



**2011 ASSOCIATION FOR
COUNSELOR EDUCATION AND
SUPERVISION**



CONFERENCE PROGRAM



NASHVILLE, TN



OCTOBER 26-30, 2011



~~Conference at a Glance~~

~~Tuesday, October 25~~		
Registration	1:00-5:00	TN Lobby
ACES Women's Retreat	3:00-5:00	Scarritt-Bennett Center
~~Wednesday, October 26~~		
Registration	7:00-5:00	TN Lobby
ACES INFORM – Opening Session	8:00-8:50	Hermitage AB
Emerging Leaders Retreat	1:00-5:00	Cheekwood G/H
ACES Women's Retreat	9:00-5:00	Scarritt-Bennett Center
How to Write a CACREP Self-Study Workshop	9:30-5:30	Hermitage AB
<i>Pre-conference: Using New Media In Counselor Training Wednesday</i>	1:00-5:00	Off-site – Remington College
~~Thursday, October 27~~		
Registration	7:00-5:00	TN Lobby
ACES Women's Retreat	9:00-11:00	Scarritt-Bennett Center
<i>Pre-Conference: Grantology 101: The Secrets that Professional Grant Writers Don't Want You to Know!</i>	8:00-11:00	Tennessee Ballroom B
2011-2012 Executive Council Meeting	9:00-12:00	Magnolia Boardroom
CSI Chapter Leaders Training	11:00-11:50	Tennessee Ballroom B
CACREP Table Talk	11:00-11:50	Tennessee Ballroom A
Educational Sessions, Roundtables, Poster Sessions	11:00-5:20	
ACES Expo Express	1:00-6:00	Ryman Hall B1
ACES Awards Committee Meeting	1:30-2:20	Cheekwood E
ACES Department Chair's Pre-Conference Workshop	1:30-5:20	Tennessee Ballroom A
Introduction to 2016 CACREP Standards Revision Process	1:30-3:20	Tennessee Ballroom B
ACES Financial Investments Committee Meeting	2:30-3:20	Cheekwood E
ACA-National Center for Counseling Research (AKA Center of Research Excellence) Development Board Work Group Session	3:30-4:20	Cheekwood D
ACES Membership Committee Meeting	3:30-4:20	Cheekwood E
Conducting a CACREP Site Visit Under the 2009 Standards - Team Visitor Update	3:30-5:20	Tennessee Ballroom B
ACES Research Grants Committee Meeting	4:30-5:20	Cheekwood E
ACES Graduate Student Committee Meeting ~ 1 ~	4:30-5:20	Magnolia Boardroom

Welcoming Reception	6:00-8:00	Magnolia Pool Patio
Opening Party!	8 to midnight	TN Ballroom C
~~Friday, October 28~~		
Registration	7:00-5:00	TN Lobby
ACES State Presidents/President-Elects Breakfast Meeting	7:00-8:00	ACES Suite
NARACES Regional Business Meeting	8:00-8:50	Cheekwood A
RMACES Regional Business Meeting	8:00-8:50	Cheekwood B
WACES Regional Business Meeting	8:00-8:50	Cheekwood C
SACES Regional Business Meeting	8:00-8:50	Hermitage A
NCACES Regional Business Meeting	8:00-8:50	Hermitage B
ACES Expo Express	8:00-6:00	Ryman Hall B1
ACES OPENING SESSION	9:30-10:50	Tennessee Ballroom C
ACES Graduate Student Luncheon	12:00-1:30	Old Hickory Steak House Restaurant
Educational Sessions, Roundtables, Poster Sessions	1:30-5:20	
Career Interest Network	1:30-2:20	Cheekwood D
New Faculty Interest Network	1:30-2:20	Cheekwood E
Social Justice and Human Rights Committee Meeting	1:30-2:20	Magnolia Boardroom
CSI Chapter Faculty Advisors: Mentoring New Leaders	2:30-3:20	Tennessee Ballroom A
Clinical Director's Interest Network	2:30-3:20	Cheekwood D
NCDA Commission on the Future of Career Development Meeting	2:30-4:20	Magnolia Boardroom
Co-Curricular Activities of CSI Chapters Addressing CACREP Standards	3:30-4:20	Tennessee Ballroom A
Clinical Mental Health Interest Network	3:30-4:20	Cheekwood D
College Student Affairs Interest Network	3:30-4:20	Cheekwood E
Department Chairs Interest Network	4:30-5:20	Cheekwood D
Qualitative Research Interest Network	4:30-5:20	Cheekwood E
Kent State University/Penn State University Reception	6:00-7:00	Tennessee Ballroom B
ACES President's Reception	6:30-8:00	Delta Ballroom Patio
~~Saturday, October 29~~		
ACES Expo Express	8:00-4:00	Ryman Hall B1
ACES Best Practices in Clinical Supervision	8:00-8:50	Tennessee Ballroom B
Educational Sessions, Roundtables, Poster Sessions	9:00-5:20	

Doctoral Programs Interest Network	9:00-9:50	Cheekwood D
Advocacy Interest Network	9:00-9:50	Magnolia Boardroom
Ethics and Professional Standards Interest Network	10:00-10:50	Cheekwood D
CE&S Editorial Board Meeting	10:00-10:50	Magnolia Boardroom
International Interest Network	11:00-11:50	Cheekwood D
Supervision Interest Network	11:00-11:50	Magnolia Boardroom
ACES Business Luncheon and Awards Ceremony	12:00-1:30	Tennessee Ballroom ABCDE
Multicultural Interest Network	1:30-2:20	Cheekwood D
2013 Conference Committee Meeting	1:30-3:20	Magnolia Boardroom
Rural Counseling Interest Network	2:30-3:20	Cheekwood D
School Counseling Interest Network	3:30-4:20	Cheekwood D
Technology Interest Network	3:30-4:20	Magnolia Boardroom
Women's Interest Network	4:30-5:20	Magnolia Boardroom
~~Sunday, October 30~~		
Educational Sessions, Roundtables, Poster Sessions	8:00-12:00	

ACES INFORM

Wednesday, October 26 • 8:00-5:30

Pre-conference session



ACES INFORM is a free, full day-pre-conference workshop open to all ACES registrants. The purpose of ACES INFORM is to provide training and continuing education on research methods. This content may be related to qualitative or quantitative methodology, mixed methodology, instrumentation, analysis, manuscript writing, publication, or grants (finding and writing). Content can include "how to" steps, innovative ideas, current issues in research, training, and findings from research related to research. (See daily schedule for rooms)

Using New Media In Counselor Training Wednesday

Wednesday, October 26 • 1:00-5:00

Pre-conference session

(Off-site) – Transportation will be arranged

Debra London, M.Ed., Diana Vanwinkle, M.Ed., Julie Robinson, Ph.D., Jill Packman, Ph.D.,
Marty Jencius, Ph.D.



With the increase in online and hybrid counselor education training programs, faculty are finding an increasing need for creative, real-time, digital training modalities to engage students in the learning process. This pre-conference program will explore three currently utilized new media in counselor education; virtual worlds of Second Life, creating personal narratives with digital storytelling, and using newsfeeds with microblogging on Twitter. The session will introduce participants to the three new media and how they can be used to augment coursework or professional trainings. The remaining session will focus on participant's choice of new media. Participants will develop familiarity with the appropriate new media applications and have individualized training on setup and use. Trainers will share examples of specific use of each new media including, play therapy training, supervision, communications skills training, multicultural counseling, and psychopathology. Trainers will provide individualized training with participants and help them to form their plan to incorporate new media into their future coursework. Consultation will be available when attendees return to their home institutions. Come with an idea, leave with the skills and an action plan.

Grantology 101: The Secrets that Professional Grant Writers Don't Want You to Know!

Thursday, October 27 • 8:00-11:00 • Tennessee Ballroom B

Pre-conference session



During this dynamic, interactive, and engaging session on grant writing, the presenter will discuss all the secrets to grant writing that professionals do not want you to know! This will include a dialogue around various types of grants and how to identify sources of funding, understand commonly used lingo, qualities of effective writing, where to begin, integrating data to support your application, including appropriate stakeholders, identifying and meeting all technical requirements, understanding the importance of the review criteria, and what happens after you get funded! But most importantly, the presenter will dissect a traditional grant application and demonstrate how to construct a winning proposal from the inside out building upon the following:

- Writing a Concise and Memorable Abstract
- Supporting and Demonstrating Need
- Writing Measurable Goals and Objectives
- Adequately Describing Your Methodology
- Selling the Quality of Your Key Personnel
- Effective Components of an Evaluation Plan
- Developing an Effective and Feasible Continuation Plan
- Integrating References and Supporting Evidence
- Developing a Budget and Narrative
- Other Commonly Required Documents

While this session will provide an overview of grant writing, participants should be ready to roll up their sleeves and actively participate in working group sessions and other interactive formats as the presenter guides attendees through writing a winning, reviewer friendly grant application that will even fool the most professional of grant writers!

Keynote speaker – Nikki Giovanni

Friday, October 28 • 9:30-11:00 • Tennessee Ballroom C



Dr. Nikki Giovanni is a world-renowned poet, writer, commentator, activist, and educator. One of the most widely-read American poets, she prides herself on being "a Black American, a daughter, a mother, and a professor of English." Always insisting on presenting the truth as she sees it, she has maintained a prominent place as a strong voice of the Black community, and her poetry is provocative, honest, and always very personal. In her works, the focus is on the individual, specifically, on the power one has to make a difference in oneself, and in the lives of others.



Nikki graduated with honors from Fisk University, right here in Nashville, and after graduating from Fisk, she attended the University of Pennsylvania and Columbia University. In 1968, Nikki published her first book of poetry, "Black Feeling, Black Talk", and since then, Nikki has published over 30 books. Her autobiography, *Gemini*, was a finalist for the National Book Award; *Love Poems*, *Blues: For All the Changes*, and *Quilting the Black-Eyed Pea* were all honored with NAACP Image Awards. *Blues: For All the Changes* reached #4 on the Los Angeles Times Bestseller list, a rare achievement for a book of poems. And her children's picture book *Rosa*, about the civil rights legend Rosa Parks, became a Caldecott Honors Book, and Bryan Collier, the illustrator, was given the Coretta Scott King award for best illustration. *Rosa* also reached #3 on The New York Times Bestseller list

Giovanni's honors and awards have been steady and plentiful throughout her career. The recipient of some twenty-five honorary degrees, she has been named Woman of the Year by *Mademoiselle* Magazine, *The Ladies Home Journal*, and *Ebony* Magazine. She was tapped for the Ohio Women's Hall of Fame and named an Outstanding Woman of Tennessee. Giovanni has also received Governor's Awards from both Tennessee and Virginia. She was the first recipient of the Rosa L. Parks Woman of Courage Award, and she has also been awarded the Langston Hughes Medal for poetry.

Early in her career she was dubbed the "Princess of Black Poetry," and over the course of more than three decades of publishing and lecturing she has come to be called both a "National Treasure" and, most recently, one of Oprah Winfrey's twenty-five "Living Legends." The author of some 30 books for both adults and children, Nikki Giovanni is a University Distinguished Professor at Virginia Tech in Blacksburg, Virginia. Nikki's presentation, entitled, "The Future is Shaped by Those Who Listen", is focused on how we, as educators, can use our creativity for social change, and to inspire future leaders.



Wednesday • 1:00-5:00 • Cheekwood G/H
Ancillary

Emerging Leaders Retreat

Sessions Leaders • Pam Paisley and Don Locke



Wednesday • Scarritt-Bennett Center
Ancillary

ACES Women's Retreat



Wednesday • 1:00-5:00 • Off-site
Pre-conference

Using New Media In Counselor Training Wednesday



Wednesday • 9:30-5:30 • Hermitage AB
Ancillary

How to Write a CACREP Self-Study Workshop

This one-day workshop provides an overview of the 2009 Standards and strategies for engaging administration and faculty in the CACREP accreditation process. Participants will have opportunities to view examples of actual self-studies in electronic format and ask individual questions of CACREP presenters and staff members. Please note: This workshop is not intended solely as a training session on the 2009 standards. This session will address the CACREP accreditation process and factors to consider when applying for accreditation and developing a self-study in relation to the Standards. Participants must have registered in advanced with CACREP.

ACES INFORM • Wednesday • 8:00-5:30



Wednesday • 8:00-8:50 • Hermitage AB
ACES INFORM Opening Session

Perspectives in Counseling Research: Panelists include Richard S. Balkin, Cyndi Briggs, Robert Smith, and Anneliese Singh

*Richard S. Balkin, Cyndi Briggs, Robert Smith, and
Anneliese Singh*



Wednesday • 9:00-9:50 • Belle Meade AB
Educational Session • ACES INFORM

Counselor Educators and Local Schools Unite: "How To's" for Research that Also Provides Service-Learning Opportunities with Underserved Populations

*Sue Bratton, Yulia Pronchenko, Katie Purswell, Dalena
Dillman Taylor*

Counselor educators are expected to conduct high quality research that results in publication. The current climate dictates that counselors conduct research that results in evidence-based practice. This workshop will provide a step by step guide that has been proven successful in developing effective university-school district partnerships that not only allow counselor educators to carry out cutting-edge outcome research with large sample sizes, but also provides service-learning opportunities for advanced master's and doctoral level counseling students to obtain experience with historically underserved populations of school-age children. This workshop will cover the nuts and bolts of what counselor educators need to know to set up their own research/service-learning projects. Studies conducted by the presenters, featuring a variety of quantitative and qualitative research designs will be presented. Summaries of outcome results that have contributed to the evidence-base for counseling practice in school settings will be provided in support of this model partnership, as well as examples of research collaboration between multiple faculty members.



Wednesday • 9:00-9:50 • Belmont B
Educational Session • ACES INFORM

An introduction to the exploratory factor analysis

Hideyuki Tanaka

This program is an introduction of conducting the exploratory factor analysis (EFA) for graduate students and beginning quantitative researchers in counseling. In this presentation, the basic concepts and assumptions will be reviewed, and the practical advices in conducting and interpreting the EFA by the SPSS (i.e., a statistical software) will be provided, including which type of the EFA to be used, how to decide the number of factors, and the common pitfalls in interpreting the results.



Wednesday • 9:00-9:50 • Belmont C
Educational Session • ACES INFORM

Evaluating and Enhancing Practices in Counselor Education and Supervision with Single-Case Research: Design, Data Collection, Analysis, and Reporting Your Results

A. Stephen Lenz

Implementing a Single Case Research Design (SCRD) can provide a scientific means to assess the practices of counselor educators and supervisors. This presentation will introduce the practical foundations of Single-Case Research Design methodology, data analysis and reporting procedures. You will have an opportunity to increase your understanding of the SCRD process through education, illustrative examples and application of these procedures to your own research questions.



Wednesday • 10:00-10:50 • Belle Meade AB
Educational Session • ACES INFORM

Increasing Your Chances of Using the Correct Statistical Analysis: Practical Tools for the Astute Counseling Researcher

Elisabeth Suarez

Nick Ogle

Graduate students and faculty need to be ready to justify the proper use of univariate and multivariate statistics. The purpose of this presentation is to give guidelines for statistical tests commonly used in counseling research. When do you use a pretest as a covariate instead of using repeated measures ANOVA? How do you differentiate between a logistic regression and a discriminant analysis? This practical, informative session will boil down the statistical tests to comprehensible chunks and also give people some tools to help distinguish good statistics from improper analyses.



Wednesday • 10:00-10:50 • Belmont B
Educational Session • ACES INFORM

A Conceptual Introduction to Using Social Network Analysis to Study Relationships, the Flow of Ideas and Resources, and the Social Context for Behavior

Elysia Clemens

Adria Shipp

Social Network Analysis allows researchers to analyze network environments (e.g., friends, program alumni) to determine shared characteristics (e.g., suicide risk; scholarly productivity), understand how ideas are shared, and assess the impact of the social environment on behavior. Learn how this approach can apply to your research interests.



Wednesday • 10:00-10:50 • Belmont C
Educational Session • ACES INFORM

What's up with that? Helping Teach the Leaders and Helpers to Discern Between Qualitative Research Traditions

Chris Wood

This presentation will distinguish between different qualitative research traditions and discuss their respective application(s) to counseling research. Highlighting differences in paradigmatic assumptions, research questions, methodology, data analysis, strategies for trustworthiness, and data presentation, the presenter(s) will walk through how to help researchers distinguish between the approaches. Session participants will review exemplary counseling research questions subsequent to particular qualitative research methods. Attendees will leave with a bibliography of both research articles/dissertations from each tradition and seminal readings on sound methodology within the qualitative tradition.



Wednesday • 11:00-11:50 • Belle Meade AB
Educational Session • ACES INFORM

Using Gilligan's Listening Guide: Illuminating Voices of Relational Selves and Discovering Counselor Educator Professional Identity

Sarah Ann Lanman

Attendees will explore and apply Carol Gilligan's Listening Guide (Gilligan, Spencer, Weinberg, & Bertsch, 2003), a relational qualitative analysis method. Rooted in feminist theory and Gilligan's (1982) work on identity and moral development, this approach offers researchers a vehicle for complex, multilayered interview analysis. Participants will engage in "listenable" to interview excerpts from a study involving how counselor educators understand and construct their professional identities.



Wednesday • 11:00-11:50 • Belmont B
Educational Session • ACES INFORM

Research Instrument Construction and Validation

Carla Henderson Emerson

Maria Brunelli Paredes

For circumstances where there is no existing measure that meets a specific need, knowledge of the instrument construction process is invaluable. Attendees will be provided information on the instrument development process, including a step-by-step guide from item development to expert review to construct validation. Presenters will share their experiences creating and validating instruments, including common roadblocks and helpful organizational tips. If you have ever wanted to create your own instrument, this session will provide you with the helpful information and resources you need!



Wednesday • 11:00-11:50 • Belmont C
Educational Session • ACES INFORM

Preparing Quantitative Data for Data Analysis

Michelle Perepiczka

Brandi Flamez

Presenters will highlight how to prepare raw quantitative data for data analysis. A lecture on data clean-up and reducing errors in analyses will be outlined. The lecture will be supported by a step-by-step demonstration of applying these concepts in Microsoft Excel and SPSS. Discussion about attendees' data sets will be invited.



Wednesday • 1:30-2:20 • Belle Meade AB
Educational Session • ACES INFORM

Introduction to Q Methodology

Travis W. Schermer

Christopher Janson

The presentation will provide an introduction to Q methodology. Q methodology is a unique research approach that utilizes statistical and qualitative

tools to elucidate perspectives. Attendees will learn about how the philosophy and procedures of Q blend with CES research. Materials will be provided for further study and application.



Wednesday • 1:30-2:20 • Belmont B
Educational Session • ACES INFORM

Beginning Counselor Educators' Experiences Developing a Research Agenda: A Phenomenology

Brandon J. Wilde

Counselor education literature is narrow in the accounts of counselor educators' experiences as active scholars. Consequently, there is little research accounting for the experience of developing a research agenda for counselor educators during their initial faculty appointment. Hermeneutic, phenomenological methodology was used to explore experiences of developing a research agenda for five beginning counselor educators. Through in-depth, open-ended interviews participants described their experience addressing (a) balance, (b) isolation, and (c) evaluation. Participant references to trusting relationships were also manifest across all themes. In addition, participant accounts identified the prevalence of each theme's meaning fluctuating over the nine-month course of participating in this study. Included in this study is the researchers reflexive account of his journey into phenomenology as an essential aspect to understanding both the phenomenon under study and the research process. Recommendations for beginning counselor educators, counselor educator mentors, and emerging counselor educators will be provided.



Wednesday • 1:30-2:20 • Belmont C
Educational Session • ACES INFORM

A Primer on Multiple Regression Analyses: Selecting the Appropriate Model for Your Study

Joshua C. Watson

Are you planning a study in which you intend to assess the relationships among several variables? Are you confused as to which statistical design is best suited for the research you want to conduct? If you answered yes to either of these questions then this is the session for you! In this session participants will learn how to choose the appropriate multivariate regression analysis model based on their intended research design and accurately interpret the results of the chosen model.



Wednesday • 1:30-2:20 • Magnolia B
Educational Session • ACES INFORM

Leading Future Leaders in Inquiry and Scholarship

Ginger L. Dickson

Michael Waldo, Brett Shumway

Participants will learn how a university based counseling lab can be structured to lead future leaders in inquiry and scholarship. Students will present examples of their counseling lab research that focuses on effective multicultural counseling and counselor education. Potential problems and problem solutions for establishing data collection procedures in a counseling lab at participants' home institutions will be discussed.



Wednesday • 2:30-3:20 • Belle Meade AB
Educational Session • ACES INFORM

Internet Surveys: A Tutorial Explaining the Rewards and Challenges of Conducting a Survey Using Qualtrics

Daphne H Ingene

Are you pondering the question of whether you should use an Internet survey? Are you interested in conducting an Internet survey on Qualtrics but don't know where to start? Are you curious about the advantages and disadvantages of using an Internet survey? Do you want to hear about the experiences past researchers who have conducted Internet surveys? This friendly and interactive discussion will tackle all these questions. A hands-

on tutorial on using Qualtrics system will be provided.



Wednesday • 2:30-3:20 • Belmont B
Educational Session • ACES INFORM

The IRB and You: Understanding IRB Requirements and Integrating Them into your Thesis, Dissertation and/or Other Research Proposal

Carol Doyle

The process of gaining IRB approval is often considered an add-on to a research proposal rather than a vital component of the research itself. This education session provides participants in depth information regarding the basic components of an IRB application and describes a process by which consideration and integration of these components during development of research project may lead to a stronger, more ethically sound research proposal. Attendees will be encouraged to share their own research projects and ideas as examples for the session.



Wednesday • 2:30-3:20 • Belmont C
Educational Session • ACES INFORM

Preparing for statistical consultation: Practical considerations for the counseling researcher

R. Eric Heidel

This ACES INFORM program is focused on giving counseling researchers practical tips on how to prepare for statistical consultation. Attendees will learn to write empirically valid research questions and hypotheses, choose research designs to answer research questions and hypotheses, measure variables in a manner that will increase statistical power, understand the relationship between effect size, statistical power, and sample size, and design and maintain a database and codification scheme. These skills are of paramount importance when seeking out statistical consultation because they

assist consultants with data analyses and making sound inferences back to populations.



Wednesday • 2:30-3:20 • Magnolia B
Educational Session • ACES INFORM

Qualitative Research Data Reporting in Counselor Education

Danica G. Hays

Anneliese Singh

Writing up and presenting qualitative research is just as important as other parts of the research process. The presenters will describe foundational writing techniques needed to convey a study from beginning to end, including the basics of developing a research proposal and writing a qualitative report across research traditions. Presenters will explore guidelines for submitting, publishing, and presenting qualitative studies and discuss exercises to guide counselor educators and trainees to assess the quality of basic reporting components.



Wednesday • 3:30-4:20 • Belle Meade AB
Educational Session • ACES INFORM

Grounded Theory: From Post-Positivism to Constructivism

Jennifer Pepperell

Deborah Rubel

Grounded theory research is ideally suited to studying the complex psycho-social processes inherent to counseling, group work, supervision, and counselor education. In the methodological literature a persistent tension exists between post-positivist and constructivist approaches to grounded theory. Potential confusion around research practices associated with these approaches can make is difficult to formulate sound research designs and produce credible results. This workshop will outline the philosophical differences of the approaches and clarify, using case examples, how these differences may impact the research questions, data collection, data analysis, and results in a grounded theory study. The workshop will

also explore grounded theory research in the gray area between post-positivism and constructivism.



Wednesday • 3:30-4:20 • Belmont B
Educational Session • ACES INFORM

Single Case Design: The Experimental Approach Contributing to Evidence-Based Practice

Dee C. Ray

This workshop will present the necessary components of experimental single case design research studies. The presenter will address the seven quality indicators within single case design including 1) description of participants/settings; 2) dependent variable; 3) independent variable; 4) baseline; 5) experimental control; 6) external validity; and 7) social validity. The presenter will explain challenges to addressing these indicators and how to overcome them. Specific examples will be utilized to address steps to successful completion



of single case design.
Wednesday • 3:30-4:20 • Belmont C
Educational Session • ACES INFORM

Opportunities for secondary analysis: An overview of national data sets that have relevance to child and adolescent counseling

Elysia Clemens

Tyler Kimbel, Diane Stutey

Learn about a variety of data sets available for secondary analysis and a general process for familiarizing yourself with a particular data set as well as how to begin conceptualizing a research study. Information about training opportunities available specific to each data set also will be shared.



Wednesday • 3:30-4:20 • Magnolia B
Mentoring and Discussant Session

Selecting an Appropriate Quantitative Method

Richard S. Balkin

Joshua Watson, Michelle Perepcizka

This panel discussion will provide information about selecting an appropriate quantitative method and considerations related to various proposed methods including purpose, nature of variables, sample size, effect size and statistical power.



Wednesday • 4:30-5:20 • Belle Meade AB
Educational Session • ACES INFORM

Modern Procedures for Using MANOVA

Richard S. Balkin

The majority of textbooks focus on using univariate post hoc analyses to address statistical significance when a multivariate effect is found. If a dependent variable is truly multivariate in nature, then analyses should continue to take into account the multivariate nature of the dependent variable (Dimitrov, 2009). In this session, a rationale for using discriminant analysis will be addressed to study multivariate measures in research. A conceptual understanding of multivariate statistics and when such statistics should be used will be provided.



Wednesday • 4:30-5:20 • Belmont B
Educational Session • ACES INFORM

Understanding Mixed Methods Research: Selecting a Design & Analyzing Data

Robert L. Smith

Brande' Flamez, Carolina Casillas

There is considerable interest in mixed methods research. Mixed methods designs provide the researcher with the opportunity to examine a vast amount of data when studying complex problems. Well designed mixed methods investigations have a high potential for publication, and are often sought by the most respected research journals. Counselors

and Counselor Educators will gain a greater understanding of mixed methods paradigms, and will be encouraged to conduct mixed methods research as a result of attending this presentation.



Wednesday • 4:30-5:20 • Belmont C

Educational Session • ACES INFORM

Coding Teams in Qualitative Research: How to Make Them Work

Jeffrey M. Sullivan

Haley Stulmaker

Qualitative research relies heavily on coding teams to establish reliability when uncovering emerging patterns and themes. When managed effectively, members of coding teams experience the freedom to explore emerging themes while experiencing the support necessary to disagree without feeling intimidated. This presentation will review strategies for effectively conducting qualitative data analysis using coding teams. Attendees will gain insight into selecting team members, using meeting time efficiently, and optimally organizing and communicating ideas generated through the coding process.



Wednesday • 4:30-5:20 • Magnolia B

Mentoring and Discussant Session

How to Develop and Solidify a Research Agenda

Casey A. Barrio-Minton

Heather C. Trepal, Kelly L Wester

This panel presentation is designed to discuss general thoughts, ideas, and perspectives around developing a research agenda. In addition, the majority of the session will be available for attendees to ask questions relating to this topic.



Thursday • 8:00-11:00 • TN Ballroom B
Pre-conference

Grantology 101: The Secrets that Professional Grant Writers Don't Want You to Know!



Thursday • 9:00-12:00 • Magnolia Boardroom
Ancillary

2011-2012 Executive Council Meeting



Thursday • 11:00-11:50 • TN Ballroom A
Ancillary

CACREP Table Talk

This session is open to representatives from CACREP and non-CACREP programs. Attendees will have the opportunity to pose standards- and policy-related and program specific questions to CACREP Board members and staff.

Educational Sessions • Thursday • 11:00-11:50



Thursday • 11:00-11:50 • TN Ballroom B
CSI Sponsored Ancillary

CSI Chapter Leaders Training

Jane Myers

Chi Sigma Iota leaders and interested members are invited to learn more about how to create active chapters, raise money and manage funds effectively, involve students and professional members, and plan effective workshops and training programs. CSI International officers will share information and strategies and networking opportunities will be emphasized.



Thursday • 11:00-11:50 • Belle Meade A
Educational Session

Understanding Long-Term Gay Male Relationships in the South: Implications

for Counselors, Counselor Educators, and Counseling Supervisors

John Marszalek

The presenter will describe the results of a qualitative study of 15 gay male couples in Mississippi who have been in sustained relationships of at least 5 years. After describing the relationship dynamics, factors that impact relationship satisfaction and sources of challenge and support for relationship persistence, including a couples' community, the presenter will encourage participants to discuss how challenges and supports for gay male couples may differ based on geographical locations.



Thursday • 11:00-11:50 • Belle Meade B
Educational Session

The Use of Expressive Arts in the Supervision Process

Leslie Jones

Natalya Lindo

Counselor Educators and supervisors can enhance the supervision process through the use of expressive arts. The use of art materials allows the student to grow not only in the understanding of their clients and the counseling process, but also personally. Attendees will explore the benefits of expressive arts as well as participate in an expressive activity in this experiential program.



Thursday • 11:00-11:50 • Belle Meade C
Educational Session

Career counseling in the Great Recession: Implications and interventions for assisting emerging adults in the college-to-career transition

Arie T. Greenleaf

Dramatic changes in the world-of-work brought about by the Great Recession mandate that career counselors and counselor educators stay abreast of how to most effectively intervene in the lives of

emerging adults. Using Krumboltz's (2009) Happenstance Learning Theory as a framework, the presenter will outline the rationale and methodology for a new positive psychology approach to career counseling - one that focuses on assessing and building psychological strengths associated with proactivity and resilience. The author will present on how career counselors and counselor educators can use this model to assist emerging adults in navigating the pitfalls associated with transition into the world-of-work.



Thursday • 11:00-11:50 • Belmont A
Educational Session

Integrating grief counseling in counselor education programs: Current practices and considerations for the future

Michael D. Hannon
Brandon Hunt

Counseling faculty agree on the need to prepare counselors for grief work. CACREP standards require programs address human growth and development, including "...transitions across the lifespan". Grieving is inclusive of such transitions. We will share themes in grief syllabi, and highlight how grief coursework can be integrated into existing curricula. Participants will also learn strategies and experiential activities for infusing grief counseling into their courses.



Thursday • 11:00-11:50 • Belmont B
Educational Session

Supervising School Counselors Beyond the Master's Degree: Implications for Ethical Decision Making and Professional Identity

Maria Buccilli

Although supervision for mental health licensure exists for professional counselors, it is absent in the field of professional school counseling. Many school counselors may seek supervision independently with the goal of becoming a licensed professional

counselor but that supervision often has little to do with the structure or dynamics of the school setting. This presentation will examine the ethical and professional implications for structured supervision of professional school counselors.



Thursday • 11:00-11:50 • Belmont C
Educational Session

Learning by doing: Facilitating deep and transformational learning through experiential activities

Kathleen M. Fallon
Patricia Goodspeed-Grant

Hands-on activities appropriate for new and seasoned faculty who want to incorporate experiential learning into their classes. Through interactive learning, attendees will discover benefits of this tool for creating self-awareness and uncovering assumptions, biases, and personal communication patterns that impact the therapeutic process. Explore ways to implement experiential learning in counselor education courses.



Thursday • 11:00-11:50 • Cheekwood A
Educational Session

Counselor Preparation for Lesbian, Gay, and Bisexual Issues in Counseling

Laura Boyd Farmer

Counselor educators and supervisors are responsible for cultivating the knowledge, attitudes, and skills that trainees need to work effectively with diverse clients. In this session, results of a research study examining counselor preparation to work with lesbian, gay, and bisexual (LGB) clients will be shared. Participants in the study included 556 counseling practitioners, counselor educators, clinical supervisors, and graduate students. The researcher examined personal, professional, and training experiences related to LGB counseling competence. Implications for counselor education and supervision will be discussed. The presenter invites attendees to share their own experiences with training LGB-competent counselors. This

research study was funded by the SACES Research and Best Practices Grant Award.



Thursday • 11:00-11:50 • Cheekwood G
Educational Session

Enhancing Emotion Regulation Through Emotional Intelligence: A Guide for Counselor Educators and Supervisors.

Keith Hill

Educators and supervisors see that powerful emotions like fear, sadness, anger, and frustration result in counseling trainees becoming confused, freezing, going blank, withdrawing, and engaging in non-therapeutic behavior with clients. This presentation utilizes current research on emotion regulation and emotional intelligence (EI) to illustrate how EI principles can guide educators and supervisors in enhancing the emotion regulation skills of counselor trainees while supporting goals and processes of counselor training and of interacting therapeutically with clients.



Thursday • 11:00-11:50 • Cheekwood H
Educational Session

A Comprehensive strategy for helping counselor educators design evaluation plans that are responsive to the expectations and requirements of the 2009 CACREP Standards.

M. Harry Daniels

Mary Alice Bruce, Charles F. (Rick) Gressard

Program excellence is a fundamental goal of CACREP accreditation. Program evaluation is the primary means that counseling programs use to insure program excellence. In this presentation three members of the Standards Revision Committee introduce a comprehensive, systemic evaluation plan (EP) that provides for the systematic assessment of program quality and student progress, and otherwise promotes program excellence.



Thursday • 11:00-11:50 • Hermitage A
Educational Session

Helpful strategies for teaching effective confrontation skills.*Alan Bakes*

This session will identify various strategies for teaching counseling students effective confrontation skills and will address student resistance and misunderstandings of the purpose and necessity of confrontation. Various theoretical approaches and interpretations of confrontation will be discussed in order to demonstrate what confrontation may look like through a variety of theoretical lenses. This presentation will assist counselor educators who teach counseling skill classes to look at how they teach confrontation skills and identify new strategies to help them teach these important skills more effectively.



Thursday • 11:00-11:50 • Hermitage B
Educational Session

Innovations in Teaching in Counselor Education: A Panel-ful of Ideas

Garrett J. McAuliffe

Ann Vernon, Toni Tollerud, Jamie Carney, Rick Myers, Janee M Steele, Kathie Crocket, Tim Grothaus

All counselor educators must teach. But the opportunity to share teaching strategies is rare. In this interactive session, eight leading counselor educators, and co-authors of the new ACES Handbook of Counselor Preparation, will share participatory, experiential teaching strategies and other innovations in counselor education. Audience members will be actively engaged in generating and critiquing these ideas. In addition, narrative approaches to counselor education and innovative means of assessing student learning will be shared.



Thursday • 11:00-11:50 • Magnolia B
Educational Session

A Social Networking Guide for Counselors and Counselor Educators: Exploring a New Cultural Paradigm

Jennifer Nivin Williamson

Daniel Williamson, Kathryn Russ

The growth of social networking poses a new challenge to the 21st century counselor and counselor educator as he or she attempts to be culturally aware of the role of social networking in society, the culture that exists within this cyberspace, and to act appropriately when posed with new ethical and supervisory dilemmas that emerge within this nebulous new convention. This presentation addresses the various forms of social networking and the ethical and supervisory dilemmas with clients, students, supervisees, and other professionals. It also seeks to explore potential benefits of this new way of interacting to help the professional to establish effective habits and to create and maintain healthy boundaries.

Poster Sessions • Thursday • 11:00-11:50



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 1

A Conceptual Framework for Counseling Across Cultures: Implications for Training and Practice

Courtland C. Lee

Denise Park

This session will present a conceptual framework for counseling across cultures that details the crucial themes that are the foundation of multicultural counseling competency and how they evolve over the course of a counseling career. Implications for counselor training and practice will be highlighted.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 2

Suicide: Come Get Your FREE CD with Lots of Information and Hundreds of Resources that Counselor Educators & Supervisors Need to Know!

Darcy Haag Granello

Paul F. Granello

Counseling students must develop strong suicide assessment, prevention, and intervention skills. Counselor educators need credible resources and information. This cannot be done in a typical 50 minute *Educational Session*. Therefore, please come by and pick up a free CD with hundreds of resources, including the latest information on evidence-based suicide prevention programs, assessment methods, strategies for intervention, bilingual resources, and legal and ethical obligations for counselors.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 3

Clinical Impairment: Revisiting Gatekeeping Policies and Procedures

Dorea Glance

Golden Fanning, Amber Koester, William Soto, Michael A. Williams, Sr., Thomas E. Davis

The goal of this experiential presentation is to re-emphasize the importance of clinical gatekeeping practices within Master's level counseling programs and to offer potentially useful information when considering such policies. Discussed during the course of the session will be our present findings regarding the existence and current practices of gatekeeping policies, the relevant literature examined, our data collection procedures, as well as implications and suggestions for future research.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 4

African American Parents and Child Discipline: Implications for Culturally Responsive Research

Carla Adkison-Bradley

African American parents employ a variety of disciplinary practices to fulfill their parenting objectives. Bradley (1998, 2000) found in her study of African American parents that African American mothers and fathers prefer “discussions with their children” to address problematic behaviors in their children. It has been established in the social science literature that disciplinary techniques used by African American parents are predicated on the age of the child and the context of the disciplinary episode. However, little is known about the sequence of disciplinary methods that specifically address repeated misbehavior in African American children. The combination and/or sequencing of disciplinary strategies have been an emerging discussion in the child rearing literature over the last twenty years. Yet, definitive studies or writings exploring the intricacies of disciplinary strategies utilized by African American mothers and fathers to address reoccurring misbehavior are virtually absent in counselor literature. Many African American scholars contend that this void is a direct result of African American parents being “under surveillance” by counselors and social work professionals who often perceive (when compared to White American norms) African American child rearing practices as strict, harsh and in some cases abusive (Bradley & Hawkins-Leon, 2002; Boyd-Franklin, 2003; Harris & Sklyes, 2008; McLoyd, Hill & Dodge, 2005; Roberts, 2002). Furthermore, due to what seems to be cultural bias, African American children are disproportionately represented among populations of children who have been removed from their families and placed in foster care (Bradley & Hawkins-Leon, 2002; Harris & Sklyes, 2008; Roberts, 2002). As a result, African American parents have been viewed as incapable of rearing their own children. Counselors are ethically bound to protect and advocate for the integrity and diversity of each family. Additionally, counselors

are also expected to respect a parent’s autonomy in child rearing. By providing comprehensive data concerning the disciplinary strategies used by African American parents, perspectives that suggest the incompetence of African American parents may be rendered invalid in terms of their utility in affirming the humanity of African American mothers and fathers. Thus, this presentation will identify and describe disciplinary methods used by African American mothers and fathers to address reoccurring misbehavior in African American children. Specifically, this presentation will discuss the findings from a recent study (using a mix-method research design) that collected and analyzed quantitative and qualitative data. Implications for teaching and conducting culturally responsive research will be discussed.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 5

Playing with reality: Teaching school counselors reality play therapy techniques.

Eric S Davis

Several interventions have been applied in schools to address student needs. One of the most successful has been reality therapy; however, a certain level of cognitive ability is required. The presenter posits combining the basic tenets of reality therapy with play counseling techniques to bridge the developmental gap for elementary school students. A qualitative research study was conducted to evaluate elementary school counselors’ perspectives of the techniques and their potential implementation. The results of the study and the techniques will be shared with the audience.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 6

Applications in Multicultural Social Justice Counselor Training: Classroom Without Walls

Fred Bemak

Rita Chi-Ying Chung, Diana Ortiz

This program provides a description and framework for counselor educators and supervisors to effectively train counseling graduate students how to become skilled multicultural social justice counselors. The program combines a description of the Classroom Without Walls (CWW) framework with participant discussion and an opportunity to develop personalized CWW projects that can be implemented within one's own university or work site.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 7

A Creative Learning Experience to Immerse Counselor Education Students in Understanding the Importance and Procedures of the CACREP Accreditation Process using the 2009 CACREP Standards

Jennifer L Murdock

Heather M. Helm, Diane Stutey, Aaron Henderson, Lisa Forbes, Molly Moore, Heather Dietz, Kylie Rogalla, Joel Givens

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.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 8

Training Pre-Service and In-service Counselors to Build Client-Family-Community Partnerships

Julia Bryan

Dana Griffin, Lynette Henry

Counselor educators embrace the important roles that counselors have in building partnerships with client and school stakeholders. Yet, there is a dearth of models for training counselors in partnership building. Presenters will share a partnerships process model, readings, experiential activities, and field experiences they use to teach school, family, and community counselors about collaboration and partnerships as well as successes and challenges they have met with their teaching model. Participants will share their own teaching strategies.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 9

Social Constructivist Pedagogy: Examining Gowen's four "Commonplaces"

Melissa Freeburg

The purpose of this presentation is to introduce the four key "commonplace" areas in academia as described by Gowen's 1981 book on Social Constructive Pedagogy. The areas of Teaching, Learning, Curriculum, and Governance will be explored. Participants will be encouraged to critically evaluate the entire system of learning and challenged to connect their current teaching practices with intentional and grounded pedagogy beliefs on how learning occurs.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 10

Student Learning Outcomes in Statistics Courses

Michelle Perepiczka

Richard S. Balkin, Joshua C. Watson

Presenters will highlight how to assess student learning and integrate findings into program development for statistics courses. Active discussion regarding common learning objectives, data collection, application of findings, challenges, and CACREP requirements will be integrated throughout the program.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 11

Is Supervision Faith-Blind?

Morgan Kiper Riechel

Deneen Miller, Shannon Trice-Black

Existing research indicates that faith-based matters are often overlooked in supervision. Yet faith-based matters are equally relevant to the supervisory relationship as to the counseling relationship, and hence shouldn't be ignored. Fortunately, addressing faith-based matters in the counselor-counsee relationship doesn't need to be uncomfortable. Come to this presentation to hear an overview of current literature on faith in supervision, to discuss potential barriers to integrating faith into supervision, and to learn tips for broaching faith-based matters.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 12

Non-linear Thinking in Counseling: A New Method for Teaching the Secrets of the Masters to Beginning Counselors

Paul R. Peluso

Counseling has been empirically shown to be effective. Yet many practitioners feel that they are unable to achieve success with many of their most difficult clients. Often practitioners feel that they

have not been taught everything that they need to know as students, and that there is a secret that they have yet to discover. The presenter will describe an approach that underlies all effective counseling, regardless of theoretical orientation, that maximizes effectiveness with clients. This presentation will help supervisors and counselor educators to better conceptualize and articulate their own non-linear thinking, and be able to use it to improve either their own practice of counseling or that of their students and supervisees.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 13

Reflecting As If (RAI): An Integrated Brief Counseling Procedure

Richard E. Watts

Amanda L. Healey

Reflecting "As If" (RAI), an integration of Adlerian and constructivist ideas, is a procedural expansion of the traditional acting 'as if' technique. Via discussion, demonstration and practice, participants will be introduced to the general RAI protocol and learn applications of RAI with diverse client populations and in various counseling settings, including supervision. This presentation will be useful for persons teaching various counseling courses (theories, techniques, practicum, etc.), as well as for supervisors in helping supervisees.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 14

Childs Play in Counselor Education: How We Supervise and Train Students in the Counseling of Children

Tricia K Brown

Working with children presents unique challenges in counseling. Supervising beginning counselors in their work with children does also. The number of children being diagnosed with mental illness and seen in counseling settings outside of school continues to rise. Marriage Couples and Family Counselors, Mental Health Counselors and

Community Counselors are asked to work with children as part of their practicum and internship. This program offers a way to learn about new research, share ideas on how to meet the needs of supervisees and reflect on our marvelous opportunity to shape lives from earlier than ever.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 15

Collaborative Consultation: An Effective Technique to Improve Counselor Efficiency

Ellen K. Slicker

Consultation is a technique that can provide more efficient use of counselor time through indirect, rather than direct, service delivery. The main goals of consultation are not only remediating the presenting problem, but also leaving the consultee (teacher, parent, or other helping professional) with new skills that can be used the next time a problem occurs. A practical model for collaborative consultation will be presented.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 16

Understanding Factors Contributing To Attitudes Toward Persons Impacted by Poverty: Counseling and Educational Implications

Eric M. Crumley

Emily S.H. Stafford

This presentation reports on the results of a research study that examined psychological, social, behavioral, and attitudinal variables relating to attitudes toward persons impacted by poverty. This includes consideration of attitudes toward persons living in poverty and perceptions of poverty status. Discussion will include research methods, measures, and overall findings. Findings will be considered in relation to advocacy, social justice theory and attitudinal theory. This includes educational and counseling implications and

recommendations for future research. Attendees will be given handouts addressing results and resources related to educational and counseling implications.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 17

An Examination of Parental Variables, Ecological Factors, and the Academic Achievement of African American Male Students

Erik M. Hines

This *Poster* presentation is a research study that examined the association among parental variables (e.g., parenting styles), ecological factors and the academic achievement of African American male high school students. One hundred fifty-three 11th and 12th grade African American males completed the Parenting Index (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) and a questionnaire developed by the presenter. Results showed that father's education level and two-parent homes are positive predictors of African American males' grade point averages while father expectations is a negative predictor of African American males' grade point average. Implications for counselor practice and research are delineated.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 18

2010 CACREP School Counseling Special Project: Results of a National Study

Tyler M. Kimbel

Emily Goodman Scott, Carol Bobby, Robert Urofsky

Attendees will gain knowledge from a 2010 national study conducted by CACREP. Data concerning school counseling licensure, credentialing, and professional trends within each state was gathered, analyzed, and narrated into a confidential report for the CACREP Executive Board. Presenters will now publicly share the results of that report. Research process highlights, results, current national trends, and recommendations for future research and

professional advocacy regarding the role/influence of CACREP in School Counseling will be presented to stakeholders of all levels.



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 19

Let's Discuss Working with Mandated and Difficult Clients

Felicia Pressley

Join the discussion on working with difficult clients. Share ideas on working with mandated clients and the court system. This program plans to identify strategies useful for working with difficult clients.

Roundtable sessions • Thursday • 11:00-11:50



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 1

Teaching Grief Counseling – Course Development Informed by Research and Practice

Anne M. Ober

Grief is a prevalent concern in counseling, but trainees often receive little to no training on the topic. Counselor educators that develop a course on grief must do so oftentimes with limited resources, a lack of standard objectives, and keeping in mind students' personal reaction to the topic. The facilitator will share resources from research and teaching on grief counseling. The development of a Grief Counseling course will be discussed including lessons learned and feedback provided by students. Participants are encouraged to bring resources to share in addition to questions.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 2

Internet pornography: addiction, obsession, compulsion, habit, harmless hobby or something else? How counselor

comfort, worldview and training can affect client outcomes.

Brad Hinman

What do Tiger Woods and Jesse James have in common? They sought treatment! Counselors need to be prepared to handle Internet pornography addiction as a topic in counseling in spite of perhaps having misgivings about its use and presence in society. Participants will review the current literature and see a lack of information available to help treat an addiction which has an effect on the brain that has been compared to cocaine. The relevant proposed changes to the DSM-V will be discussed.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 3

Once Upon A Time: Using digital storytelling in counselor education

Brandie Oliver

Tom Keller, Ron Goodman

This session will share the process and positive outcomes of using digital storytelling in counseling courses. Digital storytelling is an innovative tool used to assist counselors-in-training in their counselor identity development. Student feedback and digital stories will be shared to better understand the use of this technology within counselor education.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 4

Portfolios in School Counseling: From Program Assessment to Professional Development

Amy Milsom

Attendees will engage in discussion about the multifaceted ways portfolios can be used in school counselor education to the benefit of both students and faculty. Specific ideas will be shared for using portfolios to document and assess student learning

outcomes during counselor training as well as for students' future professional development. Participants will discuss different types of portfolio formats and the various kinds of artifacts that can be included. Examples of rubrics that can be used to assess artifacts included in the portfolio will be shared.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 5

Two Points of View with a Common Purpose: Program Directors Mentoring New Faculty Members and New Faculty Members Finding Their Balance

Caroline A. Baker

Mark Gillen

Assisting new faculty as they begin their employment out of graduate school is a tightrope walk for both the new faculty member and department faculty/staff. This program is focused on how to carefully craft a relationship from the viewpoint of a new faculty member and a department chair. New faculty attendees will take away practical ideas on getting off to a good start. Department mentors/supervisors will take away practical ideas on how to prepare for, and support a new faculty member.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 6

A Neurophilosophy of Good and Evil: Implications for a Social Justice Culture in Counselor Education

Adrian S. Warren

Claudia Rodriguez Kypuros

The presenters will share the “state of the art” in neurophilosophy literature on ethical decision-making and its implications for Social Justice. Change—even positive change—can be cataclysmic. How do we balance the need for macro-systemic change with our first task to “do no harm”? Come engage in dialogue and learn something to take

back to your students and supervisees. We promise to make you think!



