



**Philadelphia, PA**  
**October 7 — 11, 2015**

A circular badge with a scalloped edge and a ribbon-like banner across the middle. The text "SAVE the DATE" is written in a bold, sans-serif font.

**SAVE**  
the **DATE**



**nbcc**  
**FOUNDATION.**  
**SYMPOSIUM**

## WHAT

**NBCC Foundation Symposium  
on Bridging the Gap in Mental  
Health Disparities**

## WHEN

**May 25–27, 2016**

## WHERE

**Washington, D.C.  
at the Hyatt Regency  
Reston**

\*NBCC continuing  
education credit available

The second annual NBCC Foundation Symposium on Bridging the Gap in Mental Health Disparities will be held May 25–27, 2016, in Washington, D.C., at the Hyatt Regency Reston.

The Foundation's first annual symposium, in May 2015, featured workshops covering a variety of topics, including transition-age youth, substance use, suicide, interpersonal violence, the *DSM-5*, multiculturalism and ethics, as well as more than 20 popular roundtable discussions.

The roundtable sessions were given an "A" rating by 97 percent of attendees, and workshop sessions were given an "A" by 90 percent of attendees.

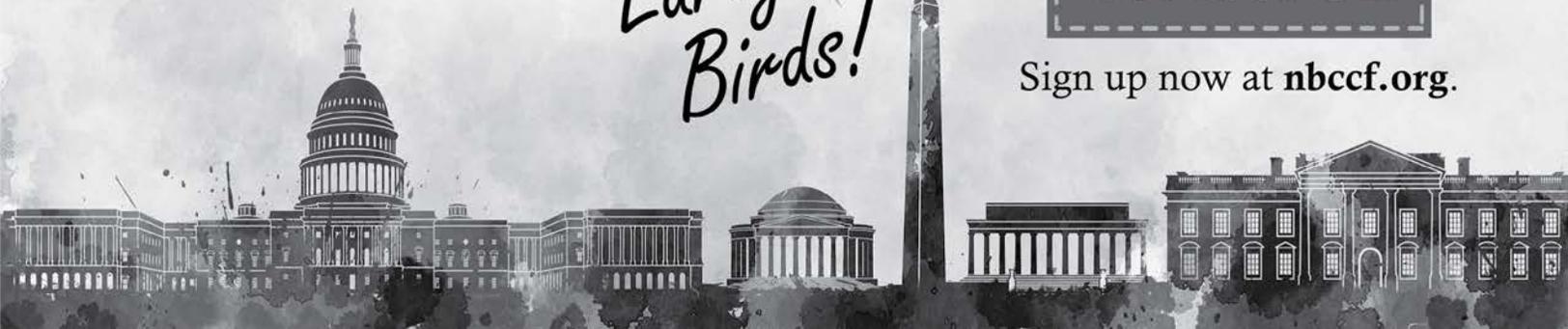
Sign up for the Foundation's newsletter at [www.nbccf.org](http://www.nbccf.org) to receive early-bird rates and the most up-to-date conference information!

*Early  
Birds!*

A grey arrow pointing from the "Early Birds!" text towards the "Get 10% Off" box.

**Get 10% Off**

Sign up now at [nbccf.org](http://nbccf.org).



# TABLE OF CONTENTS

<b>Mayor's Letter</b>	<b>4</b>
<b>Lee Mun Wah's Life Journey</b>	<b>5</b>
<b>President's Welcome Letter</b>	<b>6</b>
<b>Past Presidents</b>	<b>7</b>
<b>Regional Leadership</b>	<b>8</b>
<b>Voulenteers</b>	<b>9</b>
<b>Committee Members</b>	<b>10</b>
<b>Graduate Assistants</b>	<b>11</b>
<b>Emerging Leaders</b>	<b>12</b>
<b>Award Recipients</b>	<b>13</b>
<b>Philadelphia Mural Project</b>	<b>14</b>
<b>Sponsor Ads</b>	<b>15</b>
<b>Graduate Student Lounge</b>	<b>16</b>
<b>Hotel Floor Plan</b>	<b>17</b>
<b>Conference at a Glance</b>	<b>21</b>
<b>Meetings</b>	<b>24</b>
<b>Events</b>	<b>26</b>
<b>Ancillary Events</b>	<b>27</b>
<b>Social Events</b>	<b>28</b>
<b>Career Link</b>	<b>29</b>
<b>Continuing Education</b>	<b>30</b>
<b>Wednesday Events</b>	<b>32</b>
<b>Thursday Events</b>	<b>40</b>
<b>Friday Events</b>	<b>84</b>
<b>Saturday Events</b>	<b>154</b>
<b>Sunday Events</b>	<b>242</b>
<b>CE Tracking Form</b>	<b>269</b>
<b>Exhibition Information</b>	<b>270</b>
<b>Conference Program Reviewers</b>	<b>281</b>

# MAYOR'S LETTER



## CITY OF PHILADELPHIA

Office of the Mayor  
215 City Hall  
Philadelphia, PA 19107  
(215) 686-2181  
FAX (215) 686-2180

MICHAEL A. NUTTER  
Mayor

October 7-11, 2015

Greetings!

As Mayor of Philadelphia, it is my pleasure to welcome you to the 2015 Association for Counselor Education and Supervision (ACES) Conference. I am thrilled that everyone gathered for such a special occasion. This year's conference theme is: ACES Leadership for Culturally Relevant Pedagogy and Practice.

ACES is the premier national organization dedicated to quality education and supervision of counselors in all work settings. ACES is a division of the American Counseling Association. Members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice.

Philadelphia – America's 5<sup>th</sup> largest city located in the Southeastern Pennsylvania is filled with diversity and a unique culture. From the carious museums displaying the city's historic monuments and today's contemporary artist, cultural attractions that inspires generations to our various themed festivals around Philadelphia.

As the city of "Brotherly Love" progresses towards being more environmentally friendly, I encourage you to take a tour 0 this will give you the change to experience, firsthand our beautiful parks and building that are located in Center City and throughout Philadelphia.

I hope that your take the opportunity to explore everything Philadelphia has to offer. Welcome to Philadelphia!

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael A. Nutter".

Michael A. Nutter  
Mayor

# Key Note Speaker Lee Mun Wah's Life Journey



Lee Mun Wah is an internationally renowned Chinese American documentary filmmaker, author, poet, Asian folk teller, educator, community therapist and master diversity trainer. For more than 25 years he was a resource specialist and counselor in the San Francisco Unified School District. He later became a consultant to private schools, working with students that had severe learning and behavioral issues.

Lee Mun Wah is now the Executive Director of Stirfry Seminars & Consulting, a diversity training company that provides educational tools and workshops on issues pertaining to cross-cultural communication and awareness, mindful facilitation, and conflict mediation techniques. Thousands of people from government and social service agencies, corporations and educational institutions have taken Lee Mun Wah's workshops and partnered with Stirfry Seminars & Consulting on their diversity initiatives.

His first film, *Stolen Ground*, about the experience of Asian Americans, won honorable mention at the San Francisco International Film Festival, and his most famous film about racism, *The Color of Fear*, won the Gold Medal for Best Social Studies Documentary. Part Two of this film, *Walking Each Other Home*, won the Cindy Competition Silver Medal for Social Science. In 1995, Oprah Winfrey did a one-hour special on Lee Mun Wah's life and work that was seen by over 15 million viewers internationally.

In 2005, Lee Mun Wah directed and produced the film, *Last Chance for Eden*, a three-part documentary on sexism and racism. His newest book, *Let's Get Real- What People of Color Can't Say & Whites Won't Ask About Racism*, was released in 2011, and in 2014 he released his latest film, *If These Halls Could Talk*, a documentary that focuses on college students and their dialogue about race and racism, as well as other diversity issues, in higher education.

In 2005, Lee Mun Wah directed and produced the film, *Last Chance for Eden*, a three-part documentary on sexism and racism. His newest book, *Let's Get Real- What People of Color Can't Say & Whites Won't Ask About Racism*, was released in 2011, and in 2014 he released his latest film, *If These Halls Could Talk*, a documentary that focuses on college students and their dialogue about race and racism, as well as other diversity issues, in higher education.

It is Lee Mun Wah's belief that we cannot wait until tomorrow for some charismatic leader to appear who will bring us all together. We each must take a stand and personally participate in this important-journey of confronting our fears and beginning a conversation not only with those we love but also with those we have been taught to fear. We cannot continue being separate and unequal without there being a cost to each and every generation. Our survival and the very future of our children depend on all of us embracing our differences as well as our mutuality. If we can accomplish this in our lifetime, we can then look back and know that we have found a way to live together authentically and harmoniously, using and honoring all of our gifts and special contributions. To Lee Mun Wah, that is the true meaning of multiculturalism.

# PRESIDENT'S LETTER

Dear ACES 2015 Conference Attendees,

Thank you for being a part of an exciting learning opportunity for ACES! This conference is filled with opportunities for professional development from well credentialed presenters. Our 2015 Conference theme, ACES Leadership for Culturally Relevant Pedagogy and Practice, was selected to encourage professional reflection on the important role ACES members have on creating, educating, and serving a culturally diverse society.

Our keynote speaker, Lee Mun Wah brings a wealth of experience and richness of cultural focus to our conference. I encourage you to take the time to reflect on your ACES role and how you can be a part of increasing culturally relevant teaching and practice in a society needed cultural reconciliation. The program highlight The Philadelphia Mural Project, which will also be our empty plate project this year. Please take the time to check out the vision and goals of this project as it relates to our profession at (<http://www.muralarts.org/about>).

In closing, this conference event provides a time to renew, restore, and begin professional social networks. Please be an active participant in special interest groups, committees, receptions, presentations, and leadership meetings. This is your association, your conference, and your opportunity to contribute to the future of ACES.

Best Regards,

Tarrell Portman, ACES 2015 President



# ACES PAST PRESIDENTS

**Louise Thompson (1980-1981)**

Assistant Superintendent for  
Curriculum and Instruction  
Brookline, Massachusetts

**William J. Erpenbach (1981-1982)**

State Supervisor for Counseling  
and Guidance  
Wisconsin Department of Public  
Instruction

**Thomas M. Elmore (1982-1983)**

Professor, Wake Forest University

**Robert J. Nejedlo (1983-1984)**

Professor  
Northern Illinois University

**James K. Winfrey (1984-1985)**

Professor  
San Francisco State University

**Vernon Lee Sheeley (1985-1986)**

Professor  
Western Kentucky University

**Nancy A. Scott (1986-1987)**

Vice President for Student Affairs  
University  
Northern Colorado-Greeley

**Joseph C. Rotter (1987-1988)**

Professor  
University of South Carolina

**Marianne H. Mitchell (1988-1989)**

Professor  
Indiana University, Bloomington

**Thomas Hosie (1989-1990)**

Professor  
Louisiana State University

**Michael K. Alterkruse (1990-1991)**

Professor  
Southern Illinois University

**Harold Hackney (1991-1992)**

Professor  
Fairfield University

**Joan T. England (1992-1993)**

Professor  
University of South Dakota  
Barbara Griffin (1993-1994)  
Professor  
Clemson University

**James V. Wigtil (1994-1995)**

Professor  
Ohio State University

**Loretta Bradley (1995-1996)**

Professor  
Texas Tech University

**Samuel T. Gladding (1996-1997)**

Professor  
Wake Forest University

**Margaret L. Fong (1997-1998)**

Professor  
Loyola University

**Michele Thomas (1998-1999)**

Professor  
Tennessee State University

**Pamela O. Paisley (1999-2000)**

Professor  
The University of Georgia

**Don C. Locke (2000-2001)**

Professor  
North Carolina State University

**Fred O. Bradley (2001-2002)**

Professor  
Kansas State University

**Alan Goldberg (2002-2003)**

Professor  
Syracuse University

**Stephen S. Feit (2003-2004)**

Professor  
Idaho State University

**Donna Henderson (2004-2005)**

Associate Professor  
Wake Forest University

**James Benshoff (2005-2006)**

Professor  
University of North Carolina at  
Greensboro

**Harriet Glosoff (2006-2007)**

Associate Professor  
University of Virginia

**Judith C. Durham (2007-2008)**

Associate Professor  
Saint Joseph College

**David M. Kleist (2008-2009)**

Professor  
Idaho State University

**Tom Scofield (2009-2010)**

Professor  
University of Wisconsin Oshkosh

**Deryl Bailey (2010-2011)**

Associate Professor  
University of Georgia

**Gerard Lawson (2011-2012)**

Associate Professor  
Virginia Tech

**Nicole Hill (2012-2013)**

Professor  
Idaho State University

**Robin Lee (2013-2014)**

Professor  
Middle Tennessee State University

**Marty Jencius (2014-2015)**

Professor  
Kent State University

# ACES REGIONAL LEADERSHIP

## **President**

Tarrell Portman  
Winona State University

## **President-Elect**

Heather Trepal  
The University of Texas at San Antonio

## **Past-President**

Marty Jencius  
Kent State University

## **Executive Director**

Marsha Wiggins, Ph.D.

## **Treasurer**

Brian Dew  
Georgia State University

## **Secretary**

Susannah Wood  
University of Iowa

## **ACA Governing Council Rep**

Gerard Lawson  
Virginia Tech

## **North Atlantic ACES President**

Melissa Luke  
Syracuse University

## **North Atlantic ACES President-Elect**

Derek Seward  
Syracuse University

## **North Central ACES President**

Stephen Craig  
Western Michigan University

## **North Central ACES President-Elect**

Julie Robinson  
Argosy University

## **Rocky Mountain ACES President**

Cristen Wathen  
University of Montana

## **Rocky Mountain ACES President-Elect**

Kristopher Goodrich  
University of New Mexico

## **Southern ACES President**

Shawn Spurgeon  
University of Tennessee

## **Southern ACES President-Elect**

Melanie Larussi  
Auburn University

## **Western ACES President**

Erika Nash Cameron  
University of San Diego

## **Western ACES President-Elect**

Thom Field  
City University of Seattle

## **ACES Graduate Representative**

Farhana Sabri  
Kent State University

## **ACES Graduate Rep-Elect**

Yi-Wen Su  
University of Florida

## **Past ACES Graduate Rep**

Ned Golubovic  
Georgia State University

# ACES VOLUNTEERS

**Aisha Al-Qimlass**

**Amanda Rumsey**

**Andrew Felton**

**Angeline Felber**

**Annette Pullen**

**Candice Thompson**

**Chi Li**

**Christine Baker**

**Connie Couch**

**Dy'an M Marinos**

**Edward Ewe**

**Elizabeth Adair**

**Emily Petkus**

**Eric Price**

**Ericka Pinckney**

**Gregory Sandman**

**Jennifer Smith**

**Jessica Danielson**

**Jocelyn Novella**

**Kathleen Wallace**

**Kelley Y. Olds**

**Krista Predragovich**

**Kristina Faimon**

**Laura Clevenger**

**Lauren Moore**

**Lucy Parker**

**Malvika Behl**

**Marina Kuzmin**

**Megan Degenstein**

**Michaela Ambrosius**

**Nikki Elston**

**Ramona Grad**

**Rieko Miyakuni**

**Sarah Davis**

**Shannon Romagnolo**

**Sharon Bruner**

**Sonia Ramrakhiani**

**Stephanie Pergantis**

**Vanessa Renshaw**

**Yiying Xiong**

**Zahide Sunal**

# COMMITTEE MEMBERS

## Conference Coordinator

Holly Branthoover

## Registration

Eric Perry and Edward Wahesh

## Proposals

Vaibhavee Agaskar (Chair),  
Abby Dougherty  
and Yumiko Ogawo

## Site Coordinators

Krista Malott and Ann Ordway

## On-Site Registration

Greg Roth and LeeAnn Cardaciotto

## Conference Publicity

Megan Krell

## Program Publication

Susan Edgar-Smith (Chair)  
and Mikal Crawford

## Exhibits/Sponsors

Melissa Luke and Nicole Hill (Co-Chairs)

## Career Link

Amanda Minor (Chair), Jennifer  
Murdoch-Bishop, Kara Ieva, and  
Angela Sheely-Moore

## Volunteers

Adam Wilcox and Laura May

## Women's Retreat

Ann Vernon

## Conference CE's

Heather Robertson

## Emerging Leaders

Jennifer Jordan and Tracey Robert

## ACES Inform

Richard S. Balkin and David Kleist

## Committee Chairs

Jaime Castillo  
Syracuse University, Doctoral Student

Steve Kassirer  
Syracuse University, Doctoral Student

Michele Lopez  
Syracuse University, Doctoral Student

# GRADUATE ASSISTANTS

## **Susan Brookman**

Committee Chair, Holly Branthoover  
Indiana University of Pennsylvania

## **Jenna Ebbecke**

Committee Chair, Susan Edgar-Smith  
Eastern University

## **Maya Schmidt**

Committee Chair, Jennifer Murdock Bishop  
University of Northern Colorado

## **Kimberly (Liz) Gilchrist**

Committee Chair, Jennifer Murdock Bishop  
University of Northern Colorado

# **EMERGING LEADERS**

**Dr. Nick Abel**

**Shainna Ali**

**Dr. Alyse Anekstein**

**Ryan Aquilina**

**Allison Arnekrans**

**Dareen Basma**

**Dr. Stephanie Bell**

**Cynthia Bevly**

**Laurie Bloomquist**

**Dr. Paul Carrola**

**Jaime Castillo**

**Christian Chan**

**Dr. Madeline Clark**

**Dr. Ashley Consentino**

**Frances Dailey**

**Desa Daniel**

**Fulani Doughty**

**Robin Dufrensne**

**Kevin Duquette**

**Paulina Flasch**

**Angela Garfield**

**Denise Gilstrap**

**Dr. Catherine Griffith**

**Jessica Headley**

**Claudia Howell**

**Dr. Dawn Hudak**

**Kimberly Jenkins-Richardson**

**Dr. Gulsah Kemer**

**Dr. Kasie Lee**

**Jade Letourneau**

**Dr. Sarah Elizabeth Likis-Werle**

**Sondra Logan**

**Michele Lopez**

**Brooke Lunquist**

**Hennessey Lustica**

**John MacDonald**

**Dr. Juawice McCormick**

**Julian "Rafe" McCullough**

**Rieko Miyakuni**

**Lorrie-Anne Monte**

**Miranda Peters**

**Abby Platt**

**Dr. Kathrine Purswell**

**Sean Roberts**

**Kathryn Schroeder**

**AlisonSheesley**

**Dr. Diane Stutey**

**Melanie Varney**

**Dr. Tara Wilson**

# ACES AWARD RECIPIENTS

## **Outstanding Graduate Student Leadership Award**

Jaime Castillo  
Syracuse University

## **Outstanding Dissertation Award**

Caroline O'Hara  
The University of Toledo

## **Outstanding Teaching Award**

Susannah M. Wood  
University of Iowa

## **Locke-Paisley Outstanding Mentor Award**

Nicole R. Hill  
Syracuse University

## **Research in Counselor Education and Supervision Award**

Donna M. Gibson  
Virginia Commonwealth University

Colette T. Dollarhide  
Ohio State University

Julie M. Moss  
Brennen Elementary (Columbia, SC),  
for their research related to counselor  
professional identity development

## **Publication in Counselor Education and Supervision Award**

Douglass Guiffrida  
University of Rochester

## **Robert O. Stripling Award for Excellence in Standards**

Victoria Kress Youngstown  
State University

## **Outstanding Counselor Education and Supervision Article**

Cheryl L. Fulton  
Texas State University

Craig S. Cashwell  
University of North Carolina at Greensboro

*Mindfulness-Based Awareness and Compassion:  
Predictors of Counselor Empathy and Anxiety*

## **Counseling Vision and Innovation Award**

Daniel and Jennifer Williamson  
Lindsey Wilson College

## **Robert Frank Outstanding Counselor Education Program Award**

Youngstown State University

## **Lifetime Achievement Award**

Theodore P. Remley Jr.  
Our Lady of Holy Cross College

# PHILADELPHIA MURAL PROJECT

The City of Philadelphia Mural Arts Program is Recipient of the ACES Empty Plate Project!

The City of Philadelphia Mural Arts Program (Mural Arts) is the nation's largest public art program, dedicated to the belief that art ignites change. For over 30 years, Mural Arts has united artists and communities through a collaborative process, rooted in the traditions of mural-making, to create art that transforms public spaces and individual lives.

Mural Arts engages communities in 50–100 public art projects each year, and maintains its growing collection through a restoration initiative. Core Mural Arts programs such as Art Education, Restorative Justice, and Porch Light yield unique, project-based learning opportunities for thousands of youth and adults. Each year, 12,000 residents and visitors tour Mural Arts' outdoor art gallery, which has become part of the city's civic landscape and a source of pride and inspiration, earning Philadelphia international recognition as the "City of Murals."

The Mural Arts Program (Mural Arts) has been chosen by ACES to be the recipient of the Empty Plate Project, whereby ACES members will be collecting donations at the ACES' luncheon on Saturday, to give to the project. Following the luncheon, at 1:30 (room 415) Laure Biron, LSW, Director of the Porch Light Program, will discuss the ways her program promotes community and social inclusion, sheds light on challenges faced by those with behavioral health issues, reduces stigma, and encourages empathy.

Downloadable walking tour:<http://muralarts.org/tour/mural-mile-walking-tours>.

For more information:  
@muralarts on Twitter & Instagram  
Phillymuralarts on YouTube  
MuralArtsPhiladelphia on Facebook

muralarts.org  
215-685-0750



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- Assume a leadership role in a clinical, academic, or research setting
- Lead and advocate for inclusion, tolerance, and acceptance

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Fuel your passion for helping others with our professionally aligned, CACREP-accredited programs: PhD in Counselor Education and Supervision, MS in Mental Health Counseling, MS in Marriage and Family Counseling/Therapy, MS in School Counseling



Capella University's PhD in Counselor Education and Supervision, MS in Mental Health Counseling, MS in School Counseling, and MS in Marriage and Family Counseling/Therapy programs are accredited by the American Counseling Association's Council for Accreditation of Counseling and Related Educational Programs (CACREP) through March 31, 2020.

See graduation rates, median student debt, and other information at [www.capellaresults.com/outcomes.asp](http://www.capellaresults.com/outcomes.asp).

**ACCREDITATION:** Capella University is accredited by The Higher Learning Commission.

**CAPELLA UNIVERSITY:** Capella Tower, 225 South Sixth Street, Ninth Floor, Minneapolis, MN 55402, 1.888.CAPELLA (227.3552), [www.capella.edu](http://www.capella.edu). ©2015. Capella University 15-8368

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# **Graduate Student Lounge**

The Graduate Student Lounge is located in **Room 501**.

Graduate students are welcome to visit during the following hours:

## **Thursday, Oct 8:**

9am – 11am

2pm – 4pm

## **Friday October 9:**

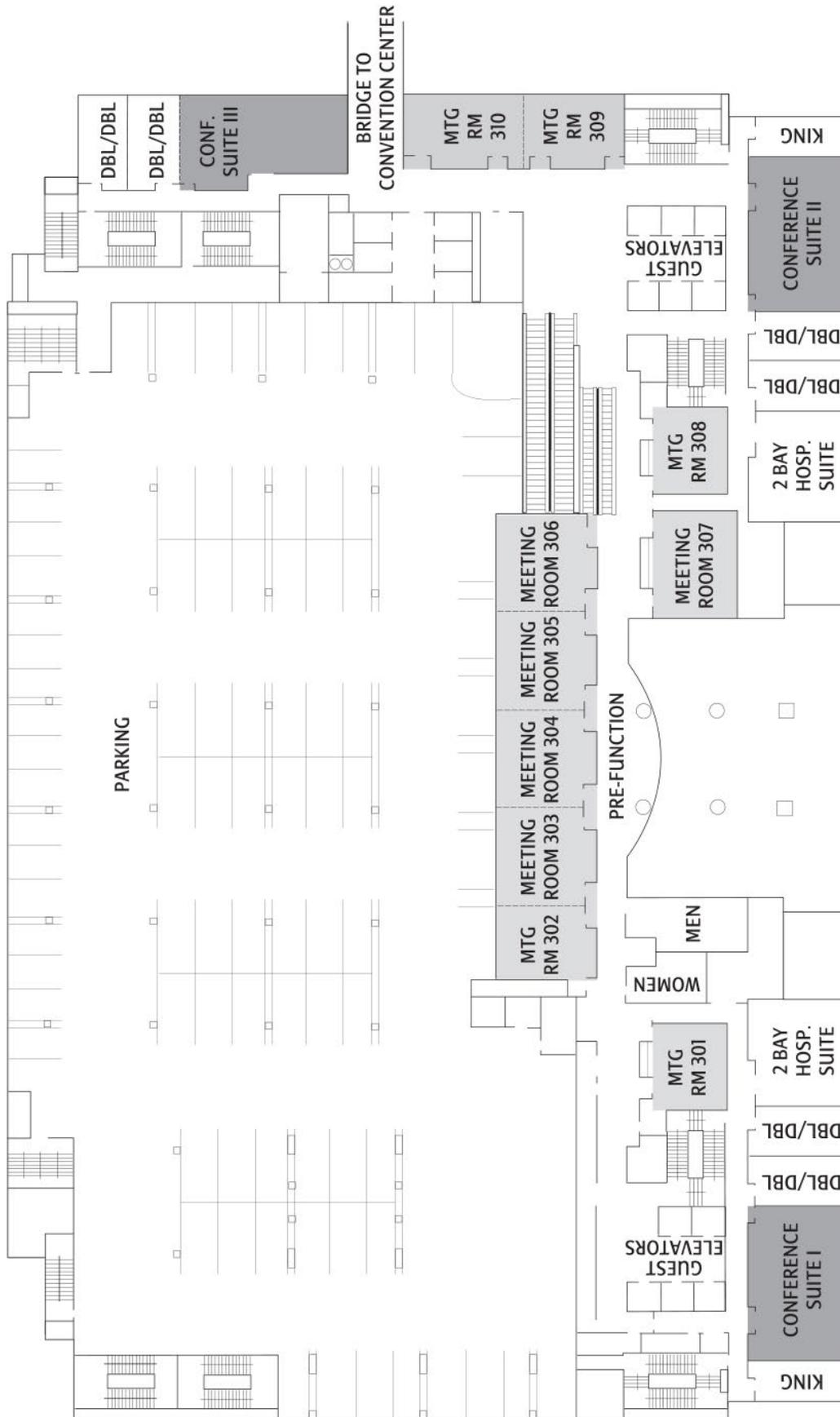
11am – 1pm

3pm – 5pm

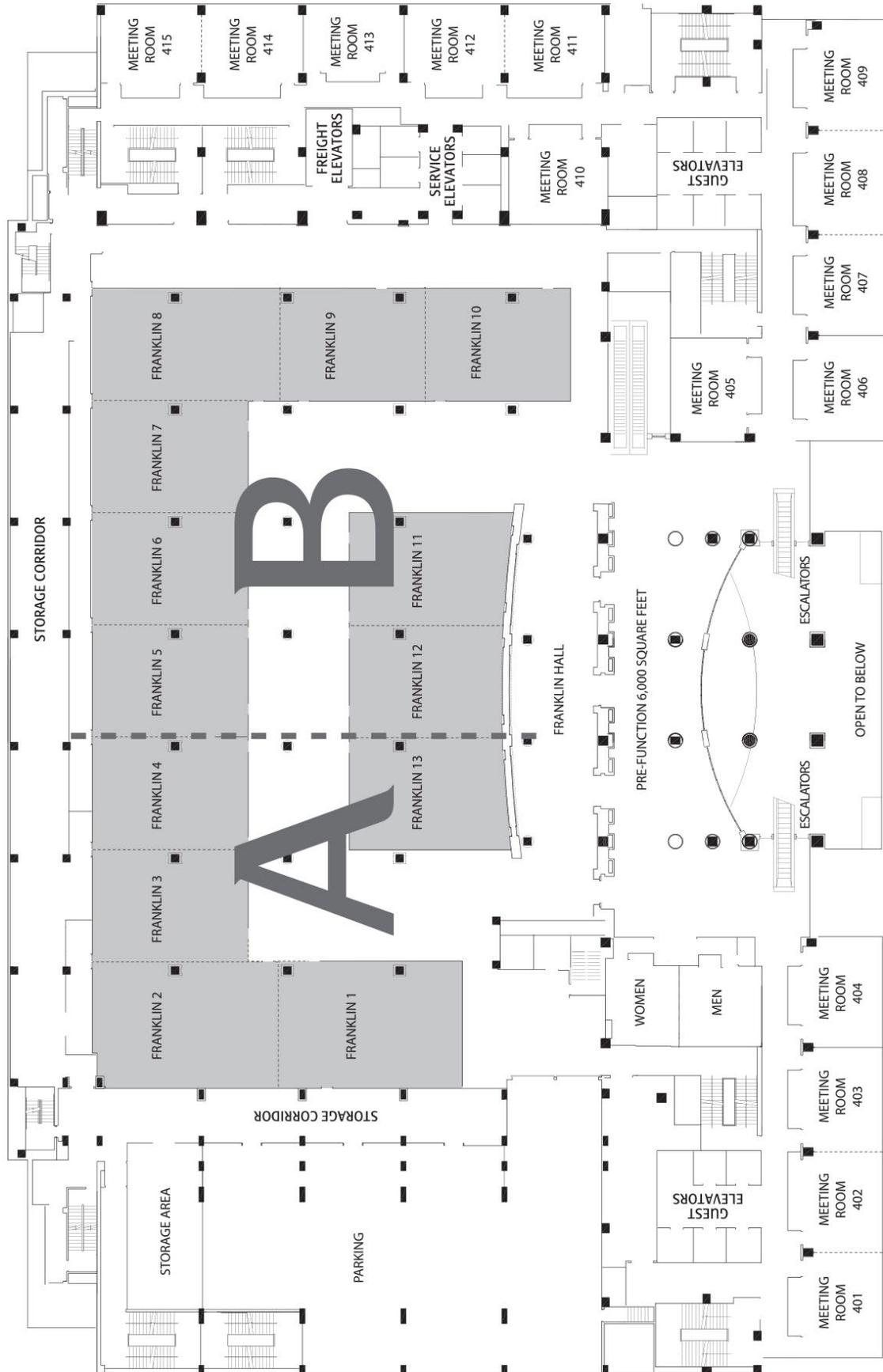
## **Saturday October 10:**

10.30am – 12.30pm

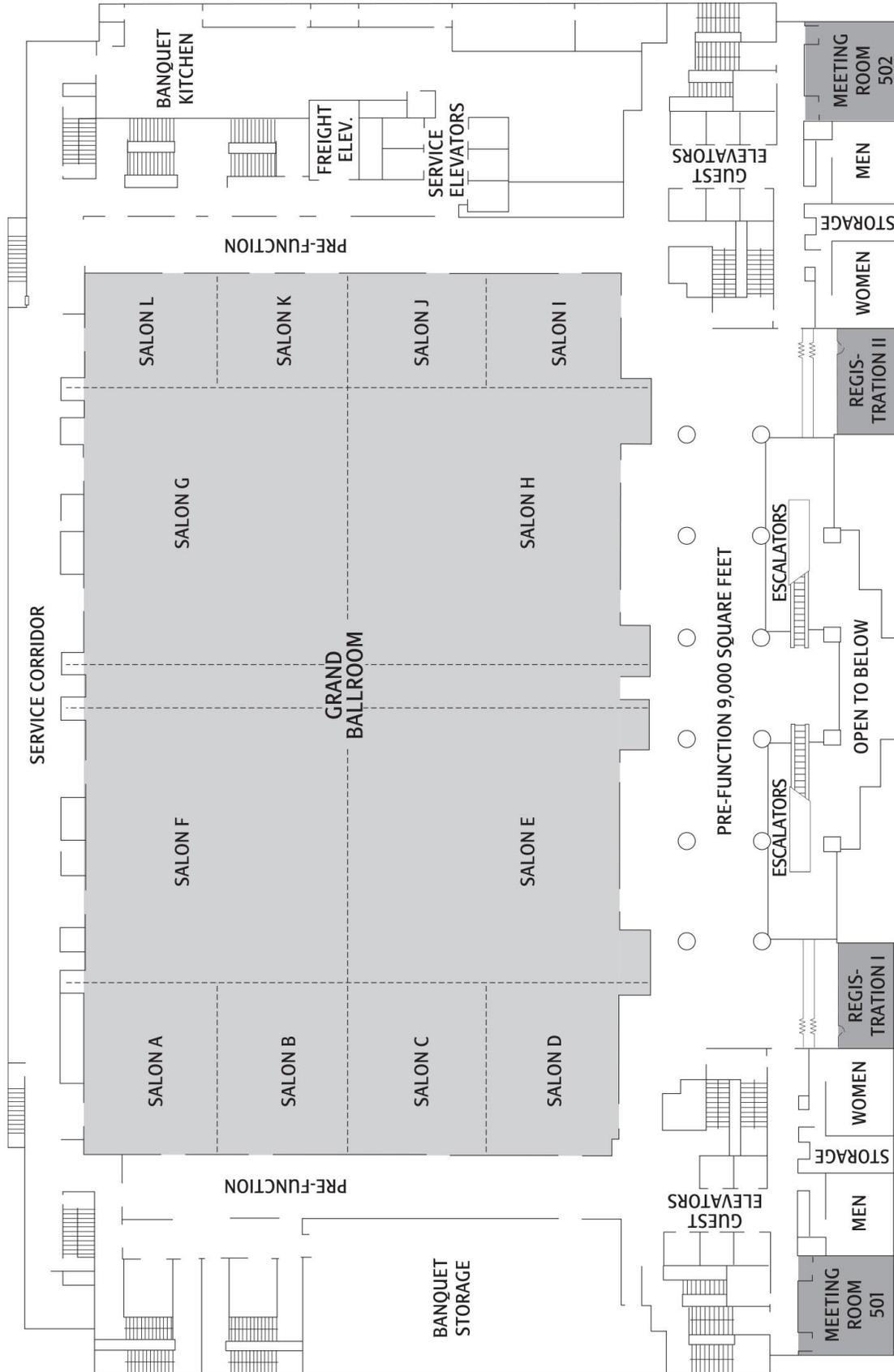
# FLOOR PLAN



# FLOOR PLAN



# FLOOR PLAN



ACES 2017



# CHICAGO

CONFERENCE

October 4 - October 8, 2017  
Hyatt Regency Hotel  
Chicago, IL



# CONFERENCE AT A GLANCE

<b>Tuesday October 6</b>		
Women's Retreat	Tuesday – Thursday	St. Raphaela Center
<b>Wednesday October 7</b>		
Registration	7:00am – 5:00pm	Foyer of Franklin Hall A
ACES INFORM	9:00am – 5:20pm	Salon E and F Breakout rooms: 405, 406, 407, 408, 411 and 412
School Counseling Interest Network	1:00pm – 6:00pm	Salon B
CACREP How to Write...	9:00am – 5:00pm	401-402
Red Cross Training	9:00am – 4:00pm	Salon C and D
NBCC Minority Fellowship Program Meeting (Invitation Only)	5:00pm – 7:00pm	405
Syracuse University and Education Management Solutions	6:30pm – 8:00pm	Salon A
<b>Thursday October 8</b>		
Registration	7:00am – 5:00pm	Foyer of Franklin Hall A
ACES Emerging Leaders Workshop (Invite Only)	8:00am – 1:20pm	Plenary in Salon A Breakout rooms: 407, 408
Creating Effective Counselors: Integrating Multicultural and Evidence Based Curricula in Counselor Education	8:00am – 10:50am	Salon B
Education Sessions	11:00am – 5:20pm	As specified in the program
Round Tables	11:00am – 5:20pm	Salon A and B

# CONFERENCE AT A GLANCE

Research Symposia Sessions	11:00am – 12:20pm 1:30pm – 2:50pm	301
Exhibit Hall	1:00pm – 6:00pm	Franklin Hall A
Career Link	Individual Scheduling	As specified in the program
<b>Friday October 9</b>		
Registration	7:00am – 5:00pm	Foyer of Franklin Hall A
Education Sessions	11:00am – 5:20pm	As specified in the program
Poster Sessions	11:00am – 5:00pm	Franklin Hall A
Round Tables	11:00am – 5:20pm	Salon A and B
Research Symposia Sessions	11:00am – 12:20pm 1:30pm – 2:50pm 3:30pm – 4:50pm	301
Exhibit Hall	8:00am – 6:00pm	Franklin Hall A
Career Link	11:00am-11:45am 1:30pm – 2:15pm Mini Presentations  2:30pm – 4:30pm University Job Talks (Individual scheduling for room assignments)	Salon C
<b>Saturday October 10</b>		
Registration	7:30am – 12:00pm	Foyer of Franklin Hall A
Education Sessions	8:00am – 5:20pm	As specified in the program

# CONFERENCE AT A GLANCE

Poster Sessions	8:00am – 5:00pm	Franklin Hall A
Round Tables	8:00am – 5:20pm	Salon A and B
Research Symposia Sessions	8:00am – 9:20am 10:00am – 11:20pm 1:30pm – 2:50pm	301
Exhibit Hall	8:00am to 4:00pm (Final day)	Franklin Hall A
Career Link	10:00am-10:45am 11:00am-11:45am Mini Presentations  1:30pm – 4:30pm University Job Talks (Individual scheduling for room assignments)	Salon C
Counselor Education and Supervision Editorial Board Meeting	3:30pm – 4:20pm	414
<b>Sunday October 11</b>		
Registration	7:30am – 10:30am	Foyer of Franklin Hall A
Education Sessions	8:00am – 11:50am	As specified in the program
Round Tables	8:00am – 11:50am	Salon A and B
Research Symposia Sessions	8:00am – 9:20pm 9:30pm – 10:50pm	301

# ACES MEETINGS

<b>Thursday October 8</b>		
ACES Executive Council Meeting	9:00am – 11:50am	414
Neuroscience Interest Network Meeting	12:00pm – 12:50pm	ACES Suite
Teaching Presidential Initiative Meeting	1:30pm – 2:20pm	414
Ethics and Professional Standards Interest Network	1:30pm – 2:20pm	ACES Suite
Supervision Interest Network	2:30pm – 3:20pm	ACES Suite
International Interest Network	3:30pm – 4:20pm	ACES Suite
Teaching Interest Network	3:30pm – 4:20pm	414
ACES/NCDA Commission Meeting	4:30pm – 5:20pm	414
Women’s Interest Network	4:30pm – 5:20pm	ACES Suite
<b>Friday October 9</b>		
Department Chairs Interest Network	11:00-11:50 AM	ACES Suite
Social Justice and Human Rights Committee Meeting	12:00-12:50	ACES Suite
International Presidential Initiative Meeting	12:00-12:50	414
College Counseling Student Affairs Interest Network	1:30-2:20	ACES Suite
Clinical Director’s Interest Network	2:30pm – 3:20pm	ACES Suite
New Faculty Interest Network	2:30pm – 3:20pm	414

# ACES MEETINGS

Qualitative Research Interest Network	3:30pm – 4:20pm	ACES Suite
Clinical Mental Health Interest Network	4:30pm – 5:20pm	ACES Suite
<b>Saturday October 10</b>		
Advocacy Interest Network	8:00am – 8:50am	ACES Suite
Doctoral Programs Interest Network	9:00am – 9:50am	ACES Suite
ACES Graduate Student Meeting	9:00am – 9:50am	Salon D
ACES 2017 Conference Committee Meeting	10:00am – 10:50am	ACES Suite
Membership Committee Meeting	10:00am – 10:50am	414
Awards Committee Meeting	11:00am – 11:50am	ACES Suite
Supervision Presidential Initiative Meeting	11:00am – 11:50am	414
Multicultural Interest Network	1:30pm – 2:20pm	ACES Suite
Legacy Presidential Initiative Meeting	1:30pm – 2:20pm	414
Rural Counseling Interest Network	2:30pm – 3:20pm	ACES Suite
Strategic Planning Committee Meeting	2:30pm – 3:20pm	414
School Counseling Interest Network Meeting	3:30pm – 4:20pm	Salon D
Technology Interest Network Meeting	4:30pm – 5:20pm	ACES Suite

# ACES EVENTS

<b>Thursday October 8</b>		
ACES Executive Council Meeting	9:00am – 11:50am	414
Emerging Leaders (Invitation Only)	8:00am – 1:20pm	Salon A, 407/408
<b>Friday October 9</b>		
ACES General Assembly/Business Meeting	8:30am – 9:20am	Salon E and F
ACES Opening Session and Keynote Speaker	9:30am – 10:50am	Salon E and F
ACES Presidential Session: Courageous Conversations with Women of Color in Counselor Education II: Surviving and Thriving	12:00pm – 1:20pm	Salon D
ACES Regional Business Meetings	5:30pm – 6:30pm	SACES 411 WACES 412 RMACES 413 NCACES 414 NARACES 415
<b>Saturday October 10</b>		
ACES/NCDA Presidential Session	8:00am – 8:50am	Salon D
ACES Awards Luncheon	12:00pm – 1:20pm	Salon E and F

# ANCILLARY EVENTS

<b>Thursday October 8</b>		
CACREP Team Chair Breakfast	8:00am – 8:50am	Salon D
CSI Chapter Leader Training	11:00am – 11:50am	410
CACREP Table Talk	11:00am – 11:50am	Salon D
CACREP New Team member training	1:30pm – 4:20pm	Salon D
<b>Friday October 9</b>		
CSI Chapter Advisors	11:00am – 11:50am	414
CSI Chapter Leadership Workshop: Achieving Excellence in the Counseling Profession	1:30pm – 3:50pm	415
3:30-4:20 PM The 2016 CACREP Standards	3:30pm – 4:20pm	414
<b>Saturday October 10</b>		
NBCC International Special Session	10:00am – 10:50am	Salon D
Philadelphia Mural Project Presentation	1:30pm – 2:50pm	415

# SOCIAL EVENTS

<b>Thursday October 8</b>		
Graduate Student Reception	5:30pm – 6:30am	Salon C and D
ACES Opening Reception: Sponsored by Syracuse University Co-sponsored by NBCC	6:30pm – 8:30pm	Salon E and F
<b>Friday October 9</b>		
Kent State Reception	5:30pm – 6:30pm	Salon C
Penn State Reception	5:30pm – 6:30pm	Salon C
ACES Presidential Reception	6:30pm – 8:30pm	Salon E and F
<b>Saturday October 10</b>		
University of Wyoming Alumni Reception and Ph.D. Information	5:30pm – 6:30pm	Salon D
Montclair State University Reception	5:30pm – 6:30pm	Salon C
Syracuse University Reception	7:00pm – 9:00pm	Pennsylvania 6, 114 South 12th Street

<b>Friday October 9</b>		
<i>Successful Strategies to Secure Your Top Faculty Position</i>	11:00 am – 11:45 am	Salon C
<i>No Nibbles Yet, What's my Next Move?</i>	1:30 pm – 2:15 pm	Salon C
University Presentations	2:30 pm – 4:30 pm (30 min blocks)	Salon C
<b>Saturday October 10</b>		
<i>Weighing the Pros and Cons: Deciding Just What You're Looking For In a Job Search</i>	10:45 am – 10:45 am	Salon C
<i>How to Parlay Your Phone Interview to an On Campus Interview</i>	11:00 am – 11:45 am	Salon C
University Talks	1:30 pm – 2:15 pm (30 min blocks)	Salon C
University Talks	2:30 pm – 4:30 pm (30 min blocks)	Salon C

For the first time, the Career Link will offer advanced and basic career related mini-presentations as well as University Talks. The University Talks are a space for universities to discuss their positions in more depth. Please come to the **Career Link area on the 5th floor** to see a list of Universities who will be presenting. These have been pre-arranged and all time slots were filled prior to the start of the conference. Space for both of these events will be extremely limited, so attendees should come early to ensure entrance. We apologize if we are unable to accommodate all participants.

All vita and job postings were submitted prior to the conference and can be found here: [www.ACES2015.net/Careers](http://www.ACES2015.net/Careers). Due to confidentiality, only those who have submitted a job posting can view vitas.



# CONTINUING EDUCATION

ACES is proud to offer our conference attendees Continuing Education (CE) hours for select programs approved by the National Board for Certified Counselor (NBCC). If you wish to receive CE hours for the approved programs that you attend, you must purchase CE hours. CE hours can be purchased at the time of your registration, on-site at the conference, or at the conclusion of the conference. CE hour rates are as follows:

- ACES Women's Retreat CE Certificate \$10.00
- ACES INFORM CE Certificate \$10.00
- Pre-Conference CE Certificate: College and Career Access \$5.00
- Pre-Conference Session CE Certificate: Red Cross Training \$10.00
- Pre-Conference Session CE Certificate: Creating Effective Counselors \$5.00
- ACES Conference CE Certificate \$20.00

Please note that not all conference programs may be eligible for CE hours. Program content must be consistent with NBCC policies and guidelines in order to be approved for CE hours. NBCC Content areas include: Counseling Theory/ Practice and the Counseling Relationship, Human Growth and Development, Social and Cultural Foundations, Group Dynamics, Career Development, Assessment, Research and Program Evaluation, Counselor Professional Identity and Practice, and Wellness and Prevention. Any program that is not eligible for CE hours will be noted with an asterisk (\*) the conference program.

Be sure that you use the tracking form on page 271 of the Conference Program to track your program attendance. You will need to provide your conference session tracking information in order to receive your CE hour certificate. This form is also available for download on the ACES Conference website.

Attendees who purchase CEs will receive the following emails post-conference. 1) An email will be sent after each day of the conference requiring attendees to evaluate the sessions that they attended that day. 2) An email will be sent at the conclusion of the conference asking attendees to evaluate the conference as a whole. 3) The final will require the attendees to record the sessions they attended in order to receive their CE hours and certificate. Please note that conference certificates may take up to four months post-conference to be distributed. Important dates include:

- October 7-11, 2015: Conference attendees receive emails to evaluate conference programs and overall conference.
- November 1, 2015: Conference attendees who purchase CE hours receive email to record session attendance from the CE Tracking Form.
- November 30, 2015: Deadline to purchase CE hours post-conference
- December 1, 2015 to February 1, 2016: CE certificates are emailed on a rolling basis to those who enter session information from their CE Tracking form online.

The Association for Counselor Education and Supervision (ACES) has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1002. Programs that do not qualify for NBCC credit are clearly identified. ACES is solely responsible for all aspects of the program.

For additional information on the Continuing Education process, please contact Heather Robertson at robertsh@stjohns.edu.



*The North Philadelphia Beacon Project*  
©2013 City of Philadelphia Mural Arts Program / James Burns  
2701 N. Broad Street  
Photo by Steve Weinek

# WEDNESDAY, OCTOBER 7

Wednesday | 7:00 am – 5:00 pm | Franklin Hall A Foyer  
**Registration**

Wednesday | 9:00 am – 9:50 am | Salon E  
**ACES Inform Plenary Session: Philosophical and Value-Grounded Research in the Counseling Profession: “How Are We Doing?”**  
*Deb Rubel, Ph.D., Shawn Spurgeon, Kelly L. Wester, Glenn W. Lambie, Robert L. Smith, and Catharina Chang*  
Research production and dissemination is a cornerstone of all professions. ACES has been a stalwart for counseling research production and dissemination for decades. A conversation about research within the counseling profession that exemplifies the philosophy and values of counseling has not yet taken place. This session features a panel of counselor educators representing programs that either teach research in-house or outsource research classes to other programs. Facilitators will pose questions related to research in the counseling profession.

Wednesday | 9:00 am – 5:00 pm | 401 and 402  
**CACREP How to Write a Self-Study Workshop**  
*Robert I. Urofsky, Ph.D., Director of Accreditation, CACREP*  
This hands-on workshop will address the process of preparing to write a CACREP Self-Study Report. It covers the initial planning phase through the actual development and submission of a Self-Study Report. Attention will be given to developing an understanding of the organization and major elements of the CACREP Accreditation Standards. Participants will have the opportunity to view actual self-studies and opportunities to ask individualized questions of CACREP Board member(s) and/or staff.

Wednesday | 9:00 am – 4:00 pm | Salon C and D  
**Red Cross Disaster Mental Health Certification**

Wednesday | 1:00 pm – 6:00 pm | Salon B  
**School Counseling Interest Network Presentation**

Wednesday | 6:30 pm – 8:00 pm | Salon A  
**Syracuse University and Education Management Solutions: “Privacy, Security, and Encryption: Challenges and Strategies for Ensuring HIPAA Compliance”**

**ACES Inform 10:00 am – 10:50 am**

Wednesday | 10:00 am – 11:50 am | 405  
*ACES INFORM* | 100\*

**Mentoring in Writing and Publication: Hands on Help Toward Publishing**  
*Edina Renfro-Michel, Ph.D., Jane Webber, Michael Hannon & Harriet Glossoff*

Now that your manuscript is written, how do you get it published? Bring your manuscript and meet with Journal of Counselor Preparation and Supervision editorial board members to determine the overall publication quality, recommend changes, and discuss the content and research. The goal of this workshop is to reduce the anxiety about publishing manuscripts and increase the attendees' publishing.

Wednesday | 10:00 am – 10:50 am | 406  
*ACES INFORM* | 101

**Introduction to Hierarchical Linear Modeling: Applications for Counseling Research**  
*Joshua Watson, Ph.D.*

Are you planning a study for which you believe a multilevel, hierarchical design may be warranted? If you answered yes, then this is the session for you! Participants will be introduced to an increasingly popular statistical technique known as hierarchical linear modeling (HLM). Throughout the session, participants will be taught how to decide whether HLM is the best choice given the data they are collecting and shown how to perform the analysis using available statistical software packages.

Wednesday | 10:00 am – 10:50 am | 408  
*ACES INFORM* | 102

**Qualitative Content Analysis: A Research Illustration via Blogs of LGBT Evangelical Christian College Students**  
*Kevin Snow, M.S., M.A.*

Qualitative content analysis (QCA) is an underutilized data analysis tool in counseling research. This session will illustrate the development of a qualitative content analysis utilizing practical examples from a recently completed research study using blogs of LGBT evangelical Christian college students at conservative Christian colleges. Attendees will learn about the utility of qualitative content analysis, explore the barriers of implementing this analysis method, and learn the beginning knowledge to implement a QCA.

Wednesday | 10:00 am – 10:50 am | 407

ACES INFORM | 103

## **Funding a Research Agenda in Counselor Education: Ideas for Successfully Securing Grants**

*Jose Villalba, Ph.D., & Laura Gonzalez*

Counselor educators are increasingly expected to seek external funding for their research projects. Unfortunately, they lag behind their colleagues in related mental and allied health fields in their experiences with successful administration of public and private grants. In this session, presenters will share their experiences with planning, writing, and managing internal and external awards, in an engaging format aimed at helping participants frame their research from a fundable perspective.

Wednesday | 10:00 am – 10:50 am | 412

ACES INFORM | 104

## **The Science of Counseling: Creating Fundable Research Initiatives**

*Donna Sheperis, Ph.D. & Carl Sheperis*

In an age of accountability, counselors and counselor educators must engage in scientific research. We argue that advances in counseling research now qualify counseling as a science and lend support for classification as a STEM area. By approaching counseling research from a STEM perspective (Science, Technology, Engineering, Math), researchers have more opportunities to fund their projects, a critical component to sustainability in the profession. This program will provide strategies for developing STEM based counseling research and examples of current STEM funded research.

Wednesday | 10:00 am – 10:50 am | 411

ACES INFORM | 105

## **Q Methodology: A Mixed Method for Studying Subjectivity**

*Melissa Fickling, M.A.*

Q methodology is fundamentally different from other quantitative research methodologies in the social sciences. It is a mixed method which allows researchers to analyze qualitative data in an objective or quantitative way. Attendees will gain an understanding of the foundation of Q methodology, how it differs from R methodology, and will be provided an overview of each step of the research process from framing a research question to designing, implementing, and analyzing data.

ACES Inform | 1:00 am – 1:50 am

Wednesday | 11:00 am – 11:50 am | 407

ACES INFORM | 106

## **Single Case Study: Constructing A Multiple Baseline Design For Evidence-Based Research**

*Jennifer Geddes Hall, M.S.*

This presentation is intended for professionals who are interested in conducting an evidence-based study using multiple baseline design. Design components and structure will be discussed, as applied to a recent play therapy intervention study. Additionally, guidelines for evidence based research in special education provided by Horner, et al. (2005) will be reviewed and applied to the field of counseling.

Wednesday | 11:00 am – 11:50 am | 406

ACES INFORM | 107

## **Using Visual Methods in Qualitative Research**

*Madeline Clark, MS. Ed, Jamie Bower & Brett Gleason*

This program will introduce attendees to the emerging use of visual methods as data sources in qualitative research. Visual methods can include photography, artwork, and videos provided by, created by, or found by study participants. This program will: review common qualitative research traditions, review the history of visual methods in research, the benefits and costs of using visual methods as data sources, and how and what data sources can be used to answer particular research questions.

Wednesday | 11:00 am – 11:50 am | 408

ACES INFORM | 108

## **Entrepreneurship and Innovative Externally Funded Research Practice: Opportunities and Challenges**

*Andrew Daire, Ph.D.*

Faculty in counselor education and colleges of education often times develop innovations from their research with commercializable potential that are left untapped. This interactive session will (a) provide fundamentals of external funding, entrepreneurship, intellectual property, technology transfer, and commercialization in a university setting; (b) present, discuss, and identify strategies to find and apply for funding to support research and entrepreneurship; and (c) develop a funding research plan with commercialization potential.

# WEDNESDAY, OCTOBER 7

Wednesday | 11:00 am – 11:50 am | 412

ACES INFORM | 109

## **Strategies for Partnering with Large School Districts to Conduct Randomized Controlled Trials Supporting School Counseling Outcome Research**

*Linda Webb, Ph.D., John Carey & Elizabeth Villares*

The 50 minute education session will focus on processes for securing and facilitating school district partnerships that are frequently a requirement prior to being awarded funding for large federal grants. Presenters are in the final year of a \$2.7 million project funded by the US Department of Education and will share strategies for engaging district partners as well as successful strategies for conducting large scale school based research with fidelity.

Wednesday | 11:00 am – 11:50 am | 411

ACES INFORM | 110

## **Single-Group Studies: Getting Your Foot in the Door through Pilot Evaluation**

*Stephen Lenz, Ph.D.*

Single-group studies offer a practical strategy for piloting an intervention. This session will provide an overview for designing an approach that provides useful information about whether a more complex evaluation should be conducted, correlational relationships between participant variables and improvements over time, and helps to install an your evaluation infrastructure within your clinical or educational setting.

**ACES Inform 1:30 pm – 2:20 pm**

Wednesday | 1:30 pm – 2:20 pm | 406

ACES INFORM | 111

## **A Practical Guide to Instrument Development**

*William McKibben, M.A.*

Are you thinking about developing a new instrument? This presentation will review important steps to help you develop and test a new instrument, thus paving the way for sound research. This program particularly will emphasize the classical test theory approach, issues of validity and reliability, and data analyses pertinent to instrument development along with follow-up steps based on results.

Wednesday | 1:30 pm – 2:20 pm | 408

ACES INFORM | 112

## **Eliciting Rich Data in Counseling Research through the Conceptual Mapping Task**

*Jonathan Impellizzeri, Ph.D., John King, Linda Leitch-Alford & David Savinsky*

The Conceptual Mapping Task (CMT) is a wonderful tool for use in qualitative research. It is easy to learn and generally experienced as a fun and meaningful exercise for participants. CMT generates rich qualitative data in research and provides a basic interviewing structure for more novice interviewers. In a single semi-structured interview, participants tell their story, develop a concept map of their lived experience, have the opportunity to create and label themes within their map, and reflect on their map to insure opportunity for filling in missed pieces and validating their spoken experience. Novice and more advanced qualitative interviewers alike will learn how to implement CMT in their own counseling research.

Wednesday | 1:30 pm – 2:20 pm | 411

ACES INFORM | 113

## **From Design to Analysis: Navigating Challenges to Longitudinal Repeated Measures Designs with Hierarchical Linear Modeling (HLM)**

*Sean Roberts, M.S., Daniel Stroud, & Jim McGinley*

Repeated measures longitudinal designs are important in determining outcomes in clinical and academic settings. However, such designs entail correlated (nested) and incomplete data sets. Hierarchical Linear Modeling allows researchers to formally represent multiple levels and specify how variables at one level influence occurrences at another. This presentation focuses on challenges to, and solutions for, longitudinal repeated measures designs. Handouts are provided and actual research examples will be detailed by way of data from a recent three-year longitudinal study.

Wednesday | 1:30 pm – 2:20 pm | 405

ACES INFORM | 115

## **Grant Writing for Counselor Educators: Strategies for Success**

*Megan Delaney, Ph.D. & Leslie Kooyman*

In this challenging economic time, finding grants to support projects and research is often crucial to project sustainability yet grant funding is becoming increasingly competitive. Combining over 25 years of experience, the presenters will help grant seekers by breaking down the proposal process into manageable steps. Information will be presented in a practical and organized manner, demystifying the grant proposal process. This program gives you the tools for developing and writing a successful grant proposal.

**ACES Inform 2:30 pm – 3:20 pm**

Wednesday | 2:30 pm – 3:20 pm | 407

ACES INFORM | 116

## **An Introduction to Photovoice**

*Heather Trepal, Ph.D. & Kelly Wester*

Photovoice is a qualitative, participatory action-oriented advocacy method that is starting to emerge in the counseling profession. The methodology allows participants' voices and experiences to be captured in pictures, taken by the participant, while also allowing for accompanying reflections. Providing the power of construct development, voice, and visuals to the participant is empowering across cultures and generations. The goals for this presentation are to describe Photovoice, the types of research questions it can answer, and how to implement the methodology. Examples from Photovoice research will be shared.

Wednesday | 2:30 pm – 3:20 pm | 406

ACES INFORM | 117

## **The Union of Biometrics and Single Subject Design in Counselor Education**

*Blaine Reilly, M.A., Steven Moody & Chad Yates*

Single subject designs provide a tool for counselor educators to empirically test educational interventions. Melding single subject designs with Biometrics adds a level of complexity in expanding the information one can extract from research. This presentation examines past utilization of single subject design and Biometrics, research by the presenters utilizing Biometrics, and explores future work with single subject design and Biometrics within counselor

education.

Wednesday | 2:30 pm – 3:20 pm | 405

ACES INFORM | 118

## **Procedures, Pitfalls, and Product: The Many Uses of Delphi Methodology in Counselor Education Research**

*Molly Strear, M.A., Lisa Forbes & Janessa Parra*

Have you thought about using the Delphi Method yet were unsure due to a lack of methodological guidance? This presentation will provide guidance regarding the design, parameters, potential pitfalls, and application of this methodology. Presenters will discuss the Delphi Method within the context of three distinct dissertation studies, while comparing and contrasting the methodology and results across studies. The presenters will illustrate ways the Delphi Method can be applied and demonstrate the diversity of possible outcomes.

Wednesday | 2:30 pm – 3:20 pm | 408

ACES INFORM | 119

## **Using Q-Methodology to Investigate Pedagogical Practices in Counselor Education**

*Eric Baltrinic, Ph.D. & Randall Moate*

The counselor education literature on teacher preparation practices is emergent. Among the many approaches available, Q-methodology holds promise as a valuable approach to investigating the phenomenon of pedagogy within counselor education. This advanced workshop will engage attendees around the key concepts and procedures of Q-methodology including experiential activities in the context of counselor education pedagogical research.

Wednesday | 2:30 pm – 3:20 pm | 411

ACES INFORM | 120

## **Which statistical test should I use? A Refresher in Quantitative Statistical Analysis for Counseling Researchers**

*Elisabeth Suarez, Ph.D. & Rhonda Tatum Ladd*

Graduate students and faculty need to be ready to justify the proper use of statistics in their research. The purpose of this presentation is to give guidelines for quantitative statistical tests commonly used in counseling research. We will explore the conditions necessary for using correlations, t-tests, ANOVAs, MANOVAs, regression analysis, and factor analysis.

# WEDNESDAY, OCTOBER 7

Wednesday | 2:30 pm – 3:20 pm | 412

*ACES INFORM* | 121

## **A Two-Pronged Approach to Preparing Practitioner-Researchers within a Multi-Track Department**

*Susan Perkins, Ph.D. & Melanie Person*

Counselor educators must prepare master's level students to be effective consumers and creators of research. The presenters will explain how one counselor education department developed two research-based options for students: original research or application of research in evaluated practice. Presenters will discuss project development, design, structure, and evaluation. Participants will gain ideas for facilitating increased student participation in research, whether that be through traditional research project methods or focusing on theoretical assessment.

**ACES Inform 3:30 pm – 4:20 pm**

Wednesday | 3:30 pm – 4:20 pm | 406

*ACES INFORM* | 122

## **Introduction to Multi-level Regression Modeling**

*Hideyuki Tanaka, Ph.D.*

When data is organized into a hierarchical structure (eg., individuals-family-community), ordinary regression analysis can provide less accurate results. Instead, we have to use Multi-level Regression Model. It is basically an extension of ordinary regression analysis. However, it can answer interesting/complex questions related to variables at different levels. In this session, audience will learn basic concepts of Multi-level Regression Modeling and some advanced considerations.

Wednesday | 3:30 pm – 4:20 pm | 407

*ACES INFORM* | 123

## **Phenomenological Research: New Conceptual and Methodological Approaches**

*Joel Givens, M.A.*

In this presentation, I will discuss phenomenological methods and offer recommendations for designing a study, gathering data, and analyzing findings. The goals of this presentation include providing an overview of phenomenological research, discussing ethical, multicultural, and procedural concerns, introducing new conceptual approaches, and addressing applications to counseling and counselor

education.

Wednesday | 3:30 pm – 4:20 pm | 411

*ACES INFORM* | 124

## **Paradigm Shift: How Two Quantitative Researchers Learned to Embrace Qualitative Inquiry (And Grew as Researchers Along the Way)**

*Amy Williams, M.Ed.*

This presentation will share the research experiences of the 2014 CRIGS Fellows, which began with a quantitative plan but ultimately transformed into qualitative inquiry in order to appropriately explore the research questions under investigation. The presentation will describe the rationale for shifting from quantitative to qualitative methodology, challenges in making this transition, strengths in research design resulting from this choice, and skills and lessons learned from this experience. Applications to overall research practices in Counselor Education will be made.

Wednesday | 3:30 pm – 4:20 pm | 408

*ACES INFORM* | 125

## **Single Case Research Design: Choosing the Right Design for Your Research**

*Dee Ray, Ph.D.*

Single case research design (SCRD) is an experimental method of study designed to investigate the relationship between intervention and effects. The goal of this presentation is to present the purpose, rationale and mechanics of potential designs within the SCRCD methodologies. The presenter will offer the benefits and limitations of SCRCD designs when applied to counseling research. Participants will learn SCRCD designs that are best matched to their research agendas and will understand how to practically implement their chosen designs with students and clients.

Wednesday | 3:30 pm – 4:20 pm | 412

*ACES INFORM* | 126

## **Building Scholarship, Increasing Department Funding and Support, and Enhancing Experiential Learning Opportunities for Students Through Procuring State Contracts**

*Sandy Gibson, Ph.D., Stuart Roe & Mark Woodford*

This presentation will explain how through social, political and community advocacy initiatives of faculty, our Department of Counselor became connected with key leaders in the Departments of Human Services and Addiction for the county and state. I will share how these relationships have supported our successful application for county and state contracts that provide students with experiential learning and faculty with scholarship opportunities and revenue to support further research.

Wednesday | 3:30 pm – 4:20 pm | 405

*ACES INFORM* | 127

## **Methods of Establishing Psychometric Properties of Rubrics**

*Brenda Freeman, Ph.D. & Curtis Garner*

Rubrics are becoming more widely accepted for counseling and educational research, yet the establishment of psychometric properties of rubrics is lagging behind the actual use of rubrics. Come join us for a discussion of methodologies for establishing content validity, inter-rater reliability, and concurrent validity for rubrics. A manuscript describing the psychometric properties of a counselor education dispositions and gatekeeping tool (the CTDA) will be used to illustrate manuscript development.

**ACES Inform 4:30 pm – 5:20 pm**

Wednesday | 4:30 pm – 5:20 pm | 408

*ACES INFORM* | 128

## **Supporting Communities through Program Evaluation: Getting Started**

*Stephen Lenz, Ph.D.*

This presentation will provide a rationale for partnering with local community-based counseling and guidance programs to promote their productivity and permanence. This brief primer will provide a framework for understanding program evaluation practices and how this relates to supporting community agencies and initiatives, introduce 3 paradigms for evaluation when each is indicated, and dis-

cuss considerations for reporting outcomes to stakeholders.

Wednesday | 4:30 pm – 5:20 pm | 407

*ACES INFORM* | 130

## **Observation Oriented Modelling: A powerful New Data Analysis Tool for Counseling Research**

*Frederick Boley, M.A.*

Counseling, with its philosophy of wellness, development, and prevention, is the most human-centered of the social sciences. Other social sciences have given us more and more complex methods of data analysis, but also seem to lead us further and further away from the human as human. Counseling needs a holistic, human-centered science. This program points out all-too-common problems with aggregate research, and presents a new and promising data analysis method, Observation Oriented Modelling, which is holistic and human centered, but also easy to use and inexpensive.

Wednesday | 4:30 pm – 5:20 pm | 411

*ACES INFORM* | 131

## **Mixed Methodology in Counseling Research**

*Rebecca Frels, Ph.D.*

This interactive session focuses on the basics of mixed methods as a research tradition addressing the questions: What is mixed research? When, where, by whom, is it conducted? How might counselor researchers mentor and be mentored in mixed methods? Standards for designing, conducting, and reporting mixed research in educational and social science settings will be discussed. Further, participants will recognize and create strategies to integrate conflicting positions to better address culturally relevant research pedagogy and practice. Handouts include resources and tools for teaching, conducting, and disseminating mixed research.

# WEDNESDAY, OCTOBER 7

Wednesday | 4:30 pm – 5:20 pm | 412

ACES INFORM | 132

## **Conducting Content Analysis in Counselor Education and Supervision Research**

*Edward Wahesh, Ph.D., Lucy Purgason & Janee' Avent*

Content analysis is a methodological approach that holds promise in examining pedagogy and practice in counselor education and supervision. During this session, a framework for content analysis, informed by both quantitative and qualitative traditions, will be presented. Steps in conducting content analysis will be described using examples drawn from the counseling literature. Examples will include analyzing website content as well as transcripts of supervision sessions.

Wednesday | 4:30 pm – 5:20 pm | 405

ACES INFORM | 133

## **A Structured and Systemic Model for Literature Reviews: Cultivating Success for Emergent Scholars**

*Michele Lopez, M.S.*

The importance of scholarly competence in Counselor Education doctoral students has been emphasized in the guidelines for Research and Scholarship in the 2009 CACREP standards. However, doctoral students come to their programs with different levels of preparation and exposure to research. This INFORM session is focused on manuscript development and research questions formulation, based on the application of literature reviews models in the participants' study area.



*Personal Renaissance*

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4th & Berks Sts.

Photo by Mustafah Abdulaziz

# THURSDAY, OCTOBER 8

Thursday | 7:00 am – 5:00 pm | Franklin Hall A  
**Registration**

Thursday | 8:00 am – 10:50 am | Salon B  
**Pre-Conference Program: Integrated Multicultural and Evidence-Based Curricula in Counselor Education Programs**  
*Eleonora Bartoli, Ph.D., Michael Morrow, Christian Gaskin Dozier & Alexandra Mamolou*

Thursday | 8:00 am – 8:50 am | 407 & 408  
**ACES Emerging Leaders Retreat**

Thursday | 9:00 am – 10:50 am | Salon A, 407 & 408  
**ACES Emerging Leaders Retreat**

Thursday | 11:00 am – 1:20 pm | 407 & 408  
**ACES Emerging Leaders Retreat**

Thursday | 8:30 am – 10:30 am | Salon D  
**CACREP Team Chair Breakfast**

Thursday | 11:00 am – 11:50 am | 410  
**CSI Chapter Leader Training**  
*Philip Clark, Ph.D., Julia Whisenhunt, Linwood Vereen & Matthew Glowiak*

Has your CSI chapter been discussing how to make the best use of CSI's online resources? Are you looking for new ideas to plan outstanding initiations and awards ceremonies? Are you thinking about developing or revising a mentoring program? Tips for building strong chapters in all of these areas as well as strategies for involving alumni and professional members will be discussed in this interactive training session led by experienced Chapter Faculty Advisors and chapter leaders.

Thursday | 11:00 am – 11:50 am | Salon D  
**CACREP Table Talk**

*Carol L. Bobby, Ph.D., President/CEO, CACREP*  
This session provides an opportunity for representatives from CACREP-accredited counseling programs and counseling programs interested in seeking accreditation through CACREP to interact with CACREP Board members to ask questions pertaining to CACREP accreditation. The session will also include updates on CACREP accreditation policy and process considerations.

Thursday | 1:30 pm – 4:20 am | Salon D  
**CACREP Site Team Member Training/Update**

*Robert I. Urofsky, Ph.D., Director of Accreditation, CACREP*

This session is for experienced CACREP site team members and new site team reviewers who have completed the training components. The session will include information about conducting site visits for programs seeking accreditation under the 2016 CACREP Standards, updates on accreditation policy and process considerations, and discussions about the roles and functions of the site visit team. Reviewers will need to attend update sessions to participate in visits under the 2016 CACREP Standards.

Thursday | 2:00 pm – 3:50 am | Salon D  
**ACES Inform Advanced Research Session: Systematic Observational Measurement and Sequential Analysis: Understanding Process Variables and Mediators of Change**

*Kimberly M. Jayne, Ph.D., Hayley L. Stulmaker | 100-1*  
Systematic observation and sequential analysis are commonly used to explore interactional behavior and are valuable tools for understanding and measuring process variables and identifying mediators of therapeutic outcome in counseling. Utilizing research on therapist-child interactions in play therapy, we will illustrate how to develop observational instruments, explore interpretative and substantive decisions that inform coding scheme development and subsequent statistical analysis, and identify applications of sequential analysis for counseling research.

## Education Sessions | 11:00 am – 11:50 am

Thursday | 11:00 am – 11:50 am | 309

*Education Session* | 135

### **An Affirming Approach to Supervision: Working with LGBTQ Supervisees and Clients**

*Jared S. Rose, M.A., Amy M. Moore, Melanie*

*Kautzman-East, Shawn Burton & Robert Schwartz*

Learn the foundation of LGBTQ+ affirmative therapy and how to implement it in clinical supervision. Discover how to increase supervisees' competence and level of satisfaction with supervision; improve the supervisory relationship and therapeutic experience for clients; and address many issues pertaining to sexual minorities such as heterosexism, discrimination, stigma, etc.

Thursday | 11:00 am – 11:50 pm | 401

*Education Session* | 136

### **Incorporating Harm Reduction Treatment into your Substance Abuse and Addictions courses: What You Need to Know**

*Ami Hooper-Knox, Ed.D.*

This workshop examines the implementation of Harm Reduction Treatment into Substance Abuse and Drug and Alcohol Counseling courses. Basic information on Harm Reduction will be provided including the core elements of Harm Reduction Treatment, how it works with abstinence-based models of recovery, and how to incorporate Harm Reduction Treatment into your existing curriculum as another addiction recovery model for all forms of addictions. With relapse rates in the field of addiction work remaining high when clients utilize standard abstinence-based models of recovery, and as more research is conducted on process addictions, it is important to explore alternative approaches to recovery and to provide these various models to students in the classroom. Harm Reduction Treatment is a client-centered, counselor guided, empowering approach to recovery from addiction that is able to increase client insight and decrease relapse rates. Incorporating various pedagogical approaches to your courses will assure students receive relevant and up-to-date information on the latest approaches to the practice of addiction counseling.

Thursday | 11:00 am – 11:50 am | 411

*Education Session* | 137

### **Autism Spectrum Disorder: A Conceptual Model for Counselor Education**

*Katherine Feather, M.A.*

Counselor Education & Supervision typically does not address Autism Spectrum Disorder (ASD), even though ASD is the fifth leading diagnosis in children (CDC, 2013). This presentation will: (a) provide an overview of challenges facing those with ASD, as well as their families; (b) provide a summary of individual interventions for children diagnosed with ASD; (c) offer a conceptual model of individual interventions for addressing a child diagnosed with ASD; and (d) future implications for counselors and counselor educators if ASD is not addressed in the counseling profession.

Thursday | 11:00 am – 11:50 am | 302

*Education Session* | 138

### **Avoiding Death By PowerPoint**

*David Kaplan, Ph.D.*

Have you ever worried that your use of PowerPoint might be unintentionally boring, distracting, or frustrating students or conference participants? Has anyone ever taught you PowerPoint presentation skills? This session presents best practices in PowerPoint gleaned from both the literature and the presenter's 275 counseling conference and invited presentations. Come away feeling that you know how to prepare a PowerPoint presentation that truly enhances your future classroom and conference presentations.

Thursday | 11:00 am – 11:50 am | 412

*Education Session* | 139

### **The Role of Cultural Identity Development in Cross-cultural Supervision**

*Evadne Ngazimbi, Ph.D.*

The presenter will lead a discussion on the role of cultural identity development in cross-cultural supervision. She will ask participants to use a relevant cultural identity development model as an experiential activity to identify where each participant falls within the model. The presenter will facilitate a discussion on the implications of understanding one's cultural identity development.

# THURSDAY, OCTOBER 8

Thursday | 11:00 am – 11:50 am | 304

*Education Session | 141*

## **Development of the Perception of Competence to Work with Suicidal Clients**

*Richard Audsley, M.A., Gregory Elliott, Adriana De Raet, Ashley Pechek, Lisa Runck & Angelica Valdez*

There is a growing need for counselor competence to treat suicide ideation and intent in clients. This session explores recent research on the unique experience of beginning counselors in the process of developing the perception of competency to assess and to treat suicide issues. Implications for counselor educators and supervisors working with novice counselors will also be discussed.

Thursday | 11:00 am – 11:50 am | 307

*Education Session | 143*

## **International Counseling Traits: Identifying Counseling Traits Ranked Most Important by International Counseling Professionals through Q Sort Analysis**

*Nathan Perron, M.A.*

The counseling field continues expanding further into countries and cultures with inadequate access to trained professionals in counseling and mental health. In order to demonstrate the kind of support and growth counseling professionals have to offer, proper training would ideally promote counseling traits considered most important for impacting people of different cultures. The research conducted in this study identified the counseling traits ranked most important by international counseling professionals through a Q sort analysis. The research results will be used to facilitate further discussions for how to implement a variety of international counseling traits, and what this means for the future of the counseling profession throughout the world.

Thursday | 11:00 am – 11:50 am | 403

*Education Session | 144*

## **Military Culture... Let's RAP: Research, Assess, Plan**

*Kristin Vincenzes, Ph.D. Kellie Forziat & Emily Raymond*

With the recent wars in Iraq and Afghanistan, there are over 2.4 million veterans in our country and over 900,000 veterans/family members choosing to use their GI Bills. This presentation will provide a brief overview of the military culture, relevant research findings, and analyze

the needs of this population. Finally, the presentation will conclude with an opportunity for colleagues to multi-systemically assess their own programmatic/university needs, as well as begin to develop a plan to promote military cultural awareness within their program and/or university.

Thursday | 11:00 am – 11:50 am | 308

*Education Session | 145*

## **The Mental Health and Well-being of Refugee Youth: From Trauma to Resilience-Base Focus** *Bellah Kiteki, Ph.D.*

The presenter will use an Educational session to discuss the need for a shift in addressing the mental health and well-being of refugee youth in countries of resettlement. The presenter will discuss some of the challenges refugee youth encounter as newcomers in a new cultural environment, including the school environment. In addition, elements of resilience as well as why some refugee youth remain resilient in the face of risk and adversities will be addressed. Further, the presenter will discuss the unique challenges faced by some specific groups of refugee youth due to their ethnic and cultural backgrounds and suggest culturally relevant and/or appropriate strategies for interventions. Participants will be invited to share any experiences working with refugee youth and also ask questions about the presenter's experience working with refugees in general and specifically refugee youth.

Thursday | 11:00 am – 11:50 am | 406

*Education Session | 146*

## **Employment Experiences of Transgender Individuals: Voices of Support for Career Counseling**

*Christina Thomas, M.A.*

In this session, the presenter will provide specific recommendations and strategies based on qualitative research findings to counselor educators and supervisors in how to support transgender individuals with employment issues. Recommendations include: best practice for providing career counseling services to the transgender population, advantages of using a career- counseling approach, and implications for treatment.

Thursday | 11:00 am – 11:50 am | 404

Education Session | 147

## **The Effect of Jyoti Meditation on Student Counselors' Stress: Exploring the Role of Emotional Intelligence**

*Daniel Gutierrez, Ph.D., Abigail Conley & Mark Young*

Research examining the effects of meditation on student counselors has shown that it increases counselor self-efficacy, reduces distress, and increases cognitive empathy. Therefore, meditation can be included into counselor education to benefit students as a self-care strategy. However, the research on meditation has only focused on a few limited practices. In this presentation, we will share the findings of a recent study that examined the effect of Jyoti Meditation, a new spiritually-based meditation practice, on student counselors' stress levels.

Thursday | 11:00 am – 11:50 am | 405

Education Session | 148

## **Neuroscience-Informed Supervision: Developmental and Practical Applications**

*Raissa Miller, Ph.D. & Laura Jones*

This session extends conversations regarding neuroscience and counseling to the supervision experience. Presenters will identify and discuss ways in which neuroscience principles can be used to enhance supervisees' self-awareness, foster essential counseling skills, broaden client conceptualizations, and provide rationale for interventions. Participants will have the opportunity to move beyond basic knowledge through participating in live role-plays and engaging in interactive exercises.

Thursday | 11:00 am – 11:50 am | 310

Education Session | 149

## **At the Intersection of Female and Everything Else: Perspectives for Counselor Educators**

*Syntia D. Santos, Ph.D., Anjabeen Ashraf & Jill M. Krahwinkel*

The holistic nature of intersectionality centers on identifying, deconstructing and honoring an individuals' numerous integral social identities and, uniquely, the interaction amongst those identities. The presenters will use examples of their own lives to discuss the concept of intersectionality and its relevance to the counseling profession.

Thursday | 11:00 am – 11:50 am | 305

Education Session | 150

## **Working Through the Tiers: Expanding Your Students' Knowledge of PBIS, RTI and the ASCA National Model Without Expanding Your Curriculum**

*Jason Cavin, M.S. & Jolie Daigle*

School counselors are often integral members of their school's Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) teams. Through discussion, reviewing examples of course syllabi, and engaging participants through real-time polling technology, the presenters will illustrate how counselor educators can incorporate PBIS and RTI pedagogy into their already existing curriculum to better prepare their graduate school counseling students to serve in this capacity.

Thursday | 11:00 am – 11:50 am | 409

Education Session | 151

## **Questioning Intuition Through Reflective Engagement**

*Chris Schmidt, Ph.D.*

Current literature on ethics and moral development focuses on discussion concerning the impact of intuition on moral decision-making. Through the use of student journal reflections over the course of one semester, this study utilized a grounded theory approach in order to explore and understand participant levels of awareness and understanding of intuition in this regard. This study emphasizes the student's understanding of the impact of intuition on moral decision-making and therefore offers additional insight into the current discussion in the literature.

Thursday | 11:00 am – 11:50 am | 402

Education Session | 152

## **Cultural Concepts in DSM-5**

*Dayle Jones, Ph.D.*

To improve diagnosis and care to people of all backgrounds, the DSM-5 has incorporated greater cultural sensitivity throughout the manual by reflecting cross-cultural variations in diagnostic criteria. This presentation will introduce the updated DSM-5 diagnostic criteria, discuss various symptom presentations among diverse groups, and present a new cultural formulation interview guide that assists counselors in assessing cultural factors influencing clients' symptoms presentations.

# THURSDAY, OCTOBER 8

## Roundtable Sessions | 11:00 am – 11:50 am

Thursday | 11:00 am – 11:50 am | Salon A  
*Roundtable 1* | 153

### **Investigating Congruence in Personal Growth Groups: The Experiences of Master's Level Students of Color**

*Melanie Varney, M.A., Ed.S. & Jacqueline Swank*

The experiences of master's level students of Color have received sparse attention within counseling literature, especially outside of the multicultural course. This session will encourage cultural competence in group work in counseling training programs. Findings from a focus group of students of Color about their experiences in personal growth groups include: (a) congruence facilitating experiences, (b) congruence inhibiting experiences, and (c) personal and professional influences.

Thursday | 11:00 am – 11:50 am | Salon A  
*Roundtable 2* | 154

### **Supervision Practices that Support Cultural Competence and Multicultural Awareness: An Integrative Approach**

*Gina Frieden, Ph.D. & Parrish Paul*

This presentation describes three developmental practices that can be used to assist supervisees in developing awareness of cultural encapsulations that may unintentionally block authentic engagement with clients leading to impasse in session or an increased likelihood of dropping out of therapy. Skills discussed draw on literature in cognitive neuroscience, cultural relational theory and constructive developmental theory. Participants will be able to elucidate the types of experiences and a set of practices that will be meaningful to trainees in the development of multicultural awareness.

Thursday | 11:00 am – 11:50 am | Salon A  
*Roundtable 3* | 155

### **Flower Collage: An Experiential Activity on Collective Trauma**

*Daria White, M.A.*

The collective traumas of marginalized groups have been ignored in the counseling profession. This roundtable will involve participants in an experiential activity to promote awareness, at a visceral level, of students and supervisees to the deep impact of collective trauma. Handouts will be provided that include instructions for facilitating this

exercise, definitions of important terms, references, and helpful resources to equip counselors with essential tools for intervening and advocating for survivors of collective trauma.

Thursday | 11:00 am – 11:50 am | Salon A  
*Roundtable 4* | 156

### **Broaching Racial Differences in Student-Faculty Relationships: Strategies for White Faculty and Doctoral Students of Color**

*Laura Welfare, Ph.D., Connie Jones & Shekila Melchior*

Broaching is a term that describes the process of bringing up a topic that may be sensitive or difficult. In this presentation, we will apply the work of Day-Vines, et al (2007) on broaching cultural differences in the counseling relationship to the student faculty relationship. Broaching racial differences can help white faculty members establish effective working relationships with students of color by inviting them to explore how cultural factors may be impacting their academic experiences.

Thursday | 11:00 am – 11:50 am | Salon A  
*Roundtable 5* | 157

### **Teaching the Teacher: An Analysis of Teaching Preparation in Counselor Education Doctoral Programs**

*Casey Barrio Minton, Ph.D. & Eric Price*

Teaching is a core role of counselor educators, and proposed 2016 CACREP Standards require enhanced attention to pedagogy. Presenters will review relevant CACREP standards and discuss original research regarding teaching preparation in doctoral programs. Following a brief synopsis of course syllabi and experiential requirements, facilitators will guide participants in exploring ideas, opportunities, resources, and implications for counselor educator preparation.

Thursday | 11:00 am – 11:50 am | Salon A  
*Roundtable 6* | 158

### **The Aftermath: Faculty Voices and Recommendations Following a CACREP Site Visit**

*Melissa Odegard-Koester, Ph.D. & Rebecca Koltz*

Due to limited literature existing that articulates specifically counseling faculty experiences following an accreditation visit; the presenters are interested in learning about other programs and their experiences following a visit.

What conversations take place between administration, programs, and their faculty following a CACREP site visit that has the potential to enhance counseling program development? It is critical to overall program health and future vitality to discuss the implications of the “aftermath” experiences following a CACREP-accreditation visit. The presenters plan to facilitate discussion surrounding their “aftermath” experiences and co-construct implementation ideas for overall program improvement.

**Thursday | 11:00 am – 11:50 am | Salon A**

*Roundtable 7 | 159*

### **“I will Just Refer.” Helping Counselors-in-Training Move Beyond Their Value-Based Biases**

*Grace Wambu, Ph.D. & Mihee Jeon*

Becoming a culturally competent counselor is an imperative for every counselor in the 21st century. Preparing graduate students to become culturally competent can pose certain challenges depending on where the counselors-in-training are at in their professional development. This round-table session will explore challenges of preparing students to overcome their value-based biases. The presenters will share personal experiences and the specific strategies they employed in their Ethics class and the outcome of such interventions. Participants will also be provided with opportunities to share their experiences and brain-storm additional strategies of teaching students who are resistant to change.

**Thursday | 11:00 am – 11:50 am | Salon A**

*Roundtable 8 | 160*

### **Incorporating the Gender Spectrum into Doctoral Pedagogy: Beginning the Ripple Effect of Transequality in Mental Health**

*Courtney East, M.S.*

Before counselor educators can incorporate discussions of the increasingly visible transgender community into curriculum, it is necessary to first develop an expanded knowledge of the full gender spectrum. By incorporat-

ing this educational piece into doctoral pedagogy, we are ensuring students receive truly multiculturally competent and relevant training. Educators, supervisors, and students are invited to join this open conversation and start the ripple of transequality in mental health.

**Thursday | 11:00 am – 11:50 am | Salon A**

*Roundtable 9 | 161*

### **“You Don’t Look Like a Lesbian:” Challenging Heteronormativity in Counselor Education**

*Megan Speciale, M.S., Stacy Speedlin & Jennifer Gess*

Although national ethical codes and accreditation standards specify LGBTQ competence and advocacy as core values of the counseling identity, LGBT and queer-identified counseling students, faculty, and staff may still experience heterosexism and heteronormativity in academic spaces. In this session, the presenters will introduce queer theory as a framework to address and counteract micro-aggressions in classrooms and supervision settings. The presenters will also discuss guidelines for enacting inclusive, affirmative academic spaces.

# THURSDAY, OCTOBER 8

Thursday | 11:00 am – 11:50 am | Salon B

*Roundtable 1* | 162

## **Teaching Basic Interventions: Incorporating Cultural Awareness into Therapeutic Alliance-Building Skills with Counseling Students**

*Brenda Ross, M.A.*

Building therapeutic alliance requires a mindful awareness of the role culture plays in relationships. Presenter will utilize Dr. Paul Ekman's facial expression work to provide simple strategies to incorporate cultural awareness in teaching basic relationship-building skills to students. Audience members will be challenged to incorporate the natural diversity of their classrooms into a larger student awareness of the value of culture in therapeutic alliance.

Thursday | 11:00 am – 11:50 am | Salon B

*Roundtable 2* | 163

## **Enhancing the Counselor-In-Training's Education Experience through Culturally Relevant Expressive Modalities**

*Eric Dafoe, M.S. & Sara Haas*

This roundtable discussion will focus on incorporating expressive modalities to promote professional and personal growth through allowing students to become more in touch with their inner experience in a connected and meaningful way that promotes deep, experiential learning. Participants will discuss and explore with facilitators how to incorporate creative activities that facilitate learning in a culturally-responsive method.

Thursday | 11:00 am – 11:50 am | Salon B

*Roundtable 3* | 164

## **Race and Diagnostic Disparities: Enhancing Culturally Sensitive Pedagogy in Counselor Education and Supervision**

*David Blankenship, M.S., Bill Owenby, Sarah Noble & Robert Schwartz*

Racial disparities in the diagnosis of mental disorders are well documented but poorly understood. Using the most recent qualitative meta-analysis and the only counseling-specific research on race and diagnosis to date, counseling-specific trends and their consequences will be highlighted. Through facilitated discussions participants will collaborate on best practice pedagogical strategies focused on improving diagnostic objectivity and limiting racial disparities. Related leadership abilities will be translated

into culturally sensitive counselor preparation.

Thursday | 11:00 am – 11:50 am | Salon B

*Roundtable 4* | 165

## **Identifying the Mentoring Needs of Counseling Students and Junior Faculty**

*Marcella Stark, Ph.D., Jennifer Boswell & Angie Wilson*

Effective mentoring attends to the specific and developmental needs of mentees. In this session, presenters will discuss their development of an original mentoring needs instrument. The presenters will discuss the subscales of mentoring needs resulting from an exploratory factor analysis and the needs identified by the three sample groups (i.e., master level students, doctoral level students, and pretenured faculty). This research was funded by a grant from SACES.

Thursday | 11:00 am – 11:50 am | Salon B

*Roundtable 5* | 166

## **CACREP Accreditation: A Collaborative Discussion on Increasing Students' Awareness Prior to Graduate School Enrollment**

*Eleni Honderich, Ph.D. & Jessica Lloyd-Hazlett*

Though opportunities for CACREP graduates are increasing, nearly half of students reported being unaware of CACREP prior to enrolling in a graduate counseling program (Honderich & Lloyd-Hazlett, in press). Prospective students may not sufficiently consider accreditation when making enrollment decisions. This roundtable will facilitate discussion about strategies for increasing students' pre-enrollment awareness of CACREP, as well interrelated cultural and broader implications of this action.

Thursday | 11:00 am – 11:50 am | Salon B

*Roundtable 6* | 167

## **We Can Support You: Minority Counselor Educators, Mentoring and Career Development**

*Miranda Parries, Ph.D., Matthew Bonner, Hsin-Ya Tang, David Ford & Tracy Jackson*

This roundtable discussion will explore the mentoring relationship, career development, and culturally alert mentoring of minority counselor educator faculty members. We will examine the structure of the mentor/mentee relationship, navigating cross-cultural mentoring relationships as a facet of culturally alert mentoring and best practices within mentor/mentee relationship that promote minori-

ty career development through networking, publication opportunities, and conference attendance.

**Thursday | 11:00 am – 11:50 am | Salon B**

*Roundtable 7 | 168*

## **Supporting Leadership Competency in Master's Level CITs through Peer-Based Intervention**

*Juliana Carter, B.A. & Julia Whisenhunt*

This presentation seeks to explore ways in which master's level counseling programs can help promote the continued growth and development of the counseling profession through the facilitation of leadership competency among master's level counselors-in-training (CITs). We will discuss faculty-led initiatives, but will focus primarily on peer-based interventions.

**Thursday | 11:00 am – 11:50 am | Salon B**

*Roundtable 8 | 169*

## **Objective Tools for Solid Gatekeeping**

*Melanie Person, Ph.D.*

Gatekeeping is a central role to all counselor educators. It is imperative that as a profession we provide adequate means, tools, and theories for the process of gatekeeping to occur in a fair and competent manner. The process of gatekeeping begins at recruitment and continues through the last semester of internship. Each counselor education department in the nation needs to be prepared to answer questions about, and implement, a plan for gatekeeping at all programmatic levels. This roundtable session will provide discussion into how one counselor education program has structured and implemented their gatekeeping plan. Objective assessment tools used for both academic and disposition concerns will be presented and means of proper documentation will be discussed. Participants are encouraged to come prepared to discuss how they have structured the gatekeeping process at their institutions and share triumphs and challenges based upon experience.

**Thursday | 11:00 am – 11:50 am | Salon B**

*Roundtable 9 | 170*

## **Transforming Your Classroom: Encouraging Student Involvement and Promoting Active Participation in Assessment**

*Dalena Dillman Taylor, Ph.D., Katherine Purswell & Ashley Blount*

Master's students tend to enter counseling programs at a

level of pre-reflective thinking. The presenters devised a model of teaching that enables students to transform their learning ability from black and white thinkers to reflective learners in the classroom. The presentation is designed to encourage questions, concerns, and discussion in order to utilize this time as a growing experience for both the presenters and participants.

**Symposia Sessions | 11:00 am – 12:20 pm**

## **Innovative Gatekeeping Practices**

**Discussant: Laura Haddock, Ph.D.**

**Thursday | 11:00 am – 12:20 pm | 301**

*Research Symposium | 171*

## **Fulfilling the Gatekeeper Role: Strategies for Counselor Educators and Supervisors**

*Janet Muse-Burke, Ph.D. & Jennifer Barna*

This presentation will provide strategies for supporting counselor educators and supervisors through the challenging gatekeeping process. The presentation will include (a) competencies and characteristics of professional counselors, (b) plans for effective gatekeeping, (c) assessment tools for evaluating students, and (d) suggestions for remediation and gatekeeping interventions.

**Thursday | 11:00 am – 12:20 pm | 301**

*Research Symposium | 172*

## **Students with Trauma History: Gatekeeping Considerations**

*Kerrie Fuenfhausen, Ph.D.*

Some students entering counseling programs may not have the emotional stability to engage effectively in the self-analysis required in the counseling training process. In particular, students with a trauma history may be triggered by the content and process of exploring their own pasts. This session will include a summary of research on gatekeeping (specifically around issues of emotional stability), a case example, and discussion of effective ways to balance our roles as gatekeepers and counselors.

# THURSDAY, OCTOBER 8

Thursday | 11:00 am – 12:20 pm | 301

*Research Symposium* | 173

## **Accepted: Standardizing and Quantifying the Graduate Admissions Process for Counseling Programs**

*Kari Mika, M.A., Jane Rheineck, Suzy Wise, Lucy Parker, Adriane Moody, Patrick McMillion, Scott Cox*  
Gatekeeping the counseling profession and developing talented counselors begins at graduate admissions. This presentation provides information on the efficacy of evaluative tools, the predictive value of GRE scores and undergraduate GPA, CACREP standards/ACA ethical guidelines related to gatekeeping and professional disposition, incorporating multicultural competence into the interview, and how that data can be utilized to standardize/quantify admission procedures/standards.

## **Education Sessions 12:00 pm – 12:50 pm**

Thursday | 12:00 pm – 12:50 pm | 401

*Education Session* | 174

## **Advocacy in Action: Infusing the Counselor Education Curriculum with Social Change**

*Esther Benoit, Ph.D., Robyn Simmons & Kristi Cannon*  
This presentation examines the role of advocacy within the context of counselor education. Preparing students to incorporate advocacy as an element of their professional identity must be an intentional process. Counselors in training are often intimidated to take action, feeling powerless to make changes in larger systems. Making advocacy an underlying foundation for counselor education can increase confidence and competence in this professional function. The presenters will describe the process by which students are challenged to consider how they will incorporate advocacy throughout their academic and professional lives. Examples of relevant social change and advocacy initiatives will be explored as they relate to counselor training curricula. Participants will be encouraged to share how their programs integrate advocacy as a cornerstone of professional identity.

Thursday | 12:00 pm – 12:50 pm | 309

*Education Session* | 175

## **Examining the Positive Psychological Capital of Adult Survivors of Childhood Trauma Among College Students**

*Priscilla Selvaraj, M.A. & Christine Bhat*

Historically, adult survivors of childhood trauma have been studied extensively but most often from a negative lens. Less is known about college students who have experienced childhood trauma in terms of psychological functioning and well-being as they encounter challenges in life along with peers who have not experienced similar traumatic experiences. This exploratory empirical study aims to widen our existing knowledge on childhood trauma, role of culture, and its influence on adult functioning through the lens of a positive construct- Psychological Capital (PsyCap) which includes hope, efficacy, resilience, and optimism. Practical and innovative PsyCap tools for practitioners to use with adult survivors of childhood trauma will be shared.

Thursday | 12:00 pm – 12:50 pm | 411

*Education Session* | 176

## **A Family Affair: A Professional Development Module Focused on Collaboration Between Schools and Families**

*J. Richelle Joe, M.S., Pamela N. Harris & Amy Williams*

School-family collaboration is an element of professional school counseling supported by the American School Counselor Association as a means of impacting student success. A professional development module was offered to practicing school counselors that focused on family development and processes and sought to support school counselors in their efforts to collaborate with families. This session will explore the details of the module and discuss the evaluation of the module's effectiveness in supporting school-family collaboration.

Thursday | 12:00 pm – 12:50 pm | 412

*Education Session* | 177

## **Teaching Counselors to Improve Multicultural Counseling Practice by Leveraging the Therapeutic Relationship**

*Nicole Stargell, Ph.D.*

The therapeutic relationship can be used to join with clients of various multicultural backgrounds and promote outcome effectiveness. The presenter assessed the extent to which therapeutic relationship predicted outcome effectiveness with culturally-diverse clients at a training clinic, and the importance of the therapeutic relationship will be explained. Concrete methods for teaching counselors to foster the therapeutic relationship will be provided, and participants will role-play the various techniques.

Thursday | 12:00 pm – 12:50 pm | 302

*Education Session* | 178

## **The Evolution of Learning: Online Programs, Counselor Education, and the Therapeutic Relationship**

*Gregory Elliott, M.A., Chaya Abrams, Adriana DeRaet & Deanna McCulloch*

The ability to establish a strong client-counselor alliance is the foundation of successful therapeutic outcomes. Are online and on-campus Counseling students equally prepared in this critical area? This presentation discusses research comparing online and on-campus student performance on the Counselor Preparation Comprehensive Exam subscales, with particular emphasis on the Helping Relationships subscale. Implications for the field will be discussed.

Thursday | 12:00 pm – 12:50 pm | 303

*Education Session* | 179

## **Fostering Leadership and Reflection: Group Counseling Course Experiential Activities**

*Rebecca Tadlock-Marlo, Ph.D.*

Experiential activities with critical reflection have been established as a foundational element in promoting personal and professional transformative insight (Friere, 1970; Kolb, 1984). Creative experiential activities in the classroom can help students connect with each other as well as with their clients. This connection can provide new potentials for social justice action, cultural sensitivity, and leadership transformation by opening personal and professional perspectives. An overview of experiential learning

in a group counseling class is presented along with sample exercises with their CACREP accreditation standard for group counseling. A toolbox of experiential activities that address a variety of educational styles is provided.

Thursday | 12:00 pm – 12:50 pm | 304

*Education Session* | 180

## **Counselors Within the Chronic Care Model: Supporting Weight Management**

*Alison Sheesley, M.S.*

With relevant training in behavioral, addiction, and body image disorders, coupled with an emphasis on wellness, counselors are poised to play a more active role in assisting clients with weight loss and weight management within an integrated care model such as the Chronic Care Model (CCM). This presentation will include information on the: (a) physical, psychological, sociocultural, and environmental factors contributing to weight gain, (b) role of counselors within the CCM in providing weight management support, and (c) implications for counselor education and public policy.

Thursday | 12:00 pm – 12:50 pm | 305

*Education Session* | 181

## **Is it Racist? Addressing Racial Microaggressions in Counselor Education**

*Krista Malott, Ph.D., Tina Paone & Scott Schaeffe*

Hurtful words and actions can be enacted by well-intentioned and compassionate persons who are completely unaware of the harm inflicted. In a society where Whites can experience race and racism as frightening and taboo topics of discussion, how can we learn to recognize and address our own and/or others' racial biases? How can we present the topic in a less threatening way? Answers to such questions will emerge through engagement in an interactive activity regarding racial microaggressions—persons from all racial categories are invited to participate!

# THURSDAY, OCTOBER 8

Thursday | 12:00 pm – 12:50 pm | 306

*Education Session* | 182

## **Compassion Fatigue and Vicarious Trauma In Counselor Educators**

*Keely Hope, Ph.D. & Rebecca Rudd*

Counselor educators function in the context of higher education where fatigue is often high among faculty. We have a unique role in the counseling profession – from educator, supervisor and mentor to evaluator of students and gatekeeper of the profession. This mixed methods sequential explanatory design identified the prevalence of compassion fatigue among counselor educators and what protects or increases the counselor educators' likelihood of developing compassion fatigue. Results of study and implications for practice will be explained.

Thursday | 12:00 pm – 12:50 pm | 307

*Education Session* | 183

## **Creating a Culture of Trauma-Sensitive, Multi-culturally Competent Counselors: A Model for Clinical Supervision**

*Josephine Olson, M.A.*

This presentation will explore models for culturally sensitive and strength-based clinical and peer supervision. Strategies to assist the supervisee in avoiding vicarious traumatization and re-traumatizing the client will be addressed. The presenter will also facilitate experiential activities to assist the clinical supervisor and supervisee in developing specific self-care plans to prevent compassion fatigue and subsequent burnout in their practice with traumatized individuals and families.

