Yi-Fan Li, Ph.D.

*Assistant Professor*

Special Education

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| **AREAS OF INTEREST** | |
| * Exploration of individual, family, and school-based research-based practices for transition, such as self-determination and universal design for learning. * Postsecondary experiences outcomes for individuals with disabilities * Inclusive teaching practices and evidence-based practices for teacher candidates. | |
| **EDUCATION** | |
| 2021 | Ph.D. in Educational Psychology, emphasis in Special Education,  Texas A&M University  *Advisor: Dr. Dalun Zhang*  *Dissertation: Universal design for learning in postsecondary education: measure and explore perspectives of students with disabilities* |
| 2016 | M.A. in Special Education  National Taiwan Normal University (NTNU), Taiwan  *Advisor: Dr. Hsinyi Chen*  *Thesis: Effects of a self-monitoring strategy to increase classroom task*  *completion for high school students with moderate intellectual disability* |
| 2011 | B.A. in Special Education  National Changhua University of Education (NCUE), Taiwan |
| **PROFESSIONAL EMPLOYMENT HISTORY**  2022-presentAssistant Professor, The University of Texas at San Antonio  2021-2022 Assistant Professor of Instruction, The University of Texas at San Antonio  2017-2021 Graduate Research Assistant, Texas A&M University  2012-2017 Special Education Teacher, Taoyuan Special Education School, Taiwan | |
| **AWARDS** | |
| 2023 The Internal Research Awards (INTRA), UTSA  Project title:Examining the Effects of an Email-Writing Intervention for Students With Cognitive Disabilities Using ChatGPT  2022 COEHD Faculty Research Award, UTSA  Project title: Creating an Accessible and Inclusive Classroom: Translating  Research to Practices Step-by-Step  2017-2021 Doctoral Scholarship in Special Education from Taiwan  Funding Organization: Ministry of Education of Taiwan  2019. Graduate Oral First  Student Research Week  Presentation title: Effects of a self-monitoring strategy to increase classroom  task completion for high school students with moderate intellectual disabilities  2019. Melbern G. Glasscock Humanities Special Award  Student Research Week  Presentation title: Effects of a self-monitoring strategy to increase classroom  task completion for high school students with moderate intellectual disabilities  2018 Region V - Student Membership Scholarships at AAIDD 142nd Annual  meeting: Reaffirming, Diversity, & inclusion.  Presentation title: Effects of a Self-Monitoring Strategy to Increase Classroom  Task Completion among Senior High School Students with Moderate  Intellectual Poster Disabilities | |
| **SCHOLARSHIP**  **PEER-REVIEWED JOURNALS**  **PUBLISHED**  **Self-Determination**  **Li, Y.,** Liu, C., & Zhao, Y.(Apr 2024). Understanding self-determination learning experiences among Taiwanese adults with severe disabilities. *Journal of Developmental and Physical Disabilities (IF:1.8).* <https://doi.org/10.1007/s10882-024-09961-9>  *Online first.*  **Li, Y.**, Byrne, S.,Yan, W., & Ewoldt, K.B. (Feb 2023). Self-monitoring intervention for adolescents and adults with autism: A research review. *Behav. Sci. (IF: 2.6), 13*,138.  Zhang, D., **Li, Y.,** &Cavazos, M(Aug 2020). Effective practices for teaching self-determination. *Oxford Research Encyclopedia of Education*  **Li, Y.,** Chen, H., Zhang, D., & Gilson, C. B. (Sep 2019). Effects of a self-monitoring strategy to increase classroom task completion for high school students with moderate intellectual disabilities. *Education and Training in Autism and Developmental Disabilities (No IF, CEC journal), 54,* 263-273.  **Transition Work**  **Li, Y.,** Zhang, D., Dulas, H., & Whirley, M. (Jul 2024). Academic learning experiences  and challenges of students with disabilities in higher education. *Journal of Postsecondary Student Success. (No IF, Indexed by Scopus)*  Zhang, D., Roberts, E., Maddalozzo, R., **Li, Y.-F**.**\***, Orsag, M., & Glass, T. (Oct 2023). Post-secondary education outcomes for individuals with intellectual and developmentaldisabilities: Self-determination, independent living, employment, and the impact of COVID-19. Behav. Sci. *(IF: 2.6)*, 13, 832.  \*Corresponding author  **Li, Y.,** Zhang, D., Dulas, H. M., & Whirley, M. L. (Jul 2023). The impact of COVID-19 and remote learning on education: Perspectives from university students with disabilities. *Journal of Disability Policy Studies (IF: 1.6).* <https://doi.org/10.1177/10442073231185264>. *Online first.*  Zhang, D., **Li. Y**., Roberts, E., Orsag, M., Maddalozzo, R. (May 2023). An investigation of the collaborations between educators and vocational rehabilitation counselors in providing pre-employment transition services. *Inclusion (IF: 0.7, AAIDD journal), 11, 135-146.*  Zhang, D., Roberts, E., Orsag, M., Maddalozzo, R., & **Li, Y.** (2022). Promoting interagency collaborations for enhancing transition to employment for individuals with special needs. *ICERI2022 Proceedings*, 7874-7883. doi: 10.21125/iceri.2022.2021.  Gilson, C. B., Sinclair, J.**,** Whirley, M., **Li, Y.,** &Blustein, D. L. (Feb 2022). "More  than a job, it’s a purpose": What work means to individuals with intellectual and  developmental disabilities, *Journal of Career Assessment (IF:3.2), 30,* 367-386.  Petcu, S., Zhang, D., & **Li, Y.** (Nov2021). Students with Autism Spectrum Disorders and their  first-year college experiences. *International Journal of Environmental Research and*  *Public Health (IF: 4.6), 18,* 11822.  Sinclair, J.**,** Gilson, C. B., Whirley, M., & **Li, Y.** (Mar 2020). “It’s an opportunity to get  opportunities”: A brief report on the working lives of individuals with intellectual and  developmental disabilities during the Covid-19 pandemic. *Developmental Disabilities*  *Network Journal (No IF), 1*, 45-52.  Gilson, C. B., Gushanas, C. M., **Li, Y.,** & Foster, K. (Feb 2020). Understanding faculty and  student attitudes regarding inclusion and postsecondary education for students with  intellectual and developmental disabilities. *Intellectual and Developmental*  *Disabilities (No IF, AAIDD journal), 58, 65-81.*  **Universal Design for Learning**  **Li, Y.,** Zhang, D., Liu, C., Wang, K., Yan, W., & Dong, X. (May 2024). Perceptions of UDL teaching practices among university students with disabilities. *Educ. Sci. (IF:3), 14*, 501. <https://doi.org/10.3390/educsci14050501>  **Li, Y.,** Zhang, D., Zhang, Q., & Dulas, H. (Feb 2020). University faculty attitudes toward. disability and universal design: A literature review. *Journal of Inclusive Postsecondary Education (No IF), 2,* 1-20.  **Other Work**  Li, Y., & Liu, C (July 2024). Using self-monitoring and ChatGPT to teach students with intellectual disability email writing. *Global Journal of Intellectual & Developmental Disabilities, 13, 555871.* (*IF: 1.6*). <https://juniperpublishers.com/gjidd/pdf/GJIDD.MS.ID.555871.pdf>  Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L., Yllades, V., & **Li,** **Y.** (Sep 2021). Caregiver involvement in communication intervention for culturally and linguistically diverse families with individuals with ASD and IDD: A systematic review of cross-cultural research. *Review Journal of Autism and Developmental Disorders (IF: 3.8*), *10*, 239–254  Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L. M., Yllades, V., &  **Li, Y.** (Oct 2020). Caregiver involvement in communication skills for individuals with ASD and IDD: A meta-analytic review of single-case research on the English, Chinese, and Japanese Literature. *Review Journal of Autism and Developmental Disorders (IF: 3.8), 8,* 350-365.  **UNDER REVIEW**  **Li, Y.,** Zhang, D., Dulas, H., & Whirley, M. (under review). Universal Design for Learning: Explore perspectives of students with disabilities in higher education.  Liao, C. Y., Ganz, J. B., Vannest, K. J., **Li, Y.**, Li, Y., & Ura, S. (under review). Culturally responsive parent coaching in multimodal communication intervention for culturally and linguistically diverse caregivers of children with autism spectrum disorder.  Montague, M. L., **Li, Y**., Omaboe, L., & Boroughani, T. (under review). A systematic review  of the literature: The intersection of disaster preparedness and transition planning for  adolescents with disabilities  Ewolt, K. B., Yan, W., & **Li, Y.