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 7

Counselor Educators: training school counselors to be system thinkers

Jennifer Scaturo Watkinson

Cheryl Moore-Thomas

School Counselors work within complex organizational systems and understanding how those systems operate can prove valuable when initiating change. Drawing from the work of Senge (1990) case studies will be used to uncover how four, novice school counselors used system thinking to transform the way they practice to better align with expectations identified in the ASCA National Model. Common themes identified in these cases will facilitate discussion on how counselor educators can train school counselors to use system thinking to generate new ways of practice.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 8

Unlocking the Mystery of Minority Student Recruitment in Counselor Education Programs

Sibyl Camille Cato

Counselor educators across the country will attest to the fact that a diverse enrollment in their counselor education programs is valued and necessary. This program will explore issues behind minority student recruitment and retention in counselor education.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 9

Students Learn Best While Doing Good: Utilizing Community Service Projects In Counseling Classes

Ellen P. Cook

Students learn best by doing, and this type of learning need not be restricted to field placement settings. In this *Roundtable* discussion, I will describe how counseling students designed projects to help certain community agencies provide service to populations in need. The goal of this *Roundtable* is to stimulate discussion about ways to make learning real while contributing to service needs in the community. I will provide details of completed projects, then invite attendees to explore the benefits and challenges of this educational strategy.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 10

The Use of Film in Counseling Courses

George J Rashid

Counselor educators have considered using popular films (such as *A Beautiful Mind*) in the classroom. This *Roundtable* discussion will summarize recent journal articles that cover the use of popular films as a teaching tool. Discussion participants may comment on the advantages and disadvantages of using movies. Participants may choose to propose films that they think will be effective and may also relate their experiences with using film in a course.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 11

Pediatric Counseling: Developing Cross-cultural Competence

Jeff D. Wolfgang

Kimberly Frazier, Cirecie West-Olatunji

As counselors turn their attention to child-based counseling, there is a need to incorporate cross-cultural issues into clinical competence. Using Multicultural Counseling Theory (MCT), the presenters will discuss conventional approaches to providing clinical interventions for young children (ages 0-8yrs). Additionally, this session will introduce pediatric counseling as a culture-centered framework for working with culturally diverse young clients.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 12

Developing Research Questions: Using Interdisciplinary Techniques to Improve Research Questions

Jennifer J. Taylor

Graduate students can find it challenging to identify and refine quality research questions. Having an overview of the question development process, common pitfalls and a toolbox of critical thinking skills can be helpful. Case studies and examples will be used to explore techniques from market research, change management, and graphic facilitation to deconstruct hidden assumptions and describe the landscape of research questions. Proven protocols, graphic tools and tips will be shared.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 13

On Track: A Student Success Initiative

Jill M. Thorngren

Mark D. Nelson

This program outlines a student success initiative that partners graduate level counselors-in-training with undergraduate students to assess and enhance academic, personal/social and career development. Creating connections between counselor education programs and the broader university system will be discussed.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 14

Engaging Site Supervisors in Clinical Supervision Training: Strategies for Involving and Preparing Practitioners.

Jill R. Nelson

Brenda S. Hall, Amber Bach Gorman, Kimberly Halbur

According to the 2009 CACREP accreditation standards, site supervisors must have, "Relevant training in counseling supervision." The scope and depth of that training can vary immensely from

supervisor to supervisor. The purpose of this session is to share information about how counseling programs are meeting this requirement. The presenters will provide ideas for engaging site supervisors in counseling supervision training as well as encourage sharing of strategies from session participants.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 15

Yikes, My Classmate as a Counselor? A Model to Include Students in Gatekeeping Discussions

Jodi Bartley

K. Hridaya Hall, Gary Goodnough

The practice of gatekeeping is a necessary component in upholding the ethical standards of the counseling profession. Typically, gatekeeping policies and procedures are established and implemented by counselor educators. However, students often have a unique perspective into their classmates' ethical behavior and appropriateness for the profession. This presentation will outline some of the benefits to and challenges of including students in the gatekeeping process and present a proposed model that addresses these issues.



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 16

Enhancing Coordination and Consultation Skills of School Counselors-in-Training: A Model for Implementation

Kara P. Ieva

While not all counselor education programs have a specific consultation or coordination class designed for school counselors, this *Roundtable* discussion highlights two consultation/ and coordination activities that can be infused into an Intro Class, Techniques Class, Practicum and Internship, or the Coordination specific class. Additionally this discussion introduces a model of collaboration and consultation with graduates students within a College of Education (e.g., school counselors, school

nurses, school psychologists, administration, and higher educators).



Thursday • 11:00-11:50 • TN Ballroom DE
Roundtable 17

Best Practices: Teaching Clinical Skills in Field Courses

Kathryn P. Alessandria

Todd K. Whitman

Presenters will facilitate an interactive dialogue addressing challenges and successful strategies in teaching field courses. Challenges addressed may include: maximizing triadic supervision; dealing with difficult supervisors, supervisees, and site administrators; implementing technology to maximize supervision and instructional time, etc. Audience members are invited to share their challenges and successful strategies. Handouts will be provided.

Educational Sessions • Thursday • 1:30-2:20



Thursday • 1:30-2:20 • Belle Meade A
Educational Session

Bullying that occurs amongst faculty in counselor education programs: How do I cope with it and not join the game?

Harris Ty Leonard

Wen-Mei Chou, Faith Teel

This presentation will cover the occurrence of faculty bullying that occurs in graduate counseling programs. A national survey study regarding bullying in counselor education programs that was conducted by the presenters will be reviewed in conjunction with research regarding: (1) different types of bullying in organizations and counselor education programs; (2) repercussions of bullying for individuals and organizational health; and (3) healing and coping skills related to coping with bullying.



Thursday • 1:30-2:20 • Belle Meade B
Educational Session

“It wasn’t so bad!”: Group Work with Court Referred Teens

Denise L. Dominguez

James Robert Pulido, Erica Hargis, Kallie Rudisill, Sandra Lopez

Group work with court referred teens can be a daunting task for counselors in training (CIT's). The presenters facilitated a conflict resolution group at a community center to teenagers referred for truancy, fighting, and graffiti violations. This session will focus on strategies and lessons that were used based on counseling theory that include a didactic, experiential, and process component. An exploration of group member's thoughts and feelings will be shared. This presentation will provide an interactive experience.



Thursday • 1:30-2:20 • Belle Meade C
Educational Session

Overcoming the Stigmatization of Addictions: Implications for Teaching and Supervision

Mark T. Blagen

Does addictive behavior confuse, confound or anger you? Do you have difficulty supervising students who work with addicted clients? Are you looking for ways to help students to be more empathic toward those with addictions? A yes answer to any of these questions means this session is for you! You will learn how to assess degree and direction of bias toward addiction and you will learn experiential ways to lessen stereotypical thinking about addictions. This session will challenge the way you think, teach and supervise addictive behavior issues.



Thursday • 1:30-2:20 • Belmont A
Educational Session

An Informed Look at Viva Voce (Oral Examination) as Tool for Assessment and

Instruction in the Preparation of Counselor Educators

Rip McAdams

Derek Roberstson

“Viva voce” (oral) examinations are in use by a majority of Counselor Education doctoral programs in the United States; however, higher education literature offers little information about their rationale, method or impact, and literature in counselor education yields virtually nothing on the subject. The goal of this presentation is ensure that participants who are using or considering the use of “vivas” are well informed by current knowledge of their potential benefits and risks. Strategies for optimal use will also be examined.



Thursday • 1:30-2:20 • Belmont B
Educational Session

Introduction and Application of Intercultural Model of Ethical Decision Making in School Counseling

Melissa Luke

Kristopher M. Goodrich, Dennis Gilbride

This presentation will introduce the Intercultural Model (IM) of ethical decision making and explore how it can serve as a practical, user-friendly tool to help school counselor educators, school counselors, and those in training, meet these complex challenges. Attendees will have the opportunity to discuss a range of potential CRW dilemmas and to apply the IM to such case examples. Handouts and references will be provided.



Thursday • 1:30-2:20 • Belmont C
Educational Session

Embracing the Future of Counselor Education's Leadership Through the Mentoring of Our Underrepresented Leaders: What We Know, What We Do, What We Need to Do

Marie A. Wakefield

Katrina R. Harris, Dale-Elizabeth Pehrsson, Jeff Cook

There are multiple models for mentorship in academia; however specific components of mentorship are infrequently discussed. These components have significant implications for successful mentoring relationships. This is especially true for doctoral students and faculty members from underrepresented groups. A candid conversation regarding those concepts yet to be fully embraced within counselor education will be discussed. Lecturettes style, participant sharing, challenging introspection and compelling discussion will be the focus of the presentation.



Thursday • 1:30-2:20 • Cheekwood B
Educational Session

Effective Use of Online Discussion Forums in Counselor Education Courses

Heather Barto
John Addleman

Online discussion forums are an excellent tool for both broadening and deepening classroom discourse. Counselor educators can use forums to give the perspective of every student equal air time and guide students toward more complex ways of thinking about counseling. Attendees will learn practical steps for setting up and maintaining an online environment that is both safe and challenging for students. You will hear from faculty who have used forums in web-based and traditional courses to guide students through difficult discussions about class, culture, ethics, and spirituality.



Thursday • 1:30-2:20 • Cheekwood C
Educational Session

Beyond videos, overheads, and Power Points: The integration of 21st century technology in the college classroom.

Tracey Pritchard
Rita Schellenberg

The selection and use of technology to facilitate student learning in the college classroom will be emphasized. The attendees will experience a lively,

interactive session regarding the use of technology to enhance classroom instruction and management. Attendees will leave this session equipped with resources that they may integrate immediately into their college classroom whether it be a traditional, blended or online format. Some of the technology discussed will include, but not be limited to the use of social network sites, wikis, blogs, Prezi, Google Docs, Second Life, etc. The overall goal of the workshop is to provide strategies for the integration of technology to improve effectiveness of instruction thus accommodating diverse learning needs in the college classroom.



Thursday • 1:30-2:20 • Cheekwood E
Ancillary

ACES Awards Committee Meeting



Thursday • 1:30-2:20 • Cheekwood F
Educational Session

When It All Hits the Fan: Helping Counselors, Counselor Educators, and Supervisors Build Resilience and Avoid Burnout

Claudia Sadler-Gerhardt
Davia Stevenson

Being empathically present with the client exposes the counselor to the risk of secondary traumatization or compassion fatigue which results in mental, physical, and spiritual exhaustion or burnout. We often teach students and supervisees to avoid burnout, but it is more helpful to focus on how to build resilience in ourselves and our trainees. This workshop will provide information on burnout, as well as providing opportunity to learn strategies for resilience by experiential activities.



Thursday • 1:30-2:20 • Cheekwood G
Educational Session

**Strength based Family-School
Involvement Approach to School
Counselor Curriculum.**

Kacy Mixon
Isabel Thompson

Many school counselors in training lack confidence in working with diverse families. Research indicates there is an increased need for school counselors to effectively engage with diverse families to promote student success. This presentation shows how a strength-based family-school involvement approach trains school counselors to collaborate with diverse families and how to model this approach to other school personnel in efforts to connect with diverse families.



Thursday • 1:30-2:20 • Cheekwood H
Educational Session

**Counseling Children in Schools, Families,
and Community Agencies: Ethical Issues
for your Consideration**

Kristi Gibbs
Elizabeth O'Brien, Michael Hauser

Counselors working with minors will face ethical dilemmas more often than counselors in any other setting. Therefore, it is imperative that counselors regularly review ethical standards and grapple with potential ethical dilemmas. In this session we will present basic ethical issues, an ethical decision making model, and allow participants an opportunity to work through several case studies in small groups. If time allows, we will also answer specific ethical dilemmas generated by participants.



Thursday • 1:30-2:20 • Hermitage A
Educational Session

**Training Counselor Supervisors in the
Fundamentals of Performance Feedback:
Research Findings**

Veronica J. Motley

This *Educational Session* will present findings from an exploratory methodological study that examined practicum and internship site supervisors' and seminar instructors' feedback self-efficacy and the impact of a feedback training workshop. Implications will include best practices for counselor supervisor training. Recommendations for future research will also be offered.



Thursday • 1:30-3:20 • Hermitage B
Educational Session • Advanced Research Track

**A Swift Run Down the Winding Trail:
Grounded Theory Data Analysis for
Counseling Researchers**

Deborah Rubel
Stacey Carrillo, Louise Jorgensen

Counselors and counselor educators are often drawn to qualitative research approaches due to its congruence with counseling values as well as its appropriateness for many counseling and counselor education research questions. Grounded theory approaches to qualitative research have further gained popularity in counseling and counselor education research due to the availability of relatively detailed data analysis procedures and acceptance by counseling related journals. Nonetheless, those undertaking grounded theory and other qualitative approaches without adequate mentoring and support may be overwhelmed and flounder during the analysis phase (Rubel, Phillip-Green, Weigel, Hall, and Frye, unpublished research). Additionally, Kline and Farrell (2005) indicate that many reports of qualitative research related to counselor education, including grounded theory studies, are plagued by problems such as inadequate concept development and use of analysis methods that are inconsistent with the

chosen methodology. The purpose of this workshop is to provide participants with a clear theoretical and experiential pathway to sound grounded theory data analysis based on both post-positivist frameworks (Glaser & Strauss, 1967) and more constructivist frameworks (Charmaz, 2006; Corbin & Strauss, 2008). Presenters will provide definitions and descriptions of the key concepts of grounded theory data analysis illustrated by real-life examples, invite participation in activities that will add meaning to these concepts, and support participants as they analyze existing counseling-related data into theory using grounded theory procedures.



Thursday • 1:30-2:20 • Magnolia B

Educational Session

Teaching Group Courses Experientially

Matt Englar-Carlson

Jeffrey Kottler

There are many different models for teaching group counseling, among them structures that emphasize direct experience, both as leaders and group members. Whereas experiential group teaching is dynamic and exciting, it is not without significant challenges for students and instructors. This program will provide a format for teaching group that encourages deep exploration of personal and professional issues while safeguarding student rights and providing clear standards for informed consent. This structure of this session will be experiential and participants will present some of their own issues they might work on and then discuss challenges involved in experiential learning around these concerns. Throughout this process we will examine potential learning opportunities and ethical dilemmas that can emerge. Participants will share other teaching models and a consensus will emerge that incorporates input and feedback from participants.



Thursday • 1:30-5:20 • TN Ballroom A

Ancillary

ACES Department Chair's Pre-Conference Workshop

ACES Department Chairs Network

The ACES Department Chair's Network is sponsoring a pre-convention workshop. This workshop is designed for participants that are department chairs, program leaders, or aspiring chairs. Presentations include (in respective order): Software Packages for Chairs; Managing Difficult Faculty; Enhancing Professional Development (publications and presentations); Being a Leader; Budget and Finances; and Learning Outcomes and Assessments



Thursday • 1:30-3:20 • TN Ballroom B

Ancillary

Introduction to 2016 CACREP Standards Revision Process

CACREP

CACREP is beginning the Standards Revision process which will result in the 2016 CACREP Standards. Representatives from the newly formed Standards Revision Committee will provide information on the Committee's charge and the preliminary process through which the revision will occur. Information will be solicited from attendees in relation to the first phases of the process.

Poster Sessions • Thursday • 1:30-2:20



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 1

Supervision Beyond Walls: Enhancing Contemporary Counselor Training With the Assistance of Technology

Lori Soli

Erin Berry, Catherine Stower, DA Erickson, Linda Beeler

New technological advances have created exciting options for on ground and online supervision in Counselor Education. President Obama noted in his state of the Union address that all of America will become connected to the digital age within the next 5 years. As leaders in our profession we are called to do the same. This session's goals are to provide an overview of web conferencing (WC) in Counselor Education, show ways WC can be used with students, demonstrate how technology enhances learning, and provide participants a firsthand experience in a WC supervision session.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 2

Revisiting the ABC's: Counseling Children in Crisis

Clarrice Rapisarda

Children are witness to and part of increasing numbers of crises both at home, in the community, and in schools. Counseling these children may require different approaches than counseling adults in crisis. The goal of this program is to provide attendees with knowledge and basic skills for counseling children who are currently in or have been through crisis. Participants will learn common responses to crisis for children and techniques to address these responses during and after crisis.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 3

Supplemental skills: The "less-talked-about" counseling skills needed for working with traumatized children

Elizabeth (Bea) A. Keller

Children may experience trauma due to several experiences such as loss, abuse, frequent or inconsistent transitions, or larger systemic influences. However, sometimes childhood reactions to trauma leave new counselors-in-training baffled with how to most effectively work with the child client. While empathy, reflecting, and appropriate questioning may be a good start to a therapeutic relationship, when working with children experiencing traumatization, other "less-talked about" counseling skills can be equally, if not more, valuable to keep in mind. The goal of the current presentation is to introduce supplemental skills that are often overlooked in counselor training which can help encourage a helpful, supportive, and healing relationship for children experiencing traumatization. By bringing these "less-talked-about" supplemental skills to the forefront, counseling professionals may begin to see how they can integrate this skill set to their professional work or their counselor training.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 4

Using Supervision to Promote Cognitive Complexity and Prepare Culturally Competent Social Justice Advocates

Harriet L. Glosoff

Judith C. Durham, Jill E. Whittaker

Presenters will briefly discuss theories and practices related to cognitive complexity, an essential skill in the development of effective counselors, counseling supervisors, and advocates. They will offer concrete strategies to assess supervisees' level of cognitive complexity and interventions designed to promote self-awareness, higher order thinking, increased comfort with ambiguity and cognitive empathy, and

the development of culturally competent social justice counseling advocates.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 5

Risk Assessment Supervision in Counselor Education: Application of a Training Clinic Model, Current Practices, and Future Directions

Jean M. LaFauci Schutt

Monica M. Megivern, Maria T. Coyle

Suicidal (Foster & McAdams, 1999; Juhnke, 1994) and homicidal ideation, self-harming behaviors, and abuse (Etherington, 2000) are often encountered by counselors, but there is limited information on risk assessment supervision and crises procedures used in counselor education (Barrio Minton, 2010). The presenters will describe a supervision model used to assist students in working with risk issues and facilitate a discussion of techniques used to teach and foster risk assessment competence.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 6

Tarasoff Thirty-Five Years Later: A Fifty-State Examination of the Statutes and Legal Interpretations that Define the “Duty to Warn” for Mental Health Professionals

Lisa Chew

Thomas Foster

Tarasoff v. Regents of the University of California (1976) established a legal duty for mental health professionals to warn third parties of potential violent acts of clients. In the years since that decision, many states have created unique “duty to warn” requirements through statute and legal interpretation. This program will provide an overview of variations of “duty to warn” laws with a focus on preparing counseling faculty to teach their students about the laws in their respective states.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 7

The “need to knows”: Using technology to shape your classroom and the future of counseling profession

Marisa White

Whether you title it online education, internet based training, or technology enhanced learning, the fact remains that counselor educators are being required to use technology to disseminate knowledge. Through lecture, discussion, demonstration, and a take home resource guides, this education session will address the history of technology in education, technological delivery systems, benefits and concerns related to technology in counselor education, and innovative ideas about incorporating technology into counseling courses.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 8

Counselor Education: An African American Perspective

Mary Whitfield-Williams

Deneen Miller

While multicultural concerns are reported readily in literature, research regarding minority students’ experiences in counselor education programs is deficient. This session will explore Black Counselor Education graduate students’ experiences at a Predominantly White University and provide strategies to assist counselor educators in meeting their needs.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 9

Utilizing Narrative Evaluations in Counselor Education and Supervision

Peter Finnerty

Evaluation of students and supervisees has generally been through the format of grades and checklist-based inventories. Students often do not

receive descriptive feedback regarding their skills, development and possibilities for growth. Narrative evaluation can positively affect a student/supervisee's understanding of their development through thorough descriptive writings conducted by the instructor/supervisor. Participants will gain conceptual and research perspectives and utilize experiential activities to unlock the individual's narrative strengths to better serve a diverse student/supervisee population.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 10

The Clinical Residency Model: Preparing Counselors at a Distance

Robyn Trippany Simmons

Kristi Cannon, Tiffany Rush-Wilson, Jason Patton

This program will feature a discussion of a clinical skills residency in a CACREP accredited online counselor training program. The presenters will share insights into the successes and challenges in developing a face to face clinical skills training model within an online counselor training program. In addition, presenters will discuss how students who have developmental needs with respect to skill acquisition or comportment concerns are supported while attending the clinical skills residency.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 11

Disaster Mental Health and Crisis Counseling Instruction: Curriculum and Course Development

Roxane L. Dufrene

Lorraine M. Dinkel, Chantrelle D. Varnado-Johnson, Tamia Randolph-Alvarez, Walt Hammerli

This presentation will examine pedagogical techniques in disaster mental health and crisis intervention services. Based on the 2009 CACREP Standards, specific methods, strategies, and interventions used in disaster mental health and crisis counseling that should be included throughout a counseling curriculum or in

standalone course will be presented. Ethical considerations will be discussed within crisis and disaster settings.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 12

Positive Psychology and the CACREP Common Core

Nona L. Wilson

Bill Lepkowski

Positive psychology is a rapidly emerging field that studies human strengths and virtues (Sheldon & King, 2001). This workshop will propose a model for how Counselor Educators can infuse Peterson and Seligman's system of 6 (nearly) universal human virtues and 24 core human strengths into the CACREP Common Core (Peterson & Seligman, 2004). The presenters will offer specific strategies for integrating virtues and strengths into their courses, including the use of film, poetry, music, biographies of well-known historical figures, as well as students' own life stories.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 13

Theoretical Orientation and Discipline of Practice as Influences on Attitudes of Counselor Educators Toward Persons With Disabilities

Adrianne L. Johnson

Jody Fiorini, Jose Madonado

The increase in the enrollment of students with disabilities in counselor training programs requires counselor educators to continue their familiarity with the multicultural issues that emerge during the training experiences of students enrolled in counseling programs. This study explored the relationship between theoretical orientation and discipline/specialty and attitudes toward persons with disabilities among counselor educators. The results of this study heighten the awareness of potential factors which may influence attitudes among counselor educators during interactions with

disabled trainees, and will assist educators, CACREP coordinators, and other stakeholders of the counseling profession in understanding the need for sensitivity to, and appropriate assessment of, variables which contribute to the learning experiences of disabled students in counseling and counselor education programs. This information also generates directions for future research in the area of disability issues and attitudes and counselor educator awareness of multicultural competency. Handouts will be available.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 14

Knowledge, Skills, Practices and Attributes that are Necessary for Leadership Roles in Counseling: Delphi Study Results

Ali Wolf

The CACREP Standards document leadership as an essential part of counselor development. The importance of leadership for the profession is clear and there is a need to understand what knowledge, skills, practices and attributes (KSPAs) are necessary for leaders. This presentation will share the results of a Delphi study in which an expert panel came to a consensus of the KSPAs that are necessary for leadership roles in counseling. Results will be presented with a discussion on how the KSPAs can be utilized to inform the practice of leadership development in counseling education.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 15

Counselor Trainee Attachment Style, Perfectionism, and the Working and Supervisory Alliances

Erin West

Philip Gnilka, Randy Moate, Amie Martin, Julie Lineburgh, Debra London

In this presentation, results of an empirical study will be discussed that focused on Master-level

counselor trainees currently enrolled in practicum/internship experiences. Participants completed online surveys to assess how different forms of perfectionism and attachment styles explain the working alliance and supervisory working alliance. Implications and case examples for counselor training, supervision, and future research will be discussed.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 16

Unifying the parallel process in clinical supervision: Motivational interviewing as a supervisory intervention

Amanda Giordano

The program is designed to foster discussion pertaining to parallel process in counseling supervision and the use of motivational interviewing (MI) as an effective intervention. Through lecture and case examples, attendees will be able to identify parallel process in supervision as well as utilize MI techniques in order to navigate the experience.



Thursday • 1:30-2:20 • Tennessee Lobby A
Poster 17

Emotionally Focused Family Therapy: A Case Study in Domestic Violence

Amanda Grieme

Kenny Sanderfer

This workshop is geared towards both practicing professionals and marriage and family therapy students. Participants will be provided with an overview of emotionally focused therapy, as well as how this approach specifically works with families. Emotionally focused family therapy has its foundation in attachment, with the goal of establishing both protection and nurturance among family members. Following an overview of emotionally focused family therapy, participants will learn about specific interventions used within this treatment approach. Not only do these interventions occur within family sessions, but also

during sessions between family dyads. Participants will get a feel for the interventions by case illustrations and transcripts. Specifically, a case study in domestic violence will be presented.

Round Table Sessions • Thursday • 1:30-2:20



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 1

Counselor Education in The Future: Supply, Demand, Trends, and Preparation

Casey A. Barrio Minton

Jane E. Myers, Maggie G. Morganfield

In response to 2009 CACREP Standard I.W.2 regarding faculty members' professional preparation and identities, many have asked whether the supply of doctoral level counselor educators will meet the demand in the year 2013 and beyond. Presenters will report results of an ACES-supported study to address this question, facilitate discussion regarding implications, and identify concerns and research needs to inform both the profession and the standards revision process in the future.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 2

Advocacy in Times of Financial Adversity: Practical Strategies for Counselor Educators and Supervisors for Promoting School Counseling at State, District, and Building Levels when Budgets are Tight

Cher Edwards

Kim Reykdal, Melissa Gombosky, Jenny Morgan, June Hyun

Presenters will: provide strategies based on best practice recommendations and "tried and true" strategies related to the expertise of the presenters, facilitate discussion and sharing of strategies used by others that have worked well, demonstrate and



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 3

From Brick and Mortar to Click and Save: The Changing Face of Counselor Education and Supervision

Cheri Meder

Teresa McCartney, Mark Manzanares

Counselor education and supervision training programs are shifting toward the integration of course delivery in an online format to increase accessibility for students from diverse backgrounds and locations. As counselor-training programs adapt to meet societal needs for academic and practical service delivery, we are faced with the need to adjust our historically exclusive delivery practices. The development and integration of technologically relevant pedagogical practice is a professional imperative along with a CACREP requirement. This program provides participants with a range of teaching strategies from; online classroom community building, the electronic assignment submission process, and group work. Counselor educators will learn strategies that address the new online learner within a variety of pedagogical practices.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 4

The advantages of project based learning for promoting real world learning opportunities in counselor education programs

Chloe Lancaster

Bryon Pickens, Richard K. James

The purpose of this presentation is to explore the advantages of project based learning (PBL) in counselor education. Recent studies have

illustrated the need to establish training environments that better approximate real world conditions. Presenters will demonstrate how PBL can be integrated into most core and co-curricula courses to expand real world learning experiences. A PBL module implemented in an advanced doctoral group class is used as case study to illustrate how this pedagogical tool can foster curriculum enrichment, professional skill development and personal growth.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 5

White counselors' cross-cultural practice: Considerations of cultural safety

Alastair Crocket

What are the influences that shape cross-cultural practice by counselors who are identified as part of a dominant cultural group? This presentation offers insights gained through research with experienced white counselors in New Zealand who had strong commitments to culturally appropriate practice. Despite experience and commitment, each faced significant restraints in their practice: social justice discourses both enabled and restrained their practice. This presentation focuses primarily on effects of a cultural safety discourse, and associated discourses.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 6

Counselor Educators Advocating for School Counselors

LaWanda Edwards

School counselors are faced with numerous non-guidance duties, which prevent them from participating in counseling duties. It is important that counselor educators educate superintendents, coordinators, and principals of appropriate guidance duties and how a fully implemented guidance program help all students to be academically and socially successful. This presentation will help counselor educators to gain

valuable information to advocate for school counselors and exchange current practices with other participants.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 7

Merging Community and Mental Health Counseling Emphasis Areas: Issues and Opportunities for the Profession

Elizabeth A. Mellin

The 2009 CACREP standards combine Community Counseling (CC) and mental health counseling (MHC) into one shared area, Clinical Mental Health Counseling. The new emphasis area merges the philosophical orientation of CC (viewing the person within their environment) with the clinical focus of MHC. It remains unclear, however, how CC and MHC will develop a shared professional identity. Those questions along with additional issues surrounding professional organization (e.g., ACA division, journals, etc) and opportunities for strengthening the profession will be explored.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 8

How Mental Health Professionals Experience Trauma during Crisis Intervention at Residential Mental Health Agencies: a Heuristic Inquiry

Erik Braun

The purpose of this qualitative pilot study is to illuminate the potential trauma mental health professionals experience during crisis intervention. Two participants were interviewed, and the researcher produced self-reflexive arts-based data. Out of the 14 themes that were identified, "critical incidents," "healthy coping skills," and "unhealthy coping skills" were the most noteworthy. This study may potentially help residential counselors guard themselves from being traumatized by critical incidents.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 9

A Framework of Multifaceted Approaches to Multicultural Training

Ginger L. Dickson

Brett Shumway

An empirically derived integrative framework of effective multicultural training will be presented. Corresponding training activities/assignments that can be used in part or in their entirety to promote multicultural competencies will be outlined and discussed. Counselor educators will leave with a unified resource that can be adapted to meet the unique training needs of their students.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 10

Use of Onsite Training Clinic to Promote Counselor Preparation Opportunities: Lessons Learned

Jo Hittner

Mary Fawcett

Presenters will provide a comprehensive review of the literature on current trends in onsite training clinics and share a narrative on their five-year journey in the planning and implementation of a training clinic in their counselor education program. They will share the good, bad and ugly about how to develop an onsite training clinic that is housed in a counselor education department. Discussion will include: operation and function, supervision coverage and budget concerns.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 11

Facing an Uncertain Future: How One CACREP-Accredited Counselor Education Program Addresses Hiring Freezes, Administrative Upheaval, Squabbling Unions, Looming Re-Accreditation, and a Fiscally Insolvent State System

Julia Champe

Muthoni Kimemia

Join us for a lively *Roundtable* discussion about how the faculty of one nationally-accredited counselor education program is weathering the uncertainty brought about by state and national economic crises. The presenters will give a brief description of challenges currently affecting program stability, and student and faculty well-being. We look forward to hearing from colleagues with similar challenges and sharing strategies for advocacy at the university and state levels, program transparency, student involvement, and creative faculty coping methods.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 12

Diversity in the Classroom from the Educators' Perspective: A Cross-Generational Exploration

Adrian S. Warren

Joyce Peavy

Diversity education in higher education has often focused on the inclusion of various student groups and the dismantling of prejudices. Most frequently, professors focus on the populations that students will be working with. Little attention has been paid to the marginalization professors may experience at the hands of their students or departments. The presenters will address experiences of ageism, sexism, heterosexism, racism, resiliency, growth, and challenges for the future of education.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 13

Is impairment the correct terminology for counselor educators and supervisors to use in gatekeeping and remediation?

Kathleen A. Brown-Rice, MS, NCC, LPC, LCAS-P
Susan Furr

Have you heard of the American Disabilities Act Amendment of 2008? Do you understand the potential implications this amendment may have for educators and supervisors when using the term impairment in gatekeeping and remediation? This presentation will provide you with knowledge regarding the latest literature concerning the potential risks of utilizing the term impairment when defining competency concerns of students and supervisees. Further, the use of alternate terminology will be explored.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 14

The remediation of students in counseling graduate programs: Behaviors displayed by students which need remediation

Kathryn L. Henderson
Thelma Duffey

The results of a national study will be presented on ACES members' perceptions of the behaviors displayed by counseling students which require remediation. The outcome of a factor analysis of the student behaviors which can be remediated will be examined along with group differences. The ethical and legal considerations surrounding remediation also will be reviewed and implications for practice will be discussed. This study was supported by an ACES Research Grant Award.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 15

Navigating Peace: Preparing counselors for bully prevention, conflict resolution and social justice work with children.

Kristina A. Peterson
Dennis A. Frank

This seminar introduces participants to the broad field of conflict resolution education including social and emotional learning, anti-bullying programs, restorative justice programs, and bias awareness programs. It provides participants with examples of activities and programs and encourages them to consider how they can support these programs as professionals in counseling and counselor education.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 16

Using Loving Kindness Meditation to Be with, Engage and Transform Difficult Emotions.

Laura Cunningham

Loving Kindness Meditation(LKM) provides useful concepts and meditation techniques to assist clients struggling with difficult emotions. Participants will learn, experience, and discuss Tonglen meditation and the concept of 'Shenpa' based from Pema Chodron's work (2002), *The Places that Scare You: A Guide to Fearlessness in Difficult Times*.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 17

The challenges of answering to multiple accrediting bodies in Counselor Education

Todd Whitman
Kathryn Alessadria

Counselor education is at a crossroads as it enters a new era of outcomes measurement. Programs in

counselor education face the scrutiny of multiple accrediting bodies and state-level organizations like Departments of Education, and meeting the myriad requirements may be challenging and difficult. Changes to curriculum, program structure, hours, and resource allocation are the inevitable consequences to answering to so many disparate parties. This round table discussion will provide a forum for counselor educators to outline and describe how they have met these challenges and provide an opportunity for sharing and idea generation.



Thursday • 1:30-2:20 • TN Ballroom DE
Roundtable 18

Portfolios in School Counseling: From Program Assessment to Professional Development

Amy Milsom

Attendees will engage in discussion about the multifaceted ways portfolios can be used in school counselor education to the benefit of both students and faculty. Specific ideas will be shared for using portfolios to document and assess student learning outcomes during counselor training as well as for students' future professional development. Participants will discuss different types of portfolio formats and the various kinds of artifacts that can be included. Examples of rubrics that can be used to assess artifacts included in the portfolio will be shared.

Educational Sessions • Thursday • 2:30-3:20



Thursday • 2:30-3:20 • Belle Meade A
Educational Session

Psst, Can You Keep a Secret? Preparing Confidential Counselors in the Age of Digital Disaster

Timothy D. Baker

In a world where typewriters gather dust in museums and VCRs languish at yard sales, faculty

supervisors can be haunted by the “Facebook” dream-a nightmare unfolding if trainees’ digital case notes or counseling videos became posted online. Electronic storage has new risks and responsibilities; are you prepared to model the digital confidentiality skills your supervisees require? This presentation demonstrates a range of no-cost or low-cost technologies for securing confidential information. FERPA, HIPAA and the ACA Ethics are discussed throughout.



Thursday • 2:30-3:20 • Belle Meade B
Educational Session

Solution Focused Supervision: Removing Barriers for Optimal Growth

Yvette Castillo

Melodie Frick, Mary Mayorga

Solution Focused Supervision (SFS) has multiple benefits as it recognizes the strengths and successive approximations of supervisees’ growth and progress. SFS interventions not only encourage the validation of the developing counselor’s paradigm but also reinforce a parallel and respectful relationship. This seminar presentation will educate the audience about SFS and ways in which supervisors can incorporate SFS applications into their practice and theoretical framework. Case examples, role plays, and SFS application experiences will be provided as will useful resources that can be added to any supervisor’s tool kit of effective practices.



Thursday • 2:30-3:20 • Belle Meade C
Educational Session

Ethical Issues in Clinical Supervision

Robert Haynes

Patrice Moulton, Michelle Muratori, Gerald Corey

Presenters will share their own personal perspective on clinical supervision with an emphasis on ethical issues in the supervisory process. Some of those issues are informed consent, multiple roles in the supervisory relationship, maintaining competence

as a supervisor, and the gatekeeper function which often involves working with impaired supervisees.



Thursday • 2:30-3:20 • Belmont A
Educational Session

Teaching Career Counseling? These Strategies and Resources are for you!

Kathy Evans

Kevin Glavin, Tracy Lara, Varunee Faii

Sangganjanavanich, Mei Tang, Carlotta Willis, Byron Walker

Teaching career development may present challenges to counselor educators. This presentation assists counselor educators to create fun and engaging learning environment to facilitate students' interest and understanding in career development. Strategies will be demonstrated and resources will be provided to enliven your courses.



Thursday • 2:30-3:20 • Belmont B
Educational Session

Teaching about pregnancy and child loss: Content and pedagogical concerns

Amber Schoepke

Renae Reljic

Professional counselors will see clients who have or are currently experiencing the psychological effects of a pregnancy or child loss. It is imperative that students be trained to deal with the associated grief effectively. The objectives of this presentation are to increase awareness of the affects of pregnancy and child loss, as well as provide pedagogical tools for helping our students gain information and develop empathy and understanding for what these clients need.



Thursday • 2:30-3:20 • Cheekwood A
Educational Session

Measuring Student Learning Outcomes with Course Embedded Signature

Assignments Linked to the 2009 CACREP School Counseling Program Standards

Rita Schellenberg

Justin Silvey

The 2009 CACREP Standards strengthened requirements to measure Student Learning Outcomes (SLOs) in specific program areas, including demonstrating how students are able to transfer knowledge into practice. This presentation aids counselor educators in tying school counseling specialty CACREP Standards to specific signature assignments within the school counseling courses for continuous, systematic evaluation of SLOs. A syllabus will be provided, and a resource will be identified to supplement classroom instruction and aid students in mastering school counseling specific CACREP competencies.



Thursday • 2:30-3:20 • Cheekwood B
Educational Session

Fact or fiction: Popular literature and women's search for self

Amy Bigbee

L. Marinn Pierce

Women have unique experiences often shared through the telling of one's story. Given this, bibliotherapy provides a unique means of supporting female clients' self-defined growth and wellness. Although bibliotherapy has often focused on self-help materials, this presentation proposes using fictional literature to assist women. Participants will gain an understanding of the theory behind bibliotherapy specifically within the context of wellness and human development. Also practical resources and hands on experience will be provided.



Thursday • 2:30-3:20 • Cheekwood C
Educational Session

Helping the Helpers In Real Time: Best Practices for Training with Live Supervision

Michael M. Morgan
Kristin Douglas

If you use live supervision, this workshop is for you. Come learn multiple strategies for enhancing learning through live supervision. These come from our experiences as counselor educators, as well as from recent research. We will combine presentation and lively discussion with an experiential activity to help participants identify strategies they can use in their own work to maximize learning in live supervision. Many of the ideas also apply to group supervision of recorded sessions.



Thursday • 2:30-3:20 • Cheekwood D
Educational Session

Pre and post-operative counseling needs of the bariatric surgery patient: A practical treatment guide for counselors and other mental health professionals.

Maura Krushinski
Thomas Petrone

The prevalence of obesity in the United States has increased at an epidemic rate. Recent surgical approaches provide safe and effective options to non-surgical weight loss interventions. Bariatric surgery achieves the weight loss necessary to improve or prevent the development of significant medical and emotional conditions and improve quality of life. This seminar will provide an opportunity to learn the counseling and behavioral issues frequently presented and obtain a solid grasp of the professional and ethical issues that arise in the treatment of bariatric surgery patients.



Thursday • 2:30-3:20 • Cheekwood E
Ancillary

ACES Financial Investments Committee Meeting



Thursday • 2:30-3:20 • Cheekwood F
Educational Session

Restoring the creative spirit: The use of poetry in counselor training

Teresa J. Haase
David Glanzer

Poets offer to humanity their understanding of the struggles and triumphs of the human experience. An overview of how poetry can be integrated in all core counseling classes will be presented and participants can expect to read, discuss, and participate in creating individual, as well as collaborative poetry. In addition, participants will be invited to consider how as leaders and helpers, we ourselves need to attend to the restoration of our creative spirits and poetry serves just this purpose.



Thursday • 2:30-3:20 • Cheekwood G
Educational Session

The Continuum of Conflict and Control: Applications for Supervision and Practice

Ryan G. Carlson
Matthew D. Munyon, Andrew P. Daire

Violence within relationships has typically been perceived as resulting from power and control. However, researchers have identified typologies of relationship violence that has implications for the supervision and practice of couples counseling. A training model, the Continuum of Conflict and Control (Carlson & Jones, 2010), has been developed to aide counselor educators and supervisors in identifying typologies of relationship violence.



Thursday • 2:30-3:20 • Cheekwood H
Educational Session

SUPERVISION: A Doctoral Student Training Model

Tracy Calley
Rochelle Cade

Supervision within counselor education programs is a vital and defining component to our profession. Doctoral students begin the supervision process

with minimal formal training and in some cases an insufficient knowledge base (Gardner.1995). As doctoral students graduate into a supervisory role, they tend to be faced with many unanswered questions and seek methods to assist students. This presentation explores doctoral student experiences and introduces an innovative SUPERVISION model in order to improve transformative learning within counselor education programs.



Thursday • 2:30-3:20 • Hermitage A
Educational Session

Effectively Negotiating Distance Learning: Best Practices in On-line Counselor Preparation

Kelly Coker
Matthew Buckley

Teaching in an on-line environment poses distinct challenges and opportunities for both instructors and students. The presenters, a core faculty member and administrator in a fully on-line CACREP accredited counseling program, will share their collective experiences in developing, teaching in, supervising in, and administering on-line counseling programs. Discussion will focus on recent and relevant research in the field regarding on-line counselor education, best practice tips for on-line instructors and on-line counseling students, and innovations and opportunities in on-line



counselor preparation.
Thursday • 2:30-3:20 • Magnolia B
Educational Session

From Doc Student to Assistant Professor: Getting a Doctorate, Job, and Surviving!

Erika R. Nash
Ian Martin, Dixie Meyer

You are almost done with the doc program or you finally have "Dr" in front of your name. You have done plenty of research and teaching as doc student and are confident about becoming an assistant professor. Many students view finishing their program as the biggest hurdle—and are surprised when their first faculty job is a bigger challenge than

anticipated. This session will provide advice, support, and real information from assistant professors about: 1) finishing a doctoral program; 2) finding and getting a faculty position; and 3) transitioning and surviving as an assistant professor.

Poster Sessions • Thursday • 2:30-3:20



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 1

Increasing Cognitive Complexity through Writing with Counselor Education Students.

Diane M. Clark
Kevin Freeman, Tita, Green, Kenika Holloway

Based on research, this interactive session directly addresses pedagogical methods that increase cognitive complexity in graduate student written work. A model for teaching increasing complexity in written expression by counselors-in-training will be presented and practiced. Participants will leave with a copy of the teaching model, as well as numerous ideas to increase their ability to increase writing skill and inspire their students to participate in writing efforts while still in their training program.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 2

Being an Agent of Change Within the Academy: An Imperative for Counselor Educators

Holly Thompson
Nithyakala Karuppaswamy

Being an agent of change within the academy can be a challenge. If you find yourself struggling as you work towards tenure and/or promotion, and frustrated with the maintenance of the status quo then you do not want to miss this presentation! Presenters will provide concrete examples of ways

to utilize your position as counselor educator to promote institutional change.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 3

Using the TABER Technique to Help Counseling Students Develop Confidence and Skills

Joffrey S. Suprina
Chinwe Williams, Denise Rosario

Program Summary: Developing counseling skills and confidence in counseling students can be challenging. Incorporating the TABER (Therapeutic Alliance Building Early Recollection) technique with students in counseling skills classes helps build student confidence while helping them develop the therapeutic relationship. This *Poster* session provides information about teaching the TABER technique to students to promote their professional development.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 4

Utilization of Second Life as A Play Therapy Training Modality

Julie Robinson
Jill Packman

The crisis in children's mental health services includes the need for more developmentally-responsive interventions like play therapy. Best practice in training play therapists includes a hands on opportunity with children in a playroom while under supervision of a trained play therapist. Opportunity for such an experience becomes more difficult with the current trend in counselor education to online & hybrid courses. Attendees will have the opportunity to experience a virtual playroom environment which allows for counselor-trainee avatars to interact with faculty "child" avatars



Thursday • 11:00-11:50 • Tennessee Lobby A
Poster 5

Training Counselors to Use Brain Wave Biofeedback: Integrating Neurofeedback into Counselor Preparation, Supervision, Research, and Practice

Jane E. Myers
J. Scott Young, Todd F. Lewis

Neuroscience is the new frontier in counseling, with brain wave biofeedback a primary and accessible means of application. A data base of information gathered from more than 50 counselor trainees' participation in brain mapping will be presented. This will include comparisons of brain mapping data with clinical assessments of participants in relation to wellness and pathology, using data obtained through paper and pencil assessments. Implications for counselor preparation, supervision, research, and practice will be discussed.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 6

Trauma-related Supervision in Master's and Doctoral Counseling Programs: Research and Reality

Lisa Lopez Levers
Elizabeth M. Ventura

Trauma is a ubiquitous clinical issue, yet there has been little clinical, pedagogical, or supervisory focus in counselor education programs. In this session, the presenters problematize the issue, examine related CACREP Standards, identify existing literature, provide the results of their research with doctoral supervisors and master's practicum students, and invite participants to engage in this discourse as a means for developing best supervisory practices associated with trauma counseling.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 7

Acculturating to the Role of Tenure-Track Assistant Professor: A Family Systems Approach to Joining the Academy

Lisa M. Hooper

Joy J. Burnham, Vivian H. Wright

The presenters' primary aim is to demystify the tenure and promotion process. Additionally the overall goal is to provide practical steps, tools, and a theoretical framework that may aid in this complicated and emotional-laden process: the trajectory toward earning tenure. The "how to" information that will be provided is essential for those seeking tenure or promotion and graduate students planning an entrance into academia.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 8

Doctoral students as practicum supervisors: Building trust in the supervisory relationship

Morgan Kiper Riechel

Ki Chae, Deneen Miller, Joey Kayanan, Derek Robertson

This presentation will discuss the findings of a qualitative study examining ways trust can be developed between doctoral-level supervisors and their masters-level supervisees in order to: (a) improve supervisory relationship's effectiveness, and (b) enrich the supervisory experience for both parties. Presenters will also discuss the pros and cons of using doctoral students (vs. faculty members) as supervisors, and will outline trust-building techniques specific to doctoral-level supervisors.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 9

Evaluating Counselor Professional Performance Fairly

Patricia Henderson

Elias Zambrano

This session will assist participants interested in providing supervisees with fair evaluations. Presenters will propose supervisors' use of performance standards and judicious use of power bases in their relationship to supervisees. Presenters will demonstrate a process for connecting supervision with evaluation that includes data gathering and professionalism assessment. Presenters will also demonstrate how to effectively communicate performance evaluation results to supervisees and to use those results for professional development action planning.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 10

Use of Outsider Witness Practices to Enhance Counseling Students' Clinical Training in Couples and Family Work

Shawn Patrick

John Beckenbach

This program introduces the use of Outsider Witness practices in training counseling students. This practice as developed by Michael White (2007) utilizes a particular form of reflecting team to provide a community context for clients to share preferred stories. We will describe how we have adapted this process to aid in the training of counseling students to work with families and to enhance students' ability to conceptualize systemically. This program will be interactive in nature, allowing attendees to observe the practice and participate in a mock demonstration.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 11

Research Integrity in Counseling: Ethical Research from the Inception of the Research Idea to Publication

Kelly L Wester

Laura Welfare

Ethics has always been a topic discussed throughout counseling and counselor education; however, most of the information focused on is ethics related to

clinical practice. Rarely does counseling research ethics get discussed or addressed in courses or textbooks. Attendees will be provided with an overview of research ethics, examples of egregious and gray-area ethical situations, and methods of training research ethics to students.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 12

Moral Distress Within the Counselor-Supervisory Relationship

Simon Nuttgens

Moral distress, an ethical concern that runs across many health professions, is described as the experience of knowing the morally right thing to do, yet not doing it due to personal, social, or institutional constraints. For interns, moral distress can resemble the old adage, “do as I say, not as I do”. Within the supervisor-intern relationship moral distress can foster disconnection, distrust, and isolation. In this presentation I discuss the theoretical and empirical foundations of moral distress, its impact on counselling interns/practicum students, and practices that help address this concern such that connection and safety thrive in the supervisory relationship.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 13

Expanded Safety Planning: How Counselor Educators Can Train Students to Address Safety Issues with Clients Impacted by Family Violence

Lori Notestine

Christine Murray, Laura Jones, Catherine Higgins-Johnson, Evette Horton

Family violence is a serious and common problem among many counseling clients, and it involves numerous emotional and physical safety concerns. This program will provide an overview of the safety considerations involved in experiencing family violence and examples and limitations of typical approaches to safety planning in counseling

settings. The presenters will share an innovative approach to expanded safety planning that addresses longer-term safety risks and emotional safety. Participants will learn training strategies for increasing students’ competencies in safety planning with survivors of family violence.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 14

Mentoring that works! Understanding the needs and challenges of foreign students through faculty-student mentoring

Atsuko Seto

Nancy Forth, Chieko Koyama

What are the characteristics of exemplary cross-cultural mentoring relationships? What unique challenges do the students from other countries face during Practicum and Internship experiences as well as in exploring post-degree options? This presentation, consisting of a panel of counselor educators and international students, addresses how faculty-student mentoring can support and guide these students in their degree work and launching their career as a counselor within or outside the U.S.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 15

Content Analysis of CESNET-ListServ

Tiffinee Hamilton

Victoria Lang, Edward Neukrug

This presentation will summarize research examining the usefulness of the listserv CESNET, identify cutting edge issues, and illuminate trends. The results can be used to identify areas that appear most critical to counselor educators and supervisors and to make suggested changes in the future use of the listserv.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 16

Recognizing and Treating Secondary Traumatic Stress in Military Spouses

Andrea Bjornestad

Grace Ann Mims, Matthew Mims

Considering the Department of Veterans Affairs has issued qualification standards formally recognizing licensed professional counselors as mental health specialists within the VA, it is critical for counselor educators to prepare counselors to meet the treatment needs of veterans and their families. The purpose of the program is to provide a systemic perspective regarding the development of secondary traumatic stress symptoms in military spouses and suggestions related to curriculum development.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 17

Self Reported Trauma Symptoms in Women who have Experienced a Neonatal Loss and Attachment to a Higher Power as a Resource

Candace M. McLain

The trauma of early neonatal death and its mental health effects on mothers are of concern within the Counseling health and medical health fields (Armstrong & Hutti, 1998; Clark-Callister, 2006; Lundqvist, Nilstun, & Dykes, 2002). Little is known about the long-term phenomenon of trauma associated with early neonatal loss for women, or how one's attachment to a Higher Power may influence trauma symptomology. What is apparent is that with respect to early neonatal death, a woman experiences a phenomenon that has lasting psychological, emotional, and physical effects (Armstrong & Hutti; Clark-Callister & Krakovsky; Robertson & Kavanaugh, 1998). Counselor understanding coupled with mental health early interventions for mothers who suffer neonatal loss may facilitate mental health improvements and preventative care which can assist in achieving

healthy subsequent healthy pregnancies while assisting in overall mental well being after experiencing an infant death. Contemplating how the medical and counseling field may collaborate on this topic is of importance in light of the findings as well. This research and program focus is on awareness of the topic of Neo-natal Loss, its affects on mothers, trauma symptoms and other mental health concerns reported, and finally understanding how an Attachment to a Higher Power can assist as a resource when faced with this trauma. This study offers a review of the literature and a non-experimental survey research project.