Thursday | 12:00 pm – 12:50 pm | 308

*Education Session* | 184

## **Going Green: Supervising the First Year Counselor**

*Diane Clark, Ph.D. & Megan Boyd*

While there is much attention given to the supervision of practicum and internship students, there is little time expended on discussing the particular challenges faced by beginning graduates. Often faced with situations that have not been covered in graduate school and required to obtain around 100 hours of supervision for licensure, these individuals often cannot distinguish between good and poor supervisory experiences. This interactive workshop will examine components that lead to a fulfilling supervisory experience for beginning counselors by keying in on

the developmental tasks of the supervisee and examining techniques which support growth as a counselor.

Thursday | 12:00 pm – 12:50 pm | 403

*Education Session* | 185

## **Culturally Relevant Pedagogy: Infusion of Military as a Culture**

*Eric Price, M.A. Cynthia M. Bevly & Elizabeth Prosek*

The purpose of this presentation is to explore the intricacies of military identity using a multicultural lens. Participants learn about elements of military culture, but also teaching ideas for infusion of military culture using common evidence-based models. Additionally, we provide concrete strategies to incorporate the military population into multicultural curriculum. The presenters attend to CACREP standards and ACA ethical guidelines to promote holistic teaching pedagogy.

Thursday | 12:00 pm – 12:50 pm | 406

*Education Session* | 186

## **Provider Competencies in Animal Assisted Therapy in Counseling: A Qualitative Study**

*Leslie Stewart, Ph.D., Catherine Chang, Kristen Lister, Jade Letourneau & Heidi McKinley*

Animal Assisted Therapy in Counseling (AAT-C) represents a specialty area in professional counseling that requires a specialized set of skills and competencies. However, no current definition of counseling-specific competencies exists to guide practitioners in this specialty area. The purpose of this qualitative study was to define the knowledge, skills, and attitudes that are required for professional counselors wishing to implement AAT-C.

Thursday | 12:00 pm – 12:50 pm | 407

*Education Session* | 187

## **Rolling Out Our Yoga Mats in Counselor Education for Holistic Care: Integrating Yoga in Counseling Supervision and Training**

*Jennifer Isabelle Ong, M.S., M.Ed. & Corinne Ong*

Practiced by millions of people internationally, yoga is gaining rapid popularity, suggesting that yoga transcends cultural, ethnic, racial, and religious boundaries. Despite the growing body of literature on the curative effects of yoga, there is a pronounced gap in understanding how yoga and counseling can complement each other in counselor education training and supervision. This interactive

and experiential seminar offers the dual perspective of counseling and anthropology, and participants will be engaged in a critical discussion on the future of yoga and counseling.

**Thursday | 12:00 pm – 12:50 pm | 408**

*Education Session | 188*

## **The Dynamic Leadership in Counseling Scale – Self-Report (DLCS-SR): Implications for Research and Practice**

*William McKibben, M.A.*

Counseling leadership research and training is limited by lack of a valid and reliable leadership measure. This presentation details the development of a new counseling-specific leadership measure that was designed to address this need. The DLCS-SR was flexibly designed to be used as a research and feedback tool for counseling leaders. Results of an initial validation study will be reviewed, along with implications for research and training.

**Thursday | 12:00 pm – 12:50 pm | 409**

*Education Session | 189*

## **Sexual Minority Mental Health Practitioners and Minority Stress: Implications in Counselor Burnout and Coping**

*Cory Viehl, M.S., Rafe McCullough & Jonathan Standish*

Minority stress postulates that tensions emerge when the values of LGBTQ persons are in a state of conflict with the heteronormative culture (Meyer, 2003). As such, minority stress could influence LGBTQ identified counselors, particularly in the area of burnout and support (Viehl & Dispenza, 2014). This presentation will discuss the influence that minority stress has on workplace contexts for counselors, and explore results from a recent quantitative study examining the influence of minority stress on LGBTQ counselors.

**Thursday | 12:00 pm – 12:50 pm | 402**

*Education Session | 190*

## **Infusing Wellness into Counselor Supervision to Prevent Burnout**

*Emily Teague-Palmieri, M.S., M.Ed. & Jack Culbreth*

Counselors practice at the forefront of society with exposure to some of the most difficult human experiences through working with clients. Most, if not all, counselors have experienced some degree of vicarious trauma, which if left unattended to can lead to counselor professional and personal burnout as well as a potential risk to client care.

This educational and experiential session will review ways to identify early signs of counselor burnout, a wide lens of defining wellness practices and beliefs from a multicultural perspective, and offer opportunities to learn and practice ways of incorporating wellness into supervision.

**Roundtable Sessions 12:00 pm – 12:50 pm**

**Thursday | 12:00 pm – 12:50 pm | Salon A**

*Roundtable 1 | 191*

## **The Lived Experiences of Men in a Master's Level Counseling Program**

*Stephanie Crockett, Ph.D., Dena Elghoroury, Melanie Popiolek & Brian Wummel*

Men represent only 16% of students enrolled in accredited counseling master's degree programs (CACREP, 2012). Limited research has explored male experiences in an increasingly female-concentrated profession. Participants will discuss findings from a phenomenological study that explored the lived experiences of male students in a master's counseling program, and effective pedagogical strategies for counselor educators and supervisors that address culturally specific needs of male students.

**Thursday | 12:00 pm – 12:50 pm | Salon A**

*Roundtable 2 | 192*

## **Pedagogical Practices to Develop Counselor Personhood**

*Laura Boyd Farmer, Ph.D. & Corrine Sackett*

Presenters will share findings of their qualitative research on pedagogical strategies that promote counselor personhood. Through knowledge of the key components that students report as vital to their development of personhood, counselor educators and supervisors may develop strategies to enhance those growth experiences. Participants will share and discuss pedagogical practices that support counselor development of personhood, successes, challenges, and areas that stimulate curiosity.

# THURSDAY, OCTOBER 8

Thursday | 12:00 pm – 12:50 pm | Salon A

Roundtable 3 | 193

## **Internship Gardening: Planting, Watering, and Pulling Weeds to Grow Interns and Internship Sites.**

*Lori Copeland, Ph.D., Gail Roaten, Sherry Rosenblad & John Eric Swenson*

A roundtable discussion of strategies for developing new internships and building strong relationships with site supervisors. The dialogue will also focus on preventing and managing common internship problems while considering the multicultural variables that influence the working alliance between interns and site supervisors.

Thursday | 12:00 pm – 12:50 pm | Salon A

Roundtable 4 | 194

## **Embedding and Activating a Multicultural Lens in Your Counseling Courses**

*Donna Baptiste, Ed.D., Paul Pagones, Shalini Lulla & Nona Wilson*

Multiculturalism is a cornerstone of Counseling and there is urgency to increase students' competencies in this area. Counseling programs must endorse culturally-responsive curricula and we hope to help instructors to embed and activate a multicultural lens in their courses. We provide a template for course design through a multicultural lens; a checklist to audit levels of multicultural content and process; strategies to include culturally-informed readings and other materials and methods to design assignments to prompt students' application of multicultural competencies.

Thursday | 12:00 pm – 12:50 pm | Salon A

Roundtable 5 | 195

## **Teaching and Supervising the Second-Career Counselor**

*Pamela Elmore, M.A.*

“Second career” counselors – those who come to the counseling profession from another career – bring unique strengths and challenges. This roundtable session will discuss traits of second career counselors, and will offer ideas for training these students. Participants will discuss their experiences teaching and supervising second career counseling students, with the goal of building an education and supervision model that responds to the training needs of this nontraditional group of learners.

Thursday | 12:00 pm – 12:50 pm | Salon A

Roundtable 6 | 196

## **Making Headways: Culturally Sensitive Practices with Refugees**

*Thomas Killian, M.Ed. & Betty Cardona*

“Second career” counselors – those who come to the counseling profession from another career – bring unique strengths and challenges. This roundtable session will discuss traits of second career counselors, and will offer ideas for training these students. Participants will discuss their experiences teaching and supervising second career counseling students, with the goal of building an education and supervision model that responds to the training needs of this nontraditional group of learners.

Thursday | 12:00 pm – 12:50 pm | Salon A

Roundtable 7 | 197

## **The experience of Black and Latino males in alternative educational settings**

*Mashone Parker-Wright, Ph.D.*

Previous studies have shown a disproportion in school discipline between Black and Latino male students when compared to white students. Factors such as race, socioeconomic status (SES), cultural mismatch, and racial stereotyping have been discussed as possible mechanisms related to this disproportion. The purpose of this presentation will be to discuss the benefits and/or consequences of Black and Latino males receiving their education in alternative setting after being expelled from traditional school settings.

Thursday | 12:00 pm – 12:50 pm | Salon A

Roundtable 8 | 198

## **Continuing Conversations on Race and Power: Mentoring Future Counselor Educators of Color in Working with White Students and Supervisees**

*Adrienne Erby, Ph.D. & Julio Orozco*

Using the lived experiences of a Latino Doctoral student and an African-American Assistant Professor, this program focuses on how counselor educators can mentor and support the professional identity development of future counselor educators of Color as they navigate issues of race and power. Program attendees will explore dynamics of race and power in counselor education and supervision, discuss racial identity, and identify strategies for mentoring and professional development for future counselor educators of Color and White counselors-in-training.

Thursday | 12:00 pm – 12:50 pm | Salon A

Roundtable 9 | 199

## **Innovative Instruction in Teaching Cultural and Social Diversity**

*Katherine Jackson, Ph.D.*

This round table discussion will aid in understanding effective and innovative methods in teaching cultural and social diversity. Conversation will highlight adjunctive and complementary techniques that can be used to facilitate a deeper understanding of cultures. The use of service learning, volunteer projects, guest lectures, film, and cultural family genograms will be the focus of this interactive dialog. Attention will also be given to supervision models that may help in training student counselors in culturally and socially diverse settings.

Thursday | 12:00 pm – 12:50 pm | Salon B

Roundtable 1 | 200

## **The Pedagogy of Case Conceptualization: A New Mode**

*Matthew Snyder, Ph.D. & Lynn Zubernis*

Effective case conceptualization entails thinking integratively, developing and testing hypotheses, and employing evidence based interventions. Effective methods of teaching case conceptualization are critical to student mastery of this important skill. The presenters have developed a new atheoretical case conceptualization model (T/C Model) as part of a textbook they have co-authored for Sage Publication's series Counseling and Professional Identity. Attendees will gain an understanding of the Model and have an opportunity to practice methods of teaching the model.

Thursday | 12:00 pm – 12:50 pm | Salon B

Roundtable 2 | 201

## **The Last Chapter: A Roundtable Discussion Examining Barriers and Best Practices in Facilitating Multicultural Awareness in CES Programs.**

*Connie Couch, M.S., Stephanie Pergantis & Betty Cardona*

Standards exist for creating learning experiences in CES programs related to multicultural issues, and it is widely accepted that this is a pivotal growth area for students. However, this topic is often limited to one class or relegated to the last chapter of text. This is problematic as it proliferates a system of oppression in pedagogy – that

multicultural issues are less important and thus not worthy of further exploration. This minimizes the significance of this core competency and potentially limits student's growth as social justice advocates.

Thursday | 12:00 pm – 12:50 pm | Salon B

Roundtable 3 | 202

## **Fostering Counseling Students' Professional Growth Through Experiential Learning and Community Engagement**

*Marte Ostvik-de Wilde, Ph.D.*

This presentation explores outcomes of a pilot program stemming from a collaborative partnership between a counselor education program and a public school district. School and clinical mental health counseling students facilitated child and adolescent counseling groups that focused on emotional regulation, conflict resolution, and empathy building. Using a phenomenological approach, this intervention-based research project investigated the student facilitators' experiences planning, implementing, and evaluating these groups.

Thursday | 12:00 pm – 12:50 pm | Salon B

Roundtable 4 | 203

## **Teaching Self-Care Techniques to Counselors in Training through Mindfulness in Supervision**

*Anna Lora Taylor, M.S., Emily Brown & Evan Burns*

The majority of counseling training programs emphasize the need for counselors in training to learn self-care strategies; however, the demands of the curricula and training often leaves little room for teaching these strategies (Chambers, 2006). This interactive presentation will guide counselor educators through a practical approach to teach and implement the self-care strategy of mindfulness through individual supervision.

Thursday | 12:00 pm – 12:50 pm | Salon B

# THURSDAY, OCTOBER 8

*Roundtable 5 | 204*

## **Cultivating Presence: A Discussion of Mindfulness Practices in Counselor Education** *Jenna Haynes, M.A. & Kevin Doyle*

Utilizing mindfulness practices is a growing interest among counselor educators. Integrating mindfulness practices into counselor education as a pedagogy practice assists students in learning skills essential for working in the field of professional counseling. The presenters in this round table discussion will discuss literature that supports mindfulness practices in counselor education, describe benefits of mindfulness, and identify ways to use mindfulness in counselor education courses.

**Thursday | 12:00 pm – 12:50 pm | Salon B**

*Roundtable 6 | 205*

## **Implications for School Counselors: Working with Undocumented Students** *Shekila Melchior, M.A.*

School counselors should have a better understanding of the challenges undocumented students face, and the current opportunities being afforded to them. The presenter will define Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parental Accountability (DAPA). Strategies will also be given on creating a safe place for the student and his or her family, as well as keeping the student motivated academically. Furthermore participants will leave with a better understanding of options that may or may not be available to undocumented students, (FAFSA, In-state vs. out of state tuition) and necessary resources to provide support.

**Thursday | 12:00 pm – 12:50 pm | Salon B**

*Roundtable 7 | 206*

## **Culturally Competent On-line Counselor Supervision**

*Christine Baker, M.A., Andreas Bienert, Olya Zaporozhets & Jacqueline Smith*

This presentation will review current ethical standards and best practices for on-line clinical supervision. Focus will be given to the barriers within the culturally-competent interactions in the on-line environment and the strategies for addressing them. Then, specific attention will be given to those factors that are least recognized in the main stream counselor education discussions. Special consideration will be given to international interactions and work with translators.

**Thursday | 12:00 pm – 12:50 pm | Salon B**

*Roundtable 8 | 207*

## **Evaluating Multicultural Awareness through Cultural Exposure: Tools for Effective Pedagogy**

*Emily Petkus, M.A.*

Culturally relevant teaching and practice is an exciting part of counselor education. Cultural exposure is one way to increase multicultural awareness and strengthen one's counselor educator identity. During this session, the presenter will engage participants in thoughtful discussion on the process of developing cultural awareness. The individual experiences of the roundtable participants will be explored and specific strategies for using those experiences as pedagogic tools will be outlined.

**Thursday | 12:00 pm – 12:50 pm | Salon B**

*Roundtable 9 | 208*

## **Contemporary Pornography and Adolescent Relationships**

*Zachary Bloom, M.A.*

This presentation is a critical analysis of the literature regarding the counseling implications associated with client pornography use. The presenter will facilitate a discussion around the roles and obligations of counselor educators necessary to prepare future counselors to work with adolescents impacted by their pornography use.

## **Symposia Sessions 1:30 pm – 2:50 pm**

### **Distinctive Ways to Address Diversity**

**Discussant: Eleonora Bartoli, Ph.D.**

**Thursday | 1:30 pm – 2:50 pm | 301**

*Research Symposia | 209*

### **Across Borders: Challenges impacting Latino Communities**

*Anna Lopez-Salcido, Ph.D., Ivelisse Torres-Fernandez & Ana Laura James*

Issues regarding immigration and immigration policy have been debated for countless years. Although, many arguments can be made regarding immigration policy, what cannot be argued is the need for mental health professionals to address the needs of the immigrant community. This symposia will revolve around the discussion of three different issues related to the Latina/o community: the impact of border violence on immigrants currently living in the U.S., the effects of border violence on children, and

the consequences of deportation on deportees and spouses left behind.

**Thursday | 1:30 pm – 2:50 pm | 301**

*Research Symposia | 210*

## **Supervisors' Perceptions of Their Multicultural Training Needs for Working with English Language Learning Supervisees**

*Hsin-Ya Tang, Ph.D. & Tim Grothaus*

In this interactive presentation, participants will learn the results from a constructivist grounded theory study exploring supervisors' perceptions of their training needs with regards to the multicultural awareness, knowledge, and skills needed to effectively supervise English language learning supervisees as well as discussing strategies, skills, and interventions for enhancing the supervision of English language learning supervisees.

**Thursday | 1:30 pm – 2:50 pm | 301**

*Research Symposia | 211*

## **Cohesion Through Compassion: Using Culturally Responsive Pedagogy to Create Welcoming and Inclusive Learning Environments**

*Kimberly Mason, Ph.D. & Jena Henson*

Because students are often placed in triads and groups to practice newly acquired counseling skills, students often need to feel appreciated, valued, supported, and connected to be receptive to feedback from peers. Thus, this program will give attendees practical strategies on how to employ culturally responsive pedagogy to build relationships among students and to create a classroom environment of trust and mutual respect so that student practice is not inhibited by fear and judgment.

## **Education Sessions 1:30 pm – 2:20 pm**

**Thursday | 1:30 pm – 2:20 pm | 303**

*Education Session | 212*

## **Online Counselor Training: The Balancing Act of Student Needs, Accreditation Requirements, and Institutional Procedures**

*Robyn Trippany, Ed.D., Kelly Coker, Earl Grey, Kristi Cannon, Tiffany Rush-Wilson & Jason King*

Counselor training in the online world encompasses more than excellent pedagogical style and solid learning resources. The behind-the-scenes operational functioning of a virtual learning environment has great responsibility for

the product it yields. The goal of this session is to provide a discussion of how to respond to the current demand for online learning and prepare students for the field of counseling within the parameters of a virtual environment. Presenters will include key members of the operations team for a CACREP accredited online program in its 10th year of operation.

**Thursday | 1:30 pm – 2:20 pm | 304**

*Education Session | 213*

## **Upgrading Pedagogy! Incorporating Web 2.0 Tools into F2F and Online Courses to Facilitate Active Learning. BYOD.**

*Kelly Kozlowski, Ph.D. & Courtney Holmes*

BYOD! Whether teaching online, F2F, or hybrid courses, Web 2.0 tools are a great way to engage students in higher levels of thinking. These tools not only engage today's technology savvy student, they create active learning environments and the opportunity to flip classrooms to further engage students in the learning process. Come learn how to use Web 2.0 tools to modernize courses as well as assignments, how to update syllabi to reflect the use of technology, and about the precautions of using technology in the classroom. Participants will leave with a comprehensive list of free Web 2.0 tools and samples of syllabi and assignments!

**Thursday | 1:30 pm – 2:20 pm | 305**

*Education Session | 214*

## **Multicultural Counselor Education: Counseling Clients with Spiritually Transformative Experiences**

*Janice Miner Holden, Ed.D. & Sarah M. Blalock*

Studies show clients often have negative experiences when disclosing their potentially spiritually transformative experiences (pSTEs) to mental health professionals. Counselors who dismiss or diagnose such experiences risk being culturally insensitive and therapeutically harmful. Presenters will discuss a method for training counselors to counsel clients with pSTEs, will provide materials, and will demonstrate how to include this instruction in a multicultural counseling or supervision class.

# THURSDAY, OCTOBER 8

Thursday | 1:30 pm – 2:20 pm | 306

*Education Session* | 215

## **Developmental Infusion of Social Justice Constructs in Counselor Education: Shifting the Paradigm**

*Steve Moody, Ph.D. & Justin Lauka*

Social justice continues to be a force in the counseling field and is critical for counselor education. The field has responded with greater infusion of social justice into counselor education programs. Through collective research, innovative strategies have emerged that extend across the development of students. Enhancing programmatic engagement and framing this learning process from a developmental perspective will continue to promote action in the area of social justice.

Thursday | 1:30 pm – 2:20 pm | 307

*Education Session* | 215-1

## **Queering Research & Scholarship**

*Jeffry Moe, Ph.D.*

Research with lesbian, gay, bisexual, transgender, queer, and other gender and sexuality diverse people requires specific knowledge, attitudes, self-awareness, and skills. Concrete operationalization of best practice guidelines, using applied examples and research products, will help counselor-scholars improve their competency for research with LGBTQ populations. Lecture, group discussion, and activities will be used to foster attendees' LGBTQ competence in the domain of research.

Thursday | 1:30 pm – 2:20 pm | 308

*Education Session* | 216

## **Some Pretty Neat Approaches to Promoting Learning in a Psychodiagnosis Class**

*Stephen Lenz, Ph.D.*

The recent introduction of the DSM-5 has provided a terrific opportunity for counselor educators to update psychodiagnosis coursework. This program provides some of the strategies and materials that have been helpful for increasing use of high impact learning practices, supporting practical application of course material, preparing students for success on the National Clinical Mental Health Counselors Examination (NCMHCE), and (d) sustaining instructor enthusiasm.

Thursday | 1:30 pm – 2:20 pm | 309

*Education Session* | 217

## **Wellness Strategies to Thrive during the Pre-tenure Experience**

*Rebecca Koltz, Ph.D., Melissa Odegard & Cristen Wathen*

The presenters maintain that new faculty should not settle for just surviving the pre-tenured experience. While literature about the pre-tenured process paints a rather dismal picture, the presenters will take the mystery out of the pre-tenure process and discuss their own successes and challenges navigating the experience. Negative narrative discourse regarding the pre-tenured experience will be challenged using a variety of thought provoking and wellness based experiential activities.

Thursday | 1:30 pm – 2:20 pm | 310

*Education Session* | 218

## **Working with School Counseling Site Supervisors and Diverse Supervisees: Best Practices for the University Supervisor**

*Helena Rindone, M.A. & Lisa Wines*

Supervision is a critical practice in the development of professional counselors. University supervisors are in a critical position when working with site supervisors who supervise diverse supervisees. It is important for university supervisors to be aware of the best practices for working with diverse individuals in order to transcend awareness and information to site supervisors. In this session participants will learn current best practices for working with diverse supervisees, receive tools for enhancing their own competence, and be made aware of strategies for aiding site supervisors who are working with diverse supervisees.

Thursday | 1:30 pm – 2:20 pm | 401

*Education Session* | 219

## **The Comprehensive Counseling Skills Rubric: Grounding an Empirically Validated Outcome Based Assessment in Strong Pedagogy**

*Stephen Flynn, Ph.D.*

Counselor education programs accredited by the Council for Accreditation of Counseling and / Related Educational Programs (CACREP) are required to evaluate student learning outcomes. An aspect of this evaluation includes ensuring trainees can effectively utilize counseling skills, navigate the various phases of a counseling session, and understand the common sessions of the counseling relationship. Given the importance of these vital areas of profi-

ciency, a Comprehensive Counseling Skills Rubric (CCSR) was validated in a complete and psychometrically sound manner. This presentation offers attendees information regarding the psychometric properties of the CCSR and the knowledge, experience, and pedagogical framework to support the utilization of the CCSR within a CACREP counselor education curriculum.

**Thursday | 1:30 pm – 2:20 pm | 402**

*Education Session | 220*

### **Cultural and Religious Considerations for Counseling Latter-Day Saint Clients**

*Jeffrey Parsons, Ph.D. & Tamera Fenton*

This session provides an overview of cultural and religious considerations when treating members of the Church of Jesus Christ of Latter-Day Saints (commonly referred to as Mormons). Using the Multicultural Counseling Competencies as a framework, this session will orient participants to major belief systems and worldviews that may assist in the treatment of LDS clients. In addition, the session will outline LDS attitudes toward counseling, potential barriers to treatment, and support resources that may be helpful when working with members of this population.

**Thursday | 1:30 pm – 2:20 pm | 403**

*Education Session | 221*

### **The Power of Metaphor: Creatively Using Metaphoric Stories to Facilitate Counselor Development**

*Jason Duffy, Ph.D. & Steve Kassirer*

The presenters will overview the use of metaphor in counseling, counselor education, and counselor supervision and present two innovative activities employing metaphoric stories and creative writing that can be used for counselor-training purposes. Two recent qualitative studies conducted by the presenters examining the efficacy of the approach in the context of counselor training and counselor supervisor training will be discussed.

**Thursday | 1:30 pm – 2:20 pm | 406**

*Education Session | 222*

### **Integrative Reflective Model of Supervision: A Supervisor and Supervisee's Perspective**

*Tracy Stinchfield, Ed.D. & Ryan Bowers*

This program will provide participants with an overview of the Integrative Reflective Model of Group Supervision. Each presenter, a supervisor and former supervisee, will share experiences of using the model for group supervi-

sion in practicum and internship over the course of one year. Participants are encouraged to discuss the application of the model to their supervision, as well as ask questions of the presenters to further understand their perspective from a supervisor and supervisee's experience.

**Thursday | 1:30 pm – 2:20 pm | 407**

*Education Session | 223*

### **Exploring Student and Instructor Perceptions of Trust-Building in Higher Education Online Courses**

*Mary Alice Bruce, Ph.D. Suzanne Young, Dana West, Jacinta Nekesa, April Megginson & Julius Austin*

The purpose of our qualitative study was to explore both online student and instructor perceptions of trust-building that may lead to an effective online environment for counselor education students. Trust facilitates strong positive student relationships and optimal learning. Rather than simply transferring traditional face-to-face activities to online delivery, findings identify culturally relevant practices to create an engaging online environment that fosters trust and academic success for all counselor education students across a variety of contexts and cultures.

**Thursday | 1:30 pm – 2:20 pm | 408**

*Education Session | 224*

### **Using Fink's Taxonomy of Significant Learning in Counseling Education**

*Traci Richards, M.S., Eric Brown, Kristy Carlisle & Mike Kalkbrenner*

The education session will provide information on Fink's Taxonomy of Significant Learning and how to apply the taxa for designing and teaching a Multiculturalism course. Despite empirical evidence supporting experiential learning, antiquated and ineffective teaching methods are predominantly utilized to promote learning. Fink's Taxonomy seeks to promote not just learning, but significant learning using effective teaching methods. The taxonomy takes a learner-centered stance and is aligned with a Constructivist paradigm, favored by counseling educators and those using 21st Century teaching methods. Fink's Taxonomy provides a framework that gives the educator the ability to create an experience for the students that will evoke learning that is significant and powerful.

# THURSDAY, OCTOBER 8

Thursday | 1:30 pm – 2:20 pm | 409

*Education Session* | 225

## **Weightism: What It Is, Why It Matters and Steps We Can Take to Influence Change**

*Connie Ducaine, M.A.*

More people are facing with weight issues than ever before, yet the level of tolerance regarding size has not significantly improved. As advocates for those who are marginalized, counseling professionals should understand the extent of anti-fat bias and take steps to address the issue. This session will spotlight the topic of weightism, the prevalence of this form of discrimination, and the benefits of incorporating conversations on this topic in counselor education programs and supervision

Thursday | 1:30 pm – 2:20 pm | 411

*Education Session* | 226

## **Inclusion of Technology in Supervision: Ethical Pitfalls and Best Practices**

*Allison K. Arnekrans, Ph.D., Robin DuFresne, Leslie Neyland & Jared S. Rose*

More people are facing with weight issues than ever before, yet the level of tolerance regarding size has not significantly improved. As advocates for those who are marginalized, counseling professionals should understand the extent of anti-fat bias and take steps to address the issue. This session will spotlight the topic of weightism, the prevalence of this form of discrimination, and the benefits of incorporating conversations on this topic in counselor education programs and supervision.

Thursday | 1:30 pm – 2:20 pm | 412

*Education Session* | 227

## **Educating School Counselors to be Leaders and Advocates for All Students**

*Karen Dickinson, Ph.D.*

This workshop for school counselors and counselor educators focuses on enhancing leadership and advocacy skills to support all students. Research from interviewing school principals regarding collaboration for school-wide, comprehensive counseling programs will be shared, and ideas for counselor educators to use to develop and promote advocacy skills and leadership roles in novice school counselors will be discussed.

**Roundtable Sessions 1:30 pm – 2:20 pm**

Thursday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 1* | 228

## **Suicide and LGBTQ Youth, Is it Really a Problem?**

*Laura Gallo, M.A. & Matthew Beck*

Lesbian, gay, and bisexual (LGB) youth are more likely than their straight peers to attempt suicide (American Association of Suicidology, 2015). Counselor educators may not understand the role they can play in helping LGBTQ youth overcome these stressors. Therefore, a paradigm shift is warranted, where counselor educators scaffold LGBTQ-inclusive pedagogy that focuses on preventing suicide, understanding the role of family support and rejection, and the importance of advocacy. The goal of this presentation is to help counselor educators identify and understand the scope of suicidality with LGBTQ youth.

Thursday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 2* | 229

## **Preparing counselors in Training to Support Linguistically Diverse Students and Families**

*Malti Tuttle, Ed.S. & Leonissa Johnson*

In order to take part in advocacy oriented ` with English Language Learners, counselors must communicate with their family members. Participants in this roundtable discussion will examine the voices of linguistically diverse parents shared in interviews. Additionally, presenters will facilitate a dialogue about how counselor training programs are preparing students work with English Language Learners and their families.

Thursday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 3* | 230

## **It's Not All Stress and Struggle: Acculturation and Cross-cultural Counseling**

*Makoto Miyoshi, M.S., Julia Champe & Vanessa Renshaw*

Please join us for a discussion on a reconsideration of the acculturation process for international students, and implementation strategies for supervision and counseling practice. In a brief overview of qualitative research on the acculturation processes of Japanese students, he presenters will share findings and present a holistic framework for conceptualizing the experiences of international supervisees and clients in the U.S. Concrete supervision and counseling strategies, handouts included.

Thursday | 1:30 pm – 2:20 pm | Salon A

Roundtable 4 | 231

## **The Healing Circle: An American Indian Group Technique**

*Avis Garcia, M.S. & Deborah McGriff*

Behavioral health problems such as depression, anxiety, addictions, suicide, and family disruption are recognized as problematic for American Indians. The ability to provide access to adequate, culture-based interventions is especially challenging. In Indian country, the most recognized approach to address these issues is the special attention to the use of culturally relevant pedagogy and practice. This presentation reviews a traditional best practice of grip therapy common to Native populations.

Thursday | 1:30 pm – 2:20 pm | Salon A

Roundtable 5 | 232

## **Culture Shift: the Transition from Counselor Educator to Department Chair**

*Daniel Kissinger, Ph.D.*

Department chairs make academic decisions that reverberate through the personal and professional lives of counselor educators and students. Further, while department chairs are often a catalyst for positive change, the position is often avoided, misunderstood, or maligned. This presentation (re)frames the department chair position as a unique way for counselor educators make an indelible mark on the profession by using the chair's inherent leadership and decision making authority to strengthen culturally relevant counselor pedagogy, supervision, and practice.

Thursday | 1:30 pm – 2:20 pm | Salon A

Roundtable 6 | 233

## **Online Pedagogy and Inclusive Design in Counselor Education**

*Emily Oliveira, Ed.S. & Courtney Boddie*

Web-based instruction is becoming more prevalent in counselor education programs and counselor educators are being asked to teach courses online without training or support. In this roundtable discussion, the presenters will discuss online pedagogy in counselor education and strategies relevant to online teaching. Inclusive design and social justice will be discussed as they relate to students' diverse learning needs. Session attendees will be invited to discuss their own experience with online teaching strategies and will be provided with resources for further development.

Thursday | 1:30 pm – 2:20 pm | Salon A

Roundtable 7 | 234

## **Supervision of Bilingual Counselors: Understanding and Incorporating Cultural Personalities**

*Cristina Creevan, B.A., Heather Trepal & Angelica Tello*

Bilingual counseling services are in high demand throughout the United States, making the supervision of bilingual counselors indispensable. However, little is known about best practice strategies for supervising bilingual counselors. This presentation will introduce the concept of cultural personalities and explore the differences that exist between monolingual and bilingual brains regarding language, emotions, and learning. Strategies for supervising bilingual counselors will also be provided.

Thursday | 1:30 pm – 2:20 pm | Salon A

Roundtable 8 | 235

## **Scaffolding Layers of Stigma in HIV/AIDS: An Ecological Framework for Working with HIV-Positive Clients.**

*Steven Kassirer, J.D., M.S. & Jason Duffy*

Participants will explore the history and layers of stigma surrounding HIV from the onset of the virus, through the pandemic, to the present-day chronic nature of HIV/AIDS. Through a combination of lecture, experiential activities, and group-focused questions, participants will see HIV-related stigma through an ecological lens, exploring how HIV-related stigma impacts the decisions to get tested and treatment. It will further explore how HIV-related stigma impacts the social, emotional, and behavioral wellness of HIV-positive people and will explore culturally relevant interventions to assist clients at the individual, microsystemic, mesosystemic, and macrosystemic levels.

# THURSDAY, OCTOBER 8

Thursday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 9 | 236*

## **International and Domestic Counselor Education Students: Perception and Experiences of Mutual Impact on Learning and Cultural Competencies.**

*Kaj Kayij-Wint, M.A., Edward Ewe & Jocelyn Novella*

This round table session discusses the programmatic implications of the experiences of the mutual impact on learning and cultural competencies of domestic and international students. As programs move toward cultural competency and internationalized learning environments, it is important that students' experiences of these changes are explored. The presenters will show how these issues directly and positively impact programs when implementing culturally relevant pedagogy and teaching strategies that capitalize on the rich learning environment resulting from having both domestic and international doctoral students.

Thursday | 1:30 pm – 2:20 pm | Salon B

*Roundtable 1 | 237*

## **More Than Doing: Being. Using Mindfulness and The Eightfold Path To Develop Counselor Traits And Attributes.**

*Joseph Avera, M.A. & Yuliya Zholu*

Counselor Educators have few methods available to directly develop student traits and attributes such as awareness, empathy, and receptivity. Mindfulness training and the Eightfold path may help develop these traits in students. Participants will gain an understanding of how the Eightfold path helps to develop empathy, awareness, and other key traits. Presenters will facilitate a discussion of how mindfulness and the eightfold path can be integrated into counselor education programs.

Thursday | 1:30 pm – 2:20 pm | Salon B

*Roundtable 2 | 238*

## **Connecting Advocacy and Culture: Integrating Current Events in Advocacy Instruction**

*Seth C.W. Hayden, Ph.D. & Jamie E. Crockett*

Advocacy and multiculturalism are connected elements of counseling practice and by extension counselor education. The interaction of these concepts calls for integrated instructional methods to enhance awareness of effective advocacy practices related to multicultural concerns. This presentation will discuss a learning activity grounded in Feminist Pedagogy that utilizes current events to integrate these concepts in the instruction of counselor trainees.

Thursday | 1:30 pm – 2:20 pm | Salon B

*Roundtable 3 | 239*

## **Utilizing Guided Reflection to Explore Multicultural Critical Incidents**

*Ann McCaughan, Ph.D.*

This presentation will overview the application of a guided model of reflection, to multicultural critical incidents. Application of this model provides opportunity to explore critical incidents (i.e., cultural clashes), from multiple perspectives, in an effort to promote multicultural competence. Attendees will be provided with examples of critical incidents chosen for reflection in an introductory multicultural counseling course. In addition, the model of reflection will be introduced, and data from students' assignments will be included for discussion.

Thursday | 1:30 pm – 2:20 pm | Salon B

*Roundtable 4 | 240*

## **Facilitating Awareness of Unearned Privilege in Counselors-in-Training through Experiential Pedagogy**

*Melanie Popiolek, M.A. & Sonja Thayer*

Research supports the use of experiential activities to stimulate multicultural awareness, to help individuals confront and subsequently overcome their own racial or ethnic biases, to challenge students to examine their own personal values, and to restructure those values as necessary to maintain multicultural competence. By attending this interactive session participants will be able to experience first-hand activities designed to facilitate the development of multicultural competence in counseling students, including addressing any "blind spots" regarding unearned privilege.

Thursday | 1:30 pm – 2:20 pm | Salon B

*Roundtable 5 | 241*

## **"So You Think You Can Provide Multicultural Counseling?" Deepening Our Multicultural Counseling Skills.**

*Cheryl Smith, Ph.D.*

This program will deepen the multicultural counseling skills learned in graduate school and beginning level workshops. It is designed to be advanced level training for the clinician and counselor educator. Practical skills and interventions will be introduced and a live demonstration. Specific content covered will include dynamic sizing, ethnic identity model, multicultural interview, and status stratification.

Thursday | 1:30 pm – 2:20 pm | Salon B

Roundtable 7 | 242

## **Culturally Relevant International Counseling, Research, and Teaching: Counselor Educators Share Best Practices**

*Angela Coker, Ph.D., Mary Alice Bruce, Charles Gressard, Sachin Jain, Uchenna Nwachuku & Syntia Santos*

What critical issues are involved in conducting culturally relevant counseling, research, and service internationally? How might counselor educators use global understanding to expand cultural competencies and knowledge in counselor education? This interactive program highlights the expertise of a panel of counselor educators who share best practices in international engagement and practice around the world.

Thursday | 1:30 pm – 2:20 pm | Salon B

Roundtable 8 | 243

## **Assessing CACREP Clinical Mental Health Outcomes in a Diagnosis and Treatment Planning Course**

*Renee Sherrell, Ph.D.*

During this roundtable, we will discuss strategies to incorporate CACREP Clinical Mental Health Counseling (CMHC) student learning outcomes (SLOs) into a Diagnosis and Treatment Planning course. Specifically, we will review relevant CMHC diagnosis-related SLOs, consider creative ways to include these SLOs into readings and activities, and review approaches to evaluate student learning. The presenter will share examples of how they integrated diagnosis-related CACREP SLOs into course curriculum.

Thursday | 1:30 pm – 2:20 pm | Salon B

Roundtable 9 | 244

## **Addressing Race-Based Trauma in the Counselor Education Classroom**

*Amanda Evans, Ph.D.*

This presentation will examine race-based trauma and the pervasive impact it can have on people of color. Counselor educators are called to examine the impact of race-based trauma on client populations and incorporate pedagogy practices that address this issue in the United States. In consideration of Ferguson, Missouri and the Call to Action for all Americans, this presentation will focus on training counselors to address issues of race-based trauma in counseling and will help to prepare counselor educators to address these issues in the counseling classroom.

**Education Sessions 2:30 pm – 3:20 pm**

Thursday | 2:30 pm – 3:20 pm | 302

Education Session | 245

## **Managing Value Conflicts in Counseling**

*Gerald Corey, Ed.D. & Marianne Corey*

There are numerous areas in which our values as counselors can potentially conflict with the values of our clients. Ethical practice dictates that we seriously consider the impact of our values on clients and that we learn how to manage any value conflicts with those we serve. This presentation addresses the implications of recent court decisions on counselors who refuse to work with people because of value differences. Questions from participants are invited.

Thursday | 2:30 pm – 3:20 pm | 303

Education Session | 246

## **Teaching Multicultural Course: Deconstructing and Constructing the Stories of Three Counselor Educators of Asian Descent**

*Jennie Ju, M.A., Pali Gill & Kok-Mun Ng*

Does our cultural background help or hinder the effectiveness of teaching a course on multiculturalism? Join us for a narrative journey through three personal stories of Asian American counselor educators in teaching multicultural courses. We will utilize narrative perspective to frame the uniqueness and challenges of Asian American faculty in teaching multicultural classes. The audience will be invited to help reflect on the stories, deconstruct the narratives, and construct emerging themes.

Thursday | 2:30 pm – 3:20 pm | 304

Education Session | 247

## **'Til Death or Doc Do Us Part: A Look at Unique Challenges That Face Married/Partnered Doctoral Students in Counselor Education**

*Anthony Suarez, M.A. & Chris Carver*

For a doctoral student, academic challenges can be difficult enough. The same can be said about the day-to-day issues of married/partnered life. When the two are combined, it is bound to create a set of unique circumstances that must be navigated by both the doctoral student and their partner. This session will discuss qualitative data obtained from married/partnered doctoral students in Counselor Education programs in the Southeast that highlight individual challenges and strategies for managing these issues. Benefits married/partnered students will also be discussed.

# THURSDAY, OCTOBER 8

Thursday | 2:30 pm – 3:20 pm | 305

*Education Session* | 248

## **Counselors' Use of the Transtheoretical Model in Interprofessional Collaboration**

*Stephanie Burns, Ph.D. & Daniel Cruikshanks*

Interprofessional collaboration impacts counselors during those times when coordinating care with physicians, social workers, psychologists, parole officers, nurses, and other professions. This presentation will explore the six essential practice competencies required in interprofessional collaboration, propose a rationale for using the Transtheoretical Model (TTM) in interprofessional encounters, and suggest ways that counselors could use the TTM productively in a collaborative environment.

Thursday | 2:30 pm – 3:20 pm | 306

*Education Session* | 249

## **Enhancing Career Development Training for School Counselors**

*Christopher Belser, M.Ed.*

Many masters programs provide a generic career development course, which often leaves school counselors feeling unprepared for the curriculum-based, comprehensive approach to career development recommended by ASCA. This presentation will (a) provide a rationale for improving school counselors' career development training, (b) introduce a model of career development that integrates human development theory and career theory, (c) and discuss strategies to enhance career development course design.

Thursday | 2:30 pm – 3:20 pm | 307

*Education Session* | 250\*

## **Counseling and Journalism: Teaching Students to Engage Media**

*Annie (Kathleen) Smith, M.A.*

What is the role of news media in the counseling classroom? This presentation will introduce how to use journalism in the counseling classroom, and how to engage graduate students to be citizen journalists for the field. If the work of counselors is to be represented accurately in mainstream media, we have to train our students to be voices in the conversation. Kathleen Smith, doctoral student and mental health journalist, will discuss her work using global news media in the classroom to spark student interest and creativity, as well as her own experiences as a writer.

Thursday | 2:30 pm – 3:20 pm | 308

*Education Session* | 251

*ACES Research Award Recipient*

## **Mentoring as an Avenue to Facilitate Leadership Development in Counselor Education Programs**

*Jessica Headley, M.A.*

*& Varunee Faii Sangganjanavanich*

Mentoring is a promising avenue to promote professional identity, leadership, and advocacy efforts among counselors. However, scholars suggest that quality and culturally relevant mentoring experiences may be lacking, or non-existent, for some counseling graduate students and early career counselor educators. To address this issue, the presenters will describe the definition and process of mentoring, discuss how mentoring relates to counseling leadership, and facilitate a dialogue about ways mentoring can be promoted in counselor education programs.

Thursday | 2:30 pm – 3:20 pm | 309

*Education Session* | 252

## **What and How Counselor Education Can Impact Attitudes toward Addictions**

*Jane Warren, Ph.D., Amanuel Asfaw, David Meggitt,*

*Kevin Vance, Jennifer Weatherford & Grant Sasse*

enhanced through rigor evaluation of changes from pedagogical experiences. This program will show the curricular design of a 15-week counselor education addictions course and how the educational experiences positively impacted the master's level counseling students' attitudes.

Thursday | 2:30 pm – 3:20 pm | 310

*Education Session* | 253

*ACES Research Award Recipient*

## **Facilitating School Counselors' College & Career Readiness Training without Changing your Curriculum**

*Blaire Cholewa, Ph.D. & Gretchen Schulthes*

College & Career Readiness! College & Career Readiness! This phrase has popped up in the media, presidential speeches and curriculum standards. At the forefront of this discussion are school counselors. Ensuring their preparedness in this area is vital to counselor educators and yet curricular overhauls are unrealistic. Come join this engaging presentation where we describe a model utilizing practicum experiences with high-risk undergraduates to enhance trainees' knowledge and skills in college & career

readiness, thereby avoiding the arduous task of revamping your program.

**Thursday | 2:30 pm – 3:20 pm | 401**

*Education Session | 254*

## **Harm Reduction Curriculum in Counselor Education: Exceeding CACREP 2016 Standards**

*Cortny Stark, M.A. & Karen Anthony*

Today's counselor educators must not only attend to the student learning objectives articulated in CACREP 2016, but also meet the rigorous demands of the counseling field. Counselor educators must ensure that their students meet addiction-related core competencies, to ensure that future practitioners are prepared for working with individuals with both addictive and co-occurring disorders. This presentation aims to provide a comprehensive outline of harm reduction as a public health model of addiction, influencing governmental policy, counseling practice and theory, and altering the ways in which we conceptualize and contextualize addictive disorders. Participants will be provided artifacts and examples of a harm reduction curriculum which may be implemented in the classroom environment or utilized with supervisees.

**Thursday | 2:30 pm – 3:20 pm | 402**

*Education Session | 255*

## **Distance Supervision: Using Technology to Expand Training Opportunities**

*Tanya Johnson, M.A. & Michael Jones*

Distance Supervision is the provision of supervision meetings via video chat over a secure, HIPAA-compliant platform. With all fifty states requiring supervision for independent licensure, access to supervision is not only a necessary training process, but a legal requirement for new counseling professionals. A variety of circumstances could preclude this access, including physical distance from the nearest qualified supervisor. New counselors who could benefit from distance supervision include those who live in rural areas, those who work for small agencies without the option of an in-house supervisor, members and spouses of the military or others who live abroad and still wish to pursue licensure. As distance counseling gains legitimacy and approval from licensing boards and insurance panels, it will be advantageous for counselors to seek licenses in multiple states, possibly requiring supervision in a state they do not reside in. Just as distance counseling expands the options for finding the right clinician for each client, distance supervision can expand options for new counsel-

ors to find the right supervision fit as they grow as professional counselors.

**Thursday | 2:30 pm – 3:20 pm | 403**

*Education Session | 256*

## **The Influence of Counseling Student Cognitive Development on Constructions of Ethical Client Referrals**

*Jessica Lloyd-Hazlett, Ph.D., Julieta Rubio & Eleni Maria Honderich*

This presentation reports findings of an original qualitative study examining student counselors' constructions of ethical client referrals. Perceived intersections among ethical behavior, personal values, and professional competence will be discussed, with specific attention to thematic patterns across and between students' cognitive developmental positions. Implications for culturally-informed training, supervision, and professional advocacy will also be explored.

**Thursday | 2:30 pm – 3:20 pm | 406**

*Education Session | 257*

## **Teaching Military Cultural Awareness to Counselors-In-Training**

*Barbara Rushing, M.S.*

Nearly 4 million men and women currently service in the United States military, of whom nearly 56% are married, and 78% of those married have dependent age children (Fischer, 2014). Of those deployed to Iraq and Afghanistan, over 6,700 have died and 51,000 have been. Divorce rate are double of those in the civilian population, suicide rates are at their highest level ever, and mental health disorders have increased dramatically (Meis, Erbes, Polunsky, & Compton, 2010). The financial cost of the ballooning veterans' mental health crisis has been estimated in the billions of dollars (Elhai, Reeves, & Frueh, 2010). To meet the growing demand, the VA has loosened its restrictions on treating military personnel to include mental health professionals outside of government agencies. In this session, we will have a discussion about aspects of military culture, cultural barriers to accessing mental health services, and suggestions for training mental health professionals to work with this population. Participation strongly encouraged. Handouts available.

# THURSDAY, OCTOBER 8

Thursday | 2:30 pm – 3:20 pm | 407

Education Session | 258

## **Bug-in-the-Eye: Using Netbooks for Inexpensive and Effective Live Supervision of Practicum Students**

*Kevin Curtin, Ph.D., Steve Byrne & Kasie Lee*

This session is about one program's approach to live-supervision, specifically bug-in-the-eye supervision utilizing a wireless netbook communication system between faculty-supervisors and practicum students in a counselor education training clinic. Presenters will describe how this type of supervision is provided, the technological requirements for implementation, benefits and limitations, and implications for practice and research.

Thursday | 2:30 pm – 3:20 pm | 408

Education Session | 259

## **Have You Gone Gray?: Integrating Gerocounseling within Counselor Education**

*Matthew Fullen, MA, MDiv*

It is well-documented that the U.S. population is "graying," prompting health care leaders to call for more mental health professionals with training in work with older adults. Despite impediments like a lack of Medicare reimbursement, the counseling profession is uniquely situated to meet the needs of older adults due to its emphasis on wellness, multicultural competence, and adult development. This seminar will describe the role of counselor educators in promoting gerocounseling to students and integrating work with older adults into a counselor education program.

Thursday | 2:30 pm – 3:20 pm | 409

Education Session | 260

## **Advocating for Awareness of the Lesbian Intimate Partner Violence Experience: Educating Counselors in Training**

*Liz Gilchrist, M.A. & Maegen Horton*

Societal pressures and acculturated norms result in a lack of counselor training to work with lesbian survivors and perpetrators of intimate partner violence. It's imperative for Counselor Educators to advocate for this vulnerable population by educating counselors to acknowledge their biases to become more effective. Study findings, recommendations and strategies about lesbian IPV will be presented to assist with bridging the gap between training and implementation.

Thursday | 2:30 pm – 3:20 pm | 411

Education Session | 261

## **Narrative Pedagogy in the Counselor Education Classroom**

*Laura Harrawood, Ph.D., Michael Mariska & Nicole Hill*

This presentation will address how narrative pedagogy can assist counselor educators in guiding students to develop a new understanding of client concerns by creating a deeper understanding of clients' complex issues. The presenters will address how the narrative metaphor as depicted in autobiography, memoirs, dance, film, and digital media such as v-logs and blogs can be used to assist students in creating effective working alliances and acquiring informed cultural competencies.

Thursday | 2:30 pm – 3:20 pm | 412

Education Session | 262

## **Clinical Supervision for International Counselors-in-Training**

*Yue Dang, M.A. & Varunee Faii Sangganjanavanich*

International students face numerous challenges in academic, professional, and personal aspects as counselors-in-training in the United States. They often present unique needs in clinical supervision when compared to domestic students. This presentation provides an overview of the unique needs and challenges that international counselors-in-training have and ways that supervisors can address them in clinical supervision. Multicultural considerations and diversity issues regarding supervising international counselors-in-training are discussed.

## **Roundtable Sessions 2:30 pm – 3:20 pm**

Thursday | 2:30 pm – 3:20 pm | Salon A

Roundtable 1 | 263\*

## **Writing in the Academy: How to Survive and Thrive**

*Sherrionda Crawford, Ph.D. & Shelley Reed*

"Scholarly productivity is one of the most important and controversial requirements for success in higher education" (Maddux & Liu, 2005, p. 55). It is no longer a requirement reserved only for Tier I research institutions. Evidence of scholarly productivity is now increasingly used as an evaluative tool for the tenure and promotion process, regardless of the level of academia in which

one chooses to pursue a career. This new trend can be problematic, typically for junior faculty giving new credence to the phrase, “publish or perish”. Together we will explore the development and benefits of being involved in a writing group that is multidisciplinary and productive for students, junior faculty, and senior faculty alike.

**Thursday | 2:30 pm – 3:20 pm | Salon A**

*Roundtable 2 | 264*

### **Using the Standards to Work for Your Program: CACREP Accreditation and Clarifying Your Program Expectations and Outcomes**

*Caroline Baker, Ph.D., Mark Gillen & Helena Rindone*

This roundtable discussion will utilize a case-study approach to provide an overview of one program’s self-study process, focusing on the line between attending to CACREP while maintaining a unique program. Specifically, participants will gain an understanding of how one program tackled the 2009 CACREP standards through creating timelines, organizational charts, collaboration among faculty, and recruitment of outside help. Participants will also obtain ideas for the collection and use of data to inform program decisions, based on the experiences of one program. Participants will be invited to discuss questions, thoughts, and their own experiences with CACREP accreditation, and will leave with new ways of approaching the self-study process.

**Thursday | 2:30 pm – 3:20 pm | Salon A**

*Roundtable 3 | 265*

### **Diversity from a Distance: Successes and Challenges of Teaching Online Diversity Courses**

*Valerie Couture, M.Ed.*

This roundtable discussion will compare teaching cultural diversity in an online environment with teaching the course in a traditional on campus environment. Counselor educators are invited to come and share their challenges and best practices. The challenges of engaging students in self-reflection exercises and addressing sensitive issues will be addressed. How to best keep students engaged and how to create buy-in to the purpose of becoming culturally competent counselors will be discussed.

**Thursday | 2:30 pm – 3:20 pm | Salon A**

*Roundtable 4 | 266*

### **Bridging Students Multicultural Competency Across Institutions: A Model of Practice Between Two Institutions and Clinical Skill Practice**

*Meredith Drew, Ph.D. & Kristin Vincenzes*

This roundtable discussion will introduce an experiential model that was created between two college/institutions. This model was developed in order to expand the multicultural opportunities for graduate counselor trainees to experience during their counseling skills courses. All students were enrolled in Clinical Interviewing/Advanced Skills courses and were required to complete two counseling sessions via Blackboard Collaborate, a virtual classroom environment.

**Thursday | 2:30 pm – 3:20 pm | Salon A**

*Roundtable 5 | 267*

### **Culturally Relevant Mentoring for the Success of Graduate Students of Color**

*Nikhil Kaistha, M.S. & Jamie Hedin*

Changing demographics in the United States have led to diversification of the undergraduate population, yet this change has not translated to graduate programs. Graduate students of color face unique challenges and, a majority of institutions of higher learning grapple with effectively supporting these students in overcoming these unique barriers. Mentoring can be an effective way to deal with these issues. Research suggests a variety of effective mentoring styles and strategies. Recommendations for institutions, faculty, and students are made to enhance their success.

# THURSDAY, OCTOBER 8

Thursday | 2:30 pm – 3:20 pm | Salon A

Roundtable 6 | 268

## **Implementing Culturally Relevant Classroom Practices to Enhance Student Learning Outcomes**

*Debbie Newsome, Ph.D., Nathaniel Ivers & Heidi Robinson*

Counselor educators are challenged to help students of diverse backgrounds meet standardized learning outcomes. Innovative, culturally relevant teaching practices grounded in sound pedagogy are instrumental in helping students meet those learning outcomes. In this presentation, presenters will facilitate discussion about teaching practices. Presenters and participants will also discuss challenges, barriers, and supports related to implementing effective, culturally relevant teaching practices.

Thursday | 2:30 pm – 3:20 pm | Salon A

Roundtable 7 | 269

## **Innovations in Culturally Relevant Curriculum Design and Delivery Principles: Implications for Counselor Education Distance Learning**

*Lisa Waid McKenna, Ph.D., Marilyn Montgomery, Amie Manis, Crystal Neal, Robert Eubanks & Amber Lange*

Distance education is becoming mainstream in counselor education. In online learning environments, curriculum design and delivery need to effectively prepare learners by providing foundational information and the opportunities to apply knowledge within the course. The purpose of this roundtable discussion is to share insights and techniques for designing counselor education curriculum to serve a diverse group of learners enrolled in online counselor education programs or hybrid courses.

Thursday | 2:30 pm – 3:20 pm | Salon A

Roundtable 8 | 270

## **“Art into Life”: Drawing Inspiration from the Russian Constructivism Art Movement to Teach Counselor Educators**

*Emma Burgin, M.A. & Anna Lora Taylor*

During the presentation, attendees will learn about this art movement and discuss how it can inform the way we discuss constructivism in counselor education. Additionally, participants will get hands-on experience at repurposing everyday objects and thoughts into an

art product that sends a message about their respective teaching philosophy. Lastly, attendees will have the opportunity to share their own ideas for creatively teaching about constructivism, a fundamental philosophy that guides much of counselor education.

Thursday | 2:30 pm – 3:20 pm | Salon B

Roundtable 1 | 271

## **Teaching Leadership and Advocacy for Professional Counseling Practice in Diverse Settings**

*Robert Dobmeier, Ph.D., & Summer Reiner*

Participants will be invited to reflect on their own values and skills in teaching, modeling, and empowering their students to become leaders and advocates in diverse settings. Attendees will learn about a master’s course in leadership and advocacy created by the presenters. Participants will work in small groups to share their experiences and questions about teaching leadership and advocacy, as a base on which to build an action plan to take their interventions to the next level.

Thursday | 2:30 pm – 3:20 pm | Salon B

Roundtable 2 | 272

## **Counseling Outside of Comfort Zones: Andragogy to Empower Students with the Art of Maintaining their own Values While Embracing Their Client’s**

*Angela Colistra, Ph.D. & Alexanderia Smith*

This roundtable session is focused on Counselor Educators working with adult learners who have attained paraprofessional experience, but also possess misconceived ideas about when to help a client and when to refer, based on cultural differences. This session will provide discussion, real student examples, and andragogy ideas on ways in which Counselor Educators can train Counseling Students to shift this paradigm from one of automatic referral to one of empowerment; whereby students are able to work with clients in a culturally responsive and appropriate manner.

Thursday | 2:30 pm – 3:20 pm | Salon B

Roundtable 3 | 273

## **Evaluation of the Effectiveness of Culturally Relevant Creative Interventions in Training Supervision**

*Lynne Guillot Miller, Ph.D., Eric Baltrinic & Heather J. Smith*

It can be exciting and helpful to use expressive arts and creative approaches in counselor supervision, but how do you know it is positively impacting supervisee development? The presenters will integrate creative supervision interventions including art, sand play, music, and storytelling with culturally relevant pedagogy that may empower supervisees to recognize and work with cultural issues. Descriptions related to the evaluation of such interventions will be presented.

Thursday | 2:30 pm – 3:20 pm | Salon B

Roundtable 4 | 274

## **Critical Incidents in Teaching: A Trauma-Informed Approach to Managing Student Self-Disclosure**

*Isabel Thompson, Ph.D., Tara Jungersen & Eric Thompson*

The nature of counselor education requires coverage and knowledge of deeply personal and emotionally-laden topics that may trigger previous trauma. This presentation will explore a trauma-informed approach to managing student self-disclosure of traumatic incidents, including sexual assault, suicide attempts, substance abuse, or legal involvement. Attendees will gain an understanding of critical classroom incidents and confidentiality issues. This presentation will explore how to support student well-being and professional development while maintaining program standards and gate-keeping responsibilities.

Thursday | 2:30 pm – 3:20 pm | Salon B

Roundtable 5 | 275

## **Exploring the Contemporary College Student: Strategies for Teaching and Preparing Graduate Students for Clinical Internship and Work in College and University Counseling Settings**

*Derrick Paladino, Ph.D. & Laura Gonzalez*

With the increase of counselors entering college counseling settings for practicum/internship comes the need for counselor educators to prepare masters

and doctoral level students in all aspects of this specific clinical area. Attendees will develop an understanding of the diverse components of this profession, pedagogical strategies (e.g., syllabi, course content, creating/ implementing a course), and learn what these centers are looking for from students prior to entering a clinical experience

Thursday | 2:30 pm – 3:20 pm | Salon B

Roundtable 6 | 276

## **Building a Collaborative Counselor Educator/District School Counseling Supervisor Leadership Team**

*Julia Taylor, M.A. & Donna Dockery*

Creating a collaborative partnership between counselor educators and district school counseling supervisors is highly beneficial to increase the congruence of school counseling program standards and practice. Presenters will share initial steps, goals, and strategies used to develop their university/district partnership, as well as accomplishments to date. Participants will be provided with numerous tips and resources for replication of the leadership partnership.

Thursday | 2:30 pm – 3:20 pm | Salon B

Roundtable 7 | 277

## **Maintaining Wellness During Transitions into Academia**

*Cheyenne Carter, Ph.D. & Mario De La Garza*

Life transitions present personal and professional challenges. This session presents an opportunity for new, first time faculty members to engage in peer-based discussion concerning adaptation to life in academia. The session will focus on stressors participants have faced as first time faculty members, strategies for maintaining personal wellness in the midst of change, and challenges to personal identity that emerge during transitions.

# THURSDAY, OCTOBER 8

Thursday | 2:30 pm – 3:20 pm | Salon B

*Roundtable 8* | 278

## **Cultivating Wisdom: Why It May Be More Important Than IQ**

*Matt Tis, M.A.*

Counseling students must not only possess specific knowledge, but exhibit certain personal qualities. These qualities (empathy, perspicacity, authenticity, etc.) are closely associated with wisdom and may be more important than the analytical skills typically valued in higher education. They are also commonly attributed to women and minorities, and have often been dismissed or devalued by those in power, signaling a need for a systemic change. Through lecture and discussion this program will illustrate ways in which wisdom may be cultivated in the context of counselor education.

Thursday | 2:30 pm – 3:20 pm | Salon B

*Roundtable 9* | 279

## **The Counseling Experiences of Transgender Clients: Implications for Counselors and Counselor Educators**

*Julian Rafferty McCullough, M.A., Cory J. Viehl, Jonathan Standish & Amanda Rumsey*

Transgender individuals face significant barriers in their lives that impact their mental health and well being, including discrimination (Grant et al., 2011). Counselors and counselor educators often do not feel adequately prepared to address the needs of transgender populations. This informative and interactive session will present significant findings from a qualitative study that explored the meaningful counseling experiences of transgender individuals.

## **Education Sessions 3:30 pm – 4:20 pm**

Thursday | 3:30 pm – 4:20 pm | 302

*Education Session* | 281

## **The Counselor's Dozen: Twelve Creative Activities for the Classroom and the Counseling Room**

*Quinn Pearson, Ph.D., Sandra Loew, Karen Townsend, Miranda Parries & Danyelle Brooks*

Activities spanning counselor education curriculum will be presented with detailed handouts as follows: Light Shadows and Cups of Priorities (theories), Brainstorming Competition (techniques), Movie Critiques (family

counseling), M&M Sampling (assessment), DSM-5 Jeopardy, Counselor Journey Collage (practicum), Creative Lifespan (human development), The Invitation (child and adolescent), Sand Tray Case Conceptualization (practicum), Cultural Genogram (cultural foundations), and Career Jenga.

Thursday | 3:30 pm – 4:20 pm | 303

*Education Session* | 282

## **READY, MindSET, GO! Increasing Students' Resilience to Learning in Counselor Education Programs**

*Eleonora Bartoli, Ph.D., Alex Mamolou, Lisa Brutko, Emily Cox & Stacey Herreid-Halstead*

Students in counselor education programs are not simply asked to learn a set of skills, but to transform themselves into deeply empathetic and non-judgmental individuals. How can we build students' resilience to thrive in a process where they are evaluated on dimensions (e.g., empathy, self-awareness) that make up who they are as people? The impact of these challenges might be all the more felt by minority students due to stereotype threat. This presentation will describe a training program (and its assessment) designed to support students through this unique learning challenge.

Thursday | 3:30 pm – 4:20 pm | 304

*Education Session* | 283

## **If You Build It, They Will Come: The Development of a College and Career Readiness Program**

*Sejal Parikh Foxx, Ph.D. & Stanley Baker*

Through a university-school partnership, Master's students were trained to deliver curriculum on college and career readiness to 367 ninth graders. This presentation will focus on how the curriculum was developed, the delivery model, supervision considerations, and strategies for a culturally relevant community based delivery model.

Thursday | 3:30 pm – 4:20 pm | 305

*Education Session* | 284

## **Culturally Sensitive Group Supervision in School Counselor Education**

*Brett Zyromski, Ph.D. & Melissa Mariani*

Supervision courses provide valuable experiences to enhance students' cultural sensitivity as well as counseling skills. Supervision experiences should be meaningful,

didactic, and provide evidence of skill mastery. The presenters will provide examples of supervision requirements such as videotaping a variety of direct services, accountability projects, and assessing students' advocacy skills.

**Thursday | 3:30 pm – 4:20 pm | 307**

*Education Session | 285*

## **Internationalization and The Clinical Applicability of The United States-based Counselor Training Cross-Nationally**

*Kan Guvensel, Ed.S & Andrea Dixon*

This presentation will examine the degree of cultural and clinical applicability of United States-based counseling curriculum, internship, and supervision cross-nationally. The presentation will also discuss the the background of and the need for the internationalization of counseling as a profession. Participants will be provided the findings of empirical studies in international relevance and the applicability of counselor education. The directions future research will be discussed.

**Thursday | 3:30 pm – 4:20 pm | 308**

*Education Session | 286*

## **Counseling Students' Perceptions of Returning Veterans: Implications for Counselor Education Programs**

*SeriaShia Chatters, Ph.D., Allen Ivey, Carlos Zalaquett & Hyungyung Joo*

A significant number of returning veterans are in need of counseling services. Several counseling programs and organizations offer training in military culture, worldviews, and best interventions. Perceptions of veterans among counseling students can affect the relationship and services offered to veterans. This program presents outcome of research on counseling students' perceptions of veterans. Implications for counselor education programs are discussed

**Thursday | 3:30 pm – 4:20 pm | 309**

*Education Session | 287*

## **The New Code Meets Old School: Ethics Preparation Best Practices in Counselor Education**

*Dana Levitt, Ph.D., Connie Ducaine, Kelly Gentry & Kimberly Lovato*

The 2014 ACA Code of Ethics presents an opportunity to

examine ethics education and principle application. The focus of personal values in the new Code calls to attention the intersection of values and ethics and how counselors are prepared to address them in their work. In this session, the presenters will discuss current and best practices in ethics education and explore new directions to emphasize values in application. Participants will discuss their experiences and perspectives on the values orientation to ethics education to develop informed, responsive, and relevant pedagogical approaches.

**Thursday | 3:30 pm – 4:20 pm | 310**

*Education Session | 288*

## **Can I Really Do This? The Importance of Mentorship in the Development of Doctoral Student Research Self-Efficacy**

*Erin Merchant, M.A. & Katie Wachtel*

The importance of mentorship in the development of research self-efficacy has been well documented; however, less is known about the importance of peer mentorship in this process. The purpose of this presentation is to provide a rationale for using peer mentorship as an avenue to increase research self-efficacy in doctoral students. Ways of incorporating peer mentorship will be discussed using personal accounts of the benefits of peer mentorship in research development.

**Thursday | 3:30 pm – 4:20 pm | 401**

*Education Session | 289*

## **Getting the Dissertation Done: A Model of Group Advising**

*Jennifer Preston, Ph.D., Staci Born & Jennifer Londgren*

The purpose of this program is to share how doctoral students, and a faculty advisor utilized small group advising to assist students in completing their doctoral program. Doctoral work, particularly the dissertation, more often is a very individual and often lonely road. Many end up ABD and leave their studies at the point of dissertation. Allowing for students to share the experience, has, in this instance, had a positive effect on student experience and has resulted in a timely completion rate.

# THURSDAY, OCTOBER 8

Thursday | 3:30 pm – 4:20 pm | 402

*Education Session* | 290

## **Challenging Students to Become Ethical Counselors**

*Leah Brew, Ph.D. & Gerald Corey*

Presenters describe an approach to teaching and learning ethics. Examples are given to illustrate the typical journey taken by students in understanding what it means to become an ethical counselor. Presenters share strategies and approaches they use to challenge students to become actively involved, both personally and academically, in identifying and addressing ethical dilemmas. Attendees will be invited raise questions of the co-presenters.

Thursday | 3:30 pm – 4:20 pm | 403

*Education Session* | 291

## **Promoting Successful Retention and Integration of International Counselor Educators/Scholar through Culturally Competent Professional Development**

*Brigid Noonan, Ph.D., Zaidy Mohd Zain & Kok-Mun Ng*

Recruiting and retaining faculty from diverse backgrounds is a critical component to the changing landscape of college campuses and a strategic process for increasing enrollment. Understanding the adjustment and integration issues experienced by international counselor educators in American higher education and knowing how to create an environment to help these individuals thrive and contribute positively to the program and university community is crucial to the success of internationalization of higher education. This presentation will highlight issues related to the adjustment and integration of international counselor educators in their work environment and strategies programs, domestic colleagues, and universities can use to facilitate positive outcomes that will benefit the program, students, and the university community.

Thursday | 3:30 pm – 4:20 pm | 406

*Education Session* | 292

## **Teaching Multicultural Competence: The Muslim American Population**

*Dena Elghoroury, M.A.*

As the counseling profession has taken a strong approach in focusing on cross-cultural aspects of the helping profession, it is essential to include one of the most misunderstood groups in the United States: Muslims.

Bringing awareness and insight of this marginalized group can help portray a more accurate story than what is shown in mainstream media. The purpose of this presentation is to enhance the counselor educator role in cultural pedagogy related to the Muslim American population.

Thursday | 3:30 pm – 4:20 pm | 407

*Education Session* | 293

## **A Training Clinic Digital Recording System - In a Box**

*Timothy Baker, Ph.D.*

Digital recording systems offer counselor educators the power to securely video-record counseling sessions at the on-campus training clinic, while simultaneously observing “live.” However, uncertainty about security or cost may discourage innovation. This session will demonstrate a quick way to build a digital video recording system using inexpensive off-the-shelf parts. Security procedures and the HIPAA rule will be emphasized. Bring a laptop or tablet to join the demonstration!

Thursday | 3:30 pm – 4:20 pm | 408

*Education Session* | 294

## **Challenging Cultural Misperceptions of Obesity: How Personal Bias Affects the Counseling Profession**

*Nanette Adams (Wilson), M.Ed., Cynthia Cashman & Ariann Evans*

Counseling programs are often lacking in specialized training to facilitate counselors’ understanding about the challenges faced by those affected by obesity. Presenters will encourage counselor educators and supervisors to challenge their beliefs on obesity by exploring their personal biases. This presentation aims to educate counselor educators and supervisors on the misperceptions of obesity and how to integrate this information into their counseling programs.

Thursday | 3:30 pm – 4:20 pm | 409

*Education Session* | 295

## **Superman Found: School Counselors Improving Post-Secondary Opportunities for ALL Students**

*Robert Bardwell, M.S., Trish Hatch & Laura Owen*

The White House launched the Reach Higher initiative in 2014 to support the President and First Lady’s goal that more high school graduates pursue education and

training beyond high school. Does your school counselor preparation program provide your graduates with the attitude, skills and knowledge needed to ensure all students graduate career and college ready? How can the Reach Higher initiative support school counselor educators improve opportunities for all K-12 students? Learn what may be already happening regarding Reach Higher in your state/region and how you can get involved.

**Thursday | 3:30 pm – 4:20 pm | 411**

*Education Session | 296*

### **Examining the Relationship Between Parents' Personal and Community Empowerment and Their Children Academic Performance: Implications for Counselor Educators**

*Jungnam Kim, Ph. D. & Julia Bryan*

Counselors and youth workers in the schools and community as well as teachers, and principals can play important roles in facilitating parent empowerment. Their efforts to support or partner with parents to improve their children's education should focus on building parents' competence and self-determination and promoting their community belonging and community participation. Attendees will gain knowledge of consistent definitions and components of a parent empowerment conceptual framework for operationalizing and assessing parent empowerment at the personal and community levels. Attendees (counselor educators) will understand the relationships of parent empowerment on academic performance and gain a better sense of how counselors can help parents become empowered by enhancing their competence, self-determination, community belonging and community participation when working with diverse parents.

**Thursday | 3:30 pm – 4:20 pm | 412**

*Education Session | 297*

### **Off and Practicing Online Counseling Learners Experience Transitioning into Fieldwork Internship Experience**

*Lorraine Nelson, Ph.D., Jeri Ellis & Sola Kippers*

The experience of online counseling learner's transitioning into fieldwork internship, spans five countries and four continents. The presentation will address the learner's challenges and successes from a culturally relevant and diverse perspective. These culturally relevant "Pedagogy Practices" will help to shape the next generation

of counseling professionals. The presentation has implications for counselor educators and supervisors, site supervisors, online learning institutions, and counseling interns.

**Thursday | 3:30 pm – 4:20 pm | 415**

*Education Session | 298*

### **Accessibility Issues in Technology-Assisted Supervision and Training: Challenges and Solutions**

*Melissa Deroche, M.Ed., Jane Webber & Edina Renfro-Michel*

The use of technology to assist in clinical supervision or training (TAST) is a pedagogical tool that broadens access and promotes inclusivity, yet presents challenges for supervisors and supervisees. This session discusses benefits, challenges and solutions relevant to access and the use of multiple forms of TAST. Access issues will be addressed within the context of human-related interactions, geographic factors, technology and skills, and disability-related issues. Guidelines are provided.

### **Roundtable Sessions 3:30 pm – 4:20 pm**

**Thursday | 3:30 pm – 4:20 pm | Salon A**

*Roundtable 1 | 299*

### **Massive Online Open Courses in Counselor Education: Is it Time To Join the Crowd?**

*Dominique Hammonds, Ph.D.*

Massive online open courses (MOOCs), first launched in 2011 are free, open access, and distance-delivered college-level courses. With the goal of providing quality education to any individual wishing to gain educational enrichment in an easily accessible manner, the consortium of universities forming this innovative educational entity serve the mass community rather than the select few enrolled at contributing universities. With founding and contributing universities such as Massachusetts Institute of Technology, Harvard University, Cornell University, and Dartmouth offering courses in subjects including, biology, history, and law, is the counseling field missing the boat? This presentation will provide an overview of the concept and structure of MOOCs, explore guiding pedagogy and research, and discuss potential benefits and limitations of developing a similar consortium in the field of counselor education.

# THURSDAY, OCTOBER 8

Thursday | 3:30 pm – 4:20 pm | Salon A

*Roundtable 2* | 300

## **Training Future Counselors in CACREP Programs for Integrated Behavioral Health Settings: Needs, Issues, Successes, and Barriers**

*Nadine Hartig, Ph.D.*

Integrated Behavioral Health (IBH) models are emerging as a best practice for mental health outreach and treatment. IBH is particularly preferred for outreaching populations with mental health needs in rural and underserved areas. This roundtable is designed to discuss IBH, preparing counselors-in-training to serve in IBH roles and settings, and successes and challenges for counselors in IBH.

Thursday | 3:30 pm – 4:20 pm | Salon A

*Roundtable 3* | 301

## **Cultivating New Leaders in Our Field: A Discussion Surrounding CACREP vs. Non-CACREP Programs**

*Christina Washington, Ph.D. & Cheryl Neale-McFall*

Leadership development is crucial to the continuation of our profession (Chang, Barrio Minton, Dixon, Myers, & Sweeney, 2012). CACREP standards have focused on leadership, but the literature is scarce regarding the development of future leaders within counseling (Meany-Walen, Carnes-Holt, Barrio Minton, Purswell, & Pronchenko-Jain, 2012). This program will assist faculty and students in developing ways to strengthen opportunities for leadership in both CACREP and non-CACREP programs.

Thursday | 3:30 pm – 4:20 pm | Salon A

*Roundtable 3* | 302

## **Are You Sure You're the Right Counselor for Me? Preparing Students to Address Clients' Combat Experiences**

*W. Bryce Hagedorn, Ph.D.*

Veterans experience a host of challenges upon returning from combat, ranging from reintegration challenges to struggles with moral injury. Given the military culture of strength, honor, and self-discipline, the idea of admitting to a problem is foreign, resulting in the avoidance of treatment. Complicating matters, most counselors and counselor educators are unfamiliar with the cultural nuances and the realities of combat, which can create

resistance. Presented by a former combat Marine, this presentation will offer tools to help students connect with service members.

Thursday | 3:30 pm – 4:20 pm | Salon A

*Roundtable 5* | 303

## **How Much Do You make? Social Class as a Component of Cultural Identity in Counselor Education and Supervision**

*Jeannie Faulkner, Ph.D. & Shelley Jackson*

When addressing cultural diversity, counselors often mention race, ethnicity, religion, gender, sexuality, and social class. Yet social class is rarely expanded or discussed as a major component of identity. This experiential roundtable will encourage counselor educators and supervisors to identify how social class, including money practices, impacts their worldview and offer a model to include social class as a component of diversity, as well as encourage an open dialogue to break the taboo of silence surrounding social class in our profession.

Thursday | 3:30 pm – 4:20 pm | Salon A

*Roundtable 6* | 304

## **Trauma Treatment: Implications for Counselor Educators and Supervisors**

*Sunni Lutton, M.S. & Jillian Vella*

Oftentimes unresolved trauma fades into the background and is left unresolved for many clients. It is imperative for counselor educators and supervisors to teach their students/supervisees to routinely assess for symptoms and provide treatment. Trauma resolution can require long-term treatment as clients work to make meaning of and re-story their traumatic experiences. This process inherently lends itself to the use of creative interventions as clients explore different meanings. This interactive roundtable will look at creative ways to work towards resolution of trauma (i.e. re-storying and using pop culture) and ways that counselor educators and supervisors can implement same in a culturally responsible manner.

Thursday | 3:30 pm – 4:20 pm | Salon A

Roundtable 7 | 305

## **Inequality in Educational Preparedness: Finding a Balance between Maintaining Academic Rigor and Commitment to Equal Access**

*Myra Jordan, Ph.D. & Kerrie Fuenfhausen*

In our experience as counselor educators, we have struggled with how to maintain the academic rigor of our program while honoring the educational inequalities of some students from marginalized groups and, in some cases, their resulting unpreparedness for graduate level work. The goal of this roundtable is to engage in conversation about our roles as educators and gatekeepers as well as our commitment to social justice, specifically providing equal access to higher education.

Thursday | 3:30 pm – 4:20 pm | Salon A

Roundtable 8 | 306

## **Sisters in the Academy: Supporting African American and Latina Female, Graduate Students in Counseling Programs**

*Atiya Smith, M.S. & Rebecca Vazquez*

Working towards a graduate degree can be a difficult task regardless of race and gender. Female, African American and Latina graduate students, however, face additional challenges that can have a significant impact on them personally and professionally. This session will: highlight the experiences of these students, discuss the impact of their experiences, and offer recommendations that can aid in the success of these students. Attendees will leave with the foundation of a personal action plan that can assist with retaining and supporting these students within their programs.

Thursday | 3:30 pm – 4:20 pm | Salon A

Roundtable 9 | 307

## **Pedagogy and Best Practice for Training Counselors to Counsel Children**

*Kristi Gibbs, Ph.D. & Jolie Daigle*

Children are a unique population, presenting with their own concerns and needs that are too often not included in our core training of counselors. Counseling Children requires a unique skill set and as such, we believe that it is important to discuss the current pedagogy in this area. Some programs address this need for training through a course specifically on counseling children and adolescents.

We will share our current practices on preparing students to counsel children and hope to engage in a dialogue with others about what they are doing as well. The goal of this session is for participants to share and gain knowledge about how we can best advocate for children by ensuring that our students receive training in those skills specific to that population.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 1 | 308

## **Am I My Profession's Gatekeeper? Managing Student Impairment in Counselor Education Programs**

*Wendy Greenidge, Ph.D.*

Professional standards and ethics codes state that counselors are charged with the responsibility of being gatekeepers of their profession. Despite this, many counseling programs still struggle with effectively assessing the readiness and fit of students for our profession. When unfit individuals are allowed into this profession, the repercussions are vast. This presentation will explore comprehensive interventions aimed at selection and retention standards. Legal issues will also be addressed.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 2 | 309

## **Leading through Intersections: Exploring Intersectionality as a Culturally Relevant Pedagogy**

*R. David Johns, Ph.D.*

Intersectionality is a concept that counselor educators may not be familiar with (Cole, 2009) and has implications because human experiences are multidimensional and complex. Experiential exercises will help the participant gain a more nuanced understanding of the concepts, theories, and dimensions of intersectionality and culture. Participants will explore intersectionality it relates to CACREP and ASERVIC Competencies, and the ACA Code of Ethics.

# THURSDAY, OCTOBER 8

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 3 | 310

## **Dealing with Student Conduct Issues in an Online Environment: What Works?**

*Marty Slyter, Ph.D., Tracy Senstock & April Young*

In this round-table discussion, participants will be invited to share effective approaches they have used in dealing with student conduct issues in an online environment.

Also, the presenting panel will share challenges, strategies and successes from their professional experiences.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 4 | 311

## **Training School Counselors in the Alignment of the ASCA National Model and Culturally Responsive Multi-tier Models of Support (MTSS)**

*Jennifer Better-Bubon, Ph.D., Emily Goodman-Scott & Peg Donohue*

There is a growing trend to integrate Multitier Systems of Support, including Positive Behavioral Interventions and Supports (PBIS), within our PK-12 schools. School counselor educators should be on the forefront of understanding this approach and preparing their students accordingly, as school counselors often play a key role in these programs due to their expertise in multicultural, behavioral and developmental theory. Participants will learn about MTSS as a culturally responsive, evidence-based approach aligned with the ASCA National Model (2012). Further, counselor educators will learn strategies to infuse this content into school counseling courses.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 5 | 312

## **Incorporating Technology in Counselor Education**

*Andrew Burck, Ph.D.*

Online technology is growing at a pace that is providing an endless opportunity for those who understand it. Counselor educators can harness the use of technology to enhance their online classrooms. The objective of the presentation will be to provide attendees with the opportunity to view new technology and provide suggestions about the use of this technology in the classroom. Superficially, there will be a discussion about the use of blogs, wikis, voice boards, badges, and gamifications, and how these can be applied to online

counseling courses in order to enhance the learning process. The presentation will specifically provide an example of how these are used and provide other suggestions about their use in other counseling classes. A hand out for this presentation will be provided.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 6 | 313

## **Experiences of International Students in a Master of Counseling Program**

*Chi Li, M.A., Zahide Sunal, Anagha Phadkule, Yichi Zhang, Shu Jin & Gulsah Kemer*

The presenters of this program are first- and second-year international students, from China, Turkey, and India, in a CACREP-accredited Clinical Mental Health Counseling Master's program. Sharing their experiences as international students in a counseling program, the presenters will describe their unique challenges, academic and cultural needs, and coping strategies in relation their own cultural backgrounds. The presenters will also engage in discussions and dialogue with the participants.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 7 | 314

## **Integrating Bibliotherapy for Children in Counselor Education**

*Michael Kocet, Ph.D. & Samuel Sanabria*

Bibliotherapy has been proven useful in helping people of all ages through a variety of life situations. This roundtable will address how counselor educators can utilize bibliotherapy for children throughout the counseling curriculum and teach students and supervisees in how to use bibliotherapy as a therapeutic tool in counseling children. The presenters will show samples of bibliotherapy for children on topics such as: grief & loss, LGBTQ issues, racial identity, and managing emotions. This presentation will include case discussions and a list of resources participants can utilize in their teaching and counseling practices.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 8 | 315

## **Developing and Teaching a Master's Level Class: "Evidence-Based Counseling Techniques"**

*Steven Farmer, Ph.D.*

This class is designed to fall between Basic Skills and Practicum. It teaches students the history, marketing and research behind the push for "effective," and "evidence based" techniques. The presenter helped design the course to meet CACREP standards in research, program evaluation, case conceptualization and treatment planning. Participants will learn activities and assignments that teach students to be good consumers in a confusing market of models and approaches and give students practice in the use of specific techniques they can use in Practicum and Internship.

Thursday | 3:30 pm – 4:20 pm | Salon B

Roundtable 9 | 316

## **From Training to Formation: Re-Envisioning The Partnership Roles Of Counselor Educators And Site Supervisors For Today's Counselors**

*Karen Mackie, Ph.D. & Tami Sullivan*

Is better training for site supervisors enough? How do counselor educators develop, improve and sustain more powerful and meaningful collaborative partnerships with site supervisors? Through a combination of discussions, examples and narratives, participants will gain an understanding of how a model of greater collaborative co-learning in community can support our efforts to train culturally competent counselors. Central to our focus is how creating supportive communities can move the role that site supervisors play into a more critical and central role as co-educators of our students.

## **Education Sessions 4:30 pm – 5:20 pm**

Thursday | 4:30 pm – 5:20 pm | 303

Education Session | 318

## **Counselor Education in the Digital Age: Cultural and Ethical Considerations When Generations Collide**

*Kathryn P. Alessandria, Ph.D. & Eric W. Owens*

Millenials live in a world where electronic communication often displaces the face-to-face, which carries implications

for counselor educators. Digital Natives may have expectations about communication that differ from those of the Digital Immigrant. How do we bridge the cultural divide when the definition of "relationship" changes with the development of new apps? Join us as we discuss methods of providing effective and ethical counseling and pedagogy across the digital and cultural divides.

Thursday | 4:30 pm – 5:20 pm | 305

Education Session | 319

## **The Effectiveness of an Experiential Learning Activity on Counselor Trainees' Attitudes and Empathy Towards Substance Abuse**

*Bailey MacLeod, M.A.*

Experiential learning theory is an approach commonly used in counselor education. However, there is a lack of quantitative research of its effectiveness. Due to stigma associated with addiction, students are often challenged to address their biases via an experiential activity in abstinence. This presentation will discuss the results of a quantitative study on the impact of ELT on students' attitudes and empathy towards addiction. The results of the study assessing the impact of this modality will be presented, along with information for enhancing experiential activities.

Thursday | 4:30 pm – 5:20 pm | 307

Education Session | 320

## **Translating Wellness from Theory to Practice: Applying Wellness Principals to Enhance Personal Growth and Professional Practice**

*Angie O'Gieblyn, M.A.*

As educators, we know that wellness 'should' be a part of our personal and professional practice, yet our understanding of 'why' and 'how' is often unclear. This research-based workshop invites clinicians to participate in experiential activities to clarify values and incorporate them into personalized wellness plans.

# THURSDAY, OCTOBER 8

Thursday | 4:30 pm – 5:20 pm | 308

*Education Session* | 321

## **Interracial Co-Teaching: How Different Cultural Styles Come Together to Create a Synergistic Educational Experience**

*Joel M. Filmore, Ph.D. & Scott A. Wickman*

This session is designed to present a form of teaching that utilizes constructivist theory to create new meaning and understanding related to classroom dynamics as a means to energize and foster student cultural competency. The presenters will share their experience in interracial co-teaching, discussing how they were able to co-create a unique classroom environment, how they navigated differing teaching styles, philosophy, and life experiences in order to promote a synergistic classroom experience. By teaming a doctoral-level counselor-educator-in-training-of-color (CEITOC) with a fully-tenured White faculty member, they created a unique teaching paradigm.

Thursday | 4:30 pm – 5:20 pm | 309

*Education Session* | 322

## **The Syllabus Revisited: Integrating Andragogical Principles to Promote Deep Student Learning**

*Angela Sheely-Moore, Ph.D., Megan Krell & Lee Ann Cardaciotto*

All counselor educators share the task of developing course syllabi. However, the utility of the course syllabus as a catalyst for deep learning for adult students has been considered to be underused. This workshop will highlight practical strategies for including andragogical principles into existing course syllabi. Presenters will discuss general principles of adult education, as well as sharing “transformed” syllabi that focus on adult developmental needs. Attendees are encouraged to bring their own syllabi to maximize participation in this interactive workshop.

Thursday | 4:30 pm – 5:20 pm | 310

*Education Session* | 323

## **Supervising Counseling Students who work with Latino/Latina couples and families who identify as Lesbian or Gay: Cultural Nuance and Best Practice**

*Verna Oliva, Ph.D. & Catherine Roland*

This presentation will focus on supervision skills necessary when counseling students who work with specific issues of two diverse groups of clients who have come together in partnership as a family unit – Latino/Latina Lesbian

or Gay identified individuals who seek couples or family counseling. Dual minority clients often present a challenge to counsel, and the aspect of multiple identities within one couple or family can be daunting for a counselor in training, or a recent graduate seeking supervised hours towards licensure. Supervisors need a strong background in diversity in general, and should specifically learn the kinds of clients with whom they work, in order to best serve them in an ethical and just manner. We will examine nuances of the dual identities in terms of mental health issues, cultural issues, and family myths and traditions. As supervisors, we should also be cognizant of diversity in general, and specifically any cultural issues that might emerge for our supervisees – its vital that we meet our supervisees at their current level, and allow them to grow through our knowledge of supervision and a diverse worldview.

Thursday | 4:30 pm – 5:20 pm | 401

*Education Session* | 324

## **Resonance: Enhancing Student Engagement in the Online Classroom**

*Anita Neuer Colburn, Ph.D., Rhonda Neswald-Potter & Linda Foster*

Offering courses and degree programs online can increase both student enrollment and access to faculty, and makes education more globally available. However, teaching and learning online are more challenging than in traditional classrooms, and little scholarly guidance is provided to address the difference. We introduce RESONANCE as a measure of student engagement/quality of learning, and report on a survey of students/faculty in an online CMHC program regarding best pedagogical strategies.

Thursday | 4:30 pm – 5:20 pm | 403

*Education Session* | 325

## **School Counseling Program Leaders' Perceptions of Professional Challenges, Roles, and Developmental Needs**

*Derek Robertson, Ph.D. & Elias Zambrano*

Studies of the school counseling profession indicate several important challenges. Chief among them are a lack of consistent clinical supervision, large caseloads, role ambiguity, and lack of relevant professional development opportunities. No research to date has explored challenges and support needs inherent to professional school counselors from the perspective of school counseling leaders. This presentation will highlight the findings of a qualitative study

that explored the perceptions of school counseling program leaders.

**Thursday | 4:30 pm – 5:20 pm | 402**

*Education Session | 326*

## **Promoting Difficult Race Dialogues in Counselor Training: Challenges and Recommendations**

*Rita Chi-Ying Chung, Ph.D., Fred Bemak, Regine Talleyrand & Joseph Williams*

Ferguson – Michael Brown, New York – Eric Garner – Why are some counselors having difficulty and avoiding difficult race dialogues? The four presenters from three different racial groups and different genders provide a unique set of voices in discussing the realities and challenges of conducting difficult race dialogues in counselor training. Issues of power dynamics, multiple identities, resistance, and challenges will be discussed. Recommendations will be provided in this interactive presentation.

**Thursday | 4:30 pm – 5:20 pm | 406**

*Education Session | 327*

## **Expanding Perspectives and Shifting Paradigms: Using IPR in Supervision to Facilitate Cultural Awareness**

*Nathaniel Ivers, Ph.D. & Debbie Newsome*

Traditional multicultural training practices, although effective in facilitating the development of some components of multicultural competence, such as multicultural knowledge, often are insufficient when it comes to increasing counseling students' multicultural awareness. In this presentation, we discuss a conceptual argument for using an adapted form of interpersonal process recall (IPR) in clinical supervision to increase counselors' multicultural awareness.

**Thursday | 4:30 pm – 5:20 pm | 407**

*Education Session | 328*

## **Supervision of Trauma Counselors: Avoiding Secondary Traumatic Stress/Vicarious Traumatization**

*Robert Stevens, M.S. & Yegan Pillay*

Secondary traumatic stress and vicarious trauma are of serious concerns to counselors who work in the field of traumatology. Secondary traumatic stress and vicarious trauma will be defined. A literature review of factors that lead to symptoms of secondary traumatic stress and vicarious trauma will be reviewed. Definitions and differences between the terminologies of burnout, compassion fatigue,

and countertransference will be examined. Strategies found in the literature of how to treat and avoid symptoms of secondary traumatic stress and vicarious trauma will also be reviewed.

**Thursday | 4:30 pm – 5:20 pm | 408**

*Education Session | 329*

## **Illuminating the Complexities of Traumatic Brain Injuries: Training Counselors to Become Leaders in Working with Survivors of Acquired Brain Injuries**

*Maya Schmidt, M.S. & Laura K. Jones*

There exists a demand for mental health professionals who are prepared to meet the unique needs of clients with TBIs and their families. Sequelae of TBIs range from mood and behavioral disturbances to changes in relationships and identity, all of which fall within the purview of counseling; however, there are specific implications of which counselors need to be aware when working with this population. This presentation will prepare counselor educators and supervisors to integrate their enhanced understanding of the nature and effects of TBIs into counselor pedagogy and practice.

**Thursday | 4:30 pm – 5:20 pm | 409**

*Education Session | 330*

## **The Process of Doctoral Level Advisor Selection Within Counselor Education**

*Pamela Wells, Ph.D. & David Kleist*

Doctoral student advising is an important part of most student's experience preparing for a career in academia. Nationally, across all disciplines, the retention rate for doctoral students is 50%. Literature suggests certain elements of successful and effective advising relationships. What is the process some students take to select their major advisor? Come and explore the results of a research study examining the process of Counselor Education doctoral students selecting their major advisor.

# THURSDAY, OCTOBER 8

Thursday | 4:30 pm – 5:20 pm | 411

Education Session | 331 **CAREER LINK**

## **Choosing Tomorrow's Leaders: Assessing Leadership Potential in CACREP Accredited Doctoral Programs**

*Peter Boccone, Ph.D.*

CACREP standards stipulate that applicants to doctoral programs be assessed, in part, on their leadership potential. No guidelines exist however that identify how that assessment should be made. In the absence of such guidelines, how are counselor educators assessing leadership potential? This program will provide the results of an exploratory study that examined how leadership attributes (e.g., charisma) and processes (e.g., organization) affected the way faculty members conceptualized and assessed leadership potential. Implications for the future will be discussed.

Thursday | 4:30 pm – 5:20 pm | 412

Education Session | 332

## **Providing Mental Health Support For Students in K-12 Settings: School Counselor Competencies**

*Vasti Holstun, M.S. & Rebecca Caple*

School counselors are facing increasing demands to provide for the mental health needs of their students. Are school counselors competent to support mental health needs in the school setting? This presentation discusses research comparing school counseling and clinical mental health counseling student performance on the Counselor Preparation Comprehensive Examination total scores. Implications for the field will be discussed.

## **Roundtable Sessions 4:30 pm – 5:20 pm**

Thursday | 4:30 pm – 5:20 pm | Salon A

Roundtable 1 | 333

## **Utilizing Crisis Counseling Models in Advanced Practicum: A Pedagogical Application**

*Donna Gibson, Ph.D., Elizabeth Bambacus, Kelley Olds & Robyn Walsh*

Integrating crisis counseling models into counselor education curricula has been a major emphasis since the implementation of the 2009 CACREP standards. However, application of these models for doctoral students to understand and convey them to others has been challenging. In this discussion, the presenters will share how crisis

counseling models were applied to past crisis situations at clinical sites by doctoral students enrolled in advanced practicum. Specifications of the assignment will be provided, and an analysis of the outcomes will be highlighted in lieu of the new 2016 CACREP standards. Participants will be engaged in the discussion on how to improve upon applying crisis models in counselor education and encouraged to share ideas on additional pedagogical and supervision practices that build on this knowledge and increase crisis counseling skills.

Thursday | 4:30 pm – 5:20 pm | Salon A

Roundtable 2 | 334

## **Approaching School-Based Outcome Research Through a Culturally Sensitive Lens**

*Melissa Mariani, Ph.D. & Brett Zyromski*

This roundtable discussion will provide attendees with an introduction to school-based outcome research. The leaders of the roundtable will give examples of methodologies, examples of successful IRB applications, and examples of possible instruments for assessment of intervention. Special attention will be given to traditionally underserved populations. Steps to creating culturally sensitive partnership between universities and K-12 schools will be reviewed. Other useful tips and tricks for navigating the creation of an outcome research infrastructure will be discussed. The discussion will be interactive, experiential and practical.

Thursday | 4:30 pm – 5:20 pm | Salon A

Roundtable 3 | 335

## **The Relationship between Perceived Racial Microaggressions and Academic Performance for African American High School Students**

*Courtney Wilson, M.Ed.*

The discourse on racism in schools has shifted from one of overt acts, such as legal segregation, to a more contemporary and subtle form of discriminatory behaviors and expressions (Henfield, 2011). These implicit forms of racism have been described as racial microaggressions. This quantitative study will explore how high school personnel may be responsible for racial microaggressions towards African American students and if there is a relationship between the microaggressions and academic performance.

**Thursday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 4 | 336*

## **Do We Have to Talk About It?: Facilitating Conversations About Sex with Counselors in Training**

*Molly Wilson, M.A.*

Counselors in every setting are likely to encounter the issue of sex, not only in clinical but also in supervisory and educational roles. Cultural standards often play a role in educator and student avoidance of this crucial aspect of counselor preparation. Through collaborative discussion, we will explore common reasons for resistance to sexual topics and ways to help clinicians, educators, and supervisors more comfortably address sexual issues.

**Thursday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 5 | 337*

## **The Visible Invisibility of Gender: Conversations in the Classrooms and Therapy Rooms**

*Diane Estrada, Ph.D. & Asher Eno*

This presentation will increase participants' awareness, knowledge, and skills for developing a multidimensional model of gender inclusion and competency in counselor education classrooms, supervision rooms, and therapy rooms. While conversations about gender have been present in the field for decades, there has been no advocacy movement for gender competencies. This presentation will (1) address the impact of gender-binary systems, (2) explore the impact of gender conversations in the classroom, and (3) inform counselor educators, supervisors and students about a culturally responsive model of inclusion using a multidimensional exploration of gender that will aid in the construction of a more socially just experience in the classroom and the therapy room.

**Thursday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 6 | 338*

## **Spiritual Competence Beyond Traditional Definitions: A Conversation on Teaching Inclusive Spirituality**

*Kevin Snow, M.S. & Anita Neuer Colburn*

Spirituality and Christianity are not synonyms. Still, this faulty assumption is frequently made, impeding efforts at inclusive spiritual integration in counseling and counselor education. In this session, we will briefly discuss the importance of teaching counselors to ethically integrate inclusive spirituality, review the potential harm associated

with an unclear understanding of terms, and discuss specific teaching strategies and resources for this important area of counselor competency.

**Thursday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 7 | 339*

## **Broaching Practices of Counselors of Color and Implications for Counselor Training**

*Hannah Bayne, Ph.D. & Susan Branco Alvarado*

Multicultural coursework often emphasizes how White counselors can become culturally competent through acknowledging privilege and broaching relevant cultural factors. Often students of color are left to draw their own conclusions, as there is limited literature that explores broaching these topics with White clients. Themes from a recent study exploring how counselors of color manage broaching behaviors and micro aggressions will be presented, along with implications for counselor training.

**Thursday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 8 | 340*

## **Career Development of International Female Students in Counselor Education**

*Sangmin Park, M.A.*

Although previous studies provide insight into the challenges of cultural and academic adjustment faced by international graduate students, we incompletely understand the experiences of these students in job searches or other job-related behaviors. Regarding doctoral education, it is important to consider job-related experiences of these students to examine the outcomes of the U.S. higher education system. Participants will discuss on international female graduate students' experiences about their career in this round table.

# THURSDAY, OCTOBER 8

Thursday | 4:30 pm – 5:20 pm | Salon A

Roundtable 9 | 341

## **Psychosis and Community Mental Health: Current Approaches, Cultural Factors and Counselor Experiences**

*Timothy Kelly, M.A.*

Psychosis is associated with diagnoses like schizophrenia and bipolar disorder, common in community mental health settings where many counselors begin their careers. Counselor educators and supervisors can support the readiness of mental health counselors through awareness of these current and emerging treatment approaches, cultural factors, and understanding challenges faced by counselors in practice settings. This presentation will provide an overview of these topics, and present data from focus groups with counselors working with psychosis in practice settings.

Thursday | 4:30 pm – 5:20 pm | Salon B

Roundtable 1 | 342

## **4D Metaphors: Bringing Client Metaphors to Life**

*Matthew Munyon, Ph.D.*

Much of therapy takes place with literal language. Some clients have difficulty describing thoughts or feelings as well as finding meaning. Metaphoric language is used to express meaning that is otherwise difficult to conceptualize with literal sentences. The new 4D Metaphor Approach brings metaphors to life, creating compelling counseling opportunities to reduce resistance, enhance insight, and promote growth. The presenter will illustrate the approach, relate metaphors to theories, and discuss implications. Attendees will actively experiment with 4D metaphors.

Thursday | 4:30 pm – 5:20 pm | Salon B

Roundtable 2 | 342-3

## **Bilingual Supervision: Challenges, Opportunities, and Future Directions**

*Anna Lopez-Salcido, Ph.D. & Ivelisse Torres-Fernande*

The purpose of this roundtable is to generate dialogue and conversations about issues experienced by trainees and supervisors in their efforts to build both Multicultural and linguistic competencies related to bilingual counseling. Furthermore, the presenters will share their experiences along with results from a qualitative study focused on this topic that address some of these issues. Recommendations for bilingual supervision will be also provided.

Thursday | 4:30 pm – 5:20 pm | Salon B

Roundtable 3 | 343

## **The Multicultural Salad Bowl: Now with New Ingredients!**

*Katherine Shirley, Ph.D., Hsin-Ya Tang, Michael Jones & Jennifer Cook*

Historically, multicultural counseling courses have focused primarily on race and ethnicity, dedicating limited course time to other areas of cultural difference. This roundtable discussion, led by a diverse panel of counselor educators, will aim to highlight underrepresented multicultural populations, or the hidden ingredients in the multicultural salad bowl. Together, we will attempt to revise the traditional Multicultural Counseling syllabus to promote a more well-rounded cultural competence for counselors-in-training.

