16). Basic Training in Empathy Skills. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.* (Six repeated presentations).
- Arokiasamy, C. V. (1992, November 13). Working Through Denial and Resistance. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.* (Six repeated presentations).
- Arokiasamy, C. V., & Sarna, D. (1992, November 9). Normalization. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.* (Six repeated presentations).
- Arokiasamy, C. V. (1992, November 6). Psychosocial Aspects of Disability. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.* (Six repeated presentations).
- Arokiasamy, C. V. (1992, November 2). Rehabilitation Theory and Its Gaps. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.* (Six repeated presentations).
- Arokiasamy, C. V. (1992, October 20). Developing a Quality Assurance System. *Volunteers of America, Community Living Services Program, New Orleans, Louisiana.*

- Arokiasamy, C. V. (1992, September 24). Moving Beyond Denial and Resistance. *Thirteenth Annual Traumatic Head Injury Conference, Braintree, Massachusetts.*
- Arokiasamy, C. V. (1992, September 24). The Conduct of Group Therapy in Rehabilitation. *Thirteenth Annual Traumatic Head Injury Conference, Braintree, Massachusetts.*
- Arokiasamy, C. V. (1992, July 30). Challenges for TBI Rehabilitation in the Year 2000. *Southwest Regional Training Conference for the National Rehabilitation Association, New Orleans, Louisiana.*
- Arokiasamy, C. V. (1992, July 24). Group Applications in TBI Rehabilitation. *Post-Acute Brain Injury Unit, Touro Hospital, New Orleans, Louisiana.*
- Arokiasamy, C. V. (1992, July 17). Basic Overview of Traumatic Brain Injury. *Summer Institute Series, Department of Rehabilitation Counseling, LSU Medical Center, New Orleans, Louisiana.*
- Arokiasamy, C. V. (1992, July 9). Sexuality and Disability. *Social Work Class, Tulane University, New Orleans, Louisiana.*
- Arokiasamy, C. V. (1992, June 19). Human Relations Skills for Rehabilitation Workers. *Summer Institute Series, Department of Rehabilitation Counseling, LSU Medical Center, New Orleans, Louisiana.*
- Arokiasamy, C. V. (1992, June 13). Overcoming Denial and Resistance. *Sixteenth Annual Brain Injury Conference, Williamsburg, Virginia.*
- Arokiasamy, C. V. (1992, June 13). Multiculturalism: Its Implications and Limits for Head Injury Rehabilitation. Plenary address at *Sixteenth Annual Brain Injury Conference, Williamsburg, Virginia.*
- Arokiasamy, C. V. (1992, June 11). Overcoming Denial and Resistance. *Sixteenth Annual Brain Injury Conference, Williamsburg, Virginia.*
- Arokiasamy, C. V. (1991, July 14). Lack of Theory in Rehabilitation. *Department of Rehabilitation Counseling, LSU Medical Center, New Orleans, Louisiana.*
- Arokiasamy, C. V. (1991, June 2). Towards Building a Theory of Rehabilitation and its Implications for Current Practice. Plenary address at the *Fifteenth Annual Brain Injury Conference, Williamsburg, Virginia.*
- Arokiasamy, C. V. (1990, October 27). Empowerment of the Family in Dealing with Traumatic Head Injury. *Eighth Annual Illinois Head Injury Association Conference, Oak Brook, Illinois.*
- Arokiasamy, C. V. (1990, October 4). Constructing Surveys for use in Head Injury Program Evaluation, Research and Marketing. *Eleventh Annual Traumatic Head Injury Conference, Braintree Hospital, Boston.*

Arokiasamy, C. V. (1990, October 4). Impact Data and the use of Survey Instruments in Program Evaluation. *Eleventh Annual Traumatic Head Injury Conference, Braintree Hospital, Boston.*

Arokiasamy, C. V. (1990, October 4). The Curse of Paternalism in Post Acute Rehabilitation of Persons with Traumatic Head Injuries. *Eleventh Annual Traumatic Head Injury Conference, Braintree Hospital, Boston.*

Arokiasamy, C. V. (1990, July 18). Confidentiality. *RAVE Inc., Anna, Illinois.*

Arokiasamy, C. V., Snyder, J., & McMorrow, D. B. (1989, December 9). Developing and Implementing a Comprehensive Emergency Response System for Residential Head Injury Rehabilitation Facilities. *National Head Injury Foundation Conference, Chicago.*

Arokiasamy, C. V., & Fralish, K. B. (1989, December 7). Designing and Implementing a Program Evaluation System for Head Injury Facilities. *National Head Injury Foundation Conference, Chicago.*

Arokiasamy, C. V., Freels, L. A., & Vogenthaler, D. (1989, December 7). An Overview of the Legal and Ethical Issues in Head Injury Rehabilitation. *National Head Injury Foundation Conference, Chicago.*

Invited participant at workshop to critique training manuals for In-Service Ethics Training, December 9-10, 1989, Chicago.

Moderator for symposium on Pediatric Head Injury at the *National Head Injury Conference, Chicago, December 6-9, 1989.*

#### **EXTERNAL GRANTS FUNDED:**

Arokiasamy, C.V., Rankin, C. (2009-2014). Long Term Training in Rehabilitation Counseling. USDE, Washington DC. \$750,000

Arokiasamy, C.V., Lloyd, J (2009-2014). Long Term Training in Vocational Evaluation and Work Adjustment. USDE, Washington DC. \$500,000

Arokiasamy, C.V., & Lloyd J. (2009-2010). Specialized Assessment. Dept of Employment and Temporary Assistance, Fresno. \$465,727.

Arokiasamy, C.V. (2008- present). NCRE Administrative Secretariat. National Rehabcil of Rehabilitation Education. \$25,000 per year (multi year contract).