Thursday • 2:30-3:20 • Tennessee Lobby A
Poster 18

The Role of Wellness and Emotion Regulation in Addiction Relapse

Philip Clarke

Jane Myers

Wellness factors have been underexplored in the field of addictions counseling. The results of a quantitative study conducted by the presenter examining the relationships among wellness, emotion regulation, and relapse in outpatient substance abuse clients will be revealed.

Information on incorporating wellness and emotion regulation practices into addictions counseling and future implications for research, treatment, and counselor training will be presented.

Roundtable Sessions • Thursday • 2:30-3:20



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 1

Graduate students' experiences in developing advocacy competencies

Kathy Ybanez
Heather Trepal

The purpose of this presentation is to provide counselor educators with information regarding experiences of graduate counseling students involved in the development of advocacy competencies. Students chose similar advocacy activities, yet the experiences varied in intensity and degree of learning. This presentation will highlight salient themes regarding the power of the activities and which advocacy competencies were strengthened. Attendees will learn about various approaches to teaching advocacy competencies through active learning strategies.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 2

The new face of counselor educator mentoring - keeping up with the changes in program delivery

Linda M Beeler
Kimberly Nelson, Barbara V. Andrews

In order for counselor education programs to meet the needs of students of the 21st century a change in program delivery has become necessary. Not only is the number of new online programs increasing and flourishing, but more brick and mortar institutions are beginning to offer hybrid programs. This evolution has lead to an increased number of counselor educators teaching in an online setting. Faculty new to this format require mentoring that reflects these changes.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 3

Supervision Fees: What Difference Do They Make in the Supervisory Relationship?

Marcella D. Stark

Some lucky counseling graduates are able to receive free clinical supervision as they pursue licensure, whereas other counseling graduates must pay for private supervision. Does the old adage you get what you pay for hold true for counselor supervision? In this session, participants will discuss results of a mixed-methods research study conducted on the perceptions of LPC Interns in Texas. This research was funded by grants from SACES, TACES, and TCA. Participants will discuss how supervision fees influence various aspects of supervision for licensure.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 4

Conceptualizing Dimensions of Wellness Among Counselor Educators

Melanie J Drake Wallace
Barry C. Stephens

Creating and sustaining wellness is a continuing challenge and an ethical obligation for counselor educators charged with training future professional counselors. This program outlines the development of a research questionnaire and pilot study about professional wellness. Participants are invited to share personal insights and experiences and discuss varying definitions of wellness and the challenges involved in measuring and conceptualizing the construct of wellness. A resource packet will be available.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 5

Leading the Leaders in a Diverse World: The Journey of the International Experience in the Counselor Education and Supervision Program

Mohamad Isa Amat

*Deborah L. McGriff, Ku Suhaila Ku, Jeffrey E. McGee,
Tigist Wuhib Tsega, Siti Nubailah Mohd Yusoff*

The increasing number of international students in counseling programs provide a fresh view of life, values, and multicultural atmosphere. The experiences as a student, colleague, teacher, mentor, supervisor, and counselor of both American and International students will be explored. This session is a platform to see how important it is for counselor education programs to enhance and understand the similarities and differences in culture, in order to work efficiently and cooperatively.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 6

The Science of Positive Emotions: What Counselors Need to Know

Monica Leppma

Mark Young

There is increasing literature exploring the potential benefits of meditation in the helping professions, demonstrating positive outcomes in stress management, compassion, resilience, and health. In addition, scientific research focusing on ideas such as optimism, gratitude, altruism, and social and emotional intelligence is still in the early stages. This presentation provides a forum for informed discussion regarding the implications of this emerging research for counselor education.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 7

Issues in Supervision Training

Nadire Gulcin Aydin

Berhan Wondemu Gelan, Hasan Ugur

Developing measurable instruments and conducting empirical studies for the evidence-based supervision continues to be a challenge in the literature. This program will discuss issues in supervision training and clinical supervision. Attendees will learn about ways to integrate evidence-based strategies that can be used by supervisors in helping trainees and facilitating positive supervision relationships. The presentation will examine the discrepancy between theories and practice, and compare traditional supervision strategies and evidence-based supervision.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 8

Adventures in Professional Gatekeeping: Trials and Triumphs The discussion leaders have navigated several gatekeeping challenges in admitting and monitoring students. Case studies and survival strategies will be discussed.

Paul Baird

*Quinn M. Pearson, Sandra A. Loew, Karen M.
Townsend*

Adventures in Professional Gatekeeping: A Discussion of Trials and Triumphs The discussion leaders have navigated several gatekeeping challenges in admitting and monitoring students. Case studies and survival strategies will be discussed.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 9

Multicultural Counselor Training Through Experiential Group Activities

Paul De Sena

The creation of interactive, experiential, multicultural group activities has been a required component of graduate programs in counseling for many years serving as a method of helping counselors raise their awareness and sensitivity to issues of diversity. A sampling of these activities will be introduced, viewed, shared and distributed via video and other participatory activities. Participants will experience several unique, fun activities and will receive additional resources for future use.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 10

What Counselor Educators Perceive About Their Work and Their Professional Identity: Academia, Clinical Practice and Training Future Counselors

Sarah Ann Lanman

The counseling profession continues the complex task of defining itself and its place within the mental health field. Counselor educators remain an influential force within this complexity: their professional modeling and work activities greatly impact the newest members of our profession. Attendees will explore the findings from a recent study involving counselor educator work activities, how they perceive these activities and how they understand and construct their professional identities.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 11

Examining Counselor in Training Attitudes and beliefs about Professional Identity Development: An Exploratory Study

Sharon L. Bethea

Theresa Segura-Herrera

This mixed-study investigated the professional development of counselors in training (CIT). Mixed methodologies captured the developmental trajectories of CITs registered in an introductory counselor education course within a CACREP-approved program. Questions posed related to CITs' perceived professional growth were explored. Preliminary qualitative (focus group) and quantitative results (survey) from both the beginning and end of the course are presented. Implications for counselor educators are presented.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 12

Means to an End: A Project-Based Approach to Teaching Statistics

Susan N. Perkins

Instructors' use of counseling-related research projects to teach statistics can capture students' interest and prompt the motivation needed for students to overcome their misgivings about statistics courses. A format for using projects to teach statistics will be presented, including examples of assignments and student reports. Attendees will be invited to critique project-based approaches to teaching statistics and to discuss their own experience teaching and learning statistics.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 13

Coordinating Clinical Experiences for Counseling Students: Issues and Best Practices

Suzan Thompson

Clinical coordinators in university-based counselor training programs hold a unique position in the world of counselor education and supervision, spanning the gap that sometimes exists between academics and practice, and ensuring that classroom learning is translated into effective "real world" counseling. Coordinators stretch their imaginations to craft connections among academic

and professional standards, agency policies, site supervisors, university instructors, and the developmental needs of the students themselves. The goal of this program is to provide a forum for discussion and exchange of emerging issues and ideas in clinical coordination, including managing multiple roles in the educational setting, establishing a university-based training clinic, handling complex documentation, and building and maintaining relationships with sites and supervisors. Current best practices will be presented, participants will be invited to bring questions and topics to the table, and a summary of resources and ideas will be made available to participants following the conference.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 14

Crisis and Disaster Counseling: In a Moment, Reality is Shattered; Are Your Students Prepared?

Suzanne A. Whitehead

Robin Rosenthal, Holly Imrie, Terry Moffenbier, Taylor Whitehead, Nicholas Knoll

Adequately preparing counseling students for the myriad of possible crisis and disaster circumstances they could possibly face can be an arduous responsibility for counselor educators. This session, led by professors and students, will demonstrate the latest research-based practices, techniques, experiential exercises, innovative programs, the evaluation of crisis plans in schools, agencies, and organizations, and the importance of developing self-care plans to prevent compassion fatigue.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 15

Retirement from Counselor Education: Considerations of Identity, Relationships, and Purpose

Suzanne Hedstrom

Peg Olson

The focus of this *Roundtable* will be a discussion of psychosocial issues of retirement from counselor education. The goal is to provide participants considering retirement and those who have retired an opportunity to explore ways in which identity, relationships, and purpose are impacted by retirement. We also will discuss how retirement affects “mattering,” a concept supported by Kushner (2002) and Schlossberg (2009). Attendees will be invited to assess their retirement psychological profile.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 16

Supervision Efficiency: Balancing Administrative, Clinical, and Developmental Tasks

Tara S. Jungersen

Carolyn Berger, Shannon Ray

Clinical mental health and school counseling programs must meet various stakeholders’ supervision standards. Balancing these complementary and sometimes competing needs requires intentional supervision techniques that focus on evidence of both program and student competencies. This program specifies innovative supervision techniques that meet stakeholder and student interests within counseling programs. Ideas for translating these efficient supervision techniques into effective practices are highlighted.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 17

Preparing Culturally Competent School Counselors

Carol Dahir

Carolyn Stone, Brian Hutchinson, Virginia Magnus

Journey with us to explore diversity and become a more culturally competent counselor educator. Counselor educators and supervisors will heighten their understanding of cultural similarities and differences and the value of cultural uniqueness in the learning environment. Participate in our unique

model, which has for 4 years broadened the worldview of hundreds of graduate students while developing culturally sensitive interventions for a variety of cross cultural school counseling issues.



Thursday • 2:30-3:20 • TN Ballroom DE
Roundtable 18

Shaping the Future: Integrative and Transpersonal Supervision

Alyse Michelle Anekstein
Anita Williams

The presenters will review information regarding the use of Molly Young Brown's process of psychosynthesis in supervision and how this applies to future research. In addition, the presenters will identify how this technique may help supervisee's with client case conceptualization, treatment planning, areas of strength or concern, and establish deeper supervisor to supervisee connections. Finally, the presenters will facilitate a small group activity to train the attendees on this supervision technique and ask the attendees to provide feedback.

Educational Sessions • Thursday • 3:30-4:20



Thursday • 3:30-4:20 • Belle Meade A
Educational Session

Chemical Misuse: How to Identify, Intervene, Engage, and Manage Students who are Impaired.

Tiffany K. Lee

Chemical misuse and dependency by counselor trainees can cause impairment, unethical behavior, and incompetence (Li et al., 2007; Forrest et al., 1999). This program will address (a) the signs of chemical misuse; (b) a suggested plan of action if a student is impaired; (c) how to prevent, identify, monitor, engage, and manage an impaired trainee; and (d) some of the ethical and legal issues associated with addiction and impairment. Attendees will discuss examples of existing policies

and procedures in various institutions, and resources will be provided.



Thursday • 3:30-4:20 • Belle Meade B
Educational Session

Incorporating mindfulness training into counselor education

Debra London
Kristin Stewart

Mindfulness has been shown to positively effect an individual's reaction to stress and ability to develop relationship while also being a clinically effective tool for change. This session will provide a practical method of incorporating mindfulness training into counseling students skill development courses. During the session participants will gain an understanding of the pertinent literature along with the knowledge and tools necessary to incorporate this type of training into their courses.



Thursday • 3:30-4:20 • Belle Meade C
Educational Session

Educating the Advocates and Allies: LGBTQ Responsive School Counseling:

Janna Scarborough

With a history of responding to the needs of marginalized students, school counselors are in a unique position to address the needs of Lesbian, Gay, Bi, Transgender and Questioning (LGBTQ) students. Through presentation and discussion, participants will examine the education needs of current and future school counselors and identify education and professional development strategies to increase awareness, knowledge, and skills for facilitating LGBTQ responsive school counseling practice.



Thursday • 3:30-4:20 • Belmont A
Educational Session

Music, Movement, and Metaphor: Creative Techniques for Engaging Adolescent Clients in the Therapeutic Process

James L. Jackson, Jr.

The literature on adolescent counseling suggests working with this population may represent an especially challenging experience for counselors. Traditional theories and techniques in which counselors are trained and acculturated may be ineffective with adolescent clients. Treatment for adolescent mental health concerns must consider the multiple contexts and difficult experiences associated with transitioning through developmental periods. One such context is the negotiation of power in interpersonal relationships. The focus on empowerment in the feminist and multicultural literature provides a useful framework for empowering adolescents. A useful paradigm for considering empowerment is social influence theory. This program examines empowerment from a social power perspective and identifies five kinds of social power to consider when empowering adolescent clients. Creative techniques for empowering and engaging adolescent clients in the therapeutic process through music, movement, and metaphor will be demonstrated during the session. Attendees will be invited to participate in these activities and share their own success stories using creative techniques to empower adolescent clients.



Thursday • 3:30-4:20 • Cheekwood C
Educational Session

Strengthening the Professional Identity of Counselor in the School Counseling Profession

Rita Schellenberg

Justin Silvey, Tracey Pritchard

The 2009 CACREP Standards have taken a bold and necessary step to strengthen the professional

identity of “counselor”. The movement to transform the school counseling profession encourages school counselors to embrace their dual roles of counselor and educator, and to implement more academic-focused practices. Since these roles are not synonymous, this has created some confusion for school counselors, school counselor supervisors, and counselor educators. This presentation provides counselor educators and school counselor supervisors with information and strategies to reinforce the school counselor’s primary professional identity of “counselor” while still accomplishing the role of educator—a critical role that sets the profession apart from other counseling specialties.



Thursday • 3:30-4:20 • Belmont C
Educational Session

Enhancing Counseling Student Learning: Incorporating the Six Thinking Hats as a Classroom and Supervision Strategy

Rebecca Pender

David Kleist, Jessica Berry

Edward de Bono’s Six Thinking Hats methodology was originally designed to facilitate creative thinking in business and to better utilize the brain’s potential for thinking. This presentation will introduce the six different types of thinking: 1) factual, 2) emotional, 3) critical, 4) speculative & positive, 5) creative, and 6) thinking about thinking. The six thinking hats methodology provides a structure that enriches awareness and utilization of the full breadth of thinking possible when dialoguing about counseling topics. A description of this methodology and its application in a counseling course and group supervision experience will be presented, along with a demonstration of this technique.



Thursday • 3:30-4:20 • Cheekwood A
Educational Session

Instructional Strategies for Diverse Postsecondary Learners using Universal Instructional Design

Anna M. Harpster

Leigh Green, Steve Berry, Glenn Hoffman, Laura Dawson

Universities are increasingly comprised of diverse student populations, including students with special instructional needs, such as students with disabilities and nontraditional students. Faculty are finding the need to develop instructional skills/strategies to meet the learning needs of a diverse student body. Research has shown that traditional faculty instruction skills often fall short when addressing the needs of diverse learners. One design, Universal Instructional Design (UID), reflects a shift in social values in higher education to include equitable access for diverse learners. This presentation will address how to incorporate specific UID teaching methods within traditional and distance classrooms as a way for anticipating and addressing common obstacles to effective teaching and learning.



Thursday • 3:30-4:20 • Hermitage B
Educational Session

Sandtray Supervision: Conducting Expressive Supervision Inside the Box

Julie Lerwick

Using an innovative projective technique to conduct clinical supervision, this workshop will introduce participants to the exciting work of using sandtray therapy with supervisees. Using miniature figurines, supervisees are invited to depict challenging situations, as well as issues needing clarity. Further, supervision using sandtray acts to provide containment for emotional processing for the supervisee. This workshop will provide a hands-on kinesthetic learning experience.



Thursday • 3:30-4:20 • Belmont B
Educational Session

Gatekeeping in Counselor Preparation Programs: Implementing Preventative Measures to Lead the Future of the Counseling Profession

Amanda Cisler

Kara Carnes-Holt, Kate Steiner, Jeff McGee

How can we implement preventative measures to ensure that we are recruiting the most qualified candidates? Ethical standards mandate that counselor educators and supervisors assess the suitability of counselors in training. This session explores how universities can redesign the admission process as a gatekeeping strategy. Participants will engage in a collaborative discussion to strengthen gatekeeping practices during the admissions process for counselor preparation programs.



Thursday • 3:30-4:20 • Cheekwood D
Ancillary

ACA-National Center for Counseling Research (AKA Center of Research Excellence) Development Board WorkGroup Session



Thursday • 3:30-4:20 • Cheekwood E
Ancillary

ACES Membership Committee Meeting



Thursday • 3:30-4:20 • Cheekwood F
Educational Session

Mentoring and supervising new counselor educator skill sets and professional identity.

Susan Lahey

Jackie Larson

The development of future counselor educators is a necessary piece for gatekeeping the profession. Specific training given to new counselor educator recruits can aid in this process. More experienced counselor educators can serve as mentors and/or supervisors during this process. This process also involves a discussion of diversity issues related to the supervisor/trainee relationship. Finally, this presentation will place an emphasis upon training future counselor educators while maintaining their own professional identity. A strong emphasis will focus upon the professional identity of the mentor, trainee, and/or students in the class.



Thursday • 3:30-4:20 • Cheekwood G
Educational Session

**Narrative theory, Narrative pedagogy,
Narrative supervision: A case for
furthering Narrative theory into pedagogy
and practice.**

Courtney E. Allen
Harry Daniels

Counselor educators are charged with helping counselors-in-preparation create a grounded framework from which to practice with intention. The purpose of this presentation is to make a case for using a Narrative approach to supervision. Key concepts and techniques of a Narrative pedagogy are explored. At least 20 minutes of the presentation utilizes Narrative techniques to foster case conceptualization and develop perspective-taking using creative images and 'storying'.



Thursday • 3:30-4:20 • Cheekwood H
Educational Session

**Proceed with Caution: Creating Sound
Ethical Decisions in the Field of
Counselor Education**

Viki P. Kelchner
Katrina Brooks, Wynn Dupkoski, Donna Gibson,
Tanesha Jones, Charlette Taylor

This session will explore ethical considerations for counselor educators through presentation of scenarios and group discussion. The ACA Code of Ethics and ethical decision making models will be incorporated to explore resolutions to ethical dilemmas pertinent to the field of Counselor Education.



Thursday • 3:30-4:20 • Hermitage A
Educational Session

**The Experience of Completion: Female
Counselor Education Graduates' Process
of Degree Attainment**

Caroline Perjessy

This program represents the findings of a qualitative study exploring the doctoral education experiences of 6 females. A grounded theory approach reveals what experiences (e.g., faculty and peer relationships, program integration) assisted a racially and geographically diverse group of women in degree completion. Counselor educators and current and future doctoral students could benefit from understanding how these experiences affect degree completion by proactively preparing for success.



Thursday • 3:30-4:20 • Hermitage B
Educational Session

**New Horizons: Experiences of Teaching a
Complimentary, Alternative, and
Integrative Therapies in Counseling
Course**

Suzan K. Thompson
Joseph W. Davis

Complimentary, Alternative, and Integrative Therapies (CAIT) are becoming more relevant to those seeking counseling services. Students in counseling education programs could benefit from a course designed to survey several approaches and explore their applicability from within the counseling session. This session focuses on the outcome of such a course and provides suggestions

for integrating CAIT into counselor education programs. Handouts will be provided.



Thursday • 3:30-4:20 • Magnolia B
Educational Session

Grant Writing for the Counseling Professional: Preparing Successful Proposals

Megan Delaney
Leslie Kooyman

This presentation navigates attendees through the grant proposal process. Participants in this session will learn the successful strategies for grant proposal development. At the completion of this presentation, participants will have a clearer understanding of the differences between federal, state and foundation funding; the components of funding announcements (RFPs); and developing and writing a fundable proposal, including a budget and budget justification.



Thursday • 3:30-5:20 • TN Ballroom B
Ancillary

Conducting a CACREP Site Visit Under the 2009 Standards - Team Visitor Update *CACREP*

This session is open to individuals who have completed prior training to serve as a CACREP Site Team Chair and/or Team Member. Attendees will be provided updated information in relation to the interpretation of standards and conduct of site visits under the 2009 Standards (e.g., core faculty requirements, reviewing assessment plans). Discussion time will be allotted for addressing questions.

Poster Sessions • Thursday • 3:30-4:20



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 1

The Use of Moodle for the Supervision of Counseling Interns.

Alan Silliker
Barbara Trolley

Literature related to the use of technology in the counseling field continues to grow but minimal attention has been focused specifically on how e-Learning software can be used in the clinical supervision of counseling interns. This workshop is designed to explore the ways that Moodle (and similar coursework systems) can be used in counseling internship courses. Specific methods will be described and examples presented. Additionally, advantages and disadvantages will be discussed.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 2

Strategies for linking counseling research and practice

Christine E. Murray
Kelly Wester, Keith Mobley

A major gap exists between research and practice in the counseling profession. This session begins with a research- and theory-based overview of the extent of the counseling research-practice gap, including its potential causes and consequences. The remainder of the presentation will focus on recommended strategies that both researchers and practitioners can incorporate into their work to promote the integration of counseling research and practice.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 3

Maintaining CACREP Accreditation while Retaining Academic Freedom: Recent Lessons from a Counselor Education Program

Cornelia Patterson

Tom Davis, Christine Suniti Bhat

The CACREP 2009 standards require Counselor Education programs seeking accreditation or reaccreditation to measure and document Student Learning Outcomes (SLOs). This presentation will offer concrete examples of developing SLOs while retaining academic freedom and include one program's experience hosting a successful site visit.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 4

School Counselors Leading the Way: Infusing CACREP Leadership Standards Within the Counselor Education Curriculum

David A. Spruill

Amanda Winburn

Strong leadership skills are crucial core competencies for school counselors, their importance underscored in the new Leadership standards in the 2009 CACREP standards for school counseling. This presentation addresses the task of infusing these leadership standards within counselor education programs, focusing on leadership development and identity, clarifying emerging leadership roles and opportunities, and reinforcing the importance of leadership throughout the counselor education curriculum.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 5

Multicultural Competencies and Me: Facilitating Self-Awareness for Future School Counselors

Angela I. Sheely-Moore

Peggy Ceballos, Rolanda Mitchell

Facilitating multicultural competencies extends beyond one course in multicultural counseling. Join the presenters for an experiential workshop to discover several teaching strategies to enhance multicultural competencies for future school counselors. Come and learn of several class activities and assignments, focusing on power, privilege, and oppression, that can be easily infused into an introductory school counseling course to promote student self-awareness.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 6

School Counselor and LPC: Dual Role Preparation and Training

Lisa Burton

Bob Rubenstein

When a school counselor is the only mental health professional in the area due to location or isolation in rural areas, it is vital for that school counselor to be fully trained in all aspects of counseling. Therefore, at Marshall University we train our school counseling students to be licensed professional counselors and professional school counselors in our graduate counseling program. Information pertaining to the rationale, logistics and skills taught will be discussed.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 7

Counseling Juvenile Sexual Offenders

Jessica Taylor

This session will discuss counseling juvenile sexual offenders in a manner that counseling supervisors and educators could help counselors-in-training and supervisees better understand this population. This session will provide practitioners with ideas for aiding juvenile sexual offenders in outlining and understanding their offense cycle.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 8

LGBT Affirmative Counseling and Religious Values: How do Counselor Educators Bridge the Divide?

Joy S. Whitman
Markus P. Bidell, Tim W. Horton

The conflict between religious values and same-sex attractions has been a long-standing one in the counseling profession for both clients and counselors. Counselors whose religious beliefs conflict with the view that same-sex attractions are healthy often struggle with the intersection of their religious and professional values. This program addresses the dilemma counselor educators must grapple with in the education and training of graduate students' whose religious beliefs conflict with affirmative counseling practices for LGBT clients.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 9

School Counselors' Perceptions and Experience of Supervising School Counseling Internship Students

Jung (June) Hee Hyun
Cher Edwards

Presenters will introduce a qualitative study on school counselors' perceptions and experience of supervising school counseling internship students. Handouts on the process and the results of the study will be provided. A new framework for school counseling supervision will be discussed.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 10

Counseling via Avatar: Professional Practice in Virtual Worlds

Karl Witt

Social networking, distance learning, and technological integration have proceeded at an

unprecedented pace. Like their counterparts in other fields, counselors are beginning to explore and employ avatar-based interactions in their practices. This session will provide an opportunity to hear how colleagues are using virtual worlds as a medium for practice and education, exposure to these environments, and discussion on the promises and pitfalls currently inherent to this form of interaction.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 11

Teaching School Counselors to be Effective Professional School Counselors

Patricia Henderson
Suzanne D. Mudge

Implementation of comprehensive school counseling programs require counselors to be knowledgeable, well-trained, professional school counselors who are dedicated to the academic, personal/social, and career development of all students. This session assists school counselor educators enhance current programs by 1) providing instruction on design of effective school counselor training programs; 2) identifying crucial benchmarks for counselor development; and 3) providing syllabi/instructional materials to enhance classroom/internship learnings.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 12

Shaping the Discourse on Socio-Economic Status (SES): Investigating the Link between SES and Client Outcomes at a University Counseling Center.

Lisa D. Hawley
Todd Leibert, Joel Lane

SES is a well-documented, underrepresented research variable in counselor education. This presentation will describe the current research gap and present results of a study with 100 participants to examine the impact of SES on client outcomes. The results of this study investigating SES client perceptions, demographics and the relationship to

client outcomes (OQ-45, Social Support Survey) will be discussed. Participants will also obtain knowledge of implications for SES research in counselor education and university counseling centers.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 13

Parallel processes of grief and loss: Using creative client interventions to promote cultural sensitivity, self-awareness, and enhanced effectiveness for educators, supervisors, and practitioners

Aubrey Uresti
Lori Soli

Grief, a complex issue with dramatic impact on client functioning, can manifest from traditional types of loss, or from life transitions, disaster, crisis, or community violence. In order to help clients normalize and integrate grief, counselors in training must examine self in process as well as client grief processes. The session includes hands-on activities for both educators and practitioners. Using Gestalt, art therapy, and parallel process techniques, participants examine loss from a cultural lens in their own lives, with the goal of improving supervision and/or practice.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 14

Geriatric Substance Abuse; A Silent Killer Patiently Awaiting the Emergent “Baby-Boomer” Generation

Rhiann Condon
Cynthia Smith

Peer reviewed research, national statistics, current trends, and case studies will provide the foundation for this presentation which outlines the scope and frequency of substance abuse within the growing geriatric population of America. Blended within the

process of aging, the increasing rate of chemical dependency can become invisible and difficult to treat within the geriatric cohort. Epidemiology, etiology, treatment considerations and therapeutic interventions will be presented and discussed.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 15

Dropout prevention: A (re)conceptualization through the lens of social justice.

Richard Q. Shin

This presentation will provide a brief overview of the extant literature on school dropout risk factors as well as the research on effective intervention and prevention programs. The focus will be on how the disproportionately higher rates of early school withdrawal among youth of color living in high poverty neighborhoods have been framed as social, behavioral, and cultural deficits among students and families. Social justice dropout prevention strategies that focus primarily on institutional and structural changes will be presented.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 16

Do School Counselors Receive Adequate Post-Masters Supervision?: Issues, Challenges and Implications.

Courtney App

How important is post-masters supervision for school counselors? In many cases, the school counselor may be the first and only counselor that a person ever seeks help from. Often, school counselors encounter very complex situations in which students have acute counseling needs, yet they receive less supervision than counselors in other settings. This education session will provide attendees with information on the issues, challenges, and implications resulting from the lack of supervision within the school counseling field as well as suggestions to combat the problem.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 17

Returning Counselor Education Doctoral Students: Issues of Retention, Attrition, and Student Experiences

David Burkholder

The results of a study are presented that examined doctoral students who voluntarily departed from counselor education programs and successfully returned to study. Themes include the salient nature of leaving and returning to study, the importance of faculty-student interactions and that departure is informed by personal factors and academic culture. The findings have implications for retention and attrition, counseling departments, counseling faculty, and counselor education doctoral students.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 18

Studying the Relationship between Spirituality and Mental Health: Implications for Counselor Educators

David R. Brown

Mark S. Parrish, John L. Klem

This presentation will review research findings of the relationship between spirituality and mental health. Discussion will consider the relationship between spirituality and mental health, both the positive and negative aspects of spirituality and religiosity, and how spirituality and religiosity can be included in counselor education, integrated into clinical practice, and used for personal spiritual growth. Ethical consideration of spirituality and counseling will also be provided.



Thursday • 3:30-4:20 • Tennessee Lobby A
Poster 19

The Teaching and Learning Clinic: Pedagogy for a Teaching Counselor Education Course

Delini M. Fernando

Counselor educators can make use of an in-class clinical demonstration with active student involvement to teach doctoral students on how to teach the counseling curricula. The in-class teaching and learning clinic provides opportunities for students to role play the “teacher” while others play “students” and “evaluators”, who, at the end of each lesson provide feedback to the student on the motivational, cognitive, behavioral and social-contextual dimensions of the lesson.

Roundtable Sessions • Thursday • 3:30-4:20



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 1

Helping the leaders to shape the future: Examining the use of the discrimination model and Sandtray therapy in supervision

Alyse Michelle Anekstein

Douglas L. Garner

The presenters will review the results and implications from multiple trainings and presentations examining the use of the discrimination model as the directive in Sandtray therapy as a method of supervision and how this applies to current and future research. Presenters will identify how this technique may help supervisee's with client case conceptualization, areas of strength or concern, and establish deeper supervisor to supervisee connections that contribute to the professional. Presenters will facilitate a small group activity and ask the attendees to provide feedback.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 2

Supervising School Counselors in the 21st Century

Jasmine Knight

Kristina Peterson, Brandy Richeson

Preparing and supervising school counseling students presents unique challenges for the counselor educator. Students must receive internship experiences and supervision consistent with current best practices. This is necessary to promote the development of school counseling skills during university supervision and internship. This *Roundtable* discussion addresses how to provide relevant experiences in internship and supervision for school counseling students in the 21st century?



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 3

Mapping the Course: Assessment of Student Learning Outcomes in Counselor Education

Brenda S. Hall

Ann Clapper

The purpose of this session is to explore how one counselor education program is using curriculum mapping strategies (ATLAS) to align student learning objectives with CACREP standards and to develop a comprehensive assessment plan. Included will be a demonstration of specific tools, measures, and processes. Discussion among participants is encouraged.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 4

Globalization and Counseling: Professional Issues for Counselors

Stephanie Crockett

Sonya Lorell, Rebekah Byrd

As our world becomes more technologically and economically connected, it is important to understand how the process of globalization impacts the counseling field as well as the individual clients we serve and the students we teach. This presentation will consider globalization and highlight the impact this process has on the field of counseling as it progresses from a multicultural perspective towards a more global vision. Findings from a qualitative pilot study that examines international students' perspectives of counseling in their home countries will be presented.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 5

Doctoral Students: Moving from Helping to Teaching

Blair Mynatt

Amber Hughes

Doctoral students in counselor education programs may be overwhelmed with coursework, research, practice, and personal life! Obtaining teaching experience while in graduate school provides many benefits. This presentation describes the current literature regarding best-teaching practices, especially in counselor education courses. Learn tools and techniques that will assist in course organization, grading, classroom management, and lesson planning. This session will be beneficial for doctoral students with no prior teaching experience. Handouts will be provided.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 6

Professional Identity in the Introductory Counseling Course

Mark E. Young

Darcy H. Granello

The counseling literature is focusing on the term "professional identity" more than ever before. The presenters will use a round table discussion to present ideas about why professional identity

should be highlighted in the initial counseling course as well as methods and techniques for strengthening professional identity in the classroom.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 7

From Counselor to Counselor Educator: Experiences with the transition from doctoral student to the academy

Brian Hutchison

Eva Reed, Elizabeth McDonald, Paul Datti, Samantha Herrick

Program will consist of a panel of five graduates from a CACREP accredited Counselor Education and Supervision program who were recently employed as faculty in various institutions. Panel members will explore experiences of transitioning to the academy and address concerns about making this transition.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 8

Moving Narrative into Action: Helping Clients, Helpers, and Leaders Shape a New Future

Carlos P. Zalaquett

SeriaShia Chatters

This session introduces the relationship—story and strengths—goals—restory—action model which emphasizes (a) the counseling relationship and the importance of listening to participants stories with consideration for their cultural/ethnic backgrounds, (b) focus on issues and strengths, (c) definition of mutually agreed goals, based on understanding of client issues and personal power, (d) work collaborative with client to restory, and (e) create action-based new stories. This model can be used by leaders, helpers, and clients to help themselves and others, and shape a new future.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 9

The Power of Personal Story Telling: Turning Experience with Tragedy to Counselor Education Enrichment

Charles E. Myers

Toni R. Tollerud

When tragedies occur, counselor educators often respond to the call for help. Two counselor educators share their personal experiences in providing crisis and grief counseling services in the aftermath of tragedy. Two of those tragedies being the 2009 NIU campus shooting and the 2010 earthquake in Haiti. Presenters will share the lessons they learned and how the implemented these lessons into their teaching to enrich the learning of their counseling students.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 10

The Gendered Experience of Professional Practice: Male Elementary School Counselors.

Charles Edwards

Gilonda Butler

This presentation explores factors influencing the choices of men who enter nontraditional or female dominated careers. Specific focus will be placed on male elementary school counselors. The presenters will draw on a number of academic sources to shed light on an area that is largely under researched. The presentation will be useful to counselors and counselor educators who supervise, counselor or educate male counselors, male counselors-in-training or males considering the profession of school counseling.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 11

Trauma-informed Counselor Education

David Van Doren

This *Roundtable* will examine the importance of training trauma-informed practitioners. The relevance of knowledge and skills related to trauma for counselor effectiveness will be discussed. Participants will examine the experiences of interpersonal trauma of counseling students and implications for counselor education. Counselor educators will discuss methods to increase students' safety and affect regulation in order to enhance learning.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 12

**Developing a Supervision Experience!
Experiential Techniques Applied to
Practicum and Internship**

Noelle Collier
Leigh Falls

Experiential techniques are effective in enhancing the acquisition of new knowledge and skills. This presentation will provide attendees with experiential techniques that can be applied to supervision with Practicum and Internship students and LPC-Interns. Presenters will discuss the neurobiological bases for why experiential techniques work and how to best incorporate them into counseling supervision.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 13

**Counseling Supervision in Brazil, Kenya,
South Korea, and Turkey: Relevance of
US Supervision Models**

Gulsah Kemer
Mijin Chung, Cristina Lima, Bellah Kiteki, L. DiAnne Borders

Three international doctoral students and a PhD level LPC with an international background will describe and discuss the status of counseling supervision in their home countries of Brazil, Kenya, South Korea, and Turkey. The relevance of US Supervision Models and the role of cultural norms in informing student-teacher, supervisee-supervisor, relationships will also be presented.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 14

**Facilitating Counseling Supervision
Training for School Counseling Site
Supervisors**

Jacqueline Swank
Lawrence Tyson

CACREP and the ACA Code of Ethics emphasize the importance of supervision training and the Department of Education requires training for school counseling site supervisors in some states. This *Roundtable* addresses this need by outlining a module for training school counseling site supervisors.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 15

**Beliefs held by doctoral students and new
counselor educators regarding the practice
of teaching**

Jane A. Cox
John D. West

Beginning counselor educators face a multitude of new responsibilities, the most important being effectively teaching counselors-in-training. This *Roundtable* will be an opportunity for new and aspiring counselor educators to discuss their beliefs about what is important in their teaching, such as relationships with students, familiarity with content areas, and engaging students in active learning. The presenters will provide information from the literature on effective teaching and create space for attendees to reflect on their teaching practice and underlying beliefs.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 16

The Relationships Among Emotions, Multicultural Competence, Supervisory Process, and Supervision Outcomes

Jared Lau

Kok-Mun Ng, Keith Hill

Ever wondered how emotional intelligence (EI) impacted your supervision session from a supervisee or supervisor's role? Interested in increasing your multicultural competence in supervision, particularly as it relates to perceived emotions? If so, this *Roundtable* discussion is for you. Hear our recent findings that explored the relationships between emotions and perceived multicultural competence in supervision. Come find out what the buzz in EI and multicultural competency is all about!



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 17

Systemic Anxiety: A Department's Response to Change

Jill D Duba

Bill Kline

Change in counseling departments is inevitable. Change may be related to accreditation, hiring/retiring colleagues, reductions in support, or new university policies. Anxiety often accompanies change; at times this can elicit unproductive interaction patterns among faculty. A theoretical perspective on system change will be introduced; assisting participants to better understand and respond to unproductive interactions among colleagues. Participants will have opportunity to share experiences.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 18

Training Counselors to Support First-Generation College Students and Counsel

Beyond Academics: A Tale of Two Group Counseling Programs

Jill K. Bryant

Veleashia Smith

This session will explore the counseling challenges of first-generation college students (FGCS) by sharing two programs created to assist African-American FGCS. Presenters will share components of the program, videos, and follow-up results from participants. Attendees will explore the training-implications for school counselors, college counselors, and student affairs personnel and examine the merits of a culturally embedded/holistic method of psychoeducational group counseling.

Educational Sessions • Thursday • 4:30-5:20



Thursday • 4:30-5:20 • Belle Meade A
Educational Session

Moving to Competency Based Outcomes: Revising the Curriculum in Life Span Development

Gina Frieden

Andrew Finch

Recent revisions in accreditation standards point to the need to connect student learning with appropriate assessments that enhance critical thinking. Most courses in life span development conceptualize development chronologically and texts are structured to meet content based objectives. As programs move toward competency based standards, linking outcomes to real world knowledge will be crucial. This presentation will describe teaching and assessment strategies designed to translate life span developmental theories into effective counselor practice.



Thursday • 4:30-5:20 • Belle Meade B
Educational Session

School Counselors and Multicultural Competence: A Phenomenological Exploration of Practicing School Counselors' Implementation of Multicultural Competence

Jasmine Knight

School counselors need multicultural competence to promote the achievement of all students. Although school counselors self-report high levels of multicultural competence, there is no evidence this translates into practice. To examine this relationship, a qualitative study was conducted with practicing school counselors. These findings have implications for counselor educators. Participants will discuss ways practicing school counselors implement multicultural competence, and explore methods for developing competence in school counseling students.



Thursday • 4:30-5:20 • Belle Meade C
Educational Session

Clarifying Constructivism, Constructionism, and Deconstruction in Counselor Education: An Effective Pedagogical Approach for Instructors and Supervisors

Joel Givens

Linda L. Black

In counselor education, the theoretical approaches of Constructivism and Constructionism are often used interchangeably without seemingly a clear understanding of the underlying assumptions and implications for clinical practice. Furthermore, Deconstruction seems to be confusing as the theoretical assumptions are complex. This presentation will elucidate the theoretical assumptions for Counselor Educators in the context of instructing and supervising students in CACREP affiliated programs.



Thursday • 4:30-5:20 • Cheekwood D
Educational Session

Presenting the Counselor: Use of Self-Narrative as Case Study in Practicum

Matt Englar-Carlson

The self-told narrative is an ancient and universal model for self-reflection and learning. Whereas traditional practicum training focuses on presenting client case examples, a model of counselor training is presented that uses self-narrative as the capstone case presentation. The process of presenting one's life narrative presents opportunities to become more aware of one's personal, ethical, ethnic, and cultural biases and boundaries in clinical work. Allowing students to be limited only by their own creativity, this approach encourages students to creatively (photos, videos, live music, dance, artwork, visualization) present their self-narrative of becoming a counselor. As a capstone experience, this approach provides students the reflexive space to document their development as counselor and fully present an integration of one's personal and profession identity. This presentation will provide multiple presentation examples and clear guidelines on adopting this model in practicum settings.



Thursday • 4:30-5:20 • Belmont A
Educational Session

A Pilot Project Application of TK20 for Counselor Education Department Program Evaluation and CACREP Assessment

Brenda Freeman

Curtis Garner, Kenneth Coll

Departmental assessment and the tracking of data related to CACREP standards can become an overwhelming task for counselor educators. This program reviews the assessment plan of one CACREP counselor education department and will show pilot results for the use of the TK20 assessment system for tracking counseling department assessment data. Participants will be encouraged to share their own assessment

approaches, and discuss the advantages and disadvantages of the TK20 and other assessment systems.



Thursday • 4:30-5:20 • Belmont B
Educational Session

Legal and Ethical Implications for Beginning Supervisors

Eric Beeson
Tomiah Notestine

Legal and ethical infractions inherent in the supervisory relationship are significantly greater for those that are new to the field of supervision. With the increase of litigation in the United States, knowledge of legal and ethical issues, historical precedents, and risk management will serve the new supervisor as he/she begins a career. Attendees will learn the definition of malpractice as it applies to counseling and counselor supervision. Criteria for malpractice cases, examples, and risk management procedures will be discussed. This presentation will consist of a brief explanation of the issues, followed by case studies and group discussion.



Thursday • 4:30-5:20 • Belmont C
Educational Session

Is Your Counseling Program Effective? Learning Outcome Assessment Methods for Counseling Program Accountability and Continuous Program Improvement.

Margaret Fong Bloom

Counseling programs need to give evidence of program effectiveness and graduates' competence. This program covers the essentials of learning outcome assessment for counselor educators who seek to improve student learning and develop more effective program and course assessment practices. The essential elements of program student learning assessment are covered including creating assessment measures. Participants will write a measureable learning outcome for one of their courses or program and consider methods of assessment for the learning outcome.



Thursday • 4:30-5:20 • Cheekwood A
Educational Session

Developing a research identity in counselor education. Are we doing enough to mentor research skills in counselors in training?

Gregory Pollock
Julianne Hall, Julie Lenyk

The lack of a definitive research identity has been historically noted in the field of counselor education. This presentation will identify barriers to the development of a specific research identity in counselors, and ways to foster the growth and development of graduate students in terms of a specific research identity. Suggestions for engaging doctoral students in the research process will be explored.



Thursday • 4:30-5:20 • Cheekwood B
Educational Session

Preparing and Supporting School Counseling Site Supervisors: Grounded Theory Insights into Site Supervisor Development

Lorraine DeKruyf

This presentation highlights results from a 2011 grounded theory study of school counseling site supervisors. This study explored the psychosocial processes in the professional development of school counseling site supervisors. Results of this research will be shared, and implications and recommendations for school counselor educators regarding site supervisor training and support will be discussed.



Thursday • 4:30-5:20 • Cheekwood C
Educational Session

Developing Collaborative Relationships for Mutual Support of Faculty/Student Scholarship and Programs for Urban Youth and Other Difficult to Reach Populations

*Richard Hazler
Kaprea Johnson*

Programs for youth in urban areas have little time for research and publication while such efforts are a major part of faculty demands. Filling this scholarship gap requires developing mutually beneficial relationships among universities and community programs. Presenter experiences, scholarly literature, and discussion will show how counselor education graduate students and faculty can combine their unique individual skills and knowledge to create mutually beneficial research within urban and other difficult to reach populations.



Thursday • 4:30-5:20 • Cheekwood E
Ancillary

ACES Research Grants Committee Meeting



Thursday • 4:30-5:20 • Cheekwood F
Educational Session

Moving beyond the SDS and MBTI: Preparing counseling students to use a comprehensive approach with multiple theories and assessments in working with clients on career issues

Jenny Preffer

This session will examine a career counseling course that has been used successfully in traditional and online classrooms preparing counseling students to evaluate various clients' career issues and attend to these through choosing and applying an appropriate theory and assessment. In an

experiential course, students study and work with volunteer clients to gain understanding and competence in four theoretical perspectives and the corresponding tool as developed by the theorist.