Thursday | 4:30 pm – 5:20 pm | Salon B

Roundtable 4 | 344

## **Facilitating Culturally Sensitive Professional Identity Expression of Counselor Education Doctoral Students**

*Kimberly Matthews, M.Ed., Denise Gilstrap, Mindy Dunagan, James Strickland & LaQuita Smith-Parker*

Historically, multicultural counseling courses have focused primarily on race and ethnicity, dedicating limited course time to other areas of cultural difference. This roundtable discussion, led by a diverse panel of counselor educators, will aim to highlight underrepresented multicultural populations, or the hidden ingredients in the multicultural salad bowl. Together, we will attempt to revise the traditional Multicultural Counseling syllabus to promote a more well-rounded cultural competence for counselors-in-training.

Thursday | 4:30 pm – 5:20 pm | Salon B

Roundtable 5 | 345

## **Practical and Clinical Considerations in Working with Latina Survivors of Sex Trafficking**

*Rebecca Vazquez, M.A.*

Sex trafficking is not a new phenomenon in our world but it has recently gained considerable momentum in our country. It is crucial for counselor educators to be aware of the complex dynamics involved in working with the trafficked population. This workshop will explore the complexities associated specifically with Latina survivors of sex trafficking in the U.S. Particular attention will be given to

cultural and clinical issues as well as identifying areas of further development for counselors.

**Thursday | 4:30 pm – 5:20 pm | Salon B**

*Roundtable 7 | 346*

## **Culturally Responsive Pedagogy: Integrating Cultural Sensitivity into Counseling Curriculum from an Ethical Lens**

*Don Trahan, Jr., Ph.D.*

For counseling professionals, the primary function of the ACA Code of Ethics (2014) is to protect the dignity of the individual client, or groups of individuals in the total milieu. Counselors who ascribe to aspirational ethics are expected to practice in a manner that promotes the highest standards of conduct (Cottone & Tarvydas, 2007; Remley & Herlihy, 2010). Whereas the ACA Code of Ethics (2014) provides professional counselors with an ethical framework designed to assist its members in constructing a professional course of action, given the ubiquity and gravity of counseling culturally diverse individuals, there are ineluctable shortcomings to any code that does not emphasize multicultural sensitivity. This process begins in the classroom. The presenter will provide attendees with a model for infusing cultural constructs in teaching and learning. Handouts will be provided for reference.

**Thursday | 4:30 pm – 5:20 pm | Salon B**

*Roundtable 8 | 347*

## **Embracing Size as Human Diversity: Deconstructing Weight Based Stigma in Counselor Education**

*Cara Levine, M.S.*

Stigma and bias has been shown to increase health disparities in disenfranchised groups, particularly individuals of size. Through exploring body size and shape as reflections of human diversity, counselor educators can assist students in deconstructing intersecting barriers to mental health wellness within an ecological, intersectional context. This session reviews relevant research, introduces experiential activities, and provides guidelines and tools for creating expansive dialogues on size within counselor pedagogy.

**Thursday | 4:30 pm – 5:20 pm | Salon B**

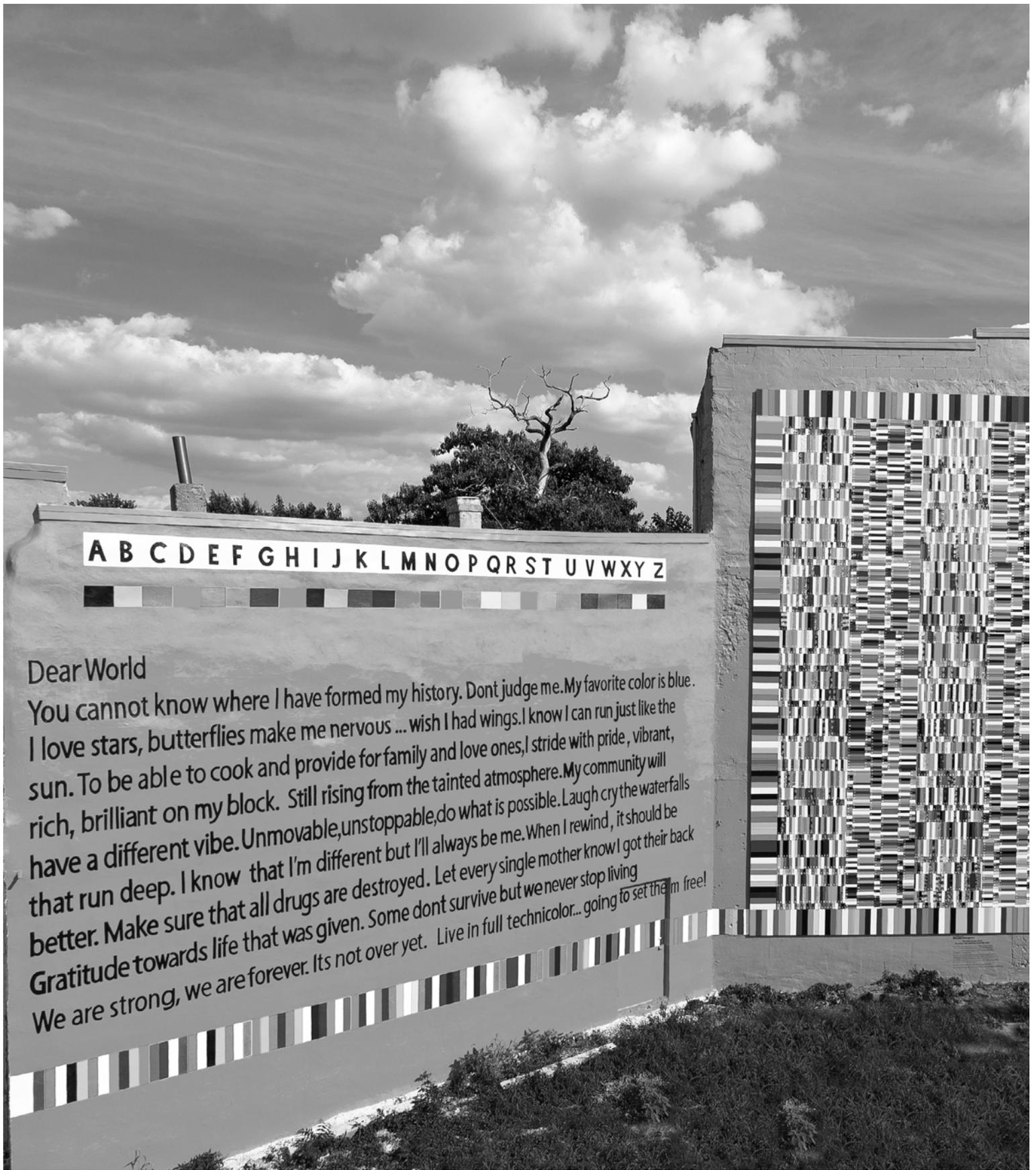
*Roundtable 9 | 348*

## **Mentoring African American Doctoral Students: Am I my Brothers'/Sisters' Keeper?**

*Leslie Neyland, M.A., Tiffany Hariston & LaTasha Sullivan*

This program brings awareness to specific issues that affect African American doctoral students and explores ways in which counselor educators can provide African American students with appropriate mentors and/or develop mentoring programs that will assist them throughout their transition into academia. With the ultimate goal to encourage culturally relevant pedagogy and practice, fostering supportive relationships with students of color opens the door for a thorough exploration of cultural issues that impact student success and practice, and consequently increases the retention of minorities in doctoral programs and counselor education positions. This program will employ a discussion-style format as counselor educators and supervisors alike peel back the layers that may be hindering African American doctoral students from successfully transitioning into their seats at the counselor education table.





Dear World

You cannot know where I have formed my history. Dont judge me. My favorite color is blue.  
I love stars, butterflies make me nervous ... wish I had wings. I know I can run just like the  
sun. To be able to cook and provide for family and love ones, I stride with pride, vibrant,  
rich, brilliant on my block. Still rising from the tainted atmosphere. My community will  
have a different vibe. Unmovable, unstoppable, do what is possible. Laugh cry the waterfalls  
that run deep. I know that I'm different but I'll always be me. When I rewind, it should be  
better. Make sure that all drugs are destroyed. Let every single mother know I got their back  
Gratitude towards life that was given. Some dont survive but we never stop living  
We are strong, we are forever. Its not over yet. Live in full technicolor... going to set them free!

*The Color of Your Voice*

©2012 City of Philadelphia Mural Arts Program / Ernel Martinez & Keir Johnston  
2417 Ridge Avenue  
Photo by Steve Weinek

# FRIDAY, OCTOBER 9

Friday | 7:00 am – 5:00 pm | Foyer of Franklin Hall A  
**Registration**

Friday | 8:30 am – 9:20 am | Salons E & F  
**ACES Business Meeting/General Assembly**

Friday | 9:30 am – 10:50 am | Salons E & F  
**Opening Session/Keynote Speaker  
Cultural Competency for Counselors**  
*Lee Mun Wah*

Friday | 11:00 am – 11:50 am | 415  
**CSI Chapter Faculty Advisors Meeting**  
*Peggy Ceballos, Ph.D., Cassandra Storlie  
& Tiffany Stoner-Harris, Stephen Kennedy*

During this session, Chi Sigma Iota Chapter Faculty Advisors will share ideas and techniques for building strong and active chapters. CFAs with many years of experience and CFAs who are new to the role will discuss the benefits and challenges of being an effective mentor to chapter and student leaders. Participants will be able to share success stories and ask for feedback about challenges that they have experienced as CFAs.

Friday | 11:00 am – 11:45 am | Salon C  
**Advanced Career Link Mini-Presentation**  
*Mary Alice Bruce, Ph.D., Rick Gressard, Angela Coker  
& Harry Daniels*

Friday | 12:00 pm – 1:20 pm | Salon D  
*Presidential Sponsored Session*  
**Courageous Conversations with Women of Color in Counselor Education II: Surviving and Thriving**  
*Michelle Mitcham, Ph.D., Beverly O'Bryant, Cirecie West-Olatunji, Cheryl Holcomb-McCoy, Angela Coker, Rhonda Bryant, Wendy Greenidge, Norma L. Day-Vines & Patricia Arredondo*

Scholarly women of color will share lived experiences in their positions as professors, administrators and leaders in Counselor Education. For them, systemic and often invisible barriers to advancement exist within the subjective walls of Academe. Inclusion, social justice and multicultural competencies must be woven into the fabric of higher education organizational culture transforming practices that may otherwise marginalize women of color. Strategies for success, as well as protective factors that support success in higher education will be discussed.

Friday | 1:30 pm – 3:20 pm | Salon D  
**ACES Inform Advanced Research Session:  
Advanced Regression Analysis**  
*Hideyuki Tanaka, Ph.D. | 349*

Regression analysis is one of the most popular analyses in counseling research. It is very versatile analysis. It can take different forms and can answer different types of research questions. In this presentation, participants will learn different ways to adapt regression analysis to answer their own research questions. The topics of the presentation include: simple regression, multiple regression, dummy variable (\*categorical variables), and hierarchical multiple regression (\*process of model building).

Friday | 1:30 pm – 3:50 pm | 415  
**CSI Chapter Leadership Workshop: Achieving Excellence in the Counseling Profession**  
*Spencer G. Niles, Ph.D., Carol Bobby, Thomas Clawson & Thomas J. Sweeney*

During this session moderated by Dr. Spencer G. Niles, we will celebrate more than three decades of excellence in CSI by exploring the promotion of counseling excellence. We will introduce a panel of three of the counseling profession's most prominent (and excellent) leaders who have shaped the profession through their dedication and service over the last half-century. Presenters will discuss their views on the excellence imperative in the counseling profession.

Friday | 1:30 pm – 2:15 pm | Salon C  
**Career Link Mini-Presentation: No Nibbles Yet, What's my Next Move?**  
*Marty Jencius, Ph.D.*

Friday | 2:30 pm – 4:30 pm | Salon C  
**Career Link University Talks**

Friday | 3:30 pm – 4:20 pm | 414  
**The CACREP 2016 Standards**  
*Carol L. Bobby, Ph.D., President/CEO, CACREP*  
The CACREP 2016 Standards were adopted by the CACREP Board of Directors in February 2015 and are now publicly available. This session will provide an overview of the new standards, a comparison with the 2009 CACREP Standards, and information on the implementation timeline. The session will also include information on the application process for programs applying under the 2016 CACREP Standards.

## Poster Sessions 11:00 am – 11:30 am

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 2

### **Eight Discursive Strategies Identified within Email Supervision: Implications for the Supervisory Alliance and Counselor Development**

*Melissa Luke, Ph.D. & Cynthia Gordon*

Presenters will provide an overview of the growing body of research related to the use of email within supervision, with a specific emphasis on the recent studies that have identified eight specific discursive strategies used by the supervisor and associated with both the supervisory working alliance and supervisee development. Presenters will then use composite cases to illustrate varied ways in which supervisors can use the different discursive strategies, followed by a discussion of the implications and limitations of such use. Participants will leave with a handout that includes the discursive strategies identified for use in email supervision, as well as related references.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 3

### **Spot-Checking Supervisees' Videotapes to Intentionally Prepare for Supervision**

*Nicole Stargell, Ph.D.*

Videotaped counseling sessions can provide supervisors with important multicultural context (Borders & Brown, 2005). It can be ethically appropriate to spot-check supervisees' videotapes when videotape viewing wouldn't otherwise be feasible or to gain a representative sample of a supervisee's work. A thorough literature review of the multicultural benefits and ethical considerations related to spot-checking in counselor supervision will be provided. The rationale and results of the current study will be explained, and practical implications will be discussed.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 4

### **Multicultural Teaching about the Cycle of Addiction: How the Enabler Keeps the Addict Sick**

*Tina Lott-Kamara, M.A.*

During this poster presentation, participants will gain an understanding of addiction and how the enabler in

the family will often unknowingly aid the addict in continuous cycle of addiction. Viewers will be able to better recognize the cycle of addiction and gain knowledge of how counselors and counselor educators can intervene and/or teach others to change dysfunctional patterns within the family system. The presenter will focus on providing materials on family roles in addiction and offer resources that can provide support with the issue of addiction.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 5

### **Multicultural Competencies in Couple and Family Therapy Supervision**

*Robert Allan, Ph.D. & Shruti Poulsen*

This presentation will explore the research literature about and the experiences and perceptions of therapist supervisees and supervisors in developing culturally responsive therapists with preparation to work diverse client settings. The project utilized quantitative questionnaires focused on race, gender, sexuality in exploring preparedness to practice with diverse client populations.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 6

### **Ideal Impossible: Gay and Bisexual Men and Eating Disorders**

*Cort Dorn-Medeiros, M.S., Kiri Horsey, Arien Muzacz & Tom Shrewsbury*

Eating disorders (EDs) impact a wide range of individuals, including men who identify as gay or bisexual. Male-identified individuals coping with body dysmorphic disorder or other EDs may not be diagnosed or seek treatment due to male gender stereotypes. This review of recent literature will examine the prevalence of EDs among gay and bisexual men, social and cultural factors impacting the development of EDs, recommended culturally-appropriate treatments and impacts on treatment outcomes.

# FRIDAY, OCTOBER 9

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 7

## **Developing Multicultural Group Counseling Skills through Service Learning**

*Aida Midgett, Ed.D., Robin Hausheer & Diana Doumas*

This poster presentation evaluates the impact of a culturally relevant service-learning project. As a partial requirement of a Master's level group counseling course, counselor education students debriefed audience members who walked through Tunnel of Oppression, which is an interactive theatrical performance that deals with issues of oppression, power, and privilege. Group counseling leadership skills and multicultural competence skills were assessed before and after the project. Implications for counselor training and practice will be discussed.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 8

## **Use of Personality Testing for Professional Counseling Program Admissions Screening**

*Ellen Slicker, Ph.D.*

The purpose of this poster presentation is to describe the results of a longitudinal study on the usefulness of the Hogan Assessment System (HAS; personality tests) in professional counseling program admissions screening. Participants will learn how the HAS personality factors relate to non-cognitive ratings for admissions decisions and to subsequent mid-program and end-of-program Disposition ratings by faculty. Counselor educators will evaluate whether the HAS may be useful in candidate selection and in prediction of student success in their own professional counseling programs.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 9

## **Exploring Attachment, Breathing, and Emotion Regulation: Implications for Counselor Educators**

*Jamie Crockett, Ph.D.*

Participants will learn about the cultural and clinical relevance of the psychobiology of attachment, specifically the emotional and physiological processes involved in self-regulation. The presenter will describe a recent study that was conducted to examine the relationships among attachment, emotion regulation, and breathing in a sample of young adults. Results will be described and implications related to counseling and counselor education will be discussed.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 10

## **It Takes Two: Partnerships in Online Supervision to Ensure Trainee Competence**

*Melissa Wheeler, Ph.D. & Sandra Logan*

The expansion of online counselor education programs has increased the need for online supervision to serve these counselors-in-training. Researchers have noted the absence of literature on online supervision of counselors, as well as the absence of agreement on best practice standards for providing online supervision. Roundtable participants will have the opportunity to explore online supervision modalities, as well as discuss the ways to utilize partnerships with colleagues to assist in the development of culturally competent counselors.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 11

## **Voices of Doctoral Students of Color in Counselor Education**

*Beronica Salazar, M.S.*

This presentation gives voice to ethnic/racial minority doctoral students' stories of their most influential experiences, employing a reflexive process to discover the meanings connected to the experiences and to uncover the themes for participants. This qualitative study followed Max van Manen's (1990) hermeneutic phenomenology. Findings from this study could serve as a resource for counselor educators to support doctoral students of color. Recommendations will be presented.

Friday | 11:00 am – 11:30 am | Franklin Hall A

Poster 12

## **Exploring the Experiences of African American Clients in Mental Health Counseling: A Heuristic Phenomenological Approach**

*Jessica Martin, M.S.*

This presentation will focus on the results of a heuristic phenomenological study that looked at the lived experiences of African American mental health counseling clients and the meanings these clients made of their experience. We will discuss the current literature pertaining to African Americans and mental health counseling, why the use of a heuristic phenomenology is a unique and beneficial addition to the literature and the role of counter-narratives in multicultural counseling research.

Friday | 11:00 am – 11:30 am | Franklin Hall A

*Poster 13*

## **Clinical Experiences of International Doctoral Students in Counselor Education and Supervision Programs**

*Suleyman Akcil, M.Ed., Mohd Khairul Anuar Rahimi & Umut Arslan*

In this presentation, our aim is to understand the clinical experiences of international students in / Counselor Education and Supervision programs in the US. During the presentation, main / stressors for all students will be identified and specific stressors for international students will be / specified. Examples of interviews that are conducted with international students will be shared / and suggestions for supervisors and faculty will be provided.

**Friday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 14*

## **Positive Psychology and Familial Factors as Predictors of Latina/Latino Students' Psychological Grit**

*Javier Cavazos Vela, Ph.D. & A. Stephen Lenz*

The contributions of positive psychology and familial factors as predictors of psychological grit among Latina/o students were investigated. Hope and search for meaning in life were significant predictors of psychological grit. A discussion regarding the importance of these findings as well as recommendations for future research will be discussed.

**Friday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 15*

## **The Transformative Potential of Creating Space for Art in Counselor Education Pedagogy**

*Carly Scarton, M.Ed.*

This poster relates to themes of new approaches to pedagogy and the use of creative methods in student learning. Transformative learning is centered on teaching for change and thus aligns closely with the call for counselors to become agents of change. Arts-based inquiry as a form of transformative learning allows educators to use the arts as resources or tools to engage students in reflective, creative, collaborative, and experiential learning. Arts-based inquiry will be explored as a form of transformative learning. In the educational context, arts-based methods can help foster the holistic development of students in counselor education.

**Friday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 16*

## **Impact of Religious Beliefs on LGBTQ Individuals Coming Out Process**

*Michelle Colarusso, M.A. & Jeremy Abel*

As Counselors, multicultural awareness and an empathetic nature is key in all areas of our practice. With the ever evolving and growing awareness to the LGBTQ population, in particularly with the legalization of gay marriage in many states, research is behind on the importance of religious affiliation in individuals identifying and coming out as lesbian, gay, bisexual, transgender, questioning or queer. Clients, who are contemplating or preparing to come out to family and friends, also risk inadvertently coming out to their church or religious affiliation. Many times, clients are unprepared for the feedback, both positive and negative, that comes with identifying or coming out as LGBTQ in a religious environment, and with individuals who share strict religious beliefs. This poster presentation will address the issue of coming out within the LGBTQ community and the impact their religious beliefs have on making the decision to come out and aftereffects of doing so.

**Education Sessions | 1:00 am – 12:50 pm**

**Friday | 11:00 am – 12:50 pm | 306**

*Education Session*

## **Doctoral Education in Counseling: Issues and Possibilities**

*Margaret Fong Bloom*

A symposium on the purposes and essential elements of quality doctoral education in counseling followed by a discussant. Presentations are: 1. Goals and Purposes of Doctoral Degrees in the Professions, 2. Developing Higher Order Thinking in Counseling Doctoral Programs, 3. The Formation of Scholars and Researchers in Counseling, 4. Developing Social Justice, Advocacy and International Leaders and 5. Differentiating Knowledge and Skills in the Masters and Doctoral Degrees in Counseling.

# FRIDAY, OCTOBER 9

## Education Sessions | 11:00 am – 11:50 am

Friday | 11:00 am – 11:50 am | 302

*Education Session | 350*

### **Storytelling in Counselor Education and Supervision**

*Jeffrey Kottler, Ph.D.*

If there is one theme that responds most universally to the diversity of our students, and yet provides a unifying framework for what we do in the classroom and supervision, it is the influential power of / storytelling. In one sense, we are all professional storytellers, whether the anecdotes are offered in the form of self-disclosures, metaphors, parables, case examples, or even fables, fairy tales, or jokes. We attempt to influence and persuade people through the power of stories, as well as “hold” the stories of those we teach and help. This program reviews the ways that stories are an / integral part of counseling and teaching and how we can be far more effective, skilled, and creative in the ways we approach our efforts to maximize our impact.

Friday | 11:00 am – 11:50 am | 303

*Education Session | 351*

### **Medicare Advocacy: An ACES Imperative**

*Matthew Fullen, M.A., M.Div.*

Medicare reimbursement has been identified as a professional imperative for counselors and counselor educators. As the population grays, policymakers will re-think Medicare’s approach to mental health care, creating an opportunity for counselor reimbursement. ACES leadership is needed to ensure that the counseling profession is included in national dialogue about these changes. To enhance advocacy efforts, participants will learn Medicare’s unique “personality” and identify how the counseling profession is uniquely situated to meet the needs of Medicare beneficiaries.

Friday | 11:00 am – 11:50 am | 304

*Education Session | 352*

### **Why Counselor Education?: Factors that Influence Students’ Choice to Pursue Doctoral Programs in Our Profession**

*Laura Thompson, M.A. & Christopher Pisarik*

This presentation will review the results of a mixed-method study that was conducted to examine the factors that influence students’ choice to attend doctoral programs in our profession. Students from all CACREP-accredited doc-

toral programs were invited to share their motivations for choosing doctoral study in counseling, their perceptions of the doctorate in counselor education, and their professional goals. It is our intention to facilitate a meaningful discussion about the implications of the results as they apply to our professional viability.

Friday | 11:00 am – 11:50 am | 305

*Education Session | 353*

### **Publication and Presentation Rejection: Exploring Professional Resilience and Embracing Temporary Residence on the Island of Misfit Toys**

*Katie Kostohryz, Ph.D., Tyler Kimbel, David Kleist, Wendy Hoskins & Randy Astramovich*

Ever felt like a bird that swims instead of flies, a cowboy who rides an ostrich or a Charlie-In-The-Box after getting a publication or presentation rejected? This presentation will address and normalize feelings of rejection as one temporarily resides on the Counselor Education Island of Misfit Toys. Presenters will identify positive and productive responses to rejection within a culturally relevant resiliency framework utilizing recommendations from the literature and personal experiences.

Friday | 11:00 am – 11:50 am | 307

*Education Session | 354*

### **iBug Supervision: The Use of Tablets in Live Supervision**

*Raul Machuca, Ph.D., Regina Moro & Tanya Johnson*

Tablet-based “iBug supervision” is a counselor education pedagogical intervention for live supervision that can be used by training clinics and skills course simulation exercises. A tablet computer is used as an enhanced alternative to traditional methods of live supervision and skills training. Basic setup and protocol will be described, and a live demonstration will be shown, including various uses for this technology-enabled live supervision method. An important element of this presentation is the demonstration through specific examples of how tablet technology can enhance the supervision and learning process for counselors in training.

Friday | 11:00 am – 11:50 am | 308

Education Session | 355

## **When Empathy is Not Enough: Counselors as Allies for LGBT Persons in Education and Supervision Roles**

*Yuliya Zholu, M.A., Joseph Avera, Stacy Speedlin & Mercedes Ingram*

Counselors are responsible to advocate for vulnerable populations, yet discussion promoting social justice for LGBT persons in counselor education is limited. Ally development is changing from acknowledging issues to actively intervening and preventing injustice (Edwards, 2006).

This presentation presents case studies and how counselor educators and supervisors can guide new counselors in developing awareness, knowledge, and skills, to strengthen LGBT advocacy (Asta, 2011).

Friday | 11:00 am – 11:50 am | 309

Education Session | 356

## **Promoting Multicultural Counseling Self-Efficacy Among Counselor Trainees in Clinical Supervision**

*Yue Dang, M.A. & Suzana Petkovic*

Multicultural self-efficacy impacts counselor trainees' culturally relevant practice in various ways. To advance counselor trainees' multicultural practice, clinical supervisors need to promote counselor trainees' multicultural self-efficacy. This presentation provides an overview of issues pertaining to counselor trainees' multicultural self-efficacy and describes supervisors' influence in promoting trainees' multicultural self-efficacy. Strategies that supervisors can utilize to enhance counselor trainees' multicultural self-efficacy are discussed.

Friday | 11:00 am – 11:50 am | 310

Education Session | 357

## **A Culture of Teaching and Leadership: Exploring the Journey of Pretenured Counselor Educators**

*Yvonne Ortiz-Bush, Ph.D. & Sarah Appleton*

The presentation will provide an overview of an exploratory conceptual model that outlines the inherent link between the personal and professional stress faced by pretenured counselor educators and their ability to successfully lead and teach. The model will explore the phenomenological worldview of the counselor educator, encouraging a reflective view of the cultural factors that contribute to intrapersonal and interpersonal stress and the parallel

process that may result. Specific strategies for maintaining wellness and balance will be offered.

Friday | 11:00 am – 11:50 am | 401

Education Session | 358

## **Harm Reduction Curriculum in Counselor Education: Exceeding CACREP 2016 Standards**

*Cortny Stark, M.A. & Karen Anthony*

This presentation aims to provide a comprehensive outline of harm reduction as a public health model of addiction, influencing governmental policy, counseling practice and theory, and altering the ways in which we conceptualize and contextualize addictive disorders. Participants will be provided artifacts and examples of a harm reduction curriculum which may be implemented in the classroom environment or utilized with supervisees.

Friday | 11:00 am – 11:50 am | 402

Education Session | 359

## **Researcher Rights in Sex Studies: Assessment of Threat and Guidelines on Safe Practices**

*Angela Schubert, M.Ed.*

This program will provide an overview of human sexuality research and the ethical safeguards currently in place for participants. Strengths and challenges identified when conducting human sexuality research will be discussed. Through the use of example case studies and scenarios, the presenters will facilitate group discussion regarding ways to approach human sexuality research and effectively protect both the researcher and the participant. From this program, attendees will gain a better understanding of the ethical guidelines involved in sex research, identify specific protocol in the event of an ethical dilemma, and explore how to apply protocol to other research and to educate students on appropriate safeguards and protocol for future research.

# FRIDAY, OCTOBER 9

Friday | 11:00 am – 11:50 am | 403

*Education Session | 360*

## **Supervision of Career Counseling Students: Using Outsider Witnessing to Explore Cultural Narratives**

*Logan Vess, M.A. & Jamie Brant*

Learn how to integrate cultural narratives through the outsider witnessing technique in career counseling supervision. Presenters will conduct a live supervision demonstration surrounding the application of career construction theory in career counseling addressing the importance of cultural narratives. You are invited to become an outsider witnesses in the supervisory relationship.

Friday | 11:00 am – 11:50 am | 406

*Education Session | 361*

## **Ways to Teach the Ways: Creatively Integrating Cheston's (2000) Ways Paradigm Into the Counseling Theory Classroom**

*Cristen Wathen, Ph.D.*

Navigating and organizing the amount of material covered in the foundational counseling theory course can be daunting for both counselors in training and counselor educators. Cheston (2000) provided a model for introducing theories to student counselors, known as the Ways paradigm. This education session will describe how one counselor educator has infused Cheston's paradigm (2000) pedagogically into her counseling theories classroom. An example syllabus, lecture and activity material, and classroom projects will be distributed, displayed, and discussed.

Friday | 11:00 am – 11:50 am | 407

*Education Session | 362*

## **Using Videoconferencing for Distance Supervision Practices**

*Joseph Cooper, Ph.D. & Monica Band*

The use of internet based videoconferencing is an increasingly popular method to providing psychotherapy supervision and training. Once used to provide supervision to those in more rural areas, videoconferencing is now used on a broader spectrum. Additionally, videoconferencing software provides opportunities for clinicians to connect internationally, permit group conferences from multiple locations, and view videotapes within the videoconference sessions. The purpose of this presentation is to examine the use of videoconferencing as it relates to distance supervision. Furthermore, the presentation will address the

current issues, benefits, and ethical considerations on the integration of videoconferencing for distance supervision. Finally, the presenters will provide a demonstration of the use of videoconferencing for distance supervision.

Friday | 11:00 am – 11:50 am | 408

*Education Session | 363*

## **The Importance of Counselor Competence in Child Custody Matters**

*Joshua Francis, M.Ed.*

Counselor competence in conflicted divorce and child custody matters is increasingly imperative. Counselors often find themselves embroiled in the clinical complexities of divorce with high potential for legal and ethics pitfalls. Counselor education programs are tasked with preparing students to successfully assess, understand, and treat individuals and families entangled in this process. This session will assist in better understanding custody disputes and its effects, and more effectively teach counselors to be prepared for this common clinical phenomenon.

Friday | 11:00 am – 11:50 am | 409

*Education Session | 364*

## **Evaluating Counselor Trainees in Master's Level Practicum and Internship: The Necessity of Standards in the Fundamental Competency Areas**

*Michelle Luby, B.A., Kristi Eustice, Claire Cox & Gulsah Kemer*

In this study, we examined existing evaluation forms for practicum and internship trainees from 21 CACREP-accredited master's programs across the U.S. Upon consolidation and refinement of the forms, six main evaluation categories of counselor trainees' performance emerged. Although multicultural and self-awareness categories appeared, a considerable number of forms lacked these critical competencies. The results will be presented along with discussions of the need for creating a comprehensive, standardized evaluation form including the necessary competency areas.

Friday | 11:00 am – 11:50 am | 412

*Education Session* | 366

## **African American Counselors in Training, The Black Church, and LGB Affirmative Counseling: Considerations for Counselor Education Programs**

*Derek Robertson, Ph.D., Ashley Prado & Brenda Jones*

The purpose of this presentation is to explore how ties to community and the Black Church may affect African American counseling students' openness and willingness to provide affirmative counseling to LGB individuals. For many African Americans, a departure from core religious values may also have implications beyond the realm of spirituality and faith—compromising other vital forms of support. Data from a study examining the experiences of Christian African American counselors in training will be discussed and implications for counselor education addressed.

## **Roundtable Sessions | 1:00 am – 1:50 pm**

Friday | 11:00 am – 11:50 am | Salon A

*Roundtable 1* | 367

## **Constructing the Contemporary Curriculum Vitae**

*Stephen Lenz, Ph.D., Michelle Perepiczka & Brandé Flamez*

Your CV can be a document that showcases how your leadership, scholarship, teaching, and counseling activities that promote social justice and advocacy within your community or a dreary chronology. This session will provide some fresh perspectives on content, flow, and presentation of your CV as you prepare for the job market, tenure and promotion, or are just maintaining a record or activity.

Friday | 11:00 am – 11:50 am | Salon A

*Roundtable 2* | 368

## **Adolescent Neurocognitive Development: Integrating Culturally Competent Strategies in Counseling Practice**

*Gina Frieden, Ph.D. & Andrew Finch*

Identifying strategies that integrate current knowledge of adolescent brain development with culturally competent practice is an important area of scholarship and research. This presentation will provide an overview of findings in the field of neuroscience and implications for enhanced understanding of development in adolescence. Current findings in research literature and studies highlight the

importance of grounding techniques and interventions for teens with sensitivity to culture and context. Strategies presented can be tailored for use in supervision, clinical practice or classroom instruction.

Friday | 11:00 am – 11:50 am | Salon A

*Roundtable 3* | 369

## **Creativity in Counselor Education: Using Narrative Techniques to Foster Theoretical Orientation Development**

*Courtney Allen, Ed.S., Ana Puig, Ceymone Dyce & Sondra Smith-Adcock*

The purpose of this session is to share Narrative strategies for fostering theoretical orientation development and to explore the usefulness of these techniques to counselor development and training. Participants in the presentation will have the opportunity to utilize these techniques with the support of the presenters and to share their experiences with each other. Implications for teaching theoretical orientation development, clinical training, and supervision will also be discussed.

Friday | 11:00 am – 11:50 am | Salon A

*Roundtable 4* | 370

## **What Keeps us Together in Pursuit of a Ph.D.: “A Description and Evaluation of the Experiences of an all African American Female Doctoral Counselor Education Cohort and The Impact of Cohort Cohesion**

*Verna Oliva, Ph.D., Sade Smith, Feona Davis, Sherritta Hughes, Afia Burson & Alexandra Daniel*

The purpose of the presentation is to highlight the themes which impacted and therefore developed Cohort Cohesion and contributed in Group Dynamics that lead to a successful and positive Doctoral experience of an all African-American Female Doctoral Cohort in Counseling Education. The presentation will include a Literature Review of the most current research on Cohort Cohesion within Doctoral students and will be followed by narrative presentations from the cohort members that include the themes identified as having an impact on the successful cohesiveness of the cohort and the healthy development of group dynamics. In addition, implications for future research and considerations for maximizing student success among minorities pursuing graduate level education will be discussed

# FRIDAY, OCTOBER 9

Friday | 11:00 am – 11:50 am | Salon A

Roundtable 5 | 371

## **Crisis, Trauma, and Response: Managing Student Reactions to Course Materials**

*Brooks Bastian Hanks, Ph.D.*

Crisis, Trauma, and Response courses are often difficult to teach. Students may find themselves being triggered by what they are learning. The focus of this program is to provide counselor educators with ideas of how to navigate student reactions. Participants will engage in a scholarly discussion of what has been effective in teaching this course and what could be improved. Participants will be asked to examine their own experience of vicarious trauma as it applies to teaching this course.

Friday | 11:00 am – 11:50 am | Salon A

Roundtable 6 | 372

## **Increasing Trustworthiness in Qualitative Research: Utilizing the Technique of Bridling**

*Diane Stutey, Ph.D.*

In qualitative research one can employ multiply techniques to ensure that the data collected and analyzed are trustworthy and rigorous. In this round table discussion we will explore an innovative method known as bridling. Bridling is a culturally relevant procedure where researchers' pre-understandings and background with a research subject matter are managed rather than eliminated. Participants in this round table discussion will be given examples of ways that others have utilized bridling should they choose to implement this technique into their qualitative research.

Friday | 11:00 am – 11:50 am | Salon A

Roundtable 7 | 373

## **Countertransference Training and Supervision: Taming the Elephant in the Living Room**

*Richard Ponton, Ph.D., Sharon Moleski & Jill Duba Sauerheber*

Countertransference can be messy business for both supervisees and supervisors. Effective supervision requires the skills and willingness to address it. This workshop demonstrates a model of holistic supervision that provides practical tools for working with countertransference that can be easily implemented and shared with field placement supervisors and students.

Friday | 11:00 am – 11:50 am | Salon A

Roundtable 8 | 374

## **A Double Life?: Exploring the Cultural Experiences of New Parent Pre-Tenured Counseling Faculty**

*Margaret Lamar, Ph.D., Erika R.N. Cameron, Thom Field & Dixie Meyer*

This presentation will identify challenges faced by first time parent faculty as they navigate their role as a new parent while balancing their responsibilities as a faculty member. First time parents often face struggles such as little sleep, doubts about parenting skills, and partner role changes, in addition to professional challenges including identity and value changes, maintaining work-life balance, and achieving tenure and promotion. The purpose of this program is to present strategies for supporting new parent faculty and adapting university policies and practices that foster positive new parent faculty development. Individual demands on faculty will be explored for cultural differences by gender and ethnicity.

Friday | 11:00 am – 11:50 am | Salon A

Roundtable 9 | 375

## **Infusing Live Supervision into Experiential Pedagogy and Practice**

*Mark Young, Ph.D., Addy Wissel, Tin Weng Mak & Michelle Ghoston*

Multiple types of live supervision combine direct observation with some method of intervention that enables the supervisor and peers to influence the counseling session. Infusing these techniques into experiential pedagogy and practice allows the instructor to create teaching opportunities while providing feedback and instruction to influence the learning experience. This session will explore live supervision methodology, experiential learning theory, and how counselor educators can create teaching methods to move from passive to active learning.

Friday | 11:00 am – 11:50 am | Salon B

Roundtable 1 | 376

## **A Pedagogical Framework for Preparing Counselors to Address Moral Injury and Moral Reckoning Among Military Combat Veterans**

*Rip McAdams, Ed.D. & Victoria Foster*

This presentation presents and justifies a pedagogical framework for preparing counselors to address issues of moral injury and moral reckoning in clinical work with military combat veterans. The presenters, one a combat

veteran, contend that the common treatment of veterans' guilt as a symptom fails to address uniquely personal moral issues faced by those who acknowledge, or attempt to acknowledge, that their actions have caused harm to others and violated their moral commitments.

**Friday | 11:00 am – 11:50 am | Salon B**

*Roundtable 2 | 377*

## **Cultural Considerations In Using Enhanced Cognitive Behavioral Therapy for the Treatment of Eating Disorders in African American Women**

*Jennifer Culver, M.A.*

In order to adequately address the needs of African American women with eating disorders it is important that counselors cultivate culturally-informed awareness, knowledge, and skills. This presentation explores important cultural factors around body image and ethnic identity that influence the development and persistence of eating disorders among African American women. An overview of the Transdiagnostic Theory of eating disorders will be highlighted as well as cultural considerations for eating disorder treatment.

**Friday | 11:00 am – 11:50 am | Salon B**

*Roundtable 3 | 378*

## **Multicultural Supervision Assessing Cultural Competence in Online Profession Practice Training**

*Ljubica Spiro, Ph.D. & Stephanie J.W. Ford*

Recent qualitative research study that investigated how practicum/internship faculty teach and assess multicultural competence in the online classroom will be shared during this educational session. ACES participants will learn strategies and receive resources to teach and assess multicultural competence in online supervision based on information from the research findings.

**Friday | 11:00 am – 11:50 am | Salon B**

*Roundtable 4 | 379*

## **Awful, Painful, Confusing, Wonderful: A Look at the Diverse First Year Experiences of Students in Counselor Education and Supervision Doctoral Programs**

*Laura Capasso, M.S. & Sharla Schroeder*

With counselor training programs growing in numbers, it is important that CES programs continue to produce competent, effective doctoral level professionals. An overview

of attrition rates among doctoral programs, and the implications of these for CES programs will be explored. Effective counselor training practices, specifically as they relate to multi-culturally informed pedagogies will be discussed. Finally, key learning experiences of CES students in their first year will be examined.

**Friday | 11:00 am – 11:50 am | Salon B**

*Roundtable 5 | 380*

## **From Theory to Practice: Preparing Emerging Practitioners for the Transition from Graduate School to the World of Work**

*Omar Troutman, Ph.D.*

New counselors are often unprepared to cope with the reality of entering the world of work. The needs of new professionals and ways in which counselor education programs can better prepare emerging counselors for their new role while maintaining a focus on social justice, developing multicultural competencies and negotiating the reality of their new environment are offered. Attendees will leave with a preliminary plan to address the needs of the next generation of counselors.

**Friday | 11:00 am – 11:50 am | Salon B**

*Roundtable 7 | 381*

## **Teaching Crisis and Trauma: Strategies and Caveats**

*Devika Dibya Choudhuri, Ph.D. & Irene Mass Ametrano*

In teaching crisis and trauma, students may be exposed to graphic depictions of interpersonal violence, war, suicide, as well as natural disasters. Those who have not examined their own experiences may perceive this as an emotional ambush. This roundtable will provide a forum for discussion of ethical and pedagogical strategies for preparing students to be knowledgeable, skilled, and emotionally resilient. We will present relevant literature and pool resources and strategies in order to develop best practices for teaching crisis and trauma.

# FRIDAY, OCTOBER 9

Friday | 11:00 am – 11:50 am | Salon B

*Roundtable 9* | 382

## **Learning to Counsel Children: Providing Students with Opportunities to Interact with Children Prior to Practicum**

*Jacqueline Swank, Ph.D. & Sondra Smith-Adcock*

It is crucial to offer course experiences for students to engage with children prior to students entering practicum. This session will focus on discussing strategies to provide students with opportunities to interact with children prior to practicum. Additionally, the presenters will discuss ethical and cultural considerations and invite attendees to share their own ideas.

## **Symposia Sessions | 11:00 am – 12:20 pm**

### **Distinctive Ways to Address Diversity**

**Discussant:** Hasmik Chakaryan, Ph.D.

Friday | 11:00 am – 12:20 pm | 301

*Research Symposia* | 383

### **Ferguson Isn't Just About Ferguson: Using "Hot Topics" to Deepen Cultural Consciousness in Counselor Education**

*Angela Anderson, Ph.D., Lyle Foster & Karla Scott*

Using the impact from Ferguson events in our state as a vantage point, we will explore topics related to using "hot topic" social issues in the counselor education classroom as a way to deepen cultural consciousness. This didactic and audience-participation presentation is designed to deepen knowledge and awareness about how current events reflect deeper systemic social issues, and to provide suggestions for students and faculty to engage meaningfully in culturally relevant dialogue and action.

Friday | 11:00 am – 12:20 pm | 301

*Research Symposia* | 384

### **Educational Practices to Develop Culturally Responsive and Evidence-Based Practitioners**

*Charles Boisvert, Ph.D. & Prachi Kene*

The Counseling Department at Rhode Island College uses the Professional Impact Project (PIP) in Advanced Practicum Classes. The aim of the PIP is to enhance student's learning, implementation, and measurement of an evidence-based intervention. Students review the evidence/literature regarding successful interventions for addressing their client's presenting problem. Students then implement the intervention prior to and throughout the course of

the four audio-taped therapy sessions. Students write a critique of each session reflecting on how well they implemented the intervention and describe the client's response to the intervention. Students also collect outcome data, analyze the impact of their intervention, and reflect upon their practice. Course instructors listen to the audio-tapes to determine the student's competencies in using evidence-based interventions. The PIP project is graded with a detailed rubric which scores students' performance across 4-5 domains or areas of competency.

Friday | 11:00 am – 12:20 pm | 301

*Research Symposia* | 385

### **Use of Popular Cinema To Increase Multicultural Competence in Counselor Education**

*Virginia Dansby, Ed.D. & Michelle Stevens*

Popular cinema has long been used as a powerful vehicle for bringing diverse life stories, experiences, and world-views into training programs. This session is designed for the presenters and participants to share ideas on the use of recent popular films across the curriculum of counselor education programs in order to enhance the development of self-awareness, empathy, and multicultural competence.

Friday | 11:00 am – 12:50 pm | 306

*Education Session* | 386

### **Use of Popular Cinema To Doctoral Education in Counseling: Issues and Possibilities**

*Margaret Fong Bloom, Ph.D., Darcy Haag Granello, Kelly Wester, Charles McAdams & L. DiAnne Borders*

A symposium on the purposes and essential elements of quality doctoral education in counseling followed by a discussant. Presentations are: 1. Goals and Purposes of Doctoral Degrees in the Professions, 2. Developing Higher Order Thinking in Counseling Doctoral Programs, 3. The Formation of Scholars and Researchers in Counseling, 4. Developing Social Justice, Advocacy and International Leaders and 5. Differentiating Knowledge and Skills in the Masters and Doctoral Degrees in Counseling.

## Poster Sessions | 11:45 am – 12:15 pm

Friday | 11:45 am – 12:15 pm | Franklin Hall A

Poster 1

### **Counseling Students' Experiences of Ambiguity: A Phenomenological Study**

*Stephani Babcock, M.A., Ed.S.*

Ambiguity is ubiquitous in life and counseling, and tolerance for ambiguity is a trait that supports counselors in many culturally-relevant aspects of therapeutic relationships. This poster describes the results of a phenomenological study with six master's-level counseling students. It addresses themes of: wanting clarification, understanding clients, risks, openness, recognizing multiple perspectives, personal and professional changes, and accepting ambiguity and growth.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 2

### **Perceptions and Experiences of Ethnic Minority Students in a Multicultural Counseling Course**

*Shunda Brown, Ph.D.*

Case research will be presented on the experiences of ethnic minority graduate students who have taken a multicultural counseling course as part of their graduate training at a predominantly White institution. This presentation will identify experiences of the course that were considered relevant, appropriate, or effective as well as those that were not for ethnic minority students. Implications for further program design and pedagogical strategies will be presented.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 3

### **Upgrading Portfolios to Websites: Incorporating Website Creation Into School Counselor Training**

*Kelly Kozlowski, Ph.D.*

Ready for a portfolio upgrade? How about replacing portfolios with student created websites? Come see how school counseling students in internship courses are creating websites based on the ASCA model and accountability practices. In addition upon graduation these websites are converted to professional school counseling sites linked to school websites. Learn how with little to no technology know how and a free website building tool you and your students will be on your way to being web masters. Explore

sample sites and review sample syllabi. Leave motivated and ready to get started today!

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 4

### **Preparing School Counseling Students to Address the Needs of Students Experiencing Homelessness**

*Stacey Havlik, Ph.D.*

Children and youth experiencing homelessness face challenges in the school system. School counselors are key stakeholders who can support children and youth experiencing homelessness and can advocate to meet their needs. This poster will provide background on students experiencing homelessness, describe a recent study on school counselors' experiences working with this population, and discuss strategies for counselor educators to train counselors to work with this population.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 5

### **Counselor Educator Attitudes towards Social Justice: Instrument Design Methodology and Outcomes**

*Kendra Surmitis, Ph.D. & Clare Merlin*

A culturally relevant approach to education includes themes of cultural awareness and social justice. Yet, there exists inconsistency in the implementation of these values across the field, particularly in regards to social justice (Ratts & Wood, 2011). This discrepancy warrants an

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 7

### **Supervisees' Experiences of Role Discernment and Disclosure in Triadic Supervision: A Phenomenological Study of Counseling Students**

*Marlise Lonn, M.S.*

Triadic supervision is utilized by a significant number of counselor educators and supervisors. This poster presentation will enhance attendees' knowledge of how student counselors experience supervision, what they believe it means to be under supervision, and how being part of a supervision triad impacts supervisee disclosure. Findings of a phenomenological study will be shared with a focus on putting research into practice when engaging with novice supervisees. A handout will be provided.

# FRIDAY, OCTOBER 9

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 8

## **Counseling Minority Male Student-Athletes: Strategies to Help Them Successfully Transition from High School Into College**

*Clewiston Challenger, M.A. & Saleem Clarke*

This workshop offers applicable strategies and techniques school counselors, college counselors, and counselor educators can utilize to best support the African American male student-athlete in their transition from high school to college. Studies have shown that black male student-athletes are graduating at much lower rates than student-athletes overall. Counselors are not adequately trained or equipped to deal with this population. This presentation emphasizes the racial, gender, and economic factors counseling professionals need be aware of in order to support the social, emotional, and academic well being of student-athletes who desire to succeed at college level.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 9

## **Curricular Abstinence: Finding a Place for Human Sexuality in Counselor Education Training Programs**

*Richard Joseph Behun, Ph.D. & David Delmonico*

This presentation highlights the need for counselor education training programs to develop a more systematic approach in delivering human sexuality information when training counselors. Results from a survey of practicing school counselors showed over 30% never received training in human sexuality; yet, nearly 90% were required to address such issues regularly in their work. Based on information gathered in the survey, practical suggestions are provided for implementing human sexuality information into existing counselor education curriculum.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 10

## **Experiences of Healing Touch and Counseling on a Bereaved Population: A Grounded Theory**

*Christine Berger, Ph.D.*

This Education Session will highlight a developing area of counselor education which is the integration of complementary therapies (CT) with counseling. In this session, a qualitative research study on the experiences of Healing Touch (a biofield therapy) and counseling on a bereaved population will be presented. Grounded theory

was the method used to explore an integrative model for using CT with traditional counseling. The session will also engage participants in a discussion on rigorous methods and research designs that are likely to further research on CT and counseling.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 11

## **The Experiences of African American Women Who Have Received Mental Health Counseling from Church Pastors**

*Tracey Elam, Ed.D., Chinwe' Williams & Amy McLeod*

Given the high rates of church attendance and religious involvement of African American women and the underutilization of formal mental health services of this population, African American women often turn to church pastors for assistance with mental health issues. Presenters will provide an overview of a phenomenological study related to the experiences of African American women who received mental health counseling from church pastors. Additionally, presenters will provide recommendations for counselors and counselor educators for how to incorporate spirituality and religion into counseling with African American women.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 12

## **CPCE Efficacy: A Study of Predictive Factors of Exam Success**

*Matthew Shurts, Ph.D. & Kim O'Halloran*

Over 200 master's programs administer the Counselor Preparation Comprehensive Examination (CPCE), and most require a passing grade prior to graduation. However, there is limited research examining how CPCE results may be predicted by other data programs have regarding their students. The purpose of this session is to share the results of an empirical study that examined possible predictors of CPCE results (N≈540). Implications for master's programs and future research will be discussed.

Friday | 11:45 am – 12:45 pm | Franklin Hall A

Poster 13

## **School Involvement Experiences of Immigrant Parents with Dominant Spanish Language Proficiency: Research Findings and Implications for Counselor Educators**

*Lynn Z. Tovar, M.Ed.*

Highlighting findings from a qualitative study exploring

school involvement experience of Hispanic immigrant parents, participants will gain an understanding of actions they can take supporting counselors-in-training in effectively fostering communication and developing collaborative relationships with Hispanic families when language differences are present.

**Friday | 11:45 am – 12:45 pm | Franklin Hall A**

*Poster 14*

## **Breaking Confidentiality in Adolescent Substance Abuse Cases: New Research Findings from a Qualitative Study of School Counselors**

*Kathryn Atanasov, M.Ed.*

Based on a qualitative study of high school counselors, this presentation sheds light on factors and screening tools instrumental in determining serious and foreseeable harm in adolescent substance abuse cases—including cultural and social considerations rarely taken into account when working with adolescents. Voices of high school counselors illuminate the complex nature of breaking confidentiality in schools and provide practical steps that can be used in training and practice.

**Friday | 11:45 am – 12:45 pm | Franklin Hall A**

*Poster 16*

## **Using Dewey's Theory of Education to Incorporate Experiential Learning Activities in The Social and Cultural Issues Course**

*Michael Kalkbrenner, M.S., Garrett McAuliffe, Kristy Carlisle, Traci Richards & Amber Jolley*

This poster presentation will discuss experiential learning activities for effectively facilitating the development of multicultural competencies based on John Dewey's theory of education. Multicultural competence an increasingly important virtue for counselors to develop and a CACREP requirement. The poster presentation will include recommendations for experiential learning activities for effectively facilitating the development of multicultural competence among counseling students based on John Dewey's theory of education.

## **Education Sessions 12:00 pm – 12:50 pm**

**Friday | 12:00 pm – 12:50 pm | 302**

*Education Session | 387*

## **The 2014 ACA Code of Ethics: How the New Code Impacts Counselor Education Programs**

*Gary Goodnough, Ph.D., Perry Francis & Shawn Spurgeon*

Three members of the ACA Ethics Revision Task Force will highlight the newly revised ACA Code of Ethics with an emphasis on changes that directly impact Counselor Education programs. Areas such as counselor educator competence, field placements, and diversity are the foci of this presentation. Attendees will be encouraged to discuss the changes as they apply to their counseling programs.

**Friday | 12:00 pm – 12:50 pm | 303**

*Education Session | 388*

## **Illuminating the Hidden Perspective of Personal Trauma History in Counselor Education Training and Supervision**

*Jennifer Isabelle Ong, M.S., M.Ed, & Tamarine Foreman*

The trauma literature underscores the significant role that vicarious trauma plays in impacting counselors and their clinical effectiveness with clients who have experienced trauma. The research on personal trauma history and its relationship to vicarious traumatization is limited due to inconsistent research findings. It is imperative counselor educators and supervisors expand their scope of knowledge in personal trauma history. Participants will be equipped with culturally-responsive strategies to effectively work with supervisees who have a personal history of trauma.

**Friday | 12:00 pm – 12:50 pm | 304**

*Education Session | 389*

## **Awe, Joy, and Flow of Time – Cultural Comparative Analysis of Positive Emotions**

*Daria White, M.A. & Debbie Sturm*

This presentation explores the experience of awe, joy, and flow across cultures through qualitative phenomenological inquiry. In reviewing the literature on positive emotions, a significant gap emerged pertaining to the depth of understanding regarding the emotions of joy and awe. Little thorough research has been done in cultural comparison, with most of it focusing on Asian and Western cultures. Presenters share findings from interviews done in the USA, the Balkans, and the Mediterranean through narrative, image, core themes and cultural learning.

**Friday | 12:00 pm – 12:50 pm | 305**

*Education Session | 390*

# FRIDAY, OCTOBER 9

## **Experiences and Perceptions of Sexism in Counselor Education and Practice**

*Michael Chaney, Ph.D., Stephanie Crockett, Jennifer Boswell, Erin Binkley & Alcia Freeman*

In this presentation, we examine the sociocultural contexts and consequences of sexism in counselor education. Results of a collective analytic autoethnographic research project that examined experiences of sexism among counselor educators are discussed. Themes rooted in internalized and institutional sexism, diminished self-esteem, lack of support, empowerment, and advocacy are discussed. This didactic and interactive session allows attendees to share their experiences and generate strategies to combat sexism in counselor education and practice.

**Friday | 12:00 pm – 12:50 pm | 307**

*Education Session | 391*

## **Bringing the Art of Counselor Education into the 21st Century**

*Cassandra Pusateri, Ph.D. & Tamekia Bell*

Technology currently permeates both the personal and professional lives of many counseling professionals. Therefore, counselor educators are charged with the responsibility of ensuring appropriate infusion of technology in the training of counseling students. During this presentation, three methods for incorporating technology in the classroom will be discussed and demonstrated and current literature about their efficacy will be reviewed. Attendees are strongly encouraged to bring a smart phone, tablet, or laptop to the presentation to ensure full participation.

**Friday | 12:00 pm – 12:50 pm | 308**

*Education Session | 392*

## **Flipping the Counselor Education Classroom: Strategies for Enhancing Pedagogy through Technology**

*Christina Schnyders, Ph.D. & Kristin Bruns*

This session will equip attendees with skills, tools, and strategies to help them “flip” the classroom in counselor education. By integrating technology, counselor educators can meaningfully meet CACREP standards while also promoting culturally-relevant pedagogy. Those in attendance will gain knowledge of the various methods used in a flipped classroom, and specific strategies to implement the flipped classroom approach based upon both content-driven and seminar-style courses.

**Friday | 12:00 pm – 12:50 pm | 309**

*Education Session | 393*

## **Say What?: Recognizing Microaggressions in Group Counseling Case Studies**

*Pamela Harris, M.S., Catie Greene, Amy Williams Sharon Kim & Sterling Travis*

According to the ACA Code of Ethics and CACREP Standards, multicultural competency and sensitivity are crucial elements in effective counseling. Multicultural consideration should be applied in all aspects of counseling, especially when working with a group of individuals from diverse backgrounds. This session will present group counseling case studies that illustrate examples of microaggressions, and discuss how ethnocultural empathy impacts graduate counseling students’ abilities to identify and address these covert conflicts.

**Friday | 12:00 pm – 12:50 pm | 310**

*Education Session | 394*

## **Counselor Educators as Campus Leaders in Violence Prevention among Athletes**

*Veronica Johnson, Ed.D., John Sommers-Flanagan & Sara Polanchek*

Relationship violence among student athletes has become a national problem on college campuses. This program focuses on recent research on the effects of an intimate relationships undergraduate course on student-athletes’ understanding of knowledge and skills needed to form positive, healthy, and stable interpersonal and romantic relationships. Information regarding the effectiveness of this educational and experiential approach on student-athletes’ violence-related beliefs, communication skills, and relationship self-efficacy will be provided.

**Friday | 12:00 pm – 12:50 pm | 401**

*Education Session | 395*

## **Training Culturally Competent Mandated Reporters**

*Sheri Pickover, Ph.D. & Jocelyn Bennett-Garraway*

This presentation will provide counselor educators and supervisors with specific tools and recommendations on how to teach mandated reporting from an ethical, legal, clinical and multicultural perspective. Specifically, ways to assist students in confronting their own values and anxieties to reduce risk to their clients will be addressed. This session will illustrate how to address mandated reporting in specific courses, and how to engage the student at different development levels throughout to

ensure that the student is prepared to report abuse and neglect.

**Friday | 12:00 pm – 12:50 pm | 402**

*Education Session | 396*

## **Multicultural Therapeutic Play: Promoting Creativity within Diverse Groups**

*Rob McKinney, M.S., Stacey Litam & Marissa Fye*

Did you know that play is not universal? How does culture influence children's play and what are the clinical implications? This interactive presentation will identify interventions that are culturally appropriate across specific marginalized populations. Attendees will learn about multicultural perspectives, obtain a deeper understanding of the implications of therapeutic play, and explore considerations for pedagogy and practice in regards to therapeutic play.

**Friday | 12:00 pm – 12:50 pm | 403**

*Education Session | 397*

## **Community Engaged Courses and Projects in Counseling Programs: Application for Counselor Educators**

*Jennifer Murdock Bishop, Ph.D., Liz Gilchrist Tolliver & Kristin Myer*

Community engaged courses are designed to go above and beyond traditional service learning experiences by creating mutually beneficial relationships between universities and community partners. This educational session will provide attendees with strategies to build new partnerships, enhance what is already happening in the local community and tools for expanding their involvement in community engagement within their university.

**Friday | 12:00 pm – 12:50 pm | 406**

*Education Session | 398*

## **Challenging Ethnocentric Monoculturalism: Implications for Unique and Provocative Pedagogy**

*Jane Hale, Ph.D., Natalie Drozda, Jodi Sindlinger & Gerard Love*

A diversity training program aimed at increasing self-awareness as a cultural being, discovering bias, and understanding privilege from a majority culture perspective is outlined using this technique. This approach helps to segue majority culture students into discussing ethnocentric monoculturalism without pressure to acknowledge their privilege. This unique pedagogical

strategy engages participants in self-discovery while minimizing resistance. Handouts, Powerpoint, video clips, and anecdotal data will be utilized to highlight presentation content

**Friday | 12:00 pm – 12:50 pm | 407**

*Education Session | 399*

## **Lessons Learned from the Literature: Best Practices in Teaching**

*Claudia Lingertat-Putnam, Psy.D.*

*& Angela Sheely-Moore*

Members of the ACES Best Practices in Teaching Task Force are engaging in a year long review of the literature on best practices in teaching in counselor education (CE). In a panel discussion format, members of the task force will facilitate a discussion of key points and themes identified in the literature on best practices in CE including: technology, content and clinical counselor education coursework, graduate education, and the assessment of learning. Proposed implications for counselor educators and references will be shared. Feedback from participants on the progress of the task force is highly encouraged and welcomed.

**Friday | 12:00 pm – 12:50 pm | 408**

*Education Session | 400*

## **Towards a Meta-Theoretical Model for Clinical Supervision**

*Thomas Christiansen, Ph.D.*

This presentation proposes a model of supervision that span across the various supervision models incorporating essential elements of counseling skills that promote counseling effectiveness. The major dimensions of the model are divided into 1) therapeutic alliance, 2) case conceptualization, and 3) intervention strategies. The major supervision models that have been discussed in the literature are analyzed in terms of the meta-theoretical model to illustrate the utility of the model that can guide supervisors in the supervision process. Additionally, application of the model toward the discussion of culturally competent skill development for counselors will illustrate the potential utility of the model in this regard.

# FRIDAY, OCTOBER 9

Friday | 12:00 pm – 12:50 pm | 409

*Education Session | 401*

## **Racial Microaggressions, Supervision, and Trauma: Research Findings and Training Implications**

*Caroline O'Hara, Ph.D. & C. Peeper McDonald*

Microaggressions are a pervasive interpersonal threat. This presentation will share study results examining the relationships among racial microaggressions in supervision, the supervisory working alliance, and traumatic symptomatology in supervisees. Results suggest that the presence of racial microaggressions is a considerable impediment to the supervisory working alliance. We will explore implications for counselor preparation, including recognition, prevention, and intervention strategies.

Friday | 12:00 pm – 12:50 pm | 411

*Education Session | 402*

## **Ethical Practice when Bridging the Digital Divide: The Effects of Culture, Pedagogy and Technology**

*Kathryn P. Alessandria, Ph.D.*

*& Cheryl W. Neale-McFall*

Millennials, the first generation to have open access to the digital world during their formative years, have arrived in counselor education programs with expectations that faculty will join them in the world of instant communication. Join us to discuss: educating students about ethical responsibility when engaging in social media while maintaining professional identity; relevant ACA ethics; risks and benefits of using social media; and effective counselor training while respecting millennials' communication styles.

Friday | 12:00 pm – 12:50 pm | 412

*Education Session | 403*

## **An Experiential Approach to School Counselor Leadership Development: Integrating ASCA School Counselor Competencies Across the Curriculum**

*Dawnette Cigrand, Ph.D. & Robin Saner*

School Counseling programs have been criticized for focusing on training mental health counselors, then adding one or two courses to meet school counseling program objectives (Hatch & Chen-Hayes, 2008). In an attempt to remedy this issue, two school counseling faculty will share experiential course activities and assignments

that integrate school counseling competencies into core courses to advance impactful school counseling leaders. Data collected on student perceptions of development using the ASCA School Counselor Competencies Appendix will also be presented.

## **Roundtable Sessions 12:00 pm – 12:50 pm**

Friday | 12:00 pm – 12:50 pm | Salon A

*Roundtable 1 | 404*

### **Role of Parents in Underage Drinking Prevention: Implications for Counselor Educators**

*Robin Hausheer, M.A.*

The purpose of this program is to provide counselor educators with information about how to work with parents to prevent adolescent alcohol use. Counselor educators can use this information in their courses in school, mental health, and addiction programs to educate students on how to work with parents to prevent adolescent alcohol use.

Friday | 12:00 pm – 12:50 pm | Salon A

*Roundtable 2 | 405*

### **Creating Value-Savvy Counselors: How to Connect with Clients of Diverse Backgrounds and Sexual Orientations**

*Joanne Miller, Ph.D. & Heidi Schreiber-Pan*

Becoming a values-savvy counselor requires grounding in self-awareness. Diversity training is required in counseling programs, yet this training often focuses on racial and ethnic differences, and not on diversity issues such as religious beliefs and other issues that speak to personal values. This presentation will use lecture, with examples from recent research, and small group exercises to explore how students, counselor educators, and supervisors can respectfully engage personal values.

Friday | 12:00 pm – 12:50 pm | Salon A

*Roundtable 3 | 406*

### **Family Matters: Bridging the Gap Between Family Counseling and Substance Abuse Counseling**

*Katie Wachtel, Ph.D.*

A current disconnect exists between family and substance abuse counseling, as family counseling in substance abuse focuses on the individual as the client. The purpose of this presentation is to discuss considerations for providing

substance abuse treatment to transition-aged youth, to present results from a study examining the relationship between parenting behaviors and substance abuse, to share methods for integrating family counseling strategies in training of substance abuse counselors.

**Friday | 12:00 pm – 12:50 pm | Salon A**

*Roundtable 4 | 407*

### **Collaborative Counselor Researcher-Practitioner School-based Teams: Culturally Relevant Practice**

*James Geckler, M.A., JoLynn Carney, Richard Hazler, Angeline Felber, Yanhong Lui, Linsey Covert, Catherine Joo, Qu Chen & Laura Copley*

Counselor Educators and School Counselors formed a diverse Researcher-Practitioner team for a school-based intervention conducted through a 2-group (treatment/control) research design. Discussion includes how the team came about, reasons for involvement, difficulties, benefits, providing scholarly mentoring for students, and how the team implemented a school-wide, team-based approach. Diverse perspectives and creative ideas combined and difficulties of such a venture are discussed to help others consider how to best develop and manage such teams.

**Friday | 12:00 pm – 12:50 pm | Salon A**

*Roundtable 5 | 408*

### **Collaborative Clinical Supervision: A Scandinavian Example of Employing Feedback Tools in Transcultural Counseling Supervision Settings**

*David Martinson, Ph.D. & Ryan Bowers*

Feedback assessed supervision has been recommended by researchers, encouraging clinical supervisors to monitor supervisee progress and adjusting supervision accordingly. In a research project at a university graduate counseling internship program just outside of Philadelphia, the presenters implemented three clinical supervision feedback tools developed in Norway. The results of this study will be discussed as well as tips and suggestions on how clinical supervisors can utilize feedback instruments to enhance collaboration in a variety of clinical supervision settings.

**Friday | 12:00 pm – 12:50 pm | Salon A**

*Roundtable 6 | 409*

### **The Culturally Relevant Genogram: In Research and Training**

*Deborah Watson, M.A. & Ashley Cosentino*

Examining effectiveness of interventions and activities contribute to the knowledge base of the counseling profession. This presentation will provide an overview of the multifarious uses of culturally relevant genograms in training and research. An emphasis will be placed on incorporating genograms into research projects.

**Friday | 12:00 pm – 12:50 pm | Salon A**

*Roundtable 7 | 410*

### **Bringing Presence to Practice: The Use of Mindfulness Techniques to Support Skill Integration in Counseling Practicum Students**

*L. Marinn Pierce, Ph.D.*

Counselor educators and supervisors are challenged with facilitating experiences in which counselors-in-training learn to balance internal processes necessary for core therapeutic conditions with the external skills to communicate these conditions. Building on a foundation of existing research regarding mindfulness in counselor training, this presentation will explore a model of mindfulness integration to support beginning practicum students in finding this balance in counseling practice.

**Friday | 12:00 pm – 12:50 pm | Salon A**

*Roundtable 8 | 411*

### **Developing Multicultural Competence in Spirituality Education**

*James Strickland, M.S., Mindy Dunagan, Denise Gilstrap & Kim Mathews*

The inclusion of spirituality into counseling sessions can create a strengthened therapeutic alliance between the client and counselor. However, differing understandings of spirituality and formulated values can create a damaging therapeutic environment. Counselor Educators must cultivate an environment where students can identify their personal values and gain an understanding of the client's spiritual practice. The presenters will offer an in-depth overview of spirituality and will discuss a working model that promotes spiritual multicultural competency.

# FRIDAY, OCTOBER 9

Friday | 12:00 pm – 12:50 pm | Salon A

*Roundtable 9 | 412*

## **Fostering Community Wellness Through the Development of Counselor-Advocates**

*Pete Finnerty, M.S.*

Counseling students often represent the energy of the profession; striving to impact diverse communities as fervent advocates for their clients and the counseling profession. As educators how do we nurture students' development as counselor-advocates? Current societal issues (i.e. violence towards marginalized communities) give credence to training practitioners who integrate into communities, empowering with/for individuals and groups to overcome oppression and discrimination to achieve heightened wellness and liberation. In this presentation we will introduce culturally-competent pedagogical tools that develop counselor-advocates through social justice, advocacy and wellness frameworks.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 1 | 413*

*ACES Research Award Recipient*

## **Research Identity Development of Pre-Tenured Counselor Education Faculty Members: A Qualitative Investigation**

*Dodie Limberg, Ph.D., Kimberly Nelson*

*Casey Barrio Minton & Jonathan Ohrt*

Given the importance of research identity of pre-tenured counselor education faculty (PCEF), the purpose of this presentation is to (a) gain a better understanding of the research identity development process of PCEF during their first three years as a faculty member, and (b) identify specific experiences of PCEF that influenced their research identity development. The research question guiding this study was: How do PCEF develop their research identity as counselor educators during their first three years in a tenure track academic position?

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 2 | 414*

## **Navigating the “value statements” in the 2014 ACA Code of Ethics**

*Peter Wilson, Ed.D, Sarah Criss, Tamiko Webb & Richard Garvin*

ome join our roundtable discussion focusing on the updated “value statements” in the 2014 ACA Code of Ethics. How are counselor educators to interpret and apply these updated “value statements” in instructing

future counselor educators? Do the updated “value statements” create challenges for those who teach future counselor educators? How do we as educators recognize our own values without imposing these values onto others? These are some of the questions that will be discussed. The discussed is designed to stimulate our thinking in this area and to share ideas with those in attendance.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 3 | 415*

## **Constructive Clinical Supervision**

*Douglas Guiffrida, Ph.D., Jason Duffy & Erin Halligan*

The presenters will provide an overview of a constructive approach to supervision, which is an approach that integrates constructivist principles of human growth, change, and development with several theories of psychotherapy. In addition to describing the theoretical underpinnings of the approach, we will also describe the process of constructive supervision, including discussing activities that can be used to facilitate supervisee critical self-reflection and assessment from a constructive perspective. Video segments of actual supervision sessions will also be presented that illustrate the effectiveness of this approach with supervisees from various settings. Time will be allotted for discussion of the cases along with sharing of participants' experiences.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 4 | 416*

## **School Counselor Consultation Training: Where Are We and Where do We Need to Go**

*Blaire Cholewa, Ph.D.*  
With staggering student to school counselor ratios, school counselors can maximize their time through multicultural, collaborative consultation and collaboration. While school counselors report regularly practicing consultation, they do not necessarily report being effectively trained for this important role. Counselor educators: attend this interactive session to learn about trends in school counseling consultation and discuss strategies to strengthen school counseling consultation in your graduate program.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 5 | 417*

## **Training Students in Suicide Assessment: Implications from a Large Scale Study**

*Jason McGlothlin, Ph.D. & Betsy Page*

Much of the anxiety of working with suicidal clients starts with a fear of the unknown and an inability to conduct a comprehensive suicide assessment. Based on a study of over 12,000 callers to a suicide prevention hotline, the goal of this presentation is to take the mystique out of conceptualizing suicidality and to present a comprehensive model of suicide assessment. Issues of supervision, counselor education, clinical practice, and advocacy are infused throughout this presentation and multiple handouts will be provided.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 6 | 418*

## **The Supervisory Multicultural Relationship**

*Elizabeth A. Conte, M.S.*

Research has enhanced knowledge of the advantages of discussing multicultural themes during supervision. However, little research has focused on the effect of the multicultural relationship between the supervisor and supervisee in regards to the supervisory alliance. This presentation aims to address the gap in literature and present information on how to ensure culturally relevant supervisory practice continues throughout the clinical supervisory relationship, particularly surrounding the supervisor and the supervisee's own personal cultural backgrounds and experiences.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 7 | 419*

## **Developing Students' Ethical Competence Through Narratives and Role-Play**

*Jill Brue, Ph.D. & Melissa Windham*

Students are often overwhelmed with the requirements for ethical knowledge as professional counselors, and they frequently doubt the potential for their own unethical behaviors. Narratives and role-plays can help students anticipate temptations for unethical behaviors and engage in problem-solving before ethical dilemmas surface. This program offers teaching strategies that educators can use to help students develop integrity and awareness. Particular focus will center on ethical concerns related to multicultural differences as well as value conflicts with clients.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 8 | 420*

## **A Group Supervisory Method for Promoting Leadership Identity for School Counselors**

*Seydem Hancioglu, M.S.*

This presentation will demonstrate a creative group supervisory activity to enhance the development of leadership skills for school counselors-in-training. This method integrates and implements Leadership Styles (Howard, 2005) with Life Role Circles (Brown & Brooks, 1991) and challenges students to recognize the role and impact of leadership, and its representation across various systems. Participants will identify and explore their leadership styles within different professional roles.

Friday | 12:00 pm – 12:50 pm | Salon B

*Roundtable 9 | 421*

## **Life Kicks Us in the Gut, How Do We Make the Best of It?**

*Melanie Drake Wallace, Ph.D. & Christina Rosen*

As counselor educators and supervisors, we witness life-changing events in our students, supervisees, and clients. Thrown off-balance and feeling disoriented, their familiar ways of making sense of the world no longer work. Moving through this period of vulnerability and uncertainty toward reintegration marks a transitional life space (e.g. liminal space). Being presence to the process, mindful and creative interventions assist in the mental health transformative possibilities.

# FRIDAY, OCTOBER 9

## Poster Sessions 12:30 pm – 1:00 pm

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 1

### **Culturally Responsive Pedagogy in Counselor Education**

*Erika Mendez, M.A. & Terri Howe*

The purpose of this presentation is to enhance educator's awareness and knowledge of utilizing culturally responsive pedagogy in counselor education programs. Additionally, this presentation will focus on implementing culturally responsive pedagogy at a Latino/a serving institution. Attendees will gain general information regarding culturally responsive pedagogy, strategies for implementing culturally responsive pedagogy at a Latino/a serving institution, and the identification of potential barriers to engaging in culturally responsive pedagogy. By opening the dialogue concerning culturally relevant pedagogy in counselor education programs, attendees will be able to draw their own conclusions regarding implications for practice.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 2

### **An Investigation of Body Image Dissatisfaction Among College Students**

*Sandra Terneus, Ph.D.*

The DSM 5 includes Muscle Dysmorphic Disorder (MDD) as a specifier of Body Dysmorphic Disorder, and thus, this new addition has served as a catalyst for research and to reexamine body image issues. This poster session will provide research results of two studies which were conducted to investigate MDD as well as body image issues among college students. Discussions regarding working with college students will be welcomed.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 3

### **Spiritual/Religious Competencies: Counseling Students' Perceptions of Their Training**

*Hongryun Woo, Ph.D.*

Although there is a growing body of literature about the educational components and program environments regarding spirituality/religiousness (S/R) in counselor training (Young, Cashwell, Wiggins-Frame, & Belaire, 2002), few studies asked counseling students for their perceptions about training experiences regarding these topics. This presentation aims to provide information on

master's level counseling students' perceptions of their training related to issues of spirituality/religion.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 4

### **Using the Advocacy Competencies Self-Assessment Survey to Modify Pedagogy as it Relates to the Advocacy Competencies**

*Sandy Gibson, Ph.D. & Corinne Zupko*

This presentation will share six semesters of data reflecting student self-assessment of competency with the ACA Advocacy Standards. We will share how we modify pedagogy to incorporate experiential learning opportunities, case studies, and more to empower students to build confidence in areas of greatest perceived limitations.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 5

### **The Role of Social Media in Professional Development for Counselors-in-Training**

*Christopher Belser, M.Ed.*

This poster session will provide counselor educators with an overview of new trends in social media related to professional development, organized idea sharing, and professional networking. Within the presentation, the presenter will provide counselor educators with a rationale of the benefits of engaging graduate students in social media, will familiarize counselor educators with relevant terms and technology, and will demonstrate various applications of the use of social media in counselor education.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 6

### **Distance Makes the Heart Grow Fonder: Cohort Cohesion in a Hybrid Program**

*Marinda Peters, M.A., Victor Chang, Laurie Bloomquist, Angela Tang & Kathryn Schroeder*

One of the most significant challenges in hybrid education is establishing cohort cohesion. Cohort cohesion is directly related to student retention, especially for students of color. Cohort cohesion is not only possible but necessary in a hybrid model of counselor education. In this poster presentation, Cohort 64 from Oregon State University outlines the elements that have supported the close-knit community of learners.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 7

## **Adopting the Supervisory Working Alliance Inventory into Japanese: Working with Japanese Supervisors**

*Makoto Miyoshi, M.S.*

Please join us to discuss the benefit and issues in sharing the useful existing scales in counselor education and supervision with other countries. By reviewing the methods of double translation in Japanese and exploring psychometric properties for a specific scale, the Supervisory Working Alliance Inventory (SWAI: Efstation, Patton & Kardash, 1990), you will learn a concrete strategy of culturally relevant methods to adopt existing scales into different language and apply them internationally.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 8

## **Promoting the Needs of Older Adults: Infusing Gerontological Counseling Into Curriculum**

*Kristine Ramsay, M.S.*

As the number of older adults in the United States continues to rise, it is imperative that counseling students are adequately trained to meet their needs. While it is difficult to offer an entire gerontological counseling course, it is still possible to include gerontological issues in counseling coursework. This poster will provide an overview of how to incorporate the needs of older adults into core counseling classes.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 9

## **Multicultural Course Pedagogy: Experiences of Master's Level Students of Color**

*Derek Seward, Ph.D. & Kelly Belmontes*

Multicultural training courses are intended to assist in the cultural development of all students; however limited research on student of color experiences in multicultural training raises questions regarding if student of color training needs are being met. This session presents results of a multi-site, grounded theory study that explored student of color perceptions of their multicultural training courses.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 10

## **Masculine Norms and Boys' Bullying Behavior**

*Allen Appiah-Boateng, M.A. & Ki Chae*

Reducing bullying has become the primary responsibility of school counselors. However, when it comes to working with boys, it is important to incorporate masculine socialization insight. Through this presentation, school counselors will be educated on how to incorporate masculine norms into bullying prevention at the elementary school. At the end, participants will become acquainted with masculine norms espoused by African Americans, Asian Americans, Caucasian Americans, and Latino Americans, their effects on boys' aggressive behaviors, and how to disabuse them.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 11

## **Culture in Chaos: Responding to the Needs of Refugees**

*Dareen Basma, M.S.*

The 21st century has witnessed the forced migration of millions of people. According to the Refugee Processing Center, more than 69,000 refugees will have been admitted to the United States within the past year with an expected increase in the upcoming years. This presentation use Bronfenbrenner's social-ecological model to highlight the needs found in this population within each system. Implications for counselors and counselor educators will be highlighted and discussed.

# FRIDAY, OCTOBER 9

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 12

## **Counselor Educators' Role in Improving the School Climate for Sexual Minority Youth**

*Lakitta Johnson, Ph.D., Regina McMurtery, Ronica Arnold Branson & Ayanna Gill*

Gay, Lesbian, Bisexual, and Transgendered (GLBT) youth comprise approximately 5% of the secondary student population, which forces counselors and other school personnel to acknowledge the presence of this population in the academic environment. GLBT youth have been identified as being at greater risk for harassment, bullying, at risk-behaviors, and suicide. Anti-gay bullying frequently leads to suicide and school violence. Additionally, students who are openly gay in high school and college experience stress, family problems and poor access to social networks and activities. Due to the continuous problems this population endures from society, it is imperative that school and clinical mental health counselor trainees are trained to appropriately help GLBT youth. This session will overview the role of counselor educators in training students to be multiculturally competent in working with GLBT youth, the role of counselors in advocating and helping GLBT youth, the risk factors as well as the counseling considerations for working with GLBT youth.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 13

## **Explorations of Race, Culture and Privilege in Post-apartheid South Africa: Implications for Counselor Educators in the U.S. (101)**

*Richelle Joe, M.S. & Kathy Atanasov*

Exploring issues of race, culture, and privilege within the South African context provides practice implications for counselor educators in the United States who seek to engage their students in instruction and dialogue that enhances their cultural competence. Qualitative research findings from an educational trip to South Africa will be shared and consideration will be given to the value of cross-cultural and cross-national explorations of race, culture, and privilege.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 14

## **The Relational-Cultural Model: A Framework for Group Process with First Generation Mexican Immigrant Women**

*Isaac Burt, Ph.D. & Ayaciuan Madrigal*

In recent years, the number of first-generation Mexican immigrants has risen substantially. Yet, methods available for counselors to work with this population have not increased commensurably. Thus, there is a lack of culturally appropriate interventions for this underserved population. This presentation introduces a 10-week group using the Relational-Cultural model. This strength-based, culturally appropriate group promotes positive transformation/healing through a social justice framework.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 15

## **Microskills and Multicultural Competence: Training at a Crossroads**

*Kristopher Hall, Ph.D. & Edrica D. Richardson*

Rapidly changing demographics mean that there is a larger diversity of people engaging in counseling. To prepare for these clients, counselor educators have integrated cultural concerns into counseling pedagogy. However, attention to skills and direct application has not always been the focus. This presentation will detail methods used by counselor educators to integrate multicultural initiatives into counseling techniques courses to increase multicultural skill development.

Friday | 12:30 pm – 1:00 pm | Franklin Hall A

Poster 16

## **Lived Experiences of Women Service Members Transitioning into Civilian Life**

*Meghan Reppert, M.Ed, Ed.S.*

Women are now the fastest growing group within the veteran community. Yet there is currently sparse research on the experiences of women service member transitioning into civilian life. This interactive session will present findings of qualitative research, focusing on the lived experiences of female veterans' journey from military service to civilian life with. By attending this session, participants will gain insight into the manner in which female veterans experience the process of transition into civilian work and life. As well as information specific

to Counselor Educators and supervisors on how to help supervisees/students work effectively with female veterans in their transition to civilian work and life.

## **Symposia Sessions 1:30 pm – 2:50 pm**

### **School Counseling in Action**

**Discussant: Stacey Havlik, Ph.D.**

**Friday | 1:20 pm – 2:50 pm | 301**

*Research Symposia | 422*

### **Fostering School Counselor Self-Efficacy: Implications for Supervision and Training**

*Daniel Cinotti, Ph.D., Sarah Springer, Franco Gordillo  
& Anthony Cannella*

Four presenters will discuss their independent research projects on school counselor self-efficacy; a significant factor in skill development and job satisfaction. Topics will include the impact of supervision, group leadership and training, and work with culturally diverse populations including students with disabilities, on this important outcome. Data from these studies will be presented along with implications for supervisory practice, counselor education and training, and future research.

**Friday | 1:20 pm – 2:50 pm | 301**

*Research Symposia | 423*

### **The ASCA National Model: Promoting Professional Practice and Wellness During Graduate Training of School Counselors**

*Heather Smith, M.Ed*

The ASCA National Model (2012) was developed as a framework for practice to define the roles of a school counselor and nationally align school counseling programs. Preparing school counseling graduate students to practice within the ASCA National Model (2012) framework may have additional benefits for their wellness and professional practice. Attendees will hear how implementing the ASCA National Model (2012) and other related factors may protect their students against burnout, role conflict, and role ambiguity.

**Friday | 1:20 pm – 2:50 pm | 301**

*Research Symposia | 424*

### **Raising the Voice of School Counselors: Increasing Understanding of the Neuroscience of Vicarious Trauma Among Urban Educators**

*Stephanie Pergantis, M.S. & Maya Schmidt*

School counselors serving in urban, low SES settings are often the only mental health professionals on site. They and their educator colleagues are the first responders to students who are experiencing crisis, complex trauma, oppression, and violence; this session will raise awareness of the neurophysiological implications of vicarious trauma on urban educators. The presenters will give concrete examples, from experience and the literature, so that counselor educators can strengthen school counselors' voices by raising awareness of the neuroscience of vicarious trauma. **Poster Sessions 1:30 pm – 2:00 pm**

**Friday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 1*

### **A Model for Campus Assessment for General Physical and Mental Health to Inform Gatekeeper Trainings**

*Lisa Hawley, Ph.D.*

This poster presentation will provide an example of a campus wide assessment of mental and physical health risk factors to inform suicide prevention training. The assessment increased the investigators understanding of the demographic factors related to increased health status of faculty, staff and students. The results impacted targeted suicide prevention training for students, faculty and staff on a mid-western college campus. Methods, results and future implications will be provided.

# FRIDAY, OCTOBER 9

Friday | 1:00 pm – 2:30 pm | Franklin Hall A

Poster 2

## **Beyond Binary Definitions of Gender: The Role of Counselor Educators in Addressing Gender Issues in Counseling**

*Charles Edwards, Ph.D. & Gilonda Butler*

Participants in this session will explore the role of gender in counseling relationships and outcomes. The session goes beyond binary definitions of gender to explore ideas such as multiple femininities and masculinities. The importance of cross gender and same gender alliance are also explored. Presenters will share findings of a recent study that explored gender and professional counseling practice. Implications for best practices for counselors and counselor educators will be shared.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 3

## **Hiding in Plain Sight: School Counselor Perspectives on the Educational Experiences of Youth in Foster Care**

*Kristin Myers, M.A.*

This purpose of this session is to review a qualitative case study that explores the educational experiences of youth in the foster care system from the perspective of school counselors in Colorado. The results in this study indicate that foster care youth are at an educational disadvantage compared to their peers. Counselor educators will have the opportunity to learn more about the culturally relevant topic of educational experiences of youth in the foster care system.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 4

## **Forecasting an Inclusive Future: Accessible School Counseling Strategies to Deconstruct Educational Heteronormativity**

*Molly Strear, M.A.*

This presentation provides an overview of findings from a Delphi study elucidating school counseling strategies to deconstruct educational heteronormativity in K-12 public education environments. Implications for counselor educators will be discussed to demonstrate how a social justice paradigm can be applied to reduce educational barriers that persist for LGBTQIQA individuals. The use of Delphi methodology will be explored to provide insight into this research design in counselor education.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 5

## **I Don't Look Like a Kid that has a Parent that Went to Prison: Unwrapping Resiliency Within the Parental Incarceration Experience for Women in College**

*Kimberly Gilchrist, M.A.*

Parental incarceration infiltrates each system of an individual's life from relationships, to academic expectations and outcomes. While vulnerable populations are discussed as part of multicultural and diversity curriculum, there is minimal focus on working with children of parental incarceration. Findings of a phenomenological study reveals resiliency factors contributing to academic success and provides a starting point to assist counselor educators with advocating for the mental health of this disenfranchised population in both the school and clinical counseling track.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 6

## **Helping College Students Utilize Social Resources to Navigate Life Transitions**

*Joel Lane, Ph.D.*

This session will present the preliminary findings of a mixed methods longitudinal study on the mental health and psychosocial development trajectories of young adults transitioning into and out of college. The research examines the roles of attachment security, social support, and various forms of social capital on coping strategies, ego resilience, well-being and psychological distress. Implications for educators and other college personnel will be emphasized throughout the presentation.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 7

## **Historical Grief and Trauma within the American Indian Community**

*Christina Thomas, M.A. & Heather Helm*

In this session, presenters will provide specific recommendations and strategies from the literature to counselor educators and supervisors in how to best support American Indian individuals when faced with issues related to historical trauma and disenfranchised grief. The recommendations include understanding how cultural and historical issues impact the development of

risk or protective factors and dialogue about the impact of future research to further explore the experience of disenfranchised grief and historical trauma with American Indian individuals.

**Friday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 8*

## **Personal and Professional Reflexive Cultural Humility for CACREP School Counselors**

*Rebecca Tadlock-Marlo, Ph.D.*

Results from a multivariate quantitative data analysis provide insight into redefining multicultural counseling competencies specific to school counselors. Foci include counseling competencies and implications for counselor educators. Attendees explore aspects of multiculturalism, counseling competencies of school counselors, and its importance for the field. Also discussed is applying information to the development of skills, knowledge, and awareness of counselors-in-training.

**Friday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 9*

## **School Counselor Preparation for Supporting Students with Disabilities**

*Tameka Oliphant, M.A.*

According to the American School Counseling Association (ASCA) (2013) position statement on students with disabilities, school counselors play an active role in promoting academic, social/emotional, and career development for all students, including students with disabilities. However, few counselors receive educational preparation or professional development to prepare them to support students with disabilities adequately (ASCA, 2014). Perhaps more important, most school counselors do not feel adequately prepared, through pre-service training or professional development, to provide services to students with disabilities. Yet, schools may be the only place where students receive mental health services. Therefore, counselor preparation programs must consider ways to adequately prepare school counselors to support this student population. This poster presentation will introduce one project used to raise counselor's-in-training awareness of methods for supporting students with disabilities.

**Friday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 10*

## **Expanding Our Understanding of Gender: Moving Beyond the Binary**

*Courtney East, M.S.*

This poster presentation will provide information aimed at expanding the understanding of the term "gender". An explanation of gender beyond the binary of 'boy' and 'girl' to include genders such as transgender, gender fluid, gender neutral, and more will be explored. Explanations of the differences between gender, biological sex, and sexual orientation will also be presented. An educational handout with resource guides plus fun and easy to understand diagrams and definitions will be provided.

**Friday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 11*

## **Counselor Perceived Degree of Preparedness When Working With Suicidal Clients: A Phenomenological Inquiry**

*Heather Dahl, M.S.*

Little is known of counselor perspectives' of their training and level of preparedness when working with suicidal clients. Although professional standards and guidelines regarding counselor competency in this area exists, training may not be occurring throughout a trainee's program, or is occurring inconsistently. This phenomenological inquiry sought to understand the essence of counselor perceived degree of preparedness working with suicidal clients. Using individual semi-structured interviews, ten participants were recruited using maximum variation and criterion sampling who have had previous experience working with suicidal clients. The findings of this study will be discussed, and recommendations and training implications for counselor education programs and clinicians in the area of suicide prevention and assessment will be provided.

# FRIDAY, OCTOBER 9

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 12

## **Integrating Counselor Supervision and Leadership Training: Counselor Education Strategies**

*Amanda Evans, Ph.D.*

This presentation will examine the use of leadership models in counseling supervision and counselor education. Strategies to incorporate leadership models as an affordable, practical and accessible training approach to working with new counselors will be reviewed. This presentation will focus exclusively on three leadership models (situational, transformational and servant) and how these parallel and support supervision practice. Assessment and implications for counselor educators will be included.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 13

## **Social Class is Personal: Increasing Social Class Sensitivity in Counselor Education Doctoral Programs**

*Loni Crumb, M.A.*

The consideration of social class status has wide-reaching implications for building knowledge about how to facilitate and support educational success for students in counselor education doctoral programs. This session will focus on the findings from a qualitative research study that explored the doctoral education experiences of 10 students from economically disadvantaged backgrounds. The content covered in this session will increase attendees' awareness of how social class status may affect students' understanding of themselves, academic engagement, doctoral persistence, and relationships with peers and faculty in counselor education doctoral programs. The presenter will identify a framework that contextualizes and explains social class and classist functioning and why it is imperative to recognize social class as an important component of students' culture.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 14

## **Culturally Relevant Research: Jordanian College Students' Subjective Well-Being.**

*Kimberly Asner-Self, Ed.D. & Mais Al-Nasah*

Come discuss results of a quantitative study to determine the impact Jordanian students' positive affect, negative

affect, life satisfaction, self-esteem, and perceived employment potential have on subjective well-being. Culturally relevant practice implications for college counselors working with Jordanian international students returning home, college counselors in Jordan are presented. Culturally relevant pedagogy for counselor educators, and future research both in Jordan and cross-culturally will be presented. Handouts available.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 15 **CAREER LINK**

## **Adult Career Transitions: Theory, Research, and Training Counseling Students**

*Marie Shoffner, Ph.D., & Sue Motulsky*

Transitions in career development are inherent, occur throughout the lifespan, and can be voluntary or involuntary. Navigating these transitions impacts mental health, overall well-being, and vocational and personal growth. We present current theory, research and practice-relevant information about adult career transitions and ways counselor educators can prepare counseling students to work with clients before, during and after career transitions using culturally relevant practice.

Friday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 16

## **Preparing Novice Supervisors to Provide Constructive and Confrontive Feedback**

*Laura Welfare, Ph.D. & DiAnne Borders*

Novice supervisors are often challenged by the task of providing constructive or confrontive feedback. This presentation details the results of a qualitative study of novice supervisors' experiences as they provided constructive and confrontive feedback. The sample included seven doctoral student supervisors who provided ongoing individual, triadic, and group supervision to master's student enrolled in their first practicum. Key themes from the data and implications for supervisor preparation will be explained.

## Education Sessions 1:30 pm – 2:20 pm

Friday | 1:30 pm – 2:20 pm | 302

*Education Session | 425*

### **Raising the Bar: Critical New Concepts about Counselor Education in the 2014 ACA Code of Ethics**

*David Kaplan, Ph.D.*

The recent revision of the ACA Code of Ethics substantially raises the bar for counselor educators. This session, presented by the ACA senior staff liaison to the Ethics Revision Task Force, will highlight new ethical obligations in teaching, supervision, research, gatekeeping and assisting students to secure field placements and employment.

Friday | 1:30 pm – 2:20 pm | 303

*Education Session | 426*

### **Online Counselor Education Programs: Success No Matter the Age**

*Lisa Runck, M.A., Richard Audsley, Mark Vander Ley & Ashley Pechek*

As more counselor education programs utilize the online modality and as the classroom becomes more diverse, counselor educators need to understand the unique qualities required for all students to experience success in an online format. This presentation explores factors related to age, student success factors and program modality on overall CPCE performance. The implications for future students and counselor educators will be explored.

Friday | 1:30 pm – 2:30 pm | 304

*Education Session | 427*

### **Creating a Collaborative Counselor Education Training Clinic: The Real World Model**

*Lauren Benoist, M.A., Fallon Calandriello, Katie Kostohrzy & Javier F. Casado Pérez*

Running a collaborative on-campus clinic that reflects a real-world model for counselors-in-training can be an immensely rewarding, challenging, complicated, and exciting experience. The presenters will discuss the benefits of creating program and community collaboration within a training clinic. The presenters will provide tools for overcoming the challenging guidelines which exist in the current literature, as well as illuminating new concerns such as: multicultural considerations, accessibility needs, and community engagement.

Friday | 1:30 pm – 2:30 pm | 305

*Education Session | 428*

### **Utilizing the Structured Peer Group Supervision Model to Facilitate Peer Feedback Exchange**

*Edward Wahesh, Ph.D., Ben Willis, Gulsah Kemer & Christopher Schmidt*

Despite possessing many benefits, group clinical supervision is generally favored less than individual or triadic supervision by counselors-in-training because of the quality of peer feedback shared. Strategies to promote meaningful feedback exchange using the structured peer group supervision will be described and case studies will be discussed. Findings from a study on the types of feedback exchanged during group supervision and student response to peer feedback will also be presented.

Friday | 1:30 pm – 2:30 pm | 306

*Education Session | 429*

### **Competencies for Clinicians Working with LGBTQ Persons Living with Chronic Illness/Disability**

*Melanie Varney, M.A., Franco Dispenza & Nedeljko Golubovic*

The intersection of sexual minority identity and identifying as having one or more chronic illnesses and/or disabilities (CID) has received sparring attention within counseling literature. This session will focus on competencies for clinicians working with sexual minority clients living with CID. Presenters will discuss findings from a content analysis of experienced clinicians, which include: ethical values/behaviors, affirmative intersectionality, intersectionality competence, and social justice practice. Collaborative dialogue will be facilitated through out the session.

# FRIDAY, OCTOBER 9

Friday | 1:30 pm – 2:20 pm | 307

*Education Session* | 430

## **Advancing the Leadership Potential of School and Mental Health Counselors in Anti-Bullying Practices**

*Kristine Augustyaniak, Ph.D. & Jennifer Beebe*

In the wake of a persistent and increasing call to respond to bullying/cyberbullying, policy-makers, educators, school counselors, and other mental health professionals working with youth are in need of progressive strategies to meet these demands. This presentation advances the leadership potential for those stakeholders by providing a conceptual framework and the technical assistance necessary to develop or revise anti-bullying policies and assessment practices and interventions at both the individual and systems level.

Friday | 1:30 pm – 2:20 pm | 308

*Education Session* | 431

## **The Use of Reflecting Teams in Supervisee Skill Development**

*Caroline Perjessy, Ph.D. & Michelle Hinkle*

Reflecting teams are an effective form of group supervision that facilitates skills such as reframing, reflecting, and strength based approaches as they help their fellow intern identify alternative viewpoints. These skills and habits are vital for students to learn when working with clients of various cultural backgrounds. This presentation shares the qualitative research findings of a group of interns and their experience with Reflecting Teams in relation to their clinical skill development.

Friday | 1:30 pm – 2:20 pm | 309

*Education Session* | 432

## **Leading the Way: Narratives of Religious and Spiritual Competency, Pedagogy, and Practice**

*R David Johns, Ph.D.*

This presentation will explore research findings that suggest there is a gap between current pedagogy and competency levels when teaching the multicultural topics of religion and spirituality. Participants will learn the six themes that emerged from a narrative research study that are linked to leadership, competency, and pedagogy. Participants will explore the emergent themes as it relates to CACREP and ASERVIC Competencies, and the ACA Code of Ethics.

Friday | 1:30 pm – 2:20 pm | 310

*Education Session* | 433

## **Using Logic Models to Help School Counseling Interns to Design and Advocate for interventions**

*George McMahon, Ph.D.*

Logic models are a visual tool that help promote critical thinking about complex issues, and can be used to guide large scale intervention design and evaluation. This presentation will demonstrate how counselor educators can teach logic models to school counseling interns to help them conceptualize, design, evaluate and advocate for closing the gap interventions and other large scale, systemic interventions at their internship site.

Friday | 1:30 pm – 2:20 pm | 401

*Education Session* | 434

## **Gatekeeping in Counselor Education: Cultural Considerations, Supervision, Ethics, and... Getting Sued (YIKES)!**

*LeAnne Steen, Ph.D. & Thomas Foster*

Culturally relevant pedagogical assessment and understanding/ awareness in gatekeeping is essential, and will be integrated into the presentation, discussion, and case examples. In this hands on, discussion based presentation, gate-keeping in counselor education will be discussed and the role of the supervisor in remediation or dismissal. Case examples will be explored punctuated by ethical dilemmas and worst case scenarios.

Friday | 1:30 pm – 2:20 pm | 402

*Education Session* | 435

## **Teaching Diagnosis in Context: Guided Imagery as a Multiculturally-Sensitive Pedagogical Technique**

*Nicole Stargell, Ph.D. & Matthew Paylo*

Counselor educators and supervisors can teach students to use the DSM in multiculturally-sensitive ways using guided imagery, a constructivist technique. The potentially harmful effects of ascribing DSM diagnoses will be addressed, and the rationale for using guided imagery to combat stereotypes in diagnosis will be provided.

Friday | 1:30 pm – 2:20 pm | 403

*Education Session | 436*

## **Service Learning and Outreach to Connect Students with Culturally Diverse Populations**

*Melinda Gibbons, Ph.D., Robert Kronick, Emma Burgin, Laura Wheat, Dareen Basma & Tiffany Brooks*

Exposure to multicultural groups is a necessary part of preparing counseling students to work with diverse populations. The goal of this interactive presentation is to share ideas on creating outreach experiences that purposely engage students in work with a variety of unique cultural groups. Through lecture, discussion, and audience sharing, we explore four outreach activities in our programs that intentionally expose students to culturally diverse groups. We will also discuss how students react to these activities and how we process these experiences in our courses.

Friday | 1:30 pm – 2:20 pm | 406

*Education Session | 437*

## **Pragmatic Infusion of Social Justice Advocacy through Pedagogy and Practice**

*Karen Decker, Ph.D., Sarah Campbell, Amie Manis & Matthew Paylo*

Counselor education programs are being called upon to prepare counselors with a strong advocacy identity. This 50-minute education session will highlight current research supporting an advocacy identity and competence as integral to a professional counseling identity. Strategies for assessing student awareness as well as overcoming resistance will be highlighted. Attendees will be introduced to practical ways to infuse advocacy instruction throughout existing counselor education curricula.

Friday | 1:30 pm – 2:20 pm | 407

*Education Session | 438*

## **Distance Learning That is Not so Distant: Leveraging Technology for Pedagogical Effectiveness**

*Sean Roberts, M.S. & Johnny LaLonde*

Distance learning runs the risk of treating learners and teachers as automatons. If distance education becomes a rote list of activities and acceptable responses, the learning becomes in itself distant. This presentation explores how we can re-imagine technology's impact as a cultural force and cultural artifact. Technology is more than a stale vehicle for content when educators utilize it to nurture a

vibrant pedagogical environment. Attendees will obtain practical knowledge of how to create learning experiences that leverages technology toward pedagogical effectiveness.