Arokiasamy, C.V., Rankin, C. (2008-2013). Long Term Training in Rehabilitation Counseling. USDE, Washington DC. \$750,000

Arokiasamy, C.V., Lloyd, J (2008-2013). Long Term Training in Vocational Evaluation and Work Adjustment. USDE, Washington DC. \$500,000

Arokiasamy, C.V. (2008-2013). Long Term Training in Job Development and Job Placement. USDE, Washington DC. \$500,000

- Arokiasamy, C.V., & Lloyd J. (2008-2009). Specialized Assessment. Dept of Employment and Temporary Assistance, Fresno. \$465,727.
- Arokiasamy, C.V., & Ananian, E. (2007-2010). Workability IV. California Department of Rehabilitation. \$324,000.
- Barnes, D., & Arokiasamy, C.V. (2007). Successful training in employment advancement and development (STEAD). Dept of Employment and Temporary Assistance, Fresno. \$407,000.
- Arokiasamy, C.V., Lloyd, J (2005-2010). Long Term Training in Vocational Evaluation and Work Adjustment. USDE, Washington DC. \$500,000
- Arokiasamy, C.V., & Barnes, D. (2004-2006). Successful training in employment advancement and development (STEAD). Dept of Employment and Temporary Assistance, Fresno. \$276,497 per year.
- Arokiasamy, C.V. (2004-2009). Long Term Training in Rehabilitation Counseling. USDE, Washington DC. \$750,000
- Arokiasamy, C.V., & England C. (2003-2006). Workability IV. California Department of Rehabilitation. \$324,000.
- Arokiasamy, C.V. (2003-2006). Experimental and Innovation grant. USDE, Washington DC. \$300,000
- Arokiasamy, C.V. (2003-2008). Long Term Training in Job Development and Job Placement. USDE, Washington DC. \$500,000
- Arokiasamy, C.V. (2003-2008). Long Term Training in Vocational Evaluation, USDE, Washington DC. \$500,000
- Arokiasamy, C.V. (2001- 2006). NCRE Administrative Secretariat. Source: National Rehabilcil of Rehabilitation Education. \$13,000 per year.
- Arokiasamy, C.V., & Lloyd J. (2001-2004). Specialized Assessment. Dept of Employment and Temporary Assistance, Fresno. \$378,000 – 1 year.
- Arokiasamy, C.V. (2001-2002). Bilingual Recruitment. Allied Health Project \$75,505 – 18 months.
- Arokiasamy, C.V. (2000-2003). Successful training in employment advancement and development (STEAD). Dept of Employment and Temporary Assistance, Fresno. \$276,497 – 1 year.
- Arokiasamy, C.V. (2000). Specialized Assessment. Dept of Employment and Temporary Assistance, Fresno. \$378,000 – 1 year.
- Arokiasamy, C.V., & Curtis, K.( 1999). Interdisciplinary Health Professions Course – Curriculum development. Source: CETL, Fresno. \$5,000 – 1 year.
- Arokiasamy, C.V., Curtis, K., & Salsgiver, R. (submitted, 1999). Productive rehabilitation for women with disabilities: PROWD. National Institute of Rehabilitation Research. \$450,000 – 3 years.

Curtis, K., Salsgiver, R., & Arokiasamy, C.V. (1999). SHHS innovative and creativity support awards. SHHS & CSUF. \$17,000 – One year.

Arokiasamy, C.V. (1998). Grant for conference travel and professional board meetings. Source: SOEHD Professional Development Committee. \$1000 – One year.

Arokiasamy, C.V. (1997). Grant to begin research study on the spirituality needs in rehabilitation. Source: State Research Mini-Grants. \$1391 – One year

Arokiasamy, C.V. (1998). Grant to present at two conferences and 3 WTU release time in spring to complete research projects. Source: AAFDP. \$735, Release time 3 WTU

Rubin, S. E. et al., (1987). Developing Pre-service and Inservice Training in Ethical Decision Making. Assisted in the preparation and implementation of two grants to survey ethics education needs in rehabilitation and develop in-service and pre-service training curriculum and materials. Consultant.

#### **PROFESSIONAL CONTRIBUTIONS:**

- 2008-**     *Chief Operating Officer*  
**Present**   National Rehabil on Rehabilitation Education
- 2008-**     *Advisory Board Member*  
**Present**   Mediator Mentors Program.
- 2005-**     *Advisory Board Member*  
**Present**   National Clearinghouse of Rehabilitation Training Materials.
- 2005-**     *Consulting Editor*  
**Present**   Journal of Rehabilitation Administration
- 2001-**     *Chief Operating Officer*  
**2006**      National Council on Rehabilitation Education
- 2001-**     *Member – President’s Committee for Disability*  
**2007**      California State University, Fresno, California
- 1999-**     *Member*  
**Present**   Mayors’ Committee on Employment of Persons with Disabilities, Fresno, California.
- 1998-**     *Ethics Supervisory Consultant*  
**Present**   Ethics Committee, Commission on Rehabilitation Counselor Certification.
- 1998-**     *Site Visitor*  
**Present**   Council on Rehabilitation Education.
- 1998-**     *Editorial Advisory Board*  
**Present**   Journal of Rehabilitation Education.
- 1997-**     *Advisory Board*  
**2004**      Specialist Diploma in Counseling, Singapore.
- 1999-**     *Co-Chair*  
**2000**      Steering Committee, Disability Forum 2000, Fresno, California.
- 1999-**     *Advisory Board*

- 2000 Disabled Student Services, Reedley College, California
- 1999- *Committee Member*
- 2000 Building Employment Services Team (BEST), Fresno, California.
- 1997- *Board Member*
- 2000 National Council on Rehabilitation Education.
- 1997- *External Examiner*
- 2000 Specialist Diploma in Counseling, Singapore.
- 1997- *Ad hoc Reviewer*
- 1998 Journal of Rehabilitation Education.
- 1997- *Advisory Board*
- 1998 Opportunity Plus Inc., Fresno, California.
- 1996- *Advisory Board*
- 2001 Fresno City College, Fresno, California.
- 1996- *Cal Works Advisory Council*
- 2000 Department of Social Services, Fresno, California.
- 1996- *President*
- 1998 Bersatu Inc., Murphysboro, Illinois.
- 1993- *Consultant*
- Present Magnolia Retreat, Inc., New Orleans, Louisiana.
- 1994- *Manuscript & Book Proposal Reviewer*
- 1995 Aspen Publishers, Inc., Gaithersburg, MD.
- 1993- *Advisory Board Member*
- 1994 Rehabilitation Committee, Goodwill Industries, New Orleans, Louisiana.
- 1993- *Ad hoc Reviewer*
- 1994 Rehabilitation Education.
- 1992- *Editorial Board Member*
- 1994 Assessment in Rehabilitation and Exceptionality.
- 1992- *Committee Member*
- 1993 Member - Public Awareness and Support Committee, ACA, 1992.
- 1992- *Consultant*
- 1993 Volunteers of America, Community Living Centers, New Orleans, Louisiana.
- 1992 *State Delegate*
- Louisiana Delegate to Delegate Assembly of the National Rehabilitation Association, San Diego, December 1992.
- 1992 *State Delegate*

Louisiana Delegate to the Delegate Assembly of the National Rehabilitation Counselor Association, San Diego, December 1992.