Thursday • 4:30-5:20 • Cheekwood G
Educational Session

Career Construction: Utilizing the Career Story Interview to Life Design

Jennifer Del Corso

The theory of career construction offers a holistic approach to career counseling and guidance that accounts for an individual's values, life themes, personal interests, and familial and cultural expectations. A brief review of the theory will be given and then the focus will turn to explanation and discussion of its primary career counseling tool; the Career Story Interview (CSI). Counselors will learn how to use the CSI to help client's author the next chapter in their lives and careers. Counselor educators will learn how to integrate the CSI into their career or theories courses as an experiential learning activity. Using example cases and personal reflections participants will understand how responses to each of the CSI's questions are woven together and used to give voice to individual's life and career narratives. Participants will receive a CSI, several complete client cases demonstrating its application, and a guide to using it as an experiential course activity.



Thursday • 4:30-5:20 • Cheekwood H
Educational Session

Stepping Stones to Leadership: Enhancing Leadership Opportunities for Minority Women in Counseling Professions through Chi Sigma Iota

*Patrice R. Bounds
Cassie Storlie*

As with many human characteristics, leadership can be learned and developed with time, experience, training, supervision, and peer support (Bennis &

Goldsmith, 2003). This presentation seeks to examine ways in which minority women can enhance their leadership skills and explore opportunities for leadership positions within the counseling profession. Participants will engage in an active discussion about leadership training and skills as well as the role of counselor educators in promoting leadership positions.



Thursday • 4:30-5:20 • Hermitage A
Educational Session

Gatekeeping: Three Institutions' Methods of Establishing Personal and Professional Student Competencies

Tracey Robert

Alicia Homrich, Mary Lou Ramsey, Diana Hulse

Establishing methods for gatekeeping focused on personal and professional behavior is critical for counselor education programs. This aspect of trainee evaluation is often considered subjective and difficult to operationalize. In a response to the call for gatekeeping for personal and professional competencies in counselor education training, this panel represents faculty from three university/college programs that have developed procedures including protocols, student performance plans, informed consent forms, transition points for evaluation, and assessment methodology.



Thursday • 4:30-5:20 • Hermitage B
Educational Session

Transformative Multicultural Counselor Education: What Happens When Students Assist In Skills Training In a Developing Country

Linda L. Barclay

Ruthann S. Anderson

Presentation will discuss a cross-cultural training program which combined the delivery of capacity building workshops with a cultural immersion experience for counseling students in Northern

Uganda, Africa. Trainings were provided by a group of two faculty members and counseling students. This experience profoundly enhanced the development of the students' multicultural competencies. Student development processes and applications for stateside multicultural counselor education will be explored.



Thursday • 4:30-5:20 • Magnolia B
Educational Session

Continuing education of counselors through virtual world workshops

Marty Jencius

Diana Vanwinkle, Debra London

Continuing education for counselors has historically involved face-to-face conferences that require expensive travel, housing, registration, and venue costs. Each of these issues can be eliminated or reduced by using virtual world meetings. This session provides an overview of workshops that have been organized by Counselor Education in Second Life. Workshops included play therapy, supervision ethics, digital storytelling, teaching counseling in virtual worlds, and reality therapy.



Thursday • 4:30-5:20 • Magnolia Boardroom
Ancillary

ACES Graduate Student Committee Meeting

Poster Sessions • Thursday • 4:30-5:20



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 1

The Use of the Movie, Precious, and the Book, Push, in Training Counselors about Abuse and Trauma

Bethany Garr

Victoria White-Kress

The use of film and fiction in counselor education and supervision processes is a creative approach to training students and counselors. Precious, a recent popular film, and the novel that it is based on, Push, are excellent examples of such tools. Participants in this program will learn about using this film and novel in training students and counselors about abuse and trauma-related concepts, and how to help students and counselors apply these concepts to the children and adolescents that they may encounter.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 2

The Pluck and Plug System: An Internet-Based Program to Teach DSM Diagnosis (DSM-IV-TR and DSM5)

Carlos P. Zalaquett

SeriaShia Chatters

This session introduces and demonstrates an Internet-based program developed to help students learn DSM-IV-TR diagnosis. The program presents two clinical cases and a set of diagnostic questions and criteria. Students use a “pluck & plug” system to support their clinical decision making. The program provides immediate feedback explaining why the student’s response was correct or incorrect. Each of the diagnostic steps models DSM-IV-TR procedures. Thus, the program provides in an intuitive way an effective methodology to learn to provide DSM diagnosis. Students rate the program highly and find it innovative and helpful in learning the practice of DSM-IV-TR diagnosis. Different teaching strategies, as well as way of integrating

DSM5 changes using this program will be discussed.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 3

Introspective Ethics: Using Self-Awareness to Develop Ethical Sensitivity & Enhance Ethical Behavior

Cecile Brennan

Tired of attending ethics presentations which focus on the do’s and don’ts, which reiterate principles you already know by heart? This program moves ethics instruction to a new level. While knowledge of ethical codes and laws is important, it is not enough. Applying some of the same principles used in work with clients, this introspective approach moves beyond rule-based instruction into the realm of the emotional, temperamental and psychological. Participants are guided toward understanding the internal basis of ethical actions and of developing a proactive, individualized ethical plan



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 4

From the Top: An Unusual Model for Counselor Education Faculty Retention and Promotion

Heather L. Smith

Attention is drawn to universities with the Research University/Very High (RU/VH) rankings for generating new ideas, products, or ways of viewing phenomena. In light of the use of a significantly different model for faculty promotion, counselor educators and supervisors can benefit from learning about how one university may impact future developments for other programs. A review and discussion of current trends in faculty tenure and nontenure track positions will be included.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 5

International Students in Counselor Education Programs: Perceptions of their Supervision Training

Hongryun Woo
Eunhee Yoon

Little is known about international doctoral students' experiences of current supervision training and what counselor educators can do to enhance their professional development. International doctoral students may have unique challenges and needs in supervision because of higher levels of developmental requirements and program expectations. This presentation aims to provide counselor educators with qualitative research findings on international doctoral students' perceptions of current supervision training and their unique needs to grow as effective supervisors.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 6

Merger of 12-step group intervention with Maslow's Hierarchy of Needs

Hope King
Stephen Kiuri Gitonga

The purpose of this presentation is to describe how the traditional 12-step program employed in substance abuse intervention programs can be anchored to Maslow's Hierarchy of Needs. This presentation will describe an intervention approach where both models were used in a substance abuse intervention program with 14 incarcerated men.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 7

MBTI: Personality Inventory and Clinical Tool

Julia Whisenhunt
Sadie Edwards

The purpose of this presentation is to increase participants' knowledge of the Myers-Briggs Type Indicator and discuss means through which to incorporate use of the MBTI into standard clinical practice. The presenters, who are both Certified Myers-Briggs Practitioners, will discuss how to use the MBTI personality types as both a structure through which to conceptualize the client and a framework through which to facilitate client growth and self-understanding.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 8

Global Perspectives: A Comparative Study of the Impact of International Immersion for Counselor Trainees

Keith Mobley
Sejal Mehta, Laura Shannonhouse, Ryan Reese

As the counseling profession moves towards global competence, international immersion is more common. However, educators are not clear on what student factors or reflective processes are most critical to this learning experience. Today, we will present findings from a mixed-method study of a 2011 immersion to Costa Rica. We examined personality, multicultural self-efficacy and competence, intercultural development, and overall outcomes. Quantitative/qualitative data and ideas for future research will be reviewed.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 9

Implementing Protective Factors into the Assessment and Treatment of Suicidal Clients

Kristin Bruns
Christina Schnyders

Ambivalence is a part of suicidal ideation. Because of this, individuals with suicidal ideation simultaneously embrace both reasons for living, known as protective factors, and reasons for dying, known as risk factors. This presentation will explore the use of protective factors for counselors

working with suicidal clients. Following the presentation, participants should be able to demonstrate knowledge in using protective factors in the assessment and treatment of suicidal clients, and familiarity with protective factors that have been studied/researched and shown to reduce the risk of suicidal ideation. Examples of implementing protective factors with a person centered approach and by using motivational interviewing techniques will be presented. Implications for counselor educators and supervisors will be discussed. Multiple handouts/resources will be provided.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 10

Counselor Wellness: Educating Graduate Counseling Students on Counselor Fatigue Syndromes and Counselor Wellness Plans

Kyle D. Baldwin

This session provides an overview of job-related stressors and symptoms associated with Counselor Fatigue Syndromes: Empathy Fatigue Syndrome, Compassion Fatigue Syndrome, and Burnout Syndrome. Educators, counselors, and students will be provided with examples of healthy coping strategies to utilize when creating a Counselor Wellness Plan. Handouts will include information on Counselor Fatigue Syndromes, healthy coping strategies, and recommendations for further reading.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 11

Encouraging Evidence Based Practices Across the Counseling Curriculum

Margaret M. Generali

Louisa L. Foss, Misty M. Ginicola, Cheri Smith

Most recently, schools and community agencies have begun to mandate the use of empirically supported practices, yet there are barriers that prevent the universal adoption of evidence-based approaches. This presentation will discuss specific

barriers found in the current literature. As well, strategies and models for implementation in schools and community agencies will be presented. Implications for future research will be explored.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 12

When Mom and Dad Are Deployed: School Counselor Experiences Assisting Children of Military Parents

Michael A. Keim

Keith Cates

Today, National Guard and Reserve units are routinely deployed in overseas operations. As such, any community may have children of deployed military parents. School counselors are in a unique position to identify these children and provide services to meet their particular needs. This presentation will share experiences of school counselors who have worked with these students. Participants will learn strategies to identify these children in the schools, recognize effective school counseling practices, and acquire insights which promote program development and improvement.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 13

Counseling masters students' growth group participation: Exploring the lived experiences

Rebekah Byrd

Cheryl Neal-McFall

The goal of the program is to present qualitative research findings focused on understanding the lived experiences of counseling masters students' participation in growth group. Previous research notes benefits of growth groups: gains in self-actualization (Barnette, 1989), increase in self-esteem, decrease in depressed thinking (Hogg & Deffenbacher, 1988), and greater ethnic identity development (Rowell & Benshoff, 2008). This study has updated and broadened the research on growth groups to include individual student' voices and

perceptions of their experiences. (study was funded by a grant from ASGW)



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 14

Training students and supervisees to use the DSM: Creative techniques to encourage contextually-sensitive diagnostic practices

Victoria Kress

Matt Paylo, Nicole Adamson

According to the ACA Code of Ethics, ethical professional counselors consider context and development when ascribing DSM-IV-TR diagnoses. An understanding of culture and individual human development promotes contextually-sensitive diagnostic practices. In this session, creative, interactive activities that can be used to encourage sensitive DSM diagnostic practices will be presented. Examples of class activities that will be presented include the use of guided imagery, video and internet clips, case vignettes, and role-play interactions.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 15

Learning Is NOT a Spectator Sport

Tracey Pritchard

Rita Schellenberg

Research emphatically shows the integration of active learning methodology in the college and university classroom generates better recall, promotes deeper learning, develops critical thinking skills, and encourages higher achievement. Let's shift the focus from what we teach and deliver to our aspiring school counselors to what we want students to be able to do with course material.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 16

Group Supervision for Tomorrow's Helpers

Dianna W. Allen

Jeanmarie Keim

Session will present critical setting and relationship factors that facilitate process-oriented group supervision of group counseling.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 17

Nature Versus Nurture: The Intersection Between Systems Theory and Neurobiology

Dixie Meyer

Sara Wood, Bethany Stanley

Research substantiates the role of both genetic and social influences in brain development and psychological functioning. This workshop will discuss how the infant brain develops including the central role played by primary caregivers. Attendees will learn how the social environment develops the brain, and how this information influences the counselor's role in case conceptualization, client growth, and best practices in counseling sessions.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 18

Assessing Altruistic Caring as a Disposition for Counselors: Impact on Client Outcomes

Dodie Limberg

E. H. Mike Robinson, Sandra Robinson

This presentation focuses on the development of an instrument to measure altruistic caring in counselor education students and the implications it may have on counseling students and their future clients. Participants will be provided with the research methodology used to create and improve this

instrument. Additionally, participants will develop an understanding of counselor identity formation (i.e., when a counselor decided to enter the profession), as it relates to altruistic caring, and its impact on client outcomes.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 19

Academic Ethics in Counselor Education: Results of a Survey of Novice Counselor Educators

Beverly A. Burnell

Academic ethics refers to the ethical expectations of a counselor educator carrying out the varied roles of a teacher of counseling, such as course and curriculum design, advisement, development of learning assessments and grading, etc.. This program will present the results of a survey of novice counselor educators who have been in the professoriate for three years or less with regard to their doctoral preparation in ethical behaviors expected of them as teaching faculty.



Thursday • 4:30-5:20 • Tennessee Lobby A
Poster 20

Making Connections: Group Supervision for Addictions Counselors

Brenda Callahan
Lisa Schultz

In this session, participants will investigate group supervision to make connections between themselves and supervisees. Addictions counselors are a diverse group, based on gender, age, ethnicity, level of education, and recovery status. Group supervision offers a forum for addressing differences as well as issues of skill building, self-exploration, and personal growth. Participants will synthesize their skills in group process and supervision to build a personal model of group supervision.

Roundtable Sessions • Thursday • 4:30-5:20



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 1

Everything to Everyone or Counseling-Focused? The Role of Counselor Education in Developing Student Affairs Professionals

Matthew J. Paylo
Jake Protivnak, J. Carol Mercer

The presenters will provide a brief discussion counselor education contribution to student affairs, the strengths of having a counseling-based student affairs program, relevance of counselor education in each of the 39 student affairs functional areas, and some pragmatic recommendation for maintaining a counseling focus throughout the program. Recommendations for: maintaining a CACREP accreditation; recruitment of candidates; appropriate internship placements; providing adequate supervision; and involving faculty in the program will be discussed.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 2

The practice of gatekeeping in a virtual environment: Lessons learned from an accredited online counselor education program

Matthew R. Buckley
Marilyn Haight, Savitri Dixon-Saxon

The development of a process and active practice of gatekeeping within an online counselor education program serves as the backdrop for a discussion of current research of the function of gatekeeping within counselor education and supervision. Presenters will discuss forces which influence the successful implementation of a gatekeeping process that served as a model for other helping professions preparation programs within the institution.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 3

Navigating Differences in Counseling Specializations During Clinical Supervision

Mindy Heher

Stephanie Helsel, Maura Krushinski

Over the past several years, the counseling field has grown exponentially. This growth has triggered the need for counseling specializations. Although all specializations share basic counseling skills and principles, there are many dissimilarities across disciplines. This presentation will provide a concise, easy to understand format underlining commonalities and differences across several specializations for use during supervision sessions.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 4

Legal and ethical considerations when school counselors work with students who have mental health issues

Nanseol Heo

Jee Hyang Lee

The purpose of this presentation is to increase school counselors' competencies in helping students with mental health concerns, such as ADHD and depression. This presentation will discuss school counselors' roles and accountability for these students. School counselors should provide services of pre-assessment, referral and follow-ups, and collaborative works with both parents and mental health service providers. Attendees will obtain available resources and strategies, and gain knowledge of legal and ethical considerations from case-scenario reviews and discussion.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 5

Factors that lead to effective and ineffective counselor supervision.

Nicholas Ladany

Paul A. De Sena

The purpose of this *Roundtable* presentation is to have a discussion about things that make supervision a rich experience, as well as what can make it a waste of time. Two sources of information will be provided to participants: (1) results of a comprehensive review of the supervision literature which points to 14 strategies of effective supervision (e.g., the supervisory alliance) and 10 strategies of ineffective supervision (e.g., multicultural misguidance) and (2) results of a mixed-methods investigation that examined effective and ineffective approaches of supervision.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 6

Starting a Tenure Track Counselor Education Position: Think Hedgehog

Patrick Akos

Through presentation, discussion, and small group work, the participants will learn to apply Good to Great (Collins) concepts as a lens to successfully navigate the tenure process.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 7

Moving towards CACREP: The Challenges and Opportunities for an Established Counselor Education Program

Shannon Ray

Tara Jungersen

In order to maintain a standard of professional competence, it is imperative for counselor education students to meet the identified core CACREP components of knowledge. This presentation aims to foster discussion of challenges facing counselor

education programs in meeting student and administrative needs. Lessons learned, practical information, and hope for professional parity will be highlighted. Program objectives include outlining the steps taken for CACREP alignment and challenges faced.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 8

Collision of Paradigms: A Framework for Postmodern Ethical Decision-Making

Stanley B. Baker

Heather A. Warfield

An overview of postmodernism and its influence on the ACA Code of Ethics accompanied by a presentation of and discussion about an ethical decision-making model that considers postmodernist thought.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 9

Supervisory Multicultural Competence and the Working Alliance: Essential Ingredients for Successful Supervision

Stephanie Crockett

The field of counseling is becoming increasingly diverse, however, research suggests that cultural differences between the supervisor and supervisee may negatively impact supervisee functioning. Given that supervision is a critical component in training effective counselors, this presentation will provide counselor educators and supervisors with an understanding of how to provide effective multicultural supervision through the development of supervisory multicultural competence and a strong supervisory working alliance. Findings from a recent study concerning the supervisory working alliance's role in mitigating negative supervision outcomes will be presented. Participants will also learn applicable techniques and strategies for strengthening the supervisory alliance.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 10

Using Problem-based Learning in Counselor Prepration Programs: Shaping the Future of Instruction

Susannah Wood

Meeting CACREP requirements and providing quality instruction is a difficult task in itself, so how can counselor educators provide additional training for their students that meet the seemingly impossible task of teaching the intangible or detailed elements of their future daily jobs? Research in several academic disciplines has demonstrated that problem-based learning is an effective best-practice method of instruction. This presentation will provide an overview of the current use of problem-based learning in academe and how it is currently applied in counselor education. Participants will be introduced to the three phases of problem-based learning and possible applications of the model to doctoral and master's level classes including problems and products. Participants and presenter will engage in a lively discussion of instructor responsibilities, ways to facilitate the process, typical student concerns, and generate a list of possible "problems" they would like to use with their students.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 11

School Counselors' Role in Enhancing Student's Academic Resiliency

Teresa A. Fisher

Jesse Brinson, Grace Wambu

Despite incredible hardships and the presence of "at risk" factors, some students develop characteristics and coping skills that enable them to succeed in school. These students can be referred to as being resilient. An understanding of these factors is important to school counselors and educators so that they can devise mechanisms of fostering these qualities in the other students who may be faced with the risk of failure in school. In this

presentation, school counselors will learn about the individual resiliency factors that have contributed to the success of students in other parts of the world and which are quite similar to those observed with American students.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 12

The Greatest Generation: Silent Suffering. Assessing substance-abuse disorders in the Elderly.

Wanda Briggs
Karla H. Lever

Substance abuse affects people of all ages and yet, it is often assumed that elderly people have somehow outlived the desire or ability to use substances to an extent that is harmful. Many medical conditions are made more severe by substance use, medication complications can occur, and clients are often medically misdiagnosed because other disorders have similar symptoms. Participants will learn how to effectively assess substance abuse concerns through the use of Motivational Interviewing.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 13

Exploring the Sexual Orientation Counselor Competency of School Counselors

Markus Bidell

The need for counselors to work competently with LGBT youth is well established. Yet addressing sexual orientation and gender identity in a school setting can be challenging. This presentation will present results from a national study examining the sexual orientation and multicultural competencies of school counseling students through a cross specialization comparison with community agency students. Attendees will discuss the results and implications for counselor educators and supervisors.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 14

Sexuality is Universal: Implications for Using a Constructivist Approach to Sexuality Training in Counselor Education Programs

Wynn Dupkoski

Sexuality training is often approached as a special topic. As sexual behaviors are observed and experienced throughout the life span, all counselors need to demonstrate proficiency in addressing sexual concerns with clients. Attendees will explore current sexual training practices and identify constructivist approaches to sexuality training.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 15

Creating an Impactful Gender Counseling Course: How Counselor Educators can use a Feminist Empowerment Model to Facilitate Awareness and Lasting Learning

Jill Whittaker

This presentation will offer a unique approach to teaching gender courses in counselor education programs. A feminist empowerment teaching model emphasizing experiential opportunities will be highlighted. The presenter will share specific activities and effective strategies utilized in her own course, including establishing partnerships with local schools and inviting adolescents to interact with graduate students in class around the gender issues they experience. Participants are welcomed to share their own best practices in teaching gender in counselor education



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 16

Obesity and Stigma: Special Considerations for the Counseling Profession

Katharine J. Feister

Weight bias and discrimination is pervasive within our society and has been shown to have multifaceted negative effects on obese individuals. Our field has yet to fully engage this topic and its effects on our work. In an effort to begin to address this emerging issue, this session will present pertinent research and provide opportunity for professional dialogue. Participants will examine their understanding of obesity stigma, consider its implications on their practice, and begin to gain knowledge, personal awareness, sensitivity, and skills related to this pressing topic.



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 17

Exploring the Experience of CACREP Visit Team Chairpersons: A Qualitative Study

Amanda J. Minor
Steve Feit

Presenter will share research related to a qualitative study on the yet to be explored lived experience related to opportunities and situations arising for CACREP Chairpersons during site visits. Themes found in the shared experience of various Chairpersons will be examined. The research presented can provide insight to those thinking of becoming a CACREP team member, universities engaging in the process of hosting a CACREP team for accreditation, and those interested in understanding the experience of veteran CACREP Chairpersons.



Thursday • 3:30-4:20 • TN Ballroom DE
Roundtable 18

An emergent model of supervisor development: An analysis of the doctoral student experience

Judith A. Crews
Linwood G Vereen, Nicole R Hill, Cyndia Glorfield
A mixed method analysis of the emergent counselor supervisor development from the perspective of the doctoral student. Using both qualitative and Q-methodology, this program highlights the

experiences and salient perspectives integral to the development of the counselor supervisor. Data presented articulates the lived experiences and salient perceptions of three cohorts of doctoral supervisors in training (first year, second year, third year). Participants of this inquiry were in three cohorts with varied levels of supervisory experiences. The findings provide guidelines for structuring this critical aspect of doctoral training



Thursday • 4:30-5:20 • TN Ballroom DE
Roundtable 19

Personalizing Supervision: Using Individual Personality Priorities to Tailor the Supervision Process

Yulia Pronchenko
Dalena L. Dillman

Using Adlerian concepts of personality priority, such as Comfort, Pleasing, Control, and Superiority, supervisors and counselors educators will learn strategies to create optimal learning environment in supervision. Participants will engage in experiential activities to learn different types of personality priorities and the ways to incorporate them in supervision. Participants will engage in discussion to learn to customize their supervision approach to meet their supervisees' individual needs.



Thursday • 6:00-8:00 • Magnolia Pool Patio
Ancillary

Welcoming Reception



Thursday • 8:00-Midnight •
TN Ballroom

Ancillary

Opening Party!





Friday • 7:00-8:00 • ACES Suite
Ancillary

**ACES State Presidents/President-Elects
Breakfast Meeting**



Friday • 8:00-8:50 • Cheekwood A
Ancillary

NARACES Regional Business Meeting



Friday • 8:00-8:50 • Cheekwood B
Ancillary

RMACES Regional Business Meeting



Friday • 8:00-8:50 • Cheekwood C
Ancillary

WACES Regional Business Meeting



Friday • 8:00-8:50 • Hermitage A
Ancillary

SACES Regional Business Meeting



Friday • 8:00-8:50 • Hermitage B
Ancillary

NCACES Regional Business Meeting



**Friday • 9:30-10:50 • TN Ballroom
C**

Ancillary

**ACES OPENING SESSION • “The
Future is Shaped by Those Who Listen”**

Keynote Speaker: Nikki Giovanni



Friday • 11:00-11:50 • Hermitage A
Vendor Presentation

Educational Management Solutions, Inc.

John Nixon

The CACREP 2009 Standards have prompted programs to evaluate their videotape recording systems and update to state of the art digital solutions. Going beyond the days of simply recording on tape, modern digital packages can accomplish a wide range of functions to enhance the counselor education experience and tighten client data security. This session, provided by Educational Management Solutions Inc. (a bronze sponsor of the ACES 2011 conference), and presented by John Nixon, EdD, LPC, ACS, Clinical Director-MSD Program, will explore how today's technology makes available new opportunities to enrich the supervision and learning experience. Features such as digital recording, bookmarking and annotation, creation of electronic client documentation from the initial assessment to the termination summary, counseling outcome evaluations, and insurance of HIPAA compliance will be reviewed.



**Friday • 12:00-1:30 • Old Hickory Steak
House**

Ancillary

ACES Graduate Student Luncheon



Educational Sessions • Friday • 1:30-2:20



Friday • 1:30-2:20 • Belle Meade A
Educational Session

Teaching School Counseling Students to Be Cultural Consultants Using an Organizational Cultural Competence Assessment Instrument

Judith A. Nelson

Professional school counselors have the capacity be the cultural consultants in their schools and communities. According to the ASCA Code of Ethics and position papers, school counselors must be vigilant in making sure that all students, regardless of race, ethnicity, gender, religion, sexual orientation, or ableism, are valued and treated fairly and respectfully in schools. The importance of individual cultural competence in professional school counseling has been well documented; however, going a step further and teaching school counseling students the importance of organizational cultural competence in schools can promote equity and access for their clients (students). In this session, participants will learn how to use the School-Wide Cultural Competence Observation Checklist (SCCOC) in school counseling courses in Counselor Education Programs.



Friday • 1:30-2:20 • Belle Meade B
Educational Session

Growing up with Violence: Effectively training counselors to work with youth who are the product of the Urban War Zone

John A. Dewell
Kristi Lee

This presentation will promote competence in training students to be ethical, culturally sensitive, and effective practitioners when working with youth who have grown up in violent communities. Exposure to violence in the community has dire

effects on emotional, cognitive, and behavioral outcomes; correlating to a frighteningly vast array of symptoms. Those attending the presentation will learn the unique ways violence impacts youth and how to integrate this knowledge into training school, family, and community counselors to work towards social justice for this population.



Friday • 1:30-2:20 • Belle Meade C
Educational Session

Helping Female Counselor Educators: Balancing Career & Personal Life

Christine Ebrahim
LeAnne Steen PhD

Female counselor educators serve as important faculty members. While working as a counselor educator, many female faculty members feel pressure to succeed in scholarly activities while also meeting the needs of their personal relationships. Self care and engaging in a balanced lifestyle is imperative. Discuss ways to stay connected with family and friends while maintaining academic pursuits.



Friday • 1:30-2:20 • Belle Meade D
Educational Session

Productive Conflict in Supervision

Amanda C. Nellis
Korey L. Hawkins

Conflict in supervision is a common occurrence. Conflict can result in ruptures in the supervisory relationship, resulting in ineffective supervision. Effective supervision can help the supervisee develop confidence, develop clinical skills and can benefit the supervisor, supervisee and client populations. Participants will learn to identify, manage and address supervision conflicts in a productive manner. The participants will learn a new way to approach conflict in supervision.



Friday • 1:30-2:20 • Belmont A
Educational Session

Examining the Career Story Interview – Guidance Form (CSI-GF) as a Career Decision Making Intervention with High School Students

Pamela H. Sickinger

Interventions that complement traditional high school career guidance programming can have a positive impact on students' levels of career exploration and commitment. A brief narrative tool, the Career Story Interview – Guidance Form, appears to help students to better understand their life themes and aids them in the development of meaningful future plans. We will cover identifying students most likely to benefit from this intervention, conducting the intervention, and measuring its outcomes.



Friday • 1:30-2:20 • Belmont B
Educational Session

Experiential, student-focused, and innovative approaches to empathy development: Implications for teaching and supervising counselor education students

W. Bryce Hagedorn

S. Kent Butler, Kristina DePue

Among the many roles and responsibilities of counselor educators and supervisors, the fostering of empathy development among students is tantamount. Whereas experiential and small group exercises have demonstrated efficacy in developing empathy, which will best meet these goals? Attendees will learn experiential, student-focused, and innovative approaches that have proven successful in developing empathy in students and supervisees. Detailed descriptions and handouts will assist attendees in implementing these exercises in their workplaces.



Friday • 1:30-2:20 • Belmont C
Educational Session

Shaping the future of the profession: Strategies for teaching and approaching death and loss with counselor trainees.

Diane H. Coursol

Aaron Suomala Folkerds

Counselor educators and professional counselors face a unique challenge because they encounter death and loss in their professional work while at times having to manage the same issues in their personal lives. During this session attendees will learn about the importance of death education in counselor education, how to manage discomfort when working with death and loss, and about strategies to more effectively address death-related issues in the curriculum. Special emphasis will be placed on approaching instruction from an experiential perspective.



Friday • 1:30-2:20 • Cheekwood A
Educational Session

Developing Professional Identity in First Year Counselors-in-Training through a Process of Self-Awareness and Relational Mentoring

Jill Brue

Melissa Windham, Elisabeth Suarez

The first year of counselor training is an ideal time to begin the integration of personal and professional identity. This program offers 5 educational techniques to bridge the gap between personal strengths and preferences with professional skills, utilizing a relational, mentoring style of teaching. Participants will gain knowledge of the personal and professional needs of first year students with opportunities to share insights on helping students make early connections with professional identity in their educational experience.



Friday • 1:30-2:20 • Cheekwood B
Educational Session

Distance Clinical Supervision: Challenges and Opportunities

LoriAnn Stretch

Kelly Coker, Mike Bishop

This program will introduce the challenges and best practices related to distance supervision. The presenters provide distance supervision through university and private practice settings and will provide an overview of supervisor and supervisee rapport in distance supervision; security and confidentiality strategies; and ethical and legal issues, including recordkeeping. Participants will view a distance supervision session and receive a list of resources available to support supervisors providing distance clinical supervision.



Friday • 1:30-2:20 • Cheekwood C
Educational Session

The Good Book Tells Me So: Faith as a Cultural Competency

Stephanie K. Scott

Aaron Jackson, Lori Milo, Donna S. Sheperis

This presentation examines faith as a cultural competency – specifically, how counselors can conceptualize faith and its meaning in a cultural context. Faith offers the unique quality of an ultimate authority beyond the client, externalizing locus of control and offering refuge in moral absolutes. This presentation helps counselor educators better understand faith as a cultural variable, and the conflicts that can result in counseling individuals and families when faith is a prominent variable.



Friday • 1:30-2:20 • Cheekwood D
Ancillary

Career Interest Network



Friday • 1:30-2:20 • Cheekwood E
Ancillary

New Faculty Interest Network



Friday • 1:30-2:20 • Cheekwood F
Educational Session

Transgender advocacy in counselor education: Becoming an ally with the transgender community

Caroline O'Hara

Tamekia Bell

Because advocacy is at the heart of counseling and due to the relative dearth of information about transgender concerns in counseling, this session aims to (a) increase awareness of the transgender community, (b) educate audience members on the oppression these individuals face, and (c) discuss how counselors and counselor educators can become allies. This session will present a review of the literature on transgender issues and will discuss implications for the counseling profession.



Friday • 1:30-2:20 • Cheekwood G
Educational Session

The Professionalism of Supervision: The Supervision Plan, Policy and Professional Will

Nancy E. Sherman

Lori A. Russell-Chapin

This workshop will focus on the professionalization of supervision by emphasizing the need for Supervision Policies, Plans and Professional Wills. The Clinical Supervision Policy specifies expectations in supervision for the supervisor and supervisee(s). The Supervision Plan offers unique direction for the specific needs of the supervisee. The Professional Will provides explicit instructions to a professional executor of all essential information regarding client files and the work setting. Participants will develop their own Supervision Plans and Professional Wills.



Friday • 1:30-2:20 • Cheekwood H
Educational Session

Thinking global: A classroom module on counseling cross national couples and their children

Atsuko Seto

Marion Cavallaro

When two people from different nationalities marry, not only do they bring cultural differences into a relationship, they are also navigating their relationship through the multiple layers of transition including immigration, acculturation, and language acquisition. This presentation explores challenges that may be specific to cross national couples and their children as well as addresses unique counseling considerations. A teaching module on counseling cross national couples will be described which can be integrated into existing counselor education courses.



Friday • 1:30-2:20 • Hermitage A
Educational Session

“Voices: Implications for working with Mexican immigrants affected by deportation”

Anna Lopez

Ioana Boie

The focus of this session will be on the specific issues, challenges, and perceived mental health needs of Mexican immigrants affected by deportation. Discussion of a qualitative study focused on exploring the experiences of professionals working with unauthorized Mexican immigrants. Implications and recommendations for counselors and counselor educators will be discussed. Attendees will also be provided a list of resources for working with immigrant clients affected by deportation.



Friday • 1:30-3:20 • Hermitage B
Educational Session • Advanced Research Track

Introduction to Structural Equation Modeling in Counseling and Related Research

Todd Lewis

Kelly L Wester

Researchers “observe” constructs that can’t be seen, such as intelligence, by making inferences from measurable variables. Structural Equation Modeling (SEM) is a general statistical modeling technique to establish relationships among variables. A key feature of SEM is that observed variables are understood to represent a small number of “latent constructs” that cannot be directly measured, only inferred from the observed measured variables. In other words, latent variables are hypothetically existing constructs that cannot be measured directly because they are not directly observable. Rather, they are considered “proxies” that emerge from measuring instruments, such as items on a test, inventories, scales, and so forth. This workshop covers the definition and theory of SEM as well as typical research questions that SEM analyses are best suited to address. Some discussion will include “precursors” to SEM, such as basic regression and path analysis. The presenters will discuss the advantages of using SEM in counseling research, and discuss five processes that must be established to enhance the quality of SEM research (model specification, model identification, model estimation, model testing, and model modification). The presenters will emphasize practical work with computer software (LISREL) using real data, analysis of published SEM research, and case studies. It covers the key concepts in SEM in a non-technical manner - at the conclusion of the workshop participants will be able to better comprehend SEM models, using observed, latent, dependent and independent variables. Participants will be able to understand path diagrams of SEM models, interpret output, and determine key statistics to assess if the data fit a proposed model. The presenters will attempt to provide examples using counseling related data as much as possible. This workshop is targeted to participants who have

had little to no exposure to SEM, but would like to incorporate it more into their own research, or would like to understand, interpret, and make sense of published SEM research and assess its quality. It is assumed the audience has some knowledge and experience in basic regression modeling and/or logistic regression modeling.



Friday • 1:30-2:20 • Magnolia B
Educational Session

Let's Get Creative! Integrating Expressive Arts as a Teaching Tool

Angela I. Sheely-Moore

Peggy Ceballos, Pedro J. Blanco

This interactive workshop will present several expressive arts activities to facilitate students' self awareness, gain perspective of the clients' experience, and understand the counseling process. Come and learn practical strategies for implementing expressive arts through teaching, assignments, and projects for clinical and content-based courses. Presenters will also share remedies for overcoming setbacks when integrating expressive arts into the classroom learning experience.



Friday • 1:30-2:20 • Magnolia Boardroom
Ancillary

Social Justice and Human Rights Committee Meeting



Friday • 1:30-2:20 • TN Ballroom A
Educational Session

The Mental Health Facilitator Program: An Opportunity for Networking Internationally

Wendi Schweiger

Kristi McCaskil, Donna A Henderson

More than 450 million people globally live with unmet mental health needs. In 2003, Dr. Benedetto Saraceno, then Director of the World Health

Organization's Department of Mental Health and Substance Abuse, challenged the National Board for Certified Counselors to assist in meeting this need. The Mental Health Facilitator Program (MHF) was created in response to that challenge. The MHF is a training program designed to provide basic mental health skills and education to professionals, paraprofessionals, and lay people. Based on a training of trainers' model, the MHF program was created to increase service capacity especially in areas where mental health services are difficult to obtain. The presenters will provide an overview of the MHF program, its current status worldwide and how counselor educators and students can become involved in this dynamic international program.



Friday • 1:30-2:20 • TN Ballroom B
ACA Trust Sponsored Educational Session

HITECH Gives HIPAA New Teeth: Update on Confidentiality, Privilege & Privacy and Implications of Social Media

Burt Bertram

Anne Marie "Nancy" Wheeler

Utilizing a new legal/ethical decision-making model, participants will explore and "solve" a complex real-life case study involving issues of confidentiality, privilege and privacy. An update on HIPAA will be provided, including the breach notification requirements and associated penalties in the "HITECH" law and regulations. The presenters will also highlight emerging areas of concern involving social media and other cyber-activities, including laptops, smart phones, printers, thumb drives, etc.

Poster Sessions • Friday • 1:30-2:20



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 1

Implementing a Self-reflective Process in Trauma-informed Supervision: Understanding the Use of Self-reflection in the Trauma-informed Supervisory Relationship

Elizabeth More Ventura

Self-reflection is integral to counseling and supervisory processes. Yet counselor education programs seemingly have moved away from an emphasis on such process. The presenters argue in favor of the self-reflective process in counseling and supervision, especially pertaining to trauma-causing events, as defined in the 2009 CACREP Standards. This discourse is highlighted by clinical and pedagogical examples for enhancing counselors' and supervisors' trauma-informed self-reflexive abilities.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 2

Research Informs a Need for Change in Helping: Results of a Large Study of College Freshmen Reveals They Need More Help in Postsecondary Planning

Gail K. Roaten

Annette Albrecht, Dennis Jones, Le'Ann Solmonson

Results from survey of college freshmen in a large Southern state regarding their perceptions of how much/how little help they received from their high school counselors reveals that leaders in the school counseling profession and counselor educators have a mandate for action. The researchers will use these results to "help the leaders," "help the helpers," and "shape the future" by making recommendations for advocacy, education and training, as well as workshops and continuing education for practicing school counselors.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 3

Multicultural Supervision: Influencing Supervisor's Motivation to Initiate Discussions on Culture and Diversity

Janeen Miller

Supervisors have the responsibility of initiating discussions surrounding multicultural and diversity issues. However, transferring multicultural knowledge into action can be a difficult task. Attendees will experience an in depth discussion on the importance of infusing multicultural discussion into supervision. Research findings on social desirability, practical ways to find comfort in discussing such issues and ways to measure multicultural supervision competence are also explored.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 4

Yoga and Mindfulness for Counselor Self Care. Applications for Clinical and Personal Practice.

Janys Murphy

The multi-faceted roles of counselor's typically requires one to be emotionally resilient in the face of daily challenges and change. When working with clients who are suffering, counselors need nourishment for their own distress tolerance, and emotional flexibility in order to thrive. A common assumption is that therapists simply know how to deal with the weight that comes with clients sharing their inner most struggles. Counselor educators can reduce the likelihood of burnout, vicarious trauma, and compassion fatigue by practicing self care. Practicing yoga and mindfulness techniques will likely improve the counselor's well being, which in turn influences the well being of clients. This workshop emphasizes that practicing self care through yoga provides the helper with innumerable personal benefits, and enhances the ability to be present and effective when working with clients. Attendees will experience a brief yoga practice

designed to help the helper, and learn techniques to use with their clients.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 5

Relational approaches to working with resistance and rupture: Using case studies to promote self- reflection, professional development, and relational transformation among supervisors, therapists, and school counselors.

Jeff Cook

Suzy Thomas, Laura Heid

While research has indicated that the therapeutic alliance is central to client progress and counselor growth, much attention has been paid recently to short-term, behavioral approaches, which emphasize techniques over the therapeutic relationship. We posit that the depth of relational approaches is often needed when dealing with client resistance and ruptures in the therapeutic relationship. This session reviews concepts of resistance and rupture using several relational theories with applications to clinical supervision, therapy, and school counseling.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 6

Weaving Themes of Advocacy and Social Justice into Counselor Education Programs: What Students Tell Us About the Process and Impact

Kathleen Marie Barrett

Vernon Percy, Margit Bobman

As advocacy and social justice have increasingly come to be recognized as guiding themes in the counseling profession, this session explores what students tell us about how their counselor education programs integrate these concepts and their associated competencies into their preparation, and the impact it has on their developing sense of professional identity and expectations regarding

future roles. Discussion includes results of a recent survey of 180 Connecticut counseling graduate students.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 7

Cyber Support: Supervisees' Perceptions of Online Practicum Supervision

L Kay Webb

Susan Perkins

Results will be presented from a study of online supervisory experiences. Supervisee experiences of the supervisory relationship will be reviewed and recommendations for program improvements made. In an effort to improve overall online teaching experiences in counselor education programs, attendees will be encouraged to provide feedback from their own experiences with online supervision. Based on attendee interest, technological options for online supervision may be reviewed and demonstrated.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 8

Training Counselors to Treat Trauma Survivors: Pedagogical Considerations beyond Crisis Intervention

Laura K. Jones

J. Scott Young

Trauma survivors comprise nearly 90 percent of individuals seeking care in mental health clinics, yet counselors often fail to assess for trauma and feel unprepared to work with survivors. Efficacious work with trauma requires training in the types, neurological corollaries, and psychological expression of trauma as well as in trauma assessment, evidence-based interventions, and ways to mitigate vicarious trauma. This program will introduce attendees to trauma therapy and provide educators with the foundational information necessary to train students to work with survivors.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 9

Describe, reflect, share: How one CACREP program conducts admissions interviews

Lisen C. Roberts

Research indicates that the interview process is primary in student admission decisions within counseling programs. This session will offer a detailed description of how one CACREP program structures its admission interviews into a half-day event that includes not only candidate group interviews with faculty, but program information, small group activities and reflection, Q and A with students, and a writing sample for candidates. There will be ample opportunity for dialogue among participants.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 10

The Bio-Psycho-Social-Advocacy Model: Toward the Development of a Social Justice Paradigm

Manivong J. Ratts

This presentation introduces participants to the bio-psycho-social-advocacy model in counseling. The bio-psycho-social-advocacy approach to helping posits that biological, psychological and sociological factors all play a role in determining human functioning and that advocacy is necessary to help alleviate client problems. Moreover, the bio-psycho-social-advocacy model provides a conceptual framework for social justice counseling perspective. It posits that both individual counseling and advocacy is necessary to help address the systemic barriers that contribute to psychological stress and disorders. Participants will develop a working knowledge of the bio-psycho-social-advocacy model and understand how this approach to helping can provide a more comprehensive approach to helping clients. The risks and benefits to using the bio-psycho-social-advocacy model in counseling and counselor education will also be discussed.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 11

Shaping Leaders in Scholarship: A Shift from Consumers to Creators of Research within Counselor Training

Megan Michalak

Amanda Minor, Steve Feit

The role of scholar in the professional identity of counselors is often overlooked and misunderstood. Counselor educators are in a unique position to shed light on enhancing evidence-based practices within the counseling profession and promote scholarship creation by master's level counselors through reshaping the training practices of counseling students. This experiential session offers an opportunity for counselor educators to explore how to address this need within their own practice.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 12

Grant Writing: Lessons Learned and Future Opportunities

Melinda M. Gibbons

Shawn Spurgeon, Carrie Wachter Morris

Universities across the country are encouraging faculty to actively pursue grant funding opportunities, and Counselor Educators are experiencing this challenge. This program is designed to present information about the challenges and opportunities inherent in securing external funding for counselor education programs. Participants will learn about the challenges of grant funding, hear tips and strategies that enhance funding opportunities, and share their own challenges with securing external funding at their respective universities. Handouts will be provided.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 13

Shaping the Future: Pedagogical Implications for Integrating Expressive Arts into Group Curriculum

Rebecca L. Koltz
Melissa A. Odegard

In our changing educational community the need for innovative pedagogical practices has become more of a necessity. In order to promote leadership, our methods in teaching and supervision require diversified approaches if they are to shape effective future counselors. The presenters will share their personal experiences integrating expressive arts into their group curriculum and share student responses. In addition, participants will be given the opportunity to co-construct new ideas regarding how to implement their own creativity in their pedagogy.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 14

Managing Race or Culturally-Triggered Reactions during Multicultural Classes: Understanding Personal and Demographic Factors That Affect How Multicultural Instructors Deal with Conflict

Stephen Burton
Lyndon P. Abrams

Managing diversity issues in multicultural classes is a complex and essential teaching responsibility that is often seen by instructors as fraught with difficulty and potential professional and career liability. Through presentation and discussion of results from a recent study, participants will better understand how instructor demographic attributes may help determine which strategies and interventions are most useful in defusing and de-escalating race or culturally-reactive class situations.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 15

The Crisis of Counselor Identity and How to Move Beyond It

Francis A. Martin
Lisa Henderson

This session gives a detailed picture of the crisis in counselor identity, based on a review of CACREP- and non-CACREP-accredited programs in several states. Concluding that non-CACREP programs have largely caused the crisis in counselor identity, this session aims to help counselor educators to regain their rightful influence. Thus, toward remediation of the crisis, it defines counselor identity and offers several specific plans that provide useful actions for counselor educators.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 16

Implications of Scientist-Practitioner model for Shaping Future Leaders and Helpers in Counselor Education and Supervision

Mei Tang
Susannah Coaston, Kerry Sebera, Nzingha Dalila, Kathy Miller, Christina Baker, Linda Millholland

This presentation will illustrate the development and preliminary findings of a measurement of career specialty interests—Scientist Practitioner Inventory (SPI) for counselors. The attendants will gain understanding of the detailed results/findings of the instrument and its applicability to curriculum design and teaching in counselor education. The implications of SPI for counselor educators in teaching, advising, supervising and research will be discussed through activities.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 17

Helping the Leaders Helping the Helpers Shaping the Future: Decreasing Risky Behaviors among Adolescents and Youth

Gloria Hamilton

Mark Bloodworth, Tarik Smith

This workshop will introduce culturally competent interventions that have been found to be effective in behavior change and are amenable for use by counselor-educators in university classrooms and clinics. Outcomes data demonstrate that an effective way of communicating information in the classroom and clinic is by engaging learners in dialogic activities which they are able to incorporate into their own teaching and counseling work in the community.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 18

Understanding Addiction through Metaphor: The Wizard of Oz and Beyond

Heather M Helm

David Johns

The goal of this program is to present a way of understanding the process of addiction and recovery through the use of metaphor. One particular metaphor, the story of the Wizard of Oz will be used as one powerful example for the journey toward recovery.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 19

The clinical supervisors' power bases and their implications for practice.

Hideyuki Tanaka

This *Poster* presentation is the findings of the dissertation research related to clinical supervisors' power bases (Tanaka, 2009). According to the social influence models of supervision (Dixon & Cliborn, 1987; Dorn, 1985), clinical supervisors possess

certain assets to influence supervisees' learning behaviors (i.e., power bases). In this study, the result of the factor analysis revealed six first-order and two higher-order power factors. The conclusion and implication for practice will be presented in the context of the related literature.



Friday • 1:30-2:20 • Tennessee Lobby A
Poster 20

Is It Time To Require CACREP Accreditation For State Licensure?: A Call For Action For Counselor Educators

J. Barry Mascari

Jane Webber, Michael Dubi

Although counselor licensing boards set standards, the early pioneers of the profession set bold standards that shaped those requirements. It may be time for counselor educators to recapture the flag of leadership in setting standards for the profession and licensing boards. This leadership may be influential in getting more graduates to register their credentials and help achieve the 20/20 goal of nationwide portability. Can counseling associations begin a public and legislative awareness campaign that educates about the value of program accreditation? Is it time to require CACREP accreditation for state licensure?