Friday | 1:30 pm – 2:20 pm | 408

*Education Session | 439*

## **Broaching International Boundaries: Italian, Russian and American Counselor Educators' Insights from their International Teaching Experiences.**

*Davide Mariotti, M.S., Marina Kuzmina & Garrett McAuliffe*

New advanced technology has made possible international counselor educational programs via in-person and distance learning. Join us in this interactive session to discuss how an Italian and a Russian teaching assistantz, and an American counselor educator have faced the needs of students with different cultural perspectives across international and cultural borders. The presenters will share case examples and ideas for providing and receiving teaching across international cultures. Implications for the international growth of the counseling profession will be discussed.

Friday | 1:30 pm – 2:20 pm | 409

*Education Session | 440*

## **Staying Current and Culturally Competent in Teaching for the Addictions Course**

*LaShauna Dean, Ph.D.*

The landscape of addictions has experienced a shift in the last 10 years. Unfortunately, most addiction courses continue to cover only the traditional classes of drugs. Concurrently, there have been numerous demographic, cultural, and societal changes in the clients we serve. This presentation will discuss the changing nature of addiction; changes in the clients' counselors are treating for addiction problems; and will also highlight strategies for teaching cultural competence within the addictions course.

# FRIDAY, OCTOBER 9

Friday | 1:30 pm – 2:20 pm | 411

*Education Session* | 441

## **Do I Really Have to Ask That? Advocating for Suicide Risk Assessment and Intervention Competency in Counselor Training**

*Gregg Elliott, M.A. & Brandon Wilde*

Professional counselors must be ready and prepared to work with a client who is thinking about suicide. Strong clinical skills for assessing and for managing suicide risk in clients are becoming a necessity within the Counseling profession. This presentation explores how well CACREP standards are positioning Counselor Education and Supervision programs to meet this challenge. Implications for counselor educators and clinical supervisors will be discussed.

Friday | 1:30 pm – 2:20 pm | 412

*Education Session* | 442

## **Bilingual Supervision for the Non-Bilingual Professor: Training Methods for Counseling in a Diverse Community**

*Ali Wolf, Ph.D., Mary Nuosce & Amber Pope*

Many of our students today are bi- or multi-lingual, and will be hired to provide counseling services in these other languages. A challenge for many professors, particularly those who only speak English, is providing competent pedagogy to these students in order to help develop skills for bilingual counseling. The presenters will provide concrete strategies to address the gap between instructors' knowledge and skills as compared to the students needs for multi-lingual service delivery, therefore improving culturally relevant teaching and supervision strategies.

## **Roundtable Sessions 1:30 pm – 2:20 pm**

Friday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 1* | 443\*

## **Strategies for Creating and Maintaining a Tenure Portfolio**

*Amber Randolph, Ph.D., Dorea Glance & Caroline Lopez*

Participants will learn the major components of a tenure portfolio, as well as examples and resources to guide them in the process of creating and maintaining a portfolio. Three tenure-track faculty will share what the tenure and promotion process looks like at their universities and the steps they are taking to prepare tenure portfolios.

Friday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 2* | 444

## **Using Fiction to Enhance Students' Multicultural Awareness: Understanding Themselves, Clients, Communities, and the World**

*Janice Byrd, M.Ed., Timothy Kelly & NaMi Bang*

Multicultural literature, specifically fiction, is a resource counselor educators may use to enrich counselor-in-training multicultural competency development by helping students understand themselves and others not like them, communities, and society as a whole. This presentation will provide a platform for counselor educators to discuss: (1) ways they may incorporate the use of fiction in the classroom; (2) how to evaluate and select novels to integrate within the curriculum; (3) potential pieces of fiction that may be used; and (4) explore the dangers of using fiction as an educational tool (e.g., reinforcement of stereotypes). Additionally, the presenters will each share novels they have read and share how it may be used in the classroom.

Friday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 3* | 445

## **Faith as a Cultural Competency**

*Stephanie K. Scott, Ph.D., Donna S. Sheperis, Lori A. Milo & Tiffany Rush-Wilson*

This roundtable focuses on faith as a cultural competency. Though counselors may feel hesitant to address topics associated with spirituality and religion, it is suggested that faith be viewed from a cross-cultural perspective as it is arguably a diversity issue. Counselors need to be aware of how religious and spiritual values – theirs and the clients' – impact clinical efficacy and affect the therapeutic alliance. The presenters will discuss findings from a study examining counselors' perceptions of faith as a cultural construct, and the implications for counselor education programs.

Friday | 1:30 pm – 2:20 pm | Salon A

*Roundtable 4* | 446

## **Culturally Responsive Supervision: Working with Latino Supervisees and Clients**

*Alexia DeLeon, M.A.*

This session will help to provide supervisors with a better understanding of the unique barriers within the Latino

population, such as acculturation, oppression, and family systems. Other important considerations in working with Latinos will be discussed, such as situational stressors, spirituality and cultural worldviews within the population. Supervisors will learn ways to be culturally responsive within the supervisory relationship and help to improve the treatment of the population overall.

**Friday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 5 | 447*

### **“Let’s Talk About All The Good Things and The Bad Things:” Developing and Implementing Course on Human Sexuality in Counselor Education**

*Karena Heyward, Ph.D. & Katherine Hermann*

“We humans are emotionally, cognitively, behaviorally, and sexually changeable creatures. We react, adapt and evolve” (Levine, 2010, p.xi) Yet, while the impacts of sexuality on all aspects of one’s life is commonly recognized, counselor education programs often overlook the importance of a specific course on Human Sexuality. This presentation offers tips for developing a course on Human Sexuality, tactics for creating a safe environment, and options for modifying materials for an online, hybrid, and or shortened course format.

**Friday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 6 | 448*

### **Creating a Culture of Professional Excellence in a Counselor Education Program: The Nuts & Bolts of Remodeling**

*Allison Arnekrans, Ph.D., John Farrar & Ellen Armbruster*

While some counselor education graduate programs fall victim to the mentality of “this is the way it has always been done,” there are other programs that have had the opportunity to remodel their departmental culture to be focused on the student experience, with a culture of professional excellence as the foundation. Participants will gain tools to implement in their own programs to improve the culture. Rather than focusing on the barriers, the presenters have identified strategies to address communication issues, challenge strongly held mentalities, and increase productivity.

**Friday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 7 | 449*

### **Leading the Future of School Counseling: Demystifying the Research Process in Master’s Preparation**

*Susannah Wood, Ph.D., Jacob Priest & Carol Smith*

The professional school counselor is expected to collect, analyze and interpret data in order to evaluate their programs and determine student progress toward educational bench marks. The question remaining is: How do counselor education programs prepare students to meet the challenge of working with data and evaluating programs? This program will focus on one answer to this challenge through the use of curriculum, the capstone project and the school-to-university connections.

**Friday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 8 | 450* **CAREERLINK**

### **Online Teaching, Self-Care, and Burnout; Practice What You Teach**

*Amanda Rovnak, Ph.D. & Jessica Russo*

We often talk with students about self-care and preventing burnout in the counseling field. As online facilitators/instructors, do we always “practice what we teach”? Facilitating online courses often means that our work is available to us 24/7. Boundary setting and self-care are crucial to prevent burnout. This roundtable discussion will assist participants to identify their risk factors for burnout, allow for collaboration with others in goal development for self-care, and ultimately assist in boundary setting for online work.

**Friday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 9 | 451*

### **I Can’t Hear You But Please Help Me!**

*Amy Wertenberger, M.A.*

This a presentation about the counseling considerations for deaf and hearing impaired clients. This unique cultural group is in need of competent, effective counselors. Supervisors and Counselor Educators will acquire knowledge about ethical considerations and practical applications for counseling this population. A demonstration with an American Sign Language translator will be included to illustrate the content.

# FRIDAY, OCTOBER 9

Friday | 1:30 pm – 2:20 pm | Salon B

Roundtable 1 | 452

## **Ethical Issues in Crisis and Disaster Counseling**

*Steve Zanskas, Ph.D.*

Ethical decisions are not made in a vacuum during crisis and disaster counseling. Decisions are contextually influenced by a counselor's values, cultural biases, laws, morality, and politics. The purpose of this presentation is to provide counselor educators with a foundation for ethical decision-making in crisis and disaster counseling situations through interactive lecture, discussion and application in small groups.

Friday | 1:30 pm – 2:20 pm | Salon B

Roundtable 2 | 453

## **LGBTQIQ-Inclusive Pedagogy: Strategies for Developing the Fearless School Counselor Advocate and Ally**

*Matthew Beck, M.Ed., Susannah Wood.*

*& Meredith Rausch*

Researchers have suggested that school counselors experience fear, lack efficacy, and receive limited opportunities to practice advocacy for LGBTQIQ youth within training programs. The presenters propose that the development of the school counselor as a fearless advocate and risk taker begins in the preparation program. This session will encourage participants to discuss didactic, experiential, and reflective LGBTQIQ-inclusive pedagogy to assist school counselor trainees in building advocacy-efficacy and risk-taking skills across the ACA advocacy competencies domains.

Friday | 1:30 pm – 2:20 pm | Salon B

Roundtable 3 | 454

## **School Counselor Preparation: Is Training Culturally Relevant?**

*Patrick Akos, Ph.D. & Kevin Duquette*

This session explores how school counseling preparation standards have evolved over time and how historical events in education and counseling have prompted culturally relevant changes. In a dynamic, diverse and complex society, school counseling preparation and supervision must evolve to maintain cultural relevancy. This session is useful for anyone involved in the preparation of future school counselors and should offer a framework to examine and propose where school

counselor preparation and supervision should be headed in the future.

Friday | 1:30 pm – 2:20 pm | Salon B

Roundtable 4 | 455

## **Counseling Student Athletes: A Counselor Education Course**

*Paul Harris, Ph.D.*

What makes the student athlete experience unique? What relevance does culturally relevant pedagogy and practice have to training counselors to promote student athlete development? These questions and more will be discussed in this program through the lens of a "Counseling Student Athletes" counselor education course.

Friday | 1:30 pm – 2:20 pm | Salon B

Roundtable 5 | 456

## **Creating Collaborative Partnerships Between Counselor Education Training Programs and Public Schools**

*Jennifer Betters-Bubon, Ph.D. & Brenda O'Beirne*

This presentation will document one program's journey to forge a collaborative partnership with a nearby school district to enhance training opportunities for Counselor Education students. Through a year long outreach grant, the presenters developed training opportunities for university and public school staff and students and facilitated direct intervention work for pre-service counselors. Benefits from UWW student, faculty and school district perspectives will be highlighted. This presentation will include opportunities to share your own experiences with outreach and partnership.

Friday | 1:30 pm – 2:20 pm | Salon B

Roundtable 6 | 457

## **Living through Example: Creation of an Outreach Delivery Master's School Counseling Program to Address a Shortage of Qualified School Counselors**

*Tara Wilson, Ph.D., Keith Willis & Branislava Knezevic*

School Counselors collaborate with teachers, staff, and administrators to allow for the success of all students, however, what happens when there is no school counselor to respond to the needs of a school? Motivated by a shortage of qualified school counselors, the presenters developed an outreach program to offer a quality master's degree program via distance education. Presenters will

share the outline of the delivery system used. Additionally, the presenters will facilitate a discussion on counselor educators' roles in advocating for community and cultural needs.

**Friday | 1:30 pm – 2:20 pm | Salon B**

*Roundtable 7 | 458*

## **LOL (Lessons of Laughter): Humor as a teaching tool for counselor educators**

*Phillip Waalkes, M.A. & Daniel Hall*

Humor can be an excellent pedagogical tool to engage students in ways that go beyond transmission content delivery methods. The intentional use of humor in the teaching process can build relationships, broaden perspectives, and reduce anxiety. Presenters will share relevant research on the benefits, challenges, and limitations of using humor in the classroom. Participants will discuss how they incorporate humor into their teaching practice, and take part in experiential activities.

**Friday | 1:30 pm – 2:20 pm | Salon B**

*Roundtable 8 | 459*

## **Expanding the Conversation: Adding the Voice of Prisoners to Multicultural Education**

*Ryan Aquilina, M.S*

This workshop will discuss the need for the prison population to be incorporated into multicultural education. Treatment needs for prisoners and their families are unique, and advocacy is necessary in order to meet the needs of this marginalized population. The presenter will review trends in the current treatment needs of prisoners, what this may mean for the counseling field, and how this may impact counselor education.

**Friday | 1:30 pm – 2:20 pm | Salon B**

*Roundtable 9 | 460*

## **Perceptions of Culturally Related Gatekeeping Practices**

*Gloria Dansby-Giles, Ed.D. & Frank Giles*

Perceptions of Culturally Related Gatekeeping Practice / As the American population is becoming more diverse according to "The Changing Face of America," a special report by USA Today (2014) as well as by the U.S. Census Bureau, diversity should be taken into consideration within the gatekeeping practices of counselor training programs. Gatekeeping as an important role in counselor training programs has been addressed in the ACA Code

of Ethics (2014), the CACREP 2009 Standards and by Russell & Peterson, 2003; Vacha-Hasse, Davenport & Kerewshy, 2004 and Ziomek-Daigle & Christensen, 2010. This presentation will share the results from a documents review and a survey of program coordinators in CACREP accredited master's level training programs that addressed culturally related gatekeeping practices. Some of the practices addressed measuring multicultural competence in program evaluation and multicultural considerations in remediation.

**Poster Sessions 2:15 pm – 2:45 pm**

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 1*

## **Does race REALLY matter? Examining Pre and Post Relationship Satisfaction Between Low-Income Black And White Couples**

*Sandy-Ann Griffith, M.A.*

Declining marriage rates and high prevalence of family fragmentation among Black individuals warrant exploration of the impact of relationship education (RE) in the Black community, and whether the need exists for culturally-tailored RE curricula for African Americans. Attendees will learn the relevance of racial and ethnic differences in low-income Black and White couples self-reported relationship satisfaction after completing a RE intervention, along with clinical implications for counselors and counselor educators who work with low-income ethnic minority couples.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 2*

## **Counselor Education and Supervision in China, South Korea, and the US: Comparing and Contrasting Specifics**

*Qu Chen, M.S. & SunHee Jang*

This presentation will compare and contrast the training of counselors in China, South Korea, and the U.S. It will examine the following: (1) time in training; (2) structure of training; (3) counseling skills training methods; (4) counseling supervision requirement and needs; (5) licensure requirements; (6) professional organizations.

# FRIDAY, OCTOBER 9

Friday | 2:15 pm – 2:45 pm | Frankin Hall A

Poster 3

## **Voices from the Desks: Results of a National Study on the Experience of Master's Level Counseling Students**

*Jake Protivnak, Ph.D. & Louisa Foss-Kelly*

A qualitative study investigated the experience of master's students in counseling programs. The presenters will share the positive and negative themes that students perceived as helping or inhibiting their progress. This will include a discussion of the academic environment, finances, job preparation, life-role balance, social support, mentoring, self-care, and personal growth. The presenters will provide practical suggestions for counselor educators to improve the overall experience for master's level counseling students.

Friday | 2:15 pm – 2:45 pm | Frankin Hall A

Poster 4

## **"I Am Not So Close-Minded Anymore:" Spiritual and Religious Diversity in Counselor Training**

*Juleen Buser, Ph.D., Trevor Buser, Corrine Rutt & Shana Gelin*

This poster will describe a qualitative research project which examined student reactions to an experiential class assignment. Counselor education students participated in a 5-week spiritual and religious diversity assignment and reported a range of reactions to this experience, including discomfort, awareness of biases, and movement toward increased sensitivity of various spiritual and religious beliefs. These study results contain several implications for counselor training on the issue of spirituality and religion in counseling.

Friday | 2:15 pm – 2:45 pm | Frankin Hall A

Poster 6

## **Sexual Orientation Counselor Competence and Related Factors Among Master's-Level Counselors-in-Training**

*Joseph Campbell, Ph.D.*

A counselor-in-training (CIT) will likely counsel a lesbian, gay, or bisexual (LGB) client. Professional counseling and accrediting organizations address standards for training and practice with diverse clients and multicultural competence. Join this interactive educational session to gain knowledge and discuss sexual orientation counselor

competence and related factors among master's-level students and recommendations for training programs pedagogy and practices.

Friday | 2:15 pm – 2:45 pm | Frankin Hall A

Poster 7

## **A Quasi-Experimental Study of Service-Learning in Counselor Education**

*Jesse Fox, Ph.D.*

This presentation will report the findings of a quasi-experimental study of service-learning pedagogy in counselor education. The study examined the effects of completing a service-learning assignment on empathy, faith development, and spiritual transcendence. Implications of the studies findings for using service-learning as a social justice paradigm for counselor development within the context of faith and spirituality will be discussed.

Friday | 2:15 pm – 2:45 pm | Frankin Hall A

Poster 8

## **Peer Supervision for Professionals: Strategies for Developing Expertise**

*Janet Muse-Burke, Ph.D.*

This presentation will establish the benefits of peer supervision of professionals for developing expertise. It will include a discussion of (a) counselors' developmental needs for supervision, from recent graduate through advanced professional; (b) suggestions and strategies for establishing a peer supervision group for professional counselors; and (c) suggestions and strategies for establishing a peer supervision of supervision group for counselor educators.

Friday | 2:15 pm – 2:45 pm | Frankin Hall A

Poster 9

## **Online Counselor Education: Research Findings on Student and Institutional Experiences**

*Leah Clarke, Ph.D. & Heather Barto*

The presenters will share the results of two studies about online counselor education in the hopes of creating an accurate picture of students' experiences and institutional engagement. We hope this research and reactions to it can help counselor educators move forward together at a time when the educational and counseling landscapes are changing quickly. The presenters will use an interactive

lecture to share the results of the research and then facilitate a dialogue about the findings.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 10*

## **Counselors' Experiences Portraying Clients in Counselor Education**

*Cynthia Osborn, Ph.D., Erin West & Zac Nance*

What are the experiences of counselors who portray clients? This question was explored in a qualitative study of eight licensed and diverse counselors, all of whom portrayed clients in one counselor education program. The primary findings of the focus group and individual follow-up interviews with all eight counselors-as-clients (CACs) will be presented. The CAC instructional method will be described, including similarities and differences with using standardized patients in medical education.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 11*

## **A Critical Theory Evaluation: Examining Multicultural Coursework and Ethical Practice**

*Ashley Clark, Ph.D. & Katherine Coule*

This program investigates thirty years of multicultural research, pointing to an often neglected division between reductionist and anti-reductionist ideals, and asks the question as to whether teaching approaches driven from reductionist ideals prepare students to provide ethical multicultural practice. Utilizing results from a qualitative research study, this program will address implications for the counseling profession.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 12*

## **Teaching Counselors About Clients with Disabilities**

*Courtney Holmes, Ph.D.*

A client's whole identity should be taken into consideration during counseling treatment, and counselors need to have baseline knowledge of the myriad types of disabilities, their potential impact on client physical, emotional, and relational functioning, and awareness of potential personal bias. This program will provide attendants with creative ideas and examples of how to include disability-focused content in a wide

variety of counseling coursework.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 13*

## **Creative Approaches to Build Trauma-Sensitive Supervision for Supervisees Counseling Survivors of Sexual Abuse**

*Maria Haiyasoso, M.A. & Ashley Prado*

Supervisees working with survivors of sexual abuse or assault are repeatedly exposed to clients' accounts of traumatic events. Attendees will learn about common effects of counseling survivors of sexual trauma and will explore creative strategies to create trauma-sensitive supervision to address effects that may arise in supervisees. Common effects and creative strategies to build supervisees' resilience will be shared. A handout will be provided.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 14*

## **Reflective Conversations on Multicultural Competence Through Cultural Immersion and Service Learning Involvement**

*Rose Merrell-James, Ph.D. & Marcy Douglass*

The session provides attendees with research findings on issues of multicultural competency and social justice of pre-service practitioners in the counseling field following a cultural immersion experience. Data presented includes journal entries, focus group discussions, and the results from pre-and-post multicultural assessments. The session extends research on multicultural competency and service-learning to enhance the practice of faculty, researchers, and counselors in the field.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 15*

## **Preparing Doctoral Students to Succeed in Counselor Education Programs: New Doc Student Orientations**

*Hongryun Woo, Ph.D.*

Despite the growing body of literature on doctoral students' experiences in counselor education (CE) programs, in general, little emphasis has been placed on how programs prepare students for success. To date, the literature related to how CE-sponsored programming orients students for doctoral training, specifically,

# FRIDAY, OCTOBER 9

is largely unknown. This presentation aims to present findings of a study that explored aspects of doctoral-level orientations sponsored by CACREP-accredited CE doctoral programs, and students' perceptions of them.

**Friday | 2:15 pm – 2:45 pm | Frankin Hall A**

*Poster 16*

## **The Razor COACH Program: Partnering with Community Schools to Increase the Success of At-Risk High School Students**

*Kristin Higgins, Ph.D. & Josh Raney*

This poster provides audience members with information related to a grant funded college and career education program designed to empower and motivate at-risk high school students toward successful post-secondary plans. The poster will include information related to the structure of the program, the school partnerships, an overview of the program curriculum, as well as outcome data. Outcome data includes both academic outcomes as well as outcomes on several non-cognitive variables including self-efficacy, perceived barriers, and goal setting.

## **Education Sessions 2:30 pm – 3:20 pm**

**Friday | 2:30 pm – 3:20 pm | 302**

*Education Session | 461*

## **Integrating Mindfulness into Counselor Education Courses**

*Jason Duffy, Ph.D., Doug Guiffrida, Eugenia Araneda & Serina Tetenov*

There is a growing body of research supporting the efficacy of mindfulness in counselor training. In this interactive presentation, participants will learn ways in which mindfulness principles can be integrated into counselor education courses. Additionally, the presenters will share results of a recent qualitative study they conducted that examined the experiences of master's-level students in a Counseling Theory and Practice course.

**Friday | 2:30 pm – 3:20 pm | 303**

*Education Session | 462*

## **Sexuality Counseling Education for Mental Health and School Counselors-in-Training**

*Megan Speciale, M.S. & Stuart Chen-Hayes*

Sexuality counseling preparation is an essential, yet often omitted component of multicultural-responsive counselor education. In this presentation, the authors

will: 1) discuss the multicultural considerations in the development and implementation of sexuality counseling curricula for mental health and school counselors-in-training, 2) outline the classroom praxis of a social justice-oriented sexuality counseling pedagogy, and 2) explore the implications of quality sexuality education for client and community empowerment.

**Friday | 2:30 pm – 3:20 pm | 304**

*Education Session | 463*

## **Training Counselors in Mindfulness to Facilitate Self-Acceptance in Trans\* Youth**

*Deanna N. Cor, M.A. & Andrew Campbell*

Youth identifying as trans\* have historically been exposed to oppression that can lead to internalized transphobia and shame. Such abuse can negatively impact self-acceptance, a concept key to mental health. Additionally, research has shown mindfulness fosters self-acceptance, making effective training in mindfulness-based interventions important for counselor trainees working with trans\* youth. This program will explore ways to train counseling students to use mindfulness based interventions with trans\* youth to facilitate self-acceptance.

**Friday | 2:30 pm – 3:20 pm | 305**

*Education Session | 464*

## **Experiences of Ethnic and Racial Minority Supervisors' Experiences in Supervision**

*Masa Sato, Ed.D.*

This presenter will report the findings of the dissertation project he conducted. The phenomenological study explored the current and past experiences of five trained supervisors in cross-cultural supervision who were ethnic and/or racial minorities in the U.S. and Canada. The essence of their experiences through themes identified in the study will be illustrated. This presentation will include discussions of the meanings and resilience of ethnic and racial minority supervisors' experiences in supervision in order to effectively train supervisees who need to competently serve diverse clients with different social statuses and history. In order to make the presentation richer and more meaningful, the presenter will invite participants to share their comments and experiences. The presentation is designed to be interactive.

Friday | 2:30 pm – 3:20 pm | 306

*Education Session | 465*

## **Addressing Counselors'-in-Training Development of the AMCD Multicultural Competencies Through Music**

*Eric Davis, Ph.D. & Jenn Pereira*

There is an increased need for multicultural competent counselors to work with a diverse selection of clients. Counselor education programs must be able to provide effective experiential educational opportunities for counselors-in-training to learn, understand, and apply these competencies. This presentation will introduce the use of music and song lyrics as a creative method for exploring a variety of cultural issues with counselors-in-training to develop and enhance their understanding and application of the AMCD Multicultural Competencies.

Friday | 2:30 pm – 3:20 pm | 307

*Education Session | 466*

## **Connecting from a Distance: How Men and Women Engage in Intentional Relationship Building in Online Counselor Education**

*Corinne Bridges, Ed.D., Molly Stehn & Michael Brubaker*

Does gender matter in the online classroom? Building meaningful relationships has become increasingly important to student success in the online environment. However, little is known about whether counselor educators are intentionally building meaningful faculty student relationships and the extent to which gender is a contributing factor. Presenters offer counselor educators an opportunity to explore gender as a sociocultural context that impacts relationship building with their students online and identifies tools to build a more collaborative environment.

Friday | 2:30 pm – 3:20 pm | 308

*Education Session | 467*

## **Differences that Make a Difference for Graduate Students of Color in a Counselor Education Program**

*Carlos Hipolito-Delgado, Ph.D., Diane Estrada & Marina Garcia*

Students of color continue to be underrepresented in counselor education programs. In order to address a void in the counselor education literature on the recruitment and retentions of students of color a grounded theory

study was conducted. Students of color in counselor education programs were sampled to explore what attracted them to the Counseling field, barriers to successfully completing a Counseling degree, and resources for successfully completing a Counseling degree. Based on the findings of this study, implications for the recruitment and retention of students of color will be shared. Participants will also discuss the implications of these findings for culturally responsive clinical practices.

Friday | 2:30 pm – 3:20 pm | 309

*Education Session | 468*

## **The Culture Of Counselor Regulation: How Licensure Boards Work, And Successfully Navigating The Hurdles Toward Licensure**

*Matthew Buckley, Ed.D., Lori Ann Stretch, Victoria Kress, Jason King & Laura Haddock*

The culture of counselor preparation demands that students and supervisees be responsive to ethical standards, best practices, and professional functioning and to advocate for the counseling profession, but upon graduation, students may struggle to prepare for the licensure process. A panel of counselor educators and supervisors who are current and/or former licensure board members discuss key experiences related to counseling and counselor preparation, and how counselor educators and supervisors can help students navigate this often challenging process.

Friday | 2:30 pm – 3:20 pm | 310

*Education Session | 469*

## **Whose Line Is It, Anyway?: Using Improvisational Skills to Enhance Techniques Training**

*Christopher Lawrence, Ph.D. & Susannah Coaston*

In counseling, unpredictable issues are a fact of life, a reality with which new counselors often struggle. Improvisational acting exercises can be used to help counselors-in-training become more comfortable thinking on their feet. Attendees will participate in improv activities designed to help students in a Counseling Techniques course break free of their comfort zones. Participants will receive the curriculum for incorporating improv into the classroom.

# FRIDAY, OCTOBER 9

Friday | 2:30 pm – 3:20 pm | 401

*Education Session | 470*

## **Pedagogy and Popular Culture: Creative Tools for Connecting with Millennial Learners**

*Amanda DeDiego, M.S. & Laura S. Wheat*

Counselor Educators face the challenge of keeping counseling course material relevant and compelling for counselors-in-training. This collaborative and experiential session will explore current literature and presenter experiences regarding methods for incorporating popular culture into curriculum. Participants will have an opportunity to share experiences using popular culture in counseling courses, in addition to learning about new and creative means of connecting with counselors-in-training.

Friday | 2:30 pm – 3:20 pm | 402

*Education Session | 471*

## **Teaching Advanced Methods In Couple, Marriage, and Family Counseling: An Empirically Driven Training Model**

*Stephen Flynn, Ph.D.*

Rapid developments in the contemporary family, couple, and marriage mean that counselor educators must provide excellence in pedagogy to emerging practitioners. This presentation offers a pedagogical framework to support mindful and intentional training of advanced couple, marriage, and family techniques. This program will provide counselor educators with the knowledge and experiential methods designed to educate trainees on the advanced methods in couple, marriage, and family therapy. The advanced couple counseling techniques that will be demonstrated in a pedagogical framework include softening, exploring and reformulating emotions, evocative responding, and empathic conjecture. The advanced family counseling techniques that will be demonstrated in a pedagogical framework include broadening and replacing the symptom, restructuring dysfunctional subsystem boundaries, enactment, and therapeutic modeling.

Friday | 2:30 pm – 3:20 pm | 403

*Education Session | 472*

## **Privilege and Oppression in Counselor Education: Transformative Research and Practice Through Intersectionality**

*Christian Chan, M.A., Deanna Cor & Monica Brand*

Intersectionality theory is an emerging topic within identity development, multiculturalism, and social justice. However, there is a paucity of its incorporation into counselor education practices and research, despite the multi-dimensional nature of identity (e.g., race, ethnicity, gender, sexuality, social class). The presenters will focus on utilizing intersectionality theory to co-create knowledge with the audience on applications to counselor education practice, research, and pedagogy.

Friday | 2:30 pm – 3:20 pm | 406

*Education Session | 473*

## **The Scripted Prejudice Awareness Narrative Strategy: An Update on Research Findings**

*Clay Rowell, Ph.D.*

The Scripted Prejudice Awareness Narrative Strategy (SPANS) engages supervisees through a dynamic, thorough examination of prejudices. SPANS helps supervisees raise self-awareness of their internalized prejudices and aids in understanding how those prejudices affect their counseling relationships. The presenter will guide attenders through the SPANS process and present results from recent research regarding the efficacy of the approach at helping supervisees heighten self-awareness and develop stronger multicultural counseling competence.

Friday | 2:30 pm – 3:20 pm | 407

*Education Session | 474*

## **A Clinical Doctorate for the Global Village: Intercultural and Communitarian Approaches** *Stephen Southern, Ed.D. & Fangzhou Yu*

This program describes the evolution of internal, communitarian approaches to clinical doctoral studies in counselor training programs. With the influences of the modern contextual factors, a clinical doctorate program is specially designed to utilize intercultural and communitarian approaches which encourage life design and post-colonial education perspectives. The multicultural sensitivity of each curriculum design, balance between individualism and collectivism, technology applications, specialization development, and action research are all unique characteristics of the clinical doctorate program which will equip our next generation counselors to serve in today's global village.

Friday | 2:30 pm – 3:20 pm | 408

*Education Session | 475*

## **School Counselors' Professional Use of Technology: Implications for Preparation and Practice**

*Erin Mason, Ph.D.*

Research indicates that many school counselors do not receive training on the use of technology in their graduate programs. One way to address this is to model and demonstrate culturally relevant and productive practices of technology use during graduate training. This research-based yet practical and interactive session will highlight major findings from recent research, provide an overview of some of the technology tools school counselors are using in the field and consider how such tools can be used in graduate courses for preparing future school counselors.

Friday | 2:30 pm – 3:20 pm | 409

*Education Session | 476*

## **Mindfulness Practice in Contemplative Pedagogy**

*Tony Burch, M.S., Breanna Banks & Marianne Woodside*

Contemplative pedagogy is an emerging approach to education which focuses on contemplative practices such as meditation, mindfulness, compassion practices, listening, reflective writing, and creativity exercises in creating and delivering course material. Mindfulness has an established tradition as both a contemplative practice and useful tool in counselor education and training. The goal of this presentation will be to integrate these concepts and exemplify their use for counselor educators.

Friday | 2:30 pm – 3:20 pm | 411

*Education Session | 477*

## **Innovative use of Culturally Relevant Counseling Practices with Children and Youth**

*Susan Edgar-Smith, Ph.D.*

This workshop will offer innovative ideas about how to train graduate students in the art of engaging children and youth in counseling through culturally relevant interventions that optimize client compliance, motivation, and ultimately, healing. The use of an outcome measure that gauges client perception of graduate student relational alignment during practice counseling sessions will also be described. Discussion about participants' effective engagement practices, along with the training of these

skills to graduate students, will also be encouraged.

Friday | 2:30 pm – 3:20 pm | 412

*Education Session | 478*

## **Applying Focal Conflict Theory to Multicultural Education: Strategies for Understanding and Navigating Difficult Classroom Conversations**

*Daniel Stroud, Ph.D., Katy Schroeder & Deborah Rubel*

Establishing classroom environments which are both challenging and supportive are on-going instructional issues in multicultural and counseling education. Literature emphasizes the importance of creating classroom environments in which students are able to stay engaged and open while exploring personally challenging topics ranging from cultural identity to inequality. In this interactive presentation, participants will first be introduced to Focal Conflict Theory (FCT). FCT constructs will then be applied to challenging multicultural classroom scenarios as a framework for understanding and effectively navigating challenging classroom dynamics.

## **Roundtable Sessions 2:30 pm – 3:20 pm**

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 1 | 479*

## **Teaching With Style: Understanding What Strengths You Bring to Your Teaching**

*Kara Hurt, M.S & Jessica Holm*

The focus of this collaborative and discussion-based roundtable will be to provide participants with information regarding teaching styles and how to effectively implement elements of teaching style to match the learning objectives of their courses. This program will also include discussion of ways counselor educators-in-training can utilize their experiences to inform their teaching practices. Multiple teaching and learning style models from Kolb (1984, 1999, 2005), and Grasha (1994, 2002).

# FRIDAY, OCTOBER 9

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 2 | 480*

## **Preparing Counselors in Training to Work With Clients With Disabilities**

*Gene Crofts, M.A. & Jeanmarie Keim*

A knowledge-skills-awareness approach to training counselors for working with clients with sensory, physical/motor, specific learning disorders, and/or cognitive/intellectual disabilities will be discussed with suggestions for integrating into CACREP programs with specific-course didactic and experiential practices. Attendees will learn of the need for training toward competency with these populations. Working with clients, counselors in training must develop an openness to explore and ability to address rather than neglect the possible impacts of disability.

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 3 | 481*

## **Into the Unknown: First-Generation Counseling Students' Challenges and Obstacles to Success Post-Graduation**

*Ashley Coombs, M.A. & Michelle Bruno*

This workshop will detail specific challenges and obstacles that first-generation and under-privileged counseling students struggle with after graduation. Presenters will share best practices of how counselor educators can address these concerns in curricula, so as to prepare graduates for success. Attendees will be invited to share in an open discussion how these struggles are being addressed in other counselor education programs, and what can be improved upon to better set up graduates for more fulfilling and productive careers, as well as improve upon overall cultural competence.

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 4 | 482*

## **Cultivating Multicultural Research within your Counseling Environment**

*Jessica Gonzalez, M.A. & Shainna Ali*

Implementing multicultural research does not have to be a daunting task. The purpose of this presentation is for counselor educators to learn practical ways of cultivating multicultural research within their current academic, work, and counseling environments.

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 5 | 483*

## **Navigating Academia as a Doctoral Student and Mother**

*Sonja Thayer, M.A. & Amy Kuzniar*

Exclusion is a reality today for women within the academic pipeline. Research suggests having children and obtaining tenure are incongruent goals. Despite these findings, women who are mothers continue to enroll in doctoral programs. This session will examine the personal narratives of the presenters as doctoral student mothers navigating a doctoral program in counselor education. Participants will engage in dialogue that will identify barriers to doctoral program studies and strategies to mitigate these barriers to promote successful doctoral program completion by mothers.

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 6 | 484*

## **Enhancing Graduate Pedagogy: At the Intersection of Technology, Culture, and Cognitive Development**

*Jason Baker, Ph.D.*

Come join an exciting, counselor-educator led presentation exploring distance-learning modalities, pedagogies, and methods and their relation to micro and macro cultural views and student cognitive development. Participants will explore technological tools, discover applications to specific graduate assignments, and analyze the rationale against existing cognitive frameworks in the literature. Participants will also examine current and recent research to investigate current and future trends for exploring etic and emic cultural perspectives in graduate coursework.

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 7 | 485*

## **Finding A Way Through: How Mentorship Can Play a Role in Empowering Young Women in The Academy to Navigate Work-Life Issues**

*Morgan Wilkinson, Ph.D. & Karen Cannon*

Participants in this roundtable discussion will gain an understanding of the specific issues female students experience when trying to balance work and family life. Additionally, the role of mentoring as a means for supporting students through this process will be discussed.

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 8 | 486*

## **Values Conflicts and Real-Life Ethical Decision-Making: Implications for Counselor Educators and Supervisors**

*Harriet Glosoff, Ph.D. & Stephanie Dailey*

Although counseling students learn about the importance of being aware of their values, how these may impact their work, and how to apply ethical decision-making models, little is known about what practicing professional counselors actually do in the “real world.” In this interactive session, presenters will share preliminary results of a qualitative study in which they asked practicing counselors how they identify values conflicts and what they do when faced with these issues. Suggestions for values clarification and strategies for ethics education and supervision will be provided

Friday | 2:30 pm – 3:20 pm | Salon A

*Roundtable 9 | 487*

## **The Fauna of Mirrors?: Exploring Perspectives on Subjectivity in Qualitative Research**

*Wynn Mallicoat, Ph.D.*

The “fauna of mirrors” is a myth that mirrors contain different realities. Subjectivity in qualitative research is inevitable. Preparing doctoral students for all ways in which subjectivity can enhance or detract from a study’s integrity is impossible. This program will examine perspectives regarding subjectivity in qualitative research; apply these perspectives to specific research studies; and generate a dialogue regarding addressing subjectivity in qualitative research. Participants will be invited to participate in a discussion about research experiences on the topic.

Friday | 2:30 pm – 3:20 pm | Salon B

*Roundtable 1 | 488*

## **Trauma-Informed Teaching as Culturally Relevant Leadership in Counselor Education: Strategies for Teaching Trauma Content Across the Counselor Education Curriculum**

*Paul Pagones, M.Ed. & Ann Friesema*

This presentation will emphasize the importance of a trauma-informed approach to teaching and preparing counselors-in-training. The presentation will include strategies for creating a safe and supportive trauma-informed training environment as well as methods for

infusing trauma theory content across core counseling curriculum.

Friday | 2:30 pm – 3:20 pm | Salon B

*Roundtable 2 | 489*

## **Just Keep Digging: Using Sandtray to Help Practicum Student Prepare to work with Diverse Clients**

*Noréal Armstrong, M.A.*

ACA code F.1.a., states as supervisors we are to help supervisees prepare to serve a range of diverse clients. Sandtray is a method that can be utilized to facilitate the conversation in supervision. Using Sandtray is a culturally relevant and safe practice to help students unfold and process intra. In this presentation participants will be given an opportunity to create their own ‘worlds’ demonstrating how using sandtray can help explore attitudes toward working with diverse clients.

Friday | 2:30 pm – 3:20 pm | Salon B

*Roundtable 3 | 490*

## **Broadening the Scope of Theories for Counseling Globalization: Discussion from a Case Study**

*Barbara Herlihy, Ph.D., Angela James & Anita Pool*

Counseling professionals face an imperative to become global leaders and as the international expansion of counseling continues. As a result, counselor educators are adjusting to the globalization of counseling by designing coursework that will prepare future counseling professionals to be transculturally competent. Seven doctoral students and a professor designed a case study exploring counseling theories and their implications on the globalization of counseling. This roundtable will discuss major themes emergent from the study including cultural considerations, counselor development and training, counseling attitudes, and cultural values. Implications for counselor training will be addressed.

# FRIDAY, OCTOBER 9

Friday | 2:30 pm – 3:20 pm | Salon B

Roundtable 4 | 491

## **Instructional Technology: Teaching Hybridized Courses**

*Rebecca Pender, Ph.D.*

This roundtable presentation is designed to provide counselor educators with an opportunity to discuss teaching in a hybrid format. The primary goal of the presentation is to allow educators to brainstorm ideas and share experiences teaching in this format. Many programs are beginning to expand to multiple campuses to meet the needs of students in diverse areas. As this need has grown, many programs utilize Interactive Television or completely online courses. There are limits and benefits to both forms of teaching. This presenters experience with utilizing online media for lectures and in-class sessions for practical/application based activities will be discussed. The primary presenters current institution does not allow for any schedule online meetings in fully online courses thus limiting the interaction amongst students. In addition, Interactive television has limitations in terms of classroom management and facilitation of activities and discussions. In this presenter's experience, students who are not in the same physical classroom with the professor, tend to struggle with participation.

Friday | 2:30 pm – 3:20 pm | Salon B

Roundtable 5 | 492

## **Fostering Cultural Conversations through Safety and Engaged Pedagogy**

*Ah-Ram Lee, M.S.*

It is important for educators to provide opportunities for counselors in training to expand their multicultural competence through significant work, not only in terms of knowledge, but also self-reflection through transformative discussion. However, educators sometimes encounter difficulties in holding the conversations especially when there is perceived discomfort. This presentation aims to share ideas on creating safety in pedagogical settings to form a ground for engagement and change.

Friday | 2:30 pm – 3:20 pm | Salon B

Roundtable 6 | 493

## **The Intersection of Multiple Minority Identities: Narratives from International Queer Counselor Educators**

*Hemla Singaravelu, Ph.D & Kyoung Mi Choi*

As the profession moves toward integrating culture-

specific counselor training and the globalization of counseling curriculum and delivery, queer International Counselor Educators have slowly emerged to the forefront to play a major role in this endeavor. The goal of this round table discussion is to hear the narratives of queer counselor educators from around the world and how they navigate the intersectionality of their multiple identities and simultaneously impact the counseling curriculum.

Friday | 2:30 pm – 3:20 pm | Salon B

Roundtable 7 | 494

## **Wearing Many Hats: Preparing School Counselors to Navigate Multiple Professional Roles**

*Michaela Sacra, M.A.*

The role of a school counselor is varied and demanding. School counseling students are asked to quickly extend beyond their clinical skill development when entering the school counseling profession. Helping school counselors-in-training understand and boundary their many hats positions them to be effective and successful in a complex professional role. This presentation will focus on activities and ideas for better preparing aspiring school counselors to be successful with their many hats.

Friday | 2:30 pm – 3:20 pm | Salon B

Roundtable 9 | 496

## **Using Innovative Androgogy to Foster Students' Internal-Supervisor**

*Elisabeth Nesbit-Sbanotto, Ph.D., Chris Hull, Kelly Ransdell & Kelly Hall*

What if students only received qualitative feedback, and no letter grade? What if they graded themselves on their current levels of differentiation, empathy, respect, and autonomy in the classroom? Come learn about four real-life activities that combine andrological research, Bloom's taxonomy, and ACA's code of ethics in a way that incorporates faculty and student feedback in the cultivation of the internal-supervisor. And, take the opportunity to begin developing innovating methods of your own!

## Poster Sessions 3:00 pm – 3:30 pm

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 1

### **The Use of Career Self-efficacy Assessments in Counselor Education**

*Na Mi Bang, M.A.*

This session will explore the instruments that measure career self-efficacy and will address the implementation of career-self-efficacy scales in counselor education and training. In-depth information about key domains, construct, validity, and reliability of career self-efficacy instruments will be addressed. The practical strategies and suggestions of using career-self-efficacy scales in the area of counselor education will be provided, with special attention to career development of student counselors.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 2

### **Behavioral Characteristics of Clinical Supervisors: Relationship to Counseling Self-Efficacy of Supervisees**

*Ana Puig, Ph.D., Eunhui Yoon, Suhyunh Suh & Sang Min Lee*

The purpose of this program is to identify the specific behaviors that clinical supervisors expressed in the supervision sessions using the newly developed Counseling Supervisors' Behavior Questionnaire (CSBQ) in the United States and South Korea. Next, the program will present the types of supervisor behaviors that positively influenced the counseling self-efficacy of supervisees in each nation. Based on the results of our study, we will discuss cross-cultural variations. Implications for counselor education and supervision will be discussed.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 3

### **Work and Family Roles in Professional Counselors: A Quantitative Study**

*Emeline Eckart, M.S. & Roxane Dufrene*

In American society, women feel pressure to perform according to high expectations in the workplace as well as in the family role. Females in the counseling profession experience this same pressure. A quantitative study will describe how workplace and family environment variables are related and influence the level of work-family conflict

of females in the counseling profession. Implications for counseling professionals' practice are included.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 4

### **Moving from Parent Involvement to Parent Engagement: Teaching School Counselors How to Work with Culturally Diverse Parents** *Dana Griffin, Ph.D.*

While research exists on the positive effects of parent involvement, this program focuses on parent engagement as a method of reaching out to African American and Latino parents. Focusing on parent engagement allows for school counselors to emphasize developing trusting relationships, which can then lead to culturally relevant practices that are more appropriate for African American and Latino families. Strategies for engagement practices, supported by literature and research, will be shared.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 5

### **Case Conceptualization: An Innovative Culturally Competent Holistic Model** *Matthew Snyder, Ph.D., Lynn Zubernis & Emma Harrison*

Counselor Education students often find themselves struggling to bridge the gap between theoretical orientation, case conceptualization, diagnosis, treatment, and truly understanding the client. This presentation introduces a new case conceptualization model (the Temporal Contextual Model) which acts as a road map for gathering client information from a holistic and culturally sensitive position. The Model reminds counselors of the importance of taking into account clients' diverse backgrounds, cultures, experiences, and internal psychological mechanisms.

# FRIDAY, OCTOBER 9

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 6

## **Self-efficacy for Social Justice and Advocacy Skills in Counseling**

*Laura Gonzalez, Ph.D., Melissa Fickling, Bradley McKibben & Crystal Gray*

A social justice research team implemented a series of workshops designed to help master's counseling students acquire new knowledge and skills related to social justice and evaluate their confidence in advocacy behaviors.

An overview of the research group and workshop series will be shared. Researchers will present results of a pre-post test of social justice self-efficacy beliefs and socially desirable responding patterns.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 7

## **Romantic Relationship Research Findings: What Every Counselor Should Know**

*Sara Polanchek, Ed.D., John Sommers-Flanagan & Roni Johnson*

Healthy and fulfilling romantic relationships are integral to success and happiness in life, and yet they remain elusive. Generally, individuals report less satisfaction in romantic relationships now than 30 years ago. As counselor educators and professionals who understand the symbiotic nature of relationships and mental health, it is critical to stay in touch with relevant and influential research trends. This workshop is appropriate for counselor educators who offer relationship-oriented coursework or professional counseling. Yes. That means everyone!

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 8

## **Professional Counselors' Experiences in Case Formulation**

*Dominick Robertson, M.S.*

The program discusses the results of a grounded theory research study. While the literature has highlighted the limitations of a simple diagnosis in providing a comprehensive understanding of client problem presentation, existing studies provide limited understanding of how counselors in clinical practice arrive at complete case formulations that will inform their treatment approach. The current study was designed to better understand what constitutes such a complete case formulation by experienced counselors in a private

practice clinical setting.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 9

## **Posttraumatic Growth and Spiritual Well-Being in Survivors of the Columbine High School Shooting**

*Ashleigh Bruns, Ph.D.*

This study seeks to determine whether posttraumatic growth (PTG) and spiritual well-being (SWB) occurred following the Columbine High School shooting. Age/class level, gender, ethnicity, location of the person, and their relationship to those that died or were physically injured thirteen years post-trauma are addressed. These results can serve as a basis for pedagogy in counseling and services for adolescents that have experienced shootings.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 10

## **Exploring International Students' Experiences in Graduate Counseling Programs**

*Jiabao Gao, M.A., M.S. & Grace Kinda*

International students face unique challenges in counseling graduate programs, including social interactions with peers, experiences in the clinical setting, and perceptions of multicultural training. A study using CQR was conducted in order to explore these experiences. Findings will be presented that can help counselor educators understand international students' unique cultural barriers within the counselor training process and discuss how to apply culturally competent practices to counselor education.

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 11

## **Together We Can Make a Difference: Supervisory Working Alliance and Client Outcome Research**

*Anya Lainas, Ph.D. & John Culbreth*

Want to help your students and supervisees become better counselors and have better client outcomes? This session will focus on the research in the field of supervision and client therapy outcomes. Therapeutic working alliance is considered the main factor that affects client outcomes and produces change in clients. Week-to-week changes of supervisory working alliance predicted week-to-week fluctuations in therapeutic working alliance. In other

words, the relationship that exists between a supervisor and a supervisee has an effect on the relationship between counselors and their clients. This educational session will explore the study that used a non-experimental correlational research design in order to examine the relationship between supervisory working alliance and therapeutic treatment outcomes.

**Friday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 12*

### **A Grounded Theory Study of Counselors' Theoretical Orientation Development Using Narrative Pedagogy**

*Courtney Allen, Ed.S. & Sondra Smith-Adcock*

The purpose of the grounded theory study presented is to better understand how trainees construct theoretical orientation and perceive Narrative techniques designed to foster theoretical orientation development. The study is significant because research indicates counselors' theoretical congruence has been related to professional development and client therapeutic outcomes. Findings of the study are presented and implications for pedagogy, theory, and research are discussed.

**Friday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 13*

### **Arab American Youth Attitudes Towards Counseling and Implications for Counselor Educators**

*Tahani Dari, M.A. & John Laux*

As a minority, unrecognized by the federal government, consisting of a diverse population with many within-group differences. Arab Americans are a difficult ethnic group to study. The present study consists of a survey intended to gain information about the needs of the Arab American Youth. As well as gaining a profile of the nationalities, immigrant experiences, and education levels among the population, the study will gain more information on the unique counseling needs of this population and implications for counselor educators in developing culturally relevant pedagogy.

**Friday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 14*

### **Teaching Technical Integration: Clinical Applications of Theoretical Concepts**

*Amanda La Guardia, Ph.D.*

This presentation will focus on providing educators and supervisors with a framework that allows clinicians-in-training to understand theoretical consistency in decision making while allowing for technical integration in their approach with clients. Presenter(s) will provide conceptual information for teaching students how to remain theoretically consistent while using techniques from a variety of theories in order to address client concerns.

**Friday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 15*

### **The Influence of Counseling and Social Support on Depression in Mothers of Fragile Families**

*Megan Delaney, Ph.D.*

This presentation will discuss research findings that examined the relationship between counseling and social support on depression in mothers of fragile families. Demographic variables as well as depression, counseling and social support was examined over two waves of data from the Fragile Families and Child Wellbeing study, a longitudinal data set that examines variables involving unmarried couples and their children. Findings will be discussed as well as implication for practice, pedagogy and future research.

# FRIDAY, OCTOBER 9

Friday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 16

## **What Makes A Good Supervisor?: Supervision Activities and The Supervisory Working Alliance**

*Sarah Cronin, M.A. & Marguerite Orhtman*

Across school counseling supervision research, it is emphasized that school counselors receive little or no training in providing supervision, yet are often called upon to be supervisors. This is a direct violation of the Association for Counselor Education and Supervision (ACES) ethical guidelines as well as the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This study describes supervisor and intern perceptions of the supervision experience in the field of school counseling through the working alliance within the supervisory relationship. School counseling interns and supervisors completed surveys. Results demonstrated that goal setting and feedback activities in supervision predicted interns to report a strong supervisory working alliance. Regression analyses demonstrated that the activities of feedback and goal setting explained 91% of the variance in supervisory working alliance scores  $69.33, p < .001$ . The interns' feedback and goal setting scores significantly predicted the overall working alliance scores,  $b = 2.78, t(2) = 6.06, p < .001$ ;  $b = 1.43, t(21) = 4.54, p < .001$ , respectively. These results provide empirical support for specific tasks that can strengthen the working alliance between supervisors and school counseling interns.

## **Education Sessions 3:30 pm – 4:20 pm**

Friday | 3:30 pm – 4:20 pm | 302

Education Session | 497\* **CAREER LINK**

## **Publishing in the Journal of Counseling and Development**

*Richard Balkin, Ph.D., Kelly Wester, Donna Gibson,  
Carl Sheperis, Dale Pietrzac & Cheryl Holcomb-McCoy*

This program provides attendees an opportunity to hear from the Editor and Associate Editors on the qualities in manuscripts that are eventually published in JCD, as well as the problems or barriers that affect the likelihood of acceptance to the journal.

Friday | 3:30 pm – 4:20 pm | 303

Education Session | 498

## **Analyzing Psychodynamic Approaches to**

## **Counseling: Are They Culturally-Sensitive and Relevant to Counselor Training?**

*Christopher Adams, Ph.D.*

Despite being viewed as focusing exclusively on the individual, most psychodynamic theories attend extensively to sociocultural factors. In fact, many psychodynamic principles have been applied to working with culturally-diverse clients and promoting social justice. This presentation will explore misconceptions of psychodynamic theories, particularly in regard to their social and cultural sensitivity, as well as ways of integrating psychodynamic theories into counselor training and supervision, with a focus on working with diverse clients and promoting social advocacy.

Friday | 3:30 pm – 4:20 pm | 304

Education Session | 499

## **Children in Immigrant Families: What Counselors in Training Should Know about How Legal Documentation Status Affects their Mental Health and Wellbeing**

*Kalina Brabeck, Ph.D., Ana Lucia Warmlesley  
& Marta Lopez*

A growing segment of US children and youth are raised by immigrant families. Increasingly, counselors and counselors in training must be prepared to effectively work with these unique children and families. The purpose of this presentation is to review the clinical and training implications of research with immigrant families, with a focus on two groups of children whose lives have been impacted by US immigrant policies and enforcements: 1) citizen-children of undocumented immigrant parents, and 2) unaccompanied immigrant children and youth.

Friday | 3:30 pm – 4:20 pm | 305

Education Session | 500

## **The Ecology Of Diverse Approaches To Online Counselor Education: A Panel Discussion**

*Molly Stehn, Ed.D., Corinne Bridges  
& Michael Brubaker*

A panel of faculty representing a diverse selection of counselor education programs offering online courses will describe each institution's philosophy of online education and the resources available for supporting their faculty. Attendees will gain insight into the goodness of fit between each institution and the diverse student populations they serve as well as useful ideas for accessing resources

to design, implement, and improve their own online counselor education courses.

**Friday | 3:30 pm – 4:20 pm | 306**

*Education Session | 501*

## **Enhancing Counselors' Cultural Competency through Service Learning with Immigrants and Refugees**

*Natalie Stipanovic, Ph.D.*

Service-learning provides a unique platform for engaging counseling students with the community as well as enhancing students' counseling skills and cultural competency. This program provides an overview of a service-learning project in which mental health and school counseling students provided counseling services to immigrant and refugee teens. Participants will learn about the service-learning model and the impact of community engagement on counseling students and programs.

**Friday | 3:30 pm – 4:20 pm | 307**

*Education Session | 502*

## **Looking For the Line: Ethics and Culturally Competent Supervision in Counselor Education Doctoral Student Preparation**

*Nedeljko Golubovic, M.S. & Thomas Murphy*

Through lecture, case studies, and discussion participants will be introduced to the fundamental knowledge and terminology necessary to provide culturally competent and ethical supervision. Multiple relationships encountered by doctoral student, the role of the supervisor, and the impact of the supervisory relationship will be discussed.

**Friday | 3:30 pm – 4:20 pm | 308**

*Education Session | 503*

## **Racial Mislabeled Experiences in Multiracial People: A Phenomenological Study**

*C. Peeper McDonald, Ed.S.*

As the human population grows more diverse, the unique experiences of Multiracial people need to be explored to inform counselor pedagogy and practice. This presentation will describe the final results of a phenomenological study that explored the experiences of racial mislabeling in fourteen Multiracial people. Additionally, the multicultural implications of the findings for pedagogy and practice for counselor educators, supervisors and clinicians will be explored within the presentation.

**Friday | 3:30 pm – 4:20 pm | 309**

*Education Session | 504*

## **Answering the Call: Research to Inform Counseling Practice with Athletes**

*Stephen Hebard, Ph.D.*

In 2013, the National Athletic Training Association called for increased and improved referral of student-athletes to psychological services. However, counselors have yet to fully understand student-athlete mental health in theory or practice. Attendees will understand the results of a path analysis explaining student-athlete mental health outcomes based on emotion regulation and coach-athlete attachment and identify how to take a leadership role in counselor advocacy in the world of sport.

**Friday | 3:30 pm – 4:20 pm | 310**

*Education Session | 505*

## **Trends in the Training of Professional School Counselors: Counselor Educators Share Their Best Practices**

*Alan Miller, M.S., Andrea Dixon, Diana Gruman, Melissa Lake & Sam Steen*

In this facilitated panel presentation, counselor educators from around the country will share promising practices in the preparation of 21st century school counselors. Recent mandates and trends in professional school counseling suggest that professional school counselors take a leadership role in preparing all students to be college and career ready. As such, school counselor educators are developing innovative teaching practices to meet the needs of School Counselors-In-Training working to fulfill these mandates. Come meet counselor educators from around the country, find out more about their innovative approaches, and build a network of professionals working towards developing more effective school counselor training practices.

# FRIDAY, OCTOBER 9

Friday | 3:30 pm – 4:20 pm | 401

*Education Session | 506*

## **Applying Neuroscience for Optimal Learning in the Counselor Education Classroom**

*Adrienne Johnson, Ph.D.*

Presenter will disseminate recent and trending research on the application of neuroscience, neuroplasticity, and learner-centered teaching (LCT) in the Counselor Education classroom. By definition, LCT emphasizes the recognition of the limitations that may exist in any given learning environment and promotes teaching practices that are designed to optimize the opportunities for students to learn. Research in neuroscience and cognitive science is highly supportive of Counselor Educators' emphasis on listening, empathic understanding and building strengths and wellness. To optimize counselor trainee learning, teachers must know the most recent research on how learning happens, and how to correlate their teaching methodology to best reflect the neurological learning styles of their students.

Friday | 3:30 pm – 4:20 pm | 402

*Education Session | 507*

## **Re-Conceptualizing Lesbian and Gay Identity Development: A Preliminary Study of Women and Ethnic Minority Men**

*Omar Troutman, Ph.D.*

Stage models of lesbian and gay development are outdated and no longer valid in a pluralistic and multicultural society. This presentation summarizes qualitative data collected from women and ethnic minority men who identify as lesbian or gay. Emerging patterns of identity development and a provisional developmental trajectory are offered. Programmatic and practitioner implications will also be detailed.

Friday | 3:30 pm – 4:20 pm | 403

*Education Session | 508*

## **Adding a Nonverbal Focus to Marriage, Couple, and Family Counseling Curriculum**

*Michael Mariska, Ph.D., Steven Flynn & Ryan Aquilini*

This workshop will review how a nonverbal focus can improve competency in marriage, couple, and family counseling for counselors in training, and instruct participants how to add nonverbal awareness and skill training to their curriculum. Drawing on substantive research from a diversity of fields, the presenters will

review key nonverbal communication areas that are pertinent to marriage, couple, and family counseling. In addition, intervention strategies and class activities that can be used to teach awareness and skills will be discussed. Handouts and other resources will be provided.

Friday | 3:30 pm – 4:20 pm | 406

*Education Session | 509*

## **Prepare and Prosper: Negotiating the Academic Job Offer**

*Cheryl Wolf, Ph.D.*

It is surprising that so few academics negotiate a job offer when this can add up to significant lost income or benefits over a career. Preparing to negotiate starts even before you accept an interview for an academic position. This presentation will discuss steps to prepare for a job negotiation, identify helpful ways to research current salaries and benefits, address fears and concerns related to job negotiation, and show you successful negotiation strategies that have worked for others.

Friday | 3:30 pm – 4:20 pm | 407

*Education Session | 510*

## **Teaching the Ecological Perspective**

*Meredith Threatt, M.S.*

Discussion of ecology in human development and mental health sciences dates back to 1960. Despite the topic's longevity, adoption of the ecological perspective into teaching and practice in Counseling seems to be very slow. This presentation will shift the professional discourse from defining the ecological perspective to engaging counselors and counselor educators in using and teaching it. Participants will learn specific ways to incorporate the ecological perspective into their programs, courses and/or practices.

Friday | 3:30 pm – 4:20 pm | 408

*Education Session | 511*

## **Forming a Consensus of Professional Dispositions of Counseling Students: A Census of Student Retention Policies in CACREP Counseling Programs**

*Jeffrey Christensen, Ph.D.*

Despite risking legal action, counselor educators must monitor and gatekeep students deemed incompetent. *Ward v Wilbanks* presented a need for more standardized evaluation processes and this presentation will present

themes from a census of CACREP counseling programs' evaluation policies with specific attention to the personal characteristics of students. Special consideration will be given in how multicultural competence is currently assessed and offer strategies in how counselor educators can navigate the remediation process for students struggling in this area.

**Friday | 3:30 pm – 4:20 pm | 409**

*Education Session | 512*

### **In a World of Crisis, Are Your Students Prepared to Work With Children?**

*Alejandra Stuart, M.A., Marta Sheridan & Cara Metz*

At any moment a counselor could be confronted with a client in crisis. Working with children in crises presents an exceptional challenge to counselors due to numerous sets of professional guidelines that could be involved, various state laws, and the diversity within developmental stages. This educational session will present the prevalence of childhood crises through a multicultural perspective, examine unique issues involved with children in crises, and demonstrate experiential learning techniques as a way to enhance the competency of our students to work with this population.

**Friday | 3:30 pm – 4:20 pm | 411**

*Education Session | 513*

### **Integrating Neuroscience into Counselor Education Programs**

*SeriaShia Chatters, Ph.D., Allen Ivey, Fallon Calandreiello & Carlos Zalaquett*

In this program, you will gain an understanding of how neuroscience provides empirical support for counseling pedagogy, skills, and processes and how neuroscience can be integrated into counselor education programs.

**Friday | 3:30 pm – 4:20 pm | 412**

*Education Session | 514*

### **Creating a Culturally Sensitive School Climate with School Counseling Interns**

*Michelle Cox, Ph.D.*

School counseling interns are trained in cultural competency and can support teachers by providing training on cultural sensitivity. Can the facilitation of a teacher-focused in-service created to build cultural sensitivity, led by school counseling interns, improve the cultural climate and cultural sensitivity of a school?

The results of a study that investigated the effectiveness of a teacher-focused workshop based on the students' perceptions of cultural acceptance within an elementary school will be presented. Strategies to increase cultural sensitivity through collaborative relationships between schools and university counseling programs teaching are discussed.

**Roundtable Sessions 3:30 pm – 4:20 pm**

**Friday | 3:30 pm – 4:20 pm | Salon A**

*Roundtable 1 | 515*

### **Setting The Tone: Using a Counseling Foundations Course to Foster a Multicultural Professional Orientation In Counselors-In-Training**

*Adrienne Erby, Ph.D.*

Counseling Foundations courses provide an orientation to the profession, emphasizing professional identity and counselor development. This program will identify curricular and pedagogical strategies for infusing a multicultural counseling approach in a Counseling Foundations course using materials from a current Counseling Foundations course. Attendees will be invited to review, discuss, evaluate and adapt to their own programs.

**Friday | 3:30 pm – 4:20 pm | Salon A**

*Roundtable 2 | 516*

### **Mindfulness: A Culturally Relevant Pedagogical Strategy For Developing Relational Skills And Multicultural Competence In Counselors-In-Training**

*David Johnson, M.Ed*

Helping counseling students develop relational skills and multicultural competence are major objectives of counselor education. In this presentation, participants will learn theoretical and empirical findings that suggest mindfulness practices may help students form stronger working alliances and develop multicultural competencies. Participants will engage in mindfulness practices and discuss strategies for incorporating them into the classroom and supervision.

# FRIDAY, OCTOBER 9

Friday | 3:30 pm – 4:20 pm | Salon A

Roundtable 3 | 517

## **A Case Study Approach for Engaging Counseling Supervisors**

*Deb Murray, Psy.D. & Collin Ward*

This educational session will present a case study approach to counselor supervision training through the use of videotaped case scenarios which can provide a context for highlighting the impact of self in counseling, the role of oppression and privilege on the supervision process, and articulate how the supervisory relationship can empower the development of supervisees and clients while also safeguarding client and public safety. Handouts and resources will also be provided.

Friday | 3:30 pm – 4:20 pm | Salon A

Roundtable 4 | 518

## **The Ethics of Counseling Diverse Populations**

*Cecile Brennan, Ph.D.*

Understanding ethical principles, how to implement the ethical code, and counseling competencies, while also acknowledging cultural differences, lies at the heart of this presentation. How should a counselor proceed if the ethical code is in conflict with a person's culture? What actions should be taken when an accepted cultural practice diverges from core counseling principles or even from basic human rights? This presentation will offer answers to these questions.

Friday | 3:30 pm – 4:20 pm | Salon A

Roundtable 5 | 519 **CAREER LINK**

## **Teaching While Colored (TWC): Everything I Wish I'd Asked and Considered Before Taking a Faculty Position**

*Joel M. Filmore, Ed.D. & Martha Singleton*

While we all go through similar educational processes in order to become Counselor Educators, there are a lot of things that you never learn and do not discuss if you are a person-of-color (POC) in a counselor education program. This session is designed to open a clear line of dialogue between Counselor-Educators-in-Training-of-Color (CEITOC) and currently employed Faculty-of-Color in order to be more fully prepared for the process of searching for a faculty position. Participants will acquire a more well-rounded understanding of areas of consideration related to the application and acceptance of a faculty position.

Friday | 3:30 pm – 4:20 pm | Salon A

Roundtable 6 | 520

## **Acknowledging the Presence of Grief and Loss in the Experience of Severe Mental Illness**

*Suzy Wise, Ed.S.*

Ambiguous loss, and unacknowledged or unresolved grief, can have long-lasting implications on the client's ability to recover from severe mental illness, as well as the family's ability to effectively care for their loved one. This presentation seeks to underscore the need for acknowledgement and understanding of these varied losses and, through active participation of attendees, elicit possible strategies for grief interventions in treatment settings.

Friday | 3:30 pm – 4:20 pm | Salon A

Roundtable 7 | 521

## **Embodying Counseling Supervision**

*Ray Wooten, Ph.D., Catherine Wooten & Nevine Sultan*

Counseling supervision is a vital part of shaping, becoming and functioning effectively as a counseling practitioner. Supervision is a learning process that requires the whole self, reflection and developing and maintaining professional competence. However, counseling supervision theory and models generally do not pay attention to the whole self of the counselor, relying on verbal techniques while leaving out knowledge and experience of the body. This presentation takes a fresh perspective of supervision and methods of embodiment for counseling supervision. Specific embodied models, concepts, processes and techniques will be discussed and experienced to facilitate an embodying experience for counselors and supervisors.

Friday | 3:30 pm – 4:20 pm | Salon A

Roundtable 8 | 522

## **Preparing Counselors for the Workforce: Incorporating Documentation and Treatment Planning into the Classroom**

*Kenneth Messina, M.A., Jayna Bonfini & Amy Strickler*

New counselors often lack the necessary skills to develop high quality treatment plans and documentation of client progress. In order to provide students with the skills desired by future employers, it is necessary to begin building these skills as part of their graduate education. This session will discuss current best practice trends in treatment planning and documentation, while also providing activities and assignments that can be

incorporated into counselor education core classes to build treatment planning and documentation skills in counseling students.

**Friday | 3:30 pm – 4:20 pm | Salon A**

*Roundtable 9 | 523*

## **Mono-Racial Supervision of Cross-Racial Counseling**

*Tiffany M Darby, Ph.D.*

Counseling sessions will most likely be comprised of counselors/trainees and clients identifying differently culturally. Counselor Supervisors, Licensed Counselors, and Counselor Trainees must be mindful of cultural influences (e.g. race, disability, spirituality, age, gender, relationship status) that impact the counseling relationship. The focus of this interactive presentation will be to present research findings and provide strategies of discussing cultural differences in supervision. The presenter will also provide strategies to address cultural differences in session with clients.

**Friday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 1 | 524*

## **Assessing Counseling Students' Competencies: Supervisor, Student and Client Perspectives**

*Jacqueline Swank, Ph.D. & Patrick Mullen*

The assessment of counseling students' competencies is important for preparation programs. This presentation focuses on strategies for assessing counseling students' competencies by gathering data from supervisors, students, and clients. Participants will learn about assessment methods in supervision and how to use data to promote competency and address concerns. Also, attendees will have an opportunity to share their own experiences with assessing students' competencies.

**Friday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 2 | 525*

## **Intersectionality: Intersecting Factors Of Race, Income And Language On Parent Empowerment**

*Jungnam Kim, Ph.D. & Julia Bryan*

Attendees will gain an understanding of research outcomes on the relationships of intersecting factors of race, income and language on parent empowerment. Attendees will leave with a clear understanding of an intersectionality

framework of how intersecting factors of race, income and language affect parent personal and community empowerment including parents' competence, self-determination, sense of meaning, community belonging and community participation. Finally, attendees will gain a better sense of how counselors can utilize intersecting factors of race, income and language to facilitate parent empowerment when working with culturally diverse populations and how the results will be incorporated into counselor education program.

**Friday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 3 | 526*

## **Best Practices When Supervising First Year Faculty in Counselor Education Programs**

*Patrick Powell, Ed.D.*

Counselor education, much like many other professions, involves quite a bit of turnover. Unfortunately, first year junior faculty often have issues due to minimal previous experience, problems joining a functioning unit of faculty and the larger department, and any other number of issues (Karen, 2013). If not supervised appropriately, new faculty members may not perform at their best, leave the field early, or diminish student learning. The focus of this presenter is to provide best practices for program chairs or other supervisors when training new faculty. This program would also be appropriate for first year faculty who are experiencing difficulty developing relationships with supervisors and other faculty, setting goals for the first year, or any other number of issues.

**Friday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 4 | 527* **CAREER LINK**

## **Enhancing Wellness during the Dissertation Process**

*Jean LaFauci Schutt, Ph.D. & La Shonda Akins*

The session will explore factors influencing the dissertation process and strategies to assist with completion and enhance wellness. The presenters will provide an overview of wellness models to support students/educators. Participants will be encouraged to reflect upon the pros/cons of their coping styles in the context of completing/supervising the dissertation. Participants will develop a self-care plan to integrate into their personal, educational, and clinical practices.

# FRIDAY, OCTOBER 9

Friday | 3:30 pm – 4:20 pm | Salon B

*Roundtable 5 | 528*

## **Welcome to The Club: Breaking Down Barriers and Breaking into Academia as a Cultural and Gender Minority**

*David Ford, Ph.D. & Aimee Brickner*

This roundtable session will allow participants to discuss some of the struggles encountered by cultural and gender minorities entering academia in a counselor education program. Participants will engage in conversation regarding their own personal stories, hear the personal stories of others, and be encouraged to brainstorm ideas for senior faculty to facilitate the orientation and mentoring of new faculty members.

Friday | 3:30 pm – 4:20 pm | Salon B

*Roundtable 6 | 529*

## **Empowered Pedagogy: Increasing Gender Equity in the Counselor Education Classroom**

*Joel Givens, M.A. & Lori Notestine*

In this presentation, we will discuss the challenges of addressing gender differences in classroom settings. We will then offer an application of the narrative process of externalization to challenge gender biases in counselor instruction. This presentation will also discuss other empowerment strategies to promote greater cultural relevance and gender inclusivity in the classroom. We will provide handouts with bulleted points, implications for research and practice, and questions for discussion.

Friday | 3:30 pm – 4:20 pm | Salon B

*Roundtable 7 | 530*

## **Examining the Role of Altruistic Caring in the Therapeutic Alliance**

*Paulina Flasch, M. S., Ed.S., Elizabeth Crunk*

*Mike Robinson III & Sandra Robinson*

The therapeutic alliance accounts for a great portion of client outcome, with elements of altruistic caring and relational depth playing an important role. The presenters will examine current research on the therapeutic relationship and on the role of altruistic caring and relational depth. Results of a qualitative study on clients and their counselors' experiences of altruistic caring in their counseling sessions will be presented and implications discussed.

Friday | 3:30 pm – 4:20 pm | Salon B

*Roundtable 8 | 531*

## **Creativity As a Culturally Relevant Approach to Fostering Cultural Sensitivity in Students And Supervisees**

*Carla McGhee, M.A., Katie Gamby & Caroline O'Hara*

"Culturally relevant pedagogy" (Ladson-Billings, 2009) provides a foundation for fostering cultural competence (e.g., awareness of self and awareness of impact on others) through creative means. Grounded in literature and experience, this program will explore the use of creative activities, techniques, and interventions to develop cultural competence. Participants will be invited to share experiences around how creativity has enhanced the cultural sensitivity of their students and supervisees.

Friday | 3:30 pm – 4:20 pm | Salon B

*Roundtable 9 | 532*

## **Building Effective Multicultural Competence in Clinical Supervision**

*Eraina Schauss, Ph.D.*

Attendees of this presentation will learn what constitutes effective multicultural competence in clinical supervision. This session will examine and address culturally relevant models of triadic (client, counselor, supervisor) clinical supervision in today's increasingly diverse society. The session will explore a supervisors own assessment of cultural assumptions, biases, values and personal awareness in cross-cultural clinical supervision and how to help students navigate their own biases and assumptions in working cross-culturally with clients. In addition, this session will include best practice suggestions for specific interventions, techniques and tools for effective multicultural clinical supervision.

## Symposia Sessions 3:30 pm – 4:50 pm

### **Creative Ideas in Pedagogy**

Disseusant: Christopher Schmidt, Ph.D.

Friday | 3:30 pm – 4:50 pm | 301

*Symposia Session | 534*

### **Synchronicity: How Synchronous Online Learning Adds Value to Online Counselor Education**

*James Benshoff, Ph.D.*

Opportunities for synchronous learning in online courses often seem to be neglected. In this program, the presenter will provide a context and rationale for incorporating online synchronous learning experiences, offer details about design and teaching considerations, show examples of synchronous class meetings, and discuss the use of simple technologies to create meaningful educational experiences. The presenter has been teaching online for 12 years and coordinates a fully-online postmaster's certificate program for school counselors.

Friday | 3:30 pm – 4:50 pm | 301

*Symposia Session | 535*

### **Teaching Counselors the Basics about Sexuality & Disability**

*Robert Stevens, M.S. & Christine Suniti Bhat*

Counselors from all disciplines should have a basic understand of human sexuality and disability. Sexuality will be discussed in regards to topics such as stigma and discrimination by the general population. Topic areas, grounded in professional literature regarding disability and sexuality, will focus on the following: clients with developmental or psychiatric disabilities, clients who are GLBT, and clients addressing issues of aging. Professional educational standards, competencies, and professional codes of ethics will be reviewed to see how human sexuality is addressed. A literature review of human sexuality education in counselor programs will also be presented. This presentation will conclude with a proposed outline of a human sexuality course based on the professional literature reviewed by the presenters.

Friday | 3:30 pm – 4:50 pm | 301

*Symposia Session | 536*

### **Culturally Relevant Pedagogy and Encouraging Engagement in the Online Classroom**

*Laura Haddock, Ph.D., Abby Dougherty & Kelly Coker*

The virtual classroom presents unique challenges for counselor educators who seek to use culturally relevant pedagogy. This 50-minute educational session will discuss the unique aspects of providing culturally relevant pedagogy as well as provide culturally relevant teaching strategies.

## Poster Sessions 3:45 pm – 4:15 pm

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

*Poster 1*

### **Graduate Student Diversity: Are Counseling Programs Closing the Cultural Gap?**

*Ryan Bowers, M.A., Denise Haggerty & Michael Stephens*

This poster presentation research project intended to investigate the diversity in helping profession programs and analyze the current trends in creating diverse student populations while addressing issues such as demographic data retention, diversity recruitment strategies and creating more multicultural experiences for students in the classroom.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

*Poster 2*

### **The Mother's Heart: Faith, Fellowship and Friendships among Mothers Raising Children with Special Needs**

*Olga Dietlin, Ph.D.*

This presentation will portray the lived experiences of mothers who care for children with special needs in relation to their faith, fellowship and friendships. The content captures the key themes from the applied phenomenological study, including the challenges of establishing or maintaining membership in a faith community and the ways in which the support of such community (or lack of it) influenced the coping of families. The researcher team took a delicate journey and brought to the conference not just a one-dimensional poster but a glimpse into the mother's multidimensional heart.

# FRIDAY, OCTOBER 9

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 3

## **Well-Being Predictors of College Adjustment and Academic Performance: Moderating Role of Generational Status and Implications for Counselors**

*Jonathan Ohrt, Ph.D., Tiffany Bordonada & Stacey Olden*

In the presentation, we will discuss: (a) the relationship between college students' well-being and their adjustment to college and academic performance, (b) specific areas of well-being that predict specific aspects of adjustment and performance, and (c) first-generation student status as a moderator between well-being and college adjustment. We will report the results of multiple regression and moderation analyses from a sample of 300 college students at a large 4-year university.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 4

## **Beyond The Department: An Inclusive Approach to Organizing Practicum & Internship Fair**

*Natalie Indelicato, Ph.D. & Jody Nicholson*

Typically, counseling practicum and internship fairs are offered solely for graduate students and community partners. This poster presentation provides information on developing a multidisciplinary fair for graduate and undergraduate students. The collaborative effort of faculty members to create an efficient internship selection process while providing unique networking opportunities for students and community partners will be described along with the organization of the fair, feedback from participants, and strategies for replicating this type of program.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 5

*ACES Research Award Recipient*

## **Exploring Male Counselors' Experiences with Vulnerability in the Counseling Relationship**

*Hannah Kreider, M.A.*

This program will include results from a phenomenological study of male counselors' experiences with vulnerability in the counseling relationship. The voices of male counselors are underrepresented in the counseling literature, and men make up less than 20% of

our field. Attendees of this presentation will learn about the lived experiences of research participants, as well as strategies for including male counselors-in-training in the consideration of culturally relevant pedagogy and practice.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 6

## **When Elderly Women are Depressed: Evidenced in Mind and Body**

*Jungeun Lee, Ph.D., Mansoo Ko & Teresa Bowlin*

Depression is one of the serious health problems among the elderly. Particularly elderly women seem to be more vulnerable to depression, as being a female is one of the factors of higher rates of depression. This study frames a holistic view on depression, integrating mind and body in order to examine the relationship between physical activity and depression in the elderly women. Furthermore, it also aims to investigate the usefulness of object monitoring of physical activity as an indication of depression by utilizing the motor sensor equipment.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 7

## **Role of Self-Efficacy and Experiential Training in Classroom Guidance Participation**

*Sean Finnerty, Ph.D.*

This poster session is based on the presenters' recently completed dissertation research. This research explored the question of what variables impact school counselors' willingness to engage in classroom guidance. Key variables include self-efficacy, training, and counselor case load.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 8

## **Being Culturally Competent with Military Populations: Using Narrative Therapy**

*Isaac Burt, Ph.D.*

Narrative therapy, when integrated with culturally sensitive clinical components, is a viable alternative to traditional treatment for military veterans. Narrative therapy represents a paradigm shift from talk therapies to more creative and less intrusive interventions. The artistic nature of narrative can make a significant difference with this challenging/underserved population. This presentation integrates narrative therapy into a culturally sensitive model designed for military veterans.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 9

## **A Look Inside Teaching Social and Cultural Issues in Counseling**

*Connie Couch, M.Ed., Stephanie Pergantis & Betty Cardona*

Learning multicultural awareness and advocacy are core to the development of counselors, yet, there are many questions that still exist related to the provision of methods to educate in this area. Largely a conceptual examination of approaches designed to elicit culturally aware insights in students, this poster session aims to also create a foundation for further exploration and research in the outcomes of certain approaches in multicultural instruction in CES programs.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 10

## **Expert Site Supervisors' Supervision Cognitions**

*Gulsah Kemer, Ph.D.*

Eight site supervisors, nominated as experts in a Southwestern metropolitan area, generated 167 cognitions regarding their considerations while planning for, conducting, and evaluating their supervision sessions. Multidimensional scaling and hierarchical cluster analyses results revealed 16 distinct but related preliminary cognitive categories of the expert site supervisors' thinking. Results and implications will be discussed.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 11

## **Beyond Tears: Promoting Culturally Sensitive Counseling Practices for those Working with Bereaved Children**

*Liz Ener, M.A.*

Grief is a natural and expected response to the death of a loved one, in which the length and magnitude of the grief process looks different on every child (Wolfelt, 1996). The cultural impact on a child's grief experience can profoundly influence their process and is a difficult journey for counselors to navigate. The presenter will discuss a conceptualization of grief in the context of culture and address how that context can inform clinical practice. This discussion will additionally address diagnostic and treatment issues that commonly present when working with bereaved children.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 12

## **Infusing A Multicultural Understanding Model when teaching Counseling Theories**

*Malik Raheem, Ed.D.*

In this poster session, a comprehensive multicultural counseling model will be presented on how to increase cultural competent skills, gain knowledge, increase awareness of cultural diverse clients when teaching Counseling theories. This knowledge and understanding can then be reflected appropriately in educational and counseling situations when discussing and selecting a theoretical philosophy in counseling.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 13

## **Integrating Child-Parent Relationship Therapy and Couples Therapy: A 10-week Model**

*Angela Garfield, M.A.*

Minimal research has been conducted on combining Child-Parent Relationship Training (CPRT) and couples therapy and its effectiveness for partners. This roundtable presentation will discuss the lived experience of co-therapists who chose to combine these counseling practices, and what strengths and limitations they gathered from 10 weekly sessions. The key tenants focused on in CPRT were then transferred into the couple's sessions. Participants are encouraged to engage in discussion and brainstorming throughout the presentation.

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 14

## **Military-Informed Counseling: Recommendations for Counselor Education**

*Monica Darcy, Ph.D.*

There is an emerging need for civilian counselors to build competence for working with military clients. Counselor educators can include unique characteristics of military culture such as soldier mindset, indoctrination, collectivist thinking, and the spiral of deployment cycles to better prepare counselors in training for work with military service members. This presentation will explore materials for inclusion in counselor education to facilitate cultural awareness of the military.

# FRIDAY, OCTOBER 9

Friday | 3:45 pm – 4:15 pm | Franklin Hall A

*Poster 15*

## **Strategies For Incorporating LGB Instruction Into Clinical Courses**

*Steve Rainey, Ph.D. & Robin Eastman*

A study to understand the experiences of practicum level counselors engaged in a “coming out” session with a client resulted in identification of potential training opportunities for the clinical courses to address common concerns that arose for the counselors in the study. The goals of this session include attendees will be able to identify important issues of the LGB population, to know some of the more common responses of practicum level counselors when a client is “coming out” in session, and to identify some effective strategies for incorporating LGB issues into clinical courses. This session will include the results of a study of the experiences of master’s level practicum students in a session in which a client “comes out” to them. The presentation will begin with a lecture-based presentation on the relevant research and effective strategies for incorporating LGB issues into the clinical courses in counselor education programs followed by a round table discussion on incorporating LGB issues into clinical courses and assessment of competence.

## **Poster Sessions 4:30 pm – 5:00 pm**

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

*Poster 2*

## **The Comfort With Sexual Behaviors Scale**

*Molli Bachenberg, Ed.D. & Shannon Dermer*

The presenters developed the Comfort with Sexual Behaviors Scale (CSBS). This scale was developed and validated in an effort to assess counselors’ comfort with discussing sexuality and to create training to help counselors increase their sex positivity. The limited research on counselors’ comfort discussing sexual issues with clients pointed to the need for training specifically targeting helping clinicians become more comfortable with discussing a variety of sexual topics with clients.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

*Poster 3*

## **Measuring the Effect of Health and Wellness of International College Students on Academic Success**

*Samir Patel, Ph.D., Frank Pleban, Emily Davies & Rebecca Pender*

The international exchange of college students increases yearly due to globalization, university partnerships, cultural networking, and so forth. This presentation will disseminate the findings of a study which aimed to construct a comprehensive instrument to assess the correlation between health and wellness among international students and their academic success.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

*Poster 4*

## **How Are We Preparing Students to be Mandated Reporters of Child Abuse?**

*Kathryn Henderson, Ph.D., Roxane Dufrene & Zoe Tanner*

Counselors are mandated reporters of child abuse and required to report suspicions to authorities. However, the 2009 CACREP standards do not address child abuse, which can lead to inconsistent instruction and leave future counselors unprepared. In order to develop recommendations for teaching how to assess and report abuse from a culturally relevant pedagogy, we reviewed the literature and multiple accreditation standards. Considerations for how and where to include child abuse in the curriculum will be reviewed. Resources and activities will be provided.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 5

## **Rehabilitation Counselor Preparation to Work with Sexual Minorities Living with Chronic Illness/Disability (CID)**

*Mary Huffstead, M.Ed., Franco Dispenza & Nikki Elston*

There is limited scholarship regarding the training experiences of rehabilitation counselors working with sexual minorities living with CID. This presentation will focus on results from a qualitative content analysis conducted with 12 certified rehabilitation counselors, who discussed how they developed competencies to work with sexual minorities living with CID. Implications for training and supervision will be discussed.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 6

## **Training Graduate Students in Integrated Behavioral Healthcare: A Model for Counselor Education Programs**

*Katherine Bacon, Ph.D., Kate Walker, Jennifer Boswell, Elsa Leggett & Linda Autry*

Healthcare reform has increased access to mental health services through the implementation of Integrated Behavioral Healthcare (IBH). This presentation will provide an overview of the training model utilized by UH-Victoria, one of only 11 counseling programs in the country successfully funded to train graduate counseling students in IBH. Attendees will explore methods for integrating IBH curriculum with CACREP standards, potential barriers to integration and possible solutions.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 7

## **Culturally Appropriate Mentoring and Supervision of International Students in School Counseling Programs**

*Bridget Asempapa, MEd.*

For the past decade, counseling programs have consistently seen growth in the population of its international students. A few studies have addressed support for this population in some counseling specializations but not in school counseling. The culture in our school counseling programs and environment indicates the international student will benefit from additional specialization specific measures to help them adjust. Utilizing an exploratory qualitative

method, the presenter aims to propose practical mentoring program that can be utilized in school counseling programs.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 8

## **Voices from the Silent Ranks: Stories of Leaving an Abusive Civilian-Military Marriage**

*Erin Kern, M.A.*

The influx in military service members over the past decade means that most clinicians will work with a military or military-affiliated individual. It is therefore vital that counselors and counselor educators understand key components of military culture and its necessary – but sometimes problematic – context for violence. The presenter will discuss original research findings around narratives of civilian females who have left abusive military marriages, along with cultural and systemic obstacles to leaving the marriage, and implications for future research and advocacy.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 9

## **Suicide Myopia: Seeing Suicide through a Cultural Lens**

*Heather Dahl, M.S.*

Cultural bias is often discussed in areas of diagnosis, but it is not often examined in the context of treating and assessing suicidality. In an instrumental case study of 12 counselors using individual interviews, participants were given one of four case vignettes the same apart from gender and race/ethnicity. Results indicated that participants conceptualized the case summary differently depending on the gender and race/ethnicity of the client, and cultural match of the participant-client. Training implications and future research will be discussed.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 10

## **Promoting Leadership Roles for School Counselors to Improve Their Efficiency**

*Huzeyfe Cakmakci, MEd.*

The main problem for school counselors in efficient work is lack of communication between the school counselor and principal. This lack of communication creates an obstacle to the current solutions. Taking leadership roles in schools by school counselors becomes critical. This

# FRIDAY, OCTOBER 9

poster session promotes the communication between the principal and school counselor to improve school counseling efficiency.

**Friday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 11*

## **Accreditation 101**

*Robert Urofsky, Ph.D. & Carol Bobby*

While many counselor educators are familiar with CACREP, their knowledge of accreditation may be specific to their experiences as students or faculty members in counseling programs. This session will provide counselor educators with knowledge of the broader roles and functions of accreditation bodies within higher education and the broad professional landscape outside of academia. Such knowledge will be helpful to faculty members as they assume leadership positions within their institutions and the counseling profession, and in their interactions with students and the public.

**Friday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 12*

## **Vision Boards: A Flexible Tool for Research, Outreach, or Teaching**

*Laura Gonzalez, Ph.D., Phil Waalkes & Crystal Gray*

Vision Boards are tools to help individuals discern and depict various aspects of themselves, usually focused around a goal. We will share some Vision Boards created by middle school GEAR UP students to show who they wanted to be in the future, but will also discuss other applications for this flexible tool. Vision Boards can be part of qualitative research projects, classroom assignments, or outreach and development activities.

**Friday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 13*

## **Admissions Requirements and Diversity Recruitment Practices for CACREP-Accredited Mental Health Counseling (MHC) and Clinical MHC Programs**

*Peter del Rosario, Ph.D. & Jonathan Proctor*

Students ask about admission requirements for mental health counseling (MHC) and clinical MHC programs. Counselor educators seek qualified, diverse applicants, and employ various recruitment strategies. We surveyed the webpages of all CACREP-accredited clinical MHC and MHC programs regarding admissions and diversity

recruitment. Results help students to make research-informed application decisions, and counselor educators to gain information about admissions practices and diversity recruitment.

**Friday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 14*

## **A Longitudinal Study of Perfectionism and Wellness in Counselor Education Students**

*Randall Moate, Ph.D. & Philip Gnilka*

It is unclear what personality factors influence wellness in counselor education students. This presentation is based on findings from a longitudinal study that explored perfectionism and wellness in a sample of 220 counselor education students. Results of this study and implications for wellness pedagogy in counselor education training programs will be discussed.

**Friday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 15*

## **Parental Involvement in Play Therapy: Preparing Counselors to Work With Asian American Children with ADHD and Their Parents**

*Yi-Wen Su, M.A. & Pei-Chun (Olivia) Chen*

Play therapy with parental involvement is an effective intervention for helping children with attention deficit/hyperactivity disorder (ADHD) (O'Neill, 012). The presenters highlight the cultural clashes between theoretical assumptions underlying play therapy and collectivistic cultures regarding disorders, counseling services, and parent-child relationships. Attendees will learn culturally sensitive approaches to engage Asian American parents in order to best serve children with ADHD.

Friday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 16

## **Clinical Supervision in Residential Treatment Centers: Adjusting Theory for Context**

*Kenneth Coll, Ph.D. & Kathryn Coll*

The challenges faced by clinical supervisors in adolescent residential treatment centers (RTCs) are many and highlight the need to make specific training and support available. This poster session provides proven, effective, and affordable theory into practice approaches to enhance supervision in these settings. Implications for mental health providers, educators, supervisors, and future research are considered.

## **Education Sessions 4:30 pm – 5:20 pm**

Friday | 4:30 pm – 5:20 pm | 302

Education Session | 537

## **Rubric Development for the Master's Level Counseling Skills Course**

*Kristy Carlisle, M.A., Garrett McAuliffe, Mike KalkBrenner & Traci Richards*

A valid and reliable assessment instrument of counseling skills serves instructors and students in a skills course. For instructors, it provides security for gatekeeping and appropriate means to provide students with grades. For students, it gives them benchmarks by which to measure their progress practicing skills and reduces their anxiety, as they are aware of precise expectations for performance. This presentation will discuss best practices for rubric development in a master's level counseling skills course, with an emphasis on the inclusion of multicultural competency measures.

Friday | 4:30 pm – 5:20 pm | 303

Education Session | 538

## **Creating Cultural Competence: Engaging Students in a Virtual World**

*Jayna Bonfini, M.A. & Elizabeth Ventura*

Counselor educators must foster learning environments that engage students and promote reflective, critical thinking. As more students engage in online courses, traditional styles must adapt to diverse learners. The integration of specific activities into the online classroom to promote this helps trainees to handle complex cases during clinical training. In this session, pedagogical methods will be introduced that promote cultural

competence and connectivity among students. Also, participants will receive practical information for engaging, online course design.

Friday | 4:30 pm – 5:20 pm | 304

Education Session | 539 **CAREERLINK**

## **Effects of Triadic Supervision on Counseling Practicum Students' Self-Efficacy**

*Javier Cavazos Vela, Ph.D., James Ikonopoulos & Wayne Smith*

Clinical supervision is an important component of CACREP counselor education training programs. Presenters implemented a large series single-case research design to measure the effectiveness of triadic supervision on counseling practicum students' self-efficacy. Implications for counselor educators to utilize triadic supervision will be provided.

Friday | 4:30 pm – 5:20 pm | 305

Education Session | 540

## **Power to the People: Extending Family Knowledge Beyond the Ivory Tower**

*Kirsten Murray, Ph.D.*

Together, we will explore how to extend relational experiences and knowledge across educational and economic lines (to name a few), reaching families outside the ivory tower of education. Research revealed 10 techniques learned in counselor training that enhanced students' relationships with their families. This presentation will focus on extending knowledge and experiences from counselor training to application with families. A model for implementing these techniques in community settings with families will be introduced and applied.

Friday | 4:30 pm – 5:20 pm | 306

Education Session | 541

## **Beyond Tolerance: A Developmental Approach to Fostering Counseling Students' Multicultural Competence**

*Misty Ginicola, Ph.D., Cheri Smith & Margaret Generali*

This program highlights the creation of a developmental model for training multicultural competence in counseling students. Participants will learn about the model, including the importance of data based accountability to create change. It also contains requirements for each class and a diversity passport experience, which include

# FRIDAY, OCTOBER 9

extracurricular, service hours and fieldwork experience. Evaluation data will be presented. Resources for participants will also be made available.

**Friday | 4:30 pm – 5:20 pm | 307**

*Education Session | 542*

## **Integrating Oppression and Relational Models in Counselor Education to Prepare Counselors to Work with Adult Survivors of Childhood Sexual Abuse**

*Maegen Horton, M.A. & Eliza Daniels*

The themes from the presenter's qualitative research that explored the experiences of counselors' preparedness from graduate programs to work with adult survivors of childhood sexual abuse will be covered. The unique needs of CSA survivors will be discussed, and methods for counselor educators to support and teach counselors ways to effectively work with survivors. Specifically, an oppression and relational model will be explored to increase counselors' ability to work within a trauma framework.

**Friday | 4:30 pm – 5:20 pm | 308**

*Education Session | 543*

## **Photovoice as a Teaching Tool for Client/Student Advocacy**

*Joseph Williams, Ph.D.*

This program describes an innovative instructional strategy—photovoice—for teaching counseling students client/student advocacy and presents the results of a brief, open-ended classroom evaluation. The aim of using photovoice is to raise students' critical consciousness levels; provide realistic advocacy experiences, and build the skills and confidence students will need for their future work as counselors. Participants will receive photovoice instructions, rubrics, and student examples and testimonies. Counselor training implications will be discussed.

**Friday | 4:30 pm – 5:20 pm | 309**

*Education Session | 544*

## **The Influence of Spirituality/Religion on Coping for Deployed Military: Examining and Integrating Common Themes into Practice**

*Lisa Jackson-Cherry, Ph.D., William Sterner, Lillian Walker-Shelton & Monica Band*

This presentation will highlight qualitative findings from a

mixed methods study on the influence of spiritual/religion on coping for deployed military. Key themes will be discussed including the role of counseling, family support, S/R issues, mental health, and reintegration. Implications for counselors will be presented, as well as approaches/strategies that can be integrated into clinical work with this population to address concerns/issues arising during the deployment cycle.

**Friday | 4:30 pm – 5:20 pm | 310**

*Education Session | 545*

## **A Dream Deferred: Teaching about DACA and DAPA**

*Mary Waters, Ed.D.*

In this high-energy workshop, participants will learn about President Obama's Executive Actions, DACA (Deferred Action for Childhood Arrivals) and DAPA (Deferred Action for Parental Accountability). In addition, participants will hear the stories of DREAMERS and take away electronic resources to share with their students. Finally, participants will engage in experiential activities that will help them and their students connect more fully with the immigration debate.

**Friday | 4:30 pm – 5:20 pm | 401**

*Education Session | 546*

## **Smart Teaching: Integrating Research-Based Learning Principles into Counselor Education**

*Javier C. Pérez, M.S.*  
As the counselor education profession focuses more on accountability of learning within the classroom, attentions shifts to evidenced-based teaching. Barrio Minton and colleagues (2013) argued for pedagogy that is more grounded in learning theory, and highlighted the sparseness of counselor education literature founded on instructional research. This education session will present seven research-based learning principles outlined by Ambrose and colleagues (2010), and provide strategies for applying these principles in the counselor education classroom.

**Friday | 4:30 pm – 5:20 pm | 402**

*Education Session | 547*

## **ASCA Model: Leading the Way for Culturally Relevant Practice**

*Teresa Fisher, Ph.D., Olamojiba Bamgbose & Lisa Vinson*

Presenters will use a case study to generate discussion on how counselor educators prepare trainees to become agents of social change for K-12 students. Participants will learn how the ASCA model is an effective tool for developing culturally relevant needs assessments, delivering culturally sensitive services, understanding how to create inclusive management plans, and demonstrate equitable accountability. Effective training strategies to incorporate in the ASCA model will be discussed.

**Friday | 4:30 pm – 5:20 pm | 403**

*Education Session | 548*

## **Preparing for Internship: Creating Realistic Site Experiences Using Trained Actors as Clients**

*Christine Ebrahim, Ph.D. & Kristen Dickens*

This presentation will outline an innovative Pre-Practicum course that was designed by the lead presenter to simulate the Practicum and Internship field experience for counseling students. During this required course, students practice using their theory, and practice counseling, conceptualization, consultation, and case presentation skills by creating and running their own mental health agency; their clients, however, are actually trained actors. The presenters, who include the course instructor, and past actors and students, will discuss the course and how it's helped students gain confidence and begin their first semester of field work practicing at a more advanced level.

**Friday | 4:30 pm – 5:20 pm | 406**

*Education Session | 549*

## **The Dark Side of the Rainbow: Ethical and Legal Dilemmas in Teaching Tolerance**

*Mandy Perryman, Ph.D., Jeanne Boot & Kassie Terrell*

The Association for Multicultural Counseling and Development asserts that awareness of one's own cultural values and biases is essential to effective counseling. Implicit in this standard is the responsibility of counselor educators to provide pedagogy that affords opportunities to promote deeper understanding. In this interactive

session, the presenters review challenges in tolerance training, discuss related case studies, in which students struggled with acceptance, and share ideas for experiential activities designed to foster empathy with LGBTQI clients.

**Friday | 4:30 pm – 5:20 pm | 407**

*Education Session | 550*

## **iSupe: Live Supervision Using Today's Technology**

*Angelita Yu, Ph.D.*

iSupe is an app that assists with live supervision using the iPad. Culturally relevant and familiar to both today's student and today's counseling consumers, the iPad is an effective and exciting way to apply synchronous supervision to live observation. The iPad is easy to use and unobtrusive, giving the trainee specific guidance from the supervisor, but also granting considerable autonomy to the supervisee. Best practices for use of iSupe and live supervision will be offered, as well as research findings from use of iSupe with counselors-in-training and with supervisors-in-training. A live demonstration will be given, depicting how iSupe might be used to aid a budding clinician in addressing culture/diversity issues with a client or a budding supervisor in addressing culture/diversity with a supervisee. The audience will have an opportunity to try out iSupe on iPads as well.

**Friday | 4:30 pm – 5:20 pm | 408**

*Education Session | 551*

## **Developing Wisdom in Counselors of the Future: Ignatian Pedagogy Applied to Counselor Education and Supervision**

*Linda Osterlund, Ph.D., John Arman & Jody Huntington*

The counselor's wisdom is identified as the essential ingredient to culturally relevant counseling. The Ignatian pedagogical paradigm (IPP) is a promising avenue for developing wisdom traits in counselors. Cultural relevance and openness to different perspectives is integral to IPP in terms of the use of focused reflection on personal context, and the person's relationship to the world, and the action they take in response to their experience and reflection on that experience. Participant will be able to identify their own character traits of wisdom and the relevance of wisdom in the development of effective, culturally relevant therapeutic relationships. Participants will learn the five components of IPP, and understand how the counselor's

# FRIDAY, OCTOBER 9

knowledge skills and attitudes are developed, as well as wisdom in the self-of-the counselor when the IPP is applied in counselor education. Participants will identify how to apply IPP in their current practice, leadership roles, and counselor education programs.