- 1991- ***Member of the Board***
- 1993 Vaughn, Wepsiec & Associates, Murphysboro, Illinois.
- 1991- ***Consultant***
- 1996 Avanti Group Inc., Carbondale, Illinois.
- 1990 ***Guest Reviewer***  
Journal of Applied Rehabilitation Counseling.
- 1990- ***Manuscript & Book Proposal Reviewer***
- 1994 Jones & Bartlett Publishers, Boston, MA.
- 1989- ***Ad hoc Reviewer***
- 1994 Journal of Counseling and Development.

#### HONORS:

##### National

- 2009 Rehabilitation Educator of the Year – National Council on Rehabilitation Education.
- 2000 Letter of Commendation – U.S. House of Representatives, Representative George Radanovich.
- 1993 ***First Place Award for Poster Presentations.*** Perspectives on Rehabilitation of Health Care Providers Who Become Consumers. Twelfth Annual National Symposium, National Head Injury Foundation, Orlando, Florida.
- 1992 Invited inclusion in ***National Directory of Lecturers and Resources in Traumatic Brain Injury.*** Richmond, VA: RRTC, Medical College of Virginia.
- 1982 ***William Randolph Hearst Editorial Writing Award,*** William Randolph Hearst Foundation.
- 1982 ***Scripps - Howard Award for Journalism,*** Scripps - Howard Foundation.
- 1982 ***Hearst Foundation Scholarship Award for Journalism,*** William Randolph Hearst Foundation.
- 1982 **National Dean's List.**

##### XXI. State

- 2006 ***Certificate of Appreciation*** – California Department of Rehabilitation
- 2000 ***Certificate of Recognition*** – California State Senate, Senator Dick Monteith
- 2000 ***Certificate of Recognition,*** Assemblyman Houser, California State Legislature.



- 2000 *Certificate of Recognition*, Assemblyman Dean Florez, California State Legislature.
- 2000 The Wes Love/Tom Litch Rehabilitation Professional of the Year – By Heartland Corporation.
- 1990 *Certificate of Appreciation*, For community service to the Harrisburg Youth Center a medium security juvenile prison, Harrisburg, Illinois.
- 1989 *Certificate of Appreciation*, For community service to the Harrisburg Youth Center a medium security juvenile prison, Harrisburg, Illinois.

### University

- 2007 Advisor of the Year, California State University, Fresno.
- 2007 Honored Inductee, Phi Kappa Phi, Fresno
- 2006 *Business Plan Competition, 2<sup>nd</sup>. Place*, Lyles Entrepreneurship Center, Fresno
- 2004 *Provost's Award for Teaching Excellence*, California State University, Fresno
- 2002 *Jan & Bud Richter Award of Excellence in Teaching*. Kremen School of Education and Counseling, California State University, Fresno.
- 1987 *Outstanding Student of the Year*, Rehabilitation Institute, Southern Illinois University.
- 1985- *Morris Doctoral Fellow*, Southern Illinois University.
- 1987
- 1985 *President*, Rehabilitation Institute Student Association, Southern Illinois University.
- 1984 *Scholastic Honors Award*, Southern Illinois University.
- 1983 *William Randolph Hearst Excellence in Editorial Writing Award, 9<sup>th</sup> place*.
- 1983 *President*, Rehabilitation Counseling Association, Southern Illinois University.
- 1983 *Secretary General*, United Nations General Assembly Simulation, United Nations Simulation Association, Southern Illinois University.
- 1982- *Captain*, College Bowl (Intrauniversity team), Southern Illinois University,
- 1984 Carbondale, Illinois.
- 1982 *University Honors Scholarship*, University Honors Program, Southern Illinois University, Carbondale, Illinois.
- 1982 *Undergraduate Academic Scholarship*, College of Communications and Fine Arts, Southern Illinois University, Carbondale, Illinois.
- 1982 *Scholastic Honors Award*, Southern Illinois University, Carbondale, Illinois.

- 1982**      *Dean's List*, Southern Illinois University, Carbondale, Illinois.
- 1981-**      *University Scholar*, University Honors Program, Southern Illinois
- 1982**      University, Carbondale, Illinois.

**PROFESSIONAL AFFILIATIONS:**

American Association for Counseling and Development  
American Counseling Association  
American Rehabilitation Counseling Association  
California Brain Injury Association  
International Enneagram Association  
National Association of Service Providers in Private Rehabilitation  
National Brain Injury Association  
National Rehabilitation Association  
National Rehabilitation Counseling Association  
National Council on Rehabilitation Education

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***Carol Rankin, Rh.D.***

5005 N. Maple Ave. M/S ED 3

Fresno, CA 93740

Ph. 559-432-4396 (H); 559-278-0316 (W)

**EDUCATION**

Doctor of Rehabilitation. (Part-time, 1993 - Full-time 1999; 133 hrs.). Rehabilitation Counseling, Southern Illinois University, Carbondale, IL. CORE (Council on Rehabilitation Education) approved program. Dissertation title: Women in Recovery from Alcoholism: Their Perspectives.

Master of Arts. (1983-1986; 40 hrs.) Psychology, University of Illinois at Springfield, Springfield, IL (formerly Sangamon State University).

Bachelor of Arts. (1980-1983; 62 hrs.) Psychology, University of Illinois at Springfield, Springfield, IL (formerly Sangamon State University).

College Level Examination Profile (28 hrs.)