Roundtable Sessions • Friday • 1:30-2:20



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 1

A Psycho-Spiritual Alternative to the DSM and Psychopathology: The Yoga View of Mind and the Causes of Mental and Emotional Suffering

Fred J. Hanna

An ancient and primary source in Yoga philosophy provides unique insight into psychopathology, spiritual growth, and the nature of mind, self, spirit, and consciousness. Patanjali, the author of this

work, identifies five causes of suffering that lead to a decline in mental and spiritual well being. This presentation examines Patanjali's work as an alternative understanding of psychopathology and provides techniques that reduce these sources of suffering and may enhance counseling practice.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 2

Understanding the meaning-making process of professional counselors working with childhood sexual abuse survivors

Anna M. Viviani

In this *Educational Session*, the results of a dissertation study on the meaning-making process of professional mental health counselors who work with childhood sexual abuse survivors will be shared with a discussion of the implications for counselor education programs. Based on previous research, many counselors do not feel adequately prepared to counsel survivors of childhood sexual abuse and have significant concerns regarding their ability to provide appropriate counseling interventions as well as care for their own needs related to the abuse disclosures they hear. The significance of this issue is highlighted in the staggering numbers of childhood sexual abuse reports each year, the counselors' ethical responsibility to provide services within their scope of competency, and the counselor educators' ethical responsibility to prepare counseling students for their work and professional wellness. Attendees will be presented with background information on the issue of childhood sexual abuse then presented with the study questions for small group discussion. Counselor cognitive complexity, the meaning-making process, and vicarious traumatization in relation to counselor education and supervision will be discussed. Study results will then be presented and implications for counselor education programs will be shared. Finally, a large group discussion will be facilitated to explore how attendees may already be utilizing the education and supervision ideas presented in the study implications or explore

how they could take these ideas and implement them in their own CES programs.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 3

Capturing the spirit of motivational interviewing: Instilling hope for suicidal clients

Anne M. Shick
Kristin L. Bruns

This program is intended to provide participants with an outline of the seven key points that comprise the spirit of motivational interviewing, as defined by Rollnick and Miller (1995). As clinicians, when utilizing a counseling style, we often shift our focus from the spirit of the orientation to the techniques prescribed by the orientation. The aim of this discussion is to bring to the forefront, the spirit of motivational interviewing, particularly as it pertains to instilling hope into the lives of our clients who are experiencing suicidal ideation. This program will be in the format of a round-table discussion to allow for an exchange of ideas, information, and presentation of various perspectives. Participants will be provided with a handout that details the seven core concepts that define the spirit of motivational interviewing.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 4

Sandtray in Supervision: A Tool for Helping Supervisees Grow

April A. Schottelkorb
Karrie Swan

Not all supervisees respond to the same type of supervision approach. In this presentation, attendees will learn how to utilize sandtray in group and individual supervision sessions. Attendees will learn what materials they need to utilize sandtray in supervision, as well as how to integrate sandtray into ongoing supervision and how to process sandtrays with supervisees.

Attendees will view video clips of actual supervision segments in which sandtray was utilized.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 5

The First Year Experiences of Three Counselor Educators

April Sikes

Cynthia Walley, Kristopher M. Goodrich

Three counselor educators will present and discuss their first year experiences as new assistant professors. Common themes associated with first year experiences based on practice and research will be explored. Participants will have the opportunity to reflect, share, and discuss their first year experience as new faculty members, and develop strategies to support doctoral students and new colleagues as they enter counselor education programs and the profession. Practice and training implications for counselor educators and doctoral students will be discussed.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 6

Coordinating Counseling Programs in a Difficult Fiscal Climate

Bill Lepkowski

Dan Macari

The recent economic recession continues to impact counselor education programs. This session will involve a discussion moderated by two counseling program coordinators. We will share our own experiences dealing with budget cuts and insights gained from the literature. We will also invite attendees to join in a discussion, posing questions such as: How do we deal with cuts and still maintain CACREP standards? And, How do we make our programs more financially efficient? Attendees will gain insights to coordinate counseling programs that can better cope in today's economy.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 7

Doctoral Students and Multiple Roles: Being a Learner, Teacher, Colleague, Supervisor, Supervisee, and Co-Author

Cassandra G. Pusateri

Anita Neuer

Inherent, unavoidable multiple relationships with faculty and master's students in doctoral programs will be reviewed, and implications for supervision and identity development discussed. Possible ethical dilemmas will be identified along with strategies for managing multiple roles.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 8

Wellness Approaches in Supervision: Enhancing the Supervisory Relationship

Cassandra Storlie

Multiple studies have focused on the importance of wellness strategies when working with counseling students. However, the research lacks specific wellness measures that can be used within the supervisory relationship that may enhance counselor development and the supervisory working alliance. As gatekeepers to the profession, counselor educators and supervisors have the challenging task of promoting wellness in their students in order to prevent impairment and burnout. Supervisors within the field of counseling must advocate for practical approaches in maintaining wellness in counselors-in-training. This presentation will examine wellness strategies that counselor educators can use that may enhance the supervisory relationship with counselors in training, along with bringing about healthy counselor development.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 9

Multicultural competencies in counseling: Exploring meanings and experiences

Cheryl W. Neale-McFall

Christina R. Washington

This program will address the 31 multicultural competencies set forth by the Association for Multicultural Counseling and Development (AMCD). As a part of the program, recipients will be able to explore their own personal perspectives concerning the multicultural perspectives, as well as hearing the perception of others in the field.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 10

Counselor-in-Training with a Legal History: A Unique Dilemma?

Christine Sacco-Bene

Gregory Meek, Kitty Eeltink

This presentation will explore ethical, legal and training implications surrounding the issue of when an aspiring counselor had involvement with the law in their late teens or early adulthood. Case studies will be provided to facilitate critical analysis and discussion regarding how the past involvement with the legal system has far reaching personal, social, educational and career development implications of trainees. Such a scenario places counselor educators in a unique dilemma – working with the student from a supportive developmental framework while balancing gatekeeping.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 11

Connecting Theory to Practice: Embedding Service Learning in Counseling Coursework

Claudia Lingertat-Putnam

Are you looking for an innovative way to engage students in connecting theory to counseling

practice? In this session, participants will learn about service learning as a powerful pedagogy in counselor education. We will discuss the benefits of engaging in service learning for both student and teacher. Service learning projects, embedded into the counseling curriculum, benefit students in multiple ways. National studies of service learning find that participation in service learning has positive effects on students' academic achievement, personal and social development, civic engagement and more. This modality should not be overlooked as a powerful teaching tool to advance students' understanding of the social and emotional learning of P-12 students in real world settings. In this session we will explore how this exciting teaching and learning strategy was used in multiple ways to bring real world context into the classroom.

Challenges and successes will be shared.

Preliminary qualitative data will also be shared. Get ideas to get your own project started!



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 12

Supervising Counselors in Nontraditional Settings: Challenges and Opportunities

Madeleine Dupre

Greg Czynszcon

This session will explore the supervision needs of counselors in nontraditional settings such as intensive in-home programs, psychiatric hospitals, and emergency response teams. We will invite participants to engage in a discussion of the challenges of providing supervision and identify supervisor characteristics and key process components that support counselors in these environments.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 13

Competencies for Urban School Counselors: What Are They and How Do We Help to Develop Them?

Courtland C. Lee

Marte Ostvik-DeWilde, Denise Park

This session will present a set of behavioral competencies for advancing counseling in urban schools. The key characteristics and challenges of the urban environment and urban schools will be reviewed. A set of urban school counseling competencies will be presented that reflect the nature of transformed professional school counseling with direction for promoting and assessing the development of these competencies in school counselor education.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 14

Ignorance Is Not Bliss: Utilizing Critical Race Theory to Critique Multicultural Education of Counselors.

Dan DeCino
Linda Black

In an era of social justice and advocacy, the topic of racism in counseling has seemed to recede to one of the less prominent constructs within multicultural education and training. We discuss the impetus and relevance of implementing Critical Race Theory as a mechanism for refocusing and revitalizing multicultural research, advocacy, education and supervision in counselor education programs.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 15

Embedded Dissertation Assignments Across the Curriculum: A Model for Timely Completion

Debra Cobia
Rebecca Stanard, Mark Parrish

Attendees will participate in a discussion of a model of dissertation completion through embedded assignments across the curriculum. Expectations for student performance are clearly explicated and the dissertation proposal is developed in a collaborative, supportive environment. Assignments build upon each other from course to course and focus on the development of technical,

analytical and writing skills necessary to complete a quality dissertation.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 16

Shaping the Future of Rural Counseling: Developing a Model for Counselor Educators

Deborah Drew
Mikal Crawford, Dorothy Breen

In order to shape the future of rural counseling, Counselor Educators must prepare their students for the unique challenges of counseling in rural settings. In this workshop we will share a developing model for Counselors Educators who prepare counselors for rural practice. Ideas for this model come from our research with Counselor Educators across the United States. Attendees will explore the ways in which their Counselor Education programs can integrate ways to prepare their students for rural practice. They will have the opportunity to contribute to the development of this model by sharing their ideas for resources, strategies, and their vision of preparing counselors for rural practice.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 17

Building a Versatile and Successful Counseling Career

Jeane B. Lee

Counseling is a versatile career, and beginning students, as well as counselor educators, often are unaware of the many career options available to counselors. With comprehensive information, counselors-in-training can begin to visualize and plan the types of careers desired. Information is power, and it is possible that counselor educators can increase student retention, generate enthusiasm, and facilitate career planning by informing students of the versatility of a counseling career. Licenses,

numerous certifications, and contact information will be provided.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 18

Creative strategies for integrating technology into teaching and supervision

Amanda G. Flora

Amie A. Manis

Funding issues, increased technological support and resources, tech-savvy students, and accessibility to higher education are all factors leading Counselor Educators and Supervisors to develop creative and effective strategies for incorporating technology into counselor training. The presenters will host a *Roundtable* discussion exploring the fears, challenges and rewards of integrating technology without losing the relationships with students while honoring social justice and advocacy ideals.



Friday • 1:30-2:20 • TN Ballroom DE
Roundtable 19

How Counselor Educators Need to Adjust their Programs in Response to Evidence-Based Practice

Patricia Kyle

Josie Wilson

Counselors are increasingly being required to utilize empirically-supported treatments and our counseling students need to be ready to deal with the realities of Evidenced-Based Practice (EBP). This growing mandate impacts the role of counselor educators and the curriculum. This interactive presentation will emphasize how counselor educators need to adjust in order to prepare students for what will be expected of them and to advocate for a more expansive implementation of EBP, rather than the current narrow focus.

Educational Sessions • Friday • 2:30-3:20



Friday • 2:30-3:20 • Belle Meade A
Educational Session

Deviant Sexuality in Children and Adolescents: Concurrent Treatment of Sexual Victimization and Sex Offending Behaviors

David D. Hof

Julie A. Dinsmore

This program outlines a new treatment paradigm for children and adolescent sex offenders with a history of sexual victimization. As an alternative to the traditional treatment of isolating sex offending behaviors in therapeutic treatment, this process addresses sexual victimization in conjunction with sex offending behaviors. Participants will receive materials and treatment techniques, including examples from a treatment curriculum. Participants will also learn about accessibility of treatment for this population and the need for advocacy.



Friday • 2:30-3:20 • Belle Meade B
Educational Session

Navigating New Pathways: How One Program Moved from Surviving to Thriving within the Same University

Jan Bartlett

Darcie Davis-Gage, Linda Nebbe

Counseling programs across the nation struggle and compete for shrinking resources on their campuses. This presentation will outline how one program moved colleges within the university. Faculty will share how they advocated for their programs and maintained a spirit of collaboration while tackling and navigating through tough issues such as financial inequity related to resources and support, lack of leadership transparency, and limited professional opportunities.



Friday • 2:30-3:20 • Belle Meade C
Educational Session

Structured Group Supervision: A Model for Doctoral Level Supervisors Providing Group Supervision to Practicum and Internship Students

Kimberly Mason

While many doctoral students are expected to supervise master's students during their doctoral program, many do not believe they have the skills or the credibility to take on this role immediately. Thus, the goal of this presentation is to provide doctoral level supervisors and counselor educators with a structured approach to group supervision that benefits the supervisor and supervisees within the CACREP required 90-minutes for group supervision. The Structured Group Supervision (SGS) Model is a five-phase process which provides a format for case presentations and specifies how supervisees and supervisors are to interact and provide feedback during supervision meetings. The SGS Model will be introduced as well as objectives, tasks, and interventions associated with each stage of the model. Advantages and disadvantages of using SGS Model will be provided.



Friday • 2:30-3:20 • Belle Meade D
Educational Session

Ethical Decision-Making in Action: Bridging Self-Reflection, Personal Morals, and Self-Awareness

Alyson Pompeo
Dana Levitt

The presenters will propose a path of counselor self-reflection that includes counselor self-awareness, ethical and professional practice, and continuous development. Counselor educator and supervisor roles in bridging the theory to practice process through this self-reflection model will be discussed.



Friday • 2:30-3:20 • Belmont A
Educational Session

Collaborative Gatekeeping: Doctoral Student Supervisors and Counselor Educators Working Together in Training Masters-level Students

Susannah Coaston
Kerry E. Sebera

While doctoral students frequently supervise our Masters students, our literature on the gatekeeping process when this occurs is lacking. This session will address issues, boundaries, and proactive ideas on collaborative gatekeeping between doctoral students and faculty members. We will also attend to teaching and mentoring future counselor educators and supervisors in the important skills of gatekeeping. Time for discussion will be valued.



Friday • 2:30-3:20 • Belmont B
Educational Session

Mano y Mano: Applying the Principles of Latin America's Liberation Psychology to the LGBTQ Civil Rights Movement

Terry D. McGlasson

Applying the principles of Latin America's liberation psychology to the current LGBTQ civil rights movement, this presentation will examine how counselor education faculty and students can affirm, assist and empower the LGBTQ community in their quest for civil liberty and personal freedom. The presentation will include an historical overview of the revolutionary teachings of Paolo Friere and Ignacio Martín-Baró, and an open discussion about how their teachings can be applied today.



Friday • 2:30-3:20 • Belmont C
Educational Session

Becoming a counselor educator in the new decade: Excelling in the student to scholar transition.

Eric S. Davis

*Michael Brubaker, Blaire Cholewa, Rachael Goodman,
Lauren Shure, Cyrus Williams*

Transitioning from being a doctoral student to a counselor educator can be a daunting task. Providing the necessary skills, experiences, and information for counselors-in-training must be done in a proactive and practical manner to ensure the highest quality of education. The presenters will share a variety of techniques, experiences, and knowledge related to delivering such educational experiences in six core areas associated with being an effective counselor educator for the new decade.



Friday • 2:30-3:20 • Cheekwood A
Educational Session

Bringing Full Attention to the Present Moment: Mindfulness Interventions for Counselors in Training

Mary L. Anderson

Many counseling students experience high levels of anxiety as they approach the clinical courses of their programs, and this often becomes a distracting factor when working with clients. This session will include a presentation of mindfulness research and interventions designed to increase openness and awareness of the "here and now", which is a key aspect of effective practice as a counselor. Attendees will come away with a theoretical understanding of mindfulness, along with practical strategies to enhance their work with counselors in training.



Friday • 2:30-3:20 • Cheekwood B
Educational Session

Broaching the Subjects of Race, Ethnicity, and Culture during the Supervisory Process

Norma L. Day-Vines

Michelle Ghoston

Increasingly, counselor educators will be called upon to prepare a new vanguard of counseling practitioners who can exhibit the requisite awareness, knowledge, and skills to work effectively with a diverse client population. This multimedia presentation describes strategies and interventions that supervisors can enlist in order to broach the contextual dimensions of race, ethnicity, and culture during the supervisory process.



Friday • 2:30-3:20 • Cheekwood C
Educational Session

Supervision in Spanish: Lessons learned in a culturally-focused supervision dyad

Laura M. Gonzalez

M. Cristina Noyola

When a White supervisor who speaks Spanish as a second language, a Mexican-American counselor who is fully bilingual and bicultural, and community clients who speak Spanish are joined in the supervisory triad, the result is quite interesting! Some of the insights we came to revolve around the acculturation level of each member, language of counselor training versus language in session, social class differences in life experience and values, and ability to generate culturally-effective empathy.



Friday • 2:30-3:20 • Cheekwood D
Ancillary

Clinical Director's Interest Network



Friday • 2:30-3:20 • Cheekwood F
Educational Session

Maximizing Technology, Connecting Leaders and Helpers, Improving Future Counselors' Performance

Victor Harms
Stephanie Weigel

This session provides new perspectives for teaching online courses and creates a forum for discussing the challenges and opportunities afforded by technological advances. The presenters will demonstrate three innovative ways educators and supervisors can use distance learning technology to provide synchronous interpersonal interactions necessary for the assessment and development of interpersonal counseling skills.



Friday • 2:30-3:20 • Cheekwood G
Educational Session

Using Expressive Arts in Counseling Supervision

Sondra Smith-Adcock
Mary Graham, Elaine Wittman, Mark Scholl

Expressive arts in counseling supervision foster creativity and promote in-depth learning for counselors. These spontaneous approaches encourage livelier engagement with the supervision process. In this program, we will demonstrate novel approaches for using expressive arts in counseling supervision: Bibliosupervision, Sandtray-Worldplay, puppetry, and psychodrama. Presenters will share anecdotes, photos, drawings, or demonstrations to illustrate how approaches promote counselor development.



Friday • 2:30-3:20 • Cheekwood H
Educational Session

Training and Inspiring Future Professional Counselors for Excellence in Complex Ethical Decision-Making Situations

Linda Leitch-Alford

Preparing students for complex ethical situations can be inspiring and fun. Future professional counselors will be faced with increasingly complex ethical situations. Counselor educators are tasked with training students now for the difficult situations they will face in the world of diverse treatment modalities and rigorous expectations. The emphasis of this workshop will be on successful strategies for training students to make clinically and ethically sound decisions in complex situations.



Friday • 2:30-3:20 • Hermitage A
Educational Session

Drug and Alcohol Misuse: Policies and Procedures for the Impairment of Counselor Education Faculty

Tiffany K. Lee

Alcohol and drug misuse can cause impairment in the field, as well as in the classroom. This program will address the (a) signs and symptoms of addiction, (b) appropriate plan of action if a colleague may be suspected of chemical misuse, (c) how to prevent, identify, monitor, engage, and manage a faculty member that is impaired, and (d) some of the ethical and legal issues associated with addiction and impairment. Recommendations for counselor education departments will be discussed, and examples of existing policies and procedures and resources will be provided.



Friday • 2:30-3:20 • Magnolia B
Educational Session

College Student Drinking: The Latest Research & Implications for Counselor Educators

Edward Wahesh
Elizabeth Likis-Werle

High-risk drinking among college students continues to challenge counselors on campuses throughout the country. This program will present the latest research on prevention and intervention, as well as provide participants with an opportunity to explore how counselor educators can utilize these resources in the supervision and instruction of counselor-trainees.



Friday • 2:30-4:20 • Magnolia Boardroom
Ancillary

NCDA Commission on the Future of Career Development Meeting



Friday • 2:30-3:20 • TN Ballroom A
Ancillary • CSI Sponsored Session

CSI Chapter Faculty Advisors: Mentoring New Leaders

Janna Scarborough

CSI has become known for its development of leaders for the profession and the settings where counselors work. This session will be focused on leadership mentoring opportunities and challenges with a special attention to a proactive agenda. Large and small chapters present unique circumstances. This session will address some ways to facilitate a smooth running chapter and prepare future leaders in the process.



Friday • 2:30-3:20 • TN Ballroom B
Educational Session

Ward vs. Wilbanks et al.: Can Counselors Use Religious Beliefs as the Basis for Refusing to See a Homosexual Client?

Mary A. Hermann

Michael M. Kocet, Barbara Herlihy, David Kaplan

Ward vs. Wilbanks et al. is a seminal court case that has significant implications regarding whether or not professional counselors may refuse to counsel LGBT clients because of the counselor's religious convictions. The case was recently decided and the summary judgment will be presented by four experts in counseling ethics who wrote expert testimony for the defendant: Eastern Michigan University. The implications of the case for the counseling profession will be discussed and audience reaction will be solicited.

Poster Sessions • Friday • 2:30-3:20



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 1

Promoting Counselor Intentionality Through Supervision

Andrew Gersten

Gail Mears

This *Educational Session* will demonstrate and discuss supervision strategies for promoting intentionality in counseling students and trainees. The session will include descriptions of four levels of awareness of intentionality the presenters' research project identified in counseling students; and a demonstration highlighting supervision responses and strategies matched to different levels of awareness of counselor intentionality. Supervisory skills that will facilitate supervisees' growth from lower to higher levels of awareness of intentionality will be highlighted.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 2

Counseling Adults and Children Following a Loss by Suicide

Doreen S. Marshall
Kelli B. Ritter

This session provides an overview of suicide bereavement for counselors who wish to work with those grieving a suicide loss. This session identifies some of the special considerations for working with adults and children who are grieving a suicide loss, as well as provides strategies for addressing this loss in the counseling setting. Resources related to suicide bereavement will also be shared in this presentation.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 3

Exploring The ASCA National Model Implementation Gap: A Collaborative Student Research Project

Jason Baker

Join a dynamic presentation which shares a research study designed to explore and expose potential barriers related to the ASCA National Model implementation. This presentation will share relevant extant research, consider the perceptions of practicing school counselors and counselor education students, and entertain a discussion related to future issues in promoting the model. Attendees might gain ideas related to strengthening the link between school counseling students and practicing school counselors.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 4

A qualitative exploration of disjunctions between graduate training and subsequent professional counseling practices.

Fred Redekop
Chad Luke, Steven Craig, Ashley Vellela

Existent evaluations of counselor education programs may not adequately attend to significant disjunctions between training that counselors experience and their subsequent careers in the “real world” of practice in agencies and schools. Qualitative data and analysis will be offered to elicit discussion about gaps and divisions between training and practice. Audience members will be encouraged to provide examples from their experience.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 5

Falling From Grace: Understanding an Ethical Sanctioning Experience

Jane Warren
Kristin Isabella Douglas

The ethical sanctioning experience is not well-known by counselor educators or counselors-in-training. Counselor educators, students, and practicing professionals wrestle with ethical dilemmas. Sometimes choices are made that result in ethical sanctions. This presentation will describe an actual sanctioning experience, identify reasons for professional silence about sanctioning events, and offer intervention strategies to understand and work with sanctioned counselors. Strategies to educate students about ethical sanctioning and prevention will be offered.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 6

Helping Counselor Education Programs Shape and Expand Sex Specific Training

Jason Thorne
Sam Wallace

This session will address the state of sex specific training in counselor education programs. A brief outline of research on this topic will be explored. Emphasis will be placed on the importance of infusing sex specific curriculum and working with

the taboos of talking about sex within training programs.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 7

Cross-Cultural Mentoring in the Counseling Profession

Jesse Brinson

Shannon Smith, Joe Morris, Teresa Fisher, May Sanicolas

This content session will focus on how more experienced counselor educators can provide formal and informal support to counselor trainees who are members of underrepresented groups. The session will address the value of cross-cultural mentoring for the mentor and protege, as well as the importance of cross cultural mentoring to the counseling profession. The objectives of this session are: 1) to inspire participants in more cross-cultural mentoring encounters, 2) to expose potential protege's to the variety of ways they can utilize the resources of older, more experienced mentors in their professional development. 2) Have a better understanding of how to facilitate an effective cross cultural mentor relationship.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 8

Mindful parenting: Training new practitioners to incorporate mindfulness to enhance the parent-child relationship.

Kristin Stewart

Mindfulness concepts have been steadily increasing in popularity, and have shown to have promising effects on the parent child relationship. This presentation will explore the mindful parenting and attachment literature, providing foundational information from theory and research. Five modules covering how to teach mindful parenting will be explored. Each domain will incorporate experiential exercises that educators can use with students to help solidify understanding. Students will then be able to incorporate these skills into practice.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 9

Professional Identity Development in Counselor Education Doctoral Students: An Exploration Through Consensual Qualitative Research

Lameria Jacobson

Kristina DePue, Jesse Fox, Christopher Christmas, John Super, Hope Bell, Dodie Limberg

This presentation will educate attendees on the process of Consensual Qualitative Research (CQR) as it relates to counselor educator professional identity development. Participants will learn the process of IRB submission, focus group development, and data analysis. The presentation addresses CQR methodologies such as question development, determining target populations, and data analysis. More specifically, the process of creating core ideas and categories as a result from the data analysis will be discussed in detail.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 10

The Great Debate in Intelligence Testing

Ophelia Blackwell

Over the years there has been an ongoing debate in the area of standardized intelligence tests. The main issue is that these tests may be biased against some multicultural groups and as a result, there is a huge overrepresentation of African Americans in Special education and an underrepresentation of this group in gifted education. This presentation will define intelligence and look at the historical background of intelligence testing. It will also address the validity of standardized test and the fairness of its use with African Americans and other diverse populations.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 11

Achievable Social Justice for the Counselor, Educator and Supervisor in You!

Regina Moro
Emily Donald

This program will engage participants as social change agents and educators of future social change agents. Participants in this interactive program will create a social change toolbox to help foster their own, as well as students' growth as social change agents. Strategies provided will encompass a range of interventions along an action continuum, enabling participants to engage in the process no matter where they are in their development as a social change agent.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 12

Creative experiential techniques in training multicultural social justice counselors

Rita Chi-Ying Chung
Fred Bemak, Diana Ortiz, Amy Gleason Carroll

Three innovative techniques will be presented that will assist in training future multicultural social justice counselors. These techniques consist of: collaborative student-community-based field projects; identification and adoption of a client's life and social justice issues as a powerful training technique; and moving students from a critical consciousness of understanding social injustices to skills and action by utilizing technology in promoting social justice awareness and education. The implementation and impact of these techniques will be discussed.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 13

Collaborating to Change the Actual Role of the School Counselor

Summer M. Reiner
Thomas Hernandez

This presentation will describe a collaborative training model, between Counselor Education and Educational Administration students, designed to create culture change within schools. Presenters will describe simulated activities, including: mock interviews and Board of Education meetings, which aimed to educate Educational Administration students on the role of the School Counselor. Attendees will learn about how this relationship was initiated, developed and assessed.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 14

Bullying in Schools—How to address and manage this behavioural problem

Jane Stewart

This dynamic presentation will raise consciousness regarding the seriousness of bullying as a common, yet unique and distinctly defined problem, for schools from a global perspective. In recent years, there has been growing evidence linking bullying to severe problems in society such as chronic mental health difficulties that are manifested later in life. This growing evidence has engendered a climate of change, not only for schools, but also in both governmental and societal attitudes towards bullying. This presentation is intended to have an impact on all counsellors educator committed to effecting change with a current societal problem.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 15

The Three Principles: The Role of Thought in Building Positive Mental Health.

Michelle Kelley Shuler

Free your thought, free up change. With this practical approach to understanding how "thinking" is directly linked to mental health you will learn the basic principles that support the

understanding and peace of mind gained through using them as a guide in your daily life. Come join us for a fun, energetic, and interactive sharing of ideas, that could provide you with the only tool you will ever need to access effortless positive mental health.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 16

Empowering Counselors in Supervision: Integrating Aspects of Social Advocacy into a Solution-Focused Approach to Supervision

Courtney Alvarez

Counselors, who work with difficult and multi-problem clients, are at risk of burnout due to frustration and feelings of helplessness. So, who is left to help the helper? Participants will learn solution-focused techniques to integrate into their own approach to supervision and strategies for redirecting feelings of frustration and helplessness into advocacy efforts. Finally, the presenter will facilitate a case discussion utilizing this approach.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 17

Assisting Student Veterans, National Guard Members and Reservists with Resume and Career Development at a University Career Center

Jennifer J. Taylor

Student veterans and military personnel often need assistance developing resumes that highlight their transferrable skills, translating their experiences from military to civilian language. This *Poster 1*) identifies key challenges for veterans and for non-military career counselors, 2) defines key military terminology for career counselors and 3) shares written materials developed to assist veterans.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 18

Person centered and solution focused techniques: An integrated approach to supervision

Joy Snook
Erica Hargis, Kallie Rudisill

Clinical supervision plays vital role in counseling and counselor education programs. The purpose of this *Poster* session is to offer reflections of personal supervision experiences utilizing a person/centered and solution focused approach to supervision. Additionally, The presenters will provide a transcript of what a supervision session may look like utilizing this integrated approach. Recommendations for counselors/educators and discussion regarding the importance of this type of approach will also be provided.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 19

A Qualitative Look at Sibling Grief and Loss: The Importance of Meaning-Making

Jodi Flesner

Grief issues will ultimately affect every client a counselor works with. Sibling loss is an important, yet often overlooked topic in counseling literature on grief and bereavement. Ongoing qualitative research on sibling grief and loss will be presented. The purpose of the study is to understand how adult bereaved siblings make meaning out of their sibling's death so that counselors may be able to more effectively work with bereaved families. A generic approach to qualitative research was used with an emphasis on phenomenological techniques in order to get at the true heart of sibling loss. Data was gathered through in-depth interviews with bereaved siblings along with observations at various sibling support groups. A grounded theory approach to data analysis was done through open and axial coding and some preliminary analyses will be presented.



Friday • 2:30-3:20 • Tennessee Lobby A
Poster 20

**“Denial, it’s Not Just a River in Egypt”:
 Development of Lesbian, Gay, Bisexual,
 and Transgender competency in
 Counselor Education programs.**

*Joel Filmore
 Jane Rheineck*

The ACA Code of Ethics definitively addresses the issue of LGBT clients as a protected population, despite this, it is still common practice for counselors to refuse to treat, or refer out, clients whose sexual orientation goes against their own belief system. This program will address, through didactic, experiential, and interactive discussions, the need for intentional development of LGBT specific programming and training within CACREP counseling programs, as well as, continuing educational needs for current counselor educators, clinicians and supervisors.

Roundtable Sessions • Friday • 2:30-3:20



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 1

**Counselor Development and the
 Supervisory Relationship: Supervising
 the Change Process in Counselor Trainees**

Kathleen M. Salyers

The change process of counselor development within the supervisory relationship that occurs during counselor training will be presented. The perceptions of this developmental process based on Stoltenberg’s Integrated Developmental Model will be presented from a supervisory and counselor-in-training perspective. How this transpires in practicum, internship, and post-graduate clinical experience will be discussed. Audience participation will be encouraged in order to enhance awareness and to identify future directions for counselor development and supervision.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 2

**Electronic Portfolios: Helping Shape
 Tomorrow’s Leaders in Counselor
 Education**

*Kent Becker
 Michael Bishop, Meaghan Nolte, Mohamad Isa Amat*

The 2009 CACREP Doctoral Standards require evidence that students demonstrate knowledge, skills, and practice in several areas. Electronic portfolios provide a creative format for demonstrating competency in leadership, advocacy, research, teaching, and service. They also offer an alternative to comprehensive exams. Students who have completed different stages of the review process will discuss the electronic portfolio as a comprehensive exam requirement, a tool to capture their professional development, and a vehicle of self-expression.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 3

**Exploring the Relevance of Mental Health
 Counselors as Agents of Change in
 Alternative School Settings.**

*Kimere Corthell
 Brian Dew*

There has been an increase in the number of alternative education programs in the past few decades thus, suggesting that the traditional schools are not equipped to handle the current issues (i.e, violence, gang activity) facing our youth. Exploring the impact mental health counselors can have on the academic success of student’s in alternative schools must be a conversation in counselor education programs as well as clinical supervision. As the research gap in this area is addressed, the impact mental health counselors can have on academic success among students in alternative programs will be revealed.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 4

Training school counseling students to conduct outcome research using the American School Counselor Association's National Standards for Students.

Lynne Guillot Miller
Steve Rainey

Learn ideas for educating students enrolled in a master's level school counseling program to effectively use the American School Counselor Association's (ASCA) National Standards as outcome objectives for a school counseling program. Presenters will introduce the concept of rephrasing the ASCA National Standards specifically in the Academic Achievement domain into statements that are more specific, measurable, and time-oriented in order to better measure student competencies.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 5

Counselor Educators Helping Graduate Students Who Are Experiencing Personal and/or Professional Crises

Marty Slyter
Keely Hope, Alan Basham

Counseling graduate students do not come with a guarantee to remain "crisis free" during their graduate study tenure. Students may experience a personal/professional crisis, experience persistent crises and/or problems, or be in danger of being deselected for inadequate graduate program performance. Counselor educators who work with these students can apply their crisis intervention knowledge and experiences to help their students. This program will provide examples of graduate student crisis situations followed by actions that counselor educators can take to support students through personal and/or professional adversity.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 6

Changing Policy Changing Roles: The Use of School Counselor Policy at Building, District, and State levels

Megyn Shea

State, district, and building level school counseling policy changes can improve services to students by allowing counselors to spend more time on direct services. Based on the presenter's research, experience as a school counselor, and school counselor association board member, the presenter will provide examples of school counselor policies, suggestions for policy in course content, and strategies for supervision. The presenter will facilitate discussion on applying these strategies in school counseling courses and internships.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 7

Increasing Counselor Educator Engagement in the International Student Community

Jessica Reno Burkholder

International students frequently face challenges as they adjust to international study. This presentation is based on a phenomenological study exploring the experiences of graduate Turkish international students. Participants will be encouraged to consider their roles on campus as faculty members and how they can also exert influence specific to their skills and training as counselor educators. Two primary avenues of influence are the university counseling center and multicultural coursework.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 8

Gender and Culture Differences in Group Co Leaders: Perspectives on Group Leadership Functions

Joseph A. Campbell
Nabisah Ibrahim

Group co-leaders help to facilitate group process and development; understanding influences of gender and culture on the group co-leader relationship and the leadership functions is necessary for professional growth, development, and supervision. Co-leaders, one male and one female, from different cultures, share experiences with group leadership functions and identify influences of culture and gender.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 9

Leaders of Ideas: Creating Cultures of Inquiry and Scholarship in Counselor Education Programs

Varunee Faii Sangganjanavanich
Linda L. Black

The lack of dynamic and synergistic scholarship has contributed to an indistinct professional identity and the likelihood of professional obsolescence. In this interactive program participants will encounter the critical elements, dispositions, and resources present in productive settings; will identify potential resources, barriers and opportunities; and will create individual and programmatic action plans to establish and or enhance quality scholarship and inquiry.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 10

Christianity and Counseling: Perspectives on the Interface of Faith and Practice

Nick Cornett
Terri Lynn Gonzales

In this *Roundtable* discussion, participants will explore their ideas, perceptions, and experiences regarding the interface of the Christian faith with the counseling profession as well as have the opportunity to hear from others. Through this forum, participants will have the opportunity to engage in the mutual exchange of ideas, receive support from other Christians in the field, and enrich their personal and professional development as they consider how these facets of their lives intertwine.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 11

Effective Online Courses in Counselor Education

P. Clay Rowell

The goal of this session is to present quality techniques for incorporating online components in face-to-face courses and for creating fully online courses. Attendees will also learn techniques for the facilitation of learning in an online environment and the use of innovative technology to build community in an online course. Online clinical supervision also will be discussed. Finally, attendees will be encouraged to offer their own experiences and techniques in an effort to share resources with each other.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 12

Examining the Effects of Viewing Cinematic Portrayals of Gay Males on Mental Health Clinicians' Attitudes and Perceptions of Gay Men

Rhonda Neswald-Potter

Gene Crofts, Shawne Blackburn

This collective case study examined counselors' perceptions of gay men. The study included videotaped focus groups, journaling, viewing films, and interviews. Description of the study will be followed by comprehensive overview of the findings. Attendees will receive handouts detailing research methods, findings, and recommended film/reading list. Be prepared to challenge your own perceptions and attitudes towards sexual minorities. Counselor educators and supervisors will also learn how to employ cinema as a vehicle for supervisee growth.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 13

The Voices of Students: Religious and Spiritual Issues in Counselor Education

Richard C. Henriksen Jr

Monica A. Polonyi, Jennifer N. Bornsheuer

Based on the results of a national qualitative study, this presentation focuses on religious and spiritual issues in counselor training. In an effort to focus on leaders, helpers, and the future of counseling, the goals are (a) to share students' descriptions of their experiences with religious and spiritual training, (b) to describe students' religious and spiritual beliefs and their effects on counseling services, and (c) to present recommendations for future training activities.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 14

Promoting and Conducting Groups in Middle and High Schools: Assisting

Counselor Educators in helping future school counselors establish and promote group interventions.

Robert E. Rice

Chinwe Uwah-Williams

Counselor educators of this session will experience a lecture/discussion format of the results of two qualitative studies (one of high school counselors and the other middle school counselor experiences) and receive suggestions for assisting potential school counselors in the negotiation of the barriers to and benefits of group work in middle and high schools.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 15

Principles of Concern to Principals When Hiring a New School Counselor

Robert J. Wright

Lee J. Lesisko

Three latent dimensions that are components in the process used by school principals in making hiring decisions with school counselors is presented. Also included in this *Roundtable* presentation is a discussion of ways to add to each graduate student's skill base and improve the likelihood they will become employed in a public school without proscribing a lengthy list of additional course requirements.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 16

Where Cultural Immersion Meets Service Learning: The Development of Student Generated Advocacy Assignments

Brian Hutchison

Jack Simons

Operating from an emancipatory communitarian approach, this program will describe a one-week cultural immersion course and its culminating advocacy/service learning project while

demonstrating the structure for implementing such assignments into cultural competency/social justice pedagogy.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 17

Skills-Based Marriage Training within Asian Cultures

Susan Lahey
Dianne Bradley

This presentation will examine utilizing skills-based marriage training seminars and its effectiveness in working with individuals from Asian cultures. Specifically, this presentation will provide skills for counselor educators, supervisors, and clinicians in working within an underserved population. In addition, the presentation will address stigma in counseling as how it relates to supervising and clinical work.



Friday • 2:30-3:20 • TN Ballroom DE
Roundtable 18

Changing the Status Quo of the Disenfranchisement of Native American Students Entering Graduate Counseling Programs

Suzanne A. Whitehead
Robin Rosenthal, Tomee Brown, Christina Lloyd

The expansion and retention of the number of Native American students into our counseling education programs are crucial to the understanding of working with the unique needs of this culture. Incorporating traditional healing methods of indigenous peoples together with learning Western thought, ideologies, theories, and perspectives in counseling education programs will honor and respect both cultural histories, while celebrating the wisdom Native American students bring to our classrooms.

Educational Sessions • Friday • 3:30-4:20



Friday • 3:30-4:20 • Belle Meade A
Educational Session

Play Therapy Training Through University Training Clinics: Getting Started - the Logistics and Beyond

Erin Dugan
Heather M. Helm

This workshop will provide an overview of the logistics of integrating a play therapy training model into a university training clinic. This workshop will allow participants to journey along with two Licensed Professional Counselor Supervisors/Registered Play Therapist Supervisors in integrating play therapy into their own university training clinics. Additionally, participants will receive transcript interviews from two university supervisees seeking play therapy training and personal strengths, challenges, and areas of improvement from the presenters. Lastly, this workshop will provide participants with an understanding of the significance and need for incorporating play therapy into university training clinics.



Friday • 3:30-4:20 • Belle Meade B
Educational Session

The Suicide Risk Assessment Game: Evaluation of a Serious Game for Teaching Suicide Assessment

Carrie A. Wachter Morris
K. Anna Douglas, Hannah Sasser, Arielle Falardeau, Courtney Oliver

With the CACREP 2009 Standards, Counselor Educators must demonstrate that trainees meet skill-based competencies, including suicide assessment. Participants in this interactive session will learn about the Suicide Risk Assessment Game, a computer-based "serious game" addressing suicide assessment in schools and results of an evaluation where it was field-tested in several

university counseling programs. Attendees will also learn about serious games and the implications of this pedagogical strategy for student learning and documentation of student learning outcomes.



Friday • 3:30-4:20 • Belle Meade C

Educational Session

Standard Learning Outcomes for Supervision Evaluation: Utilizing Study Results to Improve Implementation and Practice

Amber Pope

Ali Wolf

The 2009 CACREP Standards emphasize student learning outcomes (SLOs) and the need to implement assessment plans to provide direct evidence of student learning is occurring. The presenters developed SLOs to coincide with a 5-point Likert scale for internship supervision based on the Discrimination Model (Bernard, 1997). This presentation will share the results of research conducted on the implementation and perceived usefulness of these SLOs in internship supervision and will include a discussion of how the SLOs can be developed, modified, and implemented in supervision.



Friday • 3:30-4:20 • Belle Meade D

Educational Session

Strengthening Student Writing: Cutting down grading time while developing students' professional voice

K. Elizabeth McDonald

Michelle Perepiczka

This session will consist of brief presentations of the importance of a structured writing format and the changes of APA 6th edition. The majority of the session will be focused in round table format, analyzing how to best aid student writing. Presenters will share original documents to further develop student professional voice while decreasing grading time.



Friday • 3:30-4:20 • Belmont A

Educational Session

Promoting social justice and student development through the use of creative media, experiential, and service learning activities: Putting the ACA Advocacy Competencies into practice

Christopher E. Hull

Lee Teufel

The ACA Advocacy Competencies provide a conceptual framework for empowering counseling students to better recognize and act upon the social justice issues in their community. This presentation will introduce creative learning projects, including Photovoice, Counseling Apprentice, Preventative Seminar Development, and Service Learning, that promote such advocacy orientation in counselor education. Data will be presented regarding the perceived effectiveness and impact of these educational assignments on student development.



Friday • 3:30-4:20 • Belmont B

Educational Session

Beyond Theory in School Counselor Preparation: The Use of Standards-Based Activities and Resources to Increase Marketability, Effectiveness, and Survival

Barbara Trolley

Alan Silliker, Tamara Reynolds

Participants in this *Educational Session* will acquire a gamut of activities and resources based on ASCA standards in order to develop practical skills needed in the school counseling field. Discussion of how these activities may be tied to portfolio/efolio preparation, as well as accountability criteria for practicing counselors will ensue. Overall current needs in counselor education programs that train students for the field of school counseling will be addressed.



Friday • 3:30-4:20 • Belmont C
Educational Session

Finding Your Pluralistic Leadership Voice in Counselor Education: Today, Tomorrow and Forever

Shon D. Smith

What makes a good leader? Are good leaders born or developed? How can we all become a good leader and effective in our leadership styles? As a Counselor Educator, can I be an effective leader who can work with administration, colleagues, site supervisors, and students on my campus and in my professional world? How may my culture impact my effectiveness as a leader? Each of us has natural leadership abilities. Although no single leadership style is better than another, matching a person's style with an assignment, leads to success for their campus, program, colleagues, students, the profession and that person. The key is to identify and actualize each person's natural leadership style.



Friday • 3:30-4:20 • Cheekwood A
Educational Session

"I Think Therefore I am": A comparative study of perceived wellness between first year and second year master's level counseling students at a Midwestern university

Caroline Lopez

Sherry Shamblin, Sanda Gibson, Brad Imhoff

This session will highlight the results from a comparative survey of first year and second year master's level counseling students using the Perceived Wellness Survey. Presenters will discuss implications with a focus on the positive enhancement and support of student perceptions. Participants will also be provided with an opportunity to assess their own wellness perceptions and identify implications for their own development.



Friday • 3:30-4:20 • Cheekwood B
Educational Session

Supporting and nurturing academic success for students with Chronic Illness

Yvette Q. Getch

Social justice includes advocating for children with chronic illness by ensuring barriers are removed and needed accommodations are provided to support academic success. Over 12 million children have chronic illnesses yet few programs address barriers faced by children and their families in schools, in the community, and in the healthcare system. Participants will gain an understanding of childhood chronic illness, legislation protecting children, and accommodations designed to support children with chronic illness and their families.



Friday • 3:30-4:20 • Cheekwood C
Educational Session

Navigating the Tenure Process: Realities, Pitfalls, and Politics

Elizabeth A Doughty Horn

Judith Crews, Randy Astramovich, Wendy Hoskins

This program will help assistant professors navigate the pitfalls of the tenure process. Participants will have the opportunity to learn from a panel of counselor educators at different stages of their careers about the realities of publishing and meeting expectations for tenure. Practical information will be provided to help new faculty members prepare for tenure and avoid getting caught in departmental or university politics.



Friday • 3:30-4:20 • Cheekwood D
Ancillary

Clinical Mental Health Interest Network



Friday • 3:30-4:20 • Cheekwood E
Ancillary

College Student Affairs Interest Network



Friday • 3:30-4:20 • Cheekwood F
Educational Session

Violence Intervention Now: Counselor Education & Trauma Centers

Laura Veach
Emily Donald

Trauma centers provide an invaluable opportunity for counselor training and research in counseling interventions with youths hospitalized with violence-related injuries. In this program, participants will gain knowledge of the steps involved in creating a partnership with trauma centers, including solutions to possible challenges. Presenters will address the type of counseling interventions used with this population and



important cultural implications.
Friday • 3:30-4:20 • Cheekwood G
Educational Session

A Multicultural Facilitative Skills Module for Basic Counselor Training

Richard Mathis
Zoe Tanner

Our presentation will confront the real challenge for counselor training in culturally mixed settings: to discover methods of teaching which lead directly from increased student multicultural awareness and knowledge to actual helpful counselor behaviors in sessions with culturally and racially different clients. Findings will be presented from facilitative skills classes where we used a multicultural training module



Friday • 3:30-4:20 • Cheekwood H
Educational Session

Counselor Educators' Integration of Educational Technology: A Path Analysis

John F. Kennedy
Elisabeth C. Suárez, Nick T. Ogle

This program presents the results of research of factors individual and institutional affecting counselor educators' integration of technology in the counselor education classroom. Participants will discuss the results and implications of the study

in order to gain insight into how to promote effective integration of technology in both online and face-to-face learning environments. A proposed path analytic model will be presented.



Friday • 3:30-4:20 • Hermitage A
Educational Session

A Counselor Educator's Perspective on Conducting Quality Research Internationally: The Case of Kenya

Jane Okech

International research is expanding in counselor education. Institutional environments, stakeholders in international contexts, and cross-cultural expertise may profoundly affect a researcher's experiences of conducting quality research abroad. Based on experiences conducting research internationally, the presenter will provide suggestions for design, process, procedures, and mentoring. The presenter will facilitate discussion on applying these strategies in unique academic contexts to promote quality international and cross-cultural research practices.



Friday • 3:30-5:20 • Hermitage B
Educational Session • Advanced Research Track

Making Sense Out of Consensual Qualitative Research in Counseling Inquiry

José Villalba

Consensual Qualitative Research (CQR; Hill et al., 2005; Hill et al., 1997) has been gaining more and more traction as a useful qualitative research tool in counseling and psychology research. Part of the reason for CQR's recent popularity is that it is a rather methodical way for planning, collecting, and analyzing qualitative research data, both for conducting individual interviews or focus groups. Anticipating that the use of CQR will continue to rise as counselor educators, doctoral students, and pre-service clinicians continue to inquire as to the experiences of clients and the usefulness of novel clinical approaches, this session aims to provide

participants with a “nuts and bolts” approach to CQR. To this end, participants will be provided with a thorough history and examination of CQR, the basic tenets of CQR, the applicability of CQR in various studies, the differences between individual interview studies and focus group studies that use CQR, and the strengths and weaknesses of CQR as a mode of qualitative inquiry. Furthermore, participants will be provided with an experiential learning opportunity to “walk through” the CQR process, from research design through writing up a manuscript based on data collected and analyzed using CQR. In the end, participants will leave the session feeling more comfortable about using CQR in their own research studies, as well better prepared to inform others as to the basic premises of CQR.



Friday • 3:30-4:20 • Magnolia B
Educational Session

Looking Toward the Future: A New Paradigm for Training School Counselors in Crisis & Trauma Intervention

Stephanie Eberts
Gail K. Roaten

The 2009 CACREP Standards call for more intensive and focused training of preservice school counselors in graduate counselor education programs in crisis planning, prevention models, and crisis/trauma interventions. This presentation will provide participants with information about a new research-based module in crisis & trauma interventions to be used in counselor education programs.