Friday | 4:30 pm – 5:20 pm | 409

*Education Session | 552*

## **Racial Microaggressions in Counselor Education: Awareness, Prevention and Intervention**

*Caroline O'Hara, Ph.D. & Kyle Brezinski*

Racial microaggressions in counselor education and supervision can be detrimental to student development. This session aims to (a) increase awareness of racial microaggressions in counselor education, (b) educate attendees on the negative effects of racial microaggressions, and (c) teach prevention and intervention strategies. This session will review current literature on microaggressions and explore with attendees the issues that marginalized students face in counselor education.

Friday | 4:30 pm – 5:20 pm | 411

*Education Session | 553*

## **An Experiential Model for Supervisee Development**

*Kristin Vincenzes, Ph.D. & LoriAnn Stretch*

The session utilizes Developmental Supervision Theory and pairs the model's stages with experiential activities supervisors can use to help the supervisee at each developmental level. Participants will engage in experiential activities and will discuss possible adaptations for different developmental stages of supervision. Multicultural and ethical considerations will also be considered.

Friday | 4:30 pm – 5:20 pm | 412

*Education Session | 554*

## **Preplanning for Feedback in Clinical Supervision: Strategies for Removing Barriers and Enhancing Positive Outcomes**

*Tracey Robert, Ph.D. & Diana Hulse*

In this interactive session the presenters will make the case for why preplanning for feedback in clinical supervision is an effective, culturally sensitive way to engage supervisees in discussions about their perspectives and feelings about

receiving feedback. Through discussion, movement activities, and use of the Corrective Feedback Instrument-Revised (CFI-R) and related resources, participants will increase their skills for helping supervisees gain the most from feedback in clinical supervision.

**Roundtable Sessions 4:30 pm – 5:20 pm**

Friday | 4:30 pm – 5:20 pm | Salon A

*Roundtable 1 | 555*

## **Creative Techniques in Group Supervision to Increase Counselors-in-Training Reflexivity**

*Blake Sandusky, Ed.S.*

Creative techniques have the potential to increase discussion and processing of supervisees in group supervision sessions. This session will focus on various creative techniques that are designed to get supervisees more involved in the way they perceive and see their clients. The multicultural aspect of creative techniques will also be discussed.

Friday | 4:30 pm – 5:20 pm | Salon A

*Roundtable 2 | 556*

## **Supervision and Training for Counselors Working with Military Personnel, Veterans and Families: Unique Needs of Individuals Traumatized by Military Experience**

*Barb Andrews, Ph.D.*

The presenter(s) will address some of the unique issues requested by military personnel and families as beneficial to civilian mental health clinicians as crucial to improve effective supervision and counseling when working with military personnel and their families.

Friday | 4:30 pm – 5:20 pm | Salon A

*Roundtable 3 | 557*

## **Culturally Relevant Teaching in a Flipped Classroom**

*Lynne Guillot Miller, Ph.D., Michael Weatherford & Steve Rainey*

Flipped classrooms are becoming more common in higher education. Courses associated with counseling children and adolescents lend themselves well to such a framework. A flipped classroom also has many implications for increasing the cultural relevance of instruction. Presenters will provide information related to the integration of culturally relevant pedagogy with a flipped classroom

structure. Advantages and challenges of flipped classrooms and culturally relevant teaching integration will be described.

**Friday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 4 | 557-1*

## **Teaching as a New Full-Time Faculty Member: The Good, The Bad, and The Ever-Changing...**

*Tamekia Bell, Ph.D.*

Counselor educators have the responsibility of adequately and effectively preparing students for their future roles as counselors and counselor educators. However, recent literature has highlighted the concerns of the preparation of counselor educators in pedagogy and instructional methods. During this session, discussion will center on teaching experiences, challenges and benefits, lessons learned, and how to incorporate best instructional methods a new full-time faculty member. Recent literature about best practices in teaching will be discussed.

**Friday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 5 | 558*

## **Wading Into The Shallow End of the Pool: Helping Counseling Students Build the Competence and Confidence to Incorporate Mindfulness Into Practice**

*Kathy Shoemaker, Ed.S.*

Mindfulness has been compared to a swimming pool; some will immerse themselves and head to the deep end. But a growing body of research suggests significant benefits from simply splashing around in the shallow end of the pool. Many of these benefits are aligned with mental health and school counseling objectives. This session will address ways to help counseling students cultivate a personal mindfulness practice, and build a level of competence and confidence from which to integrate mindfulness techniques into their counseling practices.

**Friday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 6 | 559*

## **Exploring Critical Conscious School Counseling Experience and Strategies for Resisting Oppression**

*Katheryne Leigh, M.Ed.*

What is it like to work in an oppressive institution, like K-12 education, with a developed critical consciousness? Grounded in Critical Race and Relational-Cultural theories, this workshop format presentation will explore

this topic and provide the opportunity for participants to engage in authentic dialogue about their unique experience working in schools. Participants will leave with a clearer understanding of strategies to help balance critical consciousness and self-care while continuing to advocate for their students.

**Friday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 7 | 560*

## **Gatekeeping Practices of Counselor Educators in Master Level Counseling Programs**

*Vanessa Teixeira, M.S.*

Counselor educators are mandated by counseling ethical and accreditation standards to act as gatekeepers for the counseling profession. The process of gatekeeping oftentimes involves remediating students who present with problems of professional competence. Important considerations, challenges, and approaches of the gatekeeping process, including applying culturally appropriate remediation interventions that can be used with students from diverse backgrounds will be discussed.

**Friday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 8 | 561*

## **Beyond the Tremors: What Counselors Should Know about the Mental Health Needs of Clients Diagnosed with Parkinson's Disease**

*Terencio Daunte McGlasson, Ph.D.*

Parkinson's disease (PD) is the second most common neurodegenerative disorder affecting 1-4% of people by age 80 (Black, 2011). However, the co-occurring psychological disorders of PD clients such as depression, anxiety and apathy are significantly underdiagnosed. Professional counselors are uniquely qualified to assist clients with these mental health complications of PD if they have access to the appropriate information. This program seeks first, to create awareness of the unique mental health needs of those who have been diagnosed with Parkinson's disease (PD). Secondly, to serve as a reminder that those who live with somatic disorders and physical disabilities are deserving of cross-cultural consideration and counselor sensitivity. Finally, to provide attendees with vital information that will enable them to provide competent and compassionate care for PD clients.

# FRIDAY, OCTOBER 9

Friday | 4:30 pm – 5:20 pm | Salon A

*Roundtable 9 | 562*

## **What's Holding You Back? Integrating Shame Resilience into the Classroom and the Culture of Academia**

*Jill Nelson, Ph.D., Amber Bach-Gorman  
& Lynae Hemming*

Shame is a concept that is frequently addressed in counseling sessions, yet is rarely spoken about in academic and other professional settings. The cultures of graduate school and academia are ripe for shame to grow and limit peoples' potential. Cultural norms that value productivity, busy-ness, being in control, and being right hamper authentic interactions, self-care, and creativity. Presenters will share how to integrate shame resilience into counseling curriculum and a college climate.

Friday | 4:30 pm – 5:20 pm | Salon B

*Roundtable 1 | 563*

## **Transferring Counselor Education Curriculum Across the Borders: Individualized Learning Needs Of International Counseling Students**

*Elif Balin, Ph.D.*

This presentation highlights the importance of diversifying counselor education curriculum and individualizing the learning activities of international counseling students. Internationalization in the counseling field can be challenged by examining how international students transfer or adapt their education across borders. Through a brief presentation of two case study examples, participants will discuss the strategies to engage students, educators and profession in transforming one's education in more culturally relevant and ethical ways.

Friday | 4:30 pm – 5:20 pm | Salon B

*Roundtable 2 | 564*

## **Integrating Former Religious Cult Identity Status into Counselor Education Pedagogy and Practice**

*Cynthia Matthews, Ph.D. & LaShondra Manning*

Cults or life-encompassing organizations seek to control members' choices & decisions. Survivors can be victims of manipulation, abuse, & exploitation. Approximately 1/3 of counselors will work with former cult members

during their counseling practice. Counselors & Counselor Educators need to understand cult survivor issues & identity development to work effectively with them. Without essential skills/knowledge counselors may harm those already injured by a cult. Power points, case studies, and discussion will be used to advance counselor education pedagogy/practice.

Friday | 4:30 pm – 5:20 pm | Salon B

*Roundtable 3 | 565*

## **Dissertation Advising 101**

*Dana Levitt, Ph.D. & Matthew Shurts*

Although dissertation advisement is a primary responsibility for counselor educators in doctoral programs, few are specifically prepared for this role. Many enter the advising process with an n=1, their own dissertations. The presenters will outline key elements of the dissertation process and strategies for effective advising. Participants at all levels of advising experience will discuss challenges and successes, with a goal of positively engaging with students' individual needs, perspectives, and experiences towards successful dissertation completion.

Friday | 4:30 pm – 5:20 pm | Salon B

*Roundtable 4 | 566*

## **Leadership & Supervision Models for School Counselor Training**

*Theresa Coogan, Ph.D. & Katie Kozak*

Supervision and leadership roles are critical to the development of school counselors. Yet, many master's level school counseling programs do not include formal training in the area of supervision or leadership development. This session will explore models of supervision most relevant for school counseling and discuss strategies for effective leadership development as a part of the graduate training program to support school counselors as future leaders in their field.

Friday | 4:30 pm – 5:20 pm | Salon B

Roundtable 5 | 567

## **Refugee Youth: What do School Counselors in Training Need to Know?**

*Amanda Rumsey, M.A. & Nikki Elston*

Over the past six years, there has been an average of 61,850 refugees resettled in the United States each year. Studies have shown that health and social services tend to be underutilized by this population. School counselors are in the unique position to interact with these students and may therefore be the first to detect and address emotional problems in refugee children at an early age. This program is designed for counselor educators who train school counseling students. The goals of the presentation include: 1) providing an overview of the literature regarding the unique social and emotional issues of refugee populations; 2) reviewing current research on emotional needs of refugee adolescents in the US public schools; and 3) sharing the experiences of current professional school counselors who are working with refugee populations.

Friday | 4:30 pm – 5:20 pm | Salon B

Roundtable 6 | 568

## **Culturally Responsive Supervision: Experiential Pedagogies for Working with International Students**

*Mary Fernandez, Ph.D. & Nesime Can*

Counselor Educators want competent counselors in the field. Our international student population is growing and many students are expected to implement counseling programs upon returning to their home country. Often international students make their needs known in the most subtle ways and at times supervisors may not recognize their needs. Presenters will highlight cultural needs as expressed by international students in a CACREP counseling program. Among the countries represented are India, Indonesia, Korea, Mexico, Portugal, Saudi Arabia, Thailand, Turkey and Venezuela. Presenters will practice the use of experiential pedagogies including role-play to demonstrate a supervision model culturally relevant for international students. Participants will: learn first-hand from international students about challenges experienced in supervision, will increase knowledge to create culturally responsive supervisory environments, and will be able to evaluate a supervision model that encourages the practice of multicultural competencies to address issues of international students.

Friday | 4:30 pm – 5:20 pm | Salon B

Roundtable 7 | 569

## **9-Card Draw: A Creative Framework for Developmentally-Appropriate Facilitation of Practicum Group Supervision**

*Dominique Avery, M.A. & Blaine Reilly*

The 9-card draw supervision framework for Practicum students was designed to address developmental areas of growth, skills, professional identity, multicultural awareness, and anxiety in the beginning student counselor. The presentation will include didactic and experiential activities highlighting the 9-card draw intervention. The presenters will introduce their framework, rationale, relevant group supervision literature, and personal reflections with using this intervention.

Friday | 4:30 pm – 5:20 pm | Salon B

Roundtable 8 | 570

## **Mapping the Diversity of Development: The MAP Model as a Meta-framework for Counseling Research, Practice, Supervision and Education**

*DoHee Kim-Appel, Ph.D. & Jonathan Appel*

Many theories of human development provide a less than comprehensive perception into the mental health functioning. Many scholars argue more diverse, holistic, and integrated approaches to research, assessment, counseling, and supervision are still very much needed. A Multipath Model of Personality (MAP) (Appel & Kim-Appel, 2010) is presented as a meta-perspective for viewing development and mental health functioning with implications for counseling practice, supervision, and education. The assumption of the MAP model includes the notion that personality and development are shaped by the combined forces of evolutionary, biological, situational, mental, cultural, as well as psycho-spiritual processes. This meta-view has significant implications for leadership, practice, supervision, and education in the counseling field.

# FRIDAY, OCTOBER 9

Friday | 4:30 pm – 5:20 pm | Salon B

*Roundtable 9 | 571*

## **Training for Adjunct Faculty in Counseling Programs**

*Pamela Cassellius, Ed.D., Ryan Burkhart & Mark Mayfield*

This informative and interactive education session will discuss how counseling programs can improve training for adjunct faculty within their counseling programs.

## **Poster Sessions 5:15 pm – 5:45 pm**

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

*Poster 1*

## **Ever Been a School Counselor? The Importance of School Counseling Experience for Faculty and Student Supervisors of School Counseling Interns**

*Anita Pool, M.Ed.*

School counseling interns are often paired with faculty or student supervisors who lack school counseling experience. CACREP (2009) Standards suggest that site supervisors should have school counseling experience, however faculty or student supervisors often do not have school counseling experience. This study looked at the supervision experience of school counseling interns. Some had supervisors with school counseling experience other did not. The presentation will share the major themes that emerged and discuss the implications for the supervision of school counseling interns.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

*Poster 2*

## **Building a Suicide-Safer Community in Rural Area: Outcomes of ASIST Training for K-12 School Personnel**

*Laura Shannonhouse, Ph.D. & Yung-Wei Lin*

Suicide, the third leading cause of death for 10-24 year olds, has become a raising mental health concern among young individuals. Due to the shortage of professional counselors, rural schools are in need of innovative suicide intervention and prevention programs to respond to students' suicidal risk. This workshop will introduce how university counselor educators help public schools in rural areas build a suicide-safer community through multiple strategies including trainings, services, and research.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

*Poster 3*

## **Diversity Experiences and Countertransference: Counseling Student Project During Internship**

*Susan Lahey, Ph.D., Peter Wilson, Donald Harvey & Suzie Dukic*

A quantitative examination of counselor self-efficacy and developmental levels provided information that assisted in understanding the FOO experiences of the supervisee. However, an additional qualitative examination was also performed to more closely examine personal reactions to client issues, personal experiences from FOO, and issues related to diversity (Aponte & Carlsen, 2009). This presentation will also be focused on a specific type of counselor training already being provided during internship. This training will focus upon the influence of FOO and countertransference experiences related to the development of the clinician. The main themes of this research are (a) to solidify, in the greater pool of research, the presence of FOO and countertransference research, (b) provide information related to the effectiveness of student awareness of FOO and countertransference themes, as well as (c) provide information to aide supervisors in reducing the potential negative impact of the student's own FOO and countertransference issues on client outcomes.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

*Poster 4*

## **The Relationship Between College Adjustment and Career Exploration: Implications for Career Counseling**

*Tiffany Bordonada, M.S., Jonathan Ohrt & Stacey Olden*

Career exploration is a primary activity for college students, who continue to report that securing a good job is their expected outcome of college attendance. Feldt et al. (2011) suggested that students' ability to adapt to college life may be related to career planning and choice (Feldt, et al., 2011). The purpose of the study was to investigate the relationship between college adjustment and career exploration. Approximately 300 students at a large, 4-year university in the Southwest completed the Career Exploratory Survey (CES-EE & CES-SE; Blustein & Phillips, 1988) and the College Adjustment Test. We will report the results of multiple regression analyses and discuss implications for college and career counselors.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

Poster 5

## **Acculturative Stress, Attachment Style and Coping Strategies of Mainland Chinese International Students in the United States**

*Kaifang Zheng, M.Ed., Ed.S.*

Research showed that mainland Chinese international students, as the largest and fastest-growing international student body in the United States, faced high prevalence of mental health concerns during their acculturation process, but insufficiently demonstrated help-seeking behaviors, such as professional counseling services (Cheung, 2011; Han, Han, Luo, Jacobs, & Jean-Baptiste, 2013). Acculturation, attachment and coping strategies are the three areas of mental health issues of mainland Chinese international students that have been discussed in previous empirical studies. This presentation aims to provide a summary of literature review on acculturation, attachment style and coping strategies of mainland Chinese international students in order to understand them fuller and deeper. This presentation also intends to present research findings related to existing interventions of working with this cultural population, and consciously use resilience and ecological theory to provide conceptualization and indication for addressing the gap of understanding mainland Chinese international students' cultural-specific coping mechanisms in future study.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

Poster 6

## **Psychometric Properties of the Attitudes Towards Erotica Questionnaire and the Sexual Opinion Survey with a Sample of Counseling Professionals**

*Zachary Bloom, M.A.*

The presenters conducted an exploratory factor analysis with the Attitudes Towards Erotica Questionnaire (ATEQ) and the Sexual Opinion Survey (SOS) with a sample of counseling professionals practicing in the state of Florida. This presentation discusses research limitations encountered in the study of human sexuality and delineates the results of our factor analyses.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

Poster 7

## **Crisis counseling in Juarez, Mexico: Implications for Practice and Collaboration**

*Paul Carrola, Ph.D.*

Recent violence in the border region of Juarez has had many mental health consequences related to experienced trauma and vicarious trauma. Although the long-term effects have not yet been fully recognized, the role of mental health counselors seems central to addressing this phenomena. The study that will be presented during this workshop includes in depth interviews with counselors in Juarez, Mexico that focus on training, practice, burnout and supervision. Implications for best practices as well as increased bi-national collaboration will be discussed.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

Poster 8

## **Accreditation, Professional Identity Development, and Professional Competence: A Discriminant Analysis**

*Jaime Castillo, M.S. & Kara Hurt-Avila*

The development of professional identity and professional competence of counselors-in-training are of critical importance in counselor education; however, these topics are usually investigated separately. This research examined the relationship between these two constructs and graduate program accreditation status (CACREP/ non-CACREP) utilizing descriptive discriminant analysis. Summary of findings and implications for counselor education will be discussed.

Friday | 5:15 pm – 5:45 pm | Franklin Hall A

Poster 9

## **The Impact of Service Learning on the Development of Group Facilitation Skills**

*Andrea Bjornestad, Ph.D. & Grace Ann Mims & Matthew Mims*

Service learning provides an opportunity to integrate culturally relevant pedagogy and community service to enhance student growth. The presentation will provide an overview of a service learning project that was implemented in an alternative school setting to encourage the development of group facilitation skills in graduate students. Qualitative content analysis was conducted to determine themes related to the experiences of the graduate students and how the project impacted the

# FRIDAY, OCTOBER 9

development of group facilitation skills. Implications for counselor educators will be given.

**Friday | 5:15 pm – 5:45 pm | Franklin Hall A**

*Poster 10*

## **“As A Counselor, I Treat All Clients Equally”: Addressing Microaggressions in Clinical Supervision**

*Kimberly Mason, M.S., E. Joan Looby & Cheryl Justice*

Microaggressions are deprecating messages directed towards a target population and may be expressed consciously or unconsciously by a supervisee or supervisor. This presentation will discuss findings from a study on microaggressions in clinical supervision. While microaggressions may manifest as intended or unintended language use, ignoring their utterance is therapeutically detrimental to the supervisee, supervisor, and the client.

**Friday | 5:15 pm – 5:45 pm | Franklin Hall A**

*Poster 11*

## **Supporting International Muslim Counseling Students: Challenges and Coping Strategies**

*Yasir Kurt, M.A. & Mehmet Avci*

Cultural background and religious beliefs can contribute to the challenges experienced by and coping strategies used by international Muslim counseling students. The presenters will provide information from a qualitative study of international students to help attendees learn more about these challenges and coping strategies, and the presenters will encourage discussion of how counselor educators and supervisors can assist international Muslim students in being successful in counselor education.

**Friday | 5:15 pm – 5:45 pm | Franklin Hall A**

*Poster 12*

## **Enter the Director: A Practice for Narrative-Based Supervision**

*Shawn Patrick, Ed.D. & John Beckenbach*

Newly developed narrative-based insider witness practices, drawing from the area of performance studies, are lending themselves to useful application in supervision practice. This presentation will explore the use of a Director in a supervisory context for enhancing learning and creating a collaborative supervision experience that includes the client. Attendees will learn about using Directors and be invited to develop methods for applying Directing in

educational/supervision contexts.

**Friday | 5:15 pm – 5:45 pm | Franklin Hall A**

*Poster 13*

## **Counselor Educator’s Guide To Differentiating Instruction: Lessons Learned from Elementary School Teaching**

*Jill Minor, Ed.D. & David Jones*

Have you ever taught a course with 25-30 students in it? Have you ever taught a course with both mental health and school counseling tracks in one class? Have you ever taught a course where the CACREP standards for the course were different for mental health students and school counseling students and they were in the same section? Have you ever taught a course where the students academic needs were so diverse ranging from low to high? Last, do you want to improve student comprehension and retention and find ways to get your students more involved and engaged in the learning process? When a counselor educator reaches out to a student or groups of students varying his or her teaching in order to create the best learning experience possible, that counselor educator is differentiating instruction. Using the work of Carol Ann Tomlinson (2000), the presenters apply the principles and practices in their own work with differentiation in a counselor education program through their various teaching assignments. You are invited to an interactive informational session where you can learn best practices and strategies for aiding in differentiation into your professional teaching.

**Friday | 5:15 pm – 5:45 pm | Franklin Hall A**

*Poster 14*

## **Emotional Numbing in PTSD and Associated Features**

*Weili Lu, Ph.D. & David Brimmer*

Emotional numbing in PTSD refers to “diminished positive affect, including an absence of feelings of love and happiness, and a lack of response to positive environmental events” (Felmingham et al, 2014, p.1). A review of literature suggests that greater emotional numbing increased the likelihood of being diagnosed with a Major Depressive Disorder. Anhedonia increased the likelihood of being diagnosed with anxiety disorders, and the likelihood of being diagnosed with psychotic disorders over and above other PTSD symptom clusters. Findings suggest numbing/dysphoria severity may cause

a higher engagement in health risk behavior, impaired interpersonal function and poorer psychological adjustment and in turn, lead to greater PTSD severity with Iraq and Afghanistan war veterans. Numbing/Dysphoria symptoms need to be taken into consideration during treatment of PTSD and appropriate interventions utilized to improve emotional regulation and interpersonal/social functioning. Findings suggest association with affective symptoms over all, i.e., depression and anxiety, as well as trauma related cognitions concerning negative self-schemata and negative cognitions about world.

**Friday | 5:15 pm – 5:45 pm | Franklin Hall A**

*Poster 15*

### **Clinical Supervisors and the Formation of Professional Identity in Supervisees**

*Daniel Cruikshanks, Ph.D. & Stephanie Burns*

We researched four questions from a national sample of state licensed counselor supervisees: (a) Are supervisors meeting the state law requirements for supervision? (b) Do supervisors demonstrate professional identity behaviors? (c) Do supervisors encourage the supervisee's professional identity? and (d) Do supervisee characteristics impact survey responses? This poster presentation will discuss the results of the survey, implications for practice, and offer potential action steps to consider.

**Friday | 5:15 pm – 5:45 pm | Franklin Hall A**

*Poster 16* **CAREER LINK**

### **African American Males in Counselor Education: Courageous Conversations**

*Shon Smith, Ed.D., Michael Brooks, Kent Butler, Keith Dempsey & Linwood Vereen*

African American males will share lived experiences in their positions as professors, administrators, mentors and leaders in Counselor Education. For them, systemic and often invisible barriers to advancement exist within the subjective walls of Academe. Inclusion, social justice and multicultural competencies must be woven into the fabric of higher education organizational culture transforming practices that may otherwise marginalize African American men. Mentoring and advocacy strategies, as well as protective factors that support success in higher education will be discussed. Attendees will have opportunity for reflection, questions and answers. An increased level of awareness along with a call to action will be the challenge presented.





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# SATURDAY, OCTOBER 10

Saturday | 7:00 am – 5:00 pm | Foyer of Franklin Hall  
**A Registration**

Saturday | 8:00 am – 8:50 am | Salon D  
**NCDA Presidential Session: Promoting the Connection between Career Development and Mental Health Issues in Counselor Preparation**

*Varunee Faii Sangganjanavanich, Ph.D., Melinda M. Gibbons, Tom Dodson, Natalya A. Lindo, Jennifer J. Del Corso, Fay Roseman, Mei Tang & Chippewa Thomas*

There is a need for a more holistic approach to preparing future counselors to understand the connection between one's career development and mental health. However, the current literature is lacking practical suggestions and strategies for counselor educators in training future counselors to address career development and mental health issues in tandem. A panel of experts will discuss practical strategies for counselor educators to promote future counselors' competencies in addressing one's career development and mental health issues in counselor preparation.

Saturday | 10:00 am – 10:50 am | Salon D  
**NBCC International Special Session : Culturally Relevant Professionalization**  
**Wendi K. Schweiger, Ph.D. And Andreea Szilagyi**  
NBCC International and the European Board for Certified Counselors were established to strengthen the global development of the counseling profession. NBCC-I and EBCC collaborate with international partners to promote counseling by offering various certifications and mental health training programs. The presenters will provide an overview of their international initiatives and discuss involvement opportunities.

Saturday | 10:00 am – 10:50 am | Salon C  
**Basic Career Link Mini-Presentation: Weighing the Pros and Cons: Deciding Just What You're Looking for in a Job Search**  
*Mike Mariska, Ph.D.*

Saturday | 11:00 am – 11:45 am | Salon C  
**Basic Career Link Mini-Presentation: How to Parlay Your Phone Interview to an On Campus Interview**  
*Pam Wells, Ph.D. & Richard Cleveland*

Saturday | 12:00 pm – 12:50 pm | Salons E & F  
**ACES Awards Luncheon**

Saturday | 1:30 pm – 2:20 pm | 415  
**Philadelphia Mural Project Presentation**  
*Laure E. Biron, LSW, MSS, MLSP, MFA, Director of the Porch Light Program*

Learn more about ways the City of Philadelphia Mural Arts Program transforms both the city landscape and the lives of its citizens who experience mental health challenges. Laure Biron will discuss how the program creates a team of artists, service providers, program participants, community members, and city-wide stakeholders to catalyze positive changes in the community, develop skills to enhance resilience and recovery, promote community and social inclusion, shed light on challenges faced by those with behavioral health issues, reduce stigma, and encourage empathy.

Saturday | 1:30 pm – 4:30 pm | Salon C  
**Career Link University Talks**

## Poster Sessions 8:00 am – 8:30 am

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 2

### **Learning Group Work: An Analysis of Course Design and Outcomes**

*Heather L. Smith, Ph.D.*

Culturally relevant group leadership requires regular examination of epistemology. This poster presentation will demonstrate how one course and one professor actually improved learning assessment and outcomes when Eriksen and Bruck's (2011) constructivist developmental education design was implemented for a group counseling course. The poster will highlight: 1) an analysis of one professor's course design changes during 16 course offerings, 2) assessment and outcome data of student learning, and 3) changes in student learning coinciding with changes in course design.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 3

### **Transformative Experiences of a Travel Study: Perspectives from a Professor and a Student**

*Jo Hittner, Ph.D. & Jennifer Gess*

Presenters will share the results of their multicultural experiences through their travel study abroad to Antigua, Guatemala. Utilizing autoethnographic research, the presenters will discuss how this experience changed their lives. They will describe various activities with which they were involved, and the challenges and opportunities this travel study provided. The presentation will include suggestions for future travel study experiences.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 3

### **Counselor Trainees' Level of Emotional Intelligence, Empathy, and Perceived Stress: Findings from an Exploratory Research Investigation conducted at Multiple Counselor Education Programs**

*Patrick Mullen, Ph.D., Daniel Gutierrez & Jesse Fox*

Emotional Intelligence (EQ) is related to fundamental counseling skills (e.g., ability to reflect feeling, self-awareness) taught in most preparation programs. Yet, there is limited research that describes EQ's relationship to other counselor qualities. Therefore, this poster

presentation articulates the findings from an exploratory research investigation conducted across multiple counselor education programs that examines the relationship between counseling trainees' EQ, empathy, perceived stress, and demographic characteristics.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 5

### **Project TEAM: Enhancing School Climate and Creating Student Leaders Through Culturally Relevant Research-Based Intervention**

*Angeline Felber, M.A., JoLynn Carney, Richard Hazler, James Geckler, Javier Casado Pérez, Hyungyung Joo, Linsey Covert & Qu Chen*

Counselor Educators often discuss the need to implement programs in school settings, and school districts often tout the need to implement empirically supported school programs. Project TEAM is the answer to bridging research and practice! Project TEAM is a school-wide, research-based program that creates a whole school climate change by uniting every person in the school to work toward common goals by daily reinforcing of the six foundations of Project TEAM. You will learn about these six foundations as well as how Project TEAM is being implemented in school settings.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 6

### **Embracing Our Techno-Geekiness: Using Technology to Improve Counselor Self-Efficacy During Practicum**

*John Super, Ph.D.*

While the CACREP standards are specific on the requirements for practicum and internship, there is greater ambiguity in how to effectively accomplish these standards and develop counselors with self-efficacy. This poster will present the results of a quasi-experimental study that explored if the use of technology affected counselor self-efficacy during a practicum experience. Technology is a medium equalizing today's culture and better understanding the impact of technology on counselor education impacts the pedagogy and practice of counselor education for future students.

# SATURDAY, OCTOBER 10

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 7

## **Supervising Trauma Counselors: Developmental and Relational Needs of New Counselors**

*Ann Friesema, M.A.*

Supervising trauma counselors requires attention to a variety of developmental and relational needs of the counselor. Novice counselors benefit from clinical supervision focusing on an understanding of skills integration, trauma theory, and the impact of trauma work. This presentation will review strategies for assessment of developmental needs, strategies for creating positive working alliances, and methods for addressing symptoms of vicarious trauma in supervision.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 8 **CAREER LINK**

## **“Old School” vs “New School”: Examining Differences and Exploring Benefits of Both Traditional and Modern Teaching Pedagogies Used in Counselor Education**

*April Robinson, M.A., Orawan Quansri & Deborah Chiles*

There are stark difference in pedagogical training, strategies, and styles of educators birthed into the professoriate within the last 10-15 years vs those from periods earlier than 10-15 years ago. This program allows for the re-examination of both historic traditional and contemporary methods of teaching, which have been established by research findings, recognized as best practices, and implemented by many successful, world-renown, revered teachers. The goal is to re-engage counselor educators with more research supported options for integration with currently trending methods.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 9

## **Addressing Contemporary Mental Health Issues of African American Muslims: Implications for Counselor Preparation, Cultural Competence and Professional Development**

*Malik Raheem, Ed.D.*

The purpose of this poster session is to provide strategies for counselors and counselors-in-training when attempting to establish a therapeutic relationship with

African American Muslims. This poster session will also discuss some contemporary mental health issues with African American Muslims. Counselor Educators and Supervisors will also benefit with strategies on educating and training.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 10

## **Vicarious Trauma Prevention: Culturally Relevant Pedagogy for Training Rural Mental Health Counselors**

*Grace Mims, Ph.D., Marissa Fye & Douglas Tillman*

Vicarious trauma can lead to compassion fatigue, burnout, high turnover rates, ethical violations, and decreased quality of mental health care. This educational presentation will address the implications of vicarious trauma and the need to teach rural mental health counseling students about prevention and self care. Participants will have the opportunity to demonstrate their knowledge during the presentation through interactive and narrative based experiential activities that they can use in their own classrooms.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 11

## **Career Counseling Considerations for LGBT College Students**

*Hansori Jang, M.A. & Carol Smith*

LGBT college students experience difficulties that may influence their career development. Specifically, LGBT individuals who suffer from a low level of social support, and have limited exposure to career role models, may face challenges in the fully developing their careers. This study explores the relationships between social support network, school environment, career role models and LGBT individuals' career decision making. In addition, this article provides considerations for those working with career development of LGBT students.

Saturday | 8:00 am – 8:30 am | Franklin Hall A

Poster 12

## **Teaching Counseling Research to Culturally Diverse Counseling Students: Results of an Action Research Study**

*Sabina de Vries, Ph.D., Mary Mayorga & Tracey Calley*

The program will present findings of an Action Research study that focused on students' educational

needs pertaining to counseling research course work. Participants will gain knowledge pertaining to CACREP requirements for counseling research courses and integration of action research into their classrooms in order to better serve diverse students' learning needs. Participants will also gain knowledge pertaining to andragogy (science of adult education) and its intersection with diversity in today's counselor education classrooms.

**Saturday | 8:00 am – 8:30 am | Franklin Hall A**

*Poster 13*

### **The Counselor Competencies Scale-Revised (CCS-R): new Research and Practical Implications**

*Glenn Lambie, Ph.D., Patrick R. Mullen & Ashley W. Blount*

The Counselor Competencies Scale—Revised (CCS-R) is an instrument that was developed to evaluate counselor competencies in a comprehensive fashion (counseling skills and therapeutic relationship, professional dispositions and behaviors). The goals for this presentation including (a) introducing the CCS-R, (b) reviewing research results examining the CCS-R with a sample of counselor education students (N = 1070 completed assessments), and (c) offering practical implications for counselor educators and supervisors regarding the use of the CCS-R.

**Saturday | 8:00 am – 8:30 am | Franklin Hall A**

*Poster 15* **CAREER LINK**

### **Promoting Advocacy Competencies of School Counselor Trainees: Pedagogical Strategies for Advocating on the Meso and Macro Levels**

*Matthew Beck, M.S. & Erin Lane*

Limited school counseling research exists that examines the lived experiences of school counselor advocates at the state or national level. Facilitators will share results from a current qualitative research project that explores the narratives of ASCA School Counselor of the Year Finalists and their participation in national legislative advocacy efforts. This session will also allow participants to share pedagogical activities for school counseling training programs that incorporate advocacy-oriented activities and how programs align curriculum to meet the CACREP advocacy standards.

**Saturday | 8:00 am – 8:30 am | Franklin Hall A**

*Poster 15*

### **ACTualizing Self-Care Through Mindful Modeling and Student Engagement**

*Lori Soli, Ph.D.*

This session will introduce self-care strategies based on Acceptance and Commitment Therapy (ACT) practices which can be modeled by counselor educators and implemented in a counselor education program to teach self-care. Participants will engage in three ACT based practices promoting self-care, discuss an ACT based self-care program for students, and dialogue about opportunities for implementing ACT practices in their own self care and teaching.

**Saturday | 8:00 am – 8:30 am | Franklin Hall A**

*Poster 16*

### **Service Learning in Counseling Across the Lifespan**

*Kristi Lee, Ph.D. & Daniel Kelley-Petersen*

Counselor Educators are called to prepare counseling students as social justice advocates. How to effectively do this is unclear, but service learning could offer a potential strategy. Service learning is a pedagogical strategy that combines conceptual learning in the classroom with meaningful service that aims to meet a community felt need (Kezar & Rhoads, 2001; Kronick, 2007). This presentation will report the findings of a qualitative study focused on counseling students' experiences in project-based service learning embedded in Counseling Across the Lifespan.

# SATURDAY, OCTOBER 10

## Education Sessions 8:00 am – 8:50 am

Saturday | 8:00 am – 8:50 am | 302

*Education Session | 572*

### **Leadership Training in Counselor Education**

*Mary Hermann, Ph.D., Amy Armstrong  
& Donna Dockery*

Counselors are often leaders in their workplaces and/or communities. This program will explore training methods for developing counseling students' leadership skills. Training methods highlighted will focus on authentic leadership and describe activities such as identifying core values and personal vision; reflecting on communication, problem-solving, and decision-making skills; strengthening leadership skills; and promoting work/life balance.

Saturday | 8:00 am – 8:50 am | 303

*Education Session | 573*

### **Emancipatory Communitarianism: Extending Postmodern Philosophy into Culturally Relevant Pedagogy and Practice**

*Colette Dollarhide, Ed.D., Todd Gibbs, Sean Gorby,  
J.P. Oehrtman & Allisha Berendts*

Culturally relevant pedagogy and practices should focus on empowering students and teaching them about self-authorship, transformational learning, and professional identity development. Using Prilleltensky's (1997) concept of emancipatory communitarianism, culturally relevant pedagogical strategies and practices will be presented as a counter to modernistic practices promoted by accreditation efforts. Participants will be engaged in brainstorming possible ways to infuse emancipatory communitarianism into their programs, classrooms, and supervision.

Saturday | 8:00 am – 8:50 am | 304

*Education Session | 574*

### **Enhancing the Neuroplasticity of Counseling Students and Supervisees**

*Lennis Echterling, Ph.D.*

Based on recent findings in social neuroscience, this program describes strategies for promoting neural growth in counseling students and supervisees. These neuro-minded practices include offering empathic attunement, promoting emotional regulation, integrating affect and cognition, and co-constructing student narratives of self-

reflection and transformation. The format of the program involves brief lectures, demonstrations, and experiential activities. Participants receive handouts containing recommended readings and online resources.

Saturday | 8:00 am – 8:50 am | 305

*Education Session | 575*

### **Reel Diagnosis: Using Movies to Teach DSM and Diagnosis**

*Samuel Gladding, M.D., M.A.*

Learning through viewing can be as effective, if not more so, than learning through hearing. This session will show how movies can be used successfully to teach some of the diagnostic categories in the DSM-5. It will demonstrate how a one semester course using movies and excerpts from movies can help graduate counseling students master the subtle as well as overt nature of mental health and mental illness. Some of the movies that will be demonstrated as diagnosis-specific include those focused on psychosis, depression, mania, panic disorder, and abuse. Ways the films are used to facilitate student learning and lessons learned from using films in this way will be highlighted.

Saturday | 8:00 am – 8:50 am | 306

*Education Session | 576*

### **Assessing Change: Purposefully Infusing a Multicultural Growth Framework in Counselor Education**

*Azra Karajic Siwiec, Ph.D., Ruthann Anderson, Carrie VanMeter, Tiffany Peets & Linda Barclay*

Multicultural development of counselors-in-training enhances treatment. This session will explore a student developmental assessment process. The presenters will introduce the rationale behind the assessment approach, examine developmental themes, and discuss strategies to increase multicultural growth. The usefulness of student assessment will be explored through examples and discussion. Attendees will leave with strategies to facilitate multicultural learning in their own students.

**Saturday | 8:00 am – 8:50 am | 307**

*Education Session | 577*

## **A Christian, a Jew and a Muslim Walk Into a Bar: Exploring Perceptions of Religion Among Counseling Students**

*Dareen Basma, M.S. & Breanna Banks*

In a multicultural counseling course, religion and spirituality were identified as one of the more prominent struggles for students to work with. While some struggled to work with individuals who identify as atheist and agnostic, others struggled with individuals who presented as firm theists. This presentation will review perceptions of religion/spirituality found among students and identify the role counselor educators play in encouraging counseling students to further explore their attitudes toward religion.

**Saturday | 8:00 am – 8:50 am | 308**

*Education Session | 578*

## **ACES Supervision Task Force Initiative**

*Kim Desmond, Ph.D.*

The ACES Supervision Initiative is charged with making recommendations to the Executive Board on ways to attract, serve, learn from, and retain site supervisors into ACES. The presentation will focus on the work of the committee including a developed needs assessment of supervisors from various specialties including clinical mental health counseling and school counseling. From the results of the needs assessment ACES will explore ways to meet the needs of site supervisors and ultimately integrate these professionals into the ACES professional community (i.e. conference program, interest networks, web-site resources, other member services) so that both groups will benefit from the strengthened relationship.

**Saturday | 8:00 am – 8:50 am | 309**

*Education Session | 579*

## **Evaluating Counseling Services: The Increasing Demand to Demonstrate Outcomes of Services Provided to Clients**

*Venita Rawal, M.A.*

Evaluating outcomes of counseling services is a task that counselors often have to complete as part of their responsibilities, especially in schools (K-higher education) and nonprofit agencies. A good evaluation plan can help programs gain funding and can also help counselors improve services being provided to clients. In this interactive session, participants will discuss how they can

prepare counselors to evaluate counseling services in an ethical and culturally responsive manner.

**Saturday | 8:00 am – 8:50 am | 310**

*Education Session | 580*

## **Innovative Pedagogical Strategies for Leading Online Counselor Education Students Into the Culture of Professional Comportment**

*Jason King, Ph.D.*

Counselor education programs are charged with evaluating student academic performance, professional dispositions, and personal growth. This workshop empowers counselor educators with pedagogical practices when their systematic developmental assessment of student progress identifies personal concerns that have the potential to affect professional competency. This workshop highlights the salient culture of professional comportment and provides attendees with evidence-based student remediation practices that adhere to accreditation standards and ethical codes.

**Saturday | 8:00 am – 8:50 am | 401**

*Education Session | 581*

## **What's not to "Like"? Using Technology to Support 21st Century Pedagogy and Research Practices**

*Elizabeth Villares, Ph.D.*

This interactive presentation will introduce counselor educators, school counselors, and counselors-in-training to technological innovations to enhance communication, collaboration with researcher partners, program implementation, data collection efficiency, and dissemination strategies. Participants will become familiar with classroom interventions, web-resources, and social media tools that will take your counseling programs, presentations, and research projects into the 21st century. Bring your laptop or tablet and discover how specific technology strategies can enhance your pedagogy and evidence-based counseling skills and practices.

# SATURDAY, OCTOBER 10

Saturday | 8:00 am – 8:50 am | 402

*Education Session | 583*

## **Does Location Really Matter?: Rural and Urban Health of LGBTQ**

*Rob McKinney, M.S. & Zachary Ratchesen*

Does the place of one's residency matter? Members of the LGBTQ community may answer with a resounding "yes". LGBTQ clients may face various challenges related to overall wellbeing depending upon their rural or urban residency. Presenters will expand attendees' understanding on LGBTQ issues related to residency, highlight both favorable and detrimental factors in regards to residency, and explore practical considerations for pedagogical and clinical practice in respect to LGBTQ.

Saturday | 8:00 am – 8:50 am | 403

*Education Session | 584*

## **Demystifying Humanistic Pedagogy: Strategies for Implementation in Accordance to CACREP Standards**

*Dee Ray, Ph.D., LaKaavia Taylor & Brittany Wilson*

Academic settings are comprised of students with diverse learning styles that may be served effectively through humanistic philosophy. The goal of this session is to provide counselor educators with tools to implement humanistic principles into classroom pedagogy. Presenters offer specific tools for implementation into CACREP curricula, including rubric and evaluation methods.

Saturday | 8:00 am – 8:50 am | 406

*Education Session | 585*

## **Cultural Diversity in Practice: Understanding Counselor Identity and Doctoral Students Experiences of Spirituality and Religion**

*Hailey N. Martinez, M.A. & LynnBohecker*

The results of this study provides counselor educators and doctoral students specific information to increase awareness, insight and normalize the experiences of doctoral students in relation to their religious/spiritual values and beliefs. Cultural diversity was a major part of the experience being gleaned from this research. It is the participants/researchers' hope this study and related discussion will aid in promoting cultural awareness, demonstrating how pedagogy can be put into practice.

Saturday | 8:00 am – 8:50 am | 407

*Education Session | 586*

## **Developing a Multiculturally-Responsive Pedagogical Practice: Creative and Inclusive Teaching Strategies for Counselor Educators**

*HayleyStulmaker, Ph.D., Kimberly Jayne & Katherine Purswell*

Counselor education programs are becoming more and more diverse, prompting counselor educators to transform their teaching styles to be more inclusive. The presenters will help participants find news ways to respond to students from a variety of multicultural backgrounds. The presenters will facilitate participants' development of new skills related to understanding others' experiences and responding in ways that are appropriate given students' increasingly diverse contexts.

Saturday | 8:00 am – 8:50 am | 408

*Education Session | 587*

## **Spirituality: A Missing Piece of the Cultural Competency Puzzle**

*Johnny LaLonde, M.A. & Chris Cleaver*

Spirituality is an important part of the lives of many clients, yet often overlooked in counselor education and in counseling practice. This program will provide steps for addressing spirituality and religion and thus develop greater multicultural competency. Participants will be invited to explore vignettes in light of the ASERVIC Core Competencies, which will include examples relevant to counselor education and counseling practice. The aim will be to increase multicultural competency that is inclusive of the spiritual and religious beliefs and practices of clients.

Saturday | 8:00 am – 8:50 am | 409

*Education Session | 588*

## **The Social Brain (or, How Neuroscientists are Discovering What Counselors Already Know)**

*Sandra Lopez-Baez, Ph.D., Thomas Conklin, Kathy Shoemaker & Marie Daverio*

Counseling is a healing art informed by science. This education session presents the latest research on "the social brain," with an emphasis on how neuroscientific research is identifying how interpersonal communication shapes our neural circuitry. Insights gained in the presentation will help counselor educators to understand the biological "whys" which underlie the humanistic, culturally-sensitive techniques they teach. Participants will understand

current and future trends in neuroscience research, and use this knowledge to prepare future generations of healers.

**Saturday | 8:00 am – 8:50 am | 411**

*Education Session | 589*

## **Advanced Counseling Interventions: Incorporating Geriatric Specific Needs into Master's Level Curriculum**

*Lisa Zimmerman, M.S. & Matthew Bundick*

Every 7.5 seconds a Baby Boomer turns 60 years old. As Counselor Educators, it is our ethical obligation to prepare master's level counseling students with the knowledge, skills and abilities to practice with this rapidly growing population. This educational session will advocate and raise awareness for this underrepresented population and provide evidence based counseling approaches for treating geriatric clients.

**Saturday | 8:00 am – 8:50 am | 412**

*Education Session | 590*

## **“Getting Down and Dirty:” Frank Discussions in Counselor Education and Supervision About Sexual Attraction and Sexual Boundary Violations**

*Bridgette Schossow, M.A. & Adrienne Baggs*

Sexual boundaries are one of the most frequent causes for disciplinary action, yet cited as one of the least discussed topics in supervision and training programs. “Getting down and dirty” through frank discussions in supervision and education about sexual attraction and sexual boundary violations, session participants will gain culturally responsive tools and strategies to address countertransference with counselors-in-training.

## **Roundtable Sessions 8:00 am – 8:50 am**

**Saturday | 8:00 am – 8:50 am | Salon A**

*Roundtable 1 | 591*

## **Using Global Experiential Learning to Teach Social Justice and Social/Political Advocacy in Counselor Education**

*Sandy Gibson, Ph.D., Stuart Roe & Mark Woodford*

As the WHO and the GHI endorse the decriminalization of drug use as best practice in addressing the epidemic of addiction, our Department now offers 3 blended-learning addictions courses in Portugal. The goal is for students

to recognize the social justice implications of American drug policies and become more globally aware of social and political alternatives. They are offered experiential opportunities, such as meeting with individuals instrumental in creating this shift to decriminalization and learning from their advocacy efforts to promote this form of social justice.

**Saturday | 8:00 am – 8:50 am | Salon A**

*Roundtable 2 | 592*

## **Counselor Socio-Political Awareness Development Through a Cultural Immersion Experience**

*Katheryne Leigh, M.Ed., Kevin Tate, Jennifer Culver  
& Brian Hutchison*

This presentation explores the experiences of counselors engaged in a cultural immersion program at a mid-sized university in the Midwestern United States. Further we explore how counselor education programs can expand their education to include the surrounding community, and in return foster cultural consciousness that promotes action. The audience will be able to engage in authentic dialogue with colleagues, and walk away with a greater understanding of the importance of action within cultural competency and how to implement such programming into their own programs.

**Saturday | 8:00 am – 8:50 am | Salon A**

*Roundtable 3 | 593*

## **Who is the Sport Counselor? Defining Ourselves and Our Future.”**

*Stephen Hebard, Ph.D.*

This roundtable will allow for a discussion of new directions for counseling research and advocacy with athletes. The researcher/presenter will share the results of a Delphi methodology in which an expert panel came to consensus on sport counseling competencies. Participants will take an active role in discussing future directions for research, practice, and advocacy for counselors who desire an identity among other mental health professionals working with athletic populations.

# SATURDAY, OCTOBER 10

Saturday | 8:00 am – 8:50 am | Salon A

Roundtable 4 | 594

## **Yikes, I'm teaching that? Engaging Students in Challenging Courses**

*Karen Decker, Ph.D., Michelle Hinkle, LaShauna Dean & Paula Danzinger*

This roundtable discussion will provide an opportunity to learn and share ideas for engaging students across the counselor education curriculum with specific focus on courses that are viewed as most challenging. Presenters will review evidenced based practices to engage students in the learning process and invite attendees to share their own strategies. Discussion will also focus on how student engagement can and create an environment that reduces social barriers and privilege in the classroom.

Saturday | 8:00 am – 8:50 am | Salon A

Roundtable 5 | 595 **CAREER LINK**

## **Faculty Mentoring in Counselor Education: Guiding Culturally Relevant Leaders**

*Amber Randolph, Ph.D. & Cathleen Paterno*

This round table presentation will address how mentoring can facilitate career success in counselor education. Professional literature and the results of a counselor education mentorship survey will be discussed. The personal experiences of the presenters, who have engaged in a mentoring relationship for three years, will also be shared. Participants in all career stages will benefit from discussing how mentorship can help to guide culturally relevant leaders in counselor education.

Saturday | 8:00 am – 8:50 am | Salon A

Roundtable 6 | 596

## **Briding the Gap: A Proposed Model for Infusing Multicultural Considerations into Counselor Education and Supervision**

*Liz Ener, M.A. & Brittany Wilson*

Although counseling standards stress the importance of infusing multicultural competencies into counselor preparation, counselors-in-training often struggle with how to put this knowledge into practice. Currently no formal or consistent model exists to critique theoretical approaches through a multicultural lens. A proposed 3 phase model will be presented designed to assist counselors-in-training to critically examine the Groundwork, Implementation, and Advancement of counseling theory through a multicultural lens.

Saturday | 8:00 am – 8:50 am | Salon A

Roundtable 7 | 597

## **Preparing to "Go There": Cultural and Ethical Considerations for Addressing HIV/AIDS in Counselor Education**

*Richelle Joe, M.S., David Ford & Tiffany Hairston*

People living with HIV/AIDS are often underserved and in need of psychosocial support from counseling professionals. This roundtable session will explore the needs of this population with an emphasis on the unique cultural and ethical considerations of HIV/AIDS. The session will address the intersections of multiple cultural factors and allow for discussion of the social determinants of HIV/AIDS, mental health disparities, and the ethical challenges of HIV/AIDS given the ethical standards of the American Counseling Association.

Saturday | 8:00 am – 8:50 am | Salon A

Roundtable 8 | 598

## **Client and Counselor Perception of Multicultural Competence**

*Jessica Gonzalez, M.A.*

Professional counseling organizations such as The American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) suggest counselors need to be culturally competent and have the ability to form a working alliance with their clients. However, there is a lack of empirical evidence on how multicultural competencies and the working alliance relate to client psychological well being. The presenter will facilitate a discussion based on the results from a current empirical investigation on clients' perspectives of their counselors' multicultural competence in relation to client outcome. The presenter will engage participants in conversation about how clients' perceptions can be incorporated into clinical implications.

Saturday | 8:00 am – 8:50 am | Salon A

Roundtable 9 | 599

## **Crossing Borders: International Perspectives on Cross-cultural Clinical Supervision and Counseling**

*Davide Mariotti, M.S., Kathryn P. Alessandria & Kevin Snow*

Technological advances have made cross-cultural communication available at our fingertips. Join us to

discuss how an Italian and an Italian American supervisor have balanced bracketing their cultural perspectives to meet the needs of their supervisees. We will share our successes and challenges with providing and receiving supervision across our non-native cultures and languages. Case examples will be used to illustrate the role of culture in supervision. Implications for the globalization of the counseling profession will be discussed.

**Saturday | 8:00 am – 8:50 am | Salon B**

*Roundtable 1 | 600*

### **The Ugly Duckling: Journey of Professional Development and Identity Transition**

*Carol A. Sommer, Ph.D., Ashley Nicole Brooks, Jan Parker & Karin Thompson Van Horn*

The transition from master's level counseling student or counseling professional to doctoral student in counselor education is both a small step and a grand leap. In this presentation, The Ugly Duckling serves as a backdrop for new doctoral students to discuss concerns, frustrations, and self-doubt as well as personal insight that leads to positive confirmation in terms of professional identity development. Audience members will be asked to share their stories and insights. This presentation will be helpful for doctoral students and the counselor educators who guide them.

**Saturday | 8:00 am – 8:50 am | Salon B**

*Roundtable 2 | 601*

### **Teaching Culturally Relevant Core Counseling Skills: Child Centered Play Therapy Skills for Beginning Counseling Students**

*Kim Coggins, M.A. & R. Paul Maddox II*

This session provides an overview of the philosophy and techniques of child-centered play therapy (CCPT) and explores how CCPT skills translate to clients of all ages and cultures. CCPT skills can assist counselor educators in teaching beginning students counseling components such as establishing a therapeutic relationship, pacing the counseling session, and reflecting content and feelings. Participants will explore benefits of incorporating the teaching of CCPT skills to beginning counselors.

**Saturday | 8:00 am – 8:50 am | Salon B**

*Roundtable 3 | 602*

### **“I Had No Idea That There Were Models of Supervision”: Exploring Experiences of School Counseling Site Supervisors in a Supervision Training Program**

*Clare Merlin, M.Ed. & Sharon Kim*

Because research suggests that school counselors rarely receive supervision training, the William & Mary Clinical Faculty Site Supervision Training Program was created in 2013 to train school counselors in clinical supervision. In this unique program, school counselors attend a series of workshops about the supervisory relationship, supervision models, and multicultural considerations. This presentation will highlight the findings of a phenomenological study exploring experiences of program participants. Attendees will learn how to create similar programs at their institutions, as well as possible participant experiences.

**Saturday | 8:00 am – 8:50 am | Salon B**

*Roundtable 4 | 603*

### **Exploring Cultural factors in Supervision**

*Dana Isawi, M.A*

Training culturally competent counselors is advocated by many scholars (e.g. Sue, Arredondo, & McDavis, 1992; Toporek, 2001) in response to the diversification of the U.S. population and the student body by providing training that prepares counselors from different cultural groups to work effectively with the diversity represented by their clients (Dickson, Argus-Calvo, & Tafoya, 2010). Efforts in the mental health field are being made to enhance multicultural counseling competencies of counselors through program accreditation and training programs. The objectives of this presentation are to: (1) present background information on multicultural supervision in the university setting (2) explore factors that create a culturally responsive supervision experience (3) and present culturally competent supervision framework. The presenter will raise awareness and provide knowledge on multicultural supervisory working alliance through a roundtable session.

# SATURDAY, OCTOBER 10

Saturday | 8:00 am – 8:50 am | Salon B

Roundtable 5 | 604

## **Looking in the Mirror: Self-Supervision Training for Beginning Counselors**

*Angelia Dickens, Ph.D., Konja Klepper & Mindy Heher*

Self-supervision is a valuable tool that provides counselors opportunities for self-discovery and professional development. This session will allow participants opportunities to explore self-supervision models as well as discuss ethical and multicultural issues related to the self-supervision process. Upon completion of the session, participants will have what they need to develop an effective self-supervision plan of their own.

Saturday | 8:00 am – 8:50 am | Salon B

Roundtable 7 | 605

## **The Wounded Healer: Strategies for Counselors who Respond to Violence in Schools and Communities**

*Wendy Greenidge, Ph.D., Deidra Byas & Susan Hurley*

Experience demonstrates and research supports the notion that counselors who provide crisis intervention and disaster management services experience a combination of positive and negative personal and professional reactions. When subjected to long periods of stress, the burnout process diminishes the effective functioning of professionals. This presentation will provide participants with ready-to-use techniques and strategies to identify, manage and prevent compassion fatigue.

Saturday | 8:00 am – 8:50 am | Salon B

Roundtable 8 | 606

## **The Impact of Live Supervision on Counselor Self-Disclosure**

*Matt Tis, M.A.*

Counselor self-disclosure can be a powerful tool when used in an appropriate and culturally competent manner. However, live supervision may dissuade its use due to the disclosure being made not only to the client, but also to the counselor's peers and supervisors. The confidentiality that protects the client does not extend to the counselor, whose disclosure could be held against him/her by peers or supervisors, and could lead to remediation or even dismissal from a program. Through a roundtable discussion, this program hopes to begin the conversation about this controversial issue.

Saturday | 8:00 am – 8:50 am | Salon B

Roundtable 9 | 607

## **Developmentally & Culturally Appropriate Practice (DCAP) in Early Childhood School Counseling Programs**

*Sadiqa Long, M.A.*

School counselors are limited in early childhood programs; however, when counselors are placed with this population they must understand the developmental aspects of these students. The American School Counselor Association (ASAC) and The National Association for the Education of Young Children (NAEYC) have frameworks that guide school counseling and promote developmentally appropriate ways to teach young children. By using these frameworks in a collaborative manner, school counselors can develop appropriately based social and emotional counseling techniques and programs to support student learning and social/emotional development.

## **Symposia Sessions 8:00 am – 9:20 am**

### **Innovative Gatekeeping Practices**

**Discussant: Scott Schaeffle, Ph.D.**

Saturday | 8:00 am – 9:20 am | 301

Research Symposia | 608

### **A Model for Socially Just Clinical Remediation: Nurturing, & Empowering, not Punitive**

*Shruti Poulsen, M.A. & Troyann Gentile*

A model for clinical remediation with master's students will be described. As counselor educators and supervisors, we are often in the role of gate keeping and sound leadership for the counseling profession, ensuring that trainees complete their programs with high levels of professionalism and skill. An example of a nurturing, socially just, culturally responsive and empowering, rather than punitive remediation plan will be presented.

**Saturday | 8:00 am – 9:20 am | 301**

*Research Symposia | 609*

## **Assessing Students' Progress in Meeting Professional Gatekeeping Responsibilities: Leading and Advocating for the Profession and the Process**

*Shon Smith, Ed.D., Linda Koenig & Paul Rodriguez*

Counselor Education programs are required to meet standards that include assessment of individual student competence while the faculty in those programs serve as Professional Gatekeepers. This subjective nature creates difficulties in reaching consensus among faculty regarding who meets criteria, in communicating acceptable competencies to students, and in explaining and defending decisions to dismiss students by faculty. Strategies for a formative and summative assessment of student's competencies from program admission to graduation will be presented.

**Saturday | 8:00 am – 9:20 am | 301**

*Research Symposia | 610*

## **Too Much Gatekeeping**

*Theodore Remley, Ph.D., Roy Salgado, Rashunda Reed, Mark Taliancich, Charlotte Coniglio, Dustin Reed & Elizabeth Berger*

Counselor educators and supervisors are spending substantial emotional energy, time, and effort attempting to meet the CACREP and ACA Code of Ethics gatekeeping requirements. This panel will offer case studies of actual efforts to exclude students and supervisees from the counseling profession and will offer guidelines regarding when students and supervisees should be assisted in their development as counselors and when they should be excluded from the profession. Ethical and legal considerations of gatekeeping will be addressed.

## **Poster Sessions 8:45 am – 9:15 am**

**Saturday | 8:45 am – 9:15 am | Franklin Hall A**

*Poster 1*

## **A Phenomenological Study Examining Disordered Eating Behaviors Among Sorority Women**

*Andrea Kirk-Jenkins, MS.Ed. & Jamie Bower*

This presentation will explore disordered eating experiences among female sorority members and outline previous literature on disordered eating across

populations. The presenter will discuss themes that emerged from a phenomenological study regarding the potential influences of sorority membership on body image and how one experiences eating.

**Saturday | 8:45 am – 9:15 am | Franklin Hall A**

*Poster 2*

## **Book Study: An Innovative Approach to Educating and Training Future Counselors**

*Elizabeth Vincent, M.S.*

This poster presentation will present both instructor and student feedback outlining the effectiveness of utilizing an interactive book club assignment to illustrate career counseling curricular experiences and knowledge competencies. Through the presentation of both qualitative and quantitative assessment data, attendees will learn how this teaching method satisfies requirements from 5 CACREP common core areas. The goal of this presentation is to introduce a creative teaching method, which makes critical connections between various counseling concepts in an interactive and engaging way. Specifically issues pertaining to multicultural counseling practices and awareness will be explored in detail.

**Saturday | 8:45 am – 9:15 am | Franklin Hall A**

*Poster 3*

## **Exploration of the Construct of Helicopter Parenting During Emerging Adulthood**

*Baochun Zhou, M.A. & Stephen Craig*

The definition of the colloquial term, "helicopter parenting" (HP), is unclear and often defined in purely negative ways. Thus, HP is deserving of further attention and empirical study. This poster includes results of a factor-analytic study designed to better understand the dimensional position of HP during emerging adulthood. Findings may help counselor educators understand a culturally-relevant parenting construct they are likely to encounter with the next generation of counseling students.

# SATURDAY, OCTOBER 10

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 5

## **Promoting Leadership: Understanding the Lived Experience of Doctoral Students as Mentors**

*Tiffany Nielson, Ph.D.*

Counselor education utilizes mentoring to facilitate the professional development of students, counselors, and faculty. The results of a phenomenological inquiry will portray the lived experience of four doctoral students engaged in informal mentoring relationships with master's students. This study will highlight the strengths and challenges encountered by these doctoral students to allow others to gain a greater understanding of this phenomenon and its place in counselor education.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 6

## **Using Teach Live to Improve Parent Conferencing Skills of Professional School Counselors in Training: Practicing with Parent Avatars of Diverse Cultural Backgrounds: Practicing Culturally Responsive Interventions**

*Julie Chibbaro, Ph.D., Susan Boes & Mark Parrish*

The TLE TeachLivE™ Lab is a mixed-reality teaching environment supporting teacher practice in classroom management, pedagogy and content. The TLE TeachLivE™ Lab, developed at the University of Central Florida, is currently being implemented across 42 campuses in the United States and growing to include multiple school districts and international partners. Each partner utilizes the TLE TeachLivE™ Lab in a unique manner depending on the needs of their students, teachers, professors, and community stakeholders. The TLE TeachLivE™ Lab provides an opportunity to learn new skills and to practice counseling skills in a diverse cultural context without placing “real” students or clients or parents at risk during the learning process. Developed as a teaching tool, Teach Live offers parent avatars of diverse cultural backgrounds and was implemented in the fall of 2014 to use with professional school counseling candidates to practice culturally diverse parent conferencing. This program is directly related to the conference theme of providing opportunities for students to practice and learn culturally relevant counseling skills with parents who are from diverse cultural backgrounds.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 8

## **Comparison of Sampling Methodologies in Survey Research**

*Jamie Carney, Ph.D., Jessica Tyler, Bethany Lanier, Steven Wright & David Shannon*

This session focuses on the results of a study comparing sampling methodologies in survey research. Comparisons included sampling methods (social media, subject pools, and student subject pools), data collection sources and sampling characteristics based on data collection methodology. Additional consideration of ethical issues related to sampling and data collection methods will be presented. This includes consideration of sampling bias, and use of personal social media sources.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 9

## **Outcome Research in School Counseling: A 20-year Review**

*Karrie Swan, Ph.D., Paul Maxfield, William Skaggs & Brian Weber*

Although there are increased demands for school counselors to use interventions supported by research, relatively few systematic reviews of literature have been conducted. In this presentation, attendees will learn about trends in school counseling and reflect on implications for research and practice in counselor education.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 10

## **Developing Autonomous Learners in Online Discussions: A Model of Instructor Feedback**

*Randy Davis, Ph.D. & Donna Sheperis*

Counselor educators teaching online courses are tasked with developing the student as a competent counselor as well as a mindful, conscientious, engaged, autonomous learner. In this presentation, we will share a research project which resulted in the creation of a plug-in application to enhance faculty abilities to foster student development in online discussions. Attending to student mindfulness in discussions can lead to conscious, intentional self-regulation which allows students to monitor their discussion performance and strategically plan for improvements.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 11

## **Does Personal Growth Initiative Buffer Religious Stigma in Sexual Minority Individuals?**

*Courtney Boddie, M.Ed., Tara Vossenkemper, Cori Deitz, Carol Robinson, Amber Whiteley, Jessica Z Taylor, Marti Barcevic, Jodi Flesner, Emily Oliveira, Brianne Overton & Susan Kashubeck-West*

Sexual minority individuals with religious beliefs and practices rooted in non-affirming faiths are at high risk for stigma-related distress (Gattis, Woodford, & Han, 2014; Ward, 2005) such as increased internalized heterosexism. This study investigated the potential buffering effect of personal growth initiative (intentional growth) on the relationship between religious stigma and IH in 217 LGB participants. Clinical and research implications will be discussed.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 12

## **The Relationship of Cross-Cultural Adaptation and Counseling Seeking Attitude of East Asian International Graduates in the U.S.: A Pilot Study**

*Yegan Pillay, Ph.D. & Yiyang Xiong*

The East Asian international graduate student comprise a large percentage of international students in the US. Moreover, some research has showed that the East Asian international graduates had challenges related to cross-cultural adaptation and motivation to seek counseling services. However there are limited studies that have examined the relationship between acculturation and the attitude toward seeking counseling services. Thus, this presentation aims at studying the relationship of the cross-cultural adaptation and seeking counseling attitudes of the East Asian international graduates and offers a model that will enhance the multicultural competencies of counselors who work with East Asian graduate students and other international students.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 13

## **Creative Approaches to Build Trauma-Sensitive Supervision for Supervisees Counseling Survivors of Sexual Abuse**

*Maria Haiyasoso, M.A. & Ashley Prado*

Supervisees working with survivors of sexual abuse or assault are repeatedly exposed to clients' accounts of traumatic events. Attendees will learn about common effects of counseling survivors of sexual trauma and will explore creative strategies to create trauma-sensitive supervision to address effects that may arise in supervisees. Common effects and creative strategies to build supervisees' resilience will be shared. A handout will be provided.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 14

## **Ethical Decision-Making Approaches in School Counseling**

*Melissa Luke, Ph.D., Kristopher Goodrich & Dennis Gilbride*

This session will present findings from a national study of 897 professional school counselors that examined their approaches to ethical decision-making. Using both didactic and interactive elements, presenters will discuss the how participants' approaches related to the Intercultural Model of Ethical Decision-making (IMED). As the IMED is an ethical decision-making framework that was designed to specifically assist school counselors in ethically responding to cultural, religious, and worldview tensions within a school counseling context, it supports the conference theme as a cultural relevant pedagogy and practice.

# SATURDAY, OCTOBER 10

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 15

## **Exploring the Career Development of Latina First Generation College Students: Informing Culturally Relevant Practice**

*Cassandra Storlie, Ph.D. & S. Jeffery Mostade*

As Latinas continue to be a poorly represented cultural group in higher education, researchers are called to uncover their challenging career development experience. Latinas, as a whole, experience low college graduation rates, are overrepresented in lower paying occupations (Ortiz, 1995) and further experience cultural struggles with obtaining career goals (Neimann, 2001). This qualitative study explored the values and life role salience associated with the career development of Latina first generation college students at a primarily Caucasian institution and provides results that impact culturally relevant practice. Implications and practical suggestions for counselor educators and career counselors in higher education working with these students are provided. Partial funding for this research was supported by a SEED grant at the presenters' university.

Saturday | 8:45 am – 9:15 am | Franklin Hall A

Poster 16

## **Do School Counselor Educators Differentiate? Material for Elementary School Counseling Results of a National Study and Corresponding Culturally Responsive Practices**

*Jennifer Watkinson, Ph.D., Emily Goodman-Scott, Ian Martin & Kathy Biles*

There is limited research on school counseling preparation regarding culturally responsive practices specific to elementary school counseling. In this session participants will learn current school counselor preparation trends and examine strategies for teaching culturally responsive practices specifically for elementary school counseling.

## **Education Sessions 9:00 am – 9:50 am**

Saturday | 9:00 am – 9:50 am | 302

Education Session | 611

## **Why Aren't Students More Excited about Leading Groups**

*Ed Jacobs, Ph.D. & Christine Schimmel*

Most students graduate without much excitement or confidence regarding groups—why is this? This workshop

addresses different ways to teach group counseling so that students feel more confident. Emphasis will be on different ways to practice during class and creative ways to engage the students and members of the groups they are leading. Essential leadership skills will be reviewed. We can do better as group educators.

Saturday | 9:00 am – 9:50 am | 303

Education Session | 612

## **Engaging Diverse Students in Assessment Courses**

*Jason McGlothlin, Ph.D. & Scott Baker*

Typically, courses in assessment are considered by students to be irrelevant, anxiety provoking, boring, and difficult. At the same time, faculty members who teach assessment courses get relatively lower teaching evaluations and find it difficult to engage students in meaningful ways. Based on literature and over 16 years of teaching assessment courses with positive outcomes, the presenters will provide ways to engage students and get students excited about assessment. The goal of this presentation is to help faculty engage student while teaching basic and advanced concepts of assessment.

Saturday | 9:00 am – 9:50 am | 304

Education Session | 613

## **Implementing Experiential Activities in Master's-Level Addictions courses: Face-to-Face and Online**

*Jill Krahwinkel, Ph.D.*

The main goals of experiential learning are to increase self-awareness, challenge students' personal framework about cultural diversity, and help students develop cultural empathy. This allows students to develop competencies in other domains and then translate learning into professional practice. Although training is offered, and in some cases required, graduates of master's-level counselor education programs are not satisfied with the addiction instruction they receive (Dawez-Diaz, 2007). During this presentation participants will learn a variety of experiential activities implemented in master's-level addiction courses. Participants will learn about the similarities and differences between these activities when the course is face-to-face versus online. Challenges will be discussed and ideas for overcoming those challenges will be shared with the participants; participants will be encouraged to share their expertise. The presenter will share direct

student feedback and provide creative solutions for executing changes for future course development.

**Saturday | 9:00 am – 9:50 am | 305**

*Education Session | 614*

**A Phenomenological Investigation:  
Microaggressions, Photo-Journaling, and  
Counselors-in-Training**

*Jennifer Smith, Ed.S. & Jonathan Orr*

Counselor educators are charged with the responsibility of assisting counselors-in-training to be knowledgeable about injustice and inequality in society. This education session will focus on a phenomenological research study that examined microaggressions using written and photographic journals from counselors-in-training. Justification for the use of written and photographic journals in counselor training programs to explore social and cultural issues is provided.

**Saturday | 9:00 am – 9:50 am | 306**

*Education Session | 615*

**Moving Beyond Autonomy: Applications of  
Moral Foundations Theory to Ethical-Decision  
Making for Counselor Educators**

*Virginia Holeman, Ph.D.*

Western ethical decision-making models prioritize a moral theme of autonomy, failing to incorporate moral themes of community and divinity. Using recent research from moral psychology, presenters will propose an adjusted model of ethical decision-making that is inclusive of moral foundations from non-Western cultures. Educational implications and case conceptualizations are explored.

**Saturday | 9:00 am – 9:50 am | 307**

*Education Session | 616*

**A Psychoeducation Group for the Giving  
and Receiving of Feedback for Masters Level  
Counseling Students**

*Steven Kassirer, J.D., M.S.,*

*Cara Levine & Seydem Hancioglu*

Both the American Counseling Association Code of Ethics and the CACREP standards acknowledge the importance of giving and receiving of feedback as an important skill for counseling students. In this interactive, experiential session, participants will engage in activities designed to facilitate an effective master's student psychoeducational group for the giving and receiving of feedback. Participants

will learn new and innovative screening methods to enhance group diversity on cognitive, affective, and behavioral levels. Participants will also learn and utilize methods of engaging students in learning how to give and receive feedback in a group setting so that students are better prepared for their experiences in Practicum and Internship courses.

**Saturday | 9:00 am – 9:50 am | 308**

*Education Session | 617*

**Mentoring Practices that Enhance Counselor  
Education Doctoral Students' Teaching Skills**

*Eric Baltrinic, Ph.D., Christopher Roseman, Jessica Taylor, Robin DuFresne, Andrew Intagliata & Carla McGhee*

The time that doctoral students have in their programs may be the first chance they have at teaching at any level. This program will explore how faculty and doctoral students engage in culturally relevant mentoring to create those learning moments. Participants will leave with a better understanding of how doctoral students can be helped to form a pedagogy for teaching at the university level.

**Saturday | 9:00 am – 9:50 am | 309**

*Education Session | 618*

**Efficient Methods to Improve Student use of  
APA style, Writing, Research Appreciation  
and Synthesis**

*Todd Grande, Ph.D. & Elizabeth Adair*

This presentation provides resources and ideas to educators for practical and immediate classroom use in the areas of writing, APA style, research comprehension, and synthesis. The presenters will provide explanations of mini-lessons, assignments, and techniques to improve student understanding and basic skills. A description will be provided of how to help students navigate research to reduce student anxiety. The lessons will aid them in writing organized and well-cited research assignments.

# SATURDAY, OCTOBER 10

Saturday | 9:00 am – 9:50 am | 310

*Education Session | 619*

## **Paradigm Shift: Teaching Counseling Students to Use Feedback Informed Treatment**

*Tara Hill, Ph.D.*

Recent research is demonstrating that different counseling theories and techniques are equally effective in working with clients. However, by measuring and tracking client progress and working alliance, counselors can significantly increase their effectiveness as evidenced by clients reaching clinically significant change and reducing dropouts.

Participants will learn how systematic measurement can significantly improve supervisees' effectiveness and the value of education about this method.

Saturday | 9:00 am – 9:50 am | 401

*Education Session | 620*

## **Learning How to Center Yourself: Implementation of Mindfulness Activities in Practicum and Internship**

*Atsuko Seto, Ph.D., Corinne Zupko & Mark Woodford*

This presentation introduces participants to a 10-week brief mindfulness model that has been piloted in an Internship course. Presenters will discuss the specific guidelines for implementing the model, benefits and challenges of practicing mindfulness, and student feedback on the activities used in the model. Handouts detailing the model will be provided.

Saturday | 9:00 am – 9:50 am | 402

*Education Session | 621*

## **A Primer On the Use of Intersectionality in Multicultural Counselor Education**

*Lauren Benoist, M.A. & Brandon Hunt*

Intersectionality, a theoretical framework for understanding the complexity of identity, is certainly a buzzword in counseling. While not a necessarily new concept, intersectionality has not found a home in counseling just yet. The presenters will provide an overview of intersectionality and discuss the vast potential for its integration into multicultural counselor education through the use of case studies, examples, and exercises. Practical strategies for counselor educators to infuse intersectionality into multicultural counseling will also be provided.

Saturday | 9:00 am – 9:50 am | 403

*Education Session | 622*

## **Action Research as a Catalyst for Systemic Change in Schools**

*Ileana Gonzalez, Ph.D. & Anita Young*

School counselor preparation necessitates that new counselors are trained to build a comprehensive school counseling program that uses data to develop, implement and evaluate their interventions. This presentation seeks to inform counselor educators of the benefits of using action research as a means to teach school counselors in training who may feel unprepared to use data and lack the experiential advocacy skills needed to impact systemic change. Participants will be guided through a step by step action research training model used with current school counseling graduate students. Examples of action research projects will be provided.

Saturday | 9:00 am – 9:50 am | 406

*Education Session | 623*

## **Preparing School Counselors to Impact LGBTQ-Affirming Environments: A Systemic Approach**

*Laura Boyd Farmer, Ph.D., Janna Scarborough & Rebekah Byrd*

School counselors face challenges to providing optimal support to LGBTQ students who are at an increased risk for mental health and academic challenges. This presentation will offer strategies for training school counselors as advocates and allies. The presenters will incorporate research that they have each conducted, including a video interview segment of first-year school counselors describing systemic challenges they have faced. Presenters will propose a model for addressing systemic barriers based on Bronfenbrenner's Ecological Theory and the ACA Advocacy Competencies.

Saturday | 9:00 am – 9:50 am | 407

*Education Session | 624*

## **Modern Day Sexual Slavery: Training Counselors to Recognize and Support Survivors of Sex-Trafficking through Culturally Relevant Pedagogy and Practice**

*Laura Jones, Ph.D.*

Sex trafficking is one of the world's fastest growing crimes and human rights injustices. Counselors are often uninformed about sexual slavery, cultural considerations therein, and applicable and efficacious treatment

approaches, and thus unprepared to be leaders in working with this growing population. This presentation will provide an overview of sex-trafficking, resultant psychological sequelae, effective clinical approaches, and practical didactic and experiential ways of incorporating awareness and knowledge of sex-trafficking into pedagogy and supervision.

**Saturday | 9:00 am – 9:50 am | 408**

*Education Session | 625*

### **What is Counselor Education Pedagogy?**

*Jade Letournea, M.S. & David Kleist*

Presenters will review the presence of instructional theory in the counselor education literature. There will be a particular focus on constructivist assumptions that underlie many published approaches to counselor education. The history of counselor education pedagogy will be discussed, as well as the impact of the CACREP 2016 standards on the future of teaching in counselor education. Attendees will be invited to share their experiences, philosophies, and theories of teaching.

**Saturday | 9:00 am – 9:50 am | 409**

*Education Session | 626*

### **High Conflict Divorce and Custody Litigation among LGBT Couples: What Supervisors Need to Know**

*Ann Ordway, JD, Ruth Moore, Joseph Spillman & Breyan Haizlip*

When working with high-conflict divorce cases, it is important for supervisors to stay abreast of the potential challenges that may arise, including special considerations that might present with LGBT parents. This presentation will discuss specific nuances regarding same-sex couples involved in custody litigation, explain the role of supervisors, and offer strategies for supervisors seeking to enhance court-preparedness for supervisees subpoenaed in these cases.

**Saturday | 9:00 am – 9:50 am | 411**

*Education Session | 627*

### **Strengthening the Supervisory Alliance through Supervisee Feedback**

*Sidney Shaw, Ed.D. & Kirsten Murray*

Many layers of feedback are exchanged in the process of clinical supervision. Most evaluative measures in supervision focus solely on supervisee growth and

development, and formal evaluation of the supervisory alliance often remains untapped. This session will focus on the implementation of brief, continuous, and formal evaluation that unlocks formative and summative feedback to improve the supervisory alliance.

**Saturday | 9:00 am – 9:50 am | 412**

*Education Session | 628*

### **Creative Strategies for Empathy Training in a Counselor Education**

*Hannah Bayne, Ph.D.*

Empathy is a key factor in counseling success, though the actual conceptualization of empathy can be vague and there is some debate as to how (or whether) empathy can be taught. Through this presentation participants will learn novel training tools including perspective-taking activities, roleplays, and improv techniques designed to enhance student understanding and application of empathy. Considerations for integrating these techniques within the classroom will be discussed.

### **Roundtable Sessions 9:00 am – 9:50 am**

**Saturday | 9:00 am – 9:50 am | Salon A**

*Roundtable 1 | 629* **CAREER LINK**

### **Counselor Educators as College of Education Administrators**

*Kenneth Coll, Ph.D. & Spencer Niles*

This roundtable discussion will include an overview of how counselor educators' skills, knowledge, and dispositions can help them become effective college of education administrators. Participants will learn about the similarities in accreditation and assessment practices between counseling and teacher education and will learn how to utilize their counseling skills to facilitate systemic change, help create a college vision, manage faculty, and support Teacher Education's transition to a model of clinical orientation.

# SATURDAY, OCTOBER 10

Saturday | 9:00 am – 9:50 am | Salon A

Roundtable 2 | 630

## **Mentoring the Non-Traditional and Latino Counseling Student**

*Eunice Lerma, Ph.D.*

Non-traditional/Latino counseling students that overcome barriers cited in the literature during their earlier school years continues to face the same challenges in graduate school. It is imperative that these students have culturally sensitive Counselor Educators and pedagogy in their program. Through mentorship, counselor educators can foster resilient characteristics that will in successfully completing the counseling program and becoming strong professional in the field.

Saturday | 9:00 am – 9:50 am | Salon A

Roundtable 3 | 631

## **Teaching Graduate Students to Recognize Harmful Supervision**

*Alessandra Rhinehart, M.A.*

This presentation includes a literature review of effective, ineffective, and harmful supervision, details the results of a phenomenological study investigating beginning counseling supervisees' lived experiences of harmful supervision, and offers practical suggestions for the prevention and management of harmful supervision. Attendees will engage in personal reflections, a case study, and group discussions to prepare to teach graduate students to recognize harmful supervision while empowering them to have a voice in the supervision process.

Saturday | 9:00 am – 9:50 am | Salon A

Roundtable 4 | 632

## **Teaching Students How to Use Twitter to Vitalize Their Role as Consultant**

*J. Yasmine Butler, Ph.D. & Marjorie Shavers*

Ninety-one percent of all Americans own some kind of cell phone. From May 2011 to May 2013, smartphone ownership has grown from 35% to 56% (Pew Research, 2013). Twitter provides an unparalleled opportunity for clinical mental health and professional school counselors to connect, consult and collaborate with clients, parents, other counselors and community organizations. Find out how to teach trainees how to safely, ethically and effectively navigate the world of mentions, retweets and hashtags.

Saturday | 9:00 am – 9:50 am | Salon A

Roundtable 5 | 633

## **Interactive Online Supervision Training Strategies**

*Megyn Shea, Ph.D. & Janeika Fairley*

Literature suggests that many school counseling site supervisors lack supervision training. The purpose of this workshop is to share the evolution of school counseling supervision videos created by the presenters. The online training modules are video based and interactive. The modules address school counseling program expectations, effective use of supervision time, and models of supervision. Strategies to make online training interactive and engaging will be shared.

Saturday | 9:00 am – 9:50 am | Salon A

Roundtable 6 | 634

## **Teaching considerations for Enhancing the Learning Environment for Students with Visual Impairments in Counselor Education**

*Michael Weatherford, M.S.*

When an individual views Counselor Education in the context of student success, several broad concepts come to mind. Ideas such as collaborative, supportive learning environments and clearly defined research topics contribute to Ph.D. students finding a clear direction and ultimately succeeding in the program. The question is if the same approaches for a sighted Ph.D. student's path to success have the same effects with a student with a visual impairment. Perhaps a more appropriate question would be what a Counselor Educator could do in the classroom to foster a learning environment suitable for maximizing a student with a visual impairment's learning experience. Through an interactive, discussion-driven presentation, the current state of visual impairment in Counselor Education will be assessed and strategies for enhancing the learning environment for this population will be explored. This program will help develop participant's knowledge of best practices and techniques when working with a student with a visual impairment as well as helping to integrate these learned techniques into a more collaborative, supportive learning environment for the student. The participants will also be able to identify resources both online and in the community in order to properly assist in the academic needs of the individual.

**Saturday | 9:00 am – 9:50 am | Salon A**

*Roundtable 7 | 635*

## **“Impostor Phenomenon”: Moving from Self-Doubt to Self-Confidence**

*Heidi McKinley, M.S., Kristen Langellier & Dominique Avery*

“Impostor Phenomenon” (IP) is characterized as feelings of doubt, shame, fear, inadequacy, and alienation despite accomplishments and contradictory evidence. Participants will learn how allowing oneself to be vulnerable in sharing his or her experience with symptoms of IP can counteract IP. This presentation will aid in the understanding of IP and recognition of symptoms. Presenters will discuss ways to facilitate open dialogue with students and supervisees in a sensitive manner.

**Saturday | 9:00 am – 9:50 am | Salon A**

*Roundtable 8 | 636*

## **Considerations for Culturally Competent Counseling Leadership**

*William McKibben, Ph.D. & Sandi Logan*

What does it mean to be a culturally relevant leader? This roundtable is designed to engage participants in a discussion of multiculturally competent leadership with emphasis on mentorship as an important component of counseling leadership. The presentation will use a brief review of current literature as a starting place for discussing how to development cultural leadership competence. Also, attendees can identify their own strengths and growing edges as a mentor and develop strategies to integrate culturally relevant leadership approaches into pedagogy and practice.

**Saturday | 9:00 am – 9:50 am | Salon A**

*Roundtable 9 | 637*

## **Creating an Access, Equity, and Success Focused CACREP Aligned PhD Program for Future School Counselor Educators: A New Model**

*Kara Ieva, Ph.D. & Hector Rios*

Have you heard school counselor educators indicate there are two few of them teaching, supervising, and mentoring in traditional counselor education programs? Come here about a new design of one university’s CACREP Aligned Counselor Education PhD program designed for future school counselor educators. More specifically, the program is designed to promote the counseling profession

and evidenced-based practices and initiatives that address systemic and persistent barriers for P-20 students. The program allows candidates to participate in faculty-supervised clinical and research experiences that address the academic, personal/ social, and career development needs of children, adolescences, and young adults; and is centered in improving equity and success in educational outcomes while promoting the professional identity of school counselor educators.

**Saturday | 9:00 am – 9:50 am | Salon B**

*Roundtable 1 | 638*

## **Diversity in Play: Using Play Therapy Techniques in Career-focused Classroom Guidance Lessons**

*James McMullen, M.S.Ed. & Meagan McMullen*

In training future school counselors, is important for counselor educators encourage multiculturally relevant classroom discussions and interventions. An important focus for elementary school counselors is career development through classroom guidance lessons. By using a child’s natural language of play, school counselors can facilitate multiculturally sensitive conversations about different career paths. Relevant research will be shared to encourage conversations around career-focused classroom guidance lessons, play interventions, and diversity.

**Saturday | 9:00 am – 9:50 am | Salon B**

*Roundtable 2 | 639*

## **Understanding the Relationship Between Bereavement and Some Cultural Factors: A Proposed Study**

*Mais Al-Nasa’h, M.A. & Kimberly Asner-Self*

Please join us and participate in a thoughtful discussion aims to understand the relationship between bereavement and some cultural factors. A quantitative study has been proposing to identify the association between parental bereavement and some cultural factors such as religion, spirituality, and social support. A cultural relevant pedagogy for counselor, supervisors, and counselor educators will be cavernously discussed. Handouts reflecting the research plan and the presenters contact information will be provided either electronically or as a hard copy to the attendees.

# SATURDAY, OCTOBER 10

Saturday | 9:00 am – 9:50 am | Salon B

Roundtable 3 | 640

## **International Students on College Campuses: A Phenomenological Inquiry about Support for Students in Transition**

*Ian Lertora, M.A.*

The research in regard to international students' transition has elicited both positive and negative aspects related to the transition process. However, there is scant qualitative research that reflects the lived experiences of international students who study at U.S. institutions of higher education from the perspectives of the students themselves. In this presentation, participants are invited to continue the discussion of how we can better understand transition experiences in order to further inform our teaching, supervision and position to advocate through leadership.

Saturday | 9:00 am – 9:50 am | Salon B

Roundtable 4 | 641

## **ACE : Why is the S in ACES silent?**

*Ami Hooper-Knox, Ed.D.*

Beyond academic supervision, there is a group of highly trained and qualified individuals who provide needed and vital guidance to counselors-in-training, yet they seem suspiciously absent from meetings, conferences, workshops, and roundtable discussions. So just where are all of the supervisors and how do we get them to engage with ACES, an association whose mission it is to represent their interests? This workshop will explore this talented and needed group of individuals and how to engage them more fully in the work of ACES. Participants will engage in a brainstorming session of how to be more inclusive, how to reach out to supervisors, how to determine if a supervisor really wants to engage, and how to hear more from them to allow counselors and counselor educators to be a support in the work that supervisors do.

Saturday | 9:00 am – 9:50 am | Salon B

Roundtable 5 | 642

## **Fostering Group Leader Self-Efficacy: Examining Site Supervisory Practices for Pre-Service School Counselors**

*Sarah Springer, M.Ed. & Lauren Moss*

This presentation will include findings from the presenter's research study examining aspects of site supervision as predictors of group leader self-efficacy for pre-service school counselors. Implications for site supervisory

practices and group leadership development will be highlighted. Attendees will have opportunities to discuss counselor educators' roles in foster group leader self-efficacy and ways to further support practicum and internship training practices.

Saturday | 9:00 am – 9:50 am | Salon B

Roundtable 6 | 643

## **A Century in the Making: Examining Adlerian Principles through a Neuroscience Lens**

*Raissa Miller, Ph.D. & Dalena Dillman Taylor*

Presenters will initiate a discussion examining Adlerian principles through a neuroscience lens. Adlerian principles will include, but are not limited to, social interest, the role of early experiences, goal-directed behavior, development of lifestyle, and specific approaches to assessment and intervention. Presenters will also make suggestions for the integration of additional neuroscience-informed principles and practices into Adlerian theory.

Saturday | 9:00 am – 9:50 am | Salon B

Roundtable 7 | 644

## **Neurobiology and Counseling: What Do Students Need to Know?**

*Sonya Lorelle, Ph.D. & Becky Michel*

As technology has shed new light onto brain functioning, researchers have discovered how counseling has an impact on brain chemistry. There is a call in the field for counselors to be informed about neuroscience, as this knowledge can provide context for clients' concerns and guidance on how to conceptualize and intervene. Given that counselor educators are not neuroscientists, a discussion about how to best integrate this information for counseling students is warranted. This roundtable will start the discussion about what neurobiological information is most critical for students to learn, consider which courses can best implement neuroscience into the content; explore teaching strategies to make neuroscience accessible and applicable to counselors; and share resources that can be passed on to students.

**Saturday | 9:00 am – 9:50 am | Salon B**

*Roundtable 8 | 645* **CAREERLINK**

## **Using Career Narratives as a Transitioning Tool for Doctoral Students in Counselor Education**

*Stephanie Bell, M.S. & Kevin Stoltz*

Studies indicate that counselor education doctoral students experience both doubt and excitement while forming a professional identity as a counselor educator. This presentation will provide counselor educators and supervisors a narrative technique to assist counselor education doctoral students with clarifying a professional identity. Two case studies will highlight the application and use of developing career narratives with doctoral students.

**Saturday | 9:00 am – 9:50 am | Salon B**

*Roundtable 9 | 646*

## **Consultation?: Meeting CACREP Standards for Consultation**

*Allison M. Forti, Ph.D., Tammy H. Cashwell & Jennifer L. Rogers*

CACREP requires counselor education programs to provide instruction on consultation theories, models, and practice. However, how these standards are applied across programs can vary and best practices related to curriculum development and pedagogy are unclear. Instructional content related to consultation may vary as well. The variance continues as counselor educators continue to work toward a unifying and culturally relevant definition of consultation, collaboration, and collaborative consultation. How consultation is defined has the potential to guide what consultation-related issues are emphasized. This round table will include a discussion about varying ways to meet the CACREP standards for consultation, pedagogical best practices for consultation, and course design.

## **Poster Sessions 9:30 am – 10:00 am**

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 1*

## **Teaching Self Care From the Inside Out: Neuroscience and the Intuitive Implicit**

*Annmarie Early, Ph.D.*

Current neuroscience supports a re-visioning of self-care as a right hemisphere, intuitive implicit process. This

research points us within and beyond the boundaries of our bodies, as well as back to the wisdom of ancient, pre-modern healing practices that utilize the intuitive implicit to facilitate change. This session will weave current neuroscience research with embodied practices that activate circuitry to regulate, attune, and increase here and now presence within, between, and beyond the boundaries of the body for application in our pedagogy and practice.

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 2*

## **Transformational Learning**

*William Flythe, M.S.*

Research is pointing to experiences that are experiential in nature as being powerfully transformative for students. This presentation will describe a process model of sense-losing and sense-remaking (SLSR) in counseling education. The SLSR will elucidate the process of counselor training as student's process through experiential components of their education. It will be revealed how to capitalize on the experiential aspects of counseling education, how to better engage with students, and be a powerfully transformative counselor educator.

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 3*

## **Intersectionality at Work: An Examination of African American Mothers in Tenure Track Counselor Education Positions**

*Natoya Haskins, Ph.D., Jolie Daigle, Heather Trepal, Lonika Crumb, Cheryl Sewell & Brandee Appling*

African American women experience greater difficulties in academia and external stressors related to motherhood may exacerbate these challenges. This session will present findings from a qualitative study that explored the intersectionality of the identities of "African American" and "mother." This session will also provide personal perspectives as well as examine implications and strategies for addressing the professional needs of African American mothers in the professorate.

# SATURDAY, OCTOBER 10

Saturday | 9:30 am – 10:00 am | Franklin Hall A

Poster 4

## **Trans women, Spiritual Resilience, and the Serenity Prayer: A Culturally Nuanced Understanding**

*Brenda Ibutu, Ph.D.*

Session participants will review information gleaned through a phenomenological research study that led to the creation of a model that shows the parallel process of transition and the formation of spiritual resilience in trans women. The presenter will explore the participants' transition journey and resilience building while providing practical suggestions for working with trans\* individuals, particularly trans women, including discussion of the non 12-step use of the Serenity Prayer.

Saturday | 9:30 am – 10:00 am | Franklin Hall A

Poster 5

## **Encouraging Student Access, Success, and Wellness through Leadership and Advocacy: The Role of Counselor Educators, Supervisors, and Counselors in Addressing Mental Health Concerns on Campus**

*Ashley Branson, M.A. & J. Scott Branson*

Increases in the prevalence, severity, and awareness of student mental health concerns (SMHC) on campuses have prompted universities to reassess the ways they identify, monitor, and support students. SMHC have the potential to impact academic success, social connection, and behavior. Counselor educators are in a unique position to provide leadership and advocacy by collaborating with universities to de-stigmatize SMHC, promote multicultural sensitivity, and enhance developmental understanding.

Saturday | 9:30 am – 10:00 am | Franklin Hall A

Poster 6

## **Multi-systemic Counseling Services for the Adolescents at Risk in the U.S., England, and South Korea: Current Issues and Future Tasks**

*Eunhui Yoon, M.A., Seung Hee Jee, Young Hye Kim & Young A Ju*

This poster will show an applied counseling and support system for adolescents at risk in the U.S. and other countries. First, the poster will show definition and theoretical framework of the multi-systemic therapy for adolescents at risk. Then, the poster will present how

those counseling approach have been applied in the U.S., England, South Korea and other countries. Therefore, viewers will be able to see how adolescents at risks are facing diverse systemic barriers in diverse social and cultural context. Also, they will learn how different countries have been reacting similarly and differently for the adolescents at risks based on same framework of counseling, which is multi-systemic therapy. Finally, viewers will be able to gain knowledge and idea of supporting their own and their supervisees' adolescents-clients populations.

Saturday | 9:30 am – 10:00 am | Franklin Hall A

Poster 7

## **Advanced Interventions Used by Doctoral Counseling Students: A Quantitative Study**

*Roxane Dufrene, Ph.D., Emma Eckart, Eleanor McAuliffe & Kathry Henderson*

This poster presentation will provide findings from a research study implemented during a doctoral-level class to examine students' use of counseling interventions. The research design of the study will be reviewed as well as data collection methods, data analysis, and findings across counseling sessions by each student, as well as differences in interventions used. Implications for instruction and work with diverse students and clients will be discussed.

Saturday | 9:30 am – 10:00 am | Franklin Hall A

Poster 8

## **Working with First-Generation Students**

*Eric Brown, M.A. & Sonia Ramrakhiani*

This presentation will be the dissemination of a qualitative study with 10 participants who are first generation graduates, with graduate degrees currently working with college and university students on the topic of can be done to help first generation students succeed in college. Half of the participants interviewed were counselors, both mental health and career, and spoke about their experiences and suggestions for working with college students from various ethnic and socio-economic backgrounds. This presentation will be part lecture and discussion. The goal of this presentation will be to further equip counselors to provide culturally relevant counseling and advocacy for student populations that are at risk of not graduating.

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 9*

## **Professional Quality of Life for School Counselors of Color**

*Mandy Perryman, Ph.D., Amanda Winburn  
& Alexandria Kerwin*

School counselors serve their schools and communities by dedicating their professional lives to students, so they may excel academically, socially, and emotionally (Tadlock-Marlo, 2011). Racial differences, along with other factors, can create a poor professional quality of life. In this educational session, the presenters will review their research findings of compassion fatigue, counselor burnout, and compassion satisfaction for school counselors of color and how they vary from other groups. Strategies for teaching and reinforcing wellness will be discussed.

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 10*

## **Factor structure of the Continuum of Conflict and Control Relationship Scale: Implications for Practice and Future Research**

*Ryan Carlson, Ph.D., Tiffany Rogers, Naomi Wheeler  
& Viki Kelchner*

This presentation will present the factor structure and discriminant ability of the Continuum of Conflict and Control Relationship Scale (CCCRS). The CCCRS is a 24-item assessment designed to discriminate between types of partner violence. We collected data from a community sample of over 400 participants in two states. In addition to supporting literature, we will discuss the study methodology, results from the factor analysis, as well as implications for practice and research.

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 11*

## **Religiosity and Counselor Education: A Qualitative Study Exploring Experiences of Counselors-in-Training at Southern Illinois University**

*Vanessa Renshaw, MS.Ed.*

This presentation details a small qualitative research project that explored the experiences of counselors-in-training at Southern Illinois University related to spirituality and religiosity. Research questions were concerning the influence of spirituality and religiosity on

counselor training, how counselors-in-training perceived their spiritual ethics in relation to counseling ethics in working with clients, and how comfortable counseling students were in discussing their spirituality with counselor education faculty and supervisors.

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 12*

## **Supervision in Malaysia: Issues and Challenges** *Farhana Sabri, M.A., Melati Sumari, Mohd Khairul Anuar Rahimi*

Supervision is still in its infancy in Malaysia, and there are limited literature and research on supervision in a Malaysian context. This poster presentation aims to understand current issues and identify challenges in the development of supervision in Malaysia. A comparison of the clinical supervision process in Malaysia and the United States is presented by examining the cultural differences that contribute to challenges in supervision practices in Malaysia.

**Saturday | 9:30 am – 10:00 am | Franklin Hall A**

*Poster 14*

## **Supervision in Malaysia: Issues and Challenges** *Heidi Schreiber-Pan, Ph.D.*

This presentation will describe a quantitative study which examined the intersection of three distinctive concepts: connection to nature, psychological well-being, and spirituality. Specifically, this educational session will explore the research findings on human connection to nature and how this connection impacts resilience and overall psychological well-being. Furthermore, this study assessed the role of spirituality in the relationship between nature and psychological well-being. This session will present findings that confirm the mental health and spiritual value of a deep connection with nature. In addition, this study emphasized the substantial role of spirituality in the relationship between connectedness to nature and psychological well-being. Implications for clinicians and counseling educators will be discussed.

# SATURDAY, OCTOBER 10

Saturday | 9:30 am – 10:00 am | Franklin Hall A

Poster 15

## **Emotional Intelligence, Job Satisfaction and the mental Health Professional**

*Deborah Pardee, Ph.D.*

Emotional intelligence may be a critical factor in the job satisfaction of mental health professionals. It is a construct that has been difficult to quantify, and may be influenced by social and cultural intelligence. Research has suggested that higher levels of emotional intelligence may increase counselor self-efficacy and job satisfaction. Increased job satisfaction may lead to reduction in counselor burnout and attrition in the field. This presentation will examine the relationship between these variables and will suggest approaches counselor educators might utilize to assist students in the development of this skill.

Saturday | 9:30 am – 10:00 am | Franklin Hall A

Poster 16

## **Supervision for All: How Prepared are You to Supervise Regardless the Population?**

*Tonya Hammer, Ph.D. & Eva “Dee” Sloan*

As supervisors and counselor educators, we are aware of the growing need for competency in working with diverse populations. However, how prepared are we to supervise regardless of the population our students are working with at their sites; such as a monolingual counselor supervising a bilingual counselor working with bilingual clients. While in ideal situations this does not occur, the reality is that in agency settings or in training programs these occurrences are all too frequent.

## **Education Sessions 10:00 am – 10:50 am**

Saturday | 10:00 am – 10:50 am | 302

Education Session | 647

## **Impact of Research Environments on Research Efficacy and Identity**

*L. DiAnne Borders, Ph.D., Kelly L. Wester & Phillip Waalkes*

Many researchers continue to focus on research training and self-efficacy. Some information is known regarding factors influence research self-efficacy. However, what is still unknown is the differential impact of one's doctoral training experience and current place of employment as an Assistant Professor. Results of a study exploring the impact of these two research environments, along with other

factors that influence research identity and productivity will be provided.