** (under review). Interventions for English Learners with Learning Disabilities: 2002 – 2022.  **IN PREPARATION**  Montague, M. L., **Li, Y**., Omaboe, L., & Boroughani, T. (in preparation). Factors influencing disaster or emergency preparedness transition outcomes for adolescents and young adults with disabilities.  **Li, Y.,** Ryan, A. M., Swoyer, J., & Farias, T. (in preparation). Universal design for learning: Teacher candidates’ strategies  **Li, Y.,** &Liu, C (in preparation). Using TED talks to prepare teacher candidates in introduction to special education.  **Li, Y.,** Liu, C., & Zhao, Y. (in preparation). The impact of the COVID-19  pandemic on adults with developmental and physical disabilities.  **BOOK CHATERS**  **PUBLISHED**  Zhang, D., **Li, Y**., Landmark, L. Ju, S., & Williams-Diehm, K. (2020). Transition to  Postsecondary education and preparation for employment. In C. H. Huang & P. C. Chao (Eds.) Transition Education for Students with Disabilities: From Theory to Practice. Taipei, Taiwan: Psychological Publishing Co., Ltd.  Zhang, D., Landmark, L., Ju, S., & **Li, Y**.(2020). Transition assessment. In C. H. Huang & P. C. Chao (Eds.) Transition Education for Students with Disabilities: From Theory to Practice. Taipei, Taiwan: Psychological Publishing Co., Ltd  **UNDER REVIEW**  **Li, Y.** Ryan, A. M., Swoyer, J., & Farias, T. (under review). Teacher candidates’ confidence and actions toward universal design for learning. | |
| **SCHOLARLY PRESENTATIONS** | |
| Montague, M. L., Li, Y., Omaboe, L. (2024, March). *Seamless transitions in disaster and*  *emergency preparedness: Maximizing medical readiness*. Poster session at the annual Council for Exceptional Children (CEC) Convention and Expo. San Antonio, TX.  Montague, M., Omaboe, L., & Li, Y.  (2023, June). Assisting families as they support  their adolescent with a disability through the transition to adulthood: A look at strategies to incorporate disaster preparedness. 30-minute presentation at the annual Family Life Education Virtual Summit hosted by the National Council on Family Relations.  de Marin, S., **Li, Y.** (2023, March). Educational diagnosticians’ perceptions on math  disabilities, assessments, and interventions. Poster (45 minutes in-person) atCEC2023 Convention and Expo, Louisville, KY.  **Li, Y.,** Ryan, A. M., Swoyer, J. Farias, T. (2023, March). Creating an accessible and inclusive classroom: translating research to practices step-by-step. Pre-recorded session at 2023 UDL-IRN International Summit.  Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., Pierson, L. M., & Yllades, V., & **Li, Y**. (2021). Caregiver involvement in communication intervention for culturally and linguistically diverse families with individuals with autism spectrum disorder and intellectual/developmental Disability across cultures. Paper accepted to present at the Association for Behavior Analysis International 47th Annual Convention. Online.  Liao, C. Y., Ganz, J. B., Vannest, K. J., Wattanawongwan, S., **Li, Y**., Pierson, L. M., & Yllades, V. (2020, February). Caregiver involvement in communication skills for individuals with ASD and IDD across cultures: A meta-analysis. Paper presented at the Council for Exceptional Children Special Education Convention & Expo, Portland, OR. | |
| Montague, M. L., Biggs, B., & **Li, Y.** (2020). *Preparing special educators for transition: Collaboration between an Institution for Higher Education (IHE) and a Local Education Agency (LEA).* 60-minute presentation at the annual Texas Transition Conference, San Antonio, TX.  **Li, Y.,** & Zhang, D., (2019). Universal design for learning in postsecondary education: measuring attitudes and perceptions from students with disabilities. Poster presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children, Seattle, WA.  Liao, C. Y., Ganz, J. B., Vannest, K. J., **Li, Y.** Li, Y., & Ura, S. (2019, September). Cultural and family factors on parent-mediated multimodal communication intervention for children with autism spectrum disorder. Paper presented at the Association for Behavior Analysis International 10th International Conference, Stockholm, Sweden.  