



August 20, 2018

Dear Members of the Council on Teaching:

Thank you for selecting me as one of the recipients of the first *Teaching in Higher Education Travel Awards*. With the financial support provided by the *Teaching in Higher Education Travel Award*, I was able to attend the National Council on Rehabilitation Education Spring 2018 Conference from March 13th to 15th in Anaheim, California. "The National Council on Rehabilitation Education (NCRE) is the premier professional organization of educators dedicated to quality services for persons with disabilities through education and research. NCRE advocates up-to-date education and training and the maintenance of professional standards in the field of rehabilitation."

At NCRE, I presented a concurrent session entitled, *Teaching Clinical Thinking Skills: Diagnosis, Case Conceptualization, Treatment Planning Using the ICF*, in which I demonstrated how I teach my students to think critically in order to be able to diagnose and treat clients appropriately and ethically. The printed abstract states, "Rehabilitation Counselor Educators (RCEs) and future RCEs will be provided a demonstration on how to utilize the International Classification of Functioning, Disability, and Health (ICF) along with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), and SMART/SMARTER goal planning to teach clinical thinking skills: diagnosis, case conceptualization, and treatment planning. Attendees will get first-hand experience with which to practice these skills using a case example. Time and opportunity for open discussion and questioning will also be included." (NCRE, 2018, p. 26). The session was attended primarily by faculty (Assistant, Associate, and Full Professors who were tenured, tenure-track, or clinical track), as well as some doctoral students/candidates and one master's student, who currently teach/will be teaching a similar course or were interested in the topic and/or in teaching the course one day. The responses were overwhelmingly positive, with most, if not all, requesting to be provided a copy of my PowerPoint presentation, my course syllabus and associated training materials, and my future online format course syllabus and materials as well. (NOTE: Due to changes in our national accrediting body and changes in University funding policies which necessitated changes to our Rehabilitation and Mental Health Counseling [RMHC] program, the associated course which was/I previously taught as a 6-week in-person summer course will now be taught online every spring beginning in 2019.)

As Coordinator of the RMHC, Rehabilitation Counseling (RC), and Clinical Mental Health Counseling (CMHC) Programs, I will be presenting this to our faculty during our September 2018 (first fall) meeting. Although the NCRE Conference took place in March of 2018, I was not able to present this earlier. We are up for reaccreditation and our self-study materials were due last spring/summer. In addition, I was working with the RMHC faculty to substantially modify our current program and essentially create two new graduate programs. The RMHC program will end in May 2019. In August 2018, we admitted students into our new RC and CMHC programs. These projects were extremely time-intensive and required our complete focus. Now that our application has been submitted,

faculty have had the summer off to recharge, and we have hired a new clinical assistant professor, the time seems ideal to present this information. A copy of my [PowerPoint](#) presentation has also been uploaded and shared on my ResearchGate webpage. The PowerPoint presentation acknowledges my receipt of the *Teaching in Higher Education Travel Award*, specifically it states, “This presentation was made possible with the Teaching in Higher Education Travel Award from the Council on Teaching at The University of Iowa. The ideas, opinions, and conclusions expressed, however, are those of the authors and do not represent recommendations, endorsements, or policies of The University of Iowa.” (Sánchez, 2018, p. 2).

In addition to presenting, I was also able to attend valuable sessions related to my various roles at Iowa. For example, in one of my courses, I teach students how to work with vulnerable and special populations with psychiatric disabilities. The session on “*Racing Through Revolving Doors: Recidivism of Black Inmates With Psychiatric Disabilities*” was particularly relevant. As a result, I will incorporate information about the intersectional issues and necessary considerations when working with racial/ethnic minorities with psychiatric disabilities who are/have been in the criminal justice system. As a tenure-track faculty, I also advise master’s and doctoral students. We value diversity and actively recruit and admit students belonging to multiple marginalized minority groups, including those who identify as Black and/or African American. I found the session, “*Finishing the Race: Black Male Completion Rates in Doctoral Counseling Programs*” both insightful and practical. I will use this information to allow me to better understand, advise, and support my male, Black/African American doctoral students.

Thank you again for selecting me and providing me with the support to attend and present at the NCRE Conference. As a new Assistant Professor, single mother, and first-generation college student, awards such as these provide me with the financial capacity to remain actively engaged and relevant in my field. This award means so much more than I could ever express in words.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jennifer Sánchez', with a large, stylized flourish at the end.

Jennifer Sánchez, Ph.D., CRC
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