Saturday | 10:00 am – 10:50 am | 303

Education Session | 648

## **Innovative Approaches to School Counseling Program Curriculum Design and Implementation**

*LeeAnn Escjbach, Ph.D., Julie Cerrito & Kevin Wilkerson*

This session will share strategies for integrating initiatives from the Education Trust, NOSCA, ASCA National Model, Reach Higher, CACREP, and other organizations into school counseling program design and curriculum. Innovative pedagogical activities targeting key program content areas will be highlighted. Approaches for infusing contemporary themes for school counselor preparation such as achievement gaps, college and career readiness, accountability, and collaboration will be provided.

Saturday | 10:00 am – 10:50 am | 304

Education Session | 649

## **Culturally Appropriate Mentoring and Supervision of International Students in School Counseling Programs**

*Bridget Asempapa, M.Ed.*

For the past decade, counseling programs have consistently seen growth in the population of its international students. A few studies have addressed the need for support for this population in some counseling specializations but not in school counseling. The culture in our school counseling programs and environment indicates that the international student will benefit from additional specialization specific measures to help them adjust. Utilizing an exploratory qualitative method, the presenter aims to propose practical mentoring program that can be utilized in school counseling programs.

Saturday | 10:00 am – 10:50 am | 305

Education Session | 650

## **Exploring Wellness: A Psychoeducational Group Approach**

*Latoya Kosh, M.Ed. & Maya Georgeiva*

A career in counseling can be stressful, which can result in counselors' experiencing burnout, compassion fatigue, and vicarious traumatization. Participants will learn about the Myers and Sweeney (2014) Indivisible Self Model

of Wellness. Current research data and the experiential activities from a psychoeducational wellness group study will be presented. The audience will leave with resources for infusing wellness into the graduate counseling curricula along with strategies for exploring and maintain one's overall wellness.

**Saturday | 10:00 am – 10:50 am | 306**

*Education Session | 651*

## **Beyond Bereavement: Expanding Grief Theories and Models to Other Client Losses and Transitions**

*Paul Smith, M.A. & Hallie Sylvestro*

This program will explore the utility of current grief models and theory for non-bereavement losses and transitions. Utilizing grief theory in counselor education can expand how counselors can assist clients through a variety of losses. The primary objectives of the presentation will be to 1) provide an overview of current grief theories and models 2) illustrate the applicability of grief theory to a diversity of life transitions and losses and 3) offer suggestions to educators about how to integrate grief theories and models into counselor education and supervision.

**Saturday | 10:00 am – 10:50 am | 307**

*Education Session | 652*

## **Relational Cultural Group Counseling Training**

*Irene Harper, Ph.D., Brenda Hall & James Korcuska*

The presenters describe the competencies of Relational Cultural Theory and techniques for implementation into group work for counselors-in-training. Presenters explain how they utilized RCT concepts and techniques in graduate group counseling courses. An important aspect of this presentation includes data from a qualitative study exploring the impact of a relational framework on group dynamics. Ideas and strategies regarding implementation of RCT in a graduate group course for counselors-in-training will be provided.

**Saturday | 10:00 am – 10:50 am | 308**

*Education Session | 653*

## **Three Part Harmony: Finding the Right Notes in Supervision**

*Chris Cleaver, M.A., Krisy Elrod & Sean Roberts*

Hit the right notes as a supervisor! Three Part Harmony will help participants get their clinical, administrative,

and gatekeeping skills in tune. The presenters will discuss the various parts supervisors can play, and how to make a masterpiece by hitting culturally competent notes. Case studies will be used as a means to discuss interventions that address the clinical, administrative and/or gatekeeping keys of supervision while harmonizing with cultural variables.

**Saturday | 10:00 am – 10:50 am | 309**

*Education Session | 654*

## **White Southerners Remember When Segregation Seemed Normal (to Them)**

*Walter Anderson, Ph.D. & Derick Williams*

Recent qualitative research evidence suggests that many (perhaps most) ordinary Southern whites accepted segregation as normal during its last decades, but without actively supporting it or hating African Americans. In our session, we hope to contribute to the national dialogue on race by (a) presenting new qualitative data about these attitudes, (b) examining the associated implications for understanding grievous injustices of the past and for better recognizing injustices today, and (c) demonstrating the use this material to stimulate dialogue with students about race.

**Saturday | 10:00 am – 10:50 am | 310**

*Education Session | 655*

## **Solution-Focused Supervision: Theory and Practice with Counselors-in-Training**

*Jaime Castillo, M.A.*

Solution-Focused Supervision (SFS) is an approach to supervision where more attention is directed towards identifying and building upon strengths, than focusing on skill deficits. When engaging in SFS, supervisees have demonstrated higher rates of perceived self-efficacy and have held greater agency in their clinical development. This presentation will provide a theoretical grounding for SFS, identify benefits for use with counselors-in-training, and provide demonstrations of SFS interventions.

# SATURDAY, OCTOBER 10

Saturday | 10:00 am – 10:50 am | 401

*Education Session | 656*

## **Towards Culturally Relevant Pedagogy: Implementing Social Media as Learning Tools in Counselor Education**

*Carrie Merino, M.S. & Mark Newmeyer*

The need to integrate technology into counselor education pedagogy is an important multicultural task for counselor educators. In this hands-on education session, types of social media will be defined and practical, easy to implement ideas for including media as tools for learning will be demonstrated for the both face-to-face and online counseling classroom. Social media tools to be explored include weblogs, wikis, RSS, Flickr, Podcasting, Pollyeverywhere.com, and Kahoot.

Saturday | 10:00 am – 10:50 am | 303

*Education Session | 657*

## **Unraveling the Iridescent Colors of Counseling: An Insider's Perspective to Developing Internationally Relevant Pedagogy and Practice in Counselor Education Programs**

*Jennifer Isabelle Ong, M.S., M.Ed.*

With the increasing numbers of international students in graduate counselor education programs and the growing recognition of the importance of counseling internationally, it is pertinent for counselor educators to design culturally relevant pedagogy. This seminar will stimulate participants' inquiry and critical thinking to advocate for a synergistic outlook of counseling beyond national boundaries. Drawing from the postmodern paradigm, participants will take away ideas on developing culturally relevant pedagogy to engage both domestic and international students.

Saturday | 10:00 am – 10:50 am | 403

*Education Session | 658*

## **University-based Centers for Research: New Methods for Collaborative Counselor Education**

*Don Redmond, Ph.D.*

A primary goal of university-sponsored research centers is to promote interdisciplinary collaboration and insight. This program will present a step-by-step blueprint, from funding to approval to implementation, for establishing a research center. This will provide lessons from the

presenter's creation of the Center for the Study of Narrative (CSN) at Mercer University - Atlanta including how experiences such as qualitative dissertation research, digital storytelling, and study abroad can contribute, and perhaps enhance, the mission of such a center.

Saturday | 10:00 am – 10:50 am | 406

*Education Session | 659*

## **One Book, One Program**

*Matthew Munyon, Ph.D.*

Certain works lend themselves to interpretation, reflection, and application in many facets of counseling training. In one counselor education program, more than 200 students and 10 faculty read Victor Frankl's "Man's Search for Meaning" during one semester. Through activities and discussion during the semester, faculty and students in every class contemplated Man's Search for Meaning in relation to their course competencies. The presenter will review (a) example syllabi and assignments, (b) artifacts, (c) feedback, and (d) next steps.

Saturday | 10:00 am – 10:50 am | 407

*Education Session | 660*

## **The Power of Unions to Empower School Counselors and School Counseling Programs in a Time of Corporatization**

*Sibyl West, Ph.D., Stuart Chen-Hayes,*

*Zachary Pietrantonio & Rebecca Schumacher*

School counseling faces challenges that can begin to be ameliorated when school counselors partner with their unions accessing some of the powerful tools within collective bargaining. This presentation will discuss the impact of unions and ways we can advocate for the profession in an era of corporatizing the education system.

Saturday | 10:00 am – 10:50 am | 408

*Education Session | 661*

## **Global Communities: Developing Multicultural Competency by Promoting International Awareness**

*Stacey Diane Litam, M.A.*

What types of social justice issues exist for clients in developing countries? This interactive presentation addresses the unique experiences, differences in learning styles, and clinical implications of working with immigrant and refugee client populations both nationally and internationally. Counselor educators will develop

# SATURDAY, OCTOBER 10

a culturally informed pedagogy through guided self-reflection and small group activities. Specific interventions will be presented that may be applicable to a variety of internationally diverse clients and students.

**Saturday | 10:00 am – 10:50 am | 409**

*Education Session | 662*

## **On Becoming an Advocate: A Grounded Theory**

*Melissa Swartz, M.S.*

The Advocacy Competencies operationalize what excellence in counselor advocacy looks like on a day-to-day basis. However, a grounded theory model of development for counselor advocates is lacking. Developmental models of counselor skill and theoretical mastery (i.e. Lifespan Developmental Model; Ronnestad & Skovholt, 2003) prove critical to counselor educators, supervisors and scholars as they develop curriculum and standards for Master's and Doctoral study. Thus, the purpose of this Education Session to present research findings from a grounded theory study on how counselors develop into exemplar advocates. The goal of the session is for participants to gain a better understanding of a grounded theoretical model for counselor advocate development. With such a model, counselor educators and supervisors will be able to assess, evaluate, and plan curriculum that helps further develop counselors who are competent in their ability to advocate at the client, professional, and societal level. This education session includes the following objectives: (a) present current research findings regarding grounded theory on counselor advocate development; (b) present specific implications for such a developmental model in counselor education pedagogy and supervision; and (d) provide resources for participants to learn more about counselor advocate development.

**Saturday | 10:00 am – 10:50 am | 411**

*Education Session | 663*

## **From Micro-Aggressions to Neural-Aggressions: Culturally Relevant Counselor Education at the Cellular Level**

*Chad Luke, Ph.D.*

Can counselors fake empathy, genuineness and acceptance in therapy? Can supervisors with supervisees? Current neuroscience recent would offer a resounding "No". Join us for a lively discussion of how brain research indicates

that not only is "faking it" more difficult than we think, but counselors and supervisors may not be as good at it as they think. We will explore the research for the phenomenon we call "neural-aggressions" and then map our way to greater authenticity in dealing with the differences of others and ourselves.

**Saturday | 10:00 am – 10:50 am | 412**

*Education Session | 664*

## **Training Future Counselor Educators: Analysis of CES College Teaching Syllabi**

*Jane Cox, Ph.D., Caroline Perjessy,*

*Randall Moate, Erin West & Alham Rodriguez*

Little is published in the Counselor Education and Supervision (CES) literature about how Counselor Educators teach doctoral students to become effective teachers. The presenters qualitatively analyzed syllabi from doctoral CES College Teaching courses to explore how students are being taught to teach. Presenters will share findings such as how syllabi reflect faculty efforts to train students to deliver culturally relevant pedagogy, and methods and activities used in College Teaching courses.

**Saturday | 10:00 am – 10:50 am | 415**

*Education Session | 665*

## **Counselors at the Forefront of Earthquake Relief in Nepal: Relational Interventions and Crisis Management**

*Jeffrey Kottler, Ph.D.*

A medical and mental health team spent several weeks in Nepal during the devastating earthquakes, delivering services to neglected areas. This slide show will include remarkable stories and unusual cases in the most adverse conditions imaginable and describe the shared trauma of the team members and the people they helped.

# SATURDAY, OCTOBER 10

## Roundtable Sessions 10:00 am – 10:50 am

Saturday | 10:00 am – 10:50 am | Salon A

Roundtable 1 | 666

### **Preparing for Practicum and Internship Success A Proactive Approach to Gatekeeping**

*Amy McLeod, Ph.D., Kelli Ritter, Allison Spargo, Shane Blasko & Tom Watson*

Gate keeping is a critically important, yet challenging, role for counselor educators and clinical supervisors. Gate keeping is defined as the evaluation of student suitability for professional practice. Previous estimates suggest that between 10% and 21% of students enrolled in counseling programs may be poorly suited for the counseling profession. An analysis of remediation referrals within one CACREP accredited counseling department revealed that the majority of referrals were related to practicum and internship training. Presenters will discuss common gatekeeping challenges related to practicum and internship as well as innovative strategies to encourage positive experiences. Templates for remediation plans, ideas for workshops, and student success stories will be shared.

Saturday | 10:00 am – 10:50 am | Salon A

Roundtable 2 | 667

### **Beyond Basic Credentials: Helping Students and Supervisees Understand Specialized Credentials**

*Robin Lee, Ph.D. & Jennifer Jordan*

This session will help faculty and supervisors gain knowledge about specialized credentialing available to counselors. The session will review common credentials (e.g., NBCC, CCE), as well as specialized credentials (e.g. play therapy, EMDR). The session will also review newer areas of specialization (e.g., psychocardiology, psychoneuroendocrinology). Steps for obtaining specialized credentials will be reviewed. Participants will be provided with resources related to specialized credentials to share with students and supervisees.

Saturday | 10:00 am – 10:50 am | Salon A

Roundtable 3 | 668

### **The Mentoring Relationship Between International Students and Faculty Advisors Within Counselor Education Programs**

*Hsin-Ya Tang, Ph.D. & Tim Grothaus*

Faculty advisors can be critical to the success of counselor

education international students from linguistically and culturally diverse backgrounds. In this interactive presentation, participants will understand the perspectives from the literature and a recent study of international students regarding their needs related to career and psychological mentoring. Participants will also gain insights, strategies, and skills to develop successful mentoring relationships.

Saturday | 10:00 am – 10:50 am | Salon A

Roundtable 4 | 669

### **“History, the teacher of life”: Integrating a Professional Genogram in Pedagogical Practice**

*Kristyn Maikranz, M.A., Caleb Thompson & Cebrail Karayigit*

Throughout the history of professional counseling, genograms have been traditionally used in clinical settings to conceptually map the client within their familial system. The professional genogram will focus on assessing patterns of interaction and realms of influence within one's academic pedigree. This session will explore culturally-relevant strategies to increase counselor identity while identifying factors that stimulate the professional growth of counselors-in-training. Steps for creating a professional genogram will be demonstrated.

Saturday | 10:00 am – 10:50 am | Salon A

Roundtable 5 | 670

### **Service Learning in School Counseling: Conducting a Needs Assessment**

*Andrea Bjornestad, M.A.*

The purpose of the presentation is to provide an overview of a service learning project that was implemented via partnerships with school districts. Graduate students engaged in service-learning with various school districts to provide an assessment of needs within the schools while completing immersion experiences. The process of establishing partnerships with schools will be discussed, the service learning project and immersion activities will be described, and implications for counselor educators will be provided.

**Saturday | 10:00 am – 10:50 am | Salon A**

*Roundtable 6 | 671*

## **When Religion Hurts: Reducing Religious Bias in Counseling Students Who Have Experienced Religious Abuse**

*Paula Swindle, M.A.*

Confronting bias is a critical part of developing cultural competence. Those who feel they have been damaged by religious systems may struggle with the spiritual/religious component of multicultural counselor education or when working with highly religious or spiritual clients. We will examine some of the most common types of religious abuse and ways counselor educators/supervisors can support these students to navigate this sensitive topic while practicing in an ethical and competent manner.

**Saturday | 10:00 am – 10:50 am | Salon A**

*Roundtable 7 | 672*

## **Beyond Abstraction: Multicultural/Cross-Cultural Counseling and Research Competency Development Among Counselors-In-Training**

*Suhyun Suh, Ed.D. & Sang Min Lee*

This program will discuss the process and logistics of developing a short-term faculty-led study abroad program in conjunction with an academic course in a counselor education program. The nuts and bolts needed for a successful international immersion program will be discussed. The program's impact on the development of multicultural counseling and cross-cultural research competencies among the participating counselors-in-training will also be discussed. This presentation will be conducted by counselor educators from two countries in collaboration with a study abroad program.

**Saturday | 10:00 am – 10:50 am | Salon A**

*Roundtable 8 | 673*

## **Developing a Culture of Leadership: The Future of Counseling Education Programs**

*Tanisha Johnson, M.A.*

Leadership is a new area of research within professional counseling. Most of the focus on leadership has been noted within the areas of school counseling, doctoral education, and group facilitation. The aim of this program is to describe leadership for professional counseling. Leadership within the counseling profession goes beyond a specific leadership position, but also involves skills

and qualities that can be developed within counseling education programs. Leadership will be considered within a framework that addresses the major areas of professional activities. Ways that leadership can be developed and integrated into education programs and into current professional practice will be explored.

**Saturday | 10:00 am – 10:50 am | Salon A**

*Roundtable 9 | 674*

## **Exploring and Re-defining Vulnerability in Chemical Dependency Counseling**

*Jessica Brown, M.A., Kirsten Hanson & Irene Harper*

Brene Brown identified vulnerability as uncertainty, risk, and emotional exposure (Brown, 2013). Vulnerability in chemical dependency treatment allows clients to engage in treatment on an emotional level. The presenter will discuss a qualitative study that was conducted to explore chemical dependency counselors' definitions of vulnerability. The findings and implications for counselors, supervisors, and counselor educators will be discussed.

**Saturday | 10:00 am – 10:50 am | Salon B**

*Roundtable 1 | 675*

## **A Global Lens of Higher Education: Leading as Counselor Educators**

*Claudia Howell, M.Ed., Ryan Cook & Karen DePauw*

As the world continues to become more connected through technological advances, Counselor Educators must remain leaders in pedagogical methods of higher education at an international level. In this session, presenters will discuss the importance of being a globally situated Counselor Educator in advocacy and leadership efforts. Participants will enrich their understanding of global higher education as well as gain a cultural understanding of higher education contexts.

# SATURDAY, OCTOBER 10

Saturday | 10:00 am – 10:50 am | Salon B

Roundtable 2 | 676

## **Reach Them All, Teach Them All: A Multiple Intelligence-Based Approach Toward Counselor Training**

*Joshua Watson, Ph.D., Erika Schmit & Michael Schmit*

Attendees will learn to develop instructional strategies designed to meet the various learning styles of students across the counselor education core curriculum utilizing a multiple intelligence-based approach. Presenters will discuss the importance of utilizing varied instructional methods to effectively engage the various strengths of all students. Opportunities for interactive learning and experiential engagement also will be utilized in this session to crystallize learning for attendees.

Saturday | 10:00 am – 10:50 am | Salon B

Roundtable 3 | 677

## **Religious Fundamentalism: The Impact of Counselor Trainees Attitudes Toward Sexual Minorities**

*Jonathan Procter, Ph.D. & Mona Robinson*

The relationship between religious fundamentalism, empathy, and attitudes toward sexual minorities had not been explored in master's level counseling students. Religious fundamentalism seems to predict discriminatory attitudes in counselor trainees toward sexual minorities, even after multicultural competency training. Current curricula may not provide counselor trainees with enough knowledge, skills, and awareness regarding the LGBT communities.

Saturday | 10:00 am – 10:50 am | Salon B

Roundtable 4 | 678

## **Training College Counselors to Address Sexual Addiction on Campus**

*Amanda Giordano, Ph.D. & Craig Cashwell*

Sexual addiction is a prevalent issue and may be particularly relevant among collegiate populations as onset commonly occurs during late adolescence and emerging adulthood (Goodman, 2005). Although sexual addiction is associated with a host of negative consequences, effective counselor training in this area is lacking. This interactive presentation is designed to provide important information regarding the training of counselors to effectively address sexual addiction by discussing relevant assessments, support groups, and effective interventions.

Saturday | 10:00 am – 10:50 am | Salon B

Roundtable 5 | 679

## **Falling Short: A Counselor Educator's Responsibility to Address Burnout Among Counselors-in-Training**

*Daniel Testa, Ph.D., Tiffany Peets & Ruthann Anderson*

Wellness is widely accepted as one of the foundational pillars of the counseling profession. Despite evidence supporting the importance of infusing wellness practices in counselor education programs, new research is suggesting that counselors-in-training are reporting significant levels of burnout during critical periods of training. Utilizing this new data, counselor educators can incorporate culturally relevant practices to address burnout among counselors-in-training. Strategies to help mediate burnout will also be provided for counselor educators and supervisors.

Saturday | 10:00 am – 10:50 am | Salon B

Roundtable 6 | 680

## **School Counselor Job Satisfaction**

*Dana Unger, M.S. & Steve Rainey*

Administrative expectations of school counselors can be the difference between high and low job satisfaction. This presentation will include research on the relationship between school counselor job satisfaction and variables related to expectations from administration. Through understanding these variables, counselor educators will be able to teach school counseling students what is needed for higher job satisfaction in a school culture.

Saturday | 10:00 am – 10:50 am | Salon B

Roundtable 7 | 681

## **Meeting the Grand Challenges of the 21st Century: The role of Counselor Educators in Research Clusters**

*Dalena Dillman Taylor, Ph.D. & Sejal Barden*

Counselor education programs are tasked with the challenge of advancing knowledge and education through discovery, application, and creative work. Many of today's most exciting and important research frontiers transcend traditional disciplinary boundaries through facilitating multidisciplinary scholarship, instruction, and public service. The aim of this presentation is to facilitate a dialogue of creating interdisciplinary research clusters within counselor education.

**Saturday | 10:00 am – 10:50 am | Salon B**

*Roundtable 8 | 682*

## **Minority Faculty Retention in Counselor Education: A Preliminary Investigation**

*Kristopher Hall, Ph.D., Asha Dickerson & Adriana Del Vecchio*

This session will discuss underrepresentation minority faculty members the field of Counselor Education and strategies for increasing the presence of these more diverse individuals as faculty members across institutions.

**Saturday | 10:00 am – 10:50 am | Salon B**

*Roundtable 9 | 683*

## **The Blend Effect: Maintaining Culture while Balancing your Professional Identity**

*Tanisha Sapp, M.A., Tatasha Matthews & Kristy Holloway*

In order to establish an effective professional identity, you must first be aware of your own cultural identity. Attend this Roundtable session to learn how to maintain your cultural identity while establishing your professional identity in counselor education, supervision, and private practice. Share your experiences of how you balance the conflict between your cultural identity and professional identity while learning tips on how to merge the three together.

**Symposia Sessions 10:00 am – 11:20 am**

## **Distinctive Ways to Address Diversity**

**Discussant: A. Leslie Anderson, Ph.D.**

**Saturday | 10:00 am – 11:20 am | 301**

*Research Symposia | 684*

## **Real Conversations in the Classroom: Discussing Current Events Surrounding Racial, Ethnic and Economic Injustices as a Means to Increase Counseling Students' Cultural Awareness**

*Michelle Stevens, Ph.D. & Virginia Dansby*

Race relations in the United States are tumultuous at best. Tensions between inner city communities and the police continue to rise with the recent shootings of unarmed citizens of Color. This roundtable will offer participants the opportunity to discuss ways in which they include dialogues of current events in the various classes that they teach. Counselor Educators will be able to share their ideas

on how to most effectively facilitate such discussions, while providing a safe and honest space for cultural development and empathy building.

**Saturday | 10:00 am – 11:20 am | 301**

*Research Symposia | 685*

## **Multicultural Instruction of Crisis/Disaster Intervention and Trauma Counseling to a Culturally Diverse Student Population in Counseling Programs**

*Hasmik Chakaryan, Ph.D. & Muthoni Musangali*

This presentation will address the need for rigorous preparation of counseling students in crisis & disaster intervention and trauma counseling, an area which became one of CACREP core standards in 2009. Counseling students need to be equipped with a strong theoretical knowledge-base, cultural awareness, and evidence-based techniques. Teaching modalities will be recommended with a cultural focus to meet the needs of a diverse student body. A curriculum structure is suggested with practical implications for continued improvement in the preparation of crisis counselors.

**Saturday | 10:00 am – 11:20 am | 301**

*Research Symposia | 686*

## **Cultural Perspectives on Transformational Learning**

*Laura Heid, Ph.D.*

One approach to leadership in our rapidly changing global community is for counselor educators to promote transformational learning environments. Doing so requires the capacities for relational authenticity and mutual empathy, as well as offering constructivist pedagogy. This presentation will examine cultural perspectives on these concepts and practices. Emphasis will be given to cultural empathy and transcendence of one's internalized culture for co-constructing transformational learning environments with our students and colleagues.

# SATURDAY, OCTOBER 10

## Poster Sessions 10:15 am – 10:45 am

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 1

### **School Counselors as Leaders in School Turnaround**

*Renae Mayes, Ph.D., Anita Young & Colette Dollarhide*

This program welcomes school counselors, supervisors, counselor educators, or graduate students. The presenters will highlight a qualitative, grounded theory study that explored the school counselor leadership in turnaround schools. Attendees will leave the program understanding the school turnaround process, the challenges and strengths school counselors possess in turnaround schools, the evolution of the role of school counselors, tips to help with advocacy for systemic change, and ideas for future research.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 2

### **Investigating the Need for First Year Doctoral Mentorships: An Examination of Program, Student, and Institutional Fit**

*Kyle Lucas, M.A. & Stephanie Pergantis*

First year doctoral students are at risk for leaving doctoral study and mentorship can increase matriculation. This poster will outline the dynamic process of connecting with all stakeholders during program development. The best practices in literature, multicultural competency in mentorship, and existing programs will be summarized. By visually sharing the questions asked and the steps in the process, as well as pitfalls, attendees will garner a step-by-step process for creating a personalized mentorship program that addresses program goals and may increase persistence.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 3

### **The Development of Counseling Supervisors: A Phenomenological Study of Doctoral Students' Supervision**

*Hang Jo, M.A. & Hannah Acquaye*

This presentation will reveal the results of a pilot study conducted on the growth of doctoral students as supervisors-in-training during the supervising practicum. In order to explore what the supervisors-in-training's experiences during the practicum, their weekly

documents (e.g., summary notes) were collected and analyzed through a phenomenological research method. Based on the findings, the presenters will inform counselor educators on areas of concentration when it comes to training future counselor educators through relevant pedagogy and practice.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 4

### **Managing Difficulties in Cross-Cultural Supervision: Minority Supervisee's Perspectives**

*Hansori Jang, M.A., Nami Bang & Janice Byrd*

The number of minority populations (i.e., African American, Latino, and Asian) in particular is rapidly rising in the United States. For instance, during the decade of ten years from 2000 to 2010, there was a 12.6 % increase of African Americans and a 43% increase of Asians and Hispanics (U.S. Census, 2010). In accordance with this trend, the percentage of minority populations also have increased sharply in counseling-related areas. As a result, how ethnic and cultural topics are addressed in the supervision setting is significant to study. Although the demographics of the counseling field continues to be modified, a lack of studies have investigated the experiences and needs of racial/ ethnic minority supervisees. This study investigates the multicultural supervision relationship and experiences between minority student supervisees and their supervisors using qualitative interviews. One qualitative research question will examine the perceptions/experiences of students who have received cross cultural supervision. This study will contribute to the understanding of the training experience of minority supervisees in clarifying the necessary education and support for cross cultural supervision.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 5

### **The Oxygen Mask Analogy: How Parent Wellness Impacts Child Well-Being**

*Ashley Blount, M.S. & Dalena Dillman Taylor*

Attendees will gain knowledge regarding the impact of healthy and unhealthy life styles of parents and children through introducing wellness-oriented interventions, education, and information that promotes well-being. Presenters will integrate this information into the empirically supported intervention for parents, Child-

Parent Relationship Therapy (CPRT). Participants will learn the therapeutic impact of CPRT on the parent-child relationships and CPRT techniques.

**Saturday | 10:15 am – 10:45 am | Franklin Hall A**

*Poster 6*

## **The Family Adjustment Measure: a Treatment Planning Tool for Counselors and Educators**

*Vanessa O'Hare, M.A.*

The Family Adjustment Measure (FAM) is an assessment developed as a treatment planning tool for parents of children with special needs. Viewers of this presentation will learn background research related to this population, learn strategies on how to use effectively use the FAM as a treatment planning tool for parents of children with special needs, and identify how to clinically address differences in relationship satisfaction, individual distress, and coping styles found when using the FAM.

**Saturday | 10:15 am – 10:45 am | Franklin Hall A**

*Poster 7*

## **Narrowing Down A Theoretical Orientation: A Grounded Theory Study of The Process for Counselors-in-Training**

*Dayna Watson, M.Ed. & John Super*

This presentation focuses on a study looking at the policies and practices of teaching the foundational class of counseling theories. Results from the study, including a model for understanding how counselors-in-training develop their own understanding of theory will be presented. Attendees will gain a better understanding of the research methodology of constructivist grounded theory, and the implications of theory development on the study on counseling, supervision, and counselor education.

**Saturday | 10:15 am – 10:45 am | Franklin Hall A**

*Poster 8*

## **Connecting New Students and Counseling Program Alumni: Benefits for Students, Graduates, and their Counselor Education Programs**

*Kathleen Barrett, Ed.D. & Kathryn Bates*

This presentation proposes that graduate students at beginning and end of the counselor education program have unique, though often unrealized, potential to

positively impact each other's professional development. For the counselor education program, finding path that affords the opportunity to meet both sets of needs ultimately offers its own benefits. This presentation includes a description of an interview based assignment that became markedly more valuable when the interviewee was required to be a program alumni. This poster includes discussion of motivations for creating the assignment; feedback from students about the benefits and their implications, and describes the unique advantages that planting seeds of connection early on has potential to offer new students, alumni, and their counselor education program.

**Saturday | 10:15 am – 10:45 am | Franklin Hall A**

*Poster 9*

## **Preparing for Internship: Reflective Narrative for Counselors in Training**

*Cassandra Storlie, Ph.D. & S. Jeffery Mostade*

Culturally reflective practice through journaling has been identified as a useful method to support the growth and development of students in a variety of professions, including counseling students. Clinical experiences, such as practicum and internship, are salient times in counselor development in which professional functioning as a counselor begins to evolve and culturally relevant practice emerges. Reflective journals of 50 counseling students in internships in the community, who had completed their practicum experiences in a university counseling center were recruited for this study. The themes generated provide insights to practicum instructors and directors at university counseling centers to better prepare students for internship on the domains of professional functioning that are culturally relevant, and may better prepare site supervisors in working with new internship students having completed their practicum at a university counseling center. Partial support for this research was provided by a NCACES research grant.

# SATURDAY, OCTOBER 10

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 10

## **Gender Microaggressions Experienced by Female Graduate Students**

*Courtney Wilson, M.Ed.*

This study explored the experiences of female graduate students and how they perceived, experienced, and responded to gender microaggressions. Gender microaggressions are defined as brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile, derogatory, or negative sexist slights and insults toward women (Nadal, 2008). A qualitative research design was employed using grounded theory techniques for data analysis. This presentation will inform multicultural considerations for educators and universities.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 11

## **Touched by Trauma: Results from a Mixed Methods Evaluation of Vicarious Traumatization and Posttraumatic Growth among Counselors in Training**

*Tamarine Foreman, Ph.D.*

Learn how counselors in training describe their initial experiences of providing counseling and engaging with clients who have a history of trauma. By sharing the results of this study, the researcher will highlight the results of how counselors in training were impacted and their level of vicarious traumatization and posttraumatic growth. Participants will leave with knowledge about these constructs and how they can assist in decreasing the impact of vicarious traumatization and promote posttraumatic growth.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 12

## **Applying Game Design to Developmental Counselor Education and Supervision**

*Andrew Byrne, Ph.D.*

Counselor education can be seen as a skill acquisition process whereby incremental progress is facilitated through a variety of engagement styles, from theoretical to clinical and experiential. Using principles such as learning from failure, hypothesis testing, and incremental challenge; game design can engage counselors in training more effectively. This program will introduce facets of

game design and illustrate how these are useful tools for planning counselor education coursework.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 13

## **Understanding Spirituality in Palliative Care for the Counseling Profession**

*OTilia Hunter, Ph.D.*

One of the responsibilities of Counselor Educators is to investigate the gaps in research and services provided to the populations we serve. One of the under researched areas is spirituality, and another area is palliative care and the counseling profession. This presentation is the product of recent research on the topic of spirituality in palliative care for the counseling profession, with an emphasis on the client's perspective. This presentation will show the gap in research for the counseling profession, the lack of training on the part of clergy, the medical profession and counselors. This presentation will discuss the next steps in research, which includes educating future counselors and how to begin the discussion of spirituality within the professional practice. Lastly, this presentation will reveal spirituality as a coping mechanism for palliative care clients.

Saturday | 10:15 am – 10:45 am | Franklin Hall A

Poster 14

## **“I Got Here As a Student First”: The Stories of African American Athletes Competing at an NCAA Division I STEM Institution**

*Sauna Nefos Webb, M.Ed.*

This hybrid lecture and discussion program will review the results of a narrative inquiry, which asked NCAA Division I African American athletes about their stories as students and athletes at a STEM institution. The presenter will share excerpts of the stories, highlight the similarities across participant stories, lead a discussion on how to advocate for the needs of African American athletes in and out of the college classroom, and offer culturally relevant suggestions for working with African American athletes.

**Saturday | 10:15 am – 10:45 am | Franklin Hall A**

*Poster 15*

## **Understanding White Dialectics and Racial Identity Development: New Findings and Implications for Counselor Training**

*Scott Schaeffe, Ph.D., Krista Malott & Tina R. Paone*

How can counselor educators help White counselor trainees to become culturally competent practitioners? The framework of white dialectics provides a useful tool for understanding how racial identity development and the conceptualization of privilege impacts White counselor trainees. New findings about White Dialects will be presented, and a discussion about the intersection of racial identity development and counselor training will be conducted.

**Saturday | 10:15 am – 10:45 am | Franklin Hall A**

*Poster 16*

## **A Study of Social Interest and Resiliency After Traumatic Events**

*Tina Fleming, M.A., Antwan Player & Debra Leggett*

This study focuses on social interest and resiliency after a traumatic event. The concepts of trauma, social interest, and trauma resiliency are discussed in this study. This study discusses social interest and resiliency impact after a traumatic event. People that experience a trauma have the ability to develop resiliency through social interest, whereas other people do not.

## **Poster Sessions | 11:00 am – 11:30 am**

**Saturday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 2*

## **Conceptualizing the Supervision Needs of Intensive In-Home Counselors: A Qualitative Exploration**

*Joshua Elliott, M.A., Lauren Downey & Derrick Trammell*

Many neophyte counselors are attracted to the idea of in-home service provision, partly because these jobs are relatively easy to acquire fresh out of a graduate program. However, once submerged in their work many realize that the therapeutic dynamics differ from the traditional office-based, clinical setting. Dissonance may arise as the counselor is caught between their notion of a therapeutic relationship and their lived experiences working in the home. Culturally relevant supervision is of utmost

importance for counselors in this field. Please join the presenters as they take you on a qualitative journey to make sense of their experiences inside the homes of clients and of the offices of their supervisors.

**Saturday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 3*

## **Using Created Metaphor to Enhance Counselor Trainee Self-Efficacy: Research Findings**

*Krista Predragovich, Ed.S. & Lisa Longo*

Join us to explore our experiences facilitating and investigating the effects of a creative and experiential supervision group with clinical mental health counseling students during their internships. We will reflect on the choices of activities and their impact on group members. We will discuss the findings of this mixed-methods study (supported by a research grant from the North Central Association for Counselor Education & Supervision), and consider their pedagogical implications.

**Saturday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 4*

## **Addressing Single Parents' Needs in Professional Counseling: Results From a Qualitative Study**

*Julia Whisenhunt, Ph.D., Catherine (Catharina) Chang & Mark Parrish*

There exists a dearth of research on single parenthood and its implications for counseling. When available, the literature tends to be dated. To address this gap, the presenters used Qualitative Content Analysis and surveyed single parents about their experience, including role expectations, challenges and benefits, and things counselors should know. The presenters will provide a summary of the results and implications for counseling, focusing on culturally relevant clinical intervention.

# SATURDAY, OCTOBER 10

Saturday | 11:00 am – 11:30 am | Franklin Hall A

Poster 5

## **Medical Trauma: Assessing the Traumatic Impact of Receiving an HIV Diagnosis**

*Melissa Zeligman, Ph.D.*

There exists a dearth of research on single parenthoo Nearly 1.1 million people living with HIV/AIDS (PLWHA) are living in the United States. Aside from medical stressors associated with living with HIV, PLWHA often cite the moment of their HIV diagnosis as a traumatic event. The present study investigated the traumatic impact of receiving an HIV diagnosis, and the subsequent presence of posttraumatic stress disorder (PTSD). In addition, the potential for posttraumatic growth (PTG), or positive psychological change following trauma, exists following such a diagnosis, and is explored in the sample. Lastly, demographic variables will be explored in relation to their impact on PTSD and PTG following an HIV diagnosis. Findings indicate that both PTSD and PTG were present in the sample, and that demographic variables (i.e., sexual orientation, religious affiliation, intimate relationship status, highest completed education, time that had passed since HIV diagnosis, biological sex, and ethnicity) were predictive of respondents reaching both these outcomes. Clinical implications for working with clients living with HIV, and supervisory implications for supervising counselors-in-training working with this population, will also be provided for presentation attendees.

Saturday | 11:00 am – 11:30 am | Franklin Hall A

Poster 6

## **Career Counseling Strategies for Military Veteran College Students**

*Terri Howe, M.S. & Jeremy Gonzalez*

Transitioning from the military culture to a very different culture on a college campus can be a daunting thought. This session covers career counseling strategies used to assist college students who are military veterans making career choices. A focus will be on student perceptions of readiness to make a career choice. Current research will be reviewed and issues with each strategy will be discussed. Implications regarding issues the counselor should be cognizant of are identified and recommendations for implementing the strategies with the veteran college student population will be provided.

Saturday | 11:00 am – 11:30 am | Franklin Hall A

Poster 7

## **The Impact of a Two-Day Online Wellness Seminar on Self-Reported Wellness and Wellbeing Outcomes**

*Elizabeth Keller-Dupree, Ph.D.*

Wellness is a holistic counseling intervention that is valuable to integrate not only into counseling practice but also into counselor-in-training experiences. This presentation offers results from a mixed-method study exploring the impact of a two-day wellness seminar on undergraduate and graduate students' self-reported sense of wellness and wellbeing. Specific activities will be offered along with a discussion of ways to further imbed wellness activities into existing curriculum.

Saturday | 11:00 am – 11:30 am | Franklin Hall A

Poster 8

## **Counseling Students' Research Self-Efficacy, Attitudes Toward And Interest In Research: An Investigation Of Potential Predictors; Perception Of The Research Training Environment And The Personality Trait Openness**

*Mildred Dukic, M.S.*

This presentation will point out the importance of counselors being aware of outcome research and its relevance to clinical practice. A literature review will be presented regarding master's level students' research self-efficacy, attitudes toward and interest in research. Suggestions based on the pedagogical teaching method C.R.E.A.T.E. will be discussed and 1-2 of the techniques practiced in the session. This presentation is experiential, meaning short lectures and hands-on activities.

Saturday | 11:00 am – 11:30 am | Franklin Hall A

Poster 9

## **Mining the Subjective, Inner Experiences of Group Counseling Members**

*Clay Rowell, Ph.D.*

In all group work, members have thoughts and feelings that do not get verbalized to the group. These inner experiences heavily influence how people behave in group counseling. During the presenter's group counseling course, students completed mind maps after each group session to document some of these experiences. The presenter, along with a group of students, conducted

consensual qualitative research to categorize the data obtained from the mind maps. This research and its implications will be shared with attenders.

**Saturday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 10*

## **Advocacy in Childhood Obesity: Examining Adolescent Girls' Perspectives through Photovoice**

*Corrine Sackett, Ph.D. & Alyssa Jenkins*

Researchers will present the findings of this action research study. As counselors are called by ethical code to advocate at multiple levels by addressing barriers that inhibit growth, presenters will report how the findings can be used to advocate on childhood obesity as it affects many clients. In addition, the ACA code of ethics encourages advocacy in research for a healthy and more just society and we will address how others can use photovoice to this end in their areas of interest.

**Saturday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 11*

## **The Therapeutic Relationship: Counselor Mindfulness as a Predictor of Session Depth and Client-Rated Empathy**

*Cheryl Fulton, Ph.D.*

Mindfulness training is emerging as an adjunct method for enhancing counselor empathy and the therapeutic relationship. Attendees will learn about the latest mindfulness research from counseling and neuroscience and results from a study of the relationship between mindfulness and session depth and client-rated empathy among 55 counselor-client pairs. Implications and future research on mindfulness in counselor education will be discussed and mindfulness exercises for the classroom shared.

**Saturday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 12*

## **Social Connection in Promoting Post-Traumatic Growth in College Students**

*Laura Anne Copley, M.A.*

Within every suffering human being exists a potential for meaning-making, resilience, and transformation. The innate longing for a fulfilled and meaningful life is a common human experience, especially for those struggling with personal hardships and traumas. Experiencing a

major life crisis in the midst of transitioning to a new social environment can add to the stress expected as a part of adjusting to college life. This program will discuss research findings on how college students may experience transformative growth after a stressful life event through the channel of meaningful peer relationships and friendships. The program will review findings and implications on the topics of traumatic stress, young adult bonding attachment, and post-traumatic growth.

**Saturday | 11:00 am – 11:30 am | Franklin Hall A**

*Poster 13*

## **Supervising with Intention: Helping Supervisors-in-Training Formulate Effective Interventions**

*Scott Young, Ph.D., Daniel Hall, Jodi Bartley, Tamarine Foreman & Bradley McKibben*

Faculty members and doctoral student will describe the challenges and successes of practicing supervision with greater interventional intention. Supervisors-in-training struggle to translate their awareness of counselor limitations into concrete interventions that help the counselor acquire skill, knowledge or behavioral confidence. This session explores strategies used to assist supervisors-in-training as they work to create effective supervision interventions. Doctoral students describe their process of developing greater interventional skill, as well as how supervision-of-supervision facilitates their intervention development. Faculty members explore how they aid supervisors in preparing and executing effective supervision technique.

# SATURDAY, OCTOBER 10

Saturday | 11:00 am – 11:30 am | Franklin Hall A

Poster 15

## **How Understanding the Relationship Between Non-Suicidal Self Injury and Substance Use Can Improve Addictions Curriculum in Counselor Education**

*Eric Richardson, B.A. & Kristina DePue*

Non-suicidal self injury is a growing area of research where counselors educators can make significant contribution to pedagogy and practice. This session will present initial findings from a research study examining the relationship between NSSI and substance use. Additionally, implications for counselor educators will be highlighted emphasizing the contributions this research can make for addiction curriculum and implications for teaching counseling students to assess and treat NSSI.

Saturday | 11:00 am – 11:30 am | Franklin Hall A

Poster 15

## **Developing a Counseling Clinic in a Department of Counselor Education**

*Carrie Alexander-Albritton, Ph.D., Leslie O’Ryan, Holly Nikels & Duane Halbur*

This presentation will review and discuss the development and implementation of a counseling clinic in a Department of Counselor Education. Particular attention will be given to creative and culturally appropriate pedagogical strategies for teaching clinical courses including Practicum and Internship. Modes of supervision will be presented and specific regard to the CACREP, 2016 standards will be addressed. Client recruitment will be overviewed and legal and ethical implications will be examined.

## **Education Sessions | 11:00 am – 11:50 am**

Saturday | 11:00 am – 11:50 am | 302

Education Session | 687

## **Title IX and Counselor Educators: Roles and Responsibilities**

*Debbie Sturm, Ph.D., Anne Metz & Amy Sirocky-Meck*

Recent media stories have highlighted sexual assault and Title IX reporting on college campuses. Medical professionals, counseling center counselors, and clergy are commonly exempt from Title IX mandated reporting and are considered voluntary. Counselor education faculty and instructors are most often not. As such, we may

feel conflict a conflict between our ethical obligations as counselors and the expectations of our institutions. We will examine perceived competing roles, considerations for understanding your role under this Federal mandate, and advocacy opportunities.

Saturday | 11:00 am – 11:50 am | 303

Education Session | 688

## **The Changing of the Vanguard: A Comparative Analysis of the 2005 and 2014 ACA Code of Ethics**

*Nathaniel Brown, MSW, Kim Hughes, Natoya Haskins Christian Chan, Tiffany Brannon & Brittany Dennis*

The SACES Ethics and Professional Development Interest Network completed a comparative analysis of the 2005 and 2014 ACA Code of Ethics investigating how the profession has advanced in moving towards a fifth force. The Interest Network investigated sections of the codes for comparative analysis. The results were reviewed and documented in an article using eight principles of Liberation Psychology toward integrating social justice within ethical practice in Counselor Education and Supervision.

Saturday | 11:00 am – 11:50 am | 304

Education Session | 689

## **Building a Suicide-safer Community in Rural Area: Outcomes of ASIST Training for K-12 School Personnel**

*Yung-Wei Lin, Ph.D. & Laura Shannonhouse*

Suicide, the third leading cause of death for 10-24 year olds, has become a raising mental health concern among young individuals. Students in rural areas like Maine are not immune from suicidal risk. Due to the shortage of professional counselors, rural schools are in need of innovative suicide intervention and prevention programs for responding to students’ suicidal risk. This workshop will introduce how university counselor educators help public schools in rural areas build a suicide-safer community through multiple strategies including trainings, services, and research.

**Saturday | 11:00 am – 11:50 am | 305**

*Education Session | 690*

## **Culturally Relevant Practice: Research Mentorship Experiences of Doctoral Students**

*Alyse Anekstein, Ph.D.*

The presenters will review an empirical study regarding research mentorship. In addition, the presentation will help audience members through the providing a framework for understanding the importance of doctoral student perceptions of research mentorship experiences, the level of satisfaction with these experiences, and the implications of research mentorship in the process of research productivity. The presenters will utilize a discussion-based session to illustrate these concepts.

**Saturday | 11:00 am – 11:50 am | 306**

*Education Session | 691*

## **Research Findings from Licensure Supervisors Experience of Supervision**

*Susan Sisko, Ph.D. & Deborah Rubel*

Supervision has become one of the most consistent requirements in ongoing, post-degree, continuing education of counselors (Fall & Sutton, 2003). Licensure supervision is unique to other types of supervision. Licensure supervisors often assume the sole responsibility for overseeing supervisees' work and professional standing for licensure but specific supervision guidelines are beyond the scope and purposes of regulatory boards (Magnuson, Norem, & Wilcoxon, 2000). During this interactive presentation participants will gain broader understanding of the licensure supervisors experience of supervision and suggestions for applications in practice. This interactive presentation will demonstrate cultural sensitivity in clinical supervision.

**Saturday | 11:00 am – 11:50 am | 307**

*Education Session | 692*

## **Counseling in the 21st Century: A Profession with Global Scope**

*Williamson Jennifer, Ph.D.*

In this session, the members of the ACES International Initiative/ Global Citizens' Initiative will facilitate a panel discussion on the outcomes of the Initiative and explore ways that counselors who have an interest in international counseling can connect and collaborate with others. Additionally, a discussion about the unique needs, strengths, and supports of international students as well as

international faculty will be addressed.

**Saturday | 11:00 am – 11:50 am | 309**

*Education Session | 693*

## **Self-Compassion: A Life Skill for Promoting Academic Achievement**

*Monica Leppma, Ph.D.*

Self-compassion provides a favorable construct for healthy self-attitudes in contrast to some of the drawbacks related to self-esteem. Self-compassion does not depend on social comparisons, personal success, or self-evaluation but is comprised of the concepts of self-kindness, mindfulness, and common humanity. In this session, participants will have the opportunity to learn the benefits of incorporating self-compassion to promote academic achievement and to practice self-compassion exercises.

**Saturday | 11:00 am – 11:50 am | 309**

*Education Session | 694*

## **Training Counselors to Facilitate Partnerships and Networks with Client Stakeholders: A Culturally Relevant Training Model**

*Julia Bryan, Ph.D., Lynette Henry & Dana Griffin*

How do you help counselors develop competencies in building partnerships and networks to foster mental health and academic success for clients and students? Counselors' ability to collaborate and network is vital to addressing barriers and problems that diverse clients, families, schools, and communities face. Presenters will share a partnership model they use to train counselors including competencies, assignments, and learning outcomes. Participants will share their own experiences and ideas.

# SATURDAY, OCTOBER 10

Saturday | 11:00 am – 11:50 am | 401

*Education Session | 695*

## **Cultivating Supervisee Confidence and Competence through the use of Dialectic Behavioral Therapy (DBT) Skills**

*Kelly Emelianchik-Key, Ph.D. & Shane Blasko*

Research indicates counseling supervisees often experience poor confidence and limited competence. Supervisors must find ways to assist in building confidence and competence to help supervisees succeed in their work with clients. Research demonstrates that dialectic behavioral therapy (DBT) skills training has been effective for clients to manage stressful life events, achieve mindfulness, handle overwhelming emotions, control anxiety, and improve interpersonal communication. Participants will learn the core premise of DBT and how DBT skills can effectively be applied to supervision. Participants will be guided through case vignettes where they are able to apply DBT skills to address various supervisee challenges in supervision.

Saturday | 11:00 am – 11:50 am | 402

*Education Session | 696*

## **Integrating Yoga & Psychotherapy**

*Joan VanderSchaaf, Ph.D.*

Complementary and Alternative Medicine recognizes yoga as an effective treatment modality. This presentation entails stirring, rich descriptions of the lived experiences of 8 participants from a qualitative study focusing on integrating yoga and psychotherapy. This brain-body research provides evidence not only that yoga complements psychotherapy, but demystifies the process and can be an effective treatment modality across diverse populations. Whether you, as a leader are a practicing yogi or not familiar with yoga at all, this knowledge is important for counselor educators and practitioners to understand the connection of our minds and our bodies.

Saturday | 11:00 am – 11:50 am | 403

*Education Session | 697*

## **Merging Pedagogy and Practice: Process Addictions and Counselor Education**

*Angie Wilson, Ph.D., Stephanie Carroll, Joseph Graham & Leigh Holman*

Counselor educators and supervisors are tasked with providing adequate instruction on the knowledge, assessment, diagnosing, and treatment of process

addictions to counselors-in-training. Research indicates many counselor educators do not possess adequate information on this specific area of addictions due to the new and ever evolving research in this particular area of addictions. The IAAOC Process Addiction Committee will educate counselor educators about ethical, diagnostic, and skills based issues related to process addictions. Participants will receive PA activities they can integrate into a variety of courses in their CACREP-consistent curriculum.

Saturday | 11:00 am – 11:50 am | 406

*Education Session | 698*

## **Promoting Culturally Sensitive Trauma Treatment**

*Marina Vladimir, M.S. & Allison Pow*

Individuals perceive their existence in the context of family, community, and social systems. Similarly, human suffering is embedded in relational and cultural mores. Awareness of cultural impact on clients' trauma experiences can improve the therapeutic alliance and treatment outcomes. This presentation will explore the impact of culture on trauma experiences. Attendees will gain knowledge about how trauma is variably understood and defined in the context of culture, how this context informs diagnosis and treatment issues, and how counselor educators and supervisors can teach students about the importance of culturally sensitive trauma-informed care.

Saturday | 11:00 am – 11:50 am | 407

*Education Session | 699*

## **The Hidden Need: Integrating Trauma Informed Care into Effective School Counseling Programs**

*Stephanie Pergantis, M.S. & Sharla Schroeder*

School counselor educators are tasked with equipping future school counselors for the realities of working with survivors of trauma in the education system. These students tend to struggle academically, psycho-socially, and/or behaviorally. School counselors are required to advocate and develop a plan for the student in need. Presenters will draw on current literature and their lived experience as a K-8 urban school counselor and a TFCBT counselor to discuss the implications for school systems, the counseling program, possible ethical considerations, and areas of further study.

**Saturday | 11:00 am – 11:50 am | 408**

*Education Session | 700*

## **Let's Talk About Sex, Baby!: Helping Counselor Trainees Navigate Sexual Topics With Clients**

*Carla Swallow, M.A. & Dave Blankenship*

Sex is a topic that is seldom effectively addressed in the counseling setting. Many counselor trainees are not prepared to comfortably or competently handle client concerns related to such sexual topics as pornography addiction or sexual dysfunction, yet clients are presenting with these issues with increasing regularity. This presentation provides clinical supervisors and counselor educators with effective strategies for preparing trainees to proactively address sexual topics with clients in a professional, ethical, and culturally sensitive manner.

**Saturday | 11:00 am – 11:50 am | 409**

*Education Session | 701*

## **Cultivating Culturally Relevant Pedagogy: A Phenomenological Study of Counselors' Lived Experiences Counseling Disability**

*Michele Lopez, M.S.*

Multicultural training and competence have been emphasized within Counselor Education for a long time. When counseling individuals with disabilities, authors have expressed the need for additional efforts to increase awareness, knowledge, and skills in counselors in training. This phenomenological study sheds light on counselors' current experiences, and aims to generate discussions that could represent a call for stakeholders to address their individual and collective needs in their training.

**Saturday | 11:00 am – 11:50 am | 412**

*Education Session | 703*

## **Teaching Students to Diagnose with Compassion and Multicultural Competence Using the DSM-5 Dimensional System**

*Joel Lane, Ph.D.*

Teaching diagnosis courses is often challenging due to philosophical inconsistencies between the DSM and the values of the counseling profession. However, the DSM-5 has ushered in a dimensional diagnostic approach that can enhance the individuality and clinical utility of diagnosis. This presentation will equip educators with ideas for teaching students to use the DSM-5 dimensional system to

apply diagnostic concepts with compassion, multicultural sensitivity, and clinical relevance.

**Saturday | 11:00 am – 11:50 am | 415**

*Education Session | 704*

## **Multicultural Counseling Competencies Revision: Updates from the AMCD MCCs Revision Committee**

*Manivong J. Ratts, Ph.D., Anneliese A. Singh, Sylvia C. Nassar-McMillan, S. Kent Butler & Julian Julian*

This workshop highlights the work completed by the AMCD Multicultural Counseling Competencies Revision Committee. The committee was charged with revising and updating the Multicultural Counseling Competencies (MCCs). We will discuss the rationale behind the need to revise the MCCs, explain the process followed thus far, provide the revised MCCs in their current form along with implications for application and future directions.

## **Roundtable Sessions | 11:00 am – 11:50 am**

**Saturday | 11:00 am – 11:50 am | Salon A**

*Roundtable 1 | 705*

## **Incorporating Integrated Care into Counselor Education Curriculum**

*Sarah Spiegelhoff, Ed.S., Alison Phillips Sheesley, Jessica Cole, Claudette Brown-Smythe & Lisa Hooper*

The integration of counseling and health services is an emerging trend in the United States, reflecting a shift away from fragmented systems of healthcare to stronger collaborations and partnerships amongst healthcare providers. Despite this movement toward integrated care (IC) in practice and policy, little discussion and research has taken place concerning how to best incorporate IC into counseling curriculums. This program will review IC, demonstrate the need for including it in current counseling curricula, and discuss ways to incorporate it in various courses.

# SATURDAY, OCTOBER 10

Saturday | 11:00 am – 11:50 am | Salon A

Roundtable 2 | 706

## **Helping Doctoral Students Develop a Research Identity in Counselor Education**

*Darcy Haag Granello, Ph.D. & Sean Gorby*

Developing a professional identity as a researcher is more than just developing research skills. The facilitators will share an innovative doctoral course called “Developing a Research Identity in Counselor Education” that uses meta-cognitive, affective, and experiential approaches to help students fully embrace a researcher identity. The course helps students create an intentional and self-reflective strategy for their own research identity development. Participants will receive resources to share with their doctoral students, as well as to use themselves.

Saturday | 11:00 am – 11:50 am | Salon A

Roundtable 3 | 707

## **The Blind Counselor: Opening Our Eyes to Social Privilege**

*Kristine Ramsay, M.S.*

This roundtable will provide strategies that can be utilized to encourage discussion of social privileges. The strategies discussed in this session will cover social privileges including: age, race/ethnicity, gender, socioeconomic status, religious affiliation, sexual orientation, and differing degrees of ableness. Open dialogue of social privilege in counselor training programs can promote the reflexivity, self-awareness, and personal growth needed for multicultural competency.

Saturday | 11:00 am – 11:50 am | Salon A

Roundtable 4 | 708

## **“Fur” Babies and Battered Women: The Link Between Animal Abuse And Intimate Partner Violence**

*Laura Bruneau, Ph.D & Lori Notestine*

The link between family violence and animal abuse has recently begun to gain increased attention. The presenters will review the emerging research and discuss the distinct and supportive role played by companion animals in family violence situations. The presenters will also provide strategies to increase students’ knowledge and understanding of the link between animal abuse and family violence, particularly in the complex areas of identification, crisis counseling, advocacy, and trauma-informed care.

Saturday | 11:00 am – 11:50 am | Salon A

Roundtable 5 | 709

## **“I Didn’t Know I was Plagiarizing!” Strategies to Help Students Avoid the Pitfalls of Plagiarism**

*Gregory Roth, Ph.D*

What, on the surface, seems to be a simple concept is surprisingly complex for some academic writers. Notably, counselors-in-training are sometimes ill-prepared in understanding the intricacies of proper attribution and sometimes struggle in managing source materials. During this education session, there will be a review of the most current research on academic plagiarism and an overview of strategies to help students avoid it.

Saturday | 11:00 am – 11:50 am | Salon A

Roundtable 6 | 710

## **Navigating Cultural Influences of Student Behavior: Culturally Responsive Classroom Management in Practice**

*Ashlee Perry, Ed.D., Cheryl Fields-Smith & LaKeisha Gantt*

Research suggests that many educators lack the multicultural awareness and cultural competence necessary to meet the academic and behavioral needs of ethnic minorities. This sad reality has led to the use of discipline practices that cause students of color to be suspended and expelled at higher rates in comparison to their White counterparts. This presentation will offer teachers and counselor educators with innovative and culturally responsive strategies that can be used to effectively serve these populations.

Saturday | 11:00 am – 11:50 am | Salon A

Roundtable 7 | 711

## **Who speaks? Who listens?: Discussion as Culturally Relevant Pedagogy**

*Rochelle Cade, Ph.D.*

Discussion is a way of teaching that offers opportunities for students to connect with others, confront problems, think through solutions collaboratively, and consider differences (Brookfield & Preskill, 1999). In addition, discussion links personal narratives to academic content and combines experiential and analytical thinking for richer ways of knowing (hooks, 1994). This presentation will explore benefits of discussion, examine ways in which

culture influences discussion, and identify preparations for instructors to facilitate meaningful class discussions.

**Saturday | 11:00 am – 11:50 am | Salon A**

*Roundtable 8 | 712*

## **Humanism v. The Medical Model: Helping Students Navigate Practicum**

*Greg A Meyer, M.S. & R. Tyler Wilkinson*

Training in counseling skills are often rooted in humanistic principles. Students learn counseling skills related to understanding clients through honoring their individual experience and diversity. Many students enter into practicum sites driven by medical models and encounter paradigmatic dissonance. This program briefly discusses the history of humanistic principles in counseling. Participants are invited to dialogue about ways supervisors can help students work in environments driven by paradigms differing from the ones unique to their skills set.

**Saturday | 11:00 am – 11:50 am | Salon A**

*Roundtable 9 | 713*

## **For the Women: A Descriptive Study of the Programmatic Needs and Challenges of Recruiting, Retaining, and Supporting Black Women in Masters Level Counseling Programs**

*Maia Moore, M.A.*

An informative discussion presented by a multi-cultural clinical supervisor who has experience examining clinical supervision relationships as well as some of the challenges that Black female counselors-in-training face. The presenter will discuss the results of a qualitative study conducted to explore the experiences of Black female CITs, the experiences of counselor educators who have developed programs designed to meet the needs of this specific demographic, and contextual circumstances that influence the success of programs designed to help Black female CITs.

**Saturday | 11:00 am – 11:50 am | Salon B**

*Roundtable 1 | 714*

## **Overlooked Gifts: Counseling Gifted Individuals**

*Christopher Lawrence, Ph.D.*

Counseling places particular emphasis on multicultural awareness, yet few counselor education programs provide training on the distinct behaviors, characteristics and

needs of gifted individuals. This presentation will aid attendees in conceptualizing giftedness and help foster greater understanding of its unique social and emotional challenges. Participants will receive interventions to facilitate work with gifted clients, and engage in activities intended to improve counselor effectiveness.

**Saturday | 11:00 am – 11:50 am | Salon B**

*Roundtable 2 | 715*

## **Pre-Practicum Personal Counselor Readiness Non-Academic Methods for Assessment, Intervention, and Remediation**

*Paul Fitzgerald, Psy.D., Tsui-Yee Chow & Karen Koch*

Three faculty members will lead a panel discussion about ways to identify and intervene with students in counseling programs who may be at risk of exhibiting personal or emotional issues or biased thinking that could adversely affect their ability to effectively navigate through practicum and internship training. The possible roles of faculty interviewers, the admissions committee, and advisers, as well as student assistance programs, will be discussed.

**Saturday | 11:00 am – 11:50 am | Salon B**

*Roundtable 3 | 716*

## **The Development of Clinical Supervision Model based on the Integration of Aqli and Naqli Knowledge for Substance Abuse Counselors-in-Training**

*Mohamad Isa Amat, Ph.D. & Ku Suhaila Ku Johari*

This program propose a model of clinical supervision in addiction field that offers counselors-in-trainings' self-efficacy in spiritual well being besides efficacy in micro and macro skills as substance abuse counselors. Besides, the current practice has indicated that the counselors always experience incompetency due to administrative job and clerical works. Therefore, the integration of Aqli and Naqli in clinical supervision model may provide an avenue for counselors to enhance their self-efficacy in spirituality to help recovering clients get the best from their counselors in promoting lifetime recovery.

# SATURDAY, OCTOBER 10

Saturday | 11:00 am – 11:50 am | Salon B

Roundtable 4 | 717 **CAREER LINK**

## **Women in Academia: Successful Career Transitioning, While Balancing Family, Work, and Life**

*Morgan Kiper Riechel, Ph.D., Kelly Guyotte, Joy Burnham & Devon Romero*

As minorities in academia, a focus on successful career transitions for women is important. Women often report significant challenges related to balancing their work, life, and family obligations and child-raising pressure. Because these issues can lead to attrition in academia, this program offers insight about effective career transitioning into academia, an analysis of the pitfalls, issues, and stereotypes that challenge women and concludes with potential steps for the successful work-life balance in academia.

Saturday | 11:00 am – 11:50 am | Salon B

Roundtable 5 | 718

## **Empowerment Past the Trauma: Treating Trauma with Empowerment Cognitive Therapy**

*Annette Pullen, M.A.*

Have you ever wondered if there is a new way to circumvent the struggles clients feel due to the trauma they have endured? Throughout history, awareness about the impact trauma has on clients well-being is increasing. Aggregate levels of clients seeking treatment for symptoms rooted in their trauma establish a greater need for more strategies to meet the needs of diverse clients. Eliciting assorted ways to treat trauma provides more options for Counselor Educators. The objective of Empowerment Cognitive Therapy is to minimize retraumatization, provide a structured, supportive, encouraging environment for the client to begin a life of wellness following the trauma. “Renew Your Mind” is a group format which utilizes Empowerment Cognitive Therapy while it identifies possible barriers to providing counseling for trauma. Come discover new techniques, revisit old techniques, and strategies. Determine if “Renew Your Mind” group format in the use of Empowerment Cognitive Therapy is for you. Overview in the program is captured for use in group processes and can be broken down for use in individual client work.

Saturday | 11:00 am – 11:50 am | Salon B

Roundtable 6 | 719

## **Counselor Trainee Growth Through Partnerships: Drew’s Hope, a Grief Support Program**

*Marcy Douglass, Ph. D., Kurt Dunkel, Marcie Taylor, Randy Taylor, Todd Whitman, Brendan O’Connor, Tiffany Bufort, Jeremy Goshorn & Corinne Rupert*

Partnerships are an excellent way to provide counseling graduate students with unique learning opportunities and to deliver much needed services to communities. Drew’s Hope is a bereavement support program for children, teens and their families that is a collaborative partnership between the Drew Michael Taylor Foundation and the Shippensburg University Department of Counseling and College Student Personnel. Student learning outcome data will be highlighted as well as partnership creation, understanding bereavement and pedagogical significance.

Saturday | 11:00 am – 11:50 am | Salon B

Roundtable 7 | 720

## **Using Media Portrayals of Counselors in Counselor Education**

*Kristy Brumfield, Ph.D. & Gerra Perkins*

The potential negative impact of media on our understanding of mental illness has been explored and documented, but we seem to overlook the other side of the story. Just as movies and television shows sometimes choose entertainment value over accuracy in portrayals of individuals with diagnoses the same choice is frequently made when it comes to the Hollywood interpretation of the helping professional. Many people are curious about what happens within a counselor’s walls. There are numerous examples of helping professionals in the media, but portrayals are inconsistent at best and frequently wrought with unethical behaviors or overall incompetence. Counselor educators and others training up and coming mental health professionals are challenged if they want to use movies, television shows, or other media to demonstrate specific counseling skills. Most often the best use of the aforementioned portrayals is “what not to do,” or “how to lose your license.” The presentation will be based on the research gained from clinical work, counselor education and supervision, extensive literature/media reviews, and current consultation with counselors in the field.

**Saturday | 11:00 am – 11:50 am | Salon B**

*Roundtable 8 | 721*

## **Talking SMAC: Supervision of Military-Affiliated Counselors**

*Patricia Kerstner, Ph.D., Mande Rowley & Sheila Babendir*

The purpose of this roundtable is to ask and answer the following three questions with regard to supervision of counselors working with military clients and families.

(1) What are the cultural and ethical differences between military life and civilian life? (2) What are the specific considerations that a counselor needs to apply in approaching and engaging a military client creating a culturally relevant working relationship in alignment with military values? (3) How can supervisors help counselors conceptualize this shift in purpose and focus?

**Saturday | 11:00 am – 11:50 am | Salon B**

*Roundtable 9 | 722*

## **Promoting the Use of Culturally Relevant Evidence-Based Practices: Potential Roles for Counselor Educators and Supervisors**

*Melanie Iarussi, Ph.D., Dixie Powers & Bethany Lanier*

There is a need to bridge the gap between what is known about effective treatments and what counselors practice. Counselor educators and supervisors are well positioned to promote the use of culturally relevant EBPs among students and community providers. Presenters will discuss EBPs related to professional responsibilities and the advancement of the profession. Potential roles for counselor educators and supervisors to help counselors implement culturally relevant EBPs, including advancing research on implementation science through scholarship, will be discussed.

## **Poster Sessions 1:30 pm – 2:00 pm**

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 1, ACES Research Award Recipients*

## **Counselor Education Gatekeeping through Assessing Student Self-Perceptions of Counseling Skills and Self-Efficacy**

*Jennifer Pereira, Ph.D. & Eric Davis*

This study explored counseling students' self-perceptions of counseling skills and self-efficacy to gain a better understanding of the counselor educator role as well as potential gaps in training for more enhanced professional

gate keeping. Because the majority of growth and development happens during the fieldwork portion of counselor training (Furr & Carroll, 2003), this study specifically explored counseling student self-perceptions of counseling skills and self-efficacy at the initial and final fieldwork experiences.

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 2, ACES Research Award Recipient*

## **Broaching the Topic of LGBTQ Competencies with Conservative Counseling Students**

*Holly Wagner, Ph.D.*

Counselor educators are responsible to train all counseling students, including conservative students, to be LGBTQ competent. The results of a grounded theory study of counseling students regarding their process of having LGBTQ competencies broached with them during their counseling programs are presented. A dialogue regarding the challenges of addressing LGBTQ competencies with conservative students is facilitated. Guidelines for appropriate broaching techniques are offered.

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 3*

## **Together is Better: Engaging Students and Evaluating Outcomes**

*Summer Kuba, Ed.S & Ellen Chance*

Our goal as school counselors is to reach as many students as possible through a comprehensive and developmental program. During our time with students, we must create an atmosphere of cohesiveness and collaboration that promotes cultural awareness, active engagement and overall success. By creating engaging lessons and utilizing effective culturally competent strategies the social-emotional, academic and career outcomes of students will improve. Tracking these outcomes will then ensure that students take away the skills necessary to be successful lifelong learners and problem solvers.

# SATURDAY, OCTOBER 10

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 4

## **Training Professional School Counselors in Developmental Classroom Guidance**

*Jill Minor, Ed.D. & Natalie Stipanovik*

Classroom guidance conducted by a professional school counselor is a common and effective method for implementing a comprehensive school counseling program. When professional school counselors provide structured, developmental standards-based lessons that align with the school's overall curriculum, it can build resilience and reduce anxiety (Rose, Miller, & Martinez, 2009) and develop skills for learning (Miranda, Webb, Brigman, & Peluso, 2007). Unfortunately, many counselor educators have not had the professional experience in designing academically rigorous lesson plans for school-age students, assessments and follow-up evaluations with emphasis on academic performance. Additionally, some counselor educators lack the understanding on how to teach differentiated instruction that meets school-aged students' readiness, interests, and learning preferences all the while leading to effective classroom management practices. If you want to better understanding the "HOW TO" teach school counseling core curriculum to your school counseling students, you are invited to an interactive informational session where you can learn best practices and strategies for understanding and teaching developmental classroom guidance to your school counseling students within your counselor education program.

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 5

## **Increasing Gender Awareness in Counselor Education and Training**

*Rieko Miyakuni, M.A. & Anita Jamison*

Ethical and multicultural competencies are important principles in the counseling profession. Studies indicate that counselors are aware of the importance of sensitivity and understanding about gender related concerns, however, practical implement of gender studies in counselor education and training face disagreement. This roundtable discussion will address the intersectionality of gender, race, and class in counselor education and training, identifying ways to incorporate elements of gender studies in courses in ethics and multicultural counseling.

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 6

## **The Importance of Sex Positivity in Training Counselors**

*Molli Bachenberg, Ed.D. & Shannon Dermer*

Sexual health is connected with physical and mental health throughout the entire lifespan. When exercised responsibly sexuality can foster intimacy, bonding, and pleasure in relationships, but when exercised irresponsibly it can have dire individual, relational, and health consequences. Mental health professionals are an important voice in creating a society that is part of a supportive environment. A sex positive approach integrates ideas of sexual pleasure and sexual wellness into one cohesive approach to sexuality.

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 7

## **Career Interventions for Veterans: A Cognitive Information Processing Approach**

*Diandra Prescod, Ph.D.*

Life after serving their countries proves to be difficult for many military war veterans. Most war veterans enter the service out of high school and are unsure of their options when they leave the service. This uncertainty results in unemployment and homelessness for many veterans. Using a Cognitive Information Processing approach to career development for veterans allows clinicians to explore career thoughts through the individual's attitudes, behaviors, feelings and career strategies.

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 8

## **Supervisee Cognitive Complexity: Exploring the Relationship Between Cognitive Complexity and the Supervisory Working Alliance?**

*Fred Washburn, M.S.*

How do students conceptualize effective supervision vs ineffective supervision? What is the relationship between counseling cognitive complexity and a strong supervisory working alliance? Could supervision cognitive complexity be its own subset within cognitive complexity? This presentation explores the role of cognitive complexity within supervision and provides results from graduate students in counseling and counselor education.

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 9*

## **Effects of Onsite Training Clinic in the Promotion of Client Wellness: Opportunities and Challenges**

*Jo Hittner, Ph.D. & Mary Fawcett*

Presenters will provide a comprehensive review of the literature on the use of counseling in onsite training clinics and share a narrative on their five-year journey in the implementation and termination of a training clinic in their counselor education program. They will share the results of their experiences on maintaining and terminating an onsite training clinic that is housed in a counselor education department. Discussion will include: operation and function, supervision coverage, budget concerns, the effects of the Affordable Care Act and the impact on the clients involved.

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 10*

## **Dinner with a Side of Social Justice: Navigating the Boundaries of Professional Advocacy Responsibilities in Social Relationships**

*Amanda DeDiego, M.S. & Shawn Spurgeon*

The 2014 ACA Code of Ethics emphasizes the important role of advocate for Counselor Educators. The role of social change advocate can be daunting and overwhelming, especially in conjunction with other career-related responsibilities and stressors. This experiential and collaborative session will provide literature that supports the importance of personal boundaries and will invite attendees to share their experiences in finding balance between professional responsibility and self-care. Presenters will provide an overview of current literature related to Counselor Educator burnout and emotional exhaustion.

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 11*

## **Expecting the Unexpected: Negotiating Roles as Part-Time Doctoral Students and Full-Time Professionals**

*Jennifer Gerlach, M.Ed. & Shajuana Isom-Payne*

As part-time doctoral students and full-time professionals, managing the demands of a doctoral program can be quite challenging. This 50-minute roundtable discussion is intended to shed light on negotiating the different

roles and identities of new doctoral students, particularly those who are attending school part-time. The presenters intend to hold a rich discussion based on their experiences as part-time students, full-time professionals, and the personal aspect of adjusting to the culture a doctoral program with an emphasis on parenthood. Insight and ideas to surviving the demands and expectations of academia are provided.

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 12*

## **Developing Leadership under Live Fire: Running a Doctoral Level Advanced Group Class**

*Richard James, Ph.D. & Rebecca Taylor*

This presentation will describe a “live fire” advanced group course that requires doctoral students to build from the ground up a four hour positive psychology group experience for students enrolled in our undergraduate counseling courses. The goal of this presentation is to provide counselor educators with an adoptable, viable, and meaningful group experience that cuts across CACREP standards of knowledge, skills, teaching, and research and provide real, impactful counseling services to high need students.

**Saturday | 1:30 pm – 2:00 pm | Franklin Hall A**

*Poster 13*

## **Collaborative Gatekeeping: Bridging the Academia and Clinical Gap**

*Christian Dean, Ph.D., Sarah Stewart-Spencer, Anne Cabanilla & Mindy Heher*

Presenters will review research data collected from CACREP accredited mental health counseling programs exploring problematic trainees who were dismissed, fired, or terminated from fieldwork. Collaborative efforts with site supervisors will be explored to include the use of contracts to increase appropriate remediation efforts. Professional cultural differences among mental health professionals (Social Work, Psychology, and MFT) that often serve as site supervisors will be addressed while exploring professionally relevant ethical codes to increase collaboration.

# SATURDAY, OCTOBER 10

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 14

## **Unique Aspects of Women's Wellness**

*Molly Wilson, M.A. & Deb Perkins*

Counselors and counselor educators all know the importance of wellness in being mentally, spiritually, and physically healthy. There are inherent gender differences in the experience of wellness. In order to be culturally sensitive, counselors must attend to the gender differences present in the ways we teach, experience and model wellness. Some aspects include supportive friendships, sexual wellness and balancing work and family. Join us for a collaborative conversation exploring current research, future directions and the unique aspects of women's wellness.

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 15

## **Understanding A Client's Faith-Based Ideologies through a Cognitive Behavioral Framework: Fusing Opposites Together**

*Isaac Burt, Ph.D. & Ayaciuana Madrigal*

Some faith-based clients routinely adhere to an ideology called "Giving it to the Lord". This belief provides clarity and a stress relief to problems encountered in the client's life. Unfortunately, a number of counselors sometimes struggle with understanding this conviction, and perceive it as a method of avoidance. The purpose of this presentation is to provide an understanding of the phenomenon and show similarities this ideal has with cognitive-behavioral strategies.

Saturday | 1:30 pm – 2:00 pm | Franklin Hall A

Poster 16

## **Relational Leadership Development: Fostering Diversity in Counselor Education**

*Angelica Tello, M.A. & Marlise Lonn*

Relational-Cultural Theory (RCT) provides a framework for teaching relational skills needed to navigate leadership positions and empower doctoral students from underrepresented cultures. RCT based activities to engage students in developing relational leadership skills will be outlined. Discussion will emphasize ways to support relational leadership qualities through developing growth fostering relationships with mentors and skill development to navigate unfamiliar cultural workplace terrains.

**Education Sessions 1:30 pm – 2:20 pm**

Saturday | 1:30 pm – 2:20 pm | 302

Education Session | 723

## **Ethical Decision-making models for Social Networking**

*Andrew Byrne, Ph.D. & Martha Chapin*

Navigating ethically through the Internet without sacrificing its potential or the safety of consumers, family and self is essential today especially with the pervasiveness of social media. When social media presents a unique ethical dilemma, ethical decision making models are indispensable. The ACA Code of Ethics, specifically the social media changes, will be discussed along case study scenarios using an ethical decision-making model.

Saturday | 1:30 pm – 2:20 pm | 303

Education Session | 724

## **Best Practices in Distance Supervision**

*Jeffrey Parsons, Ph.D. & Janet Barnes*

This session provides an overview of best practices related to distance supervision. The session will outline a process for assessing the appropriateness of distance supervision, limitations and strengths of distance supervision, and best practices that increase the effectiveness of distance supervision while reducing potential risks. The session will emphasize synchronous video-based supervision as a preferred modality for distance supervision.

Saturday | 1:30 pm – 2:20 pm | 304

Education Session | 725

## **Contemporary Perspectives on Bereavement: Complicated Grief and Related Issues**

*A. Elizabeth Crunk, M.S.*

The body of literature on grief, loss, and bereavement has proliferated in recent decades. At the forefront of current grief literature is complicated grief (CG), a chronic, debilitating, sometimes life-threatening grief reaction that occurs in 10-15% of bereaved individuals. This presentation provides an overview of the contemporary research on CG, discusses approaches for treating CG, and offers suggestions for incorporating grief and loss into counselor education curriculum.

Saturday | 1:30 pm – 2:20 pm | 305

Education Session | 726

## **Empathy, Pity or Judgment: Exploring Attitudes about Poverty**

*Margaret Generali, Ph.D. & Louisa Foss-Kelly*

Unexamined personal values, beliefs and assumptions regarding poverty and socioeconomic status can significantly cloud one's lens as a professional counselor. This presentation will provide an overview of the literature on counseling and poverty, including the critical need for counselors to address personal values about those who live in poverty. Implications for counselor education will be explored and techniques to facilitate student self-exploration and skills development will be provided.

Saturday | 1:30 pm – 2:20 pm | 306

Education Session | 727

## **“It Takes Two To Make a Thing Go Right”: Culturally Responsive Advising**

*Lucy Lewis Purgason, Ph.D., Janee' Avent, Ryan Reese & Myra Jordan*

The purpose of this program is to highlight the use of Relational Cultural Theory (RCT) with counselors-in-training as a pedagogical framework for the advising relationship. The core tenets of RCT will be outlined, along with the relevance of the theory for use with students from underrepresented backgrounds. The advising application is inclusive of cultural and contextual factors of the advisee. Specific relational prompts to facilitate the advising relationship will be addressed.

Saturday | 1:30 pm – 2:20 pm | 307

Education Session | 728

## **Building Cohesion in an Educational Cohort: Assessment and Structured Dialoguing using Strength-Based Tools**

*Jane C. Coe Smith, Ph.D., Bryan Lamb,  
Kristen Langellier & Tamara Tribitt*

Presenters will discuss their experiences using strength-based tools and dialoguing to enhance awareness of personal strengths, relationship development and team cohesion. The VIA Classification of Strengths and VIA Survey (© VIA Institute on Character) were used as a framework for reflection, engagement and team dialoguing with a doctoral counselor education cohort. Strategies will be presented.

Saturday | 1:30 pm – 2:20 pm | 308

Education Session | 729

## **Transformational Teaching Experiences of Future Counselor Educators: An Autoethnographic Study of the Transcultural Teaching Experiences of Doctoral Counselor Education Students**

*Matthew Lyons, Ph.D., Barbara Herlihy, Angela James,  
Candace Park, Latrina Raddler & Karen Swanson Taheri*

Four doctoral students in the counselor education program at the University of New Orleans traveled with three professors serving as teaching assistants for courses offered in the University of Malta's Transcultural Counseling Program. Upon their return, they initiated an autoethnographic study to capture the unique experience. This interactive presentation will highlight the major themes that emerged from the study with emphasis on how doctoral student perspectives and attitudes about counselor education were shaped by their transcultural teaching experience.

Saturday | 1:30 pm – 2:20 pm | 309

Education Session | 730

## **Using Popular Culture in the Classroom: Strategies to Enhance Counselor Education**

*Devon Manderino, Ph.D., Thomas DeGeorge, Esther  
Wilson, Heatherlee Sittler & Deborah Schratz*

There has been substantial research demonstrating the effectiveness of incorporating popular culture to stimulate student interest and learning within the classroom environment. Students have often reported greater engagement and retention when popular characters are included as part of the educational experience. This program will delineate methods of selecting appropriate cultural references for various counseling topics and explore resources available to counselor educators.

# SATURDAY, OCTOBER 10

Saturday | 1:30 pm – 2:20 pm | 310

*Education Session | 731*

## **Clinical Mental Health Counselor Educators: Professional Lessons and Future Directions for a Viable Identity**

*Keith Mobley, Ph.D., Stephen Giunta & Joel Miller*

Counselor identity remains an unresolved issue. Funding sources, licensure boards, and individual professionals continue to expect consensus be reached for the profession's title, pedagogy requirements, and minimum competencies, yet the discussions among counselor educators and professional associations seem to have delayed a resolution. The need for accreditation standards, other routes to credentialing, and the roles of AMHCA, counselor educators, and students will be discussed at this panel.

Saturday | 1:30 pm – 2:20 pm | 401

*Education Session | 732*

## **Project Legacy: ACES President Initiative**

*Jolie Daigle, Ph.D., Meredith Drew, Pamela Wells, Thom Field, Andrew Byrne, Jon Carlson & Sarah Campbell*

The ACES Legacy Project committee has been charged with identifying, recognizing, and acknowledging the great leaders in our profession to preserve their voices and stories. The committee has identified criteria for the Legacy Project, and is looking for your help in creating a strong foundation for the future. Come to this session to learn more about this Presidential Initiative and help us honor our past while guiding our future!

Saturday | 1:30 pm – 2:20 pm | 402

*Education Session | 733*

## **Using a Skills-Based Curriculum to Advance Multicultural Training and Supervision for Child and Adolescent Counselors**

*Karrie Swan, Ph.D. & April Schottelkorb*

Although attention to the development of cultural competence amongst counselors has generated numerous cultural competence models and mental health interventions, little is known about multicultural training and supervision for child and adolescent counselors. In this workshop, attendees will learn how to implement a developmentally appropriate, multicultural skills-based curriculum for teaching counselors in-training about issues of multiculturalism.

Saturday | 1:30 pm – 2:20 pm | 403

*Education Session | 734*

## **My Counselor Has Fur: A Phenomenological Inquiry Of At Risk Youths' Experiences of a Residential Canine Animal-Assisted Therapy Program**

*Amber Bach-Gorman, M.S.*

Results of a phenomenological study exploring at risk youths' experiences of participating in a canine animal assisted therapy counseling (AAT-C) program at a residential therapeutic working ranch will be shared. In addition, attendees will gain a general understanding of the potential impacts of implementing AAT-C with diverse clients, how AAT-C may enhance their current counseling practice, and specific AAT-C interventions that can be implemented in a group or individual counseling sessions.

Saturday | 1:30 pm – 2:20 pm | 406

*Education Session | 735*

## **Queer Like Me: Insider Research with Queer College Women of Color**

*Kim L. Hughes, M.S. & Anneliese A. Singh*

Little research exists on the process of engaging in qualitative research with queer people of color on counseling-related concerns. There may be additional methodological insights and challenges, as an insider researcher. The presenters will examine issues of positionality, epistemology, and reflexivity when doing insider research. The presenters will encourage discussion on issues related to doing insider research as a member of a marginalized group, like queer college women of color.

Saturday | 1:30 pm – 2:20 pm | 407

*Education Session | 736*

## **Cyber Sexual Assault: Research Findings and the Role Counselor Educators Play in Preparing Clinicians**

*Kelley Holladay, M.S., Coralie Solomon & Kristina Nelson*

With Internet access readily available, websites can reach global audiences within a matter of seconds. Technology aimed at disseminating private photos have flourished, and target mostly females in search of embarrassment, shame, and violating privacy for revenge. This international issue will impact a diverse array of clients regardless of race, culture, marital status, financial status, education level, and gender, thus cultural competence is key when working with

survivors of this abuse. Findings from a mixed-methods pilot study will be shared regarding symptoms survivors experience post cyber sexual assault. Additionally, to date only 12 states have laws in place protecting individuals from this form of assault. As such, resources will be provided to further assist survivors during their recovery process. Technology can be used for both good and evil. This culturally relevant topic will start discussions in the counseling classroom to better prepare clinicians as technology expands.

**Saturday | 1:30 pm – 2:20 pm | 408**

*Education Session | 737*

### **Exploring Counselor Educator Perspectives on Constructivist Pedagogy**

*Brett Wilkinson, M.A.*

This program will explore the results of a basic qualitative study conducted by the researcher, which assessed how various counselor educators understand and implement constructivism as a pedagogical practice in graduate counselor training. Five well published counselor educators from CACREP-accredited universities across the United States participated in the semi-structured interview process. The data analysis revealed important themes related to major epistemological issues, personal teaching philosophies, instructional applications, benefits, limitations, and how constructivism might influence the future of counseling. In identifying various challenges, hopes, and concerns related to the field of counselor education, the study results provide some insight into not only pedagogical practices, but potential new directions and looming pitfalls in our field. . By examining such issues, this program seeks to encourage a more open discussion on our professional aspirations as counselor educators. The presenter will also introduce some interesting new ideas on the intersection between phenomenology and constructivism in pedagogical practice.

**Saturday | 1:30 pm – 2:20 pm | 409**

*Education Session | 738*

### **Domestic Transracial Adoption: A Qualitative Study with Adult African American Adoptees Raised in Rural areas of New England**

*Ellen Smith, Ph.D.*

This study investigated the experiences of eight transracially adopted African American persons raised by European American parents in rural areas of New England.

The participants' experiences with family, school, and community were explored through in-depth interviews. The socialization practices were examined to gain an understanding of what was beneficial and what challenges they encountered while growing up. Recommendations for school and mental health counselors will be discussed.

**Saturday | 1:30 pm – 2:20 pm | 411**

*Education Session | 739*

### **Mental Health Mobile Apps in Counselor Education**

*Marlene East, Ed.D.*

Mental health mobile apps (MHMAs) in counselor education was a mixed methods dissertation research study. Participants were 132 counselor educators from 99 universities. MHMAs offer new forms of psychoeducation and interventions. Findings are relevant for all mental health stakeholders. Ethical concerns must be balanced with maximization of benefits of these culturally relevant technologies. Highlighted will be evidence-based MHMAs, the research design, methods, and findings. Strategies for infusing MHMAs into pedagogy and practice will be offered.

**Saturday | 1:30 pm – 2:20 pm | 412**

*Education Session | 740*

### **Technology and Treatment: There's an App for That!**

*Sarah Noble, M.S. & Marisa Cargill*

Counselor or not, you have probably heard the phrase "there's an app for that". With the increased prevalence of smart phone and tablet use, it is necessary for counselors to know and implement these current trends with their clients. This interactive presentation will discuss the importance and implications of integrating applications into the treatment process, pedagogical methods to introduce application use to students and useful apps, created by mental health professionals, to promote client well-being and outcomes.

# SATURDAY, OCTOBER 10

## Roundtable Sessions 1:30 pm – 2:20 pm

Saturday | 1:30 pm – 2:20 pm | Salon A

Roundtable 1 | 741

### **Affective Training in Counselor Education**

*Stephanie K. Scott, Ph.D., Nina I.M. Spadaro  
& Stephanie J.W. Ford*

Self-awareness, insight, and ability to connect are foundational to clinical efficacy, and training in these is an essential component of counselor education. However, current didactic methods focus primarily on content areas, and personal development is fostered solely through academically-based exercises. Often these methods are insufficient, and may even be detrimental to skills development. In this roundtable discussion, the researchers offer an alternative, culturally-sensitive approach to affective training, and the implications for counselor education programs.

Saturday | 1:30 pm – 2:20 pm | Salon A

Roundtable 1 | 742

### **Hip Hop Culture and Culturally Relevant School Counselor Pedagogy?:**

#### **A Conversation Long Overdue**

*Janice Byrd, M.Ed. & Ahmad Washington*

Developing pre-service school counseling students' multicultural competence is a complex educational process. School counselor educators teach school counseling students to: be willing to take honest inventory of themselves and how they have been socialized to perceive students' differences (awareness); become familiar with historical and contemporary events which reverberate in the lives of culturally diverse student groups (knowledge); engage culturally diverse students in the therapeutic process through culturally relevant counseling techniques (skills). This session has been organized to accomplish three primary learning objectives. At the conclusion of the session, counselor educators will first be able to develop a comprehensive definition for hip hop culture that encompasses its constituent parts (e.g., rapping, djing, b-boying a.k.a breakdancing, and graffiti art). Second, counselor educators will be able to devise a sound rationale for why including hip hop culture into their conversation with pre-service school counselors about multicultural competence is advantageous to racially and ethnically diverse student populations and the school counseling profession at large. Third, the presenters will counselor

educators will leave this session with a list of useful resources (e.g., books, articles, movies, Internet sites) they can introduce and disseminate to their school counseling students.

Saturday | 1:30 pm – 2:20 pm | Salon A

Roundtable 3 | 743

### **Trauma Vs. Crisis: How Counselors Need to Address Them Differently**

*Tiffany Stewart, Ph.D. & Leann Duran*

Trauma and crisis are two terms frequently and easily used interchangeably in the counseling profession, yet there is a distinct difference between the both. Counselors should be knowledgeable and understand the meanings, consequences and more importantly, know how to identify trauma from a crisis when working with clients. All trauma will have many different and separate crises, however not all crises will have trauma. Knowing the differences between trauma and crisis can help counselors better identify the clients' needs and provide appropriate interventions, which ultimately serves the client best for possible outcomes of treatment.

Saturday | 1:30 pm – 2:20 pm | Salon A

Roundtable 4 | 744

### **Navigating Racial Microaggressions from Well-Meaning Counselor Educators: Recommendations for Faculty and Students**

*Curtis Thompson, B.A. & Leah Brew*

Although racial microaggressions (RMAs) may occur at a lower rate in counseling programs compared to everyday society, they may be more harmful when delivered from professors to their graduate students of color. This roundtable will provide a forum for faculty and graduate students to discuss their microaggressive experiences and how together, they can create a more language-inclusive environment.

Saturday | 1:30 pm – 2:20 pm | Salon A

Roundtable 5 | 745

### **Status Update: Counselors Competency and Facebook**

*Meredith Drew, Ph.D., Jeremy Houska  
& Matthew Federici*

It would seem that personality would also manifest in the microblogging, social, networking platform, Twitter. For example, the frequency of tweets, content of posts,

choice of pictures, and degree of self-presentation may foster personality judgments much like on Facebook. While Twitter may not have quite the following (nearly 200 million users) when compared to Facebook's nearly 800 million user, Twitter trumps Facebook in breaking news and sharing information quickly through Tweets. For this reason, professors have begun to use Twitter to share course information with students. subjects design. Participants responded to dependent measures of interest, including overall competence, overall impression, and likelihood of enrolling in the professor's class. The visibility of professional status updates is believed to lead to the highest perceptions of counselor competence. Appropriate personal disclosure on Facebook is expected to drive likelihood of selecting a particular counselor. Overall, it is predicted that status updates displaying high knowledge and high warmth will lead to the most positive reactions overall (as demonstrated for Twitter in Bain et al., 2012).

**Saturday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 6 | 746*

### **Integrating Diverse Professional Development with the Roles and Responsibilities of Counselor Educators**

*Kelley Olds, M.Ed., Robyn Walsh & Elizabeth Bambacus*

This presentation examines how the professional and educational paths of current counselor educators can guide role development of doctoral students and junior faculty. The presenters will discuss the importance for doctoral students to investigate the professional identity development of current counselor educators. Participants will discover how their own paths are providing unique opportunities to contribute to the counselor education field. The presenters will provide recommendations for doctoral students and junior professors.

**Saturday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 7 | 747*

### **The ASCA National Model: Designed to Fit**

*Deedre Mitchell, Ph.D.*  
Support of the ASCA National Model is rampant in the literature; however, many school counselors hit "road blocks" when attempting to implement this proven model into practice. The focus of this session will be to assist school counselor educators and supervisors with suggestions and techniques for preparing future school counselors to implement the ASCA National Model across

a variety of specific cultural settings; including school level (elementary, middle, secondary), geographic location (rural, suburban, urban), and specialty (private schools, vocational schools).

**Saturday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 8 | 748*

### **Using Community-Based Learning Assignments To Cultivate Counselor Community Engagement**

*Natalie Indelicato, Ph.D.*

To effectively work with and advocate with clients, counselors must be aware of the complex contextual issues in the clients' communities. This Roundtable is offered to encourage counselor educators to consider the benefits and challenges of using of community-based learning assignments as a tool to facilitate student learning through early engagement in the communities in which they will practice. Examples of community-based outreach assignments will be provided along with the learning outcomes, student feedback, and resources for developing community-based projects.

**Saturday | 1:30 pm – 2:20 pm | Salon A**

*Roundtable 9 | 749\** **CAREER LINK**

### **Role and Practices of the Major Professor**

*Dee Ray, Ph.D.*  
The role of the major professor in a doctoral program can be daunting due to the high level of responsibility for the professional future of another person. There is little guidance in the literature to help determine best practices, pitfalls, and benefits of the major professor. The goal of this session is to provide participants with knowledge of characteristics necessary for a major professor, best practices for successful relationships from initial collaboration to graduation and beyond, as well as practical tips to support doctoral students.

# SATURDAY, OCTOBER 10

Saturday | 1:30 pm – 2:20 pm | Salon B

Roundtable 1 | 750

## **Neuro in Supervision: A New Counselor's Perspective**

*Emma Judd, M.S. & Elizabeth Ivey*

Neuroscience in counseling supervision is an emerging field that is generating increased interest, but what about the actual experience and perspective of the supervisee? New counselors' perspectives on neuroscience in supervision will provide a unique approach to how clinicians can take this information out of the classroom and into the real world effectively and ethically with support from the supervision relationship. Join us for a candid discussion (while the supervisor looks on).

Saturday | 1:30 pm – 2:20 pm | Salon B

Roundtable 2 | 751

## **Training in the HIRE Model: A Tool for the Informal Assessment of Nonsuicidal Self-Injury**

*Corrine Rutt, B.A., Trevor Buser & Juleen Buser*

This program describes the HIRE model for facilitating informal assessment of nonsuicidal self-injury (NSSI). It was created on the basis of recently published diagnostic criteria for NSSI and features an acronym to ease recall of assessment domains. Presenters will discuss each domain of the model, its integration in counselor education, and recent findings regarding the impact of HIRE model training on counseling self-efficacy and assessment skill development. Implications will be discussed.

Saturday | 1:30 pm – 2:20 pm | Salon B

Roundtable 3 | 752

## **Child Sexual Abuse: Preparing Counselors to Appropriately and Effectively Address Disclosures**

*Kristina Nelson, M.A. & Kelley Holladay*

As the prevalence of child sexual abuse (CSA) continues to affect individuals and families worldwide, it is important that counselor educators prepare future counselors to appropriately and effectively address client disclosures of abuse. This session offers valuable information to help counselor educators prepare future counselors to address client disclosures of CSA in accordance with the ACA Code of Ethics as well as state and federal laws, while also maintaining the therapeutic alliance.

Saturday | 1:30 pm – 2:20 pm | Salon B

Roundtable 4 | 753

## **Investigating Posttraumatic Nightmares in Counseling: A Critical Lens for Understanding Client Experience and Treating Trauma Survivors**

*Alwin Wagener, M.S.*

Posttraumatic nightmares are a frequent and problematic experience for many clients, yet they are often not directly addressed, explored, or treated. This presentation will generate a clear understanding of neuroscience and cognitive research findings on posttraumatic nightmares and the relationship of these nightmares to PTSD. With that foundation, practical considerations for assessment and treatment of posttraumatic nightmares will be provided along with how these considerations are important for effective counseling of clients recovering from trauma.

Saturday | 1:30 pm – 2:20 pm | Salon B

Roundtable 5 | 754

## **Experiential Exercises to Enhance Cross Cultural Supervision**

*Rhonda Norman, Ed.D. & Bill O'Connell*

Counseling supervisors and supervisees benefit from knowledge and awareness of cultural differences that may impact the supervisory dyad, and ultimately client care. The responsibility to cultivate a supervisory relationship supportive of cross cultural dialogue rests primarily with the supervisor. This presentation shares several experiential exercises designed to support and enhance the progression from awareness to competence. Participants will learn strategies to begin using immediately in counseling supervision.

Saturday | 1:30 pm – 2:20 pm | Salon B

Roundtable 6 | 755

## **Use of the Communications Literature as a Means of Enhancing Culturally Relevant Counselor Pedagogy & Practice**

*Carleton Brown, M.S. & Dan Kissinger*

From first contact through termination, counselor educators, supervisors, and practitioners must honor, in word and deed, the history and utility of individual and systemic verbal and non-verbal communication styles. This presentation highlights the considerable-and underutilized-utility of the interdisciplinary Communications literature as means to expand and improve culturally relevant counselor

pedagogy and practice.

**Saturday | 1:30 pm – 2:20 pm | Salon B**

*Roundtable 7 | 756*

## **Beyond Words: Expressive Therapies and Their Essential Role in Counseling and Counselor Education Pedagogy**

*DoHee Kim-Appel, Ph.D. & Jonathan Appel*

This presentation will discuss the relationship between mental health and creativity, both as an expression of neurological and psychological diversity and as a tool for enhancing counseling and counselor education effectiveness. The presenters' own research and clinical experiences will be used to illuminate the intimate connections between mental health, education, and creativity. Expressive therapies, including art and music, may provide an essential role in the developmental of more effective and integrative therapeutic counseling, supervision and educational practice.

**Saturday | 1:30 pm – 2:20 pm | Salon B**

*Roundtable 8 | 757*

## **Utilizing Sandtray within the Discrimination Model of Counselor Supervision**

*Kara Carnes-Holt, M.A. & Andy Felton*

“The field of counselor supervision is essential as mental health professionals continue in their desire to strengthen the profession and effectively serve individuals, families, and communities. Expressive art activities, such as sandtray, in supervision provide opportunities for the supervisee to express self, enhance feelings of self-efficacy, and increase personal awareness. Holistic development of the counselor as both person and professional is the overarching framework for the supervision experience.

**Saturday | 1:30 pm – 2:20 pm | Salon B**

*Roundtable 9 | 758*

## **Teaching Masters-Level Counseling Courses: Moving from Surviving to Thriving**

*Rick Auger, Ph.D., Nick Abel & Jamie Hedin*

Teaching master's level counseling courses can be a complex and challenging task for the most seasoned counselor educator, and can be overwhelming for early-stage professionals and doctoral students. This session will provide a set of broad pedagogical principles as well as provide discussion of critical pedagogical issues specific to the counseling field. The session primarily targets

doctoral students and early-stage professionals, but anyone interesting in talking about teaching is welcome.

**Symposia Sessions 1:30 pm – 2:50 pm**

## **Creative Ideas in Pedagogy**

**Discussant: Tina R. Paone, Ph.D.**

**Saturday | 1:30 pm – 2:50 pm | 301**

*Research Symposium | 759*

## **Hopeful Teaching: Pedagogy and Practical Strategies for Counselor Educators**

*Amy Ford, Ph.D. & Kathy Biles*

Hope, an idea that often is recognized in media, business, and religion, also is an academic construct. Counselors might recognize elements of hope in existential theories such as Viktor Frankl's logotherapy. The late C. R. Snyder, a positive psychologist, believed hope to be a cognitive construct made up of two separate dimensions of agency and pathway. Snyder first introduced the construct of hope in the counseling literature in 1995. In the counseling profession, hope primarily has been used in cognitive approaches as well as school counseling. Counselors have found a strong link between hope and positive treatment outcomes as well as in working with various sociocultural groups and issues (e.g., LGBT identity development, people with HIV/AIDS, and people in substance abuse recovery). Hope also can be infused in the classroom. Counselor educators in CACREP-accredited programs often find themselves torn between teaching/modeling the wellness perspective of the profession while simultaneously teaching concepts of psychopathology (DSM-5), social justice in an unjust and oppressive system, and working with clients struggling with intense issues such as personal trauma and substance abuse. This workshop will review the literature on hope theory and provide a model for counselor educators to weave hope into their teaching. After attending this workshop, counselor educators will be able to infuse hope into their pedagogy, thus creating a more positive classroom experience for themselves and their students, and give their students “hopeful” interventions for working with their own clients.