Liao, C. Y., Ganz, J. B., **Li, Y.**, Li, Y., & Ura, S. (2019). *Culturally responsive parent coaching on culturally and linguistically diverse parents of children with autism spectrum disorder*. Paper presented at the Association for Behavior Analysis International 13th Annual Autism Conference, San Francisco, CA.  **Li, Y.,** & Zhang, D., (2018). *University faculty attitudes toward disability and universal design: A literature review*. Poster presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children, Cedar Rapids, IA.  Gilson, C. B., Gushanas, C. M., **Li, Y.,** & Foster, K. (2018). *Understanding faculty and student attitudes regarding inclusion and postsecondary education for students with intellectual and developmental disabilities*. Oral presentation at Division on Career Development and Transition (DCDT): Council for Exceptional Children, Cedar Rapids, IA.  Gilson, C. B., Gushanas, C. M., **Li, Y.,** & Foster, K. (2018). *Understanding faculty and student attitudes regarding inclusion and postsecondary education for students with intellectual and developmental disabilities*. Oral presentation at Climate and Diversity Conference: Able Active and Adaptive, College Station, TX.  Gushanas, C. M., Gilson, C. B., **Li, Y.,** & Foster, K. (2018). *Who belongs in college?*  *Perspectives of faculty and students about inclusive higher education for individuals with IDD*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), St. Louis, Missouri.  **Li, Y.,** Chen, H., Zhang, D., & Gilson, C. B. (2018). *Effects of a self-monitoring strategy to*  *increase classroom task completion for high school students with moderate intellectual*  *disabilities*. Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), St. Louis, Missouri.  Zhang, D., **Li, Y.,** & Liu, J. (2018). *How do UCEDDs address the intersections of disability and diversity?* Poster presentation at the 142nd Annual Meeting of the American Association on Intellectual and Developmental Disabilities (AAIDD), St. Louis, Missouri. | |
| **GRANTING ACTIVITIES** | |
| 2024 Providing Support and Promoting Self-Advocacy for Chinese families with  Developmental disabilities (DD).  Role in the project: Co-Principal Investigator  Funding source: Texas Council for Developmental Disabilities  (Funded)  2023 Examining the Effects of an Email-Writing Intervention for Students With  Cognitive Disabilities Using ChatGPT  Role in the project: Principal Investigator  Funding source: UTSA VPREDKE  (**Funded $ 4951**)  2022 Systems to Enable Continuing Workforce Training for Persons with  Disabilities  Role in the project: Key Personnel  Funding source: National Science Foundation- Convergence Accelerator  Research (Not Funded)  2022 Creating an Accessible and Inclusive Classroom: Translating  Research to Practices Step-by-Step  Role in the project:Principal Investigator  Funding source:COEHD Faculty Research Award  **(Funded $4233)**  2021 Understanding the Impact of COVID-19 on Transition Aged Employment  and Education Students in Underserved Communities  Role in the project: Co-Principal Investigator  Funding source: COVID-19 and Equity in Education (CEE) Mini-  Research Grant for Emerging Scholars  (Not Funded)  2019 Universal Design for Learning in Postsecondary Education:  Measuring Attitudes and Perceptions from Students with Disabilities  Role in the project: Principal Investigator  Funding Organization: 2BSD (To Be Self-Determined)  **(Funded $500)**  2019 Universal design for learning in postsecondary education:  measuring attitudes and perceptions from students with disabilities.  Role in the project: Principal Investigator  Funding Organization: COEHD, TAMU  **(Funded $1132)** | |
| **TEACHING IN HIGHER EDUCATION** | |
| **LEAD FACULTY COURSE**  2023-Present EED 3303Teaching, Learning, and Classroom Culture (Undergraduate)  2022-Present SPE 3603 Introduction to Special Education (Undergraduate)  2022-Present SPE 3683 **Special Education Across the Lifespan** (Undergraduate) | |
