

2009 Single Sessions

Thursday and Friday

Please note, you do **not** need to register for Single Sessions ahead of time. Also note the level of the session appears in parentheses after the title. Please select your attendance accordingly.

Thursday, 2:00-4:00 p.m.

"eDS": Managing your DS Office in the Digital Age with Electronic Databases and Resources (all levels) ~ *Colleen Lewis, M.S., Columbia University, NY & Jennifer Lucia, M.S., University of Connecticut*. Participants will explore ways in which DS programs can utilize electronic databases and other digital resources to manage data collection, reporting, coordination of accommodations and services, case management and contacts, and the creation of electronic student records. The presenters will review their experiences at two different universities and the process of moving from an office full of filing cabinets to a completely electronic, paperless office. They will also demonstrate their programs' web-based DS database system, two years in the making. The presenters will provide the tools for participants to do their own needs assessment and strategic planning for developing electronic systems on their campuses.

QPR: Question. Persuade. Refer. Suicide Prevention Gatekeeper Training (all levels) ~ *Donna M. Korbel, M.Ed., University of Connecticut*. Suicide is the second leading cause of death for college students. QPR is a nationally recognized suicide prevention program that provides basic information on how to prevent suicide. This interactive session will teach participants how to identify the warning signs of a suicidal crisis, how to ask about suicide, and how to refer a person for professional help. *Note --> Enrollment is limited to 25 and you must attend the entire session.*

I Need Help Getting a Job! Am I Ready to Live on My Own? (level forthcoming) ~ *William E. Hitchings, Ph.D. & Ryan Saddler, M.Ed., St. Ambrose University, IA*. Students with and without disabilities continue to wait until their final year or semester to engage in the career decision making process and seek employment. In most cases, career planning that should be done over four years is reduced to helping a student in the last one or two semesters. Participants will help a student with a disability prepare to transition from college to the adult world. They will work with a case to help the person: a) create a career profile, use career resources, and plan for disclosing and accommodations; and b) prepare to plan to help the student live on her own.

Friday, 2:00-4:00 p.m.

Meeting the Postsecondary Educational Needs of Students with Acquired Brain Injuries (beginner/intermediate) ~ *Barbara A. Rhein, Ph.D., Mansfield Center, CT*. This session is designed to help attendees better understand students with acquired brain injuries and the difficulties they often encounter in postsecondary educational settings. Specific approaches for addressing these students' academic and/or socio-behavioral problems will be provided.

Students with Psychiatric Disabilities: What Do We Need to Know? (beginner/intermediate) ~ *Holley A. Belch, Ph.D., Indiana University of Pennsylvania*. The purpose of this session is to provide a basic framework for

understanding psychiatric disabilities in the college population. The presenter will synthesize scholarship about ways that student affairs professionals can most effectively work with students with psychiatric disabilities. Further, specific recommendations from a survey of disability service providers about the skills and knowledge needed to support the success of students with psychiatric disabilities will be shared.

Preparing for Employment: Disclosure and Accommodation (level forthcoming) ~ *William E. Hitchings, Ph.D., St. Ambrose University, IA*. Individuals with disabilities come to college with little knowledge of the ADA and their legal rights, understanding disclosure, and its potential impact on employment and accommodations for employment. As students prepare for internships and employment, accurate knowledge of the law is essential in order to help them decide when, how, and if they will disclose and then what accommodations might be helpful for a successful internship and employment. Participants will 'help' a student with a disability prepare to transition from college to employment. Participants will work with one of three cases (LD/ADD, physical disability, or Autism) to help the students understand the impact of disclosing and accommodations for the job.

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