Friday • 3:30-4:20 • TN Ballroom A
Ancillary - CSI Sponsored Session

Co-Curricular Activities of CSI Chapters Addressing CACREP Standards

Michael Brubaker
Casey Barrio Minton

Chapters of CSI have been credited with helping counselor education programs meet the CACREP Standards through their focused professional

service programs. CSI has contributed over \$700,000 to chapters in its 26 year plus history to support such efforts. This session will illustrate departmental and counselor community engagement activities through which chapters contribute to the counselor education programs in which they are located. All counselor education programs are welcome to share and learn how they can benefit from CSI chapters' experiences.



Friday • 3:30-4:20 • TN Ballroom B
Educational Session

Ward vs. Wilbanks et al.: Implications for Counselor Education Programs

Irene Mass Ametrano
Devika Dibya Choudhuri, Suzanne M. Dugger, Perry C. Francis, Leigh R. Greden

Faculty members from Eastern Michigan University will discuss a highly publicized lawsuit filed by a practicum student who was dismissed after refusing to counsel a gay client and refusing to participate in a remediation process. The presenters will provide an overview of the case; share information about the program's disciplinary policy and its use; and discuss the impact of the lawsuit on the following areas: gate keeping, clinical training, teaching, and counselor development.

Poster Sessions • Friday • 3:30-4:20



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 1

Food and Culture: Contextualizing Food-Based Activities in Multicultural Counseling Courses

Carol A. Sommer
Daphne H. Ingene, Lee Covington Rush

Food-based activities are not uncommon in multicultural counseling courses; however, such activities can often lack a meaningful contextual basis. For instance, students may participate in sharing food, but little thought is given to the

meaning of the food such as why certain ingredients might be used, who would usually prepare the food, or at what occasion the food would be eaten. In short, important information about the cultural context that surrounds the history, preparation, and significance of a special food or meal is often overlooked. This program will offer participants a look at how such issues were addressed in one master's level multicultural counseling course. One of the presenters is the founder of a university group of international students who met regularly to share foods from their unique cultures with members of their own international group and then later to offer culturally-based meals and programs to the community-at-large. Using this group as a springboard for contextualizing food-based assignments within the previously mentioned multicultural counseling class, the presenters designed activities that took the use of food in the classroom beyond the level of a culturally-themed potluck. In this presentation, participants will learn the importance of taking food to a deeper level and using it to thoroughly examine the cultural significance behind the food. Participants will learn how international and local community members were invited to share in the activity and how students in the multicultural counseling class responded. Participants will also be encouraged to reflect upon and share the role that food has played in their personal cultural history. Suggestions for implementing similar assignments will be shared including ideas for using food authentically and meaningfully to create cultural understanding in the classroom. Audience members will be invited to share their reactions to and ideas about this approach to using food in the classroom.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 2

Experiencing online supervision through the use of Wimba Classroom: Strengths and limitations of using Wimba for online supervision for doctoral students facilitating training groups.

Cindy Anderton

Ann Friesema, Joel Filmore, Scott Nelson, Paul Pagones

Experience what it is like to do online supervision in the Wimba Classroom. Attendees will gain information regarding the use of this particular technology for online supervision. Attendees will be able to view a Wimba classroom as part of the presentation and hear personal accounts regarding the glitches, strengths and limitations that were discovered as the presenters engaged in this online supervision experience.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 3

Value Differences in Supervision: Helping Supervisees Help Clients

Cyndia Glorfield

Addy Wissel, Judith Crews

Identifying personal values is an important aspect of successful supervision. Through an experiential process, participants will engage in activities designed to explore their personal values and how those values can affect and direct work with their supervisees and subsequently their clients. Participants will also brainstorm methods of integrating multiculturalism into supervision.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 4

Emerging Adults: Understanding Developmentally Sensitive, Substance Abuse Treatment for Individuals Age 18 to 26.

Edward F. Hudspeth

Current research describes emerging adulthood; the developmental period once called young adulthood, as a time of identity exploration, self-focus, instability, and unpredictability. It is culturally produced in advancing societies. Commonplace in this period is a stable rate of substance abuse. With this in mind, recent substance abuse research has explored the facets of emerging adulthood in an attempt to develop sound prevention and

intervention efforts. Of these efforts, harm reduction based programs show great utility from a developmentally sensitive standpoint.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 5

Beyond the Borders: Designing and Assessing Powerful International Experiences on Counselors' Cultural Alertness

Garrett J. McAuliffe

Theodore Remley, Elizabeth Prosek

This interactive session will describe an international cultural immersion that is aimed at students of counseling, counselor educators, and practitioners, in the form of the Ireland Diversity and Counseling Institute. Participants will learn about the results of a qualitative study of the impact of this international experience. It is hoped that the session results in educators being able to plan and justify such a program while also appreciating the joy and powerful learning that comes from international cultural immersion!



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 6

Identity formation and the exploration process: How trainees' identity issues influence their engagement in (and responsiveness to) course material

Jesse Lile

The presenter will introduce key concepts in identity theory for understanding trainees' identity formation processes. We will discuss the influence of trainees' identity issues on their learning process, and explore strategies for maximizing their learning and positive identity development.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 7

Andragogy in Practice: Infusing Clinical Demonstrations Across Curriculum and Applying Co-Constructive Post-Modern Principles

Terry D. McGlasson

Jeff Cook, Dale-Elizabeth Pehrsson

This presentation addresses the value of infusing clinical demonstration in courses across the entire counselor education curriculum. Clinical demonstration such as mock counseling experiences wherein students and instructors both participate in assuming the client and counselor roles while classmates offer feedback, have traditionally been reserved for practicum and internship courses in many programs. We argue that all classes can apply these approaches to bolster student engagement and learning.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 8

Voices from Behind Bars: The Working Alliance with Female Inmates.

Mariaimee Gonzalez

The number of inmates in prison who are mentally ill is three times the number of mentally ill patients in mental health agencies. As a result, prisons have become the primary location to store the mentally ill in the United States. In addition, the population of females in the United States prison system has more than tripled within the last two decades equaling over one million females currently in the criminal justice system (Evens, 2006). With the alarming increase in females with mental health issues being imprisoned in this country, the ability to understand the variables and perceptions of the working alliance between therapist and client would benefit a population that has been ignored for too long. This session will focus on the relationship between female inmates who have received mental health services and the mental health professionals who provided these services.

The researcher will explain how these dynamics and perceptions influence the overall counseling experience for the mental health professional and the female inmate. Research into the interactions between the mental health professional and the female inmate could aid in developing more effective treatments and ultimately lower the rates of recidivism.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 9

The Client Role in a Pre-Practicum Counseling Skills Course

Michael Mariska

This program will present the results of a grounded theory research study on the experience of counselors in training in a pre-practicum basic counseling skills course enacting the role of client and sharing real-life experiences in role-playing exercises with fellow students. Student learning experiences related to this role, including increased empathy and understanding of the counseling process, will be explored and discussed with regard to implications for future pre-practicum course design.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 10

Putting Theory to Practice: Redefining and Retraining CACREP Multicultural Counseling Competencies for School Counselors

Rebecca Tadlock-Marlo

Results from a mixed methods study provide insight into redefining multicultural counseling competencies specific to school counselors. Foci include new counseling competencies and implications for counselor educators. Attendees will explore aspects of multiculturalism, counseling competencies of school counselors, and its importance for the field. Also discussed will be applying information to the development of skills,

knowledge, and awareness of counselors-in-training.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 11

Teaching Philosophies 101

Suzanne Gibson Semivan

Jennifer Jordan

In this "how to" session, participants will learn the components and rationale of a teaching philosophy, in addition to counselor educator developmental considerations, implications for student, course and program development.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 12

Using Experiential Activities in Supervision Practicum to Promote Multicultural Competencies in Counselor Education Supervisors(CES)-in-Training.

Wangui Gathua

The presentation will discuss the benefits of and processes of implementing experiential activities into supervision practicum to assist in developing multicultural competencies. The importance of such activities will be discussed, as well as significant considerations when supplementing Supervision Practicum with experiential activities. Resources are included to assist counselor educators in identifying activities for their programs.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 13

The effects of the Day of Silence on attitudes toward the lesbian, gay, bisexual, transgender, and questioning (LGBTQ) population

Joy Snook

Javier Cavazos, Shannon McFarlin, Jimmy

Ikonomopoulos

This presentation will focus on the experiences and challenges of adolescents and college students who identify as lesbian, gay, bisexual, transgendered, or questioning. Presenters will discuss strategies to improve attitudes and awareness toward this population, including the Day of Silence. Anecdotal evidence from the lead presenter's study as well as videos involving the day of silence will be presented. Presenters will demonstrate how counselor educators can use the Day of Silence to increase counselors' awareness, knowledge, and skills when working with the LGBTQ population.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 14

Understanding Parents and Families in Youth Sport: Insights for Mental Health and School Counselors

Karin Lindstrom Bremer
Laura Maki

Mental health and school counselors work with families with issues surrounding participation in youth sport; however, it is rare that they have had training in addressing sport-related family issues. Through experiential and didactic methods, participants will gain insight into parental involvement, pressure, and support in youth sport, as well as understand what constitutes functional development for families with child athletes, and view athlete families from a family-systems perspective.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 15

The relationship between altruism and self-interest: Implications for counselor curriculum, wellness, and qualitative researchers

Stephen Flynn
Linda Black

Values around altruism and self-interest were qualitatively explored. Data was extracted from 19

semi-structured individual interviews, focus group, analysis of relevant journals, participant artifacts, and a measure of altruism supplied by counselor education doctoral students, counselor educators, and counseling entrepreneurs. Data was initially examined through a grounded theory methodology and then re-analyzed through a narrative analysis. Implications for counselors and qualitative researchers will be discussed.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 16

Examining counselor educators pedagogical practices: Cultivating competent counselors through increased cognitive complexity and reflective thinking

Kathleen Davidson
Christopher D. Schmidt

The need for quality education and the push for effective teaching practices can be felt nationwide. As the field of counseling grows and continues its commitment to pursue excellence and provide quality care to clients, counselor educators must also reflect upon current pedagogical practices and the degree to which these practices are building counselors' professional and ethical muscles needed for the heavy lifting they will face within the field. The research presented here examines counselor education programs, looking specifically to the importance of specific pedagogical practices related to cultivating professional competence through cognitive complexity and reflective thinking—argued to be...“the most significant part of preparing future counselors” (Griffith & Frieden, 2000). The discussion will unpack and outline how to more intentionally and effectively teach, train, and supervise students in order to develop cognitive complexity, reflective thinking, and practical skills in new counselors that we know are critical to serving the needs of clients.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 17

Designing Counseling Research to Study Mind-Body Connections

Kathryn Z. Douthit

JoLynn V. Carney, Ari J. Elliot

As our understanding of mind-body science grows, the close relationship between mental and physical health comes into focus. Not only can physical illness impact our psychological condition, prolonged psychological struggle can be implicated in a range of health issues. This presentation introduces participants to cutting edge knowledge in the study of mind-body interactions and discusses how certain biological measures, accessible to counselors, can be used in counseling research to answer questions that relate to mind-body connections.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 18

Association for Child and Adolescent Counseling - Information about a New ACA Division

Randall Astromovich

Dee Ray, Wendy Hoskins, Michael Moyers, Elsa Leggett, Gail Roaten

ACA has a new division specifically for counselors working or researching children and adolescents. This *Poster* session is designed to provide information about the new division and provide orientation on how to become involved or become a member.



Friday • 3:30-4:20 • Tennessee Lobby A
Poster 19

Synthesizing Wilber's Integral model with the Wellness approach in Counselor Education.

Pit Kolodinsky

Vincent Schroder

This program will attempt to illustrate how an often-overlooked meta-model of human development – Wilber's Integral Model – can be easily and comprehensively used within the Counselor Education to think holistically about their clients and to perform treatment planning comprehensively. Particular attention will be paid to the ways in which the Integral model can be synthesized with Myers and Sweeney's Wellness model in order to assist counseling students in thinking critically, holistically, and developmentally. Detailed, graphic case illustration material will be provided.

Roundtable Sessions • Friday • 3:30-4:20



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 1

Media, Masculinity and Intimate Relationships: Counseling Considerations

Amanda M. Evans

Allison Eggener, Virginia Dawson Lacy

How does media exposure impact intimate relationships and identity development? Researchers found a relationship between media exposure and identity development (Richmond & Kivel, 2008). In their study on collective memory, Kivel and Johnson found that men sampled were influenced by media in their association of masculinity (Kivel & Johnson, 2009). Furthermore, media exposure also impacts female conceptualization of male roles (Connell, 2002). From a relational perspective, it is necessary that counselors and counselors educators consider the impact of media's influence on masculinity and gender stereotypes. This presentation will focus on masculinity as a cultural construct with an emphasis on intimate relationships and the integration of treatment approaches.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 2

Disability as a Multicultural Competency
- This session will include a discussion of why it is important for counselor educators to include disability information in graduate counseling courses and supervision. Specifically, the session will provide infor

Amanda McCarthy

The program will describe the importance of including disability information in graduate counseling courses. With 1 in 5 american's estimated to have a disability, it is important for all counselors to be able to effectively work with people with disabilities. Like other multicultural competencies, counselors need to be aware of models of disability and ways to effectively incorporate disability information into their courses. The session will discuss various disability models, disability language, and the importance of being able to effectively address disability issues in counseling.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 3

Training Counselors in Co-Occurring Disorders: Mental Health and Substance Abuse Issues

Andrew Nocita

An experiential workshop designed to raise awareness of co-occurring mental health and substance abuse disorders. Participants will learn about the common co-occurrence of mental health issues and substance abuse problems, and will identify effective strategies to counsel those with these life problems. A Motivational Interviewing approach to counseling will be presented and then applied in role-plays among group members.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 4

School Counselor Burnout and Recommendations for Self-Care

Angel Dowden

A discussion format will be utilized to provide responses from a qualitative study on the effects of school counselor burnout. Additionally, recommendations for infusing self-care strategies into Professional and Ethical Issues coursework, as well as to improve life-work balance will be discussed.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 5

The Status And Future Challenges Of School Guidance And Counselling Services In Malaysia

Sapora Sipon

Hapsah Md Yusof

The Status And Future Challenges Of School Guidance And Counselling Services In Malaysia Sapora Sipon (PhD) The rapid economic, social and technological changes on a global scale has caused new and emerging social issues that have prompted Malaysia to interpret the school guidance and counselling services from its own perspective based on its political, sociological, and economic considerations. In line with that, it is the aim of this article to give special emphasis on the status and the future challenges of school guidance and counselling services in Malaysia. A brief history of the school guidance and counselling services in Malaysia, the major forces influencing the need of school guidance and counselling and some issues Malaysian school counselors typically encounter are pointed out. Finally, the future challenges and recommendations to improve the status of school guidance and counselling services are discussed.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 6

Building a Relationship with Numbers: Cultivating Interest in Assessment and Testing within Counselor Education Programs

Courtney Alvarez
Shin Hwa Lee, Richard Ricard

The CACREP Standards include assessment as one of the eight core curricular areas considered fundamental to the preparation of all counselors. However, many counseling students develop a difficult and tenuous relationship with the basic concepts surrounding assessment. How can counselor educators nurture the relationship between counseling students and assessment? It is the goal of this presentation to equip participants with the skills and confidence to educate their students about the benefits and utility of assessments to all areas of counseling.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 7

Exploring the Breathe of Healing: Using the Aramaic Beatitudes for Spiritual Healing during Trauma Work

Debra A Pender

Clients who experience live-shattering traumas often struggle not only with interpersonal, intrapersonal and psychological needs but also meaning-of-life and spiritual pain as well. Counselor educators may find counselors struggling with how to use spiritual wisdom without imposing personal religious viewpoints. This intimate discussion will share lessons learned from spiritual level trauma-work, offer the transliterations of the Beatitudes as a guide towards spiritual healing, and offer ideas for developing health boundaries in spiritually-themed trauma counseling.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 8

Online instruction of counselor education coursework: Maximizing strengths and minimizing limitations

Dilani Perera-Diltz
Saskia Riley

Online teaching is both a viable and available form of instruction for counselor educators. This program will evaluate the strengths and benefits of online instruction, present the most common tools available for online instruction, discuss coursework that is most appropriate for the online medium, explore methods to facilitate learning community and active engagement in online coursework, and discuss how to use formative feedback for course refinement during the semester.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 9

Don't Ask, Don't Tell: Alive and Well in Counselor Training Programs?

Joan Looby
Deborah Jackson

How many of our LGBT students have heard religious diatribe or offensive speech about gays and lesbians from faculty, students, supervisors or clients? Do students believe such comments were tolerated? How many have witnessed or experienced an incident that they considered anti-gay harassment, or felt supported enough to report it to faculty or supervisors? This *Roundtable* discusses several case studies specifically looking at ethical and legal concerns, religious dissonance, and advocacy.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 10

Ethical Dilemmas for Counselor Educators and Students to Consider

Loretta J. Bradley
Charles Crews, Bret Hendricks, Leigh Green

In an era where ethical and legal issues are increasing, counselor educators and students must be cognizant of ethical dilemmas posed by the use of technology. Specifically, this session will focus on communication by email. Using case studies, participants will have an opportunity to consider ethical issues (e.g., confidentiality, privacy) posed by the case studies.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 11

African American English and Linguistic Diversity: Implications for Counselor Training

Norma Day-Vines

Emily Goodman Scott, Carrie Brill, Tecola Cross, Beatriz Lima, Tatyana Cottle

Although multicultural counseling is a valued aspect of counselor education, linguistic diversity is a dimension of multicultural counseling that has not been adequately addressed in the field. In this session, participants will learn about linguistic diversity, specifically African American English (AAE), and its affect on counselor education and the counseling process. Presenters will share relevant video clips, experiential activities, counseling implications, and lesson plans for counselor educators to replicate with their counselors-in-training.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 12

Teaching Multicultural Counseling: The Importance of Including Older Adults

Stephanie Hall

David Burkholder, Denise Martin

This interactive session will focus on the salience of multicultural issues when counseling older adults. The interactions among race, ethnicity, spirituality, sexual orientation, disability and age will be discussed. Participants will learn experiential activities that can be used in the classroom to

encourage discussion of the interaction between cultural variables when working with older adults.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 13

As standards of beauty go up, self-esteem goes down.

Jamie M. Williams

In today's society, as standards of beauty go up, self esteem is going down; most notably in adolescent females. This *Educational Session* will engage in a discussion in which different skills necessary and techniques required to counsel adolescent females will be of interest. Particularly, adolescent females with issues surrounding self esteem, body image, coping with media's standards of beauty and potential eating disorders, will be the topic of discussion. This session will cover an array of disorders that are extremely prevalent in today's society but are mainly unique among adolescent females.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 14

Heterogeneity or Homogeneity in Group Supervision: Considerations of supervising counseling students from different specializations together or separately.

John L. Davison

Janna Scarborough

The program discusses the strengths and limitations of heterogeneous or homogenous group supervision specializations (e.g., school counseling, community mental health, marriage and family, higher education) that may exist in counseling programs . As an alternative, this program discusses the possibility of having group supervision in a homogeneous format. This program also seeks to find ways to work effectively in each situation.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 15

Creative Approaches for Infusing Advocacy Theory and Practice in Your Program, while Meeting CACREP 2009 Requirements

Amie Manis

Matthew Paylo, Karen Decker

The presenters of this 50-minute *Roundtable* discussion will review CACREP (2009) requirements related to Leadership and Advocacy, existing research related to advocacy and multiculturalism, critical pedagogy, and creative strategies for infusing advocacy into your counselor education program. The presenters will provide concrete strategies for integrating advocacy theory and practice into your counselor education preparation program. Additionally, the presenters will discuss the evaluation and assessment process of these advocacy initiatives in counselor trainees' knowledge, awareness, and behaviors.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 16

Is It Just Me? Some Irreverent Questions/Reverential Dialogue on Counselor Education from an Integral Perspective

David Forbes

A reverential discussion of seeming disparate, irreverent questions in professional counselor education such as: Has the emphasis on outcomes and objective data diminished our interest in the interior life and self development? Does the focus on difference in multiculturalism contribute to relativism and the neglect of universality? Does accreditation take up faculty time at the expense of writing and research; who accredits the accreditors? Are school counselors now functionaries in schools that adopt neo-liberal standards, e.g. academic success as defined by test scores, to the detriment of other counseling values? We will consider these various topics from an integral perspective that

places them within a common, overarching need for later (more complex and inclusive) levels of personal/professional development.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 17

Theory or Framework?: Supervising Counselors-in-Training's (CIT) Use of Solution-Focused Brief Counseling (SFBC)

Heath Stevens

Brett Zyromski

The objectives of this program are to provide a brief description of SFBC and discuss its applications to counselor education and supervision. The crux of this presentation is to illustrate how counselor educators and clinical supervisors can assist CIT using SFBC approaches. In fact, an almost parallel process emerges between supervisors' work with supervisees and supervisees' work with clients; special emphasis will be placed on helping CIT conceptualize the difference in a theoretical orientation and a framework for working with clients.



Friday • 3:30-4:20 • TN Ballroom DE
Roundtable 18

Cognitive Processing Therapy for the Treatment of Posttraumatic Stress Disorder

Laurel Shaler

Come learn about a form of evidence based treatment for posttraumatic stress disorder. Attendees will learn about research, goals, and topics of Cognitive Processing Therapy in addition to learning about each of the 12 therapy sessions.

Educational Sessions • Friday • 4:30-5:20



Friday • 4:30-5:20 • Belle Meade A
Educational Session

Evidenced Based Practice: What Counselor Educators Need to Know About the Way Evidenced Based Practices are Impacting the Counseling Community.

Chad M. Yates

Many counselor educators and counseling students are not familiar with evidence based practice, or trained in using evidence based interventions. This can become problematic as counseling students are often asked to integrate these interventions into their routine practice. This presentation will explore the history of EBP, their benefits and limitations, and provide information on how interventions become labeled as evidenced based. Attendees will receive a CD with information on EBP, resources for finding evidenced based interventions, and resources to provide to students.



Friday • 4:30-5:20 • Belle Meade B
Educational Session

Published Counseling Research: Are We Publishing Quality Work?

Kelly L Wester

L DiAnne Borders, Steve Boul, Evette Horton

One of the main goals of counseling research is to impact clinical practice, teaching, and supervision. However, the impact research has on the profession is only as strong as the study itself. Thus quality of research is imperative. Very little is known about the quality of research published in counseling journals. This study conducted a methodological review of quantitative research in a counseling journal. A discussion of the results, including researcher strengths and areas to grow will occur. Suggestions for researchers, reviewers, and educators will be provided.



Friday • 4:30-5:20 • Belmont A
Educational Session

Mindfulness Matters: Practices for Counselors and Counselor Education

Karen Caldwell

Mindfulness refers to the ability to attend to one's present, immediate experience with an attitude of curiosity, openness, and acceptance. Most research in counselor education has focused on developing empathic responses that are external and observable, but actual training in cultivating core attention capacities is largely missing. Participants in this experiential session will learn mindfulness practices that can be incorporated into counseling courses.



Friday • 4:30-5:20 • Belmont B
Educational Session

Spirituality as a resource for clients facing traumas, crises and disasters: Counselor educator and supervisor readiness to assist counselors in developing spiritual skills

Robert A. Dobmeier

Summer M. Reiner

Individuals who experience a crisis, trauma or disaster are challenged to deeper levels of spirituality as they search for meaning in their loss. Counselor educators and supervisors need to be in touch with their own spirituality to assist counselors to be open to spiritual changes in the client. Attendees will participate in experiences, case studies, and discussions to build skills of using spirituality in training and supervising counselors who work with victims of trauma.



Friday • 4:30-5:20 • Belmont C
Educational Session

Variables Influencing Counselor Education Faculty Members' Refereed Article Publication Rates

Glenn Lambie

David Ascher, B. Grant Hayes, Stacy Van Horn

Publications in refereed journals have a significant influence on the evaluation of counselor educators and the ranking of their programs. This presentation reviews the findings of a study that investigated articles published in refereed journals by counselor educators (N = 411) and variables (e.g., academic rank, earned doctoral degree, year earned doctoral degree) that influenced their scholarly productivity. The presenters will offer specific strategies and skills to support counselor educators and their students in their scholarly writing and research.



Friday • 4:30-5:20 • Cheekwood A
Educational Session

Professional Identity Development in Counselor Education: Entry-level, Doctoral level, and Practitioner Perspectives

*Colette T. Dollarhide
Julie Moss, Donna Gibson*

Professional identity of counselors has been a focus of recent professional discourse. In a series of grounded theory studies, the professional identity process has been synthesized for counseling professionals at 3 levels of development: counselors-in-training, doctoral students in counselor education, and counseling practitioners. The researchers will present an overview of the resulting theory of the transformational tasks at each level of professional functioning. Implications for counselor educators and supervisors will be explored with participants.



Friday • 4:30-5:20 • Cheekwood B
Educational Session

Collaborative Writing in ACA Division Journals (1982-2010): A look at cultural change impacting promotion and tenure.

Tarrell Awe Agahe Portman

David K. Duys, Susannah Wood, Carol K. Smith

Amazing data analysis brings to light a cultural shift in scholarship among counseling scholars in the past 30 years. Presenters will show evidence of a collaborative writing cultural change from single authorship to multiple authorships in five national journals from 1980 - 2010. Data analysis procedures will be explained to ensure replicability of the study. Implications for impact on the research, scholarship, promotion and tenure, and professional literature base are examined. Audience participation is encouraged.



Friday • 4:30-5:20 • Cheekwood C
Educational Session

Actions Speak Louder Than Words: Multicultural Experiences for the Classroom

*Kirsten Murray
Kimberly Desmond, Clarrice Rapisarda*

Join us as we create experiences that foster multicultural awareness and development. Together, we will explore activities that operationalize the multicultural competencies for classroom learning. Attendees will explore the risks and benefits of experiential learning and participate in a variety of multicultural activities they can later transfer to the classroom. Resources for structuring these activities with counselors-in-training will be provided.



Friday • 4:30-5:20 • Cheekwood D
Ancillary

Department Chairs Interest Network



Friday • 4:30-5:20 • Cheekwood E
Ancillary

Qualitative Research Interest Network



Friday • 4:30-5:20 • Cheekwood F
Educational Session

Creatively Training Wellness Minded Counselors

Denis' Thomas
Laura Schmuldt

Counselors-in-training experience stress and demands from school, family, work, and personal pressure. While learning to help others, they often forsake caring for themselves, dreaming of doing that after graduation. Although wellness is discussed in classes, professors and instructors often overlook facilitating it for students. This program will share the experiences of two group supervisors that incorporated exploring wellness into the first internship experience. Using eight expressive arts techniques for self-exploration, students 1) examined their own concepts of wellness; 2) learned expressive arts techniques through personal experience; and 3) added those techniques to their "counselor toolbox" and learned to apply them through class discussion. Participants in this program will leave with instructions for the eight assignments and experience at least one.



Friday • 4:30-5:20 • Cheekwood G
Educational Session

Can Social Justice be the 5th Force in Counseling without Professional Advocacy?

Catherine Y. Chang
Caroline O'Hara, Lindy Parker

In this session, the presenters will outline advocacy as a two-pronged construct which includes social and professional advocacy and highlight the importance of professional advocacy as foundational and additive to social advocacy efforts. The presenters will discuss several professional advocacy models and provide activities for implementing professional advocacy activities within a counselor education program.



Friday • 4:30-5:20 • Cheekwood H
Educational Session

College ready? Training school counselors to ensure college readiness and access for all

Richard James
Courtney Brafford, Chloe Lancaster

Educational reform initiatives have highlighted the importance of college and career readiness as an intervention tool for closing the achievement gap. Although the college going process is a traditional function of the high school counselor there is a need for increased specialization. In an effort to align their school counseling training program with national trends presenters developed a hybrid internship that incorporates fieldwork in higher education. Presenters will discuss life cycle of the course from inception, to implementation, to its current status and future direction.



Friday • 4:30-5:20 • Hermitage A
Educational Session

Combining Experiential and Didactic Methods of Teaching Group Counseling: The Value of the Process, Useful Structures, and Ethics

Gerald Corey
James Robert Bitter, Michelle Muratori, Allen Weber

Presenters will describe an approach to teaching and learning group counseling. Emphasized is the value of experiential approaches as a way for students to become actively involved in learning how groups function. Some of these experiential methods include: observing live demonstrations by the instructor with students in the group course; viewing and discussing video programs on group counseling; opportunities to co-lead a small group with supervision as part of the course; and by appropriately dealing with students' personal concerns that might enhance or inhibit their ability to function as group counselors. Emphasized are ways to provide supervision and feedback for students, as well as methods of evaluation.



Friday • 4:30-5:20 • TN Ballroom A
Ancillary - CSI Sponsored Session

Author Recognition: Professional Counseling Excellence Through Leadership and Advocacy

Nicole Hill

Melissa Luke, Dale Pehrsson, Tom Sweeney

CSI wishes to acknowledge and thank all the authors and editors who have contributed to its latest endorsed text. Each author present will be acknowledged. Friends, colleagues, and those interested in the content and motivation behind this initiative are welcome.



Friday • 4:30-5:20 • TN Ballroom B
Educational Session

Bringing The Brain to Counseling: Integrating Neuroscience with Counselor Training and Supervision

Michael M. Morgan

Kevin Vance

Although many counselor educators and supervisors recognize the rapid growth of brain science, they may be unsure of what or how to share this burgeoning knowledge with counselors-in-training. We'll help you see why this is an important area for educators and supervisors, will identify key information to share with trainees, and specific ways you can incorporate neuroscience into courses and supervision. Join us for information and experience that helps bring the brain to counseling.

Poster Sessions • Friday • 4:30-5:20



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 1

Social Networking Sites and The Impact on Counseling, Education, and Supervision

Bill Cervenik

Amanda Brace, Peter Finnerty

With the ever increasing use of social networking sites, new challenges are presented for the counseling profession. Although the benefits of these sites are many, risks specifically involving the counseling profession may be overlooked. From having mutual "friends" to cyberbullying/stalking to posting of inappropriate pictures and comments, these issues have and will come up with clients, supervisees and students. This session will identify real-life situations that may need to be addressed in practice along with ethical ways to handle potential risks involved with use of these sites.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 2

Evaluation of Non-Academic Student Development in a Counselor Education Program.

Brock Reiman

Natalie Plummer

Good grades may not mean good counseling! Counselor educators are keenly aware that the training of counselors goes well beyond a student's grade point average. Monitoring a student's non-academic development while in a training program is vital, but many programs struggle with how to measure and monitor desired characteristics in their counselor trainees. This session will explain one program's method for evaluating specific dispositions measured on a Review and Retention Rubric which has been used to monitor and remediate student's non-academic development. Participants of this session will leave with very concrete ways to implement a similar process in their own counselor education programs.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 3

Beginning Child-Centered Play Therapy: Materials, Skills, Techniques, and Resources

Ellen K. Slicker
Sonya Jeans

Before they have the abstract cognitive skills to express their feelings and thoughts verbally, children express themselves through play. Toys are their words; play is their language of communication. Child counselors in schools, mental health facilities, and private practice need to know how to listen to and communicate with children on their level and to facilitate their self-expression through play. The facilitative and accepting therapist-child relationship is the means through which growth of the child occurs. Today's session will cover materials, skills, techniques, and resources necessary for the beginning child-centered play therapist in order to help children work through their mental health-related and behavioral concerns. The techniques will be clearly explained and participants will have the opportunity to practice through role play, if time permits.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 4

Oh, The Places They Will Go: Preparing Supervisees To Work With Clients

Jodi Melissa Slaughter

Do you really listen to what supervisees say they need from you in the supervisory process? Are you able to meet their needs as they develop personally and professionally? The supervisory process is the platform for educators and supervisors to assist in molding and shaping future counselors, educators and supervisees. Often times, supervisees come into the process very anxious and have no idea what to ask for because the experience is new. Supervisors have are given the charge of preparing supervisees for their work with clients. The supervisory process is the catalyst that moves supervisees along the

continuum of competence. This presentation will offer participants a summary of the literature on the topic, including specific information on identifying and meeting the needs of supervisees. The presenter will identify what makes the supervisory relationship effective as well as how to enhance it. The presentation will also discuss how to utilize gatekeeping in the supervisory relationship. Finally, the presenter will discuss the influence of the supervisory relationship on supervisee development. A balance of didactic and interactive discussion will be utilized for this presentation.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 5

Challenges and Successes in Implementing A College Student Peer Mentor Program to Promote Mental Wellness

Julia Y. Porter
Darren A. Wozny

Peer mentoring programs can provide opportunities for counseling students to serve as campus leaders on mental health issues, for counseling students to have additional opportunities to learn to be more effective helpers, and for counseling students to receive experience in shaping the world they live in. Challenges and successes from implementation of a college student peer mentor program called COMPLETE will be discussed.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 6

Creating Social Change Agents: Integrating Leadership and Social Advocacy into Counselor Education and Supervision

Leslie Kooyman
Matthew Shurts

Counselor training often tends to focus on individual, rather than social, change. In this interactive presentation, attendees will learn strategies for integrating leadership development

and social advocacy skills into counselor training. An overview of how these principles can manifest in various counseling settings will be presented. Specific methods for integrating leadership and social advocacy throughout programs (e.g., curriculum design, assignments, supervision) will be provided.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 7

School Counseling and Solution Focused Therapy

Mark Gillen

Are your school counseling students interested in solution focused therapy(SFT), and you would like to know how to move beyond the miracle question? This workshop will assist you in expanding your knowledge of SFT and how to integrate it into school counseling. We will discuss current practices and review the foundations of SFT while focusing on how to effectively utilize SFT in schools.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 8

Mindfulness Meditation and the Practicum Challenge: Voices From the Experience

Susan Varhely

Ashley Pacheco, Wendi Seger, Deb Perkins, Don Basse

This presentation focuses on the relationship between mindfulness meditation practice and the development of the counselor through the practicum course. Fundamentals of mindfulness practice will be explored and then students who participated in this meditation/practicum experience will share their process, reactions, and how they have been impacted. The “how to” of incorporating mindfulness into the practicum course will also be addressed.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 9

Technology in the classroom: Friend or Foe?

Tracy Calley

As universities across the country begin a new term, educators prepare for the newest generation of technology pros. Despite the benefits technology has on higher education, students and educators also note detriments. Society has become so dependent on technology (i.e. email, Blackboard, Facebook, and Twitter) that we now are facing dilemmas on where to draw the line. This presentation explores various forms of social media, examines feedback from students and Professors, identifies tools that are beneficial to student learning, and factors causing information overload.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 10

Ethics and counseling in rural Alaskan settings

Keith Cates

Christopher Gunderson

This presentation explores the ethical concerns faced by counselors practicing in rural Alaskan settings. It particularly focuses on the occurrence and management of ethical issues experienced by these counselors when working in close-knit communities and with indigenous populations. It will examine how these issues may be viewed according to the ACA Code of Ethics, consider the realities and practicalities of counseling in rural areas and consider potential best practices in relation to these issues.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 11

The Learning Network: Helping Counselors to Put Social Media to Work

Kim Desmond

Lorraine J. Guth

Counselor educators need to effectively respond to and embrace social medias that are so prevalent in society. This presentation will introduce participants to social media types such as Facebook, Twitter, and YouTube. Participants will view positive examples of how the social media can be applied to counselor training and supervision. Instructional techniques will be showcased for inclusion in the curriculum. Strengths, limitations, and ethical/legal considerations will also be discussed.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 12

Training Internship Supervisors

Kristi Perryman

Paul Blisard, Rochelle Moss, Marcia Dowdy

This program will provide participants with a model for recruitment, training and evaluating internship supervisors in both school and agency settings. They will receive a sample contract, values questionnaire, and evaluation for conducting their own training.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 13

Cultural considerations for global teaching: Experiences from Haiti

Linda H. Foster

W. David Lane, Donna Lane

After a devastating earthquake in Haiti, counselor educators from Mercer University conducted a series of training sessions for first responders, pastors, teachers, and community workers addressing the needs for post trauma care of the people of Haiti. Global training demands a unique pedagogy. Oftentimes our “western” ways of teaching might need to be altered or even discarded in order to facilitate effective learning for our students. This presentation will offer a glimpse into the learning and insight of Mercer’s counselor educators as well as sharing the experiences of our Haitian participants.



Friday • 4:30-5:20 • Tennessee Lobby A
Poster 14

The experiences of two counselors who wrote humanistically-oriented letters to their clients during the therapy relationship: Embodied Relationality

Logan M. Lamprecht

This session will discuss qualitative results of the experiences of counselors who wrote counseling letters to clients between sessions during therapy and the impacts of writing to clients from a humanistic vantage. This study is the result of a larger investigation that explored client experiences of receiving a counseling letter from their therapist between sessions and the impact these letters had on their movement toward achieving therapeutic goals. This workshop will report the significance of the writing process on the counselor’s personal and professional development.

Roundtable Sessions • Friday • 4:30-5:20



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 1

Counseling Minors: Ethical and Developmental Implications for Educating, Supervising, and Training Practices in Counselor Preparation Programs

Kara Carnes-Holt

Christin Covello, Mary Alice Bruce

Counselors are ethically responsible for upholding the confidentiality of their clients. Best practice strategies for communicating confidentiality to clients is of utmost importance for counselors working with minors and their families. By means of this interactive session, counselor educators and supervisors will have increased knowledge of how to incorporate the developmental needs and ethical

considerations for counseling minors in mental health agencies and school counseling environments.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 2

Transforming the School Community through Mindfulness-Based Relationships: A Model for Counselors In-Training

Karrie Swan

April Schottelkorb, Judith Mandalise

Attendees will learn how to incorporate mindfulness-based relationship practices into the ASCA National Model. Through present awareness and thoughtful attention to intentionality, mindfulness-based practices can lead to strengthened relationships, increased problem-solving skills, greater acceptance of self and others, and increased mutual empathy. Participants will experientially discover the benefits of mindfulness-based practices and learn how to incorporate mindfulness-based relationship practices into elementary and secondary school guidance programs.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 3

Maladaptive Behaviors, Psychopathology, the DSM, and the Counselor Identity: Teaching Strategies intended to get Student Buy-in and Understanding

Kent B. Provost

The Professional Counselor identity and the Diagnostic Statistical Manual of Mental Disorders (DSM) can be seen as in conflict. Counselor Educators can find it challenging to balance the necessity to balance the parity needs to train and endorse diagnostic abilities with their students, which can contrast with the counseling philosophy. This presentation provides some suggestions and

educational tools that have helped students to “bridge this gap.”



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 4

Training Counselors on Their Role in Planning and Implementing Transition Plans for Students with Disabilities

Kim Naugle

Neal D. Gray

Counselors in various settings often lead the way in assisting secondary students in transitions from high school to postsecondary education, work and independent living yet many counseling students have no idea what considerations they need to consider in doing this. This presentation will present the four cornerstones of effective transition planning and implementation and will provide counselor educators the tools to train their counseling students on using these effectively.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 5

Developing Strong Advocates in School Counseling: Using Policy to Change Roles

Megyn Shea

State, district, and building level school counseling policy changes can improve services to students by allowing counselors to spend more time on direct services. Based on the presenter’s research, experience as a school counselor, and school counselor association board member, the presenter will provide examples of school counseling policies, suggestions for policy in course content, and strategies for supervision. The presenter will facilitate discussion on applying these strategies in school counseling courses and internships.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 6

Gate-keeping Challenges and Protocol: Forging Common Ground to Shape the Future of Our Profession

Mikal Crawford
Paula Gilroy

As counselor educators we have an ethical obligation to accept gate-keeping responsibilities with our students. This session will provide a forum for discussing the challenges and forging a vision of a common model to address gate-keeping protocol.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 7

Developing Unified International Ethical Standards: Current Issues, Challenges, and Implications for Counselor Educators and Students

Peter J. Boccone
Joseph A. Campbell

This program will focus on the rising interest in developing an international ethical standard in counseling. The strengths and barriers to such a standard will be examined as they relate to education, culture, and professional organizations that have shaped the evolution of counseling internationally. Attendees will discuss the plausibility of creating an international ethical code, future steps that could be taken toward its development, and the implications that counselor educators will face in the field and classroom as a result.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 8

Music as a Medium: Creative Means to Foster Cohort Development

Amanda J. Minor
*Steve Moody, Rebecca Pender, Melanie Person, Rebecca
 Tadlock-Marlo*

This presentation explores research regarding how a music exchange enriches the growth inherent in a counseling Master student. Group cohort development can play a central role in preparing counselors-in-training for navigating academic endeavors, interpersonal relationships, and career success (Connors & Caple, 2005; Perusse & Goodnough, 2009). Given the dearth in research regarding music in training, researchers conducted a grounded-theory study to explore this process.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 9

Victims of Domestic Violence: Tools for Treatment and Navigation of the Legal System

Rick Boyes

Deepen your professional understanding of the unique dynamics of domestic violence and increase your effectiveness as a counselor for victims of this epidemic crime. Learn how to navigate the latest changes in the judicial system and law enforcement as they relate to domestic violence. Presented by a Licensed Professional Counselor and former head of the Domestic Violence Unit for Idaho's largest law enforcement agency.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 10

Applying culturally sensitive approaches in career counseling with African American men

Rommel Johnson

An examination of current issues affecting African American males' career development and implementation of culturally appropriate methods in working with this population. Further areas of research and implications for counselors and counselor educators will be discussed.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 11

Counselor preparation to effectively respond and intervene with young individuals at risk of major psychotic illnesses, preventing long term bio-psycho-social consequences.

Ryan Melton

Public mental health efforts in Oregon are at the forefront of early intervention treatment with psychosis. Early intervention may be cost-effective and life saving in the long term and in providing improved accuracy in diagnosis and treatment recommendations for youth and young adults. Substantial benefits to this approach are improved earlier outcomes, and renewed hope for lifelong achievement. Counselor educators, school and mental health clinicians and supervisors interested in systems change and emerging mental health care delivery models will benefit from this session.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 12

Professional Identity of Counselors and Counselor Educators: A Doctoral Student's Quest for Understanding.

Stacey L. Carrillo

This session will engage participants in a decades old debate; establishing a collective professional identity for Counselors. Though it is generally understood the importance of having a common professional identity distinct from other helping professions, defining this collective identity is still elusive. The focus of this discussion will be on how this issue impacts the professional identity development of future/new counselors. ACA's 20/20: A Vision for the Future of Counseling (2009) and CACREPS 2009 Standards will be reviewed/considered in this quest for understanding.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 13

Caring for the Caregivers: Preparing Counselors Working with Caregivers to Aging Parents with Dementia

Megan M. Seaman

The program will discuss the important issues to consider when teaching and supervising those who will work with clients and their families on gerontological caregiving issues. The presenter will demonstrate the need to implement information related to this topic in courses and trainings. Attendees will gain insight about the challenges that caregiving siblings to aging parents are facing, the counseling approaches counselors use to mediate the problems, and the gaps in addressing the concerns of clients who are caregivers to aging parents with dementia.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 14

Bridging Professional Divides While Developing Professional Identity in Departments Containing Training Programs for Multiple Mental Health Professions

Melanie C. Harper

Laura Bryan, Julie A. Strentzsch

Faculty members in departments that train students for multiple mental health professions, such as counseling, marriage and family therapy, and psychology, face numerous opportunities and challenges. These opportunities and challenges will be discussed, and particular focus will be placed on addressing the challenges associated with helping students develop professional identity and collegial relationships.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 15

Women, Work and Family - A Qualitative Study of Women in Academia who are Married with Children & their Perceptions of Balancing Multiple Roles

Melissa Rosenberg

The introduction, literature review, and methodology of a doctoral dissertation focused on interviewing women who are tenured professors, married with children about their perceptions and experiences of balancing multiple roles will be explored. Successes and challenges of married mothers in academia will be discussed in order to help women interested in balancing personal roles and career. For counselor educators who are interested in women and work/family balance, the satisfactions and struggles of the working mother's experiences, empowering women and supporting research regarding women's issues.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 16

Enhancing Professional School Counselor Training Through Service Learning

Melissa S. Ockerman
Alexandra Novakovic

Participants will learn the value of pre-clinical school-based experiences and how these experiential practices can shape school counseling graduate students' professional identity, address issues of social justice and foster mutually beneficial partnerships with schools in the community.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 17

Something for the Brothers – Black men coping in counselor education

Keith Dempsey
Kent Butler, Linwood Vereen, Micheal Ingram, Andrae Brown

The absence of African American male counselor educators is astounding. Their experience has been documented as less than favorable. This panel of African American men will provide information on successful coping strategies, the importance of cross-cultural mentorship and the need for better recruitment and retention practices to increase diversity.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 18

Counselor training online: Satisfaction and challenges explored

Jeri Crowell
Sandra Merrow

Higher education is supported and challenged by technology. Challenges often confronted include varying degrees of student satisfaction with faculty course management. Counselor education is available in fully online institutions and has met CACREP standards in doing so. Concerns include types of support needed, as well as attention to the needs of the students. Additionally, counseling skills training is quite different for online universities, as is the discernment of student dispositions for the practice of counseling. These topics are explored and research is discussed.



Friday • 4:30-5:20 • TN Ballroom DE
Roundtable 19

The Fight Within: Exploring the Internal Struggle African-American Students Face in Obtaining Higher Education

LaShauna Dean-Nganga

African-Americans face numerous obstacles in making their decision to obtain higher education. These obstacles vary from external barriers to internal conflict. The purpose of this study was to explore how the perceptions of higher education are constructed through the personal lens of experience in African-American individuals. The researcher utilized the tradition of heuristic inquiry as the

framework for this study. A pilot study was conducted which consisted of two individual interviews and review of a report from government agency. Several themes important to how African-Americans experience and make the decision to obtain higher education became apparent after data analysis. These themes were: disillusionment, influence of family expectations, internal barriers, external barriers, importance of support systems, and validation from others. This study sought to identify barriers that have contributed to the deficit in the rate of African-Americans obtaining higher education with the goal of increasing enrollment for that group.



Friday • 6:00-7:00 • TN Ballroom B

Ancillary

Kent State University/Penn State University Joint Reception



Friday • 6:30-8:00 • Delta Ballroom Patio

Ancillary

ACES President's Reception



Educational Sessions • Saturday • 8:00-8:50

Saturday • 8:00-8:50 • TN Ballroom B
Educational Session

ACES Best Practices in Clinical Supervision

L. DiAnne Borders
Lorraine DeKruyf, Delini M. Fernando, Harriet L. Glosoff, Danica G. Hays, Betsy Page, Laura E. Welfare

Members of the ACES task force who co-authored the document outlining best practices in clinical supervision will describe the content of the document and implications for practice of supervisors in academic and non-academic settings as well as the training of supervisors.



Saturday • 9:00-9:50 • Belle Meade A
Educational Session

Teaching advocacy skills to future leaders in counseling.

Charles Crews
Janet Froeschle, Loretta Bradley

This program combines three generations of counselors into the one purpose of teaching advocacy skills to students and supervisees. Come learn about advocacy standards, how to teach advocacy skills, and generational differences to advocacy in the counseling field.



Saturday • 9:00-9:50 • Belle Meade B
Educational Session

Triadic Supervision, Counselor Education and Post Graduate Supervision: What We Know and What We Do

Tricia K Brown
Joanna Spears

This program is designed to communicate how counselor educators report their role in postgraduate supervision. Research findings from counselor educators in CACREP, and non-CACREP

programs will be presented. Additionally research findings for postgraduate supervision requirements as they relate to triadic supervision in each state will be shared and discussed.