# SATURDAY, OCTOBER 10

Saturday | 1:30 pm – 2:50 pm | 301

Research Symposium | 760

ACES Research Award Recipient

## **Meeting the Needs of Graduate Student Parents: Implications for Counselor Educators**

*Tiffany Rogers, M.Ed.*

Although counselor education has seen an increase in research on how family impacts female faculty members, there has been little investigation into the experiences of graduate student parents (both doctoral and master's-level) in counselor education programs. The presentation will include: (a) an overview of previous literature, (b) a description of the research design, methods, and results (c) suggestions for improving graduate student parents' experiences in counselor education programs, and (d) implications for counselor educators.

Saturday | 1:30 pm – 2:50 pm | 301

Research Symposium | 761

## **Dramatic Pedagogy: Incorporating Actors into Counselor Training**

*Philip Clarke, Ph.D., Erin Binkley & Sharon Andrews*

Counseling students often report that skills practice with peers yields diminishing returns on learning due to the predictability of working with familiar classmates and the lack of authenticity of role plays. The Dramatic Pedagogy Model of counselor training (DPM) represents an innovative way of optimizing the education of counselors by facilitating student practice of counseling skills for a given course via working with client actors. The presenters will describe how to identify actors for the DPM, teaching techniques unique to the DPM, and preliminary research on the model.

## **Poster Sessions 2:15 pm – 2:45 pm**

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 2

## **The Addition of Binge Eating Disorder to the DSM-V: What Counselor Supervisors Need to Know**

*Emily Ciepielinski, M.A.*

Eating disorders are serious mental health illnesses affecting millions of Americans. Binge eating disorder (BED) is the most common eating disorder and is associated with significant psychological and medical comorbidities, including weight stigmatization. In this presentation,

supervisors will learn the distinguishing characteristics of BED, as well as ways to initiate difficult, yet critical conversations with supervisees pertaining to body image, food, weight, and stigma.

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 3

## **Enhancing Student Learning Through the Use of Expressive Arts in Supervision and Teaching**

*Sue Bratton, Ph.D., Peggy Ceballos & Kristie Opiola*

The use of expressive media in counselor education can enhance students' learning experience by fostering self-awareness, creativity, new perspectives, skill development, and the integration of knowledge in a more holistic way. This workshop will provide a rationale for the incorporation of a variety of expressive art media in the classroom and in supervision, including ethical and multicultural considerations. Through the use of examples, participants will learn how to incorporate a variety of expressive mediums in didactic and clinical coursework.

Saturday | 1:30 pm – 2:50 pm | Franklin Hall A

Poster 4

## **Examining Risky Decision Making, Cognitive Ability, and Predispositions for Mental Health Issues in Undergraduates with a History of Playing Contact Sports and Non-Contact Sports**

*Mary Kristina DePue, Ph.D., David Therriault & Stephen Alli*

As clinicians and researchers work to create treatment strategies for improving overall mental health and brain functioning post-contact sports, we need detailed information about the issues present in order to create roadmaps for treatment success. As such, we developed an experiment using a computer simulation of a risky decision-making model to compare current/former contact sports players with non-contact sports players. Results will be discussed, as well as multicultural factors working with student-athletes and counselor educator implications.

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 5

## **Five Timeless Teaching Strategies from Welcome Back, Kotter**

*Cassandra Pusateri, Ph.D. & Michael Leskosky*

In 1975, Gabe Kotter introduced himself as the teacher of

the Sweathogs on the television show *Welcome Back, Kotter*. Through the use of several timeless teaching strategies, Mr. Kotter facilitated the success of students identified by others as unruly and in need of remediation. Forty years later, these teaching strategies continue to be culturally relevant and applicable. During this presentation, the presenters will provide an overview of five timeless teaching strategies demonstrated by Mr. Kotter, show brief video clips, and discuss related literature.

**Saturday | 2:15 pm – 2:45 pm | Franklin Hall A**

*Poster 6*

### **Infusing Mindfulness and Meditation into Counseling Pedagogy**

*Jessica Haas, M.S.*

Mindfulness and meditation have received significant empirical support as methods of mental health treatment for a range of maladies that include depression, anxiety, stress, ADHD, personality disorders as well as a range of physical and spiritual outcomes (Wachholtz & Austin, 2013). The purpose of this presentation is meant to educate participants about what research suggests about incorporating meditation into counselor education by (a) discussing the most up to date research on prayer, mindfulness and meditation, (b) discussing possible strategies for including prayer and mindfulness into pedagogy, (c) learn how to apply models of meditation for stress reduction with students they teach and supervise, and (d) addressing the cultural implications of teaching contemplative practices within spiritually diverse student populations.

**Saturday | 2:15 pm – 2:45 pm | Franklin Hall A**

*Poster 7*

### **Maintaining Ethical Practice in Mandatory Counseling**

*Karen Donoughe, M.A.*

Mandatory counseling as a policy in colleges and universities has increased dramatically in the last several years (Kiracofe & Wells, 2007). Court-ordered counseling has also increased and is most typically ordered for drug and alcohol offenders, batterers, and ineffective parents. Practicum students can still be asked to work with clients who are mandated by a spouse or parent to attend counseling, and their training should include strategies for dealing with the ethical challenges of mandatory counseling. This article will address the ethical implications of mandatory counseling relationships, and will include

case studies that demonstrate the issues that occur in these situations. Finally, more ethical alternatives to mandatory counseling will be suggested.

**Saturday | 2:15 pm – 2:45 pm | Franklin Hall A**

*Poster 8*

### **Teaching Case Conceptualization Skills**

*George Rashid, M.Ed., Na Mi Bang & David Duys*

Counseling students need to understand the process of case conceptualization. They need to be adept in the identification of differing aspects of the client's issues, integrating those aspects into themes, metacognition, and communicating this understanding in the client's record and counseling goals. In this roundtable presentation, the presenters will discuss avenues counselor educators can use to teach their students how to effectively conceptualize clients and their presenting concerns.

**Saturday | 2:15 pm – 2:45 pm | Franklin Hall A**

*Poster 9*

### **Walking the Talk: The Social Justice Practicum for Master's-Level Counseling Students**

*Thomas Field, Ph.D., Kathy Biles & Joyce Mphande-Finn*

While considerable attention has been given to the importance of multicultural counseling competencies and approaching counseling from a social justice advocacy lens, little information currently exists about how to train students from a social justice paradigm. This presentation will include examples from two separate institutions about the infusion of social justice training for master's-level counseling students during practicum experiences.

**Saturday | 2:15 pm – 2:45 pm | Franklin Hall A**

*Poster 10*

### **Culturally Relevant Pedagogy and Practice: Utilizing Sandtray Supervision**

*Alyse Anekstein, Ph.D. & Ying Tang*

The presenters will review the creative technique Sandtray Supervision and an empirical study. In addition, the presentation will help audience members through the providing a framework for understanding the importance of Sandtray Supervision and the implications of creative supervision in the process of pedagogy and practice. The presenters will utilize a discussion-based session to illustrate these concepts.

# SATURDAY, OCTOBER 10

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 11

## **Teaching Private Practitioners to Navigate the Ethical Challenges of When to Refer**

*Diane Parfitt, Ph.D. & Irene Mass Ametrano*

Counselors in private practice often face ethical challenges when faced with decisions about which clients to work with and which ones to refer elsewhere. This roundtable will provide a forum for counselor educators and supervisors to discuss preparing these professionals to understand and apply the 2014 Code of Ethics as it relates to making decisions regarding referral of prospective and current clients.

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 12

## **The Integration of CACREP's Addiction Standards into Graduate Counseling Programs: A "How To" Discussion**

*Anne McCurdy, M.A. & Christina Schnyders*

The purpose of this roundtable presentation is to provide a platform for counselor educators and students to discuss how CACREP's Addiction Counseling Standards are integrated into graduate counseling curriculum. Methods of integrating addictions standards into lecture, experiential activities, and writing assignments will be explored.

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 13

## **Broaching International Adoption: What Roles Can Counselors and Counselor Educators Play**

*Yanhong Liu, M.A. & Yung Chen Chiu*

With the large number of international adoptions from various countries of origin to the United States, along with salient issues brought by the adoption process, international adoptees and families are considered a special population that need tailored counseling services. The program addresses the needs of international adoptees and adoptive families. It highlights practical implications for counselors and counselor educators in serving the population. The program aims at engaging a dynamic discussion on issues that this special population may encounter and what may be done to facilitate the development of adoptees and the adjustment of their families.

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 14

## **Meeting the Needs of International Students in the Counselor Education Classroom**

*Malvika Behl, M.A., Mansi Brat & Caroline O'Hara*

As international student enrollment in counseling programs is rising, it is critical for counselor educators to address international students' needs and barriers. This program will explore many distinctive challenges that international students encounter and the survival strategies they use. Participants will leave with an increased knowledge of international counselor education students' needs and the strategies to meet those needs in the classrooms.

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 15

## **How is It Measured?: Curriculum Development and Assessment in the Age of Accountability**

*Joffrey Suprina, Ph.D. & Debra Leggett*

CACREP and the DOE require comprehensive assessment plans to analyze program effectiveness. This roundtable discussion will explore each phase of the assessment process including identifying data needed (outcomes), collecting data (course and rubric development), analyzing data, reporting it, addressing findings and assessing interventions. With handouts and examples, participants will learn ways to prepare comprehensive assessment strategies to fulfill the requirements of today's stakeholders.

Saturday | 2:15 pm – 2:45 pm | Franklin Hall A

Poster 16

## **Training Counselors in Child Abuse Reporting: The Use of Internet Based Training**

*Maureen Kenny, Ph.D. & Roberto Abreu*

Identifying and reporting child abuse is a critical skill for counselors. However, many training programs fail to emphasize this content due to lack of faculty expertise and overcrowded curriculum. This program will review the approach of one counselor education program that has created an Internet based training program to train a multicultural population of counselor education students. This workshop is intended to assist counselor educators who want to include this content in their programs.

## Education Sessions 2:30 pm – 3:20 pm

Saturday | 2:30 pm – 3:20 pm | 302

Education Session | 762

### **Neuroscience in Counselor Education and Supervision: An Expert Panel Discusses Integration and Application**

*Chad Luke, Ph.D.*

Are you looking to incorporate neuroscience into your practice but want to ensure that you are on the right track ethically, practically, and culturally? Join us for a two-hour expert panel discussing the many facets of neuroscience integration and application. This panel will address participant questions, and discuss topics such as neural-based intentionality, professional identity, neurofeedback, interpersonal neurobiology, implications for school counseling, culturally relevant integration, wellness, social justice and many others.

Saturday | 2:30 pm – 3:20 pm | 303

Education Session | 763 **CAREERLINK**

### **Professional Identity, Licensure, and Advocacy**

*Gerard Lawson, Ph.D.*

The counseling profession is charged with protecting the public and ensuring client welfare by allowing only well trained individuals to enter the profession. This session will present the history and current issues regarding professional practice and licensure. Findings of a recent national survey of professional identity, licensure, and practice issues among ACA members will be presented. And strategies for advocating for changes consistent with the ACES position on Educational Standards will be presented.

Saturday | 2:30 pm – 3:20 pm | 304

Education Session | 764

### **Culinary Therapy: The Use of Cooking As an Emerging Therapeutic Tool in Counselor Education**

*Michael Kocet, Ph.D.*

For decades, counseling professionals have integrated a variety of expressive therapies into the counseling process, such as art therapy, music therapy, dance therapy, etc. This presentation will introduce participants to an newly developed expressive modality - Culinary Therapy or Cooking Therapy, which is the therapeutic use of cooking and culinary arts in counseling and counselor education

settings. This interactive presentation will provide an overview of a graduate course developed by the lead presenter on Culinary Therapy and will utilize case scenarios, sample exercises, and pedagogical assignments used in the class that can help foster learning and how to utilize culinary therapy in a variety of clinical settings and with diverse client populations. The presentation will review the potential benefits to using cooking, such as treating a variety of emotional and psychological issues, such as depression, disordered eating (Albers, 2012; Koenig, 2007), self esteem, family dynamics (Carver, 2013), group cohesion, and healthy communication skills.

Saturday | 2:30 pm – 3:20 pm | 305

Education Session | 765

### **Learning How Students Learn: Addressing Learning Styles to Impact Research Self-Efficacy and Interest In Counseling Students**

*Staci Born, M.S. & Casey Baker*

Participants will increase understanding of counseling student's research self-efficacy and impact on the counseling profession. Preliminary results of using student learning styles to modify classroom activities to increase research self-efficacy and interest will be presented. The program will include specific examples of pedagogical modifications in a research methods course and the student learning outcomes.

Saturday | 2:30 pm – 3:20 pm | 306

Education Session | 766

### **Designing An Addictions Course: A Competency Based Approach Using Samsha's Tap 21 Addiction Counseling Competencies**

*Latrina Raddler, M.Ed. & Matthew Lyons*

Why re-invent the wheel when designing an addictions course? SAMHSA's TAP 21 addictions competencies provide a user friendly framework for an addictions course. This presentation will provide an overview of SAMSHA's TAP 21 and give examples of using TAP 21 in addictions course development. Participants will leave with numerous resources and creative pedagogical ideas for designing their own course.

# SATURDAY, OCTOBER 10

Saturday | 2:30 pm – 3:20 pm | 307

Education Session | 767

## **Best practices in teaching pedagogy and practice: Panel report of the ACES Teaching Taskforce Initiative**

*Wood Susannah, Ph.D.*

The mission of counselor education programs is to prepare counselors and counselor educators to work in a variety of settings as change agents, advocates, and research-practitioner. Hence the “education” component in counselor education becomes a vital area of emphasis. ACES, as the organization dedicated to supporting the preparation of counselors, counselor educators and supervisors. The charge of the ACES Teaching Taskforce Initiative is to develop, disseminate and solicit feedback on a “series of best practice guidelines for teaching across work settings.” The purpose of this panel presentation is to provide participants with the scope and charge of the taskforce, the process the taskforce has engaged in to answer that charge, preliminary findings and products and future directions.

Saturday | 2:30 pm – 3:20 pm | 308

Education Session | 768

## **Motivational Interviewing: A New Medium for Teaching Counseling Techniques**

*Nathan Gehlert, Ph.D. & Victoria Giegerich*

In this session, attendees will learn about Motivational Interviewing (MI) and its application in teaching counseling techniques, providing meaningful feedback to counselor trainees, and assessing student learning outcomes. Presenters will discuss how MI relates to counseling student dispositions. This presentation will be both informative and experiential. Presenters will provide attendees with resources for using this teaching model in counselor education programs.

Saturday | 2:30 pm – 3:20 pm | 309

Education Session | 769 **CAREER LINK**

## **Career Development Pedagogy: The Impact of Community Engagement**

*Leann M. Morgan, Ph.D. & Mari McGuinness*

If you’ve ever taught a career development course and wondered how to rally student interest, this session is for you. Participants will be introduced to a pedagogical formula for engaging students in career development by offering community engagement opportunities to operationalize the materials and get students excited about

career counseling. Student outcome data (both CPCE scores and undergraduate retention rates) will be discussed. A course schedule that includes historical and theoretical perspectives that meet CACREP standards and syllabus templates will be provided.

Saturday | 2:30 pm – 3:20 pm | 310

Education Session | 770

## **Using Core Dispositions to Guide Students’ Professional and Personal Development: A Strength-Based Framework for Counselors-in-Training and Counselor Educators-in-Training**

*Chad Yates, Ph.D., Jane Coe Smith & Leslie Stewart*

This presentation explores how a counselor education faculty developed a set of interconnected, strength-based and culturally-relevant core dispositions as guiding principles to a) advance students’ professional and personal development, b) foster integrated experiences across educational contexts, and c) develop consistent competencies to evaluate students’ progression. The established core dispositions include: mindfulness, engagement, reflexivity, curiosity, integrity, and empathy.

Saturday | 2:30 pm – 3:20 pm | 401

Education Session | 771

## **Best Practices for Developing Quality Online Counselor Education Courses: Meeting and Exceeding CACREP Standards**

*Kimberly Nelson, Ph.D., Michele Mannion & Amanda Costin*

As counselor education programs continue to develop, expand and integrate online courses in their programs, there is an increasing demand for counselor educators to develop quality online courses that align with CACREP standards. With 35 years of combined experience in developing and teaching online courses, the presenters will discuss best practice strategies and techniques to develop engaging counseling courses that meet and exceed the standards of CACREP accreditation. Such topics as instructional design, workload, attention to diversity, and assessment will be explored.

Saturday | 2:30 pm – 3:20 pm | 402

Education Session | 772

## **Nine Steps™ Somatic Trauma Consultation: An In Vivo Approach to Trauma Training**

*Cynthia Yesko, M.A. & Ashley Anne Seewald*

Many complex trauma clients cannot afford full-fee services but the cases are often too severe for trainees. The presenters will propose a two-tiered process to implement trauma training into current counseling program curricula to make complex trauma work manageable for trainees. The Nine Steps™ Trauma Trigger Assessment and Intervention will be introduced, along with current research in Traumatology and Neurobiology. Case examples and testimonies will be used to illustrate its effectiveness.

Saturday | 2:30 pm – 3:20 pm | 406

Education Session | 773

## **Incorporating Culturally Sensitive Systems- Focused Approaches in the Teaching of Non- Family Oriented Coursework**

*Deborah Hyatt-Burkhart, Ph.D. & Jered Kolbert*

Culturally sensitive interventions must always consider the context and bio psychosocial influences upon an individual that can only be incorporated through a systemic focus. Presented is an overview of systems theory and a discussion of the importance of incorporating a systems approach into non-family focused subjects. The presenters address ways in which the use of systemic theories can enhance the provision of culturally sound counseling, education, and supervisory practices in non-family related areas.

Saturday | 2:30 pm – 3:20 pm | 407

Education Session | 774

## **Using PLAY to Work With Children At-Risk of Suicide: An Innovative Suicidal Intervention for Young Children**

*Yung-Wei Lin, Ph.D. & Laura Shannonhouse*

Suicide is becoming a significant concern among children, especially children aged between 5 and 14. Young children typically do not process or communicate inner thoughts through verbal language. Among the existing suicide intervention models there is not a single approach designed specifically to meet young children's developmental needs. This workshop will discuss play as a universal language for young children to communicate their suicidal thoughts and introduce an innovative suicidal intervention approach that utilizes play to respond to young children at risk of suicide.

Saturday | 2:30 pm – 3:20 pm | 408

Education Session | 775

## **Walking in Two Worlds: Increasing Awareness of the Needs of Native American Clients and Counselors-in-Training**

*Kristin Douglas, Ph.D. & Lisa Robin Sanford*

Historical trauma runs deep in the Native American population. This presentation explores the challenges many Native Americans face pertaining to racism, oppression, generational wounds, acculturation, and disenfranchised grief. Help build bridges to assist those "walking in two worlds." Increase culturally sensitivity to better address the various needs of Native American clients. Increase awareness of strategies to address the teaching and supervision needs of Native American counselors-in-training.

Saturday | 2:30 pm – 3:20 pm | 409

Education Session | 776

## **Addressing Disability Awareness through Experiential Approaches**

*Ashley Clark, Ph.D. & Lisa Robin Sanford*

Individuals with disabilities represent the largest diverse minority culture within the United States. Despite the diversity within this population and variance in definitions, society appears to possess one-dimensional stereotypes which focus on individuals' inabilities as opposed to their abilities. By integrating experiential activities, this program focuses on ways to teach disability awareness and etiquette to address hidden stereotypes and increase self-awareness.

Saturday | 2:30 pm – 3:20 pm | 412

Education Session | 778

## **How to C.A.R.E. for your Clients! A relational Assessment Tool**

*Julie Strentzsch, Ph.D.*

This presentation will introduce participants to the C.A.R.E. assessment tool. This creation of this assessment is rooted in neurobiology and relational cultural theory. C.A.R.E. stands for calm, accepted, resonance, and energy. Participants will learn how to give and score this assessment tool for use in both clinical and research settings. Participants will be provided with exercises to help clients to improve relational networks rooted in the neurobiology of connection.

# SATURDAY, OCTOBER 10

## Roundtable Sessions 2:30 pm – 3:20 pm

Saturday | 2:30 pm – 3:20 pm | Salon A

Roundtable 1 | 779

### **The White House Initiatives: Preparing School Counseling Students for Equity-Based Postsecondary Access For All K-12 Students**

*Rachelle Pérusse, Ph.D., Tim Poynton*

*& Jennifer Parzych*

Two initiatives relevant to the preparation of school counselors have recently unfolded: First Lady Michelle Obama's Reach Higher Initiative, and President Obama's proposed "America's College Promise." Each offers opportunity for historically underserved students. Through lecture and audience engagement, we will explore these new initiatives and offer resources to help educate school counseling students about postsecondary options for K-12 students. We expect the discussion to include coursework, advocacy, equity-based education, and sharing of ideas.

Saturday | 2:30 pm – 3:20 pm | Salon A

Roundtable 3 | 780

### **Unpacking Cultural and Contextual Considerations Within the College Access: Implications for Action and Research**

*George McMahon, Ph.D. & Erin Mason*

Bolstered by First Lady Michelle Obama's Reach Higher Initiative, school counselors are being called to the front lines of College Access work. However, much of the college access work appears to conceptualize a linear, p-16 "pipeline", with the focus on developing individual traits and academic skills. This roundtable will present important cultural and systemic factors to be considered when developing large-scale college access programs, and will facilitate a discussion of these factors and the implications they may have for further research and program development.

Saturday | 2:30 pm – 3:20 pm | Salon A

Roundtable 4 | 781

### **When a Counselor Trainee Loses a Client to Suicide**

*Claudia Sadler-Gerhardt, Ph.D. & DoHee Kim-Appel*

This roundtable will consider the impact on Counselor Trainees of losing a client to suicide. Such loss is disenfranchised grief for the CTs, since they cannot share this loss with others due to the ethical bounds of client

confidentiality. Further the session will explore other needs of CTs, and how faculty and/or supervisors can ethically help meet some of those needs. Attendees will have an opportunity to share their experiences with suicidal clients of their own and of their supervisees, with the goal of identifying some "best practices" to work with CTs in this situation.

Saturday | 2:30 pm – 3:20 pm | Salon A

Roundtable 5 | 782

### **Strengths Based Counselor Education and Supervision Ways of Gatekeeping: Contributing to Relevant, Culturally Competent Counselors**

*Stephanee Standefer, M.A.*

Can a strengths-based Counselor Educator and Supervisor perform effective gatekeeping? Both CACREP and ACA emphasize the importance of effective gatekeeping in counselor training programs. The strengths based paradigm is often criticized as a form of fluffy cheerleading rather than a way to educate and supervise emerging relevant and culturally competent counselors. This presentation will share how strengths-based counselor educators and supervisors effectively perform gatekeeping.

Saturday | 2:30 pm – 3:20 pm | Salon A

Roundtable 6 | 783

### **Infusing Global Perspectives into Counselor Education Programs: Logistics and Cultural Considerations of International Doctorate Students and Faculty Recruitment**

*Kyoung Mi Choi, Ph.D. Hemla Singaravelu & Hasmik Chakaryan*

The number of international doctoral students and faculty in Counselor Education has increased. Understanding the potential benefits and unique challenges of international doctoral students and faculty (including recruitment and support) is critical as ACES leadership moves forward to enhancing culturally relevant pedagogy and practice. The presentation will discuss essential aspects of international doctoral student and faculty recruitment, including the current status, logistics, legal and cultural considerations, and future directions.

**Saturday | 2:30 pm – 3:20 pm | Salon A**

*Roundtable 7 | 784*

## **Group Career Counseling for Homeless Men in Transition**

*Lisa Littlefield, M.S., Ashley Tolleson & Haniyyah Taufique*

This session include an overview and a discussion of outcomes from a group career counseling intervention provided for homeless men completing a one-to-two year rehabilitation program. This group was conducted at Trinity House-Big Bethel, a 36-bed transitional housing and rehabilitation program and shelter in the heart of downtown Atlanta. Trinity provides training and support for men to turn their lives around and return to employment, income, and recovery. A portion of this session will be devoted to discussing unique problems facing members of this career group including obstacles to employment due to criminal history, skills presentation, self-efficacy, and framing of personal narrative.

**Saturday | 2:30 pm – 3:20 pm | Salon A**

*Roundtable 8 | 785*

## **Applied Pedagogy and Practice: Training Counseling Students to Use Feedback Informed Treatment Systems Inside of a Counseling Research Course**

*Tiffany Nielson, M.S. & Chad Yates*

Feedback Informed Treatment (FIT) Systems are emerging quality assurance systems that allow counselors to systematically track the progress their clients are making during their sessions. Counseling students may likely be responsible for utilizing tools that demonstrate the effectiveness of their intervention. However, most students have not been taught how to select, administer, and interpret FIT systems. This presentation will detail how to create curriculum around FIT Systems, the outcome of the training, and the perceptions of the curriculum from students.

**Saturday | 2:30 pm – 3:20 pm | Salon A**

*Roundtable 9 | 786*

## **Revitalization Strategies of a Counselor Training Clinic**

*Jessica Brown, M.A. & Lynae Hemming*

This session will discuss the revitalization of a counselor education training clinic using a multi-faceted pedagogical approach. The session will explore the model utilized to

further develop the training clinic including securing monetary resources, identifying training needs students, identifying and meeting needs specific to the community and updating technology for electronic records management. The session will also discuss the unique pedagogical approach to the efforts which included doctoral students and counselor education faculty.

**Saturday | 2:30 pm – 3:20 pm | Salon B**

*Roundtable 1 | 787*

## **Reflections of Doctoral Mentorship: Culturally Relevant Implications and Practices**

*Zachary Pietrantonio, M.S. & Terencio McGlasson*

The purpose of this program is to share reflections of a doctoral mentorship relationship in counselor education. Research suggests that mentorship in counselor education doctoral programs helps to reduce personal issues, increase support systems, and promote retention of doctoral students (Protivnak & Foss, 2009). The presenters will provide a brief case study using their mentorship relationship as an example then engage attendees in a discussion about integrating mentorship relationships within their programs.

**Saturday | 2:30 pm – 3:20 pm | Salon B**

*Roundtable 2 | 788*

## **Creative Approaches in Clinical Supervision: A Culturally Sensitive Approach for Supervisees and Their Clients**

*Jennifer Geddes Hall, M.S. & Phyllis Post*

This hands-on presentation is intended for professionals who conduct clinical supervision with counselors or counselors-in-training. Practical ways of incorporating various culturally-sensitive, expressive arts modalities into the supervision process will be provided. Knowledge about supervision models and experience as a supervisor will be useful for attendees of this interactive presentation.

# SATURDAY, OCTOBER 10

Saturday | 2:30 pm – 3:20 pm | Salon B

Roundtable 3 | 789

## **Creating a Uniformed Response for Counseling Students Showing Signs of Personality Disorders**

*Fredrick Dombrowski, M.A.*

Masters level students may be at greater risk of mental health struggles as they balance family, work, and other obligations. Students struggling with personality disorders may complicate the learning environment and negatively impact potential clients. Some mental health programs may feel ill-equipped to provide a standard response to impaired students. This presentation will provide a blueprint for ongoing student wellbeing and provide recommendations for a uniform response to such students.

Saturday | 2:30 pm – 3:20 pm | Salon B

Roundtable 4 | 790

## **Practical Application of the Discrimination Model in Distance Counselor Supervision**

*KaRae' Carey, Ph.D., April Crable & Ljubica Spiro*

The goal of this session is to demonstrate how the Discrimination Model of Supervision can be effectively applied to online supervision. Attendees will learn innovative supervision strategies that are unique to distance education. Presenters will share professional examples that illustrate the implementation of the model in supervision and practice through the use of technology. Attendees will gain a greater understanding of the online supervisory relationship.

Saturday | 2:30 pm – 3:20 pm | Salon B

Roundtable 5 | 791

## **Celebrating Cohesion: Creating a Culturally Responsive Classroom**

*Allison Paolini, Ph.D.*

This session will address the importance for instructors in the higher education setting to create cohesive and culturally responsive classrooms in order to enhance student learning outcomes. Participants will learn strategies that they can use in their own classrooms to enhance cultural responsiveness. Additionally, participants will complete experiential activities that promote cultural awareness, celebrate diversity, and acceptance.

Saturday | 2:30 pm – 3:20 pm | Salon B

Roundtable 6 | 792

## **Two for the Price of One: Experiential Approach to Teaching Research through Departmental Assessment**

*Thomas Hernandez, Ed.D., Susan Seem, Robert Dobmeier, Summer Reiner, Elizabeth Cenci & Terri Allman*

Students learn action research skills best by doing and can help faculty with outcome assessment. The presenters will share an example of how students in the research and program evaluation class worked with the department's assessment committee to examine two themes gleaned from an annual assessment of CACREP Standards. The program will address the research charge to the students, students' research process and final report, and the assessment committee's closing the loop. Generation of ideas for participants' departments will be encouraged.

Saturday | 2:30 pm – 3:20 pm | Salon B

Roundtable 7 | 793

## **Best Practices In Teaching: Transformative Teaching Practices**

*Claudia Lingertat-Putnam, PsyD & Azra Karajic Siwiec*

This session will describe transformative classroom practices from two experienced counselor educators. Hear how incorporating these practices into their classes have transformed their classrooms! An overview of the counselor education teaching literature on transformative practices will be shared for courses in school and mental health counseling programs. Participants will experience some of these practices in action and leave the workshop with examples for how to transform their classes. Emphasis will be placed on how these practices are in line with current thinking related to culturally relevant pedagogy for counselor education programs.

Saturday | 2:30 pm – 3:20 pm | Salon B

Roundtable 8 | 794

## **Let's Talk About Sex: Integrating Sexuality Training Throughout Counselor Education Programs**

*Wynn Mallicoat, Ph.D. & Viki Kelchner*

Because sexuality counseling transcends culture and clinical setting, an enhanced knowledge of pedagogy and leadership in sexuality counseling is essential. This session will highlight techniques for enhancing sexuality counseling training based on the eight CACREP core competencies across multiple concentrations. This presentation will

generate a dynamic dialogue with participants regarding rationale and methods in sexuality counseling training. In addition, participants will receive resources that can be utilized in counselor education and supervision roles.

**Saturday | 2:30 pm – 3:20 pm | Salon B**

*Roundtable 9 | 795*

## **Emancipatory Communitarianism: A Discussion Surrounding its Integration into Counselor Education**

*Christina Washington, Ph.D. & Laura Kestenberg*

Emancipatory communitarianism (EC) is a social justice paradigm in which interventions are designed to promote not only change among individuals, but change within social systems (Blustein, McWhirter, & Perry, 2005). We as counselor educators are called upon to integrate social justice pedagogy into counselor training courses, but the literature is scarce when it comes to strategies for actual implementation into courses (Brubaker, Puig, Reese, & Young, 2010). This program will assist participants in developing ways to integrate EC principles into counselor training courses.

## **Poster Sessions 3:00 pm – 3:30 pm**

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 1*

## **A Fast Road from Theory to Practice: Integrating a Hope-Focused manualized approach in Marriage & Family Courses**

*Rhonda Ladd, Ph.D. & Elisabeth Suarez*

The integration of evidence-based Hope-Focused Marital Therapy (HFMT), a manualized cognitive-behavioral approach, into Marriage and Family courses can provide a practical format beyond foundational theory for students to gain competencies for counseling couples. The session will review the therapy and research outcomes, integration design, related developmental needs of the student, and benefits and risks of the integration of HFMT in a Marriage and Family course.

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 2*

## **Tips on implementing the ASCA National Model: Implications for Counselor Educators and Supervisors**

*Rabeena Alli, M.A.*

Role confusion has been a concern for school counselors since the formation of the school counseling profession and continues to be an issue today. This roundtable presentation reviews the findings from a research study. Results will be shared including themes that arose from qualitative interviews with principals. Such themes include: impetus for implementation of the ASCA National Model, benefits of implementation, and advice for peers. The discussion will be interactive, experiential, and practical.

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 3*

## **Educating Future School Counselors on the College Application Process**

*Nicole Casamento, M.S.*

Students in school counseling programs need to be knowledgeable about the college application process as this is a key component to a high school counselor's position. Understanding the timeline, and process of applying for college will help school counselors to support their students achieve their career and academic goals. This session will provide counselor educators with knowledge about the application process, and how to educate their school counseling students about the process.

# SATURDAY, OCTOBER 10

Saturday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 4

## **Moving Beyond Survival: Essential Tools for Thriving as a Doctoral Student and Leader**

*Dayna Watson, M.Ed., Shannon McCarthy & Sandi Logan*

Don't just survive your doctoral program, thrive in it! You will learn multiple tools and strategies that can help you better manage your time. Learn how to strengthen your professional identity as a future counselor educator and leader by fully engaging in professional activities and your doctoral studies. Identify healthy boundaries to create balance among your multiple life roles while developing a sense of support and community. Embrace humor in the hectic world of academia. No matter where you are in the course of your doctoral studies, walk away with tools you can use immediately!

Saturday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 7

## **The Development of an International Masters in Counseling Program in The Bahamas**

*Regina Moro, Ph.D., Lauren Shure, Brian Canfield & Jill Farrell*

Cruise ships, conch salad, and snorkeling are often what one first associates with The Bahamas. The following presentation will discuss the recent development of a Masters in Counseling program in Nassau, on the beautiful island of New Providence. The Department of Counseling at Barry University has launched the first cohort of School Counseling students to assist with reaching the Bahamian Ministry of Education's mandate that all school counselors have a minimum of a Masters degree by 2016.

Saturday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 8

## **Moving Beyond Lifespan Development: Integrating Aging Courses in Counseling and Counselor Education Programs**

*Whitney George, Ph.D.*

Due to the increasing needs and challenges presented by the growing older adult population, counseling and counselor education programs need to integrate coursework into their curriculum that specifically addresses older adults and aging. The goal of this program is understand how our profession is preparing counselors to meet these needs. Additionally, the conversation regarding course content,

availability, and counselor preparedness will lead to and full roundtable discussion.

Saturday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 9

## **Pedagogical and Supervisory Considerations for Training Counselors Working in Forensic Settings**

*Tara Jungersen, Ph.D. & Shannon Karl*

Counselors providing services to court-involved and forensic clients must develop knowledge and skills to work within this population's unique culture. Counselors have varying degrees of exposure to the specific individual and systemic issues unique to the forensic population; therefore, counselor educators and supervisors must develop trainees' specialized knowledge and skill sets. This roundtable will discuss pedagogical and supervisory considerations for counselors working in the forensic setting.

Saturday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 10

## **The Counselor Educator's Role in Providing Culturally Relevant ways to Prevent and Reduce Vicarious Trauma for Counseling Students**

*Denise Purvis, M.S. & Kathleen Wallace*

The ethical duties of the Counselor Educator and Supervisor (CES) should support culturally relevant means to assess, educate, and prevent the symptoms of vicarious trauma in diverse populations of counseling students. This collaborative, highly interactive, and didactic workshop will increase your level of competency in the assessment of vicarious trauma and recognizing the multicultural implications of student development of vicarious trauma. The skills and assessment tools will apply to university settings and counseling trainees. Presenters are open to future research endeavors or publications related to the topic.

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 11*

## **Counselor Fieldwork Preparation: How to Prepare for your Clinical Fieldwork Experiences**

*Shannon L. Crosslin, Ph.D., Tena Burnett & Sadohl Jones*

As counselors in training prepare for their fieldwork experience, sometimes it is difficult to know what is expected. Many graduate students feel as though they are in “limbo”. Likewise, understanding the best way to use the fieldwork experience as a guide for “real work” practice can be a challenge. This discussion will examine the purpose of fieldwork experience with counselors in training and make the connection between theory and practice. Counselor educators and clinical supervisors will provide practical strategies for students to effectively prepare for fieldwork.

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 12*

## **Increasing Direct Observation of School Counselors-in-Training**

*Megyn Shea, Ph.D. & Daniel Cinotti*

Faculty and site supervisors have the opportunity to help school counseling candidates develop into competent practitioners. Providing direct observation that focuses on clinical counseling skills, school culture, working with diverse populations in a school setting, and developing effective school counseling programs is important, but can prove challenging. This program addresses the challenges associated with the direct observation of school counseling interns, offers strategies to improve supervision, and provides a forum to exchange ideas.

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 13*

## **Integrating Wellness Across the Curriculum: Practical Strategies for Counselor Educators**

*Jennifer Sharp, Ph.D. & Susannah Coaston*

The purpose of this presentation is to provide exemplar assignments for integrating wellness across the eight CACREP core content areas. Participants in this interactive and dialogue-driven presentation will learn concrete strategies for integrating wellness-oriented assignments into Masters level counselor education programs. The presenters will introduce a variety of assignments designed

to simultaneously deepen students’ understanding of wellness and culturally relevant practices. In addition, the presenters will discuss how to integrate those assignments across the CACREP core content areas.

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 14*

## **The Emotional Needs of Liberated Trokosi - “Slave Of The Gods” - Women And Girls**

*Victoria Baah-Binney, M.A.*

Harmful traditions sometimes seem impossible to change. Practices like female genital mutilation and early marriage receive global attention due to their severe impact on the well-being of females. The world is silent on Trokosi, which is a form of legitimized slavery in Ghana. Counselor educators will find this presentation helpful in exploring about the Trokosi experience and how research and advocacy will inform clinicians on effective strategies to address those affected by this practice.

**Saturday | 3:00 pm – 3:30 pm | Franklin Hall A**

*Poster 15*

## **Incorporating Motivational Interviewing Techniques into Counselor Supervision and Gauging its Impact on Student Counselor Self Efficacy**

*Keith Myers, M.A. & Kevin Freeman*

This presentation will examine research findings from a recent pilot study that examined Motivational Interviewing as a supervisory model and its impact on students’ self-efficacy levels during practicum. The benefits of using MI as a supervisory model will be explored. Pedagogical and research recommendations will also be discussed among group members.

# SATURDAY, OCTOBER 10

Saturday | 3:00 pm – 3:30 pm | Franklin Hall A

Poster 16

## **Mastering the Art of Juggling: Facilitating Graduate Student Wellness**

*Atiya Smith, M.S. & Nedeljko Golubovic*

Hey graduate students! Are you taking classes, supervising, teaching, counseling, researching and working? Do you have a family or partner? Are you a student leader within an organization? Are you yearning for a sense of balance? If so, come to this engaging, experiential session that is focused on building your self-awareness and resiliency. The immediate-past ACES and NARACES grad student reps will guide you through the process of creating your own personal wellness plan. You will leave the session with a holistic wellness plan that can assist you during your graduate program and into your career.

## **Education Sessions 3:30 pm – 4:20 pm**

Saturday | 3:30 pm – 4:20 pm | 302

Education Session | 796

## **Successful Assessment Practices and Updating Assessment for the 2016 CACREP Standards**

*Brenda Freeman, Ph.D., Christopher Quarto & Wanda Briggs*

This practical presentation will focus upon the building blocks of effective counselor education program assessment. Participants will be introduced to three different successful approaches to assessment planning and related gatekeeping and retention strategies. The changes in CACREP expectations from the 2009 to the 2016 standards will be discussed. Please join us and share your perspectives on meaningful program assessment strategies.

Saturday | 3:30 pm – 4:20 pm | 303

Education Session | 797

## **Creating Culturally Relevant Pedagogy by Applying Backward Design with Counselor Education Classes**

*Marty Jencius, Ph.D. & Eric R. Baltrinic*

The presentation covers backward design concepts (Wiggins and McTighe, 2011) where an instructor starts with learning outcomes, develops assessments, and from that makes lesson plans. Backward design will be introduced with an application to a multicultural counseling class. This method fits well with addressing

CACREP skill and practice standards. Attendees will learn to apply backward design to one of their courses. Resources counselor education related curricular design will be offered.

Saturday | 3:30 pm – 4:20 pm | 304

Education Session | 798

## **Reflective Practice: Creative Strategies for Facilitating Reflexivity and Multicultural Competence in Counselor Education**

*Kimberly Jayne, Ph.D.*

Reflective practice is a process of intentional and critical evaluation of the beliefs, values, theories, cultural experiences, and agendas that inform and promote ones behavior and actions. Reflexivity is critical for becoming an effective, culturally competent counselor and an essential component of counselor development and education. Through this interactive presentation participants will learn how to promote reflexivity in their classrooms and utilize innovative, interdisciplinary strategies to integrate reflective practice into all aspects of teaching and supervision.

Saturday | 3:30 pm – 4:20 pm | 305

Education Session | 799

## **School-Family-Community Partnerships to Promote Positive Academic and Social-Emotional Learning Outcomes**

*Amy Cook, Ph.D. & Laura Hayden*

Effective school-family-community partnerships have a positive impact on academic and social-emotional learning outcomes. This presentation describes how pre-service counselors in school settings can develop and implement such partnerships, with a focus on culturally sensitive interventions and facilitating parent engagement through open community dialogues. Information will be provided on how to successfully implement community dialogues as one approach to parent engagement—a necessary precursor to effective school-family-community partnerships.

Saturday | 3:30 pm – 4:20 pm | 306

Education Session | 800 **CAREERLINK**

## **Finding Meaning, Making Meaning: The Counselor Educator Career Continuum**

*Katherine Hermann, Ph.D. & David Spruill*

New counselor educators struggle to establish a research

thread, get published, meet tenure requirements, and develop professionalism, while veteran counselor educators are challenged to find continued meaning in work, engagement in teaching, and meaningful intrinsic rewards. This presentation draws on the experience of counselor educators at opposite stages of the counselor educator career continuum as they explore relevance, personal meaning, and professional contribution. Participants will identify and share successes and challenges in their professional careers.

**Saturday | 3:30 pm – 4:20 pm | 307**

*Education Session | 801*

**Tipping Point: Diversity, Multicultural Competence, and Social Justice Advocacy: Where are We Headed in the Counseling Field?**

*Ashley Branson, M.A. & Betty Cardona*

Multicultural competency and social justice advocacy are fundamental to the counseling field. Despite progress and ongoing effort for counselors to become more multiculturally competent, discordant experiences and blind spots remain. Through an interactive didactic education session, participants will explore areas in which the counseling field has grown and developed in recent years, as well as areas in which culturally relevant pedagogy, supervision, and professional leadership may be lacking.

**Saturday | 3:30 pm – 4:20 pm | 308**

*Education Session | 802*

**EcoWellness: Integrating a Nature-Based Counseling Curriculum into your Counselor Education Program**

*Ryan Reese, Ph.D.*

The natural environment positively impacts a variety of mental health indicators. EcoWellness was developed as a practical framework to help professional counselors effectively integrate nature into counseling. The purpose of this session is to share about the development of an EcoWellness curriculum in a CACREP-accredited counselor education program. Implications for how attendees might develop nature-based curriculum or infuse EcoWellness principles throughout their programs will be explored.

**Saturday | 3:30 pm – 4:20 pm | 309**

*Education Session | 803*

**Just Love: A Collaborative Evaluation of a Faith-Based School-Family-Community Partnership Through the Voices of the Children**

*Lynette Henry, Ph.D. & Julia Bryan*

You will learn about an award winning school-family-community partnership model that was implemented in a high poverty school and how it transformed the school. Presenters used collaborative evaluation and photovoice to collect data from the children and evaluate the program. Findings will be presented and participants will learn how to use this information in collaborating with school counselors and stakeholders to implement partnerships and evaluate them to determine their effectiveness.

**Saturday | 3:30 pm – 4:20 pm | 310**

*Education Session | 804*

**What Fires Together Wires Together: Introducing Interpersonal Neurobiology to Reduce Implicit Bias and Enhance Cultural Consciousness in Counselor Education**

*Angela Anderson, Ph.D. & Lyle Foster*

This engaging didactic and audience-participation presentation is designed to increase knowledge and skills related to interpersonal neurobiology and implicit bias, and to increase cultural consciousness by linking those biases to frameworks of interpretation of current events. By constructing new frameworks, counselors are more likely to empathically relate to the experiences of others, without the clouds of implicit bias. Research results of changes in students' colorblind racial attitudes after a semester of study including interpersonal neurobiology will be presented.

# SATURDAY, OCTOBER 10

Saturday | 3:30 pm – 4:20 pm | 401

*Education Session | 805*

## **Incorporating Mindfulness and Meditation in the Classroom: Enhancing the Counselor Education Experience across Cultures.**

*Phoenix Mussalow, M.A.*

This presentation will focus on bringing mindfulness and meditation practices into the classroom on a constant basis. The history and relevance of these areas to counseling will be discussed, along with a few brief exercises that can be incorporated into the learning environment. An emphasis on the learning styles and strengths of different cultures will be the focus. The session will also show how these techniques can enhance the quality of counselor education.

Saturday | 3:30 pm – 4:20 pm | 402

*Education Session | 806*

## **Using Visuals to Create the “Best. Presentation. Ever!”**

*Ashley J. Wildman, M.A.*

Interested in giving more engaging talks? This session is designed to improve your presentation skills by focusing on how to best use visual elements to enhance your material. The presentation will cover how to use visuals to complement and enrich your message how to find visuals that comply with copyright law and how to incorporate visuals correctly in order to make your material more accessible to individuals with disabilities. Appropriate for anyone prepared to think beyond PowerPoint.

Saturday | 3:30 pm – 4:20 pm | 403

*Education Session | 807*

## **Leading by Example: Teaching Students Culturally Relevant Skills through Service Learning**

*Michelle Bruno, Ph.D. & Ashley Coombs*

This workshop will demonstrate how to use graduate coursework as a pathway for students to develop leadership skills, enhance culturally relevant counseling skills, and provide support to under-served clients and students in the community. Presenters will share examples of how to use service learning by sharing specific products from a Counseling Girls & Women Course and a Career Counseling Course.

Saturday | 3:30 pm – 4:20 pm | 406

*Education Session | 808*

## **Leading the Way in Distance Clinical Supervision**

*Brittani Munchel, M.A. & Susan Hurley*

Leading the way in Distance Clinical Supervision is an educational session that introduces research in distance supervision and proposes standards for practice. The options for counseling practices have changed dramatically in the last decade. Novice and experienced clinicians are incorporating more technology into different aspects of counseling, whether that means building a website, using electronic resources, or communicating through electronic methods. Supervision is no exception in the development of technological practices. The goals of this education session are to describe current trends in distance supervision, including modes of communication, frequency of use, and comparative analysis of attitudes versus professional status, age, and profession based on a recent research study, present major concerns related to distance supervision and methods for addressing these concerns, such as limiting the risk of a confidentiality breach, building rapport through remote connections, appropriate communications to increase verbal and nonverbal cues, recognizing technology skill level, and protocol for crisis situations, address concerns related to government regulations, such as HIPAA, and present specific ethics and standards for those using distance clinical supervision.

Saturday | 3:30 pm – 4:20 pm | 407

*Education Session | 809*

## **Translating Face-to-Face courses to the Web Environment: Steps for Creating Meaningful Online Counselor Training**

*Daniel Hall, M.A., James Benshoff & John S. Young*

As higher education continues to embrace technology, courses traditionally taught in face-to-face formats are moving to online environments. Effectively training counselors through online formats requires careful attention to creating learning experiences that are engaging and pedagogically sound. This program will describe evidence-based best practices and walk through the steps of transforming face-to-face courses into a meaningful educational experiences within online environments.

**Saturday | 3:30 pm – 4:20 pm | 408**

*Education Session | 810*

## **Leadership in Counselor Education: An Individualized Learning Contract Approach to Leadership Development**

*Charles J. Potter, M.A., Lisa Longo, J.P. Oehrtman  
Kaden Edwards Sabri Dogan & Jessica Cutshall*

This poster will discuss an innovative leadership course in which doctoral students developed individual learning contracts, based on self-assessments of their own leadership strengths and weaknesses. Students developed projects and products, selected evaluation strategies, and determined due dates. Projects were uploaded onto individual websites that function as e-portfolios. The poster will overview the pedagogy behind learning contracts and their application to counselor education.

**Saturday | 3:30 pm – 4:20 pm | 409**

*Education Session | 811*

## **Equity Inventories: Preparing School Counselors with A Specific Tool for Social Justice**

*Chris Janson, Ph.D., Sophie Maxis  
& Shannon Romagnolo*

In this interactive session, the presenters aim to build counselor educator understanding about Equity Inventories as a data inquiry method for school counselors and the social justice impact their use has had on schools and school districts. An Equity Inventory is a powerful tool that empowers school counselors and other school leaders to detect, understand, and address systemic school inequity down race and class lines. The presenters will instruct around the Equity Inventory process and showcase video reflections by school counseling students who have used and learned from them.

**Saturday | 3:30 pm – 4:20 pm | 411**

*Education Session | 812*

## **Setting Your Digital Compass: A Counselor Educator's Guide to Navigating the Culture of Social Media**

*Kimberlee Ratliff, Ed.D. & Susan Foster*

Blogs, Facebook, Twitter, Instagram, Linked In and other sites increase communication, networking, and risks for counselors, counselor educators, and clients. Navigating this social media culture will be explored through case studies and experiential activities. Activities will address awareness

of social media culture, ethical decision making, pros/cons of an online presence, and concerns related to competence, behavior, privacy, confidentiality, and boundaries. Learn how to model and provide leadership for culturally relevant approaches in practice and pedagogy.

## **Roundtable Sessions 3:30 pm – 4:20 pm**

**Saturday | 3:30 pm – 4:20 pm | Salon A**

*Roundtable 1 | 813*

### **Exporting the Concept of Supervision to Japan: The Elements of Supervision**

*Makoto Miyoshi, M.S. & Kimberly Asner-Self*

Please join us to discuss the internationalizing and exporting of the concepts of counseling with an emphasis on clinical supervision to other countries. Presenters will share the current nature of and the issues of implementing counseling and counseling training in Japan. By reviewing the principle framework of analysis on the aspects and their elements of clinical supervision, you will learn a creative and concrete strategy to enhance culturally relevant methods to apply counseling and counselor education internationally.

**Saturday | 3:30 pm – 4:20 pm | Salon A**

*Roundtable 2 | 814*

### **Deep Calls to Deep: Teaching Counseling Students the Art of Fostering Deeper Therapeutic Relationships**

*Jodi Bartley, M.A., M.Ed. & Craig Cashwell*

Relational depth can be defined as a moment of deep connection in counseling, and it has been proven impactful in successful client outcome. Until now, however, researchers have yet to determine the counselor factors that contribute to the ability to invite and facilitate deeper levels of engagement with clients. The purpose of this presentation is to present the results of a study exploring these factors and offer strategies for training new counselors how to invite deeper levels of engagement with clients.

# SATURDAY, OCTOBER 10

Saturday | 3:30 pm – 4:20 pm | Salon A

Roundtable 3 | 815

## **The Terror of Death Anxiety: An Empirical, Cultural, and Spiritual Examination**

*Diane Coursol, Ph.D. & Suomala Folkerds*

Human beings are the only creatures that are conscious of the fact that they will one day die. The struggle to manage death anxiety is complex and involves emotional, psychological, cultural, and spiritual aspects of the self. Preliminary research findings about death anxiety in counselor trainees will be provided. Participants will also engage in experiential activities to facilitate the exploration of death anxiety and inform clinical practice and supervision.

Saturday | 3:30 pm – 4:20 pm | Salon A

Roundtable 4 | 816

## **Doctoral Student Leadership: It's More than a Dissertation**

*Ryan Cook, M.A. & Claudia Howell*

Despite the focus on completing a dissertation, doctoral students encounter additional challenges in graduate programs. In this roundtable, presenters will facilitate a discussion about strategies that can be used to successfully navigate a doctoral program, including an emphasis on developing as culturally competent counselor educators. Presenters will share their experiences in their doctoral program and participants can expect to engage in open dialogue concerning the challenges for doctoral students beyond a dissertation.

Saturday | 3:30 pm – 4:20 pm | Salon A

Roundtable 5 | 817

## **A Pedagogical Gap: Spiritual Integration in Counselor Education Programs**

*David Brown, Ph.D. & David Jones*

Despite numerous studies that demonstrate the physical, emotional, and psychological benefits of integrating spirituality into counseling, few counselor education programs report providing formal training. Research suggests that only a small percentage of counselor education programs address spirituality (Dobmeier & Reiner, 2009). This program is designed to examine this discrepancy and discuss tangible ways in which spirituality can be integrated into counselor education pedagogy.

Saturday | 3:30 pm – 4:20 pm | Salon A

Roundtable 6 | 818

## **Culturally Relevant Supervision Strategies for Supervisees' Healthy Self-Care**

*Annette Albrecht, Ph.D. & Julie Merriman*

Compassion fatigue has been documented as an occupational hazard in counseling. Providing education to supervisees on compassion fatigue and protective factors is imperative. Supervisees should understand counselor developmental phases and the necessity of self-care plans. This program will address the following: compassion fatigue education; counselor developmental phases; culturally relevant supervision practices; protective factors; and steps for facilitating the self-care process.

Saturday | 3:30 pm – 4:20 pm | Salon A

Roundtable 7 | 819

## **Counseling Women and Girls: Instructor and Student Perspectives on Developing Culturally Relevant Pedagogy**

*Jill Schwarz, Ph.D. & Joanna Kessling*

Providing graduate students with the opportunity to gain a greater understanding of the diverse female experience from childhood through adulthood is critical to the development of culturally competent counselors. This discussion-based session will include both instructor and student perspectives focused on how counselor educators can best prepare graduate students to work effectively with the counseling issues presented by female clients. Suggested applications for counselor educators in developing culturally relevant coursework around gender will be provided.

Saturday | 3:30 pm – 4:20 pm | Salon A

Roundtable 8 | 820\* **CAREERLINK**

## **Publish Or Perish: Is that all the Training and Skills Needed to Succeed in a Faculty Position?**

*Dilani Perera-Diltz, Ph.D. & Jill Duba Sauerheber*

It is prudent to be well-trained counselor educators in an era in which most higher education faculty positions are at risk. (CACREP) 2009 Standards recommend training doctoral students in supervision, teaching, research and scholarship; counseling; and leadership and advocacy. This program will address what learning experiences are essential for meeting demands of faculty positions; as well as learning experiences should be covered in doctoral training in order to meet the expectations of the counselor

educator position.

**Saturday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 1 | 821*

### **Be a SUPERvisor to Child Counselors**

*Jodi Mullen, Ph.D., Tami Sullivan & Tiphonie Gonzalez*

The presenter will deconstruct the supervisory relationship, showing how experiential tools can expand the traditional didactic framework of supervision.

Through a combination of instructive and interactive activities, participants will gain an understanding of the roles of child counseling supervisors. There will be opportunities to practice supervisory skills and interventions specific to the unique challenges of child counselors that strengthen and expand the processes of supervision, the practice of child counseling and the personal growth of the supervisee.

**Saturday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 2 | 822*

### **Cultural Humility: Moving Beyond Multicultural Competence in Counselor Education and Supervision**

*Natalya Lindo, Ph.D., Elizabeth Prosek, Amanda Giordano, Cynthia Bevly & Jessica Holm*

Counselor educators and supervisors are aware of the need for cultural competence in counseling and supervision. In this session, we explore the importance of cultural humility as a foundation for multicultural competence and effective teaching and supervision. Attendees also learn and practice new strategies to better serve students and supervisees of non-dominant groups, including gender, race/ethnicity, international student status, sexual orientation, and religion/spirituality affiliation.

**Saturday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 3 | 823*

### **Humanistic Sandtray in Supervision: Creatively Expressing and Processing Countertransference to Promote Reflective Practice**

*Ryan D. Foster, Ph.D. & Stephen A. Armstrong*

Humanistic sandtray is an integrative model of sandtray processing based on elements of Gestalt and person-centered theory and, like many expressive arts approaches, can assist supervisees in developing self-awareness in order to mitigate countertransference issues. In this

presentation, we aim to educate attendees on basics of the humanistic sandtray approach and provide guidance on use of sandtray in supervision to assist supervisees in self-awareness surrounding issues of the therapeutic relationship.

**Saturday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 4 | 824*

### **Cultivating Our Roots: A Holistic Approach to Nourishing a Counselor Identity**

*Earl Grey, Ph.D.*

The purpose of this workshop is to offer holistic knowledge and tools to build a counselor identity. In this highly interactive workshop, participants will be able to define a holistic model of identity development; apply human neuro-ecology to identity; and construct a holistic process for identity development. Through a multi-disciplinary understanding of neuro-science, we can incorporate natural processes to build an inclusive model that celebrates the diversity of the counseling profession.

**Saturday | 3:30 pm – 4:20 pm | Salon B**

*Roundtable 5 | 825*

### **Using Intersectionality and Womanism to Support Women of Color Doctoral Students**

*Taryne Mingo, Ed.S.*

Women of color doctoral students are a unique population of students whose specific needs may go overlooked due to singular-identity consciousness of counselor educators. This session will focus on employing the theoretical lenses of Intersectionality, as defined by Kimberle Crenshaw, and Womanism, as defined by Layli Phillips, to provide a more contextually-appropriate framework to support the graduate experiences of women of color doctoral students. In addition, this presentation will provide strategies to assist counselor education programs support this population of students and encourage future research in this area.

# SATURDAY, OCTOBER 10

Saturday | 3:30 pm – 4:20 pm | Salon B

Roundtable 6 | 826

## **Enhancing Suicide Prevention and Intervention Education through ASIST**

*Kristin Myers, M.S., Lindsey Myers & Shannon Breitzman*

The Colorado Department of Public Health and Environment partnered with the University of Northern Colorado to host Applied Suicide Intervention Skills Training (ASIST). This presentation reviews the findings from the UNC training, provide an opportunity to collaborate with counselor educators regarding existing gaps in suicide prevention and intervention training, and facilitate a conversation regarding culturally relevant pedagogy and practice in suicide prevention and intervention training.

Saturday | 3:30 pm – 4:20 pm | Salon B

Roundtable 7 | 827

## **Cultural Relativism and Counseling: A Place Within Pedagogy and Practice**

*Shainna Ali, M.A. & Hannah Acquaye*

An individual's culture is a complex, unique combination of intersecting aspects. Hence, the concept of culture is relative to each individual, and it is essential for counselors to be aware of the definition of culture at a personal level in order to be culturally competent in counseling. This presentation promotes the anthropological concept of cultural relativism as a method to enhance counseling pedagogy and practice.

Saturday | 3:30 pm – 4:20 pm | Salon B

Roundtable 8 | 828

## **Supervising Lesson Delivery in a School Counseling Core Curriculum**

*Mario De La Garza, Ph.D. & Cheyenne Carter*

Counseling students and professional school counselors delivering lessons in a school counseling core curriculum need a specific skill set for this important aspect of service delivery to students. These individuals have unique needs in supervision. Session participants will leave with a better understanding of lesson delivery as a school counseling modality and specific knowledge and skills to use when supervising students or counselors engaged in this activity.

Saturday | 3:30 pm – 4:20 pm | Salon B

Roundtable 9 | 829

## **School Counselor Education Research: Where We are Going and Where We Have Been**

*Stephanie Ebert, Ph.D.*

Historically, there has been a growing need for more school counselor educators. Simply browsing through the counselor education job postings, one can easily see the number of school counseling specific jobs available. Counselor Educators are not training enough people to fill these positions, and currently there is little to no research to demonstrate why that is. This presentation is meant to provide counselor educators with a thorough understanding of the current and past research and outline the areas in which there is a need for more research. Opportunities for discussion and collaboration will be provided.

## **Poster Sessions 3:45 pm – 4:15 pm**

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 1

## **Teaching Students Counseling Competencies for Working with Military Personnel and Families**

*Angelia Dickens, Ph.D. & Lee Mickens*

The number of military personnel and families seeking counseling services is on the rise. Civilian counselors can effectively provide treatment; however, few truly understand the unique needs of this population. It is essential that counseling students learn competencies to effectively work with military personnel and families. This presentation will provide an overview of military culture and lifestyle, ethical considerations, life stressors, evidenced-based interventions and resources.

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 2

## **Helping Learners Move From Apprehension to Action: Counselor Education and Research**

*Debra Murray, Ph.D. & Stephanie Thorson-Olesen*

Research is an essential component of the counseling profession. This includes an empirically supported teaching pedagogy with application oriented instruction and evaluation methods that align with CACREP standards. View a sample syllabus, assignments, rubrics and supplemental materials to inspire action research in

developing counselors.

**Saturday | 3:45 pm – 4:15 pm | Franklin Hall A**

*Poster 3*

## **Lessons in Counselor Education: The Relationships between Novice Educators and Novice Counselors**

*Susan Lahey, Ph.D. & Angie O’Gieblyn*

Training doctoral students to be competent counselor educators involves a focus on skills and personal growth. This session will focus upon doctoral student training for a future role in counselor education. During the supervision experience, the mentor and student discuss parallel experiences that the novice counselor educator experience similar to when they were a novice counselor. These experiences can be used to enhance the doctoral student’s professional development and counselor educator identity. The process of developing as a counselor educator can be facilitated as the educator is able to relate to their own past experiences as a new counselor. This session will focus upon the parallel processes that exist as a novice counselor educator develops. The session will also focus on the personal experiences of a counselor educator and their student teaching assistant. The doctoral student may experience parallel issues related to lack of boundaries, overreliance on self-disclosure, and lack of confidence.

**Saturday | 3:45 pm – 4:15 pm | Franklin Hall A**

*Poster 4*

## **Mind, Body, Spirit and Yoga - A Relational Approach to Self and Others for Student Counselors**

*Jacqueline Parsons, Ph.D., Dana Comstock & Allen Novian*

When working with counseling students, the definition of counseling discusses the professional relationship that empowers an individual or group to accomplish a number of goals, including mental health and wellness, but the skills taught in the classroom are often limited to being seated when counseling takes place. The ancient art of yoga teaches breath work, meditation, relaxation, and body control through yoga poses, allowing one to more fully incorporate the healing process of the body, mind, and spirit. Recent studies have indicated that the combination of talk therapy and the practice of yoga can reduce anxiety, stress, depression, addiction, and trauma related issues. Some universities, such as Seton Hall Univ., are offering

yoga through their Counseling and Psychological Services to help students with self care.

**Saturday | 3:45 pm – 4:15 pm | Franklin Hall A**

*Poster 6*

## **Preparing Counselors to Assist Military Service Members and Veterans**

*Seth C.W. Hayden, Ph.D., Emily Kennelly & Heather C. Robertson*

There is significant attention in the counseling profession advocating for counselor access to military-related organizations such as the VA. Given these efforts, the question of whether counselor education programs are effectively preparing counselors to work with this population begs attention. This presentation examines an original research study that explores the preparation of counselors to serve military clients. Integration of content and experiences within a counseling curriculum will be the primary focus. Relevant resources will be provided.

**Saturday | 3:45 pm – 4:15 pm | Franklin Hall A**

*Poster 7*

## **CES Training Variance: Should Uniformity be the Profession’s Future?**

*Nicole Arcuri, MS.Ed., Jeri Ellis & Tarmen Siaway*

How do CES doctoral interns identify themselves as students while also co-teaching and co-supervising master’s level students under the supervision of CES faculty members? CES program supervisors have different responsibilities for their interns, creating role confusion for doctoral students. CES faculty members’ feedback to doctoral students prepares them for the professoriate, but a lack of confidence is reported among graduated CES doctoral students. Practices that best support the needs of interns to prepare graduates for professoriate are explored.

# SATURDAY, OCTOBER 10

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 8

## **Coining and Proposing Ethicentrism, Related Words of Ethicentrism, Antithetical Words of Ethicentrism, and Synthesizing the Interrelationship of Ethical Relativism, Multicultural Competence, and Social Justice**

*Antoinette R. Petrazzi Woods, Ph.D.*

Dr. Antoinette R. Petrazzi Woods discusses coining and proposing ethicentrism, related words of ethicentrism, antithetical words of ethicentrism, and synthesizing the interrelationship of ethical relativism, multicultural competence, and social justice. Her innovative conceptualization of the terminologies and processes is germane to leadership for culturally relevant pedagogy and practice that intentionally considers equitable and just practices for clients, students, counselors, counselor educators, counselor supervisors, and so forth. Although many counseling professionals likely have encountered the processes in clinics, halls of academia, courtrooms, and other contexts, counselors did not have scholarly words that operationally defined and articulated the inequitable processes of ethicentrism and the multiculturally competent and social justice processes of ethical relativism.

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 9

## **“ABD” is Not a Valid Acronym**

*Richard James, Ph.D. & Rick Myer*

The presenters have a combined completion rate of 90 plus percent of doctoral students in urban education settings. We will detail the affective, behavioral, and cognitive tactics and strategies we have used to hit this completion rate. Frustrated professors and doctoral students are invited to hear, share, and discuss our ideas.

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 10

## **Ethical, Technical, and Pedagogical Demands in the Creation and Deployment of Counselor Education Videos**

*Todd Grande, Ph.D. & Elizabeth Adair*

This presentation describes how to generate quality video content related to counselor education and supervision without the need for access to significant financial or technical resources. Descriptions of how to build videos

with role-play session content, lectures, and video screen captures are covered. Ethical issues surrounding the use of students in videos are discussed. Step-by-step instructions are provided on how to deploy educational videos on platforms such as YouTube and Kaltura.

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 11

## **Avoiding Legal Pitfalls: Informed Consent for the Supervisor, Supervisee, and Counselor** *Charmaine Caldwell, Ph.D. & Teddi Cunningham*

Attendees will learn about legal pitfalls in the supervision relationship. The session will focus on culturally relevant practices in supervision, the duties of a supervisor, the special circumstances of a supervisee, and model documents that illustrate essential content for informed consent. Attendees will be able to share and discuss personal situations related to the supervision relationship and informed consent.

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 12

## **Clinical Record Keeping in Counseling and Psychotherapy**

*John Petko, Ph.D.*

Clinical documentation is often ignored in new counselor training. Mental health facilities and college/university programs sometimes expect students will: a) learn how to document in school; or b) learn in their first professional experience. Since client record keeping falls under legal and ethical guidelines, it is important for new counselors and students to learn best practices in clinical documentation. The program is intended to discuss the importance of appropriate clinical documentation and best practices in clinical documentation.

Saturday | 3:45 pm – 4:15 pm | Franklin Hall A

Poster 13

## **Developing Best Practice for Counselors in Integrated Care Environments**

*Kate Jiggins, M.Ed. & Bridget Asempapa*

This lecture will focus on ideas for best practices for professional counselors working in or wanting to learn more about working in integrated care environments and collaborative interdisciplinary teams. This lecture will examine language, diagnosis, and cultures in professional systems. With a focus on integrated care culture, common

language and diagnosis.

**Saturday | 3:45 pm – 4:15 pm | Franklin Hall A**

*Poster 15*

## **The Potentiality of Enhancing Spirituality through Mindfulness and Neurofeedback**

*Wes Webber, M.A. & Collier Shepard*

This presentation aims to provide the audience with a greater understanding of mindfulness and neurofeedback and how the two might be combined to enhance spiritual connectedness. There is potential for mindfulness and neurofeedback to be used across cultures to enhance spirituality and conceivably among Eastern and Western religions to increase religiosity.

**Saturday | 3:45 pm – 4:15 pm | Franklin Hall A**

*Poster 16*

## **A Growing Culture of Families Dealing with Autism: Counseling the Family Unit**

*Laura Kellicut, M.A.*

The prevalence of autism has increased in recent years in the United States. There is a growing culture of families that are affected by this increase and need help in understanding and dealing with an autism spectrum disorder diagnosis. Services that target the individual with autism rarely have a focus on the wellness of the family unit. Research has found that the diagnosis of autism and the subsequent treatment for the individual can be emotionally, physically, financially, and mentally draining on the family unit. Families dealing with autism are a unique culture unto themselves, with unique challenges. Though counselors are trained to help families cope with internal and external stressors, they cannot be given all the tools they need to work through the countless possible challenges a family may face. This discussion looks at the current state of training within counseling programs on families dealing with autism, the needs of these families, the needs of the counselors, and some practical interventions for working with these clients.

**Poster Sessions 4:30 pm – 5:00 pm**

**Saturday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 1*

## **“Excuse Me Professor, I Deserve an A”: Strategies for Counselor Educators Addressing an Attitude Entitlement of with Students**

*Barb Andrews, Ph.D., Linda Beeler & Kimberly Nelson*

A consumer based mentality seems to be shaping the course of teaching, with an attitude of ‘entitlement’ by students and what grade they will ‘get’ for their tuition overriding what they will learn. Discussion will include some implications these shifts in attitude are having on leadership, pedagogy and the learning environment.

**Saturday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 2*

## **What Your Students Won’t Tell You About the Small Group Experience: A Master’s Level Student Perspective**

*Peitao Zhu, M.S. & Yevgeniy Mazor-Thomas*

Participants of this roundtable discussion will be engaged in a collaborative exploration of the CACREP (2009) II.G.6.e small group experience standard. Two current culturally diverse master’s level students, motivated by their own personal and varied experience, will facilitate the discussion as well as transparently share their perspectives. Topics to be explored include the evolution of the standard since 1988, current models employed by programs and how these models are influenced by varying revisions of the standard, candid exploration of graduate student’s perspectives, and future outcome research potentials.

# SATURDAY, OCTOBER 10

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 3

## **Research Trend of Effectiveness Factors on Group Counseling in the U.S. and South Korea**

*Eunhui Yoon, M.A. & Yoonjoo Lee*

This program will present about international research trends related to therapeutic factor on group counseling. First, this program will help audiences truly understand specific features of therapeutic factors on group counseling, which is needed for counselors to construct and lead their group counseling more effectively. Second, this program will assist audiences understand what the unique therapeutic factors of group counseling are and what individual counseling is unable to achieve. Third, the program will help audiences learn which therapeutic factors on group counseling can be well achieved according to topics, participants, and developmental stages of the group. Fourth, researchers who are interested in the outcomes and achievements of group counseling will be able to gain knowledge about how therapeutic factors on group counseling has been conducted, specified, and developed in the last thirty years. Moreover, researchers can develop and conduct better constructs for their research based on what they have learned from this program.

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 4

## **Narrative Therapy in Supervising Diverse Counselors-in-Training and Counselors**

*Evadne Ngazimbi, Ph.D.*

The presenter will describe the model of supervision, which includes the Discrimination Model, Narrative Therapy, and Interpersonal Process Recall. She will explain how each piece of the model fits into the big picture and demonstrate the model using role play. Finally, participants will share their experiences of working with diverse supervisees.

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 5

## **The Strengths and Challenges of the Educational Cohort Model in Graduate Counselor Education Programs**

*William Snow, Ph.D. & Margaret Lamar*

Cohorts, effectively implemented, foster improved student learning and higher retention/graduation rates.

Some cohorts and cohort members can present special challenges to faculty and students alike. This presentation will discuss the research on educational cohorts, panelist experiences, and strategies for facilitating positive cohort experiences. Attendees will have the opportunity to share their own experiences and suggestions in contributing to the body of cohort lessons learned.

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 6

## **Valuing Experience: Assessing Constructivist Approaches to Counselor Supervision**

*Erin Halligan, Ph.D.*

Constructivist approaches to counselor supervision are preferred by supervisees. How do I know? I developed the first ever Constructivist Supervisor Scale that sought to determine 1) what themes are associated with constructivist approaches to counselor supervision 2) which characteristics are representative of constructivist supervisors and 3) whether supervisees prefer constructivist supervisor characteristics. If you're interested in learning more about this scale, as well as the characteristics most preferred by the students you supervise, please join me for this interesting and engaging session!

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 7

## **“Counseling is like...”: Teaching Counselor Education through Metaphors**

*Sam Gladding, Ph.D., Kate Ziff & Donna Henderson*

Teaching counseling is a multifaceted and multicultural experience. Using metaphors in the process helps counselor educators and students learn the complexities and nuances of the process in a deeper way than traditional pedagogy methods. This program will illustrate how this is done and give participants exercises and references they can use to enrich and facilitate their teaching.

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 8

## **Recommendations for Utilizing Technology in Counselor Education Programs**

*Tyler Wilkinson, Ph.D.*

Counselors need the knowledge and skills necessary regarding the use of technology in clinical practice to act

as culturally relevant professionals. The implementation of the HITECH Act modified aspects of HIPAA to encourage adoption and implementation of healthcare technology. This presentation will discuss ways in which counselor educators can use pedagogy and practice to ensure students are developing the necessary knowledge and skills to use technology ethically and legally.

**Saturday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 9*

## **Challenges in Transitioning from Academic to Clinical Practice**

*Chance Quoc D. Tran, M.A. & Richard Henriksen Jr.*

Through this presentation, participants will become familiar with the challenges students face during the process of transition from academic student to beginning clinician. Participants will gain insights into new strategies for the skills training of counseling students and will be able to share their experiences of working with students in practicum courses.

**Saturday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 10*

## **“Who Am I? Existentialism: Moving from Theory to Actual Practice”**

*Michaela Ambrosius, MS.Ed. & Leslie Kooyman*

This interactive session will discuss Existential Theory and offer culturally responsive practice strategies for teaching, supervision, and counseling with this sometimes illusive approach. Participants will learn how to teach and address issues of meaning, loss and accountability in a more concrete manner such that counselors can utilize practical existential strategies to explore these complex issues. Counseling techniques and exercises and material for teaching and practice will be provided.

**Saturday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 11*

## **Is an Academic Overachiever an Emotional Underachiever? Concerns, Generational Characteristics of Millennials, and the Implications for Counseling and Counselor Training**

*Baochun Zhou, M.A. & Stephen Craig*

Recently, researchers have discovered that many Millennials are suffering from anxiety and depression. Other scholars have identified various parenting practices

that may be contributing to the phenomenon. In this session, presenters will provide an overview of Millennials and the parenting practices used to raise them, engage participants in a discussion related to their experiences with Millennials, and discuss implications for counselor training.

**Saturday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 12*

## **Start-Up Means More than Money: Research Planning and Development**

*Lindsey Nichols, Ph.D.*

Navigating new university, department and program cultures can be daunting, particularly while also solidifying your research agenda. This session will discuss: a) spending decisions by faculty for research start-up funds (and rationales), b) strategies to establish research partnerships and teams involving students as well as colleagues within or across departments, and c) how faculty can support new colleagues to spend their money and time wisely to build or enhance their careers.

**Saturday | 4:30 pm – 5:00 pm | Franklin Hall A**

*Poster 13*

## **360 Degrees of Supervision! Providing a Holistic Case Conceptualization Framework for Group Supervision**

*Laura Gallo, M.A. & Meredith Rausch*

A comprehensive model of supervision can be a valuable tool for supervisors as they aim to structure the group supervision experience with the most current and effective research based methods. This presentation introduces a holistic, developmental framework for case conceptualization practice during group supervision based on the underpinnings of the Integrative Developmental Model presented by Stoltenberg and McNeill (2010). The design incorporates a strengths-based method encouraging reflective practice, multicultural awareness, and practical methods for group interaction and discussion.

# SATURDAY, OCTOBER 10

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 14

## **Implications of a University Community Based Mental Health Clinic for Training Counseling Students in CACREP Accredited Programs**

*Jihene Ayadi, M.S., Kristi Perryman & Paul Blisard*

This presentation will discuss statistics regarding the number of CACREP accredited programs with community based counseling clinics for training their masters and doctoral counseling students. Benefits of a community based clinic as a culturally and developmentally appropriate approach for training counseling students will also be discussed. The presenters combined experience as both students and a professor from programs with community based clinics will offer first hand views into models for implementation in both masters and doctoral level programs.

Saturday | 4:30 pm – 5:00 pm | Franklin Hall A

Poster 15

## **Strengths-Based Practice: A Group Perspective**

*Holly Nikels, Ph.D. & Duane Halbur*

This presentation is designed to discuss the role of strengths-based philosophies in the practice, teaching and supervision of group work. In modern mental health practice and training, there is a resurgence of strengths-based movement. Presenters will discuss the core conditions of strengths-based practices and demonstrate implementation into the teaching, supervision and practice group work.

## **Education Sessions 4:30 pm – 5:20 pm**

Saturday | 4:30 pm – 5:20 pm | 302

Education Session | 830

## **Counselors as Global Citizens: Developing Transcultural Counseling Competency**

*Courtland Lee, Ph.D. & Vivian Lee*

If the counseling profession is to have an impact globally, it will require individuals with the attitudes and behaviors to address worldwide challenges to mental health and well-being. As global interconnectedness narrows the physical and social distance between people, the future of counselor training will lie in preparing professionals with a global perspective. The purpose of this session is to present a set

of transcultural competencies that are the foundation for preparing counselors to become global citizens.

Saturday | 4:30 pm – 5:20 pm | 303

Education Session | 831

## **Counselor Competence Informed by Personal & Professional Experiences with Lesbian, Gay, Bisexual, and Transgender (LGBT) Communities: A Phenomenological Exploration**

*Jamie Bower, M.Ed.*

Since the beginning of the multicultural movement in counseling, there has been an increased inclusion of those identifying as lesbian, gay, bisexual, and transgender (LGBT) in the discussion of multicultural competencies (Bidell, 2005; Israel & Selvidge, 2003; O'Hara, Dispenza, Brack, & Blood, 2013). Despite inclusion of sexual orientation, gender identity and gender expression are not a part of training standards, and there are no specific requirements, related to LGBT concerns, within counseling program curricula. This presentation will highlight findings from a phenomenological exploration of counselors' personal experiences with preparedness to work with LGBT clients, their perceived LGBT counseling competence, and the impact their level of competence has had on their professional experiences as a counselor educator, counseling student, and/or professional counselor. Relationships between multicultural counseling competence, sexual orientation counseling competence, and transgender counseling competence will be addressed. Future research directions will be discussed.

Saturday | 4:30 pm – 5:20 pm | 304

Education Session | 832

## **Exploring Grief as a fundamental Issue for counselors: Implication for Counselor Educators**

*Claudette A. Brown-Smythe, M.S. & Sarah Spiegelhoff*

Death and non-death related losses are integral components of the human life cycle having the potential to negatively impact individuals' well-being. Many losses remain unprocessed because of the social and cultural context that impacts our perceptions. Little attention has been given to integrating grief counseling in the counselor education curriculum outside the stand-alone crisis/trauma counseling that is offered by some programs. In the wake of global events including mass killings, wars,

homicide and suicide attention need to be focused on integrating concept around grief and loss in counseling. This program will review the perspectives of grieving as an integral aspect of the human experience, discuss ways to infuse loss and grief in core counseling courses and demonstrate activities that can help trainees to begin to think about the impact of grief and loss on the human experience.

**Saturday | 4:30 pm – 5:20 pm | 305**

*Education Session | 833*

### **Counseling Theories Flipped: An Innovative Pedagogy to Address Diverse Learning and Application**

*Deb Perkins, M.A., Andy Felton & Michael Morgan*

The Flipped Classroom – in which activities traditionally done in class or at home are flipped to the other domain – offers counselor educators the opportunity for greater applied learning, multi-cultural significance, mentoring and leadership in the classroom. Together we'll discuss the philosophy and methods for flipping a class, share our approach for flipping Counseling Theories, and share preliminary data from students in the class. The presentation will include practical resources and ideas for the technical aspects of a flipped classroom and participants will have the opportunity to share ideas for application across the counselor education curriculum.

**Saturday | 4:30 pm – 5:20 pm | 307**

*Education Session | 834*

### **Queering Family Counseling in Counselor Education: Integrating LGBTIQ Adoptive Families into Couple and Family Education Curricula**

*Erin Merchant, M.A. & Whitney Akers*

Providing services in a diverse society, counselor educators must produce counselors capable of helping varied client populations. This presentation will address the intersection of two marginalized populations in family counseling: queer families and adoptive families. Through seminar discussion, presentation of research, and experiential exercises, presenters will examine legal, structural, and social barriers to queer parent adoption, myths and stigma surrounding queer adoption, and ways to enhance multiculturally-competent training in family counseling courses.

**Saturday | 4:30 pm – 5:20 pm | 308**

*Education Session | 835*

### **Poised to Lead: Implementing Career and College Readiness Training in Counselor Education Programs**

*Mary L. Anderson, Ph.D*

The movement for college and career readiness continues to gain momentum, as evidenced by changes in state standards for the preparation of school counselors and provisions for college and career readiness in the proposed 2016 CACREP revisions. The presenter will discuss research, resources, and initiatives at the state and national levels for career and college readiness. Implications for counselor education will be emphasized, including establishing university, school, and community collaborations and designing curriculum to meet new school counseling training standards.

**Saturday | 4:30 pm – 5:20 pm | 309**

*Education Session | 836*

### **A Creative Learning Experience to Immerse Counselor Education Students in Understanding the Importance and Procedures of the CACREP Accreditation Process using the CACREP Standards**

*Jennifer Murdock Bishop, Ph.D., Heather Helm & Molly Streat*

Are you looking for a creative, experiential way for students to gain knowledge and insights about the CACREP accreditation process? We present an innovative way for counselor educators to prepare counselors in training to determine how professional counseling standards are being met and the required steps needed to seek CACREP accreditation.

**Saturday | 4:30 pm – 5:20 pm | 310**

*Education Session | 837*

### **Introspective Education: Encouraging Counselor Self-Awareness & Self-Knowledge**

*Cecile Brennan, Ph.D.*

The interpersonal nature of the counseling profession requires counseling students to develop a high level of self-awareness and self-knowledge. This presentation will provide introspective exercises to be used in counseling classes in order to foster self-awareness and self-knowledge while also enhancing the student's understanding of the course material.

# SATURDAY, OCTOBER 10

Saturday | 4:30 pm – 5:20 pm | 401

*Education Session | 838*

## **Teaching Trauma Counseling: Ten Essential Concepts for Counselor Educators**

*Jane Webber, Ph.D. & J. Barry Mascari*

Keeping up with the rapid developments in trauma counseling and neuroscience is a challenge for new and veteran counselor educators, particularly with the CACREP trauma standards, TRICARE and VA regulations for counseling the military. Treatment models have moved from an emphasis on talk therapy to integrated brain-body approaches grounded in emotional and somatic regulation. Ten fundamental concepts for teaching trauma practice are presented, and instructional resources are shared.

Saturday | 4:30 pm – 5:20 pm | 402

*Education Session | 839*

## **Adjusting the Ethical Compass: A Five-Year Analysis of Common Legal and Ethical Issues for Licensed Counselors and Implications for Counselor Educators**

*Emmanuel Ahia, Ph.D. & Peter Boccone*

The ethical landscape of the counseling profession is constantly evolving. As this development continues, so must our efforts as educators to ensure that the way we are training our students represents the most relevant issues in our communities. This program will follow an exploratory study in which common legal and ethical issues associated with disciplinary actions against licensed counselors were identified. Implications on counselor education as it relates to legal and ethical course work will be examined.

Saturday | 4:30 pm – 5:20 pm | 403

*Education Session | 840*

## **Personal Counseling for CIT's: Benefits, Resistance, and Advocacy**

*Kylie Rogalla, Ph.D.*

Counselors employed in practice have testified that personal therapy was a valuable part of their professional preparation. They enter the field of practice having an experiential understanding of the client perspective, a stronger recognition of the range in skill effectiveness, and a unique experience of both personal and professional development. This program will display various triumphs and obstacles of requiring personal counseling for CITs in CACREP programs. Participants will receive suggestions

for navigating administrative and student resistance as well as strategies for fording cost, space, and confidentiality issues.

Saturday | 4:30 pm – 5:20 pm | 406

*Education Session | 841*

## **Making Time for Play: Incorporating Play Therapy into a Basic Counseling Skills Course**

*Kasie Lee, Ph.D.*

Young children receive little attention in many counseling courses, and unfortunately, this leaves students ill-equipped to face the unique challenges of counseling young children in schools and clinical mental health settings. In this workshop, the presenter will share curriculum for a basic counseling skills course which incorporates a condensed play therapy training and helps students develop skills to build relationships with clients of all ages. A course outline including lecture topics, in-class activities, and assignments will be shared.

Saturday | 4:30 pm – 5:20 pm | 407

*Education Session | 842*

## **Imbibing Intercultural Intelligence**

*Omolola A. Sonaike, Ed.D.*

The world is evolving and becoming a common place for everyone. The classrooms have become diverse with the influx of international students and the products of their marital unions with the indigenous students. Rendering services to diverse students calls for Cultural Intelligence which is defined as a person's capacity to function efficiently in situations characterized by cultural diversity (Ang, S., Dyme, V. & Koh (2005). No matter how it is packaged - inter-cultural competencies, Cultural Intelligence competencies, etc. - the basic ingredients are similar. This presentation will attempt to discuss the current trends in multi-cultural competencies for educators.

Saturday | 4:30 pm – 5:20 pm | 408

*Education Session | 843*

## **The Development and Validation of the Multicultural School Counselor Behavior Scale (MSCBS)**

*Jennifer Greene, Ph.D.*

The Multicultural School Counselor Behavior Scale (MSCBS) was developed to assess the rate that school counselors engage in multicultural behaviors as advocated

by ASCA, ACA, and AMCD . The MSCBS was validated nationally with practicing school counselors. The MSCBS is a relevant and needed research tool to assess the impact of the multicultural behaviors of professional school counselors. The rationale for development of this scale and its use will be shared along with relevant reliability and validity data.

**Saturday | 4:30 pm – 5:20 pm | 409**

*Education Session | 844*

### **Exploring Mental Health Needs of Children in Rural Areas and Challenges in Receiving Appropriate Mental Health Care in Rural Schools**

*Ki Chae, Ph.D., Angela McDonald & Jacob Blackstock*

Mental health care providers in rural schools face unique mental health needs in children and distinct cultural challenges to provide mental health services. However, due to the lack of mental health professionals and resources in rural schools and lack of training in the particular needs of rural populations, rural schools continue to encounter increased mental health burden and barriers in delivering adequate mental health services. This presentation will describe (1) the unique mental health needs of children in rural areas, (2) the distinct cultural factors that impact mental health care in rural schools, and (3) the barriers to delivering mental health services in rural schools. Also, best practices for improving rural mental health care in schools are presented.

**Saturday | 4:30 pm – 5:20 pm | 411**

*Education Session | 845*

### **Multiracial Identity Development in the Classroom**

*Alejandra Chavez Smith Stuart, M.A.  
& Elisabeth Suarez*

Counseling curriculum today mostly focuses on monoracial identity development, without factoring in the needs of the multiracial/multiethnic individual. The complexity of straddling two or more races makes developing a healthy identity difficult for both multiracial counselors-in-training and clients. Utilizing Root's (1990) Multiracial Identity Development Model, this presentation will provide competency building experiential activities that counselor educators may infuse into course curriculum.

**Saturday | 4:30 pm – 5:20 pm | 412**

*Education Session | 846*

### **Accommodating Students with Disabilities in a Blended Classroom: Legal and Ethical Responsibilities**

*Shon Smith, Ed.D., Treshonda Mills & Karen Barbee*

Do you understand the legal and ethical responsibilities for providing accommodations to students with disabilities in a blended classroom? With the increased number of blended and web based classrooms, counselor educators need to be competent on how to address accommodations to students with disabilities in this growing format. This presentation will provide accommodation information regarding best practices for working with students with disabilities, promoting advocacy, and application of accommodations in blended classrooms. Presenters will communicate legal and ethical responsibilities of counselor educators and counseling programs regarding providing accommodations to students with disabilities. At the conclusion of this workshop, attendees will be able to identify legal and ethical responsibilities pertaining to providing accommodations to students with disabilities. Attendees will also examine accommodations in a blended classroom. Attendees will identify and understand the process of approval for accommodations. Lastly, attendees will apply methods to promote advocacy skills for students with accommodations.

# SATURDAY, OCTOBER 10

## Roundtable Sessions 4:30 pm – 5:20 pm

Saturday | 4:30 pm – 5:20 pm | Salon A

Roundtable 1 | 847

### **Working Without a Script: Applying Improvisation Principles to Counselor Education**

*Lennis Echterling, Ph.D.*

Improv is an intentional act of spontaneity, an unrehearsed process of engaging in a craft or art fully in the moment. In other words, improvisation has many parallels with counseling. However, in counselor education and supervision, students often seek scripted lines to say. The goals for this program are to describe the five fundamental principles of improv and apply them to culturally relevant pedagogy and practice. The program includes exercises that are designed to help counseling students abandon effort, trust the process, and find flow in their counseling work.

Saturday | 4:30 pm – 5:20 pm | Salon A

Roundtable 2 | 848

### **Because Mom Told Me So: Approaches to Teaching College & Career Choice Factors for Low Income, First-Generation College Students**

*Nicole Pulliam, Ph.D. & Megan McGowan*

As the discussion surrounding the importance of college & career readiness continues to increase, it is critical that counselor educators teach culturally relevant practices as it relates to particular student populations. This workshop will address the unique college & career choice factors for low-income, first-generation college students. Data will be provided from prior research conducted by the lead presenter. Culturally relevant pedagogical approaches will be discussed. Lastly, the information shared will be discussed in relation to the Reach Higher Initiative and how this initiative will impact school/college counselors.

Saturday | 4:30 pm – 5:20 pm | Salon A

Roundtable 3 | 849

### **Building Multicultural Competence In Counseling Students: Efforts To Address Social Class In Multicultural Counseling Courses**

*Carly Paro, Ed.D., Joffrey Suprina & Jennifer Pereira*

Counselor educators must produce multiculturally

competent counselors to serve diverse clients. There are consistent findings of clinician bias toward clients of differing social class groups, namely those clients living in poverty, and little research about faculty efforts to address this issue. Quantitative methodology and descriptive exploratory design was used to draw on survey data documenting counselor educators' instructional strategies when teaching multicultural counseling, as well as their perceptions of effectiveness and comfort level with issues of social class. Females reported more personal experience with gender bias than did males while males reported more personal experience with sexual orientation bias. Faculty reported the most effective instructional strategies for teaching about classism were interviewing a member of a different culture, cultural self-examination, service work for a minority organization, personal self-awareness, and attending a cultural event as a minority. The majority of class time was devoted to the topic of racism (27%) and the least time to ageism and ableism. About 12% of class time was devoted to classism. Age was the only demographic variable associated with instructional strategies, as older respondents devoted more time to teaching about social class.

Saturday | 4:30 pm – 5:20 pm | Salon A

Roundtable 4 | 850

### **School Counselor Educators as Advocates for the Development of New School Counselor Educators**

*Theresa Coogan, Ph.D. & Stephanie Eberts*

School Counselor Educators (SCEs) are uniquely positioned to advocate for the profession through training and development in graduate programs. This roundtable is meant to foster a discussion about how current SCEs are engaging in this sort of advocacy. Additional focus will be given to understanding the unique opportunities that are afforded to SCEs to affect change and inform graduate training and development, while remaining specifically focused on the mentoring and teaching of future SCEs.

Saturday | 4:30 pm – 5:20 pm | Salon A

Roundtable 6 | 851

### **Self-Compassion: A Vehicle for Supporting Females' Emotional Well-being in Counselor Education**

*Coralis Solomon, M.S. & Kelley Holladay*

This presentation will examine the unique psychological

stressors that working mothers in counselor education experience. The literature review presented a lack of emotional well-being support for working mothers in the counselor education field (e.g., specific mentoring to address maternal guilt). Thus, highlighting the need for counselor educators to respond to the needs of females with children in faculty positions. A mentorship approach is proposed utilizing self-compassion as a vehicle to alleviate negative stressors and increase coping for this population.

**Saturday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 7 | 852*

### **Location, Location, Location: The Relevance of “Place” in the Cultural Conversation**

*Deborah Drew, Ed.D., Mikal Crawford & John Yasenchak*

We will explore geography as a cultural context, and the importance of including “place” in the multicultural conversation. Through examples and discussion, we will determine ways in which counselor educators and supervisors can help students develop a deeper understanding of “place” and the role it plays a truly multicultural framework.

**Saturday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 8 | 853*

### **Chi Sigma Iota: A Roundtable Discussion on Facilitating Member Involvement through Professional Development, Service and Camaraderie**

*Chris Chirino, B.S. & Collier Shepard*

Faculty and students from the University of Alabama (CSI Rho Chapter) will lead a roundtable discussion on how to increase member involvement through areas such as professional development, service, and camaraderie. The chapter hopes to open dialogue and exchange ideas among those present in an effort for chapters around the nation to gather together and learn from one another in an effort to foster growth and promote increased member involvement in CSI chapters nationwide.

**Saturday | 4:30 pm – 5:20 pm | Salon A**

*Roundtable 9 | 854*

### **Culturally Relevant Pedagogy: Clashes and Confrontations**

*Varinder Kaur, M.Ed.*

During the first half of the presentation, the presenter will talk about why it is important to consider stratification in the implementation of culturally relevant pedagogy. The illustration will involve African Americans and Asian American, two immigrant groups in the United States that are diametrically positioned in the American psyche via negative and positive imagery and discourse around each group. During the second half of the presentation, the presenter will discuss the survey method used for the implementation of the culturally relevant pedagogy.

**Saturday | 4:30 pm – 5:20 pm | Salon B**

*Roundtable 1 | 855*

### **Self-Care: Balancing Full-Time Work and Family with Hybrid/Online Doctoral Training**

*Jocelyn Novella, M.A., Kaj Kayij-Wint & Edward Ewe*

Today’s doctoral students are very different from those 30 years ago. Many are enrolled in hybrid/online programs that allow necessary flexibility for work and family life. This roundtable, led by three doctoral students of varied cultural backgrounds in a hybrid counselor education program, will discuss three focused questions: (a) Can students “have it all” and still take care of themselves?; (b) What are the cultural and contextual differences in the needs of these unique students?; and (c) How can hybrid and online programs encourage student success through teaching self-care agency?

**Saturday | 4:30 pm – 5:20 pm | Salon B**

*Roundtable 2 | 856*

### **Adapting Childhood Games to Build Rapport between Group Members**

*Tiphonie Gonzalez, Ph.D.*

This presentation will discuss the adaption of childhood games as a way to build group cohesiveness and rapport between group members. The presenter will discuss how games like hopscotch, hot potato and steal the bacon can be adapted as helpful tools in bringing group members together.

# SATURDAY, OCTOBER 10

Saturday | 4:30 pm – 5:20 pm | Salon B

Roundtable 3 | 857

## **Facilitating Professional Identity Development Through Doctoral-Masters Student Mentoring**

*J. Adriane Moody, M.S. & Erin Friedman*

Programs that have both doctoral and masters counseling degrees offer a unique opportunity to impact student success and development. Although mentoring models have been explored, the use of doctoral to masters mentoring to intentionally facilitate identity development has been relatively unexplored. Through dialogue and collaborative processing, we will discuss best practices and ethical considerations to form a doctoral to masters mentoring framework counselor education programs can adopt.

Saturday | 4:30 pm – 5:20 pm | Salon B

Roundtable 4 | 858

## **Training Multicultural Competent Counselors: What's So Diverse About Counseling?**

*Shavers Marjorie, Ph.D. & J. Yasmine Butler*

It is imperative that counselors have the awareness, knowledge, and skills to work effectively within and across varying racial, ethnic, and cultural groups. This session will use videos, case vignettes, and discussion to provide participants with an overview of racial identity development models, Multicultural counseling competencies, and best practices for developing counselor trainees to work with clients from diverse backgrounds. Participants will receive a diversity toolkit full of resources.

Saturday | 4:30 pm – 5:20 pm | Salon B

Roundtable 5 | 859

## **Impact of State Supervisor Credentialing on Counselor Professional Identity**

*Kathy Ybanez-Llorente, Ph.D. & Elsa Leggett*

Efforts to define the counseling profession have resulted in greater consensus regarding counselor professional identity. Despite this, a review of state licensure requirements across the nation reveals a disparity in licensure requirements for clinical supervisors. This presentation will examine differences in supervisor credentialing, consider the impact on counselor professional identity, and encourage discussion of leadership and advocacy efforts needed to establish national standards.

Saturday | 4:30 pm – 5:20 pm | Salon B

Roundtable 6 | 860

## **Expanding the Classroom Beyond Rationalist Pedagogies**

*John Dewell, Ph.D. & Kevin Foose*

Rationalist perspectives have continued to grow in both clinical practice (e.g. cognitive therapies) and in education (e.g. outcome based learning). Concerns have been raised that they are being prioritized to the degree that they are excluding other ways of being. Given this environment, it is important that educators actively create educational experiences that facilitate other ways of being. This presentation will engage in a dialog about attempting to work outside of rationalist approaches and provide an experience in constructivist education.

Saturday | 4:30 pm – 5:20 pm | Salon B

Roundtable 7 | 861

## **Supervision in the Age of Technology: Ethical Considerations for Counselor Educators**

*Rhonda Bryant, Ph.D.*

The use of technology is growing quickly in the counseling field. With the increase of online programs offering counselor preparation, we have witnessed a significant increase in online supervision modalities being used. With this increase brings a growing number of Ethical considerations, such as confidentiality, information security, and client welfare and safety. This presentation will explore technology as a supervision modality and will identify emerging ethical issues related to this trend. The presenter will include discussion of the ACA Ethical Standards guiding the practice of supervision and emerging case law. The presenter and audience will have a shared discussion about their experiences balancing these issues.

Saturday | 4:30 pm – 5:20 pm | Salon B

Roundtable 8 | 862

## **Classism Awareness Strategies for Counselor Trainees**

*Jody Fiorini, Ph.D.*

The fields of psychology and counselor education have been accused of training students to work primarily with YAVIS (Young, Attractive, Verbal, Intelligent, & Successful) clients. Very often our students are unprepared to work with clients from socioeconomic statuses different from their own. This workshop will discuss strategies

to assist counselors in training in discovering their own belief systems and biases with regard to working with clients from all social classes including, those in poverty, working class, middle class, and wealth. In keeping with the conference theme of culturally relevant practice and pedagogy, institutional and cultural barriers that impact clients' ability to seek help and access resources will be discussed. Advocacy projects that align with ACA's advocacy competencies will be presented. The workshop will consist of brief lecture, discussion, and sharing of materials for use in the classroom.

**Saturday | 4:30 pm – 5:20 pm | Salon B**

*Roundtable 9 | 863*

### **Utilizing Social Media to Create a Peer Support Network for Students**

*Pete Finnerty, M.S.*

Graduate students wear many hats, yet only a few roles cater directly to the necessity of networking for scholarship and professional development. Fostering these connections can be especially challenging for busy graduate students thus creating strong support networks is instrumental to success. In addition, the networks graduate students create during their educational pursuits foster future collaborative opportunities after graduation. Participants in this roundtable will discover strategies for utilizing social media to increase academic and personal support while enhancing research collaboration and professional development.

# SUNDAY, OCTOBER 11

## Education Sessions 8:00 am – 8:50 am

Sunday | 8:00 am – 8:50 am | 302

*Education Session | 864*

### **Counselor Education Student Dispositions Related to Retention Plans for Student Success: Opportunities and Challenges in Counselor Education Leadership**

*Dawnette Cigrand, Ph.D., Tarrell Portman, Mary Fawcett, Jo Hittner, Robin Alcala Saner & Masahiko Sato*

Presenters will provide a comprehensive review of the literature on current assessments of student dispositions related to student academic success in Counselor Education programs that focus on School and Mental Health Counseling programs. Relatedly, presenters offer models of student retention plans designed to assist students that struggle academically post admittance. Recommendations for effective assessments and plans will be shared by presenters and generated by the audience.

Sunday | 8:00 am – 8:50 am | 303

*Education Session | 865*

### **Ethics and Supervision in the 21st Century: Managing the Web of Connections and the Faces of Change**

*Jennifer Williamson, Ph.D. & Daniel Williamson*

Conducting effective clinical supervision has always been challenging for counselor supervisors; however, with the dynamic social and technological climates, the landscape where counseling and supervision occur is ever-changing. It is imperative that supervisors understand how to navigate the complexities in human relationships as they move in and out of virtual worlds. This presentation seeks to outline the new changes in the ACA Code of Ethics as they relate to technology and the supervisory relationship.