Lincoln Land Community College. (Part-time, 1976-1978; 26 hrs). Springfield, IL

**AWARDS/HONORS**

Dissertation Research Award, Southern Illinois University

Janet and David Stover Scholarship Award, Southern Illinois University

Honors: M.A. Degree, University of Illinois-Springfield

Honors: B.A. Degree, University of Illinois-Springfield

## **LICENSURE/REGISTRATION**

CADC Certified Alcohol and Drug Counselor, Illinois #18901

MISA II Mental Illness and Substance Abuse Registration, Illinois #20650

CRC Certified Rehabilitation Counselor, Illinois #041144

## **TEACHING EXPERIENCE**

Aug. 2006 – Present Associate Professor, California State University – Fresno. Counseling, Special Education & Rehabilitation. I teach graduate courses in the Rehabilitation Counseling Program, advise students, and provide supervision for practicum and internship experiences.

2000-2006 Associate and Assistant Professor, University of Illinois at Springfield. I provided graduate level instruction in the Human Services Program especially in the Alcohol and Substance Abuse Concentration. Courses I taught included: Ethics and Professional Development; Alcohol and Substance Abuse; Dual Diagnosis and Relapse Prevention; Assessment and Treatment of Substance Abuse. I chaired the master's projects for students in the Alcohol and Substance Abuse Concentration and I served as a committee member on other master's projects within the Human Services Program and for other Programs within the College.

Other Teaching Experience: During my employment with Murray Developmental Center I taught part-time for Kaskaskia Community College in Centralia IL. I taught Introduction to Psychology to undergraduate students and also to inmates at the Centralia Correctional Center. Later when I was employed with Gateway Foundation I taught part-time at the Taylorville Correctional Center for Lake Land Community College. Courses I taught included: Introduction to Psychology, Social Psychology, and Abnormal Psychology.

## **OTHER EXPERIENCE**

12/98-8/00 Counselor II, Gateway Foundation at the Taylorville Correctional Center,

Taylorville, IL. Provided substance abuse counseling to incarcerated male adults.

8/95-6/96: Graduate Assistant, Southern Illinois University, Carbondale, IL. Served as a teaching assistant for the Introduction to Rehabilitation Counseling Skills class in the master's program.

6/88-6/95 Psychologist I and II, Warren G. Murray Developmental Center, Centralia, IL. Administered and interpreted psychological tests and assessments for children and adults who had developmental disabilities; implemented, monitored, evaluated behavior modification programs addressing maladaptive, inappropriate behaviors; provided in-service training to direct-care staff.

- 4/87-5/88 Counselor II, Youth Service Bureau, Springfield, IL. Provided individual and family counseling to adolescent clients and their families; delivered on-call crisis intervention services to youth who had been taken into custody as status offenders.
- 11/85-4/87 Correctional Counselor I, Jacksonville Correctional Center, Jacksonville, IL. Maintained and monitored casework needs for 100 inmates housed in a minimum security facility; provided individual counseling/interviewing; processed pre-release, transfer requests and requests for meritorious good time; served as a member of the internal audit and crisis intervention teams.
- 8/83-5/85 Graduate Assistant, Sangamon State University, Springfield, IL. Coordinated the Learning Center's peer tutoring program; taught critical thinking and writing skills.
- 8/71-4/80 Mental Health Specialist and Mental Health Technician, Lincoln Developmental Center, Lincoln, IL.

## PRESENTATIONS

Co-Presenter: *Women's Treatment Issues* presented for Continuing Education Credits (IAODAPACA, MSACCB, IL. DCFS) by Gateway Training Academy. This workshop was presented in Belleville, IL 1/12/00 and in Chicago, IL 1/26/00 and 2/14/00.

*Cognitive Skills and Anger Management*. IAODAPCA Annual Spring Conference, April 5, 2001; Arlington Heights, IL.

*Anger Management in Rehabilitation: A Cognitive Skills Application*. National Rehabilitation Counseling Association, Oct. 28, 2001; St. Louis, MO.

Co-Presenter: *Cognitive Skills and Anger Management*. IAODAPCA Annual Fall Conference, Nov. 8, 2001, Eagle Lake, IL.

*Women in Recovery from Alcohol: Their Perspectives*. IAODAPCA Spring Conference, March 27, 2002; Chicago, IL.

*An Overview of Women and Substance Abuse*. IAODAPCA Spring Conference, Chicago, April 10, 2003; Chicago, IL.

*Anger Management: Cognitive-Behavioral Skills in Groups*. National Organization of Human Services, Annual Conference, Oct. 10, 2003; Nashville, TN.

*Women and Substance Abuse*. IAODAPCA Fall Conference, Oct. 28, 2003; Eagle Lake Resort, IL.

*Anger Awareness*. Midwest North Central Organization for Human Services, April 23, 2004; Milwaukee, WI.

*The Role of Spirituality in Substance Abuse Rehabilitation*. National Organization for Human Services, Oct. 23, 2004; Houston, Texas.

*Using Motivational Interviewing in the Human Services*. National Organization for Human Services,

Oct. 28, 2005; East Brunswick, NJ.

*Dual Diagnosis*. Midwest North Central Organization for Human Services, April 27, 2006; Dubuque, IA.

*Motivational Interviewing*. National Organization for Human Services, Nov. 2, 2006, San Diego, CA.

*The Process of Ambivalence and Change*. National Organization for Human Services, 2007, Atlanta, GA.

*Working With Resistance*. American Rehabilitation Counseling Association, 2007, Tampa Bay, FL.

*Motivational Interviewing: Working With Resistance*. Western Region Disability Conference, 9/27/08.