Saturday • 9:00-9:50 • Belle Meade C
Educational Session

Redesigning Counselor Education: Fulfilling the Mandate for Social Justice Advocacy

Manivong J. Ratts
Kristi Lee, Bill O'Connell, Jackie Leibsohn

This presentation highlights how one CACREP-accredited program re-designed their program to make social justice central to counselor training and preparation. Participants will also learn how diffusion of innovation theory can increase "buy-in" from all program faculty to move social justice from the margins to the center of counselor education. Potential pitfalls and benefits to creating a social justice counselor education program will also be discussed.



Saturday • 9:00-9:50 • Belle Meade D
Educational Session

Developing and Maintaining Counselor Education Laboratories: Critical Issues and Perspectives

Jane Myers
Keith Mobley, Thomas Sweeney, Jason Miller, Casey Barrio, Marty Jencius, Heather Helm, Melanie Harper, David Kleist

The second edition of "Developing and Maintaining Counselor Education Laboratories" was recently published on ACES online with contributed chapters to assist programs in establishing best practices related to professional and ethical standards, the integration of technology, and managing the dual roles of training facility and community resource. This panel discussion, moderated by the book editors, features seven of the chapter authors, who will summarize issues and strategies for training clinics and respond to

practical, pedagogical, and research-related questions. The panelists include: Thomas Sweeney, PhD, Jason Miller, PhD, Casey Barrio, PhD, Marty Jencius, PhD, Heather Helm, PhD, Melanie Harper, PhD, and David Kleist, PhD.



Saturday • 9:00-9:50 • Belmont A
Educational Session

When Religious Values Collide with Empathy for Sexual Minority Clients: Facilitating Growth of Supervisees

Steve Farmer

Lee Kinsey, Wen-Mei Chou, Ty Leonard

If supervisees have personal or religious issues that hinder their work with sexual minority clients, supervisors can address the obstacles in ways that maintain therapeutic viability and provide opportunity for growth for the supervisees. In this workshop, presenters will give supervisors practical tools for: (1) affirming the counselor's role; (2) outlining professional boundaries and reviewing the ethical responsibility of non-discrimination and respect for the client's autonomy; and (3) encouraging supervisees to grow beyond themselves for the benefit of the client.



Saturday • 9:00-9:50 • Belmont B
Educational Session

Play Therapy Supervision: Implementing a Practical Model For Novice and Experienced Counselors

Dee Ray

Kasie Lee, Jeffrey Sullivan

Play therapy, taught in many counselor education programs, is widely accepted as a developmentally appropriate intervention for children. This session will offer a practical model for play therapy supervision that addresses necessary qualifications of the play therapist and play therapy supervisor, typical stages of supervisees in play therapy, and methods for supervisors at each stage. Presenters will utilize handouts, forms, and video-recorded supervisory sessions to demonstrate supervision

methods effective with novice and experienced play therapists.



Saturday • 9:00-9:50 • Belmont C
Educational Session

The Choice Theory/Reality Therapy Supervision Framework-Strategies for Successful Supervision

Syinda Gilchrist-Banks

This workshop will provide a framework for supervision based on the principles of Choice Theory and Reality Therapy that will enhance the supervisory process. This interactive workshop will explain how Choice Theory and Reality Therapy principles and techniques can be implemented by supervisors as a framework to assist supervisees with decision making and skill development. This session will include a brief overview of Choice Theory and Reality Therapy, as well as how the technique of WDEP can be used in the supervision of counselors-in-training.



Saturday • 9:00-9:50 • Cheekwood A
Educational Session

Transformational Learning Experiences in Counselor Training Programs: Narrative, Somatic, and Social/Constructivist Learning

Daniel Stroud

Stacy England, Julie Prindle

This presentation informs of transformation through somatic, narrative, and social/constructivist learning—in relation to key concepts from transformational learning theory. From this, the importance of engaging the complete learner—mind, body, and spirit—and accentuating that focus in a classroom environment is highlighted. Presenters will provide an experiential activity, which allows participants to engage in the transformational process and includes discussion for applying these strategies in academic settings.



Saturday • 9:00-9:50 • Cheekwood B
Educational Session

Social Constructionist Supervision: Shaping Competency with Novice Counselors

Jeffrey Moe

Elsa Soto Leggett, Rochelle Cade

The social constructionist framework affords supervisors and supervisees new opportunities to co-create the meaning of the supervisory relationship. Supervisors can use this approach to empower novice counselors by co-constructing supervisees' sense of competency and professional identity during the supervisory experience.



Saturday • 9:00-9:50 • Cheekwood C
Educational Session

Crisis and Trauma Training for School Counselors-in-Training: Preparing for an Unexpected Student or Teacher Death

Elizabeth (Bea) A. Keller

With the increasing trend of crisis incidents affecting school-aged children, it is imperative that school counselor training programs are working to best prepare future school counselors to work with these crisis issues. This presentation seeks to detail a current study conducted to assess the effectiveness of a personalized school-wide crisis and trauma management training program for master's-level school counselors-in-training. Of specific interest is how this alternative training program which was integrated into master's-level curriculum impacted school counselor-in-training sense of preparedness to detect and intervene in unexpected student and teacher death crisis incidents. Through a didactic and discussion-based presentation, attendees will leave with an understanding of how to integrate crisis and trauma training into school counseling curriculum as well as with an awareness of how critical this educational shift may be for promoting best practices in counselor training.



Saturday • 9:00-9:50 • Cheekwood D
Ancillary

Doctoral Programs Interest Network



Saturday • 9:00-9:50 • Cheekwood F
Educational Session

Developing Multicultural Awareness through Expressive Arts

Karen Caldwell

Developing multicultural competency involves investigating the question, "Who are you?", and expressive arts processes are ideal for addressing this question. Participants in this session will be briefly introduced to the process of expressive arts and then engaged in expressive arts activities that will stimulate thoughts about oppression and privilege in relation to gender, age, body size, ethnic/racial background, and education.



Saturday • 9:00-9:50 • Cheekwood G
Educational Session

Ego and Racial Identity Development and Counselors' Professional Identity and Recognition of Racial Microaggressions: Implications of Multiculturalism and Social Justice

Malik Raheem

In an ever growing multicultural world, counselor educators and supervisors need to recognize how ego and racial identity growth affects the working alliance with their supervisees regarding multicultural issues and racial microaggressions. This presentation looks at the current literature regarding these elements and how they affect supervisory and counseling relationships with people of color. In addition, the presenter will share his current research and regarding this topic.



Saturday • 9:00-9:50 • Cheekwood H
Educational Session

Unearthing a Buried Treasure in Counselor Training: A Primer on General Systems Theory and Family Therapy

Nick Cornett

Systemic theory and practice offers a vital perspective, so much so that CACREP standards reflect its importance in counselor training (II.G.5.e). However, this subject matter tends to be taught minimally or inconsistently, likely due to educators own lack of exposure to these concepts in their training. This dynamic presentation will equip attendees with knowledge of general systems theory and family therapy, providing the tools they need to fill this common gap in counselor training.



Saturday • 9:00-9:50 • Hermitage A
Educational Session

The Case for Resilience: Teaching and Supervising from a Resilience Focused Stance

Gerard Lawson

Jennifer Cook, Jessica Prince Sanders, Adina Hertzberg

Resilience is more often considered an outcome or characteristic, than a goal. Further, we most often discuss resilience in the context of traumatic events, but resilience can be a goal in facing life's normal developmental challenges as well. This session will explore how resilience can be framed as a goal in working with traumatized individuals, and how supervisors and counselor educators can help counselors seek opportunities to support resilience and growth with all of their clients.



Saturday • 9:00-10:50 • Hermitage B
Educational Session • Advanced Research Track

12 Steps and Practical Procedures for Conducting a Meta-Analysis

Bradley Erford

Meta-analysis is a methodology for quantitatively combining and synthesizing results from numerous individual clinical trials with similar characteristics (e.g., similar client characteristics, outcome measures, research designs, effect size computations) to reach general conclusions about clinical outcome research questions. This presentation will review simplified, best practice procedures for conducting meta-analyses on counseling outcome studies by demonstrating a 12-step model with practical procedures. These steps include: (1) Define the counseling domain of interest and establish research questions; (2) Establish criteria for inclusion of studies in the meta analysis; (3) Determine the type(s) of effect sizes to use. The three most common are the mean difference, mean gain, and correlation coefficient; (4) Search for and screen the studies using the inclusion criteria; (5) Select the final set of studies and report agreement. Obtain full text versions and report inter-rater agreement on the selection process; (6) Extract and code relevant data; (7) Determine the effect size(s) on the dependent variables of interest; (8) Conduct reliability checks on the coded data; (9) Determine whether and how to group studies (effect sizes); (10) Determine the mean and variance of grouped effect sizes; (11) Test for publication bias, homogeneity using a fixed or random effects model, and explore potential moderator variables; (12) Synthesize findings and generate conclusions. Use MARS (APA, 2010) and rules-of-thumb proposed by Cohen (1988) or Lipsey and Wilson (1993). Each of these steps will be detailed and applied to two real-life meta-analyses: (a) a small 9-study meta-analysis on the treatment of PTSD, and (b) a mid-sized 54-study meta-analysis on the treatment of anxiety in school-aged youth. While the emphasis of this presentation is on clinical trials of counseling treatments, meta-analysis can be applied to wide-ranging research questions with robust extant literature bases, for example correlative studies of a given phenomenon, psychometric studies (score reliability, validity) of commonly used psychological or educational tests, or treatment/intervention programs of important societal phenomena (e.g., teen pregnancy, domestic violence). Special attention is given to expectations for publishing meta-analyses in counseling journals.



Saturday • 9:00-9:50 • Magnolia A
Educational Session

Promoting Wellness in Counselor Education Training and Supervision: Counselors-in-Training Perceptions of Self-Care and Burnout and Implications for Supervision Practices

Melodie H. Frick

Heather Thompson

Counselor supervision is designed to facilitate the academic, personal, and professional development of counselors-in-training. Many counselors-in-training, however, report a lack of attention and instruction regarding personal wellness and prevention of counselor burnout. Counselor educators, supervisors, and counselors-in-training will benefit from this presentation that includes research-based recommendations to improve counselor supervision and increase counselor wellness.



Saturday • 9:00-9:50 • Magnolia B
NCDA Presidential Educational Session

Using Career Construction Theory to Teach and Practice Career Counseling in the 21st Century

Kevin Glavin

Are your students experiencing stress as they near graduation and examine their employment options? Are they questioning their career choice or the population they wish to counsel? Unstable economies, globalization and technological advances have ushered in a new, unpredictable world of work. The U. S. Bureau of Labor now reports that people change their jobs about once every five years (Mullins, 2009). Furthermore, individuals hold an average of 10.8 jobs from ages 18 to 42 (U.S. Dept of Labor, 2008). Traditional theories of career counseling and guidance, although necessary, are not sufficient in assisting clients as they navigate this new complex and dynamic world of work. Career Construction Theory (CCT) represents comprehensive theory of

vocational choice and adjustment that addresses the what, how, and why of career decision. This presentation discusses the main constructs of CCT and demonstrates how to apply the theory using the Career Story Interview (CSI). The CSI helps to extract a client's vocational narrative by exploring interests, values, as well as meaning and mattering. Attendees will observe a live demonstration of the CSI, and learn how to use this intervention to provide and teach career counseling with clients and students respectively.



Saturday • 9:00-9:50 • Magnolia Boardroom
Ancillary

Advocacy Interest Network

Poster Sessions • Saturday • 9:00-9:50



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 1

Adolescent Informed Consent: What supervisors and counselor educators need to know!

Adrianne L. Trogden

Christopher Tyler, Kristen Dickens

This workshop is intended for supervisors and counselor educators assisting counselors working with adolescent clients and families regarding informed consent. Informed consent with adolescent clients is vague ethically and legally for counselors as well as their clinical supervisors. This workshop will define informed consent and explore ethical considerations for counselors and supervisors regarding informed consent for adolescents and their families specifically. Just as it is important for counselors to understand ethical and legal obligations to adolescent clients and their parents, it is just as important for counselor supervisors to be educated so that they better handle situations that arise regarding adolescent informed consent. The authors of this presentation will support their objective by citing ACA ethical

codes, HIPPA and FERPA regulations, and other relevant sources.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 2

Beginning Counselor Educators and Life Balance: A Comprehensive Examination of Perceived Job Satisfaction, Perceived Life Satisfaction, and the Spillover Phenomenon.

Andrew Kenneth Kohl

The focus of this presentation is to address importance of life balance within counselor education. Counselor educators face an increasingly complex and demanding challenge of balancing their personal lives with their responsibilities as professors. Several studies have found that when academic professionals are unable to maintain balance within their lives, the negative effects of job stress can affect quality of life. If Counselor Educators do not take preventative steps to address job stress, it is possible that they will experience burnout from the demands of the professorate. Now more than ever, professors must be able to plan their schedules to accommodate for office hours, grading papers, conducting independent research, grant writing, publications, and other work related activities. This presentation will examine the different ways in which new counselor educators maintain a healthy life balance between the duties and responsibilities of their work, as well as the time and activities spent outside of work



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 3

Site Supervision and the Impaired Intern: Strategies for Remediation

Bill Cervenik

Greg Ammon, Matthew Branfield

Site supervisors are charged with the oversight of each intern's daily practice of counseling. Challenges may often arise if how the intern is

presenting him/herself at school is different than how they are practicing at their internship site. This session will be an open discussion to identify common barriers to counselor trainee success at the internship placement site. Participants will leave with multiple skills for coaching, intervention, and remediation based off of real life situations discussed by the presenters and other participants.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 4

Quantifying Masters Students' Internship Experience

Brett Zyromski

Asher Pimpleton, Kim Asner-Self

Presentation of a research study conducted with 16 masters' level students in internship to examine microbehaviors related to group development and perceptions of quality of supervision. The study explored differences between the microbehaviors associated with the development of group cohesion and three factors: (a) learning dependant on group membership, (b) the number of students in the group, and (c) the supervision approach. Implications for further research, supervision practice, and counselor education pedagogy will be discussed.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 5

Gifts & Presence: Preparing Counselors for Gifted Clients

Christopher Lawrence

Katherine Hermann

While the counseling field emphasizes multicultural awareness, few counselor education programs provide training on the distinct needs of gifted individuals (Moon & Thomas, 2003). This multimedia presentation will describe the benefits of training counseling students to conceptualize, understand, and treat these individual's unique social, emotional, and developmental challenges. Presenters will describe interventions for working

with gifted learners and their support systems and engage the audience in dialogue and activities to foster counselor effectiveness.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 6

The Experiences of the Counseling Process with Respect to the Strength of the Therapeutic Relationship: Implications for Counselor Educators and Supervisors

Corrine R. Sackett

Participants will learn the results of a mixed methods study on experiences in the counseling process with respect to the therapeutic relationship. The study involved qualitative phenomenological interviews to capture the experiences of counselors-in-training and clients in a given counseling session, a quantitative instrument to measure the therapeutic relationship, and participant observation for an observer's perspective of the counseling session. Results provide insight into meaningful occurrences in session from the perspectives of client, counselor, and observer. Similarities and differences in perspectives will be highlighted. Further, results of the study shed light on whether the strength of the therapeutic relationship corresponds to depth of meaningful experiences in counseling. Implications for counselor educators and supervisors will be discussed.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 7

Providing a life line in the Disaster Zone: Supporting faculty doing trauma work abroad with electronic journaling

Dale-Elizabeth Pehrsson
Louis Downs

Two counselor educators, one who has worked in Asian venues of disaster relief and the other an American colleague who gave support during his

time in Asia will present a session on needs of counselor educators and supervisors in international disaster zones. The primary presenter will discuss the need for ongoing supportive contact when working abroad in trauma environments, this discussion will present use of narrative therapy via electronic journaling. The benefits, cultural implications, therapeutic mechanisms, vicarious trauma and ethical concerns will be discussed as individuals engage in an electronic distance supportive relationship that provides trauma work abroad. The presenters will present the perspective of the counselor educator immersed in post-earthquake China and the online counselor educator colleague back home.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 8

Highly Effective Supervision: Using Peer Reflecting Teams for Competency-based Counselor Training

Sherri Muchnick
Rosalyn Young

Supervising counselors in how to apply skills and interventions "in the room" is frequently challenging. Cutting-edge strategies are presented for using peer-reflecting teams in a group training setting using therapy role-plays. This process provides a forum for generative conversations about the team's observations. Through presentation and video clip demonstrations, attendees will learn to implement and supervise competency-based training sessions using peer-reflecting teams.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 9

Neurobiology and Neurotransmitters: Basic Psychopharmacology for the Practitioner and Educator

Edward F. Hudspeth

Each year we see more and more individuals being medicated for behavioral and emotional issues. It

often seems that a psychopharmacological treatment is considered prior to a counseling intervention. With little control over this, it is part of our task as practitioners and educators to understand the potential indications for medications. Whether the medication's effect is intended or side effect, there will be a change in the way a client presents. The purpose of this workshop is to take a look at common psychopharmacological treatments and their impact on the therapeutic process.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 10

Addressing challenges: Supervising counselors working with eating disorders

Ioana Boie
Anna Lopez

More counselors are encountering clients with eating disorders, whether in private practice or schools settings. The focus of our presentation is to approach counseling of clients with eating disorders from a supervisory role. The presentation will discuss common themes emerging in the eating disorders literature, as well the benefits of utilizing the Integrative Developmental Model in supervising counselors working with clients with eating disorders. Additionally, the presentation will include experiential activities aimed at providing the opportunity for engagement in discussing the implications for counseling and supervision. Considerations for working with multicultural clients and counselors will also be discussed.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 11

Pedagogical Competencies in Online Counselor Education and Supervision Programs

Mindy Heher
Angelia Dickens

As technology evolves, online learning has become more commonplace. Given the demand of online

instruction, it is important that counselor educators are equipped with the necessary pedagogical skills to effectively facilitate online counseling and supervision classes. The focus of this presentation is a discussion linking pedagogical skills and technology with an emphasis on counselor education and supervision online competencies including engagement, community, and retention.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 12

Integral Supervision: A Dynamic Model Acknowledging Supervisee Anxiety **Integral Supervision: A Dynamic Model Embracing Supervisee Anxiety**

Penny Dahlen

This breakout session will explore a dynamic model of counselor supervision. Integral is defined as necessary to the completeness of the whole. The whole is the counselor in development in which they transform by working with anxiety throughout the supervision process. Thus, integral supervision consists pulling together the parts that constitute a whole process of supervision and counselor development.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 13

The Formal Instruction of Psychopharmacology in CACREP-Accredited Counselor Education Programs

Victoria Sepulveda
Nick Piazza

The presenters will explore the results of a study in which demographic and perceptual factors predicted the availability of formal instruction in psychopharmacology within CACREP-accredited counselor education programs. Attendees will have the opportunity to discuss the implications of this study as they relate to counselor education, training, data analysis, and research. The findings from this study may assist in conducting future research

about the availability and necessity of selected course topics within counselor education.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 14

Homophobia and heterosexism within the Black church: A call for advocacy amongst counselors

Lori M. Nixon

This program will discuss the current state of homophobia and heterosexism currently existing within the Black, Christian church community. Black gay males are ostracized and degraded by the Black church because of their sexual orientation. Homophobia is a historical issue within the Black community that has caused many Black males to hide their sexuality or lead double lives. This program will educate, inform, and call for counselors to advocate for members of the LGBT community to help increase dialogue and acknowledgement of this issue within the Black, Christian community



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 15

The Relationship Between Graduate Counseling Students' Meaning in Life and Their Crisis Experiences

Lorraine M. Dinkel
Zoe Tanner

This presentation provides the results of a national study to understand the relationship between graduate counseling students' meaning in life and their crisis experiences. Frankl's concept of meaning connects to current crisis experiences: earthquakes, oil spills, floods, and shootings. The results may underscore a need for counselor education programs to adjust to needs of students who have experienced disasters and the impact to their meaning in life, particularly to professional learning.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 16

Impacting student academic achievement by increasing intrinsic motivation and sense of school membership: A training program for school counseling students

Lynne Guillot Miller
Maiko Xiong

The presenters will provide information and results related to a training school counseling students received to aid them in increasing middle and secondary students' academic achievement. The training included education on intrinsic motivation and sense of school membership and a framework for counseling sessions to help school counseling students in improving students' academic achievement. Information on implementing the training in school counselor education programs and on using the training to counsel students from a variety of backgrounds will also be presented.



Saturday • 9:00-9:50 • Tennessee Lobby A
Poster 17

The Meaning of Time for Professional Counselors

Marianne Woodside
Tricia McClam, Joel Diambra, Mary Alice Varga

The purpose of this presentation is to explore the meaning of time for professional counselors in six urban multi-ethnic settings in the United States. Qualitative analysis of the interviews revealed two grounds (anchor and culture) and five themes (stories, pace, change, choices, and service deliver) that describe these realities and provided a springboard for the exploration of time in counselor education and its implications for the preparation of professional counselors. This topic is particularly significant for both the professional counselor and counselor educator in times of economic downturns when professional counselors are often asked to do more with less. Counselors must figure out how to use their time "wisely" and counselor educators are challenged to prepare future professional

counselors for the impact of time on their professional lives. Participants will be engaged, experientially, using their own cultural lenses of time, hear an overview of the study, and further develop implications for counselors and counselor



educators through active group discussion.

Saturday • 9:00-9:50 • Tennessee Lobby A

Poster 18

Exploring the Post Dissertation Defense Experiences of Doctoral Students

Heather M Helm

Jennifer Murdock, Katrina Rodriquez

This presentation will provide information from qualitative research conducted 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.



Saturday • 9:00-9:50 • Tennessee Lobby A

Poster 19

Social Justice and Gender Disparities: Using Research on Environmental Climate and Social Cognitive Variables to Teach Students How to Make a Difference

Marie F. Shoffner

Mary M. Deacon

Girls' socialization and experiences in learning environments (e.g., school) influence their career-related interests, outcome expectations, and self-efficacy in science, technology, engineering, and math (STEM). Audience members will learn about factors associated with the underrepresentation of females in STEM, the results of our longitudinal study, and ways to modify class lectures, activities and syllabi to address gender-equitable

environments and learning and optimize career development.

Educational Sessions • Saturday • 10:00-10:50



Saturday • 10:00-10:50 • Belle Meade A

Educational Session

Learning Through Landro-Based Supervision: A Grounded Theory

Erin Binkley

Ann McCaughan, David Kleist

Current accreditation guidelines call for the integration of new technology in counselor training. One new tool being used in counseling programs is the Landro Play Analyzer (LPA), a digital recording, analysis and playback device used for immediate recall, review and analysis of counselor training sessions. Due to limited research surrounding the LPA, presenters conducted a qualitative study to identify the experience and process of using the LPA in the development of basic counseling skills. Outcomes of the study will be presented, as well as implications for counseling programs.



Saturday • 10:00-10:50 • Belle Meade B

Educational Session

Clinical Supervision and Vicarious Traumatization: Using Supervision to Ensure Counselor Wellness

Seth C.W. Hayden

Derick J. Williams

Trauma therapy presents unique considerations for both clients and counselors. Counselors who work with a large number of clients dealing with issues around trauma are at an increased risk of developing vicarious traumatization. Supervisors are positioned to prevent and remediate this experience and ensure counselor wellness. In this presentation, we will discuss vicarious traumatization and various holistic strategies for

supervisors to address this potentially harmful occurrence.



Saturday • 10:00-10:50 • Belle Meade C
Educational Session

Fostering Research in Counselor Education: Enhancing Research Productivity and Self-Efficacy in Students and Counselor Educators

K. Michelle Hunnicutt Hollenbaugh

Historically, counselor education doctoral programs have overlooked the importance of research training and productivity. Despite the best efforts of leaders in the field, the struggle to increase the production of quality research publications continues. This session will discuss the factors related to research productivity in doctoral students and faculty members. Interventions for increasing research self-efficacy will be discussed, including creative venues for teaching research methods and enhancing research mentorship. Attendees will engage in collaborative discussion related to the topic, and will leave with concrete ideas for increasing research productivity for themselves and their students.



Saturday • 10:00-10:50 • Belmont A
Educational Session

Sandtray and Solution-Focused Supervision: An “Exceptional” Strengths-Based Combination

Marcella D. Stark

Yvonne Garza, Rebecca K. Frels

Solution-focused supervision maintains that supervisees build upon times of success for insight and goal setting. Likewise, the modality of sandtray in supervision allows for supervisees to freely express and explore personal and professional growth as counselors. In this presentation, we explain how combining solution-focused techniques with the modality of sandtray enhances counselor

supervision. Specific strategies will be explained and demonstrated.



Saturday • 10:00-10:50 • Belmont B
Educational Session

Existential Approach to Supervision

Carolina Casillas

Samantha Mendoza, Serena Flores

Existential supervision allows supervisors to create a deeper and more intense understanding of the human living. All dimensions of existential supervision are explored. The sense of solidarity is created between the supervisor, therapist and client. Existential supervision is a framework between the supervisor, supervisee, client and the situational context. An interaction between the supervisor, supervisee and client exist in supervision. Overall, supervision was a learning experience for both the supervisor and the supervisee during the



supervision course.

Saturday • 10:00-10:50 • Belmont C
Educational Session

The Group Debate: Dual Relationships in Group Education

Leila Roach

Linda Vanderbleek, Mark Young, Derrick Paladino, Marilyn Montgomery

The dilemma surrounding group training continues to foster concerns in counselor education programs. Some programs favor the one-instructor model where the instructor teaches the class and leads the experiential portion of the group. Others promote the two-instructor model where the instructor teaches the class and someone else leads the group. This panel presentation explores the major ethical concerns raised within the profession regarding dual relationships inherent in group training, as well as the potentially beneficial relationships.



Saturday • 10:00-10:50 • Cheekwood A
Educational Session

Implementation of client-suggested improvements at a community-based counselor education program training facility

Ann M. Miller

It is becoming more important to evaluate the degree to which clients think they have received counseling services that are convenient, professional, and helpful. An exploratory, basic interpretive study that focused on participants' phenomenological experience was conducted at North Dakota State University, involving an evaluation of counseling services offered at a community-based counselor education program training facility. Semi-structured, audio-taped interviews took place to learn about client experiences and gain potential suggestions for improving services. This presentation will focus on the client-suggested improvements and how they have been implemented into the counselor education program training facility at Emporia State University.



Saturday • 10:00-10:50 • Cheekwood B
Educational Session

Baptism by Fire: Helping New Counselors Prepare and Acculturate to Community Mental Health Centers

Amy Freadling
Louisa L. Foss

Community mental health centers present unique challenges to new counselors including productivity, third party payer expectations, documentation skills, and maintenance of professional stamina. This presentation shares the results of a qualitative study of the experiences of new counselors in such settings. Themes include the need for tailored supervision, applied counselor education coursework, and early exposure to specific populations. Presenters will explore implications for counselor education and future research relevant to preparation for CMHC employment.



Saturday • 10:00-10:50 • Cheekwood C
Educational Session

Development and Implementation of a Multicultural Career Counseling Group for Immigrant and Refugee Adolescents

Lucy D. Lewis
Myra Martin-Adkins, Melissa Wheeler, Christopher Ward

As schools become increasingly diverse, the role of the school counselor in developing career counseling interventions to promote the career exploration of immigrant and refugee students becomes more vital. A career counseling high school group curriculum developed utilizing a Social Cognitive Career Theory framework will be presented. The use of college level career mentors as an intervention within the counseling group will be discussed. Implications exist within career counseling courses to utilize the program and mentoring model as an avenue for service learning.



Saturday • 10:00-10:50 • Cheekwood D
Ancillary

Ethics and Professional Standards Interest Network



Saturday • 10:00-10:50 • Cheekwood F
Educational Session

Clinical and Field Site Supervision Collaboration: Maximizing the Current and Future Success of Counselor Trainees

Michael D. Hannon
Julie A. Cerrito, Lindsey M. Nichols

The role of counselor educators is to prepare future counselors for the various roles and responsibilities within the field, yet research acknowledges counseling programs' supervision models are inadequate for school counselor trainees. The purpose of this session is to discuss the unique relationship between clinical and field site supervisors in preparing school counseling students

for successful practicum and internship placements ushering them into the profession.



Saturday • 10:00-10:50 • Cheekwood G
Educational Session

Modeling termination in supervision through the use of guided imagery, expressive arts and reflection

Jennifer Foster

Laura Cunningham, Gulnora Hundley

The goal of this session is to present findings of a qualitative research study that utilized guided imagery, expressive arts and reflection in a termination of supervision with practicum students. The researchers analyzed the drawings and written reflections of 36 master's students in the practicum course in the Counselor Education program. This research highlights the significance of creative supervision techniques in counselor education process. A developing model of an expressive art supervision termination will be examined and applied.



Saturday • 10:00-10:50 • Cheekwood H
Educational Session

Experiencing Culture and Religion: Personal Narratives from three Muslim women from three distinct countries and cultures.

Kimberly K. Asner-Self

Nabisah Ibrahim, Sana Haque, Gulcin Aydin

Professional helpers need help understanding the complexity of the mix of culture and religion in all our clients. Islam is poorly understood in the US. Given the US's involvement in Iraq and Afghanistan, a better understanding of Islam can help shape all our futures. Just as Christianity looks different in other countries (e.g. Catholicism in Rome, Brazil, Kenya; Protestantism in Mexico, Taiwan, the US), so does Islam. The program's goal: explore Islam and how culture affects how the

religion is interpreted through the lives of 3 Muslim women from Malaysia, Pakistan, and Turkey.



Saturday • 10:00-10:50 • Hermitage A
Educational Session

Evidence-Based Suicide Risk Assessment

Rudy Buckman

As the counseling profession moves toward evidence based practice, counseling professionals (e.g., counselors, interns, and supervisors) are ethically required to base their counseling practices on rigorous research methodologies (ACA, 2005, Section C). Consistent with this ethical standard, this presentation will review the relevant research and outline an evidence-based systematic approach to suicide assessment and management. Specifically, participants will learn how to assess the multiple factors related to suicide and formulate an overall level of suicide risk, which can be used to identify appropriate treatment settings.



Saturday • 10:00-10:50 • Magnolia B
Educational Session

Promoting and Supporting Rigorous Academic Preparation for ALL students

Deryl Bailey

"I was one of the lucky ones. I graduated while otehrs didn't. It shouldn't be about luck. All kids need a fair chance from the very beginning. It's not just about graduating, although that is an important goal, it is about graduating ready and giving kids what they need from the very beginning - support, compassion, and commitment." This session will focus on an initiative that does just that...gives kids what they need! Recent outcome data will be presented regarding the impact of EYP on the academic and social performance of program participants. Additionally, counseling students are provided opportunities to learn first hand and see in action community advocacy as well as social justice at the grassroots level.



Saturday • 10:00-10:50 • Magnolia Boardroom
Ancillary

CE&S Editorial Board Meeting

Poster Sessions • Saturday • 10:00-10:50



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 1

Technology in Counselor Education

Amber Hughes

Technology has taken over our students! Current uses of technology, instructional technology tools, and ethical considerations of incorporating technology into counselor training are topics to be discussed in this presentation. You will leave with a better understanding of technology's role in counselor training and how you might incorporate technology into your practices.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 2

Enhancing Multicultural Competency: The Centrality of Language Counseling Bilingual/Multilingual Clients.

Betty Cardona

Basilia Softas Nall, Sachin Jain

One out of five households in the United States has members who speak a language other than English (U.S. Census, 2000) at the same time there has been a significant increase in the number of foreign-born counseling clients. The counseling field has emphasized multicultural competency training; however, issues of language still remain a significant challenge. The impact of bilingualism/multilingualism is seen in multiple client's dimensions such as, self and social representation, communication patterns among spouses/partners, parents/children, and family of origin. The centrality of language is critical to enhance multicultural competency for counselors in training. Implications for training are presented.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 2

Oh the Places We May Go: The Case for Infusing Short-Term Study-Abroad Programs into Counselor Education Curricula

Charles V. Lindsey

Kelli Saginak, Tulsi Das

It is widely reported that Americans who study abroad for academic credit; engage in service and experiential learning, internships and research; or study foreign areas and languages are far better prepared for the demands of the twenty-first century. This presentation will address implications of short-term study abroad experiences within counselor education; will outline how one program is infusing internationalization and globalization opportunities for its students; and will explore how participants might build study-abroad programs into their own curricula.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 3

Emotional Intelligence and Clinical Competencies of Counseling Students

E. Amalia Stanciu

Dennis D Gilbride

Recruitment is an important process in assuring the selection of students with the potential of becoming competent and effective counselors. Empirical endeavors in this domain are scarce. This poses difficulties in understanding the role of certain recruitment methods in predicting the counseling competencies. This study explored trait Emotional Intelligence (EI) as a possible admission criteria by investigating its relationship with the clinical competencies of counseling students. Findings suggest that trait EI does not predict these competencies. Limitations and suggestions for further research are discussed.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 4

Dispositions in Supervision- the NU Story

Harvey Hoyo

Susan Eldred, Earlene Dunbar

How can you assure your students have the proper dispositions to enter clinical experience? What things can be done at the program level and at the supervision level to develop appropriate skills? This session explores the National University story and provides time to reflect about your own program.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 5

Parent empowerment for low-income and marginalized populations

Jungnam Kim

A parent empowerment framework encompassing empowerment and inclusiveness of equitable power, multicultural competencies and a social advocacy approach will be presented. A practical concept about the parent empowerment process will be presented helping school counselors serve culturally oppressed populations. Attendees will gain knowledge of what parent empowerment is during a session as well as understand a way to apply this framework into school counseling.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 6

Thinking Like 21st Century Learners: Using Blogs in Skills-Based Counselor Education Courses

Lisa L. Buono

To some, the use of technology in counselor education courses seems counterintuitive. However, 21st Century learners have grown up with technology. As technology is more frequently incorporated into K-12 educational settings, the question for counselor educators becomes how do

we effectively and appropriately use technology to engage our students? Join the discussion for research findings and exploration of using blogs, discussion board, and electronic journals in your courses.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 7

Teaching Counseling with the Arts in mind: Creative Expression of Trauma Resilience

Lori Ellison

Carol M. Smith

The pedagogy and results of a “creative expression” assignment related to teaching trauma resilience is presented. Participants learn the nuts and bolts of designing and grading a “creative expression” assignment to teach how the healing process works, and see sample student submissions. Participants will experience making a “creative expression” in the presentation. Content emphasizes healing and resilience, rather than trauma.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 8

“Psych-Out”: A Team-Based Approach to Learning Diagnostic Symptoms and Treatment Interventions

Quinn M. Pearson

Karen M. Townsend

“Psych-Out” is a classroom game in which students work together in teams to create lists of symptoms and treatment interventions related to DSM categories. Evaluations of the game suggested that being part of a team and competing with other teams increased students’ motivation to read and study prior to class, made the learning experience more enjoyable, and enhanced their learning. Participants will leave the session with the necessary materials to conduct the game in their classrooms.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 9

Counselors as Witnesses: Implications for Counseling Supervisors

Ruth Ouzts Moore
Laura R. Simpson

An increasing number of counselors are being called to testify in child abuse and child custody cases. Cases that have court involvement have high risks of liability, and counselors often lack the necessary training to confidently respond as witnesses. Counselors must be familiar with their role in cases with court involvement and perform their duties within the appropriate boundaries to avoid ethical violations or legal sanctions. Thus, they often look to their supervisors for education and guidance. This can be challenging for supervisors, because they must provide direction to the counselor while being cognizant of pertinent legal and ethical dilemmas related to such cases. This presentation will discuss the legal and ethical obligations of counselors in the courtroom, as well as the supervisor's role in providing the necessary direction to the supervisee. It will help the participants conceptualize challenging cases that have court involvement and become familiar with the various roles of counselors in child abuse and child custody cases. Particular emphasis will be given to supervision theory and how it may guide the work you do with supervisees involved with court cases. This will include attention to the supervisor's fluctuation between roles as a teacher, consultant, and counselor. An overview of court issues related to each role will be explored. Finally, a discussion of vicarious liability when supervising supervisees involved in court proceedings will be provided including how supervisors should approach the work in order to protect their own license.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 10

Creative Experiential Supervision Strategies

Sandra L Kakacek
Michele Kerulis

This workshop is designed to provide strategies for supervision with mental health and professional school counselors. Utilizing an experiential format, attendees will participate in using creative modalities to advance the meaningfulness of supervision. Activities will be designed to increase the understanding of the benefits of using experiential activities such as making collages from metaphoric statements, equine-assisted counseling supervision, and yoga.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 11

Exploring Counselor Distress and the Supervisory Working Alliance in Counselor Trainees

Sara LaRose Wood

This program will address the topics of counselor distress and supervision among counselor trainees through the presentation of results from a current study exploring the relationship between the supervisory working alliance and two forms of counselor distress, secondary traumatic stress and vicarious traumatization, among counseling students completing their internship experiences. The implications of these results will also be available for counselor educators and supervisors for awareness in addressing counselor distress in counselor trainees.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 12

Intentional Pedagogy: Infusion of Group Work in Counseling Classes

Theresa A. Coogan
Christy Lyons Graham

This session will discuss fundamental elements of psychoeducational group work and pedagogical techniques that can be useful to faculty in graduate counseling courses. Counselor educators will learn strategies for infusing various group work skills, techniques and approaches as well as strategies for assessing effectiveness of student learning as a result of these pedagogical efforts. Discussion and results from an on-going research project exploring this topic will be shared as well.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 13

The Courage to Teach: An Open Forum for All Counselor Educators

Julia Yang
Jennifer Bebee, Colette Blakley, Mark Blagen

Why do we teach? Do we teach for practicality of survival or for creating conditions for positive change? What brings our teaching to life? How does your teaching make a difference in students' lives? The presenters invite counselor educators of all seasons to join us for a Socratic dialogue by which new insights may be unraveled and professional vitality, recreated.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 14

Attitudes Toward Internet Courses: A Study of Alcohol and Drug Counselors in Oklahoma

Michelle Kelley Shuler
Rick Williams

Studies show online instruction is not only equivalent to, but on average, somewhat better than

face-to-face instruction. Currently many universities are increasing the amount of course work offered online. In Counselor Education attention has been paid to many aspects of the use of technology in counseling and counselor training, yet few studies address student attitudes in relation to the use of technology in counselor training. This program will provide results of a recent investigation of student attitudes toward internet instruction and course components available online.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 15

Service Learning: Meeting Community and Counselor Training Needs

Natalie Kosine-Stipanovic

Providing students with meaningful counseling experiences can be difficult in programs without on-site counseling clinics. This session explains a service-learning project that filled this need by providing school counseling services to at-risk high school students in an alternative school setting. Information will be provided on how a theories and techniques class has turned into an on-going service-learning project that benefits both counselors-in-training and high school students. Testimonies from each group will be provided explaining their insights from the program.



Saturday • 10:00-10:50 • Tennessee Lobby A
Poster 16

An Autoethnography on Teaching Sexuality: Confronting Issues Related to Masturbation, The F-Word, and An Abortion Doctor

Nick T. Ogle

This *Poster* presentation is an in-depth autoethnograph exploring several of the pitfalls, challenges, and rewards I have experienced while teaching Sexuality at a faith-based institution. Issues and controversies are explored through a constructivist lens illuminated by my personal journey as a young counselor educator. We will

explore issues in teaching Sexuality including 1) the use of controversial and explicit material, 2) administrative support and/or criticism, and 3) biases and judgments from students and outsiders. Come and learn a better way to teach Sexuality.

Educational Sessions • Saturday • 11:00-11:50



Saturday • 11:00-11:50 • Belle Meade A
Educational Session

Preparing Future Counselor Educators: Counselor education departments CAN help doctoral students in their transition to academia.

Rita Sommers-Flanagan

This session is designed to give counselor education faculty and aspiring faculty an overview of issues, joys, and challenges in the academic life. Faculty who teach doctoral students will gain insight into how they might help students with academia in mind become more prepared for this career path. Doctoral students will get a condensed view of everything from the application process to the woes of the tenure process. All content delivered with good humor and very limited amounts of irony.



Saturday • 11:00-11:50 • Belle Meade B
Educational Session

An Adapted Model for Facilitating Triadic Counseling Supervision

Cheryl Pence Wolf

Andrea L. Dixon, Rebecca M. Goldberg

Current ethical counseling standards promote various types of supervision for counselors-in-training, counselors, and counselor educators. Largely missing from the literature is triadic supervision, a means of conserving both time and money for the parties involved. The presenters will overview three supervision models, and present an adaptation of them into one model of triadic supervision. Recommendations for counselor

education training and supervision practices will be provided.



Saturday • 11:00-11:50 • Belle Meade C
Educational Session

Social Justice in Action: Involving Students in Direct Advocacy Experiences

Jeffrey Kottler

This video and slide-illustrated program describes ways to help students (and counselors) become more actively and directly involved in social justice issues and advocacy, providing opportunities for them to launch their own projects, as well as to make such efforts a priority throughout their careers. Several different programs will be described that recruited, trained, and assisted students in projects that were directly related to specific interests in social issues with economically deprived and culturally marginalized groups.



Saturday • 11:00-11:50 • Belmont A
Educational Session

Supporting Recovery for Adolescents with Substance Use Disorders: The Ecological & Developmental Role of Recovery Schools

Andrew J. Finch

Studies have affirmed the chronic nature of substance use disorders for adolescents and the developmental value of social supports. Attendees will learn how recovery schools help prevent relapse for adolescents with substance use disorders. Rooted in human ecology and constructive developmental theory, the presentation will emphasize ways to incorporate recovery school concepts into addictions and human development courses, fulfilling CACREP standards.



Saturday • 11:00-11:50 • Belmont B
Educational Session

Mindful Supervision: Helping Helpers Remain Present

Jack H. Presbury
Eric Cowan, Lennis Echterling

This session will offer: a general understanding of current mindfulness research and its efficacy in helping clients reduce stress and achieve greater happiness, a discussion of mirror neurons in the brain and their relationship to empathy and understanding client intentions, six ways in which supervisees can achieve greater mindfulness, and a mindfulness exercise designed to give a deeper understanding of how mindfulness can be beneficial to both supervisors and their supervisees.



Saturday • 11:00-11:50 • Belmont C
Educational Session

The Impact of Social Stigma and Cultural Mistrust on the Mental Health Help-Seeking Behaviors of Muslim Immigrants in the United States

Saara Amri

As in many cultures and religions, the stigma of mental illness and treatment in the Muslim immigrant community is deep-rooted. Compounded with the cultural mistrust of the Western mental health system, many in this community live with untreated mental health conditions that not only impact themselves, but impact their family and the larger community. This presentation examines the Muslim immigrant community in the U.S. by providing an overview of who Muslim immigrants are and what are the psychosocial and psychological issues they face. The presentation will examine the impact of cultural mistrust and the stigmatization related to mental health on help-seeking behaviors among Muslim immigrants. Two case studies are presented that portray some of the struggles a Muslim immigrant faces in the U.S. Based on these case studies, recommendations for providing culturally

responsive services are presented. Finally, the presenter discusses implications for future research.



Saturday • 11:00-11:50 • Cheekwood A
Educational Session

Training School Counselors to Provide Effective Academic and Career Guidance for all Students

Natalie Kosine-Stipanovic

Recent studies have shown that school counselors are falling short in meeting the academic and career guidance needs of K-12 students, especially at-risk populations. This is a contributing factor to the difficulties K-12 students experience in successfully transitioning to postsecondary education or the world of work. The goal of this program is to provide counselor educators with information regarding best practices in training school counselors on effective academic and career guidance strategies to use with K-12 students, with an emphasis on at-risk populations.



Saturday • 11:00-11:50 • Cheekwood B
Educational Session

Personal Development in a Professional Context: The Impact of Counseling Theories Coursework on the Professional Identity Development of Graduate Counseling Students

James L. Jackson, Jr.
Stephanie G. Puleo

The unique demands placed on counselors to integrate aspects of both personal and professional identity into the therapeutic process make development of a professional identity a complex component of the training of counseling practitioners. An examination of the counselor development literature suggests that the processes of developing an integrated professional identity converge with the processes by which counseling students align with a theoretical orientation. This program discusses the results and implications of a

study that examined the impact of counseling theories coursework on the identity statuses of graduate counseling students over the course of a semester. Attendees are invited to consider the implications of the study results for the design and implementation of pedagogical strategies aimed at facilitating the development of counselor professional identity in coursework preceding clinical experiences. Parallels between models of theoretical orientation development and counselor identity development will also be discussed. Finally, attendees will benefit from sharing their own instructional strategies designed to promote the integration of personal and professional identity in the context of counselor professional identity development.



Saturday • 11:00-11:50 • Cheekwood C
Educational Session

Counselor Consultants: Igniting Change in Mental Health Care

William O'Connell
Rhonda Norman

Consultation is a skill often reserved for experienced clinicians in the field of professional counseling. Consultants are frequently called upon to "help the helper" in situations where direct service counselors and supervisors may be seeking assistance with case conceptualization, diagnostic formulation, treatment plan outlines and appropriate methods of intervention for students and clients. Teaching consultation skills to novice counselors presents a challenge to counselor educators. This program will provide a model for educating graduate counseling students to become "consultants in training." Participants will be introduced to experiential tools such as consulting teams; mental health, school and career professional allies; and legal and ethical issues related to professional consultation in these environments. As a result of attending this program, participants will expand their knowledge of methods in consultation education at the graduate level.



Saturday • 11:00-11:50 • Cheekwood D
Ancillary

International Interest Network



Saturday • 11:00-11:50 • Cheekwood F
Educational Session

Defining the present practices of doctoral admissions in order to shape the future: A research report on current practices and implications of post-master's counseling experience requirements

Nadine Hartig

Nancy Bodenhorn, Jasmine Graham, Michelle Ghosten, Laura Farmer, Jesse Lile, Corrine Sackett

How much counseling work experience is needed before applying for doctoral programs? This program presents research results from faculty, doctoral students, and faculty job announcements regarding post-masters counseling experience. Are you or will you be an advisor to master's students? Come to learn how your advice to students compares to a national standard, and how you can provide appropriate advice. Are you or will you be a CES faculty member? Come to compare your admission and hiring policies with a national standard.



Saturday • 11:00-11:50 • Cheekwood G
Educational Session

Teaching Lifespan Development: Including Spirituality

Melody Moreno

Joy Maweu

Spirituality and religion are part of many clients' life experience, and counselors should be prepared to interact with their clients comfortably about them. Although multicultural understanding is being integrated in our study of development, understanding of religious and spiritual diversity is still underdeveloped in counselor training. Based on counseling theory, current research in counselor

education, and counseling and teaching experience, the presenter will describe existing models of spirituality and spiritual development, explain their relationship to particular religious traditions, and suggest language and strategies for integrating a spiritual perspective in a Lifespan Development course for counselors.



Saturday • 11:00-11:50 • Cheekwood H
Educational Session

Intimate Partner Violence Among LGBTQ Couples: What Counselor Educators Need to Know

Lori Notestine
Courtney Holmes

Intimate partner violence is a serious problem among the clients we see, and can be even more difficult to address in same-sex partnerships. In addition, the number of LGBTQ clients we see is increasing. However, counselor training programs are doing little to instruct our students in how to assess for violence and how to aide those who have experienced violence in intimate relationships. This program will provide an overview of the unique relationship dynamics when working with LGBTQ relationship violence and what can be done to increase students' competencies in working with same-sex survivors of intimate partner violence.