| **COURSE TEACHING**  2024 Fall Course number: SPE 3603 (two sessions, a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2024 Summer I Course number: SPE 3603 (one sessions, a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2024 Spring Course number: SPE 3683  Course title: **Special Education Across the Lifespan (Undergraduate)**  2023 Fall Course number: SPE 3603 (Two sessions, a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2023 Summer I Course number: SPE 3603 (a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2023 Summer II Course number: SPE 3603 (a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2023 Spring Course number: SPE 3683  Course title: **Special Education Across the Lifespan (Undergraduate)**  2022 Fall Course number: SPE 3603 (Two sessions, a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2022 Summer Course number: SPE 5403  Course title: **Survey of Special Education (Graduate)**  2022 Summer Course number: SPE 3603 (a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2022 Spring Course number: SPE 3683  Course title: **Special Education Across the Lifespan (Undergraduate)**  2021 Fall Course number: SPE 3603 (Two sessions, a large class > 26 students)  Course title: Introduction to Special Education (Undergraduate)  2018-2021 Instructor, PATHS Program, Center on Disability and Development, TAMU  2020 Teaching Assistant  Course number: SPED 601, TAMU  Course title: Assessment in School Settings (Graduate)  2020 Teaching Assistant, TAMU  Course number: SPED 628  Course title: Consultation in Special Education (Graduate)  2019-2020 Teaching Assistant, TAMU (Teaching Assistant)  Course number: SEFB 420  Course Title: Education and Employment Issues in Secondary Special Education (Undergraduate)  **DISSERTATION COMMITTEES**  Suzanne Byrne  **MENTORING AND ADVISING**  Wei Yan (Doctoral student) | |
| **COMMUNITY INVOLVEMENT AND SERVICE** | |
| **JOURNAL AND CONFERENCE REVIEWER**   |  |  | | --- | --- | | **Journal** | **Invited date** | | School Psychology  Healthcare | 2024-04-18  2023-12-21 | | Journal of Developmental and Physical Disabilities | 2023-12-17 | | Behavioral Sciences | 2023-11-28 | | Educational Sciences  Journal of Postsecondary Student Success | 2023-11-07  2023-10-27 | | Children | 2023-10-18 | | Behavioral Sciences | 2023-10-14 | | Behavioral Sciences | 2023-09-29 | | Behavioral Sciences | 2023-09-14 | | International Journal of Environmental Research and Public Health | 2023-08-30 | | International Journal of Environmental Research and Public Health | 2023-08-14 | | Sustainability | 2023-07-24 | | Behavioral Sciences | 2023-07-04 | | Remedial and Special Education | 2023-05-22 | | Disabilities | 2023-05-19 | | The New Educator | 2022-11-02 | | The New Educator | 2022-08-25 | | Journal of Disability Policy Studies | 2022-12-03 | | TESOL | 2021-10-22 | | Journal of Disability Policy Studies | 2020-09-13 | | Journal of Disability Policy Studies | 2020-03-12 | | Journal of Disability Policy Studies | 2019-09-02 | | Journal of Disability Policy Studies | 2019-08-21 | | Journal of Disability Policy Studies | 2019-05-09 |   **Conference**  2022 the American Association of Hispanics in Higher Education (AAHHE) conference  proposal reviewer  2020Association of University Centers on Disabilities (AUCD) conference proposal reviewer  **Service Committee**  2024 Spring/Summer  Summer Bridging Institute (SBI) committee  2022-present University Faculty Grievance Committee (UTSA)  2021-present Master of Education Department Graduate Committee (ILT, UTSA)  2023 FallSearch committee for an Assistant Professor of Learning, Design, and  Technology (ILT, UTSA)  2022-2023 Department Review Committee (ILT, UTSA)  2020-2021 Professional Development and Service Executive in Educational Psychology. Student Organization (TAMU)  2019-2021 Student Advisory Board for the disability services (TAMU)  2020-2021 Reviewer for student teachers’ efolio evaluations (EPSY, TAMU)  2020-2021 Reviewer for special education master’s application (EPSY, TAMU)  **Guest Speaker**  2024 Navigating Post-Secondary Education: Exploring Non-degree and Degree-  Seeking Programs for Students with Disabilities. Course title:  Department of Special Education, National Taiwan Normal University in Taiwan).  