#### PROFESSIONAL ORGANIZATIONS

American Counseling Association

American Rehabilitation Counseling Association

National Rehabilitation Counseling Association

National Council on Rehabilitation Education

Illinois Alcohol and Other Drug Abuse Professional Certification Association

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#### **Maria Romero-Ramírez Ph.D, C.R.C.**

2430 Herndon Ave. #103

Phone Number: (559) 326-7633

Clovis, CA 93611

#### **EDUCATION/CERTIFICATION**

**2009**      **Ph. D Rehabilitation Psychology**

Department of Rehabilitation Psychology and Special Education

University of Wisconsin-Madison

Dissertation: Service Patterns and Employment Outcomes of People with Traumatic Brain Injury in Vocational Rehabilitation: The Contribution of Race and Ethnicity

**2005**      **Master of Science in Rehabilitation Counseling**

University of Texas-Pan American, Edinburg, TX

Counseling on Rehabilitation Education (CORE) Accredited

**2005**      **Certified Rehabilitation Counselor (CRC)**

Certification ID # 85484

- 2003**      **Certified Special Education Teacher**  
Special Education, Grades K-12, Texas  
University of Texas-Pan American, Edinburg, TX
- 2002**      **Bachelor of Science-Psychology**  
Minor: Criminal Justice  
University of Texas-Pan American, Edinburg, TX

#### **TEACHING/CLINICAL SUPERVISION EXPERIENCE**

- 2009**      **Assistant Professor**  
California State University-Fresno  
Counseling, Special Education, and Rehabilitation Program  
Classes taught: Rehabilitation Practicum and Internship  
Introduction to Special Education
- 2007- 2008** **Teaching Assistant-University of Wisconsin-Madison**  
  
Department of Rehabilitation Psychology and Special Education  
  
Adult Cognitive Assessment  
  
Assisted professor in delivering Special Topics Section: Cognitive Assessment with Individuals with Dementia and Traumatic Brain Injury and scoring and administration procedures with students administering the WAIS-III in the course.
- 2007**      **Rehabilitation Counseling Psychology Clinical Supervisor**  
  
Department of Rehabilitation Psychology  
  
Supervised undergraduate and graduate level students during practica and internship placements. Collaborated and consulted with students and agency supervisors during rehabilitation counseling practical experiences.
- 2007**      **Teaching Assistant-University of Wisconsin-Madison**  
  
Department of Rehabilitation Psychology and Special Education  
  
Medical Aspects of Disability-Collaborated with instructor in delivering course content in a didactic manner to graduate students in rehabilitation counseling. Assisted in setting up equipment for presentations collaborated in coordinating with guest presenters, and administered/scored course examinations.
- 2006**      **Teaching Assistant -University of Wisconsin-Madison**  
  
Department of Rehabilitation Psychology and Special Education

Rehabilitation Counseling Psychology-Applications and Internship in Rehabilitation and Special Education Co-taught course content in a didactic and interactive manner to undergraduate students. Class consisted of a combination of writing applications in rehabilitation counseling as depicted by the American Psychological Association Publication Manual. Assisted lecturer with the supervision and managing of internship requirements.

**2005-2006 Rehabilitation Counseling Psychology Supervisor**

University of Wisconsin-Madison.

Supervised undergraduate and graduate level students during practica and internship assignments.

**2003-2005 Elementary Special Education Teacher**

Weslaco Independent School District, Weslaco, TX

Taught core subject areas to students (Pre-K through 5<sup>th</sup> grade) with disabilities (physical, developmental, and socio-emotional) as delineated in students' individualized education plans (IEPs).

**CLINICAL EXPERIENCE**

**2008-2009 Mental Health Center of Dane County**

Integrated Services Unit

Provided a range of clinically and culturally competent assessments, interventions/treatments, and referral services for adults, children, and families of Dane County, WI from ethnically diverse backgrounds, who presented with mental health concerns, alcohol and other drug abuse issues, trauma, serious stress, and child welfare concerns.

**2008-2009 Psychology Intern: La Clinica Latina (The Latino Clinic)**

Mental Health Center of Dane County

Conducted intakes, diagnostic evaluations, and short-term therapy to low-income and Spanish-speaking Hispanic families and individuals with mental health, substance abuse, trauma, relationship, and/or parent-child relationship issues.

**2009 Co-Facilitator: Women's AODA Basic Issues Group**

Mental Health Center of Dane County

Co-facilitated two weekly groups of women with alcohol and other substance abuse issues. Treatment focused on recovery and abstinence.

**2009 Co-Facilitator-AODA Orientation Group for Men**

Mental Health Center of Dane County

Co-facilitated an informational workshop to mental health and AODA counseling for a group of men referred for treatment due to alcohol, other drug use issues, and co-occurring disabilities.

**2008**     **Co-Facilitator: Parents Coping with Stress**

Mental Health Center of Dane County

Co-facilitated a weekly group of women from diverse ethnic backgrounds coping with stress associated with parenting.

**2008-2009**     **The Parent-Infant and Early Childhood Clinic at Wisconsin Parent-Infant Clinic**

Department of Psychiatry, University of Wisconsin-Madison

Conducted psychological and developmental assessments, diagnostic evaluations, therapeutic interventions, and clinical consultation (in Spanish and English) for families with infants and young children (ages 0-3) in low-income neighborhoods from diverse ethnic/racial backgrounds. Supervisor: Roseanne Clark, Ph.D.

**2006-2007**     **Graduate Student Practicum-University of Wisconsin-Madison**

UW School of Medicine and Public Health

William S. Middleton Memorial Veterans Hospital; Madison, WI

Conducted brief cognitive assessments to individuals suspected of having cognitive disorders. Interpreted, reported, and formed diagnostic formulations with a multi-disciplinary team to address needs of patients with probable cognitive disorders, primarily dementia and its etiologies.

**2006-2007**     **Graduate Student Practicum-University of Wisconsin-Madison**

Wisconsin Comprehensive Memory Program

Conducted brief and thorough neurological assessments for individuals in the community interested in participating in dementia research. Assessments evaluated for short and long term memory, processing speed, general mental state exams, and learning processes.

**2005**     **Graduate Student Internship Deer Oaks Mental Health**

Deer Oaks Mental Health Clinic; Harlingen, TX

Provided client-centered, supportive psychotherapy and developed treatment plans for Hispanic/Latino parents of children with behavioral, emotional, and developmental disabilities.

**2003-2005**     **Associate Forensic Rehabilitation Consultant**

*Marini & Associates*, Edinburg TX



Engaged in forensic rehabilitation consulting, conducted intake interviews and vocational assessments for individuals with physical disabilities. Transcribed medical records and conducted transferable skills analysis. Completed report writing necessary for legal cases for individuals who have sustained personal and catastrophic injuries.