Sunday | 8:00 am – 8:50 am | 304

*Education Session | 866*

### **Delivering Culturally Relevant Supervision: Supervisory Needs among International Counselor Trainees**

*Yung-Chen (Jen) Chiu, M.Ed & Elif Cimsir*

A growing number of international counselor trainees (ICTs) are enrolled in a variety of counseling programs with the force of internationalization. This program will address the unique challenges and supervisory

needs among ICTs, as well as the strategies of delivering culturally relevant supervisions. The presenters will introduce two main multicultural supervision models that can be applied to international counselor trainees. A case study and facilitated discussions will be included.

Sunday | 8:00 am – 8:50 am | 305

*Education Session | 867*

### **Service-Learning Pedagogy in Counselor Training**

*Christy Lyons Graham, Ph.D. & Theresa Coogan*

Counselor training programs naturally lend themselves to opportunities for service-learning. This Education Session will prepare counseling faculty for conducting service-learning courses. Information will be provided by seasoned counselor educators currently engaged in service-learning courses as to ways to initiate the service-learning process with established agencies in addition to various ways to incorporate service-learning into course assignments. Sample syllabi will be shared.

Sunday | 8:00 am – 8:50 am | 306

*Education Session | 868*

### **The Experiences of Counseling Leaders of the Counseling Profession in Kenya, Uganda and Tanzania**

*Joy Mwendwa, Ph.D.*

The presenter will discuss the results of a qualitative study that explored the experiences of counseling leaders on the development of the counseling profession in Kenya, Uganda, and Tanzania. Participants will consider the implications of this qualitative study to counselor education programs in the West. Additionally, the presenter will briefly share her story of the dissertation process and the strategies employed by her committee that made a difference in her journey.

Sunday | 8:00 am – 8:50 am | 307

*Education Session | 869*

### **Are we “My Brother’s Keeper”? Brothers’ Affirmative Response through Autoethnographic Research**

*Robert Colbert, Ph.D., Erik Hines, Deryl Bailey, S. Kent Butler, Linwood Vereen & Sam Steen*

President Obama’s My Brother’s Keeper Initiative raised the developmental needs of Black males to national attention, yet questions persist, and few authentic

research driven guidelines for transformative practice have emerged. Five Black male counselor educators used Autoethnographic research methodology to identify important developmental and educational needs of Black males. Attend this education session and learn how to apply the results to your culturally relevant training and practice.

**Sunday | 8:00 am – 8:50 am | 308**

*Education Session | 870*

## **Speak My Language: Supervising Bilingual Counselors**

*Krisy Elrod, M.A.*

This presentation helps supervisors understand the needs of their bilingual (Spanish/English) supervisees and learn the impact that language has on the supervisory relationship. Through multimedia presentation and group discussion, attendees are encouraged to reflect on their own experiences as or with bilingual supervisees.

**Sunday | 8:00 am – 8:50 am | 309**

*Education Session | 871*

## **10 Tips and Techniques for Flipping a Statistics Class**

*Susan Perkins, Ph.D.*

Counseling students may fear research, but culture has increased the need for practice-based data. Therefore, professors focus on making statistics approachable. Current pedagogy highlights the value of authentic, project-based learning. One popular strategy is flipping the class—moving the content outside of class and using class time for projects. Even for professors who want to use this approach, the work and paradigm shift can be daunting. This presenter describes tips and techniques that help flipped statistics classes work smoothly while saving professors' time.

**Sunday | 8:00 am – 8:50 am | 310**

*Education Session | 872*

## **Culturally Responsive Supervisory Practice: Promoting the Development of Supervisees of Color**

*Jacqueline Lewis, Ph.D., Bruce Yang, Dharshini*

*Goonetilleke, Rachel Awoyemi, Sylvia Vue*

*& Sherrise Truesdale Moore*

Supervision that is culturally responsive is particularly important for supervisees of color who are more likely to

encounter discrimination, negative stereotypes and bias than White supervisees. This presentation will discuss the concept of culturally responsive supervision, the barriers faced by supervisees of color especially during the practicum and internship experience, and provide a checklist of actions that supervisors can engage in to provide culturally responsive supervision.

**Sunday | 8:00 am – 8:50 am | 401**

*Education Session | 873*

## **Counseling the Transgendered and Gender Nonconforming; an Introduction for Educators, Supervisors, and Practitioners**

*Jacob Klein, M.Ed.*

While the awareness of gender minorities and those whom identify as transgendered continues to rise in the public and academic eye, the proficiency of counseling professionals in this area continues to be an issue of concern in many parts of the country. This educational session will focus on preparation of the Educator, Supervisor, and student/clinician in the counseling of individuals who identify as gender nonconforming (with a focus on transgendered populations). Definitions and descriptions of the population will be offered including the spectrum of identities which fall under the gender-nonconforming umbrella. Treatment options, both medical and non-medical will be discussed with regards to gender dysphoria. Necessary community resources will be explored along with strategies to facilitate collaboration across disciplines. Trans-positive counseling will be defined and ethical considerations outlined. Interventions and suggestions for classroom incorporation will be explored; including perspectives from available research, international standards of care, and individuals who identify as gender non-conforming. Internet resources will be offered and a brief time for questions and discussion included.

# SUNDAY, OCTOBER 11

Sunday | 8:00 am – 8:50 am | 402

*Education Session | 874*

## **Current Practices of Diversity and Social Justice in Leadership Preparation in Counselor Education**

*Bilal Kalkan, M.A. & Andrew M. Byrne*

Leadership is one of the most important factors in improving aspiring counselors' achievement. The session will address the issues of diversity and social justice in leadership preparation. Importance of leadership and pedagogy in counselor education will be discussed. Current practices, activities, and assignments in leadership preparation will be presented.

Sunday | 8:00 am – 8:50 am | 403

*Education Session | 875*

## **Promoting Optimal Lead Faculty Engagement with Students and Practitioner Instructors in Online Courses**

*Mark Scholl, Ph.D.*

Faculty members teaching online courses face a daunting challenge when it comes to developing approaches for interacting with students and practitioner instructors in a manner that is both effective and optimally engaging. The presenter, and faculty colleagues, surveyed students and practitioner instructors (PIs) to obtain recommendations for optimal lead faculty engagement with students and PIs in online courses. The presentation will include a presentation of recommendations based on the results of the two surveys.

Sunday | 8:00 am – 8:50 am | 406

*Education Session | 876*

## **Infusing Wellness into the Counselor Education Curriculum**

*Charles Potter, M.A. & Paul Granello*

Burnout is a contemporary threat, driving many talented counselors to leave the profession. This session focuses on including wellness, a concept recently included in the ACA consensus definition of professional counseling, in the counselor education curriculum. After some background information on the concept of wellness, presenters will share various degrees to which professionals can include wellness in their curricula. Attendees will be exposed to an infusion model of wellness, as well as receive a handout complete with references.

Sunday | 8:00 am – 8:50 am | 407

*Education Session | 877*

## **Grief Has Many Faces: A Case Study on Fusing Culture and Service Learning within Counselor Education**

*Brittany Pollard, M.Ed. & Adam Stephens*

This session prepares counselor educators to explore the value of fusing service learning activities with the development of cultural competence for counselors-in-training. Using a case example, we describe various methods for incorporating these constructs, and invite participants to engage in related activities and to consider the feasibility of implementing similar models within their own programs. This session includes both didactic presentation and opportunities for participant interaction.

Sunday | 8:00 am – 8:50 am | 408

*Education Session | 878*

## **Multicultural Teaching and Training: The Importance of Developing Students' Ethnic Identity**

*Christina Jackson-Bailey, Ph.D., Rebecca Johnson & Jessica Piziali*

This presentation will discuss the significance of multicultural training in relation to counselors and counselors-in-training ethnic identity, multicultural competence, and their intolerant beliefs. We will discuss our research findings that highlight the importance of developing students' ethnic identity and the significance of multicultural training experiences of counselors-in-training. Finally, we will discuss recommendations on how to engage students in developing their ethnic identity and incorporating meaningful multicultural training experiences.

Sunday | 8:00 am – 8:50 am | 409

*Education Session | 879*

## **Understanding Anger in an Urban Setting: Implications for School Counselors**

*Hennessey Lustica, M.S., C.A.S. & Susan McGowan*

Adolescents in urban settings are frequently referred to School Counselors by parents and teachers because they are "angry." Often, anger is a child's controllable symptom of other feelings such as shame, embarrassment, frustration, loss or trauma. School counselors have the unique opportunity to explore anger and its underlying feelings with students individually and in group settings.

This presentation will focus on how School Counselors in urban settings can work with students to explore and normalize their feelings around anger, help students and parents to work together to talk about feelings, and provide teachers with support around students that display anger in the classroom.

**Sunday | 8:00 am – 8:50 am | 415**

*Education Session | 880*

### **The Tug of War Family: Implications for Counseling Supervisors Working with High-Conflict Divorce Cases**

*Ruth Ouzts Moore, Ph.D.*

This presentation will discuss the legal and ethical obligations of counselors in high-conflict divorce cases, and the role of supervisors when guiding supervisees. The participants will be asked to conceptualize challenging court cases, identify the potential legal/ethical issues, and determine the best course of action for the supervisor involved. The presentation will close with a discussion of vicarious liability and how supervisors should approach their work to protect their own licenses.

### **Round Table Sessions 8:00 am – 8:50 am**

**Sunday | 8:00 am – 8:50 am | Salon A**

*Roundtable 1 | 881*

### **Engaging Counselor-in-Training Values (Even the Religious Ones)**

*Joanne Miller, Ph.D.*

The ASERVIC competencies ask that we explore our religious and spiritual beliefs and seek to understand how these beliefs impact our counseling. Everyone has personal values that impact the counseling relationship and everyone has values relating to religion and spirituality, even atheists. This Roundtable will be a combination of discussion and hands-on self-discovery using a tailored values card sort designed to explore religious and spiritual values. Participants will then have this tool to use with students and supervisees.

**Sunday | 8:00 am – 8:50 am | Salon A**

*Roundtable 2 | 882*

### **Intersectionality in Group Supervision: A Feminist Approach to Engaged and Transformative Pedagogy**

*Michele Lopez, M.S.*

The importance of Multicultural competence in counselors in training has been in the counseling discourse for a long time. However, when addressing multiculturalism in the counseling discourse and in training classrooms, some identities have been legitimized whereas others have been silenced. This presentation aims to re-center and intentionally validate the intersection of queer and disability identities in the pedagogical discourse through feminist process-oriented group supervision.

**Sunday | 8:00 am – 8:50 am | Salon A**

*Roundtable 3 | 883*

### **Clinical Supervision in the Addictions Field: Engagement, Assessment, Remediation and Removal**

*Cheryl Fulton, Ph.D., Kathy Ybañez-Llorente & Eric Schmidt*

Gatekeeping is a challenging supervisory task, yet it is vital to protecting clients and the profession. Supervisors of substance abuse counselors (SACs) face many unique challenges such as highly varied SAC training and higher rates of SAC ethical violations. Attendees are invited to learn and discuss: 1) components of quality supervision; 2) research regarding unique issues when supervising SACs; 3) how to utilize the SPEC-SAC form for evaluating the professional and ethical competence; and 4) the gatekeeping process from evaluation and remediation to exclusion.

# SUNDAY, OCTOBER 11

Sunday | 8:00 am – 8:50 am | Salon A

Roundtable 4 | 884

## **Cultural Considerations in Promoting Posttraumatic Growth: Implications for Counselor Education and Supervision**

*Monica Leppma, Ph.D.*

Posttraumatic growth is a recent concept that explores positive responses as a result of experiencing trauma. It is consistent with counseling field's emphasis on strength-based counseling and facilitating healthy adjustment. There are, however, cultural variations on what is considered growth. This session will provide the knowledge to enhance the multicultural competence of educators, supervisors, and counselors.

Sunday | 8:00 am – 8:50 am | Salon A

Roundtable 5 | 885

## **The Professional and Social Construction of the “Nation:” Layering Nations into Counselor Education and Practice**

*Paul Smith, M.A. & Fangzhou Yu*

This presentation will address the complex and evolving interactions of nations in the counseling profession. The fundamental question of this presentation will be: how can we, as counselors, ethically engage with other counselors around the globe given our unique national locations? The objectives of this presentation will be to investigate traditional assumptions about nations and transnational interactions in counseling and to present ethical ways of engaging with the international counseling community with regards to education, research and practice.

Sunday | 8:00 am – 8:50 am | Salon A

Roundtable 6 | 886

## **An Exploration of STEM Student's Thoughts on a STEM Focused Career Planning Course: A Qualitative Study**

*Diandra Prescod, Ph.D.*

Undergraduate students spend a significant amount of time taking classes to explore their interests and a career class can lessen the amount of general education classes students take. In a career planning course, students learn about various disciplines without having to spend money on taking a class to learn about each discipline of interest. Study results show that career courses make more sense economically than having students take a variety of courses. This presentation will explore the thoughts STEM

students have on a STEM focused career planning course opening a discussion to explore how counselor educators can be involved in the STEM effort.

Sunday | 8:00 am – 8:50 am | Salon A

Roundtable 7 | 887

## **Utilizing Character Strengths & Mindfulness to Enhance Supervision**

*Jennifer Sharp, Ph.D.*

For counselors-in-training, interacting with clients – whether in skills classes, practicum, or internship – can trigger anxiety and self-doubt. In this session, the presenter will share how she has integrated mindfulness and character strengths into courses as creative ways to counteract developmental uncertainty. Attendees will learn how to incorporate a strengths-based perspective into their teaching and supervision, and will engage in activities designed to help bolster students' confidence.

Sunday | 8:00 am – 8:50 am | Salon A

Roundtable 8 | 888

## **Culturally Relevant Metaphors and Analogies for Counseling Skill Development and Integration**

*Christian Dean, Ph.D. & Sarah Stewart-Spencer*

Participants will take part in a discussion about the use of metaphors and analogies in counseling skill development and integration. Particular attention will be focused on benefits and challenges of using metaphors and analogies with counseling students from diverse cultures. Collaborative discussions will also focus on creative ways to better integrate metaphors and analogies appropriate for counseling students from diverse cultures.

Sunday | 8:00 am – 8:50 am | Salon A

Roundtable 9 | 889 **CAREER LINK**

## **Obstacles and Opportunities: Establishing a Dynamic Counselor Education Career in a Changing Higher Education Environment**

*Brenda Freeman, Ph.D., Kenneth Coll & Beronica Salazar*

New professionals are faced with a kaleidoscope of obstacles and opportunities related to the dramatic changes in the higher education industry over the past decade. The presenters will explore the forces impacting the higher education workplace, the opportunities and obstacles facing new professionals, and strategies for

establishing a thriving counselor education career in the current higher education environment. We hope you will join us as we explore the secrets of success for new professionals.

**Sunday | 8:00 am – 8:50 am | Salon B**

*Roundtable 1 | 890*

## **Getting Comfortable at the Gate: Navigating the Challenges of Gatekeeping**

*Michael M. Morgan, Ph.D., Kara Carnes-Holt,*

*Mary Jacinta Nekesa, Kristina Faimon & David Meggitt*

Most counselor-educators receive little preparation as gatekeepers, despite the importance of the role and the fact that most will likely have to fill it. In this workshop we will briefly discuss gatekeeping strategies and provide useful & practical resources. The focus, however, will be on collegial conversations with participants to share experiences, questions and ideas about gatekeeping interactions.

The goal is to expand participants' skill and comfort in navigating the gatekeeping process.

**Sunday | 8:00 am – 8:50 am | Salon B**

*Roundtable 6 | 891*

## **Using Experiential And Reflective Practice to Develop Empathy for Substance Abuse Clients in Addictions Courses**

*Elizabeth Likis-Werle, Ph.D. & Edward Wahesh*

Often counselors in training feel uneasy with substance abuse clients because of personal biases, beliefs, lack of exposure, or lack of confidence that they understand what the clients experience. Building on the literature, presenters will share processes designed for a substance abuse counseling course to enhance empathy and confidence in counselors-in-training for those clients who abuse substances. Participants will be invited to share their experiential curricular practices and discuss successes and challenges.

**Sunday | 8:00 am – 8:50 am | Salon B**

*Roundtable 2 | 892*

## **Counselors Preparedness and Competence Working with Bi-Racial / Multiracial Individuals**

*Mary Huffstead, M.Ed., William Holliday*

*& Thomas Murphy*

Since the 2000 census the 2010 Census data revealed a 2.4% to 2.9% (roughly 9 million) increase of the total

population for individuals who self-identify as bi/multiracial. The growth of this group signifies the apparent need for counselors to have a salient understanding of these individuals' fluid racial identity. This presentation will facilitate active dialogue about counselors' perceived preparedness and competence when providing counseling to this population.

**Sunday | 8:00 am – 8:50 am | Salon B**

*Roundtable 3 | 893*

## **ABC's of Treating Childhood Trauma**

*Linda Vanderbleek, Ph.D., Leila Roach*

*& Page Thanasiu*

The increase in sexual abuse and violence against children and women throughout the world requires the integration of the latest trauma research into counselor education and practice to increase efficacy of trauma interventions for these often complex traumas. This presentation will provide counselor educators and counselors with the knowledge and skills required for treating sexual abuse and violence survivors across the world effectively.

**Sunday | 8:00 am – 8:50 am | Salon B**

*Roundtable 4 | 894*

## **Mirror, Mirror on the Wall, Am I Even Good Enough at All?**

*Kristina Faimon, M.S.W., Jane Warren*

*& Amanuel Asfaw*

Self-esteem includes both internal self-evaluations and external perceptions of how others view the self. The development of self-esteem is built on many foundations such as relationships with parents or parent figures, attachment types, experiences of worth enhancement, ethnicity, generation, and cultural values. Our presentation will describe a study we completed with the mirror and self-esteem and will engage the participants to see and experience their self-images as reflected in mirrors. This can be used as a tool in classrooms and counseling sessions.

# SUNDAY, OCTOBER 11

Sunday | 8:00 am – 8:50 am | Salon B

Roundtable 5 | 895 **CAREER LINK**

## **Professional Identity Development of Counselor Educators: The Evolving Leader** *Donna Gibson, Ph.D. & Colette Dollarhide*

Transformational tasks associated with the professional identity development of counselor educators have an influence on service and leadership involvement. In this presentation, the professional identity development of counselor educators in tenured and ranked positions will be discussed. Implications for professional development, mentoring, research, service, and leadership will be discussed with participants.

Sunday | 8:00 am – 8:50 am | Salon B

Roundtable 8 | 896

## **Integrating Adventure-based Activities in the Classroom to develop Fun, Excitement and Cohesion with Students**

*Kent Provost, Ph.D.*

Attend this innovative program and gain rejuvenated excitement for teaching. This program will present several in-classroom adventure-based activities proven to create cohesion with students and promote enhanced discussions. From a multi-cultural perspective, these mindful activities will enhance trust, respect, and a collaborative spirit within the classroom where diverse students with differing perspectives will feel more comfortable to share their ideas.

Sunday | 8:00 am – 8:50 am | Salon B

Roundtable 9 | 897

## **Appropriateness of Gate keeping for Adjunct Professors**

*Melissa “Missy” Lugo, M.S.Ed & Erin Friedman*

Due to budget constraints, departments are forced to rely on adjunct faculty to teach courses to meet increasing demands in counseling programs. Universities may lack sufficient gate keeping and remediation guidelines for adjunct faculty, resulting in inconsistent responses; without a clear and accessible set of guidelines programs are liable to miss early signs of potential ethical concerns in students’ development. This roundtable will discuss CACREP gate keeping and remediation standards as well as explore individual cultural needs of counseling programs.

**Symposia Sessions 8:00 am – 9:20 am**

## **Mentoring Well**

Discussant: Elizabeth A. Wardle, Ph.D.

Sunday | 8:00 am – 9:20 am | 301

Research Symposium | 898

## **Relational Aspects in Research Mentoring of Doctoral Students in Counselor Education**

*Yuliya Zholu, M.A. & Joseph Avera*

Research mentoring is an extremely important aspect of doctoral learning in counselor education. This type of academic mentoring fosters students’ interest, skills, and aptitude in research while ultimately contributing to their burgeoning research identity. Relational-cultural theory (RCT) posits that identity develops through and towards relationships in a cultural context and not in isolation (Miller, 1976). The presenters will discuss how RCT can provide a paradigm to structure and navigate research mentoring relationships in counselor education.

Sunday | 8:00 am – 9:20 am | 301

Research Symposium | 899

## **Sacred Leaders: Familial and Professional Experience of Post-Tenured Women in Academia**

*Hailey N. Martinez & Nicole R. Hill*

This presentation highlights results from a qualitative inquiry exploring the lived experience of post-tenured women who have families and are recognized for success in research, professional leadership, and mentorship. The experiences of mothers in counselor education intersects with the gendered landscape of academia. Results of the current study and contemporary literature provide a foundation for participants to strategize how to optimize career and family on individual and systemic levels.

Sunday | 8:00 am – 9:20 am | 301

Research Symposium | 900

## **Mentoring across the Counselor Education Spectrum**

*Carol Sommer, Ph.D., Ken Engebretson, Larry Crouch & Jan Parker*

Mentoring. Most counselor educators would benefit from mentoring, yet many do not know exactly what the process entails. In this dialogue-based presentation, come hear about mentoring from multiple perspectives within the

counselor education spectrum as variously ranked faculty and a doctoral student present their stories. Come and join in the conversation.

## **Education Sessions 9:00 am – 9:50 am**

**Sunday | 9:00 am – 9:50 am | 302**

*Education Session | 901*

### **CACREP Standards and Cultural Diversity: Using Bloom's Taxonomy to Create Specific Learning Objectives in the Graduate Classroom**

*Juliet Russell, M.A., Malvika Behl*

*& Christopher Roseman*

By creating specific, testable, learning objectives a Counselor Educator is able to evaluate a student's work in an objective manner. To accomplish this a Counselor Educator must be able to properly evaluate the student in an objective manner. By applying the concepts of Bloom's taxonomy to the CACREP Cultural Competence standards Counselor Educators will write specific, more measurable, learning objectives which will assist them in the evaluation portion of the education process.

**Sunday | 9:00 am – 9:50 am | 303**

*Education Session | 902*

### **The Lived Experience of Women of Color in a Counselor Education Program on a PWU Campus**

*Quentin Alexander, Ph.D., Shajuana Isom-Payne & Jennifer Gerlach*

The purpose of this presentation is to discuss results of a qualitative study about the lived experiences of women of color in counselor education programs at a Southern predominantly White university (PWU). Participants were African American, Latina and Asian. They experienced racial microaggression, marginalization, isolation and other negative experiences in the counselor education program at the PWU they were attending. Presenters will discuss pedagogical and programmatic strategies for counselor educators who have students who are women of color or students of color in their programs. We invite audience participation about topic being presented. Critical Race Theory and Intersectionality will be emphasized during the presentation.

**Sunday | 9:00 am – 9:50 am | 304**

*Education Session | 903*

### **Counselors Who Respond to Violence in Our Schools and Communities: Healing for the Healers!**

*Wendy Greenidge, Ph.D.*

Experience demonstrates and research supports the notion that professionals who provide crisis intervention and disaster management services to individuals and groups experience a combination of positive and negative personal and professional reactions. When subjected to long periods of stress the burnout process diminishes the effective functioning of professionals resulting in the distancing themselves from clients, impaired confidence, low energy and increased irritability. This presentation will provide participants with techniques and strategies to identify, manage and prevent compassion fatigue. Participants will also review case studies, multimedia materials, assessment tools and wellness models.

**Sunday | 9:00 am – 9:50 am | 305**

*Education Session | 904*

### **A Relational-Cultural Perspective of Parenting Practice after Surviving Child Sexual Abuse**

*Maria Haiyasoso, M.A.*

Across all cultural backgrounds, adult female survivors of child sexual abuse (CSA) often experience devastating effects over the life span. Common intergenerational effects associated with CSA will be discussed. Participants will use a Relational-Cultural Theory framework to explore cultural, societal, and clinical benefits of gaining adult female survivors' perspective about the process in which they navigate their role as parents. PowerPoint, group discussion, and case examples will be used.

# SUNDAY, OCTOBER 11

Sunday | 9:00 am – 9:50 am | 306

*Education Session | 905*

## **Eliminating Mental Health Barriers: Using Culturally Relevant Counseling Practices with African American Children**

*LaKaavia Taylor, M.Ed*

Cultural factors impact the psychological development of African American children but they are likely to experience limited availability and accessibility to culturally sensitive counseling. Therefore, counselors are faced with the critical task of adapting counseling practices. The goal of this session is to help counselors identify therapeutic needs and counseling methods specific for African American children. Presenter will use clinical case examples and concrete strategies to help counselors implement culturally effective counseling in their work settings.

Sunday | 9:00 am – 9:50 am | 307

*Education Session | 906*

## **How to C.A.R.E. for Your Clients!**

*Julie Strentzsch, Ph.D., Alyssa Salazar, Stephanie Ramirez & Gena Minnix*

This presentation will introduce participants to the C.A.R.E. assessment tool. The creation of this assessment is rooted in neurobiology and relational cultural theory. C.A.R.E. stands for calm, accepted, resonance, and energy. Participants will learn how to give and score this relational and neurobiological assessment tool for use in both clinical and research settings. After completing the C.A.R.E., participants will be provided with exercises to assist clients with skillsets to improve relational networks rooted in the neurobiology of connection.

Sunday | 9:00 am – 9:50 am | 308

*Education Session | 907*

## **Seeing the Military in Our Multicultural Lens**

*Lorell Gordon, Ed.S, Ph.D. candidate*

The goal of this education session is to show the importance of including the military in our cultural competency considerations by highlighting the uniqueness of the culture. Topics covered will include: understanding the military structure, the impact of the culture on the service member and their family and theoretical approaches that have been found, through research, to be effective. This session will include a power point, brief video clips and discussions of case scenarios.

Sunday | 9:00 am – 9:50 am | 309

*Education Session | 908*

## **Understanding the Transformative Process of the Doctoral Student Post-Dissertation Experience**

*Heather Helm, Ph.D. & Jennifer Murdock-Bishop*

This presentation will provide information from qualitative research exploring the emotional, relational, and physical responses in the time period following the dissertation defense. In the context of Schlossberg's Transition Theory, the results of the research will assist Counselor Educators in developing exit strategies for doctoral students as they manage their movement from student to colleague and doctoral students in anticipating and normalizing the post-dissertation experience through rich descriptions of the experiences of the research participants.

Sunday | 9:00 am – 9:50 am | 310

*Education Session | 909*

## **Picture This: Using Photojournaling to Process Reactions to Race Based Topics**

*Tina Paone, Ph.D. & Krista Malott*

Photojournaling is an exciting way to creatively process reactions to taboo topics. In this experiential presentation, participants will learn how to incorporate the use of photojournaling in making meaning of a race-related course—a counseling topic typically perceived as 'taboo'. The presenters will provide examples from a race-based course that used photojournaling to process students' reactions, as well as to explore ways the technique can be used to process sensitive topics in clinical settings.

Sunday | 9:00 am – 9:50 am | 401

*Education Session | 910*

## **Wounded Healers: Supporting Counselors-in-Training who have Experienced Trauma**

*Allison Pow, Ph.D. & Amber Pope*

Many counselors-in-training are drawn to the profession by personal experiences with trauma. Posttraumatic growth can reinforce clinical acuity and engender empathy. But for those at earlier stages of healing, impairment may threaten the safety and integrity of the therapeutic relationship. Session attendees will learn about the benefits and risks that a student's trauma history may pose to professional practice and personal wellbeing as well as tips for identifying and supporting students who are recovering from trauma in order to promote growth and minimize harm.

Sunday | 9:00 am – 9:50 am | 402

*Education Session | 911*

## **Struggles and Successes in an Urban School Counseling Program: A 10-Year Partnership with a City High School**

*Jake Protivnak, Ph.D., Don Martin & Magy Martin*

This presenters will discuss the 10-year partnership between an urban university high school and a school counselor training program. The nationally recognized high school, composed of primarily youth living in a community of significant poverty, has become a model for urban education. The presenters will share the lessons learned in the relationship with the school and practical suggestions for how to create a school counseling program that prepares students to work effectively in urban school environments. Videotapes of trainees/supervisors will be shared.

Sunday | 9:00 am – 9:50 am | 403

*Education Session | 912*

## **Arab American Youth Attitudes Towards Counseling and Implications for Counselor Educators**

*Tahani Dari, M.A. & John Laux*

As a minority, unrecognized by the federal government, consisting of a diverse population with many within-group differences. Arab Americans are a difficult ethnic group to study. The present study consists of a survey intended to gain information about the needs of the Arab American Youth. As well as gaining a profile of the nationalities,

immigrant experiences, and education levels among the population, the study will gain more information on the unique counseling needs of this population and implications for counselor educators in developing culturally relevant pedagogy.

Sunday | 9:00 am – 9:50 am | 406

*Education Session | 913*

## **Mentoring Graduate Students in Counseling: A Relational-Cultural Perspective**

*Maya Georgieva, M.A., Tonya Hammer, Latoya Kosh & Tara Brim*

Mentoring graduate students in counseling allows an opportunity for lasting mutually beneficial collaboration to promote counselor professional development and career success. The goal of this program is to propose a relational-cultural approach to mentoring graduate counseling students to promote professional development. Through the method of lecture, short group discussion, and a practical demonstration, the presenters will explain and illustrate the relational-cultural approach to mentorship.

Sunday | 9:00 am – 9:50 am | 407

*Education Session | 914*

## **The Personality Attributes and Transformatonal Leadership Style of Counselor Educators**

*Caroline Lopez, Ph.D.*

Presenters describe how counselors may use collective memory work (Haug, 1987) as a research tradition in order to integrate participatory action and social justice tenets into qualitative approaches. Using examples from a collective memory work study with trans\* and gender nonconforming (TGNC) youth and parents of TGNC youth, the presenters provide step-by-step details of conducting a collective memory work study with attention to privilege and oppression. Attendees will receive handouts and a collective memory work bibliography.

# SUNDAY, OCTOBER 11

Sunday | 9:00 am – 9:50 am | 408

*Education Session | 915*

## **Integrating Social Justice and Participatory Action Research in Counseling through Collective Memory Work**

*Anneliese Singh, Ph.D., & Rebecca Eaker*

Leadership in counseling has experienced a transformation with more women serving in leadership positions, however information on the personality attributes and transformational leadership style of female counselor educators is limited. This study examined the relationship between personality attributes and transformational leadership styles of counselor educators. Findings will be presented, including gender and ethnicity as an influencing variable. Implications for training and mentorship will be discussed.

## **Roundtable Sessions 9:00 am – 9:50 am**

Sunday | 9:00 am – 9:50 am | Salon A

*Roundtable 2 | 916*

## **Stronger Than Yesterday: The What, Why, and How of Strengths-Based Supervision**

*Carla Swallow, M.A., Marisa Cargill & Ingrid Weigold*

When counselor trainees learn to utilize their unique strengths in their clinical work, many positive outcomes are observed in both the trainee and in the clients they serve. This presentation will educate clinical supervisors on the philosophy and collaborative techniques of the strengths-based models of supervision, and will provide strong rationale for the adoption and use of this approach for the professional and personal development of counselor trainees. Strengths identification and cultivation strategies will also be described.

Sunday | 9:00 am – 9:50 am | Salon A

*Roundtable 3 | 917*

## **Experiential Instruction in the Supervision Process Using Dialectical Behavior Therapy (DBT)**

*Michelle Hunnicutt Hollenbaug*

Dialectical Behavior Therapy (DBT) techniques have been the “third wave” of Cognitive Behavior Therapy (CBT) and can provide a strong theoretical and practical base for counseling students and supervisees. DBT incorporates many techniques to address problematic thoughts and behaviors which are applicable in clinical supervision.

Attendees will be asked to learn, teach, and evaluate DBT skills during this program, as well as consider ways these skills can be implemented into supervision sessions. These techniques will help supervisors structure their supervision sessions and teach supervisees to use methods to aid decision making, manage thoughts and emotions, and increase clinical skills.

Sunday | 9:00 am – 9:50 am | Salon A

*Roundtable 4 | 918*

## **Trauma-Informed Counseling: What It Is & How to Teach It**

*Debra Pender, Ph.D.*

Culturally-competent, trauma-informed counseling is essential for trauma exposed clients, counselors-in-training, and supervisors. This program features interactive discussion on the types of cultural diversity that should be considered, how to bridge cultural differences while addressing needs for assessment and safety, and how to teach these concepts in our counseling courses.

Sunday | 9:00 am – 9:50 am | Salon A

*Roundtable 5 | 919*

## **But I Don't Have Time!? Helping Counselors in Training Develop and Lead Culturally Responsive Groups in Schools and Communities**

*Natalie Spencer, Ph.D.*

Are you currently a counselor educator and sense anxiety and fear from students when you mention group work? Are you a student enrolled in a master's program and feel overwhelmed at the thought of planning and implementing groups? If so, this presentation will help calm fears of students as a counselor educator share tips and strategies to promote culturally relevant group work in both school and clinical setting.

Sunday | 9:00 am – 9:50 am | Salon A

*Roundtable 6 | 920*

## **Are You Prepared for the Interview that Can Start Your Counselor Educator Career Pass?**

*Anya Lainas, Ph.D. & Rebecca Scherer*

Are you graduating and looking for faculty positions? Are you nervous about upcoming interviews? This session provides opportunity to prepare for the phone, Skype, and on-campus interviews for new graduates who are applying for associate professor positions. Participants will develop

knowledge of the interview process, learn successful interviewing and presentation strategies, and practice negotiation strategies. This session will provide possibility to ask questions, share experiences and brainstorm ideas.

**Sunday | 9:00 am – 9:50 am | Salon A**

*Roundtable 7 | 921*

## **M.A. Counseling Students at Historically Black Colleges and Universities Perceptions of Entering Counseling Related Ph.D. Programs**

*Janice Byrd, M.Ed. & Ahmad R. Washington*

Within the counselor education literature, there has been a recurring conversation about the recruitment of African American students into doctoral counselor education programs and counselor education professoriate (Bhat, Pillay, & Hudson, 2012; Bradley & Holcomb-McCoy, 2004; Brooks & Steen, 2010). This conversation has generated scholarship which explores the perceptions of African American doctoral students in counselor education programs (e.g., Henfield, Owens, & Witherspoon, 2011). Although these contributions to the counselor education literature are certainly useful, a critical source of information has been overlooked. The most glaring omission is the fact that the empirical literature that discusses the representation of African American students in the counselor education doctoral pipeline has yet to include a pool of participants drawn exclusively from Master's counseling programs at historically Black colleges or universities (HBCUs). Therefore, the purpose of this session is to reveal preliminary qualitative data (grounded theory) gathered from M.Ed. school counseling students at one Historically Black College/University in the southeast. In this study, M.Ed. school counseling students are asked to explore their perceptions of entering a doctoral counselor education and supervision program and some of the variables that would contribute to whether they would ultimately decide to pursue their Ph.D.s.

**Sunday | 9:00 am – 9:50 am | Salon A**

*Roundtable 9 | 922*

## **Survival of the Fittest: Completing your Dissertation Long Distance**

*Helena Rindone, ABD, M.A.*

Completing a dissertation has been compared to running a marathon. As doctoral program populations increase in multiculturally diverse and international students, students are faced with the choice to return home, move closer to

family, or begin working during their dissertation stage. While completing a dissertation long distance can be very difficult, it is not impossible. In this session participants will be presented with relevant scholarly information concerning distance education as well as tips and tools- from the presenter who completed a dissertation long distance- of the ideal successful behaviors that contribute to completing a dissertation long distance.

**Sunday | 9:00 am – 9:50 am | Salon B**

*Roundtable 1 | 923*

## **Supervising Students in Medication Assisted Treatment Environments**

*Kate Jiggins, M.A.*

This program will provide participants with an overview of medication assisted treatment - what is it and what is it not. This program discusses the importance of creating treatment/supervision culture based on harm reduction and strength based principles. Education about complex integrated care teams including: mental health, physical health, addictions treatment, and the criminal justice system will be provided. Finally, this program will present a training guide/manual to assist supervisors and those supervising counselors/students who work with people with addictions (specifically opiate dependence) and mental illness.

**Sunday | 9:00 am – 9:50 am | Salon B**

*Roundtable 2 | 924*

## **Deconstructing to Reconstruct: Using a Constructivist Pedagogy to Promote Culturally-Relevant Learning**

*Amanda Minor, Ph.D.*

Presenters will discuss the use of constructivist pedagogy to help integrate multicultural understanding into student learning. Several experiential learning activities will be discussed that provide attendees creative ways to integrate culturally-relevant perspectives into the counselor education classroom. The purpose of such experiential activities is to help students deconstruct current narratives and thus allow for a richer cultural worldview. Potential example of the activities and assignments that will be discussed include the use of music, student created spoken word poetry, and NPR podcast's such as Invisabilia.

# SUNDAY, OCTOBER 11

Sunday | 9:00 am – 9:50 am | Salon B

Roundtable 3 | 925

## **Interactive Teaching and TRAINing Techniques for Counselor Educators and Supervisors**

*Ian Lertora, M.A., Krystin Porter, Rena Greger, Chance Q. D. Tran, Shana Lewis, Victoria Yu Liu, Chi-Sing Li & Yu-Fen Lin*

As counselor educators and supervisors it can be difficult to develop fresh innovative approaches to training future counselors. This presentation highlights techniques that emphasize inclusive experiential approaches which encourage students to actively contribute to their learning experiences, while providing genuine modeling of counseling skills in a live forum. Participants will be invited to actively participate in interactive methods that can be used in the classroom and practicum courses to enrich counselor education.

Sunday | 9:00 am – 9:50 am | Salon B

Roundtable 4 | 926

## **Innovative Models for Training Counselor Supervisors**

*Robert Cox, M.A. & Pamela Cogdal*

Approximately 500,000 counselors work in U. S. mental health and substance abuse treatment agencies. However, practicing counselors often receive inadequate, even harmful, clinical supervision (Ellis et al, 2013). As counselors expand service provision into non-traditional settings (e.g., primary care settings, VA clinics) the need for competent supervision strengthens. Innovative counselor training programs can expand the availability of competent credentialed supervisors.

Sunday | 9:00 am – 9:50 am | Salon B

Roundtable 5 | 927

## **Counselor Education at a Distance: The Results of a Qualitative Investigation into the Experiences of Online Learners**

*Gregory Roth, Ph.D.*

Counselor education programs are facing pressures to deliver online classes. Currently, there are several accredited schools offering the majority of their classes online. Additionally, many in-residence programs use technology and offer some classes online. This program provides an overview of the history of online learning, an update on the current issues, a review of relevant research,

and a discussion of the implications for counselors-in-training, educators, and professionals.

Sunday | 9:00 am – 9:50 am | Salon B

Roundtable 7 | 928

## **Disability Competencies as part of Diversity Training for Counselors and Counselor Educators**

*Laura Kestenberg, Ph.D. & Christina Washington*

Individuals with various disabilities have historically been marginalized in all aspects of society (Fleisher & Zames, 2001). Disabilities can be understood as a social justice issue, as well as a part of multicultural and diversity training. Assuring that all counselors in training are competent in this area is a key way that counseling programs can do their part. This program will assist participants in developing ways to integrate competency training principles in disabilities as a crucial component of counselor training courses.

Sunday | 9:00 am – 9:50 am | Salon B

Roundtable 8 | 929

## **Classroom Management Skills: A Curriculum Need for School Counseling Programs**

*Deborah Buchanan, Ph.D. & Blair Sumner*

In order to better prepare school counseling students to manage a classroom during classroom guidance lessons it is important to understand what school counselors are experiencing. This session discusses research on novice school counselors' experiences with classroom management, and ways in which counselor educators can prepare their students for managing a classroom. Participants will leave the session with practical activities they can utilize in their school counseling programs to better prepare their students for the rigors of culturally responsive classroom management.

Sunday | 9:00 am – 9:50 am | Salon B

Roundtable 9 | 930

## **Success in the Socialization Process: Ensuring Professionalism in Graduate Students**

*Bonnie Nicholson, M.A. & Jennifer Murdock Bishop*

To ensure the success of graduate students in both the academic and professional setting there is a need to focus on the acquisition of professional interaction skills. Counseling graduate programs hold the responsibility of demonstrating the skills expected within the field as well

as providing for individual student development. This session will present information on the socialization of students and will provide techniques that can be integrated into a graduate program to encourage the professional development of students.

## **Symposia Sessions 9:30 am – 10:50 am**

### **Integrating Service Learning into Counselor Education**

**Discussant: Eric W. Owens, Ph.D.**

**Sunday | 9:30 am – 10:50 am | 301**

*Research Symposium | 932*

### **Pedagogy through Service Learning**

**Kadie-Ann Caballero-Dennis, M.Sc**

Multicultural awareness is important to our counseling profession. Service learning is becoming relevant in counselor education as we seek to educate our counselors in training through multicultural experiences. Service learning creates growth both personally and professionally, and informs practice. Counselor Education programs seek to incorporate service learning into the curriculum. Learning through experience creates memories that will impact counseling practice and sensitivity. The presentation aims to look at the benefits of service learning experiences. To delve into what the literature presents on this topic. The presenter will discuss ways that service learning can be incorporated into the curriculum. We will explore how such experiences foster multicultural discussions, understanding, and vulnerability in counseling students and counselor educators who participate in such experiences. We will discuss how service learning facilitates growth and impacts teaching in the classroom.

**Sunday | 9:30 am – 10:50 am | 301**

*Research Symposium | 933*

### **Service Learning through Civic Engagement as a Response to Intimate Partner Violence in the Community**

**Elizabeth Wardle, Ph.D., Karen Furgerson, Maurice Hill & Tara Schultz**

The evolution of this service learning project began with one student's research paper on intimate partner violence which became the inspiration for a community service project partnering the university and the surrounding

community that culminated in a service learning module for a new generation of students in the counseling program at a South Texas university.

## **Education Sessions 10:00 am – 10:50 am**

**Sunday | 10:00 am – 10:50 am | 302**

*Education Session | 934*

### **Counselor Education Program Assessment Utilizing the CACREP 2016 Standards**

**Lori Soli, Ph.D. & LoriAnn Stretch**

The 2016 CACREP standards are upon us. This session will introduce a comprehensive program assessment instrument grounded in the 2016 CACREP standards. Participants will access to the assessment and engage in a dialogue about the design and implementation of the instrument, including cultural adaptations.

**Sunday | 10:00 am – 10:50 am | 303**

*Education Session | 935*

### **The Empathy Wheel: Creating an Encouraging Space for African American Male Students**

**David Julius Ford, Jr., Ph.D.**

This session is based on The Empathy Wheel, a framework for counselors in various settings to use to create an encouraging space for African American male students. This framework includes four basic themes based on empathy and guides counselors in integrating empathy in their work with these students, thus improving their academic and psychosocial outcomes. Participants will be engaged in discussion around a case study and questions will be fielded throughout the presentation.

**Sunday | 10:00 am – 10:50 am | 304**

*Education Session | 936*

### **Developing Culturally Responsive School Counselor Leaders through Community-Centered Pedagogies**

**Sophie Maxis, Ph.D. & Christopher Janson**

This session will demonstrate how a community-centered approach to pedagogy and family engagement has energized one counselor education program's efforts to prepare school counselors who are culturally responsive leaders in their schools and communities.

# SUNDAY, OCTOBER 11

Sunday | 10:00 am – 10:50 am | 305

*Education Session | 937*

## **The Use of Contemplative Group Supervision with Practicum Students: Deepening Cultural Competence**

*Cheree Hammond, Ph.D. & Teresa Haase*

This session will explore contemplative practices designed to support students in cultivating a collaborative group environment in which each member brings intentionality and present moment awareness. Together we will explore this model, based in Buddhist psychology, its structure and unique case conceptualization model, and its contribution to creating deep clinical relationships informed by culturally attuned mindfulness. Brief mindfulness activities for use in supervision will be shared.

Sunday | 10:00 am – 10:50 am | 306

*Education Session | 938*

## **Chiron No More: Strengthening Leadership through Trauma-informed Practice and Self-care**

*Kristyn Maikranz, M.A. & Aniela Scanlon*

This session will provide an overview of how counselor education programs have incorporated the CACREP standards regarding crisis, disaster, and trauma counseling. The program will explore practical teaching strategies for trauma education to increase counselor identity in counselor education students. Interventions for preparing counseling students to conduct crisis, disaster, and trauma counseling, as well as integrating wellness and self-care education will be examined. Furthermore, the presentation will explore how the focus on crisis, trauma, and disaster counseling has impacted the counseling profession.

Sunday | 10:00 am – 10:50 am | 307

*Education Session | 939*

## **BITE to the Rescue! A Supervisory Training Tool to Assist Counselor Educators with Today's Fast Paced Educational Environment** *Blaine Reilly, M. Coun.*

This presentation is part didactic instruction and part experiential-based demonstration of Bug-in-the-eye (BITE) live supervision. The presentation will cover its history, research, and the intention of utilizing BITE with today's modern counseling student. Additionally, the presenters will facilitate a live experience of BITE in

allowing participants to experience and reflect on how BITE, in moving forward, could be applied within their programs.

Sunday | 10:00 am – 10:50 am | 308

*Education Session | 940*

## **The Development and Validation of the Multicultural School Counselor Behavior Scale (MSCBS)**

*Jennifer Greene, Ph.D.*

The Multicultural School Counselor Behavior Scale (MSCBS) was developed to assess the rate that school counselors engage in multicultural behaviors as advocated by ASCA, ACA, and AMCD. The MSCBS was validated nationally with practicing school counselors. The MSCBS is a relevant and needed research tool to assess the impact of the multicultural behaviors of professional school counselors. The rationale for development of this scale and its use will be shared along with relevant reliability and validity data.

Sunday | 10:00 am – 10:50 am | 310

*Education Session | 941*

## **I'm an Eagle, You're a Turtle: Using Adlerian Personality Priorities in Supervision**

*Kim Coggins, MAMFT & Angela Garfield*

This session provides an overview of the four Adlerian personality priorities and explores how these personality priorities manifest between supervisor and supervisee. Supervisors who understand the primary personality priority of their supervisees can better understand their supervisee's approach to the world, can minimize defensive reactions from supervisees, and can increase the potential that supervisees will respond positively to feedback.

Sunday | 10:00 am – 10:50 am | 401

*Education Session | 942*

## **The Devil is in the Details: Practical Strategies for Improving Your Online Teaching Skills**

*Laura Bruneau, Ph.D. & Penny Sanders*

Counselor Educators need to consider innovative strategies for improving the quality of collaborative online learning environments given the rapid expansion of online learning. The purpose of this presentation is to provide practical and culturally-relevant strategies for improving online interactions within a variety of counseling courses. The presenters, who currently teach at a brick-and-mortar

institution with over 600 full-time, online students, will provide examples from actual online courses, including course syllabi, discussion forums, and learning modules.

**Sunday | 10:00 am – 10:50 am | 402**

*Education Session | 943*

**Technology and Diversity: How to Infuse Experiential Pedagogy into Distance Multiculturalism Coursework**

*Christine Baker, M.A. & Jacquee Smith*

This presentation will review CACREP standards for the Social and Cultural Diversity coursework, and will then offer suggestions for experiential classroom interventions that could take place in the online environment. We will review current literature around the difficulties faced in distance based multicultural coursework, and how experiential activities can assist in alleviating some of these issues. Attendees will also examine an experiential activity and discuss implications for use.

**Sunday | 10:00 am – 10:50 am | 403**

*Education Session | 944*

**Adapting Family Sculpting as a Teaching Pedagogy in Counselor Education**

*Thomas Christensen, M.S.*

Family sculpting is a therapeutic technique used to symbolically model a client's family system. When adapted to the counselor education classroom, family sculpting can become a culturally-relevant teaching practice for instructors seeking to move beyond more traditional lecture pedagogy. This experiential workshop will present a composite clinical case history through family sculpting to demonstrate the process of teaching students to reclaim a client's unique and meaningful lived experiences.

**Sunday | 10:00 am – 10:50 am | 406**

*Education Session | 945*

**School Counselor's Perspective for Servicing Adolescent African American Males**

*Fulani Doughty, Ed.D.*

A phenomenological study was conducted to obtain the perspectives of Georgia school counselors in regards to the specific interventions used by them when providing services to their students and to ascertain how these school counselors are providing services to adolescent African American male students experiencing academic/behavioral difficulties. This program will review the

findings and resulting implications.

**Sunday | 10:00 am – 10:50 am | 407**

*Education Session | 946*

**Forgotten Voices: Including Older Adults in Culturally Competent Training**

*J. Scott Branson, M.A. & Ashley Branson*

As of 2010 adults over 65 years of age comprised 13% of the US population. Yet elders remain vastly under represented in the counseling field. We will explore the need for increased attention to be given to elders and will present experiential activities for use with counselors in training to increase awareness, knowledge, and skills regarding practice with elders. Systemic factors that have limited older adults' access to counseling and leadership/advocacy opportunities will also be discussed.

**Sunday | 10:00 am – 10:50 am | 408**

*Education Session | 947*

**Research-Service Pedagogy: Partnering with Local Schools to Establish Evidence-Based Practices for Culturally Diverse and Underserved Populations of Children**

*Sue Bratton, Ph.D., Kristie Opiola, Eric Dafeo, Alyssa Swan & Gustavo Barcenas*

Counselor educators are expected to conduct high quality research that results in publication and furthers the profession; and at the same time, they are responsible for training future counselors to provide services that are empirically-supported and culturally-responsive. Counselor educators can fulfill both objectives by conducting outcome research that supports the counseling interventions they teach.

# SUNDAY, OCTOBER 11

Sunday | 10:00 am – 10:50 am | 409

*Education Session | 948*

## **Addressing the Union of Counselor Education and Military Families: Creating Best Practices**

*Katherine Wix, MS.Ed.*

Military life has a strong impact on over 3.6 million United States service members and their family members. The unique expectations and requirements of military life creates a distinctive culture that is alarmingly absent from most advocacy and multicultural counseling literature and classes. Military culture requires service personnel to place their job and country before personal and family needs. The presenter will address incorporation of military families in current counseling courses.

## **Roundtable Sessions 10:00 am – 10:50 am**

Sunday | 10:00 am – 10:50 am | Salon A

*Roundtable 1 | 949*

## **From School Counselor to Counselor Educator: A Phenomenological Study**

*Kristen Moran, Ph.D. & Amy Milsom*

Many counselor educators have discussed the lack of faculty applicants who have both expertise in and work experience as school counselors. The presenters will discuss the results of their phenomenological research study (funded by an ACES grant) exploring the experiences of new school counselor educators who completed their doctoral programs on a part-time basis while working as fulltime school counselors. A summary of challenges and supports discussed by the participants will be shared and suggestions for doctoral training and new faculty mentoring will be provided.

Sunday | 10:00 am – 10:50 am | Salon A

*Roundtable 2 | 950*

## **Integrating Pre-practicum Service-Learning into School Counselor Education Programs**

*Stacey Havlik, Ph.D. & Jessica McKechnie*

Service learning opportunities for counseling students has the potential to improve outcomes (Astin, Vogelgasong, Ikeda, & Yee, 2000). This roundtable discussion will begin by presenting participants with a model used at a private suburban university and the study that followed students within a pre-practicum service learning experience across a three-year time frame. We will discuss strategies used to integrate service learning, benefits and challenges, as well

as allow for sharing of personal experiences and future research.

Sunday | 10:00 am – 10:50 am | Salon A

*Roundtable 3 | 951*

## **Teaching Lifespan Development Through a Gender Lens**

*Mary Hermann, Ph.D.*

In order to best understand clients and their experiences, counselors need to consider clients' cultural context as well as their developmental needs. The impact of gender, ethnicity and race, socio-economic status, and other cultural influences on development is significant. This program will explore methods of integrating lifespan development principles and cultural influences, including gender socialization, in lifespan development courses.

Sunday | 10:00 am – 10:50 am | Salon A

*Roundtable 4 | 952*

## **Counseling Should Be More than Talk/Listen**

*Ed Jacobs, Ph.D. & Christine Schimmel*

Students who learn to be active and creative in their counseling will be more effective than those who just use a talk/listen approach. This program will focus on ways to teach a more creative approach to counseling this is more effective and that is enjoyed more by the students. Many ideas will be presented that are couched in the theories of Adlerian, REBT, Reality Therapy, and Gestalt Therapy.

Sunday | 10:00 am – 10:50 am | Salon A

*Roundtable 5 | 953*

## **Adversarial Relationships from the Classroom: Law and Ethics for Counselor Educators**

*Ann Ordway, JD (PhD by October),*

*Brandi Flamez & Perry Francis*

Counselor educators must consider ethical guidelines for teaching and addressing remediation issues with students, along with the legal implications that can arise from those interactions. This session will focus on situations presenting legal and ethical risks for counselor educators, and best practices for interacting with students to eliminate or mitigate those risks. The presenters will offer a decision-making model for addressing legal and ethical complications when they arise.

**Sunday | 10:00 am – 10:50 am | Salon A**

*Roundtable 6 | 954*

## **Through the Fire: Counselor Educator Burnout**

*KaRae' Carey, Ph.D., & April Crable*

Though being an online counselor educator can be quite a rewarding experience, it can also be, ambiguous, challenging, and isolating. Participants will learn the factors contributing to online counselor educator burnout and strategies to prevent it. Impactful strategies for the online classroom while at the same time implementing appropriate self-care will be taught. Learn how to work more efficiently and collaboratively using personal resources to enhance the experience of providing online counselor education and develop individual plans for effective and appropriate self-care.

**Sunday | 10:00 am – 10:50 am | Salon A**

*Roundtable 7 | 955*

## **A Contemplative, Creative, Collaborative, Constructive Teaching Model for Counselor Educators**

*Tammy Cashwell, Ph.D. & Shannon Warden*

Pedagogical literature supports the use of contemplative, creative, collaborative and constructive practices in higher education. This presentation emphasizes the intentional use of these practices with graduate level counseling students. The presenters have developed a culturally relevant teaching model, (The C4 Teaching Model for Counselor Educators), based on the literature and their professional and personal experiences. The presenters regularly collect and analyze data from their counseling students to refine the model. This session's presenters will further discuss the C4 Model, its cultural relevance, its benefits for educators and learners, and demonstrate practical examples for implementation, specifically with graduate counseling students. Session participants can expect a creative and engaging combination of lecture, discussion, and experiential activities.

**Sunday | 10:00 am – 10:50 am | Salon A**

*Roundtable 8 | 956*

## **Counselor Educator Heal Thyself: The Narrative of Two Counselor Educators and their Use of Reflection to Increase Culturally Competent Instruction**

*Cindy Anderton, Ph.D. & Jeff Cook*

Counselor educators are to produce culturally competent counselors. A task that can be daunting when educators are wounded in different parts of their ethnic self. This session offers a glimpse into the personal narrative of two counselor educators and their use of reflective writing to bring healing to a part of their identity that was impeding cultural competent instruction. This program reviews current literature as it pertains to the loss of identity, the ramifications of this loss, and the emergence of a renewed identity that promotes cultural competence and social justice.

**Sunday | 10:00 am – 10:50 am | Salon A**

*Roundtable 9 | 957*

## **The Gatekeepers Struggle: Enhancing the Admission Process**

*Ryan Holliman, Ph.D., Pedro Blanco, Joel Muro & Lamar Muro*

An essential role of the counselor educator is serving as a gatekeeper to the profession to ensure professionalism among the counseling profession and protect the public from harm. However, gate-keeping becomes much more difficult when care is not paid in selecting quality candidates. This presentation will outline philosophies of admissions, provide different methods to use for admissions and selection in programs, and provide an overview of empirical evidence that informs admissions processes.

**Sunday | 10:00 am – 10:50 am | Salon B**

*Roundtable 1 | 958*

## **Filling the Gap in Diversity: Educational Practices among Counselor Educators Addressing Male Sexual Assault Survivors within the Classroom**

*Kyle Wockenfuss, M.A. & Maribeth Jorgensen*

Research commonly suggests a national average of 3% of males who have been victims of sexual assault (Tewksbury, 2007). Many counselors have not had specific training related to the treatment needs of male sexual assault survivors. This presentation will address how counselor educators could incorporate male sexual assault survivor education in the classroom. A review of current literature, along with current teaching strategies being used, will be presented to the audience.

# SUNDAY, OCTOBER 11

Sunday | 10:00 am – 10:50 am | Salon B

Roundtable 2 | 959

## **Intra-Racism: Understanding the Impact of Colorism in the Black Community**

*Mashone Parker-Wright, Ph.D.*

During slave times slave owners created the “paper bag” theory which separated the black race in reference to their skin tone. Blacks who were lighter than the brown paper bag worked in the house. They received “better” treatment than the other slaves. Almost 150 years post slavery this presentation focuses on the damaging impact this paper bag phenomenon has created for young black women who unfortunately continue to carry the weight of feeling unloved and not beautiful simply because of the variance in their brown skin (colorism).

Sunday | 10:00 am – 10:50 am | Salon B

Roundtable 3 | 960

## **Ethics and Multiple Relationships: Recognizing and Addressing the Multiple Relationships Between Doctoral Students and Faculty**

*Kristin Dickens, Ph.D. & Christine Ebrahim*

Several types of multiple relationships exist between some counselor education doctoral students and faculty members including mentoring, advising, friendship, romantic or sexual relationships, and authorship. Presenters will discuss the results of a study conducted with doctoral students in counselor education that indicated several types of multiple relationships that exist which caused them both confusion and stress. Presenters will also offer suggestions on how to incorporate classroom curriculum to address the complex nature of multiple roles and relationships between doctoral students and faculty members.

Sunday | 10:00 am – 10:50 am | Salon B

Roundtable 4 | 961

## **Professional Identity Development in Master’s Level Counseling Students: Factors and Influences**

*James McMullen, MS.Ed. & Phyllis Post*

Professional counseling has been striving to implement a comprehensive counseling identity across all specialties. In order for counselor educators to assist in this process, it is important for them to understand the professional identity development process and factors of counselors-in-training. This presentation will focus on a definition

of professional identity and the factors that may influence it during the Master’s level training programs: type of program, program track, and participation in a clinical field experience. Attendees are invited to participate in this discussion to better understand the current impact of counselor education on the professional identity development, as well as techniques and methodologies to foster the comprehensive identity of professional counselors.

Sunday | 10:00 am – 10:50 am | Salon B

Roundtable 5 | 962

## **A Photographic Journey behind Institutional Walls: Weaving Social Advocacy with Cultural Competence**

*Joel Diambra, Ed.D.*

Our history of mental health institutionalization guides contemporary clinical and pedagogical attitudes and practices. Photographs from a recently closed institution will stimulate and prompt discussion of counseling/clinical preparation and procedures, views that inform social justice, and what it means to be a culturally competent counselor today. Participants will react to the photos, consider how the past shaped contemporary clinical practice or pedagogy, and contemplate change.

Sunday | 10:00 am – 10:50 am | Salon B

Roundtable 7 | 963

## **Theory-As-Anchor: Exploring the Effectiveness of Course Restructuring Around Career Theories**

*Caroline Baker, Ph.D.*

This roundtable discussion will provide a space to share and discuss the results of a Scholarship of Teaching and Learning (SoTL) study that examined the learning effectiveness of a course restructuring using career theories as anchors for related concepts (e.g., career assessment, counseling process, career programming, and cultural and developmental considerations). The basic research question, then, was did this work? How did the theory-as-anchor structuring of the course affect students’ ability to remember, understand, apply, analyze, evaluate, and create (i.e., revised Bloom’s Taxonomy; Anderson & Sosniak, 1994) career counseling theory? Participants in the discussion will use this study’s findings to collaborate on effective instructional and course design strategies to enhance student learning and application of counseling

theory in diverse settings. Program goals include review of the scholarship of teaching and learning, dissemination of research findings, scholarly discussion around future pedagogical directions in counseling theory courses, and participants will leave with ideas of their own for course design.

**Sunday | 10:00 am – 10:50 am | Salon B**

*Roundtable 8 | 964*

### **The Journey of Developing Culturally Relevant Counseling Practice in Malawi**

*Lorraine Guth, Ph.D., Kimberly Asner-Self & Leah Clarke*

This presentation will focus on the journey of three counselor educators from the US who traveled to Malawi to work with staff at the Guidance, Counselling, & Youth Development Centre for Africa. This collaboration involved sharing culturally relevant pedagogy and practice to further establish the counseling profession. The presentation will highlight this meaningful work along with the impact of this international experience that included cultivating an identity that embraces globalization.

**Sunday | 10:00 am – 10:50 am | Salon B**

*Roundtable 9 | 965*

### **Latino Parental Barriers to Seeking Mental Health Treatment**

*Claire Tameka, M.A., Ashlee Davis, Oliphant Perry & George McMahon*

Discover empirical methods to help meet the needs of Latino parents of K-12 students with mental health concerns by understanding the barriers they face and the solutions that work in removing these barriers in a multiculturally-appropriate manner.

### **Education Sessions | 11:00 am – 11:50 am**

**Sunday | 11:00 am – 11:50 am | 302**

*Education Session | 966*

### **Student Learning Outcomes Assessment: Strategies for Addressing Institutional and Accreditation Standards While Maintaining Pedagogical Autonomy**

*Ann McCaughan, Ph.D.*

The assessment of student learning outcomes has received increased attention in higher education in recent years.

Accrediting bodies at both Institutional and Program levels emphasize assessment, and educators are faced with the additional responsibility of meeting those expectations. This presentation will introduce strategies for clarifying student learning outcomes that meet Program and Institutional Goals and Accreditation Standards. Additional focus will be on meeting those standards with minimal adjustment to current pedagogical practices and assignments.

**Sunday | 11:00 am – 11:50 am | 303**

*Education Session | 967*

### **Supervision with International Counseling Graduate Students: An Adlerian Model**

*Daniel Williamson, Ph.D. & Jennifer Williamson*

International students pursuing a graduate education in counseling face unique challenges as they enter practice in counseling settings throughout the U.S. An Adlerian model of supervision will provide a fitting schema for developing a culturally sensitive pedagogy and approach to practice when working in an environment where both the service provider and client require augmented cultural understanding. Family constellation and life-task analysis, egalitarianism, social interest development, and much more will be explored.

**Sunday | 11:00 am – 11:50 am | 304**

*Education Session | 968*

### **Cultivating Leadership in the Classroom: Fostering Programmatic and Professional Excellence**

*Nicole R. Hill, Ph.D., Linwood G. Vereen & Tracy A. Stinchfield*

As counseling programs navigate changing professional standards and shifting pressures within higher education, it is critical that we foster the professional identity development of leaders in the classroom. This presentation will identify strategies to promote skills for the next generation of leaders. Participants will be encouraged to co-construct strategies for implementing experiences that engender leadership development in the pedagogical, scholarly, programmatic, and supervisory domains.

# SUNDAY, OCTOBER 11

Sunday | 11:00 am – 11:50 am | 305

*Education Session | 969*

## **Mindfulness Training for Practicum Students: Stress Reduction or Something More?**

*Wes Webber, M.A.*

A connection between mindfulness and stress reduction is well established. Recently, therapist mindfulness has been shown to be associated with positive therapy characteristics and outcomes. This session will describe a recent semester-long classroom intervention designed to promote mindfulness in counseling practicum students at the University of Alabama. Attendees will learn of research that informed the intervention, activities that comprised it, outcome data, and student feedback.

Sunday | 11:00 am – 11:50 am | 306

*Education Session | 970*

## **Supervisor LGBTQI Ally Status and Supervisees Experiencing Moral Conflicts in Counseling LGBTQI Clients**

*Jerry Dye, Jr., M. Ed., M.A., Kathy Evans & Viki Kelchner*

“I have a new client that I will not be able to work with because the client is gay, and homosexuality goes against my religious beliefs.” What would you do if one of your supervisees made this statement? We are currently researching the topic of when moral/religious beliefs conflict with the counseling process for counselors-in-training. Our ultimate goal is examine how attitudes and beliefs of the supervisor toward the LGBTQI community interplay with moral/religious conflicts experienced by the supervisee toward this population. Conference participants will hear the latest research findings, as well as examine their own LGBTQI ally status and share best practices and experiences in working with supervisees who experience moral/religious conflicts in counseling practice.

Sunday | 11:00 am – 11:50 am | 307

*Education Session | 971*

## **Wellness in Counseling Students: An Examination of Wellness Practices Between Counseling Students**

*Charmaine Conner, M.S. & Chloe Lancaster*

This presentation describes within and between group differences regarding wellness among counseling students. There may be a need for wellness programs to be

integrated into counseling programs. Wellness programs may be able to target the needs of counselors in training and assist in producing efficient counselors. In this session you will gain knowledge about wellness practices that counselors in training are using. A group discussion will be held to define how a wellness program applies to you in your role as a counselor educator, supervisor, or professional. At the end of the session you will have the opportunity to develop a wellness model to implement into your relationship with counselors in training, supervisee's, or clients.

Sunday | 11:00 am – 11:50 am | 308

*Education Session | 972*

## **Counseling Strategies and Cultural Considerations with Native American and Alaskan Native Populations**

*Zachary Ratchen, M.A.*

Counseling Native American and Alaskan Native clients may present unique challenges. This program will help practitioners differentiate between effective and ineffective strategies commonly used in Solution Focused Therapy and Cognitive-Behavioral Therapy, and how to maintain a therapeutic alliance that is culturally sensitive. This presentation includes information pertaining to cultural considerations in areas such as alcohol and substance abuse, suicide risks, youth concerns, elderly issues, and spirituality.

Sunday | 11:00 am – 11:50 am | 309

*Education Session | 973*

## **Teaching ACA Ethics and State Regulations to International Students**

*Melanie Harper, Ph.D., Yasir Kurt, Mehmet Avci & Amy Schmidtzinsky*

Learning ACA ethics and state regulations can be difficult for international students who come from countries with dissimilar political and social cultures. For international students, some of the ACA ethics and state regulations may even seem culturally contradictory. Through presentation and discussion, the presenters will help participants explore how to make ethics and regulations more applicable to international students while increasing the cultural competence of domestic students.

Sunday | 11:00 am – 11:50 am | 310

Education Session | 974

## **Teaching not Presenting: Enhancing Experiential Learning Theory and Learning Styles**

*Shanice Armstrong, Ed.S, Erika Mendez & Michael Schmit*

Opportunities to obtain teaching experience and enhance pedagogical training is vital for counselor educators. Doctoral students, in particular, who are exploring teaching philosophies and expanding their pedagogical knowledge should experiment with diverse delivery methods. This session will present suggestions on pedagogical teaching methods aimed at the diverse learning styles for adult learners. This session will be experiential, meaning short lectures and hands-on activities.

Sunday | 11:00 am – 11:50 am | 401

Education Session | 975

## **The Many Dynamics of Gatekeeping**

*Andrea Kirk-Jenkins, M.S.Ed. & Brett Gleason*

Gatekeeping is vital component of the counseling profession and starts when a student expresses interest in entering the counseling field. This presentation will examine the definition of gatekeeping, how gatekeeping impacts admission processes, screening measures, the controversy of conducting background checks as well as how an individual's personality plays a role in the interview process.

Sunday | 11:00 am – 11:50 am | 402

Education Session | 976

## **Developing and Managing Counselor Education Training Clinics: A Panel Discussion**

*Kristin Douglas, Ph.D., Justin Lauka, Elizabeth Likis-Werle, Sean Hall & Kimberly Hart*

Training clinics serve a vital role in preparing counseling students. However, there are many challenges with overseeing training clinics, including establishing purpose and priorities, funding issues, quality assurance, balancing the varied roles of the director, and an absence of guidelines for developing and managing training clinics. This panel discussion of clinic directors will address critical issues relevant to the development and best practices of training clinics. Learn about the initiatives of the ACES Clinic Director/Placement Coordinator Interest

Network.

Sunday | 11:00 am – 11:50 am | 403

Education Session | 977 **CAREER LINK**

## **Experiences of Career Counselors in a Supervision Group Integrating Work-Life Balance**

*Courtney Alvarez, M.S.*

Despite recommendations from researchers and practitioners to develop the practice of supervision within career counseling, research exploring supervision within career counseling is limited. Findings from a phenomenological case study of a career counseling supervision group will be presented. The goal of the presentation is to highlight the need for clinical supervision of career counselors and the relevance of work-life balance to counseling. Participants will engage in discussion addressing the challenges experienced during the group.

Sunday | 11:00 am – 11:50 am | 406

Education Session | 978

## **Impact of International Service Work in Counseling Programs on Professional Development and Relationship**

*Anna Elliott, Ph.D. & David Kleist*

This discussion based presentation details the significance of using international service work as a way to enhance counselor-in-training learning, as well as the importance of transparency in navigating the shift in relationship that occurs when educators and students travel together. Topics such as power dynamics, impact of foreign culture, and how to promote honest and open engagement between students and counselor education faculty will be addressed. Discussion on how international service work enhances student development will also be included.

# SUNDAY, OCTOBER 11

Sunday | 11:00 am – 11:50 am | 407

Education Session | 979

## **Learner-Centered Pedagogy: An Integrative Case Study Approach**

*Mary Fernandez, Ph.D.*

A focus on learner-centered pedagogy is complicated by the changing demographics of a growing diverse population including international students, advances in technology (Technical Competencies for Counseling Education, ACES, 2007), and a changing economic environment. Counselor Educators seek culturally relevant pedagogies to address these challenges. In a classroom, face-to-face or online, the integrative case study approach incorporates a multitude of strategies: independent work on case, small and large group work, mini lecture, video, experiential activity such as role-play, and reflection. (Fernandez, 2006). The presenter will demonstrate live the approach of teaching using a case to bring awareness of the needs of international students in counseling programs and to facilitate the process of active learning using the model. Participants will: experience a class using a case study approach, will be aware of culturally relevant information to better serve international students, and will learn how to use several experiential pedagogies which allow for reflection, critical analysis, and active student engagement.

Sunday | 11:00 am – 11:50 am | 408

Education Session | 980

## **Interprofessional Collaboration: Building Skills that Reflect the Realities of Professionalism**

*Carrie Alexander-Albritton, Ph.D., Linwood G. Vereen*

Professional counselors are increasingly required to engage in interprofessional collaboration in a variety of ways. As such, counselor educators and supervisors need to prepare counselor trainees to be proficient in interprofessional collaboration. This presentation highlights opportunities within master's and doctoral programs to integrate interprofessional collaboration into the curriculum and clinical experience. A rationale for interprofessional education is presented and further explored.

Sunday | 11:00 am – 11:50 am | 409

Education Session | 981

## **Covert Matters: A Critical Examination of Gender Based Microaggression and Its Relevance in the Preparation of Counselor Educators and Trainees**

*Breanne Hiivala, M.S. & Penny Rosenthal*

Microaggression is ever present in the lives of many women in society. This oppressive action can have a negative and enduring effect on targeted women and anyone witnessing the behavior. The covert nature of microaggression can make it challenging to identify and address in timely and meaningful ways. This program provides an examination of microaggression, the effects of missing these actions, and education for counselors to courageously confront microaggressive behaviors.

## **Roundtable Sessions | 11:00 am – 11:50 am**

Sunday | 11:00 am – 11:50 am | Salon A

Roundtable 1 | 982

## **The 1, 2, 3s of an Initial CACREP Accreditation** *Elizabeth Keller-Dupree, Ph.D., Kenny Paris, Kurt Choate, Kelly Dunbar Davison & Michelle Kelley Shuler*

This question-and-answer roundtable will discuss the steps taken for an initial CACREP accreditation. From the self-study through the site visit, this roundtable will provide relevant, real-life details about the accreditation process from a faculty perspective. Facilitators offer “lessons learned” to help attendees bypass missteps in the accreditation process. Details for Student Learning Outcomes, clinical experiences for students, and models for continuous improvement will be discussed.

Sunday | 11:00 am – 11:50 am | Salon A

Roundtable 2 | 983

## **Evaluating the State of Culturally Relevant Pedagogy from the Counselor Educator Leadership Perspective**

*Jennie Ju, M.A. & Elizabeth Wosley-George*

Does integrating the multicultural competencies in our pedagogy translate to counselor or societal behavior change? How do we know whether students who go through our classes actually learn and practice the principles outlined in the competency? Progress has been made in advancing multi-culturally sound pedagogy in counselor education. The emphasis had been on teacher

performance with minimal focus on student outcome. This presentation will evaluate the state of culturally relevant pedagogy from the counselor educator leadership perspective.

**Sunday | 11:00 am – 11:50 am | Salon A**

*Roundtable 3 | 984*

## **How the Physical and Mental Health of Emerging Adults Can Affect Counselor Education and Supervision**

*Juliana Radomski, M.S.*

The transitional years of emerging adults are full of change and adaptation; these years of emerging adulthood require learning how to balance new responsibilities. Although this new independence can be liberating, this transitional time has been found to be a stressful period of life (Kaddison & DiGeronimo, 2004). The goal of this program is to evaluate and discuss the mental and physical health of emerging adults and how these variables may impact departments' overall goals surrounding classroom and supervision expectations.

**Sunday | 11:00 am – 11:50 am | Salon A**

*Roundtable 4 | 985*

## **Supervision of Novice Clinicians Working with Victims of Sexual and Domestic Violence**

*Angela Catena, M.S.*

This presentation aims to explore the current supervision literature available within the counseling field when working with counselors-in-training who provide services to victims of sexual and domestic violence. The effects of working in this field are examined and various influences are taken into consideration. The contributing factors of effective supervision models are explored. Gaps in the literature on supervision of victim advocates and clinicians exist. This presentation explores the missing information within the bodies of literature and provides considerations for improving effective supervision of domestic and sexual abuse counselors. As a result of both the existing and missing literature, a new supervision model is provided as a foundation for working with novice clinicians.

**Sunday | 11:00 am – 11:50 am | Salon A**

*Roundtable 5 | 986*

## **Surviving Supervision: Counselor Trainees Talk Back**

*Laith Mazahreh, Ph.D., Joan Looby & Cheryl Justice*

Supervision provides a crucial experience for beginning counselors. The counseling literature has indicated that supervisees' satisfaction is based on the supervisory working alliance, supervisor's possession of multicultural counseling competencies, and the supervisees' counseling self-efficacy. This interactive session will allow a discussion of the findings from a current study on supervisees' satisfaction with their supervision experience. Participants will be provided with handouts.

**Sunday | 11:00 am – 11:50 am | Salon A**

*Roundtable 6 | 987*

## **Integration of the Ecological Counseling Perspective in Counselor Education Curriculum: From Concepts to Action**

*Mei Tang, Ph.D, Meredith Threatt, Blair Sanning, Elif Öksüz, Dy'An Marinos, Mitchell Jones & Victoria Bahh-Binney*

This presentation will illustrate how integration of the ecological counseling perspective in counselor education could enhance students' conceptualization of counseling issues and development of multicultural competency and advocacy for social justice. The specific strategies to infuse the ecological counseling perspective to teaching, research, practice and supervision will be demonstrated.

# SUNDAY, OCTOBER 11

Sunday | 11:00 am – 11:50 am | Salon A

Roundtable 7 | 988

## **Helping Introverted Graduate Students Become Successful Leaders**

*Alessandra Rhinehart, M.A., Everett Painter & Melinda Gibbons*

Leadership training is an essential component of professional identity development for counselors and counselor educators. Culturally relevant training, including attention to personality styles, is a necessary condition for effectively promoting the development of our future leaders. This presentation includes a review of literature related to professional identity development and introversion in leadership, personal reflections, and experiential activities to provide practical strategies for training introverted graduate students to become successful leaders.

Sunday | 11:00 am – 11:50 am | Salon A

Roundtable 8 | 989

## **The Internationalization of Professional Counseling: Some Suggestions for Counselors, Counselor Educators and Administrators**

*Daya Singh Sandhu, Ph.D. & Justine Bradley*

The major focus of this presentation is to create professional consciousness about the global issues which impact the field of counseling. The problems related to migration, human trafficking, poverty, wars, violence, and rapid technological changes which are posing some new and very serious issues for the professional counselors and counselor educators will be discussed in details.

Sunday | 11:00 am – 11:50 am | Salon A

Roundtable 9 | 990

## **Peer Consultation: A Model for Engaging Advanced Master's Student in Clinical Leadership**

*L. Marinn Pierce, Ph.D. & Jared Lau*

Advanced Master's students are in a unique to provide feedback to students just beginning their counseling training. An intentional model of peer consultation supports the leadership development of advanced Master's students and the skill development of beginning counselors-in-training. An existing model of peer consultation will be explored along with its benefits, limitations, and potential ethical concerns.

Sunday | 11:00 am – 11:50 am | Salon B

Roundtable 1 | 991

## **Integrating Feminist Practice into Remediation**

*Varunee Faii Sangganjanavanich, Ph.D. & Jessica Headley*

Remediation oftentimes conveys negative connotations (e.g., deficits and incompetence) rather than solutions which in turn presents challenges to parties involved including students, counselor educators, and counseling programs. Through the integration of feminist practice into the remediation process, counselor educators can promote culturally responsive gatekeeping to help students meet the standards of the profession and accomplish their professional goals. The presenters discuss this new paradigm of remediation and identify ways to put it into practice.

Sunday | 11:00 am – 11:50 am | Salon B

Roundtable 3 | 992

## **Embodied Counselor Education: A Somatic Perspective**

*Nevine Sultan, M.A., Ray Wooten & Cody Wooten*

This presentation proposes a holistic approach to curriculum design, teaching, learning, and research by including the body in Counselor Education theory and practice. This perspective enables awareness and respect for our own somatic responses and the sharing of insights about embodied experiences that support alternative paradigms. Content and discussion will include: (1) recognizing the body as a source of knowledge, (2) awareness of body experiences, (3) incorporating the somatic into Counselor Education curricula, and (4) incorporating somatic education as a means of developing empathy and respecting diversity.

Sunday | 11:00 am – 11:50 am | Salon B

Roundtable 4 | 993

## **Flippin' the Script: Supervisor's of Color Working with White Supervisees**

*Ebony White, M.S. & Sailume Walo-Roberts*

There is a growing interest on cross-racial dyads in supervision, although much of the focus has been on the relationship in which the supervisor is white and the supervisee is a person of color. Research addressing the reverse relationship is scant. The supervisory role brings power when one consider credentials and experience,

but whiteness also brings power in a different realm, and in some cases this power supersedes credentials and experience. Through the lens of Critical Race Theory, the role of power will be addressed using the Discrimination Model.

**Sunday | 11:00 am – 11:50 am | Salon B**

*Roundtable 5 | 994*

**Key Lessons for Counselor Education in Transgender Identity Development in a Rural Area**

*Nicholaus Erber, Ph.D., Katherine Coule & Laura Haddock*

This roundtable discussion will discuss the analysis of a multiple case study of rural transgender identity development. Four unique cases will be discussed in terms of how each coped with coming out and transitioning to their preferred gender while living in a rural community with no larger transgender community to connect with. Counselor educators can take away new insights in how to train new counselors about transgender identity development in a rural area.

**Sunday | 11:00 am – 11:50 am | Salon B**

*Roundtable 6 | 995*

**An Expanded Conceptualization of Culture in the Systems Approach to Supervision (SAS model)**

*Bridgette Schossow, M.A. & Cara Metz*

The supervisory relationship is essential to the development of counselors in training, as well as ongoing counseling practice. The Systems Approach to Supervision (SAS Model) incorporates ideas of context and culture. However, through incorporating the Process Person Context Time model (PPCT model) of development, concepts of culture and context can enhance supervision, to further develop a supervisees understanding of themselves and the client. Session participants will gain additional tools to address cultural considerations of all parties impacted by supervision sessions, including the client, agency, supervisor, and supervisee.

**Sunday | 11:00 am – 11:50 am | Salon B**

*Roundtable 7 | 996*

**Strengthening Mental Health through Rural Counselor Supervisors: Assessing Needs, Honoring Experience and Generating Adaptive Approaches**

*Christine McNichols, Ph.D. & Karl Witt*

Counselors in rural settings are often faced with challenges that differ from those in urban areas. The experience, wisdom, and leadership of rural counselor supervisors are essential to meeting the needs of counselors-in-training and rural clients, and the profession needs to support this vital resource. Participants will explore and discuss outcomes from recent studies assessing the needs of rural supervisors, their adaptive approaches to rural culture, and their proposals for systemic change.

**Sunday | 11:00 am – 11:50 am | Salon B**

*Roundtable 8 | 997*

**Voices of Minority Students: A Phenomenological Ethnodrama**

*Kirsten LaMantia, Ph.D.*

What are the experiences of a varied group of self-identified minority students within counseling programs? How can we as counselor educators and supervisors better tend to individuals who are different than the majority of our counselors in training? This presentation will discuss the results of an artistic and creative qualitative study that explored the experiences of ten self-identified minority students from across the United States. Their stories were compiled into an ethnodrama that can be utilized as a training tool in multicultural and diversity classes.



# ACES CE TRACKING FORM

Instructions: Enter the session number for each session that you attended during the designated time period below. Please note that the session is indicated below the day/time/room in the program, as shown below.

**Sunday | 11:00 am – 11:50 am | Salon A**

**Roundtable 7 | 988**

If you did not attend a session during that period, please leave the field blank. Please note that all sessions are 1 CE unless otherwise noted. Be sure you SIGN-IN on the attendance sheet at each session you attend to receive CE credit.

Save this form after the conference. If you have paid for your CEs, you will receive an email after November 1 prompting you to enter your session information online in order to receive your CE certificate. Conference CE certificates may take up to four months post-conference to be distributed. For additional information on the CE process, please contact Heather Robertson at robertsh@stjohns.edu. Please add this email address to your contacts to minimize the risk of important emails being blocked or sent to spam.

The Association for Counselor Education and Supervision (ACES) is an NBCC-Approved Continuing Education Provider (ACEPrM) and may offer NBCC-approved clock hours for events (or programs) that meet NBCC requirements. Sessions (or programs) for which NBCC-approved dock hours will be awarded are identified in the program bulletin (or in the catalogue or Web site). The ACEP is solely responsible for all aspects of the program.

**Wednesday, October 7<sup>th</sup> (ACES Inform, Session # 100-133) - Total of 6 possible CE hours for Wednesday**

10:00 am – 10:50 am: Session # _____ (0.0 CE for #100)	2:30 pm – 3:20 pm: Session # _____
11:00 am - 11:50 am: Session # _____	3:30 pm – 4:20 pm: Session # _____
1:30 pm – 2:20 pm: Session # _____	4:30 pm – 5:30 pm: Session # _____

**Thursday, October 8<sup>th</sup> (Session # 134 - 348) - Total of 6 possible CE hours for Thursday**

11:00 am - 11:50 am: Session # _____ <b>or</b>	1:30 pm – 2:50 pm: Session # _____ (1.5 CE, 209/210/211 only) <b>or</b>
11:00 am - 12:20 pm: Session # _____ (1.5 CE, 171/172/173 only) <b>or</b>	2:30 pm- 3:20 pm: Session # _____ (0.0 CE for #250 & 263)
11:00 am - 12:50 pm: Session # _____ (2 CE, 134 only) <b>or</b>	3:30 pm – 5:20 pm: Session # _____ (2 CE, 100-1 only) <b>or</b>
12:00 pm – 12:50 pm: Session # _____	3:30 pm – 4:20 pm: Session # _____
1:30 pm – 2:20 pm: Session # _____ <b>or</b>	4:30 pm – 5:20 pm: Session # _____

**Friday, October 9<sup>th</sup> (Session # 350 - 570) - Total of 6 possible CE hours for Friday**

11:00 am - 11:50 am: Session # _____ <b>or</b>	2:30 pm- 3:20 pm: Session # _____
11:00 am - 12:20 pm: Session # _____ (1.5 CE, 383/384/385 only) <b>or</b>	3:30 pm – 4:20 pm: Session # _____ (0.0 CE for #497) <b>or</b>
12:00 pm – 12:50 pm: Session # _____	3:30 pm – 4:50 pm: Session # _____ (1.5 CE, 534/535/536 only)
1:30 pm – 2:20 pm: Session # _____ (0.0 CE for #443) <b>or</b>	4:30 pm – 5:20 pm: Session # _____
1:30 pm – 2:50 pm: Session # _____ (1.5 CE, 422/423/424 only) <b>or</b>	

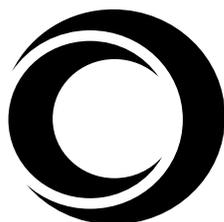
**Saturday, October 10<sup>th</sup> (Session # 572 - 863) - Total of 8 possible CE hours for Saturday**

8:00 am – 8:50 am: Session # _____ <b>or</b>	1:30 pm – 2:20 pm: Session # _____ (0.0 CE for #749) <b>or</b>
8:00 am - 9:20 pm: Session # _____ (1.5 CE, 608/609/610 only) <b>or</b>	1:30 pm – 2:50 pm: Session # _____ (1.5 CE, 534/535/536 only) <b>or</b>
9:00 am – 9:50 am: Session # _____	2:30 pm- 3:20 pm: Session # _____
10:00 am - 10:50 am: Session # _____ <b>or</b>	3:30 pm – 4:20 pm: Session # _____ (0.0 CE for #820)
10:00 am - 11:20 pm: Session # _____ (1.5 CE, 684/684/686 only)	4:30 pm – 5:20 pm: Session # _____
<b>or</b>	
11:00 am - 11:50 am: Session # _____	

**Sunday, October 12<sup>th</sup> (Session # 864 - 997) - Total of 4 possible CE hours for Sunday**

8:00 am – 8:50 am: Session # _____	10:00 am - 10:50 am: Session # _____
8:00 am - 9:20 am Session # _____ (1.5 CE, 898/899/900) <b>or</b>	11:00 am - 11:50 am: Session # _____
9:00 am – 9:50 am: Session # _____ <b>or</b>	
9:30 am - 10:50 am: Session # _____ (1.5 CE, 931/932/933) <b>or</b>	

# EXHIBITOR INFORMATION



AMERICAN COUNSELING  
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[www.amhca.org](http://www.amhca.org)

# EXHIBITOR INFORMATION



The American School Counselor Association (ASCA) is a nonprofit, 501(c)(3) professional organization based in Alexandria, VA. ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development. ASCA provides professional development, publications and other resources, research and advocacy to nearly 30,000 school counselors around the globe.

[www.schoolcounselor.org](http://www.schoolcounselor.org)



The Association for Specialists in Group Work—a division of the American Counseling Association—exists so that members and other helping professionals are empowered with the knowledge, skills, and resources necessary to practice effective, socially just, and ethical group work in a diverse and global society. We value the creation of community; service to our members, their clients, and the profession; and group leadership as a process to facilitate the growth and development of individuals and groups.



An accredited online university, Capella offers a variety of counseling programs designed to put students on the direct path to their goals. Capella is committed to providing a high quality, competency based education, which is why we're one of the few online universities to receive CACREP accreditation for our PhD in Counselor Education and Supervision, MS in Mental Health Counseling, MS in School Counseling, and MS in Marriage and Family Counseling/Therapy programs. Our programs prepare students to lead in the counseling profession by building clinical, teaching, research, and supervisory skills needed to make a direct impact on the lives of others.

[www.capella.edu](http://www.capella.edu)

# EXHIBITOR INFORMATION



CORS is a turn-key, digital and network integrated, Multi-room Counseling Interview Room Recording Solution, enabling:  
Students – to demonstrate and improve their clinical counseling skills quickly and effectively.

Faculty – to monitor, grade and assist students efficiently and unobtrusively.

Counseling Programs – to demonstrate Clinical training achievement for accreditation purposes using video evidence.

Lecturers – to record lectures and make them available to students. Researchers – to search video archives, create and download training videos.

Patients and Families – to monitor live treatments or review with clinicians.

[www.cvisecuritysolutions.com](http://www.cvisecuritysolutions.com)



Cengage Learning is a leading educational content, technology, and services company for the higher education and K–12, professional and library markets worldwide. The company provides superior content, personalized services and course-driven digital solutions that accelerate student engagement and transform the learning experience. Cengage Learning is headquartered in Boston, MA with an office hub located in San Francisco, CA. Cengage Learning employees reside in nearly 40 different countries with company sales in more than 125 countries around the world.

[www.cengage.com](http://www.cengage.com)



SIMULATIONiQ™ Counseling is a turnkey solution specifically geared towards organizations engaged in the practice of providing counseling services and professional counselor education. SIMULATIONiQ Counseling is a cloud-based application that lets you manage client data and all related progress notes, intake Interviews, treatment plans, communication logs, and documentation including video and/or audio files saved safely and securely with full encryption. SIMULATIONiQ Counseling helps enable “role play” teaching as well as learning with actual clients. SIMULATIONiQ Counseling adheres to HIPAA laws and regulations, conforms to WCAG rules for people with disability, and ties events and video sessions to CACREP standards. Visit Booth #200.

[www.simulationiq.com](http://www.simulationiq.com)

# EXHIBITOR INFORMATION



## Family & Play Therapy Center Postgraduate Trainings

The Family Center, founded in 1995, is a postgraduate training center for practicing therapists. The Center offers certificate trainings in Play-Family Therapy, a Mindful Approach; Mindfulness-Based Sandtray Therapy; and Contextual Family Therapy. Our courses are available onsite in Philadelphia and online from anywhere in the world through our state-of-the-art, interactive, live online classroom (iLOC). We provide supervision, both in person and online, for therapists who are practicing in these fields. The Center also offers psychotherapy services for children, teens, and adults (as individuals or in couples.) Students join us from Japan, Malaysia, Australia, Trinidad, Turkey, Russia, and across the US.

[www.fptcenter.com](http://www.fptcenter.com)



For more than 20 years, Healthcare Providers Service Organization (HPSO) has been helping safeguard counselors from medical malpractice lawsuits and regulatory board complaints with professional liability insurance. The program offers extensions of coverage including license protection, deposition representation and defendant expense reimbursement. HPSO is endorsed by American Counseling Association, American Association of Christian Counselors, American College Counseling Association, and 40 additional professional healthcare associations. Together with their affiliate, Nurses Service Organization (NSO), they insure nearly 1 million individual healthcare professionals nationwide.

[www.hpso.com](http://www.hpso.com)



Immaculata University Graduate Psychology Department offers several avenues of study for people interested in a professional career in psychology. Our Master of Arts in Clinical Mental Health Counseling prepares students to apply for the National Counselor Certification (NCC) and the Professional Counselor License in Pennsylvania (LPC) and many other states. Certifications in PreK-12 School Counseling, Addictions Studies and Therapeutic Practice are also available. Our M.A. and Ed.S. Programs in School Psychology prepare students as school psychologists. Immaculata University's doctoral program in Clinical Psychology immerses the student in theory, assessment, diagnosis, and intervention pertinent to the practice of clinical psychology.

[www.immaculata.edu/academics/departments/graduate\\_psychology](http://www.immaculata.edu/academics/departments/graduate_psychology)

# EXHIBITOR INFORMATION

## COUNSELING BOOKS ETC.

Counseling Books Etc. is a great place to find Counseling and Human Services textbooks by Dr. Ed Neukrug, as well as unique counseling related products created by Kristina Neukrug, M.Ed. Ed has written 9 comprehensive, student focused, easy to read textbooks and workbooks that are used by numerous Counseling and Human Services programs throughout the world. Working as a School Counselor for over 17 years, Kristina has designed and developed many unique and artful counseling-related creations and resources to help inspire and motivate. Between Ed's books and Kristina's products, you will find what you need at Counseling Books Etc.

[www.counselingbooksetc.com](http://www.counselingbooksetc.com)



Mercer University's Atlanta, GA- based Ph.D. degree in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. The doctoral level counseling education program represents a "scientist practitioner" model and prepares graduates as both consumers and producers of research. Advantages of Mercer's Ph.D. degree in CES: Personal attention in small classes from eleven full-time highly credentialed faculty. Each student receives a paid GTA/ GRA assistantship for three years of the program. Evening classes on Mercer's Atlanta campus for working adult students, with numerous clinical opportunities in a thriving and diverse city

[knapp\\_kc@mercer.edu](mailto:knapp_kc@mercer.edu)



GRADUATE PROGRAMS  
IN COUNSELING

The Master of Arts in counseling at Messiah College offers CACREP accredited specialized tracks in clinical mental health counseling; marriage, couple, and family counseling; and school counseling. The program is designed to prepare you to become a competent counselor who is capable of working in a variety of settings. Students who already have a master's degree in a related counseling field can earn their Certificate of Advanced Graduate Studies (CAGS). Small class sizes and a rich advising program enable professors to provide personalized attention and meaningful interaction.

[www.messiah.edu/info/20439/counseling\\_mm](http://www.messiah.edu/info/20439/counseling_mm)

# EXHIBITOR INFORMATION



**Mirmont Treatment Center**  
Main Line Health®

For over 25 years, Mirmont Treatment Center has helped thousands of people and their families begin the journey of recovery from alcoholism and drug dependency by providing compassionate care and clinical excellence. Mirmont, originally conceived to offer inpatient treatment for alcoholism now provides a comprehensive continuum of inpatient and outpatient services for people seeking help for chemical dependency, many of whom suffer from a co-occurring psychiatric disorder. Services include: Detoxification, Inpatient Rehabilitation, Intensive Outpatient, Individual Therapy, Pain Management, Trauma Treatment, Outpatient Services, Relapse Prevention, and First Responder Treatment

[mirmont.org](http://mirmont.org)



The Molloy College Clinical Mental Health Counseling Master of Science program is designed to provide graduate students the professional identity, core knowledge, necessary state-of-the-art practical skills, and multi-cultural sensitivity to excel in a variety of mental health settings. Our 60-credit-hour, New York State approved, part-time, evening program can be completed in three years and incorporates Molloy College's vibrant tradition of "study, spirituality, service and community" to prepare expertly trained counselors. Graduates will be eligible for licensure upon completion of 3,000 post-master's hours of supervised mental health counseling work and passing the state licensing examination. The Molloy College Clinical Mental Health Counseling Master of Science program: Mentoring Compassionate Counselors for Our Communities

[www.molloy.edu/cmhcprogram](http://www.molloy.edu/cmhcprogram)



The PhD in Counselor Education program at Montclair State University affords students a unique, student-centered doctoral program experience: Students develop scholarly expertise tailored to the student's specific interest. Intentional diversity is reflected in our faculty and students, research areas, commitment to advocacy and social justice, and community engagement. Our community includes full-time and part-time students who pursue individualized study.

For more information, contact Dr. Angela Sheely-Moore at [sheel-ya@mail.montclair.edu](mailto:sheel-ya@mail.montclair.edu)

# EXHIBITOR INFORMATION

## NARACES

**NORTH ATLANTIC REGION  
ASSOCIATION FOR COUNSELOR  
EDUCATION AND SUPERVISION**

NARACES promotes Counselor Education and Supervision master's and doctoral students, faculty, and site supervisors in the District of Columbia, Europe, Puerto Rico, Virgin Islands, Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; encouraging quality education and supervision of professional counselors who specialize in addictions counseling, career counseling, clinical mental health counseling, college student affairs counseling K-12 school counseling, and marital, couple, and family counseling. We encourage all graduate students, site supervisors, and faculty to become actively involved.

[www.naraces.org](http://www.naraces.org)



NATIONAL BOARD FOR  
**CERTIFIED COUNSELORS**<sup>®</sup>  
AND AFFILIATES

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification organization for the counseling profession. Founded in 1982 as an independent, nonprofit credentialing body, NBCC certifies more than 58,000 National Certified Counselors worldwide. NBCC also develops and administers the examinations that are required for counselor licensure in all 50 states, the District of Columbia and Puerto Rico. Since its inception, NBCC has created two affiliate organizations, the Center for Credentialing & Education (CCE) and the NBCC Foundation, and one division, NBCC International (NBCC-I). NBCC is actively engaged in advocacy efforts to advance the counseling profession worldwide.

[www.NBCC.org](http://www.NBCC.org)

## PEARSON

Helping to improve people's lives through professional certification and academic testing is Pearson VUE's mission. Whether a credential supports advancement in technology, government or professional careers, or validates educational attainment, certification and licensure programs worldwide count on Pearson VUE to help them validate valuable knowledge and skills. In addition to credential management and test development expertise, Pearson VUE delivers millions of exams reliably and securely through its global network of over 5,000 test centers. Pearson VUE is a business of Pearson, the international education and information company, that include Pearson Education and the Penguin Group.

[www.pearsonvue.com](http://www.pearsonvue.com)

# EXHIBITOR INFORMATION



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[www.tandfonline.com](http://www.tandfonline.com)



Founded 50 years ago by Sara Miller McCune to support the dissemination of usable knowledge and educate a global community, SAGE publishes more than 800 journals and over 800 new books each year, spanning a wide range of subject areas. A growing selection of library products includes archives, data, case studies and video. SAGE remains majority owned by our founder and after her lifetime will become owned by a charitable trust that secures the company's continued independence. Principal offices are located in Los Angeles, London, New Delhi, Singapore and Washington DC.

[www.sagepub.com](http://www.sagepub.com)



Supervision Assist (SA) is an educational technology application that assists educators, site supervisors, and students in satisfying accreditation standards. It facilitates organization, coordination, implementation, documentation, and evaluation of accreditation requirements. SA revolutionizes the Site Supervision experience. Program coordinators and faculty can view progress updates on site activities, comment on journal notes, view and assign evaluations, and print reports. Site Supervisors can review trainee sessions with online HIPAA compliant video storage and sign and verify hours with our e-signature system. A trainee can find their first practicum and internship site with a supervision site directory that shows available openings, and be prepared for professional practice with learning objectives and materials created by experts. SA finally brings the supervision process to the 21st century!

[www.SupervisionAssist.com](http://www.SupervisionAssist.com)

# EXHIBITOR INFORMATION



The Department of Counseling and Human Services at Syracuse University is housed in the nationally ranked School of Education and offers master's programs in Clinical Mental Health, School, and Student Affairs; and, a doctoral program in Counseling and Counselor Education. The mission of the department is to prepare the next generation of counselors, supervisors, educators, and leaders who, through commitment, excellence, and humanistic engagement, will have meaningful and sustained impact in their communities. Our faculty are nationally recognized for their leadership and scholarship, and our students are grounded in a strong professional identity and commitment to advocacy and social justice.

[www.soe.syr.edu/chs](http://www.soe.syr.edu/chs)

## *CRT*

The Center for Reality Therapy, Robert E. Wubbolding, EdD, Director, offers training for counselors and other mental health professionals, continuing education and in-service programs for agencies, businesses, and schools as well as university courses. The training includes practical ideas and implementable tools for using reality therapy and choice theory in schools and agencies. Applications are made to addictions, recovery, group homes, personal growth, parenting, career development with multicultural perspectives. An essential part of the training consists in role-play demonstrations by the leader, use of observer sheets, small group discussion and participants' plans for utilizing skills on the job.

[www.realitytherapywub.com](http://www.realitytherapywub.com)



WAYNESBURG  
UNIVERSITY

Waynesburg University has emerged as a leader in counselor education. Our Master of Arts in Counseling Program and the Addictions Certification program are accredited by CACREP of the American Counseling Association (ACA). The Ph.D. in counselor education and supervision is intended to prepare individuals for employment as counselor educators in colleges and universities and as leaders in clinical mental health counseling, addictions counseling, or school counseling. The program provides doctoral students with the information and skills required to carry out scholarly research, lead organizations, and create new knowledge.

<http://www.waynesburg.edu>

# EXHIBITOR INFORMATION



**WILLIAM JAMES  
COLLEGE**

GRADUATE EDUCATION IN PSYCHOLOGY

William James College educates students for careers that meet the growing demand for access to quality, culturally competent psychological services for individuals, families, communities and organizations both locally and around the globe. We offer graduate programs attentive to the needs of vulnerable populations including children of adversity and the needs of specific populations such as Latinos and Veterans, as well as organizations and leaders on the forefront of creating social change. Our Counseling Psychology Department includes seven Masters level programs including Counseling Psychology, Forensic and Counseling Psychology, Couples and Family Therapy, Expressive Arts Therapy, Global Mental Health, Health Psychology, and Community Mental Health.

[www.williamjames.edu](http://www.williamjames.edu).



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