2024 Early Children Intervention. Course title: Research in Family and Special Education: Policies, Practices, and Research, Department of EducationalPsychology, Texas A&M University. 2022 Post-Secondary Education in the U.S., Course title: Practicum in Special  Education I, Department of Special Education, National Changhua University  of Education.  2019 International Educator Panel, Course number and title: INST 210 Understanding Special Populations, Department of EducationalPsychology, Texas A&M University. 2019 Guest Speaker session, Course number and title: UGST181 ACHIEVING  Inclusion in Higher Education, Texas A&M University.  **Other**  2021-2022 US PREP-Served as a SPE representative to participate in the retreat  2022 Secondary Computer Science certification (UTSA)-assist in the development of  the performance-based assessment for SPE 3603. | |
| **PROFESSIONAL TRAINING AND CERTIFICATION** | |
| 2012-present **Certified Special Education Teacher** for Secondary Education in Taiwan. 2024 Spring **Innovation Academy** The Innovation Academy invites faculty to enhance their teaching skills by creating a holistic learning environment, leveraging technology for effective teaching, incorporating experiential learning, and designing student-centered classrooms. This program encourages educators to reflect on their teaching methods and collaborate with peers to discover new ways to engage and empower students.  2024 Spring **The Student Experience Project**  2023 Fall The Student Experience Project is a collaborative of university leaders,  faculty, researchers and national education organizations committed to  innovative, research-based practices to increase degree attainment by building  equitable learning environments and fostering a sense of belonging on campus.  2023 Spring **Strategies for Inclusive Teaching Institute (ACUE)**  In the training, participants learned:  Define inclusive teaching and how it aligns to UTSA mission and vision to become a R1 Hispanic Thriving Institution.  Implement inclusive teaching practices in their courses across all modalities.  Design inclusive learning environments to promote a holistic approach for students’ wellbeing and success.  Embrace an inclusive approach for research and service sectors of faculty work.  2022 Fall **Adobe Institute**  Participants will be introduced to Adobe Creative Cloud and complete  short projects that provide the opportunity to produce artifacts they can  use to improve digital literacy in their courses.  2022 Fall **Inclusive Instruction for Equitable Learning**  Association of College and University Educators This certificate signifies my completion of a 5-module course in inclusive teaching practices requiring the implementation of evidence-based instructional approaches. The certificate distinguishes faculty for their commitment to educational excellence and student success. | |
| 2021 **Graduate certificate in Education & Social Sciences Advanced**  **Research Methods** (Awarded on June, 30, 2021)  **Description**: A graduate certificate demonstrates a student’s successful  mastery of advanced competencies in education and social sciences research  methods, with emphasis on quantitative or qualitative approaches.  4 advanced research methods courses as follows:  EPSY 625 Advanced Psychometric Theory  EPSY 650 Multiple Regression and Other Linear Models in Education Research  EPSY 651 Theory of Structural Equation Modeling  EDCI 661 Mixed Methods Research in Curriculum and Instruction | |
| 2020 **Teaching certificate in the Academy for Future Faculty**  **Description**: A graduate certificate demonstrates a student’s professional  development of teaching preparation in higher education.  Core seminars as follows:  Learning Outcomes & the Course Development Cycle  Curriculum Vitae  Philosophy of Teaching Statement  Syllabus Design  2019 **Person-centered approach certificate** | |

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