## **CURRENT/PAST PROFESSIONAL MEMBERSHIPS/LEADERSHIP**

- 2009** National Rehabilitation Association (NRA)
- 2009** American Counseling Association (ACA) - ARCA
- 2009** National Latino/a Psychological Association (NLPA)
- 2009** American Psychological Association (APA) Division 22: Rehabilitation Psychology
- 2009** National Council on Rehabilitation Education (NCRE)
- 2008** NCRE Program Committee Member

Assisted with reviewing proposals submitted by students, professors, and other professionals in the field of rehabilitation for the National Council on Rehabilitation Education Spring Conference 2009.

## **MANUSCRIPTS/PUBLICATIONS**

- 2009** Arango-Lasprilla, J. C., Wilson, L., da Silva Cardoso, E., **Romero, M. G.**, & Chan, F. (in press). Differential Vocational Rehabilitation Service Patterns between Whites and Hispanics with Spinal Cord Injuries. *Journal of Vocational Rehabilitation*
- 2009** Lee, E.J., Chan, F., Chronister, J., Chan, J.Y.C., & **Romero, M.** (2009). Models, research, and treatment of co-existing depression for people with chronic illness and disability. In F. Chan, E. Cardoso, & J. Chronister (Eds.), *Psychosocial interventions for people with chronic illness and disability: A handbook for evidence-based rehabilitation health professionals*. New York: Springer.
- 2009** **Romero, M.** (2009). Mental health counseling with Hispanics/Latinos: The role of culture in practice. In I. Marini & M. A. Stebnicki, *Professional Counselor's Desk Reference*. New York: Springer.
- 2008** Marini, I, Chan, F., Lee, G. K., Chapin, M. H., & **Romero, M. G.** (2008). Vocational Rehabilitation Service Patterns Related to Successful Employment Outcomes of Persons with Spinal Cord Injury. *Journal of Vocational Rehabilitation*, 27, 1-13.
- 2007** Habilidades Para Buscar Trabajo (Spanish version). Adapted in Spanish from *Job Seeking Skills Training Manuals*. University of Wisconsin-Stout.

- 2007** Da Silva Cardoso, E., **Romero, M. G.**, Chan, F., Dutta, A., & Rahimi, M. (2007). Disparities in vocational rehabilitation services and outcomes for Hispanic clients with traumatic brain injury: Do they exist? *Journal of Head Trauma Rehabilitation*, 22, 85-94.
- 2006** Kubota, C., Lin, C. P., **Romero, M. G.**, & Chui, C. Y. Factorial Validity of the CES-D Scale in Patients with Chronic Musculoskeletal Pain *Poster presentation* at American Psychological Association Division 22-Rehabilitation Psychology Conference in Charlotte, NC.
- 2006** **Romero, M.**, & Marini, I. (2006). Obesity as a disability: Medical, psychosocial, and vocational implications. *Journal of Applied Rehabilitation Counseling*, 37, 21-29.

#### **ADDITIONAL TRAININGS**

**2009 Grant Management Training Session**

The University of Texas-Pan American, Department of Rehabilitation

Held: Orlando, FL on November 2009

**2009 Motivational Interviewing Training**

Training for current/future mental health practitioners, social workers, doctors and other health professionals on evidence-based Motivational Interviewing practice

**2009 Trauma-Focused Cognitive Behavior Therapy Training**

Web-based learning/certification course by The National Child and Traumatic Stress Network

**2008 Trauma Assessment and Practice-Mental Health Center of Dane County**

Internship workshop on trauma assessment in children and adults using self-report and standardized instruments. Addressing and working with trauma in practice with children and adolescents

**2008 Attachment Series-Mental Health Center of Dane County**

Seminar addressing attachment issues and disorders among children and adults. Implications and strategies for clinical practice were the focus.

**2008 Grant Writers' Seminar and Workshop by Stephen Russell and David C. Morrison "Write Winning Grants"**

University of Wisconsin Department of Medicine

**2007 Rehabilitation Capacity Building and NIDRR-RSA Grant Writing Workshop: Houston, TX**

## **AWARDS**

**2008-2009** Theodora Herfurth Kubly Fellow

Award for graduate students toward progress in their dissertation research in the School of Education

**2005, 2007** Advanced Opportunity Fellowship

**2005** *Who's Who Among Students in American Universities and Colleges* Award

*The Chancellor's List Award*

*Outstanding Student Award for Academic and Leadership Achievement*

Nominated to present at American Counseling Association National Conference for "Obesity as a Disability: The Implications on the Physical, Mental, and Psychosocial Well-being Among the U.S. Population.

**2003** Rehabilitation Services Administration Scholarship

Supporting Teachers Across Rural Schools (STARS) Scholarship

University of Texas-Pan American Dean's List

**2000** University of Texas-Pan American Dean's List

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## **JENELLE SHANTAL PITT**

Department of Counseling, Special Education and Rehabilitation

California State University, Fresno

5005 North Maple Avenue, M/S ED3

Fresno, CA 93740-8025

(559) 278-0304

### **Academic Background**

**Michigan State University, Ph.D., 2009**

Major: Rehabilitation Counselor Education

*Relationship between person-organization fit, job satisfaction, organizational commitment, and turnover intent among state vocational rehabilitation counselors*

**Michigan State University, M.A., 2001**

Major: Rehabilitation Counseling

**University of California, Riverside, B.A., 1999**

Major: Psychology

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### **Professional Certification/Licenses**

Certified Rehabilitation Counselor #00047988

Commission on Rehabilitation Counselor Certification

Valid through March 31, 2011

Licensed Professional Counselor #6401008480

State of Michigan-Department of Community Health

### **Academic Appointments**

August 2000 – Present

**Assistant Professor.** Department of Counseling, Special Education and Rehabilitation, California State University, Fresno, Fresno, CA. Teach required graduate level courses in CORE-accredited program in rehabilitation counseling; Supervise practicum students; Provide academic and professional development advisement; Serve as thesis committee member; Engage in scholarly activities; Participate on university, college, department, and program committees; and Render professional services in the community.

### **Other Related Work Experience**

September 2008-June 2009

**Project Intern.** Peckham, Inc., Lansing, MI. Functioned as a “change agent” in developing and implementing projects designed to enhance programmatic outcomes such as morale, productivity, retention, and quality of work life within the Entry Level Skills Program (ESP); Collaborated daily with various levels of employees including team members with disabilities, front line supervisors, trainers, vocational services specialists, and management personnel in areas of teambuilding, motivation, conflict resolution, and communication; Facilitated improvement in all aspects of the employment and training process for team members with disabilities; Compiled data and generated reports specifically associated with the retention of team members with disabilities; Developed and facilitated professional development curriculum in the areas of cultural competence and “hard-to-serve” populations; and Generated and implemented recommendations designed to enhance performance by reducing barriers across work teams.

August 2007-May 2009

**Graduate Teaching Assistant.** Michigan State University, East Lansing, MI. Designed course syllabi and facilitated the achievement of learning goals and objectives via the use of diverse pedagogical techniques such as problem-based, collaborative, and self-directed learning, distance learning components, reflective journals, lecture, dialogue, discussion, and examinations.

October 2007-October 2008

**Independent Contractor.** Ingham Intermediate School District, Mason, MI. Collaborated with a rehabilitation team comprised of staff from a private not-for-profit rehabilitation organization and intermediate school district in enhancing a program designed to address the transitional needs of at-risk students with disabilities; Assisted project director with program evaluation by gathering data via individual interviews and assisting with analysis via identifying themes; Developed reports summarizing findings and recommendations; and Facilitated team building sessions among program staff.

August 2007-December 2007

**Disability Specialist.** Michigan State University, East Lansing, MI. Co-managed a caseload of more than 150 students in the Michigan State University Resource Center for Persons with Disabilities (RCPD); Worked in partnership with students with disabilities to establish eligibility and academic accommodations through the review of medical documentation and formal conduct of a needs assessment; Advocated on behalf of students with disabilities for various academic courses of actions including medical withdrawals; Secured sign-language interpreter services for students and staff hosting university events; Functioned in a consultant role for students, faculty, parents, and the campus community seeking disability awareness and RCPD service-related information; and Performed caseload management.

January 2002-January 2007

**Rehabilitation Counselor.** State of Michigan, Detroit, MI. Performed caseload management of 80-120 consumers. Provided vocational counseling and guidance to diverse populations (e.g. school-to-work, ex-offender, & dual diagnosed); Evaluated eligibility and determined rehabilitation service needs; Developed vocational rehabilitation employment plans in conjunction with consumers and families; Negotiated accommodations with employers; Performed individual and team job development and placement functions; Engaged in employment and programmatic follow-up of consumers with disabilities to increase job retention; Independently developed new referral sites; Participated in public relations activities to increase awareness of services provided by state vocational rehabilitation (VR); Maintained case records; Prepared reports; and Performed caseload management activities.

October 2003 -August 2005

**Program Administrator/Group Facilitator.** Hu-Ani & Associates, Inc., Detroit, MI. Assisted in the development and implementation of a program called Successful Transitions for Enhancing Rehabilitation Outcome Success training (STEROS) specifically targeted to enhance vocational rehabilitation outcomes for African-American veterans with disabilities; Provided group counseling; Recruited, trained, supervised, and scheduled group facilitators; and Generated counseling reports based on clients' progress.

January 2001-January 2002

**Student Assistant.** State of Michigan, Detroit, MI. Provided vocational counseling and guidance to diverse populations (e.g. school-to-work, ex-offender, & dual diagnosed); Evaluated eligibility and determined rehabilitation service needs; Developed vocational rehabilitation employment plans in conjunction with consumers and families; Negotiated accommodations with employers; Performed individual and team job development and placement functions; Engaged in employment and programmatic follow-up of consumers with disabilities to increase job retention; Independently developed new referral sites; Participated in public relations activities to increase awareness of services provided by state vocational rehabilitation (VR) agency; Maintained case records; Prepared reports; and Performed caseload management activities.

September 1999-December 2000

**Vocational Evaluator/Lifeskills Curriculum Coordinator/Job Coach.** Peckham, Inc. Lansing, MI. Assessed clients' aptitudes, interests and achievement levels; Provided recommendations for accommodations and removal of barriers to employment; Coordinated and participated in staffings designed to transition clients to job placement specialists; Developed monthly life skills classes designed to enhance positive client work behaviors and performance; Established community contacts to serve as guest presenters; Facilitated classes; Documented consumers' progress; Provided post-employment follow-up; Conducted home visits; Provided transportation services to clients; and Assisted in conflict resolution to increase job retention outcomes.

### **Research/Scholarly Activities**

#### **Refereed Journal Articles**

Franca, M. C., Flowers, C. R., McCabe Smith, L., & **Pitt, J. S.** (2007). The impact of multiculturalism in rehabilitation education. *Rehabilitation Counselors and Educators Journal*, 1(1), 51-59.

#### **Manuscripts in Refereed Conference Proceedings**

Shannon, C. D., **Pitt, J. S.**, & Vaughn, S. (in press). *Achieving professional excellence in a diverse world: Self-segregation and academic success*. Proceedings of the National Association of Multicultural Rehabilitation Concerns Conference.

#### **Refereed National/State Conference Contributions**

**Pitt, J. S.** (2009, February). *Predictors of turnover intent among state VR counselors*.

Poster session at the 9<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Antonio, TX.

**Pitt, J. S.** (2009, February). *Psychosocial adaptation: Dynamic reciprocity of disability,*

*race, and poverty*. Poster session at the 9<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Antonio, TX.

Flowers, C. R., **Pitt, J. S.**, Robertson, S. L., Boston, Q., & Shannon, C. D. (2007,

September). *Addressing the needs of the new underserved minority group: Returning middle-east military veterans*. Presentation made at the National Rehabilitation Association (NRA) Annual Training Conference, Tucson, AZ.

Flowers, C. R., **Pitt, J. S.**, Robertson, S. L., Boston, Q., & Shannon, C. D. (2007, July).

*Addressing the needs of the new underserved minority group: Returning middle-east military veterans*. Presentation made at the 15<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Oklahoma City, OK.

**Pitt, J. S.**, Flowers, C. R., & McConnell, L. R. (2007, July). *Developing leadership in*

*rehabilitation: Learning to lead, what makes a difference?* Presentation made at the 15<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Oklahoma City, OK.

**Pitt, J. S.**, & Shannon, C. D. (2007, July). *Challenges facing the field of rehabilitation:*

*What's our plan?* Poster session at the 15<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Oklahoma City, OK.

Flowers, C. R., Robertson, S. L., & **Pitt, J. S.** (2007, February). *Multicultural ethics in*

*rehabilitation: Maximizing family inclusion in service provision.* Presentation made at the 7<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Pre-Conference Workshop, San Diego, CA.

Shannon, C. D., **Pitt, J. S.**, & Vaughn, S. (2007, February). *Impact of academic*

*environment on student engagement: Putting theory into practice.* Poster session at the 7<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Diego, CA.

Flowers, C. R., Robertson, S. L., & **Pitt, J. S.**, (2006, November). *Maximizing family*

*inclusion in the rehabilitation process: Ethical considerations associated with successful vocational rehabilitation outcomes.* Presentation made at the National Rehabilitation Association (NRA) Annual Training Conference, Orlando, FL.

Flowers, C. R., Robertson, S. L., & **Pitt, J. S.** (2006, July). *Maximizing family inclusion*

*in the rehabilitation process: Achieving successful vocational rehabilitation outcomes.* Presentation made at the 14<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns Conference (NAMRC), Detroit, MI.

Shannon, C. D., **Pitt, J. S.**, & Vaughn, S. (2006, July). *Achieving professional excellence in a*

*diverse world: Self-segregation and academic success.* Presentation made at the 14<sup>th</sup> Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Detroit, MI.

Shannon, C. D., & **Pitt, J. S.** (2006, March). *Rehabilitation counseling and multicultural*

*competency.* Poster session at the 2<sup>nd</sup> Annual Cultural Competency Conference, Atlanta, GA.

Shannon, C. D., & **Pitt, J. S.** (2006, February). *Rehabilitation counseling and*

*multicultural competency: Are we moving in the right direction?* Poster session at the 6<sup>th</sup> Annual National Council on Rehabilitation Education (NCRE) Conference, San Diego, CA.

**Pitt, J. S.**, & Victory, J. (2000, November). *The magic of holistic connections through*

*dialogue*. Presentation made at the 16<sup>th</sup> Annual Michigan Rehabilitation Conference (MRC), Traverse City, MI.

### **Invited Presentations**

**Pitt, J. S.** (2009, September). *The relationship between person-organization fit, job*

*satisfaction, organizational commitment, and turnover intent among state vocational rehabilitation counselors*. Poster session at the 2<sup>nd</sup> Annual Western Region Disability Conference, Fresno, CA.

**Pitt, J. S.** (2007, March). *Disability: The family, gender, & multicultural perspective*.

Panel participant in CEP 470, Disability in a Diverse Society. Michigan State University, East Lansing, MI.

**Pitt, J. S.** (2005, November). *Professional issues in the field of rehabilitation counseling*.

Presentation made in RCI 7410, Foundations of Rehabilitation Counseling. Wayne State University, Detroit, MI.

### **2001-02 Grant Writing/Development**

(Submitted January 2010). *Evidence Based Practices in Improving Vocational Employment Outcomes*. National Institute on Disability and Rehabilitation Research (NIDRR), Field-Initiated Project. (Co-Principal Investigator). Amount: \$600,000.00 (over three years)

### **2001 Teaching Experiences**

#### **Existing courses**

REHAB 206, *Psychological and Social Aspects of Disability* (California State University, Fresno, Fall 2009; Spring 2010)

REHAB 211, *Current Professional Issues in Rehabilitation Counseling* (California State University, Fresno, Fall 2009; Spring 2010)

REHAB 238, *Rehabilitation Counseling Practicum* (California State University, Fresno, Fall 2009; Spring 2010)

CEP 470, *Disability in a Diverse Society* (Michigan State University, Spring 2008 & 2009)

CEP 860, *Stress Management* (Michigan State University, Fall 2007 & 2008)

### **2002**

#### **2003 Professional Committees & Activities**

### **2004 University-wide committee membership/leadership**

Commission on Human Relations and Equity, Member (California State University, Fresno, Appointed September 2009)



Researchers and Critical Educators, President (California State University, Fresno, 2009-2010)

Untenured Faculty Organization, Elections Chair (California State University, Fresno, 2009-2010)

**2005 Kremen School of Education and Human Development committee membership/leadership**

School of Education Research Committee, Representative (California State University, Fresno, 2009-2010)

**National/State/Local Service**

City of Fresno, Disability Advisory Commission, Board member (Appointed January 2010)

National Rehabilitation Association, Awards Committee, Co-Chair (2007)

National Association of Multicultural Rehabilitation Concerns, Scholarship Committee, Chair; Awards Committee, Co-Chair (2006-2007)

American Rehabilitation Counseling Association, Nominations Committee (2005)

**Professional Affiliations**

American Counseling Association (2007-Present)

Association for Multicultural Counseling and Development (2007-Present)

American Rehabilitation Counseling Association (2007-Present)

National Association of Multicultural Rehabilitation Concerns (2001-Present)

National Association for Rehabilitation Leadership (2008-Present)

National Council on Rehabilitation Education (2006-Present)

National Rehabilitation Association (2001-Present)

Rehabilitation Counselors and Educators Association (2007-Present)

**APPENDIX H: UPDATED STUDENT OUTCOMES ASSESSMENT PLAN**

Type or Paste Appendix H here  
To be developed by this summer

## APPENDIX I: FACULTY HIRING PLAN

Type or Paste Appendix I here

We are in the process of developing an undergraduate and joint doctoral programs. In the next two years we hope to hire one faculty to coordinate and teach in the undergraduate program and three in the doctoral program. This year we hope to submit three grants to help provide some funds for the faculty hire and program start-up costs. Work on all this is only now beginning. When the economy improves and the opportunity, we will seek one more tenure track position for the master's program.