Saturday • 11:00-11:50 • Hermitage A
Educational Session

Panel Discussion on Student Learning Outcomes in Counselor Education

Robert I. Urofsky

The purpose of this program is to bring together representatives from counselor education programs that have already begun to incorporate student-learning outcomes and related assessment practices to discuss what they are doing and the challenges and successes they have encountered along the way. This panel will provide programs that are just starting with student-learning outcomes a variety of

models for different strategies of incorporating student-learning outcomes into overall programs. The panel also will provide programs that have already started to incorporate student-learning outcomes and related assessment practices with examples of challenges and successes that will enable them to avoid potential pitfalls and to make useful program modifications.



Saturday • 11:00-11:50 • Hermitage B
Educational Session

Legal and Ethical Issues in Counselor Education and Supervision

Mary Hermann

This program will assist counselor educators and supervisors in identifying their legal and ethical responsibilities. Topics such as confidentiality, recent revisions to codes of ethics, and legal and ethical issues in supervision will be addressed. Practical suggestions on managing these issues will be provided.



Saturday • 11:00-11:50 • Magnolia B
Educational Session

Exploring Professional Identity of Counselors in Training: A Phenomenological Study

Angela S. Shores

Professional identity is a hot topic for our profession: "sharing a common professional identity is critical for counselors" (ACA Vision 20/20, 2009). This program will discuss dissertation findings focused on what counselors-in-training have to say about professional identity. Attendees will also engage in discussion & reflection around professional identity. We will discuss the implications of the findings for counselor educators, mentors, and even professional associations.



Saturday • 11:00-11:50 • Magnolia Boardroom
Ancillary

Supervision Interest Network

Poster Sessions • Saturday • 11:00-11:50



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 1

School Counselor Leadership: Conceptual Models

Anita Young

Cheryl Holcomb-McCoy, Ileana Gonzalez

This session proposes a framework for participants to develop and build the leadership capacity of graduate students. The research highlights the critical influences that school counselor leadership practices have on school wide improvement for all students. Participants will discuss the power and role of school counselor leaders in education reform. Presenters will discuss current leadership models of influence, share how to integrate school counselor leadership concepts across counselor education curricula, and share the preliminary analysis of a proposed school counselor leadership survey.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 2

Change Agency in Challenging Times: Empowering School Counselors and College Admissions Counselors to Close Gaps with Equity-Focused School Counselor Education and Supervision

Stuart Chen-Hayes

Erin Mason, Melissa Ockerman

Counselor Education/Supervision models rarely reflect K-16 school issues such as annual USA college diploma graduation rates of only 6% for poor/working class persons and abysmal rates for many persons of color. Through experiential, didactic, and discussion methods, we present an

equity-focused change agency model for K-16 school counselors, college admissions counselors, Counselor Educators/Supervisors, site supervisors, and building leaders informed by transformed school counseling, ASCA Model & Ethics, 8 essential elements of career and college counseling, and guidelines for best practice in college admissions.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 3

Creating a successful prepracticum training curriculum.

Dee Dee Hecht-Hewit

Richard J. Maroon, Robert C. Schwartz, April Moore

This presentation will facilitate participants in the creation of a prepracticum course to assist with students transitioning from academic work to practical experience. Participants will receive examples of: a prepracticum course syllabus, clinical training documentation for student skill development, and utilization of technology as a means to synthesizing skills related to each stage of the counseling process.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 4

How Do We Know They Are "Self Aware" Counselors in Training?

Julaine E. Field

Joseph Wehrman, David Fenell

The 2009 CACREP standards and the Ethical Standards of ACA both require that graduate programs evaluate the personal development of counseling students to ensure that self aware, ethical practitioners are employed as helping professionals. Despite these requirements, there is limited research to suggest what constitutes "effective" self awareness and personal growth among counselors in training. What deliberate interventions assist students with developing the necessary moral reasoning and cognitive complexity to "know themselves"? This interactive, research

based session will address specific practices used by a counselor training program to enhance self awareness, personal growth, cognitive and moral development among students.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 5

Reality Focused Group Supervision: A Model for Supervisors of Counselors-in-Training and Practitioners

Kimberly Mason

Chantrelle Varnado-Johnson, Adrienne Trogden

This presentation will demonstrate how supervisors can utilize a reality orientation in group supervision with counselor interns. This approach is derived from Bernard's Discrimination Supervision Model, Reality therapy principles and techniques, and Structured Group Supervision Model superimposed into Tuckman's stages of group development. We will provide a description of Bernard's Discrimination Model that encompasses three supervisor roles and three areas of supervisee development; a description of how the Structured Group Supervision five-phase model process is designed to assist supervisees in focusing their case presentations during group supervision. Objectives, tasks, and interventions for each stage of group development will be provided to maximize supervisor facilitation and supervisee growth and development. Advantages and disadvantages of using a reality focused group supervision model will be discussed.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 6

Animal Assisted Therapy as a potential strategy for combating burnout and vicarious traumatization in counseling trainees, professionals and educators.

Leslie Stewart Shelton

Lindy Parker

Literature suggests that Animal Assisted Therapy (AAT) has the potential to benefit counseling professionals who are at risk for experiencing vicarious trauma and burnout. The presenters of this project aim to raise awareness about AAT interventions and to familiarize attendees with AAT's unique potential to promote counselor wellness and address potential vicarious trauma and burnout felt by counselor trainees, professionals and educators.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 7

Crisis Counseling for Post-War Veterans in Higher Education

Lloyd Byers

The number of post-war veterans returning home today is in the millions. Many of them are entering higher education. Are you truly ready to counsel the influx of warriors, especially those dealing with Post-Traumatic Stress Disorder(PTSD), Traumatic Brain Injury(TBI), Combat Stress, and Suicide? We are presenting a call to action to be educated, trained, and empowered to effectively help veterans successfully integrate into life after war.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 8

A Comparative Analysis of Wellness Levels Between Doctoral Students in Counselor Education and Doctoral Students in Other Fields

Randy Moate

Philip Gnilka, Erin West, Julie Lineburgh, Amy Martin

Counseling education programs often emphasize concepts of wellness and coping with stress. How effective are educators and students at implementing these concepts in their own lives? We will discuss wellness and stress, and share results from a study that compared stress levels between doctoral counseling education students and doctoral students in other fields. The audience will be informed through a presentation, and then have the

opportunity to discuss their experiences and perspectives.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 9

Small Group Work for Nursing Home Residents with Alzheimer's disease

Susan Veronica Ann Santiago

This *Poster* will introduce participants to a relational model of group work based on a variation of narrative therapy to enhance the lives of clients with Alzheimer's disease (AD). Facilitating this kind of group requires a suspension in time and instead allow for the creativity of storytelling through verbal and nonverbal communication. Techniques that can facilitate this intervention of suspending time for residents with dementia coupled with suggestions for adapting narrative interventions that work with the symptoms of AD rather than against them will be illustrated.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 10

Blogs as Outreach Mechanisms for College Counseling Centers

Suzanne Gibson Semioan
Jennifer C. Jordan

This program will discuss the use of Blogs on college Counseling Center websites. The session will focus on the role of Blogs as a tool for outreach and prevention programming, as a web resource for communication to current or potential students and parents, and as a way to supplement counselor education training and supervision.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 11

Don't Forget the Family: Counselor Education Careers for The Young Professor and Family

Travis Smith
Shawn Parmanand

More and more counselor educators are beginning their professional careers as husband, wife, father and/or mother. The challenges of providing for a family in today's economic climate presents stresses that previous generations have not faced. This presentation will discuss the challenges of being a counselor educator with children as well as ideas useful to navigate the first years successfully.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 12

Stories of Internalized Prejudices: Counseling Students' Experience the Scripted Prejudice-Awareness Narrative Strategy

P. Clay Rowell

The goal of this program is to offer a strategy (The Scripted Prejudice-Awareness Narrative Strategy: SPANS) aimed at helping supervisees, counselor educators, and supervisors better recognize counseling students' internalized prejudices and their effects on counseling relationships and to provide results of a narrative analysis of the process. Attendees will learn how to use the process to help counseling students' understand how their biases affect their counseling relationships. Actual case vignettes taken from the SPANS process will be shared.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 13

Counselor Identity: A five-year review of dissertation content as indications of counselor educators

Patricia Kerstner
Rob Olding, Chad Mosher, Jaseon Outlaw

The emphasis and influence of CACREP standards for counselor educators is important in that the professional backgrounds of such educators will soon be under increased scrutiny. An empirical review of counselor educator dissertation research at CACREP Accredited Doctoral Programs was the

logical first step in better understanding the current state of affairs as well as to identify future implications.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 14

Racial Microaggressions, Racial Identity, and Working Alliance in Cross-Racial Counseling Supervision: Experiences of Black Supervisors

Rachelle Redmond Barnes

As the number of Black counselor educators increases, it is important to understand the challenges they may face when working with supervisees of a different race or ethnicity. Recent literature has discussed the impact racial microaggressions have on the relationships between White supervisors and Black supervisees, but it lacks information about the experiences of Black supervisors working with White supervisees. A research study about the experiences of Black supervisors will be presented. In addition, the findings and implications of the research will be discussed.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 15

African American students in predominantly white university setting

Rae Chresfield

African American students in predominantly white university setting. A qualitative research study investigating the visibility of students of color on campus and in the college counseling center.



Saturday • 11:00-11:50 • Tennessee Lobby A
Poster 16

The embodied therapist: Creating culture of embodied practice

Ray Wooten

Deepening one's relationship to one's body is an endless path. One does not just reach a certain level and then conclude, "There, I am aware of my body now." Self-awareness is an ongoing path that stagnates without attention. There is constant interplay between body and mind. As you become aware of new ideas and emotions, you can also become aware of the physical states that accompany them. As you become aware of the flow of energy through your body, you become aware of the emotions and concepts that stop that flow. In order to really work with the body in psychotherapy, therapists must work with their own embodiment. All therapists' biological processes, including conceptualization, are allowed to fully sequence through their bodies. This creates a fullness of both presence and aliveness. It is out of this presence and aliveness that compassion and creative interventions arise. Thus, the first step and ongoing ground is to feel your own body and allow its process.



Saturday • 12:00-1:30 • TN
Ballroom ABCDE

Ancillary

ACES Business Luncheon and Awards Ceremony



Educational Sessions • Saturday • 1:30-2:20



Saturday • 1:30-2:20 • Belle Meade A
Educational Session

Going the Distance: Reflections on Applying to & Surviving the First Year of a Doc Program

Jennifer Bridges

Erik Braun, Cassandra Pusateri, Kate Bender, Tracy Jackson, Jayne Smith, LaShauna Dean-Nganga

Am I age appropriate to start a doctorate? How will my marriage/relationship be affected by my doctoral work? What factors go into relocating? Should I keep my job and enroll part-time or quit my job and accept an assistantship or fellowship?

Will I still have 'a life'? Should I start mid-year when most others started in the fall? What other factors should I consider? How do I know a program is right for me? This presentation will provide potential doctoral students and interested faculty with answers based on first-hand experiences of current Old Dominion University doctoral students.



Saturday • 1:30-2:20 • Belle Meade B
Educational Session

From Social Justice Students to Social Activists: The forgotten citizens of Virginia Beach

Cyrus Williams

This session will provide the audience with information regarding the results of a grant funded social justice research study conducted by students participating in a newly created social justice course. The students were required to observe, serve, interview and attend a lobbying trip to Washington, D.C. to advocate on behalf of the homeless. Pictures and qualitative data will be shared. A discussion regarding creating an effective and meaningful social justice course will be facilitated.



Saturday • 1:30-2:20 • Belle Meade C
Educational Session

Best Practices of Co-facilitation in Practicum Group Supervision

Jennifer M. Johnson
W. Bryce Hagedorn

Best practices of co-facilitation within practicum group supervision is a timely topic because it is a common practice within many counselor education programs. Co-facilitation has been discussed in the areas of group work (Gladding, 2008) and social work (Coulton & Krimmer, 2005). However, research on conjoint facilitation in practicum group supervision is non-existent. Therefore, the purpose of this presentation is to explore best practices on

how to facilitate effective group supervision considering differing supervision styles (e.g. process-oriented vs. content-focused), models of supervision (e.g. developmental, discrimination, etc.) and individual supervisor personalities. Additionally, the presentation will discuss the dynamic between doctoral students and faculty members conducting conjoint group supervision together and factors inherent within that relationship. Participants will gain useful and practical information from this presentation that can enhance their co-facilitation in practicum group supervision within their counselor education programs.



Saturday • 1:30-2:20 • Belmont A
Educational Session

Triadic Supervision: Shaping the Future Through An Innovative and Unique Supervisory method

Cayla Bland
Mary Fry

Triadic supervision is an innovative and unique method of supervision delivery, providing the benefits of both individual and group supervision to master's level trainees. Presenters will discuss practical applications of triadic supervision based on current literature and professional experience. Topics include pre-session planning, in-session techniques, managing feedback, and times when triadic supervision is counterproductive. This presentation will also examine the unique considerations of supervising cases involving children.



Saturday • 1:30-2:20 • Belmont B
Educational Session

What Do We Really Know About Trauma: Answering the Call to CACREP

Asabi Afi Dean

What does Trauma look like across the lifespan? How does trauma affect children and adults and what are the Neurophysiological effects? Although

the CACREP 2009 standards state that “counselors will understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events”, without knowing the answer to the above questions counselors are at risk of not fully or most effectively delivering on this standard. This presentation will address the concern of Counselors preparedness to identify and understand clients suffering from trauma also called “complex” trauma by Dr. Judith Herman (1997).

This presentation will address counselors preparedness in answer to the impending CACREP program (counselor-in-training) expectations.



Saturday • 1:30-2:20 • Belmont C

Educational Session

The P.A.W.! A Unique Counselor Education Admissions Model for Screening, Community-Building, and Promoting Professional Identity Development

Scott A. Wickman

Lee Rush, Cindy Anderton, Jason Jiandani, Michele Kerulis, Chantelle Peterson, Grace Wambu, Amanda McCarthy, Jessica Boateng, Natasha Clark, Paul Pagones, Kimberly A. Hart, Maxine Schlee, Jean Skadeland, Aja Humphreys, Jelmir Atkins, Charles E Myers

We present a unique counselor education admissions model during which doctoral students participate equally with faculty in evaluating Master's applicants and making screening decisions. Current Master's students also participate by "hosting" a lunch and interacting with applicants. In all, the Pre-Admission Workshop (P.A.W.) promotes a sense of community while simultaneously providing real life counselor education experience for doctoral students and professional advocacy for Master's students.



Saturday • 1:30-2:20 • Cheekwood A

Educational Session

Strategies for Addressing Trauma-Related Issues in Supervision

Darla Jackson-Hernandez

Pamela Doubrava

In today's world, supervisors are increasingly being asked to consider counselors' exposure to vicarious trauma, but what strategies do supervisors utilize to protect themselves in the face of trauma? The purpose of this presentation is to increase the awareness of supervisors to vicarious trauma and compassion fatigue within themselves, as well as their supervisees. Strategies for increasing protective factors and addressing vicarious trauma in the supervisory relationship will also be discussed. Participants will have the opportunity to increase their skills in supervision by recognizing and addressing vicarious trauma and compassion fatigue through discussion, case presentation, and experiential exercises.



Saturday • 1:30-2:20 • Cheekwood B

Educational Session

Developing Professional Identity through Service Learning and Advocacy Training

Le'Ann L. Solmonson

Pamela Monk

Developing professional identity is an essential objective in training new professionals. Advocacy is a key element of counselor competence and connected to professional identity. Service learning is a powerful instructional strategy that has been proven to increase academic achievement and student engagement. This session will describe service learning strategies for incorporating advocacy training into course objectives. Attendees will discuss how to enhance the development of professional identity and acquisition of the ACA Advocacy Competencies skills in students.



Saturday • 1:30-2:20 • Cheekwood C
Educational Session

Facilitating Master's Group Experiences with Adventure Based Counseling

David D. Christian

Torey L. Portrie-Bethke

Adventure Based Counseling (ABC) is a unique form of therapy that utilizes a variety of activities. Although it has traditionally been used with adolescents, it can also be utilized by counselor educators to enhance the CACREP mandated master's level group experience. The information presented in this session will be tailored for use in with graduate level counseling students. During this session participants will receive an overview of ABC, learn techniques for delivery, be introduced to a master's group experience model integrated with ABC, and engage in experiential activities.



Saturday • 1:30-2:20 • Cheekwood D
Ancillary

Multicultural Interest Network



Saturday • 1:30-2:20 • Cheekwood F
Educational Session

A Crisis in Counselor Education: Integrating the new CACREP crisis counseling and disaster mental health criteria into a counselor education program

Daniel M. Linnenberg

This presentation looks at one Counselor Education program that addressed the incorporation of the 2009 CACREP standards concerning crisis counseling and disaster mental health into its curriculum. The program includes a discussion on the development of a required course and the incorporation of the standards into another. The development of relationships with the local American Red Cross and the county Office of

Emergency Management is addressed. There will be a discussion on the CACREP crisis and disaster mental health criteria and the methods used to satisfy those requirements.



Saturday • 1:30-2:20 • Cheekwood G
Educational Session

Relationship between Job Burnout and Personal Wellness in Counseling Professionals: Implications for Supervision, Training and Practice

Ana Puig

Sang Min Lee, Adrienne Baggs, Yan Min Park, Kacy Mixon

Professional counselors are particularly at risk to experience burnout. The physical, mental, and emotional challenge of caring and advocating for others can result in personal and professional strain. Thus, the critical role of wellness must also be underscored and promoted. In this advanced *Educational Session*, we will explore the relationships among professional counselors' burnout, the roles of demographic factors influencing burnout, and their relationship to wellness. Participants will also have an opportunity to identify their own burnout levels by completing the Counselor Burnout Inventory (CBI) and engage in an experiential activity illustrative of wellness strategies for burnout prevention.



Saturday • 1:30-2:20 • Cheekwood H
Educational Session

Workplace Bullying in Counselor Education: Signs, Symptoms, Strategies and Impact on Retention, Tenure and Promotion

Mary Amanda Graham

Dale-Elizabeth Pehrsson

Workplace bullying and workplace mobbing can and does cause great emotional, physical, spiritual, cognitive, cultural and social strain on individuals in higher education and in counselor education

specifically. Because bullying and mobbing behaviors are difficult to identify, many faculty members who suffer from these mistreatments are underserved. Yet victims develop symptoms of job loss and anxiety, adjustment disorders with anxiety, symptoms of PTSD, physical ailments, strained relationships in the home, high levels of stress and shame. Often individuals, particularly from underrepresented populations suffering from workplace bullying and mobbing engage in self-blame and experience difficulty in identifying how this employment structure negatively impacts their total person. This presentation will provide participants with a clear understanding of the phenomena of workplace bullying and workplace mobbing as it unfolds in higher education/counselor education. Further, a comprehensive inventory of signs and symptoms will be presented. Finally, strategies for recognizing and dealing with bullying will be reviewed.



Saturday • 1:30-2:20 • Hermitage A
Educational Session

An Introduction to Mindfulness: A Wellness Practice for Everyone

Rebecca Heselmeyer

Mindfulness-based practices, such as Mindfulness-Based Stress Reduction, are gaining momentum in therapeutic settings and showing remarkable promise in treatment of depression, anxiety, chronic pain, insomnia, stress, hostility, and self-esteem. Curious? Come to this experiential-heavy session to practice mindfulness techniques that can be used with clients, supervisees, students, or just for you!



Saturday • 1:30-3:20 • Hermitage B
Educational Session-Advanced Research Track

Do You Agree or Strongly Agree? Developing Instruments in Counseling via Fundamental Measurement Principles and Rasch Analysis

Tara Hill

Amber Lange, Megan Mahon

Many researchers in counseling develop their own instruments yet fail to consider the four principles fundamental to measurement. When we go to buy our morning latte, measure the length, temperature, or blood pressure of a newborn, and put together the ingredients for dinner, we are bound by these principles of measurement. Yet, when we begin to create instruments for psychological research we disregard them. This presentation will discuss the fundamental measurement principles, independence, linearity, unidimensionality, and invariance and detail reasons why ANY instrument that does not comply with these four principles is lacking rigor and basic construct validity.

Additionally, Rasch analysis, a method of data analysis that helps determine an instrument's compliance with the four measurement principles will be discussed. Presenters will utilize a data set from research with the Subtle Abuse Substance Screening INventory as an example of instrument development and Rasch analysis. Additional topics to be discussed include Likert scales and the amount and type of responses necessary, type and amount of questions for any measure, the difference between Rasch analysis and factor analysis, and why these two statistical procedures are similar and different. Participants will (1) learn about the fundamental measurement properties; (2) be introduced to Rasch analysis; (3) be exposed to Winsteps (Linacre, 2011), one example of the software used to conduct Rasch analysis; (4) receive tips on how to interpret Winsteps outputs; and (5) receive information on where to get further training in Rasch analysis.



Saturday • 1:30-2:20 • Magnolia B
Educational Session

Travel Study to Guatemala as a Multicultural Counseling Competencies Training Tool

Mary L Fawcett

This presentation provides both a comprehensive review of the literature regarding the efficacy of travel study as a multicultural training tool and a model of a recent intensive short-term travel study

course to Guatemala. Pre-trip exploratory travel, funding and budget development, and course development will be presented.



Saturday • 1:30-3:20 • Magnolia Boardroom

Ancillary

2013 Conference Committee Meeting

Poster Sessions • Saturday • 1:30-2:20



Saturday • 1:30-2:20 • Tennessee Lobby A

Poster 1

Becoming a Social Justice Advocate: Developing Social Interest through Adlerian Principles

Amanda C. Healey

Richard E. Watts, Kelly Emelianchik-Key

Presenters will discuss parallels between the social justice movement and core philosophical components of Adlerian theory. Supervisors and educators will learn the benefits associated with implementing the Adlerian ideology to increase the social interest of students & supervisee's and thus their involvement in social justice initiatives.



Saturday • 1:30-2:20 • Tennessee Lobby A

Poster 2

The Development of a Multicultural Teacher Identity

Colette T. Dollarhide

Nikol Bowen, Caroline Baker

Identity as a multicultural and social justice counselor evolves with commitment to the practice of socially responsive and responsible counseling. For counselor educators, teaching a class in multicultural counseling issues can foster multicultural identity, if the counselor educator is open to the experience. This session is the result of a case study in the evolution of a multicultural

counselor educator identity. Implications for pedagogy will be explored and discussed.



Saturday • 1:30-2:20 • Tennessee Lobby A

Poster 3

Using Office Yoga to Increase Counselor Wellness

Rudy Buckman

Kim Bloss

As we all know, the counseling profession is very demanding and stressful. Without effective self-care activities, counselors are at high risk of impairment and possibly burnout. Despite the seriousness of this issue and our ethical responsibility to "engage in self-care activities" (ACA, 2005, Section C), many counselors struggle to find time for self-care. To assist counselors to find time for self-care, this workshop will teach participants how to do simple but effective restorative yoga stretches that can be done during office hours and without changing clothes or using special yoga props. Office yoga is an ideal way for counselors to honor both our profession's commitment to wellness and our professional ethical responsibility.



Saturday • 1:30-2:20 • Tennessee Lobby A

Poster 4

Counselor Professional Identity: Implications for Counselor Education and Interprofessional Collaboration

Elizabeth A. Mellin

Brandon Hunt

What is your definition of counseling? How do you see counseling as distinct from social work and psychology? As a cohesive professional identity for the counseling profession remains elusive, interprofessional collaboration is increasingly endorsed as a best practice strategy for addressing critical social problems. A strong professional identity is a necessary precursor to such collaboration. The findings of a study on professional identity with 238 counselors will be

presented. Implications for counselor education and interprofessional collaboration will be discussed.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 5

How Much Does Mattering Matter to Men with Child Sexual Abuse Histories?

Elizabeth Graves

This presentation will bring awareness to the issues around CSA in males and help counselor educators better prepare students for facilitating health and resilience in this particular population of clients. Participants will experience: a review of the best literature in the field of male CSA, research findings by the presenter about what helped foster resilience in a recent sample population, and the implications for these findings as counselor educators endeavor to train students to counsel this increasingly-recognized population through recovery.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 6

Enhancing Working Alliance during a Hybrid Distance and In-Person Group Supervision Course: Implications from a Single-Case Research Design

A. Stephen Lenz

Marvarene Oliver, Kaye Nelson

Implementing a hybrid supervision course that includes both distance and in-person learners provides opportunities for students to complete degree requirements. This presentation will present attendees with the results of a single-case research design evaluating this practice. Several suggestions will be provided to increase efficacy of this model to promote the engagement, sustained inclusion and professional development of distance learners.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 7

Shaping the Future: Integrating Neurocounseling into Counselor Education Pedagogy to Empower Clients for Trauma and Addiction Resolution

Jason H. King

Steven M. Demille

The 2009 CACREP standards require counselor training in biopsychosocial assessment, neurobiological behavior, and the impact of trauma causing events on clients of all ages. This workshop will introduce counselor educators to a model of clinical training that integrates professional counseling with interpersonal neurobiology to facilitate client growth and development



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 8

Assessment of Group Functioning with the Circumplex Model

Jeri Crowell

Jerry Mobley

An assessment to evaluate transactional patterns in a group's functioning is presented. Group leaders determine interventions with the proven Circumplex Model to advance group process. Family groups where skills increase using the model report improved communication. Counselor educators and supervisors can utilize this "relational diagnosis" (Olson, 1999, p. 1) to balance interactions within a group. Outcomes are sensitive to ethnic and cultural diversity. Participants will gain a tool advancing group process and organized group material in a user-friendly process.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 9

The Minor in Counseling: An Resource-Generating Initiative

Joshua M. Gold

Debbie Sturm

This presentation will introduce attendees to the Minor in Counseling. Its etiology, development, implementation, assessment and resource generation will be discussed. Attendees will be provided with the knowledge and skills to develop the Minor in Counseling at their universities.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 10

Educational equity and chronic underachievement and disproportionality among low-income African American students: A call to school counselor educators

Lauren Shure
Cirecie West-Olatunji

Chronic underachievement and the disproportionate placement of low-income African-American students in low-ability coursework, special education, and behavioral remediation persist. Some scholars cite low expectations and low-end tracking of low-income, African American students as contributors to chronic underachievement. This program will present the issue of cultural discontinuity for African American students as it relates to chronic underachievement. Recommendations for counselor education practice to decrease cultural discontinuity will be discussed.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 11

Evidence based Practice: Preparing Counselors for the future

Leeann Jorgensen

This session will review the promise and concerns of evidence based approaches to counseling evaluation by examining varying definitions and implementations. The program is designed to provide counselor educators with information to use in counselor preparation courses to assist students in developing critical thinking and

advocacy skills in developing treatment options for clients.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 12

Humanistic Perspectives on Contemporary Issues in Counseling, Counselor Education, and Supervision

Mark B. Scholl
James T. Hansen

Humanistic practices and approaches to counseling and counselor supervision highlight relating to people in empathic, respectful, and growth-producing ways. Participants will examine the humanistic principles underlying a diverse range of effective approaches to counseling and supervision. Presenters will discuss recommendations for humanistically accommodating special cases. Presenters will share their expertise and personal experiences, and facilitate demonstrations of humanistic approaches.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 13

Designing and Implementing Unfolding Ethical Dilemmas in Counselor Training: Ethical Decision-Making in Action!

Jennifer Cook
Dannette Muselman, Erin Schoenecker, Marsha Wiggins

Presenters will describe an ethical decision-making training approach that departs from completed ethical cases, and instead uses web-based unfolding ethical dilemmas to simulate in-vivo ethical challenges. Participants will engage in peer consultation regarding actual training cases. Former students of this approach will discuss their process and learning experiences.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 14

Body Image and Acculturation of Hispanic Women

Rebekah R. Pender

Jacqueline P. Parsons, Eva "Dee" Sloan

Considering all the areas Mexican American acculturation impacts (e.g. beliefs, values, academic performance, socialization, etc.), a natural extension of that influence would be to body image. The majority of participants in this study was acculturated and did desire a smaller body size despite the lack of instrument correlation. These results suggest that further investigation into the body image concerns and acculturation of Mexican American women would be a worthwhile endeavor.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 15

Using Mindfulness Practices to Help Beginning Counselors with Self-Care and Clinical Skills

Rebekah Smart

David Shepard

This informative and experiential presentation shows how educators can incorporate mindfulness practices into existing curriculum in order to help beginning counselors learn to manage their own anxiety and develop stronger skills in empathy and focus when working with clients.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 16

Teamwork: Building Partnerships to Enhance School Counselor Training

Sandra Lopez

Veronica Castro

School Counselors play many roles within their campus, which poses a challenge when they are expected to provide supervision to School Counselors-in-Training (SCIT). SCIT then

experience frustration when they are not able to obtain feedback from their site supervisor. A partnership built between a university counselor-training program and a school campus has facilitated the supervision of SCIT. This presentation will discuss the process to establishing partnerships with school campuses, supervision of SCIT, school consultation, and the experiences of SCIT involved in this type of training module.



Saturday • 1:30-2:20 • Tennessee Lobby A
Poster 17

International Immersion: An Exploratory Study of Critical Factors, Sustained Impact and Counselor Development

Sejal Mehta

Counselors are increasing their global presence by engaging in international immersion; however research is scarce regarding the impact of these immersion experiences. The purpose of this presentation is to present findings from a qualitative study that assessed the sustained impact of the experience on participant's cultural competence, self awareness and self efficacy as well as critical factors of the experience that may occasion sustained change and growth to help inform future international endeavors.

Educational Sessions • Saturday • 2:30-3:20



Saturday • 2:30-3:20 • Belle Meade A
Educational Session

The Power of Orientation: Building Relationships, Increasing Resiliency, and Fostering Retention among Counselors-in-Training

Michelle Bruno

Kirsten Murray

This program is designed for counselor educators interested in constructing an effective new student

orientation program. Participants will be introduced to an orientation framework that assists students as they transition into the cultures of graduate school and professional counseling. Participants will receive strategies and sample activities that emphasize building relationships, increasing resiliency, and fostering retention. Join us for an informative, interactive, and practical look at the benefits of new student orientation.



Saturday • 2:30-3:20 • Belle Meade B
Educational Session

Inside the DSM-5: A Review of Proposed Revisions

Karyn Dayle Jones

Shannon Ray, Carman Gill, Jesse Fox

Publication of the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) is set for 2013, marking one of the most anticipated events in the mental health field. With thousands of licensed professional counselors across the U.S. using the DSM in their daily practice, the profession as a whole has a vested interest in the final outcome of the DSM-5. This presentation will review proposed revisions to the DSM-5 and their potential impact on counseling practice and education.



Saturday • 2:30-3:20 • Belle Meade C
Educational Session

Competencies for Counseling with Transgender Clients

Denise Pickering

Anneliese Singh, Joseph Spillman, Tim Horton

This presentation provides information on the Competencies for Counseling with Transgender Clients (2009) endorsed by the American Counseling Association. These competencies provide guidelines for training of counselors, counselor educators, and supervisors to work with transgender clients and describe competency goals within the major training domains of CACREP programs. The theoretical frameworks that undergird the development and implementation of

the competencies are included including strength-based, feminist, multicultural, and social justice perspectives.



Saturday • 2:30-3:20 • Belmont A
Educational Session

College counselors in transition: Preparing counselors in training to work in a post-Virginia Tech era

Tracie Self

Carol Smith

Crisis events on college campuses nationwide have contributed to a shift in role expectations for college counselors. In addition to counseling services, counselors are challenged to expand their scope of practice to include crisis prevention, risk management and assessment across campus. To prepare for evolving occupational expectations, it is imperative counselors-in-training have expanded preparation in crisis and advocacy content areas currently reflected in the CACREP 2009 standards.



Saturday • 2:30-3:20 • Belmont B
Educational Session

To Infuse Or Not To Infuse, That Is The Question: Meeting New CACREP Standard for Training in Crisis Intervention and Trauma Therapy

Rick A. Myer

Richard K. James

This presentation outlines content areas in crisis intervention, trauma therapy, and disaster recovery. Discussion will address two areas. First, skills needed to provide services to people who are in crisis, experienced a traumatic event, and have survived a disaster will be discussed. This discussion will address issues of developing a knowledge base and skill development. Second, a dialogue will be used to discuss curriculum strategies to help students obtain these skills. Issues such as simply infusing content into others courses or having a standalone course will be discussed.



Saturday • 2:30-3:20 • Belmont C
Educational Session

Project HOPE (Healthcare, Occupations, Preparation and Exploration): Building a Pipeline to Healthcare Professions for Iowa's Underserved Youth

Joseph M. Williams
Asabi Dean, Mashone Parker, Tiffany Stoner-Harris

Minority groups are continually under-employed in the healthcare field (U. S. Census, 2010). This underrepresentation contributes to the gap in health status and the impaired access to health care by a significant portion of the U.S. population. This program will describe a multi-systemic partnership between the University of Iowa, school districts, and community participants to increase the representation of minorities in the healthcare field. Implications for career counseling intervention with low-income, racial/ethnic minority, middle school students are discussed.



Saturday • 2:30-3:20 • Cheekwood A
Educational Session

Developmental Challenges Confronting Beginning, Experienced and Seasoned Counselors

Peter F. Wilson

Just as there is a developmental process that all persons experience in their personal lives so too there is a developmental process in the "professional lives" of counselors. Professional counselors experience unique challenges at each developmental stage. This workshop will focus on the differing challenges faced by beginning therapists, experienced therapists and mature/seasoned therapists.



Saturday • 2:30-3:20 • Cheekwood B
Educational Session

Facing the future with increased confidence: Results of a research study on

the effect of career decision groups on career self-efficacy

Julia Champe
Asher Pimpleton

Researchers present results of a two-phase project investigating the effect of psychoeducational career decision-making groups on career self-efficacy. Using a pre/post-test nonequivalent group design, researchers surveyed over 80 undergraduates enrolled in ten psychoeducational groups (vs. ~200 control). Results indicate career decision-making groups increase career self-efficacy. Brief description of research, group activities, and results included. Opportunity for discussion: counselor educators, group practitioners, school and career counselors.



Saturday • 2:30-3:20 • Cheekwood C
Educational Session

Counselor Television: Creating Communities Beyond Social Media

Michael L. Baltimore
Richard P. Long

Streaming television has become a national phenomenon and is growing among Universities. This workshop will provide the attendee with an overview of technology associated with the creation and development of streaming television and its application to counselor education and practice. The workshop will provide examples of the development of a production studio using existing campus services into streaming television. In addition, an overview of converting traditional teaching content into "made for TV" content and adding "production value" to existing content will be covered.



Saturday • 2:30-3:20 • Cheekwood D
Ancillary

Rural Counseling Interest Network



Saturday • 2:30-3:20 • Cheekwood F
Educational Session

The Preferred Personal Characteristics of Master's Level Counseling Trainees: Faculty Perceptions of the Admissions Process

Ann M. McCaughan

Nicole R. Hill, Linwood G. Vereen, Stephen Feit

Gatekeeping is an essential role and function of counselor education programs. Current trends in counselor education indicate a focus on remediation-based gatekeeping measures. This presentation will focus on the importance of taking a proactive approach to gatekeeping through the identification of preferred personal characteristics in potential trainees during the admissions process. Faculty perceptions of the importance of these characteristics, as well as the effectiveness of screening for these characteristics based on empirical research findings, will be discussed.



Saturday • 2:30-3:20 • Cheekwood G
Educational Session

The Supervisory Wit and Wisdom of Two Living Artifacts: Sharing 75 Years of Supervision Experience

John Littrell

Geoffrey Yager

Dr. John Littrell, author of the forthcoming "Trailblazing through Counseling Practicum," and Dr. Geoffrey Yager, author of "Conversations with Jeremiah on the Magic of Counseling," offer their wit and wisdom as they reflect on supervisory awareness, knowledge, and skills that they have garnered over 75 years of supervising beginning students. The two will share their insights on diverse supervision topics.



Saturday • 2:30-3:20 • Cheekwood H
Educational Session

Reactance potential in the supervisory environment: Understanding and

facilitating the development of the highly reactance supervisee.

Dan Kissinger

Tara Davis, Kevin Kirkpatrick

This session covers the tenets of psychological reactance theory, most notably as it relates to the process of clinical supervision. Psychological reactance is an intentional response aimed at restoring or protecting real or perceived threats to personal freedoms imposed by authority figures. Vignettes will be used to facilitate discussion on: the 3 distinct threat conditions (classic, barrier, and social influence) known to elicit reactant responses, distinctions between resistance and reactance, and useful interventions for working with highly reactant supervisees.



Saturday • 2:30-3:20 • Hermitage A
Educational Session

20/20: A Vision for the Future of Counseling: The New Consensus Definition of Counseling

Marcheta Evans

David Kaplan, Kurt Kraus, Don W. Locke

A breakthrough for the counseling profession has occurred with the promulgation of a consensus definition of counseling. The delegates to 20/20: A Vision for the Future of Counseling have ably constructed a definitive definition of counseling which has been endorsed by 29 counseling organizations including ACES. Members of the 20/20 Oversight Committee will describe the Delphi process utilized, present the definition, and discuss implications for counselor educators, their students, and the counseling profession. Audience reaction will be encouraged.



Saturday • 2:30-3:20 • Magnolia B
Educational Session

The Sup Group: Structured Group Supervision of Practicing School Counselors

Christine Ward
Tim Grothaus, Helen Runyan, Jodi Slaughter

The benefits of clinical supervision are documented throughout the literature (Dollarhide & Miller, 2006). However, school counselors often do not participate in this positive practice (Wilkerson, 2006). Audience members will learn about an innovative group supervision program designed to enhance practicing school counselors' professional identity and clinical and programmatic knowledge and skills. Findings from a pilot study of the participants' experiences, professional identity, and professional development will also be presented.

Poster Sessions • Saturday • 2:30-3:20



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 1

Now What? Responding to Child Abuse Reporting Challenges in Schools

April Sikes

This presentation will provide insight into the challenges school counselors face after making reports of suspected child abuse and neglect, with the notion that this information will help prepare professional school counselors to deal with situations that originate after child abuse or neglect reports are made. Implications for counselor education programs and recommendations for effectively addressing child abuse reporting challenges in schools will be provided.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 2

Refugees: Training counselors in school and community

Azra Karajic Siwiec

This presentation will offer information on refugee needs and enhance understanding of counselor education training regarding refugee population. The goal is to achieve greater understanding of the

issues that refugees face upon resettlement and how counselors can serve as change agents. Counselors need to be trained to recognize culturally bound issues and respond in culturally responsive manner with this population. Counselor educators will be presented with alternatives to training school and community counselors to respond to refugees in a culturally responsive manner.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 3

Group-Based Learning in Counselor Education: Emotionally Intelligent Methods to Improve Students' Experiences in Group Projects

Christina Hamme Peterson

Group-based projects are generally recognized as a method to facilitate learning for counseling students. The failure of a group to work effectively, however, can impair the desired outcome. In this session, a model of student group emotional intelligence shown to predict performance will be presented. Specific interventions designed to help student groups address the emotional component of task-group functioning will be presented, and evidence of their utility as indicated by comparison to a control group on measures of group performance will be provided.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 4

Managing career expectations: An examination of early and near-tenure experiences

David A. Hermon
Dana Heller Levitt

Research on faculty careers often focus on the early stages and late stages of the professorate. The pre-tenure and years immediately following tenure decisions represent a period of how past and future choices define careers going forward. This session

will present the results of a phenomenology inquiry ascertaining the experiences of mid-career faculty with a focus on the need for faculty mentoring, balancing multiple roles, managing expectations, and recommendations for counselor education programs preparing students for careers in academe.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 5

Online Social Relationships: Should Counselors Encourage or Discourage Clients' Use of the Internet?

David R. Brown

Jodie K. Edwards, Jennee R. Hartkopf

Individuals are increasingly using the Internet to maintain and form social and romantic relationships. It is imperative that counselors and counselor educators understand the outcomes of relying heavily on the Internet for social connectedness. This workshop will review the difference between online and in-person relationships, present how the Internet impacts psychological well-being and social relationships, and discuss the impact of the Internet on the therapeutic relationship. Tips for using the Internet to promote healthy social connections will be given.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 6

Empowering Counselor Education Students Struggling with Technology: Guidelines and Strategies for Success

Isaac Burt

Tiphany Gonzalez, Sally V. Lewis, Nivishi N. Edwards

With the job market being in an economic slump, many people are returning to school to gain more advanced degrees. A large number of returning students are non-traditional (older), and not familiar with smart classrooms or other technological advancements. These students may lack critical technological expertise/knowledge commonly found in other students. It is imperative that

Counselor Educators implement strategies with non-traditional students who struggle with technology. In order to train students properly in Counselor Education programs, faculty must be able to determine when some students are lacking adequate technological skills. The goals of this program are to provide Counselor Educators with guidelines and strategies to increase students' technological self-efficacy/competency. The rise of technology demands Counselor Education must adjust accordingly, and evolve into a more fluid, technically determined academic setting. Thus, this program assists Counselor Educators with viable tools to utilize with students who may feel neglected and not connected to the learning process.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 7

A comparison of supervisor and supervisee ratings of counseling competency

Jacqueline Swank

The evaluation of counseling competency is an essential task for counselor educators, supervisors, counselors, and counseling students. This session presents the results of a study that examined the measurement of counseling competency from the perspective of supervisors and student supervisees.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 8

Group and Member Development in Experiential Groups for Counseling Students: A Qualitative Analysis

Jonathan Ohrt

Hayley Stulmaker, David Huffman, Yulia Prochenko, Karrie Swann

The purpose of this presentation is to discuss a qualitative study examining themes that emerged in reflective journals that were completed in conjunction with experiential counseling groups among 16 counselor trainees. The specific research questions were: a) how do students progress as

members of this particular type of group, and b) how do students perceive their groups' development. We will present the results of the study and discuss implications for group counselor educators.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 9

Counselors as Social Advocates: Infusing a Social Justice Orientation and Client Advocacy Competency in Counselor Education Curriculum

Julie A. Dinsmore

David D. Hof, Matthew J. Mims, Grace A. Mims

This program describes concrete and practical ways counselor educators can integrate a social justice philosophy and active practice in client advocacy into specific courses across counselor education training programs. Special emphasis will be given to helping participants apply presentation content to their own training settings as well as share their experiences with social justice advocacy action within their training programs.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 10

Internationalization of Professional Counseling: Programmatic Implications for Counseling Training Programs

Kok-Mun Ng

Brigid Noonan, Devika Dibya Choudhuri

This program discusses the programmatic implications of internationalization of counseling training. Presenters will introduce a research-based internationalization competency checklist for use as guide for program development that contains items in six domains: (a) International Representation, (b) Curriculum, (c) Counseling Practice, (d) Research Considerations, (e) Competency Evaluation, and (f) Environment. Participants will be engaged to critique the utility of the checklist.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 11

Family of Origin Messages: An Exploration of Student Attitudes on Diversity and Capacity for Change

Latoya A. Pierce

Neema Murimi

This *Poster* will explore the interaction of family of origin messages and student beliefs/attitudes. Specifically, quantitative research findings will be presented on student attitude (positive, negative, mixed), student capacity for change, and general recommendations for faculty/student dialogue in a multicultural/diverse issues course.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 12

Counseling Ethics Audit (CEA): A Pilot Study of Validity, Reliability, and its Use in Counseling Ethics Education for Counselor Education Program.

Noor Syamilah Zakaria

Jennifer Weatherford

This presentation will describe a pilot study which measured the validity and the reliability of the Counseling Ethics Audit (CEA) developed by a counseling ethics expert, Michael Kocet, Ph.D. This instrument was introduced to guide professional counselors to foster counseling ethical sensitivity and reflection. This pilot study was the first to measure the validity and reliability of CEA for counselors-in-training. The findings suggested that the CEA is generally a valid and reliable instrument and this instrument could serve as a counseling ethics education evaluation tool for counselor educators.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 13

From Sow's Ear to Silk Purse: Facilitating Professional Growth in Counseling Students with Difficulties and Deficiencies in One Graduate Program

Robert L. Moore

Counselor educators teach and train students with a wide range of abilities. Academic/cognitive, as well as interpersonal/emotional difficulties/deficiencies frequently emerge and become apparent in the classroom and during practica. Gatekeeping responsibilities can be complicated and onerous for counselor educators, but there also appears to be models and processes that can facilitate student growth. This session will explore these models in both the broader context of counselor education and within one large counselor education program.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 14

An Investigation of Counselor Educators' Attitudes towards Evidence-Based Practices

Samir H. Patel

Evadne E. Ngazimbi

Although ACA and CACREP stress the ethical responsibility to teach evidence-based practices (EBPs), counselor educators may continue to resist such training. Furthermore, a lack of research in this area may devalue counselor education as a profession when compared to other helping professions that teach EBPs. This presentation will discuss findings from a study that investigated counselor educators' attitudes and perceived barriers towards the inclusion of EBPs in counselor education curricula.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 15

Maxing Out Your Experiential Credit Card: A Pilot Study of Parallel Learning Processes in Counseling Education Programs

Tomiah Notestine

Eric Beeson, Danielle Geigle, Jonathan Procter, Patricia Beamish

In an effort to maximize engagement and involvement in experiential learning, some colleges and universities are turning to parallel learning processes for counseling students. We will be discussing a pilot study comparing parallel learning processes in two CACREP accredited counselor education programs. Session attendees will gain knowledge and awareness of whether the utilization of doctoral students in the supervision of masters degree students is related to the development of supervisor self-efficacy and attitudes toward program structure. As this is a pilot study, it is the hope of these researchers that this session will cause others to consider evaluation of existing counselor education programs and to participate in further research in the training and development of doctoral-level supervisors.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 16

Relationships Between Perceived Site Supervisors' Adherence to Ethical Guidelines, the Supervisory Working Alliance, and Counselor Trainee Self-Efficacy

Shannon Cantrell

Mary Kate Reese

Research shows that some clinical supervisors in the mental health field are committing ethical violations. In this presentation, you will learn the results of a study that was conducted in order to investigate the relationship between perceived site

supervisor adherence to ethical guidelines, the supervisory working alliance, and counselor trainee self-efficacy. The session will also include an open discussion that will encourage dialog among attendees.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 17

Multicultural considerations in counseling supervision: The path toward meaningful experience

Stephaney S. Carter

Professional and personal growth occur during supervision, as does an understanding of how multicultural issues affect counselees, trainees, and supervisors (Constantine, 1997). Because of the influence of multicultural issues on the supervisory relationship, supervisors and trainees need to be cognizant of the importance of discussing multicultural issues so that the supervisory experience can be meaningful. The presenter will describe multicultural issues that clinical supervisors must be prepared to address in order to facilitate growth in the supervisory relationship. The presenter will also describe strategies that can be used.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 18

Relieving Student Counselor Anxiety: A Comparison of CBT and an Energy Psychology Technique

Suzan K. Thompson

Mary Sanderfer, LaShauna Dean-Nganga, Michael Keefer

Master's level counselors enrolled in an advanced counseling skills class were taught and practiced CBT or Energy Psychology (EP) techniques as self-care tools to help them reduce their anxiety about working with their first client. Results from a preliminary study will be discussed with emphasis on implications for counselor educators and supervisors. This program includes an experiential

component: demonstration & practice of an EP technique. Handouts will be provided.



Saturday • 2:30-3:20 • Tennessee Lobby A
Poster 19

Identity Narratives Of Mexican American women in Counselor Education and Supervision Doctoral Programs

Tamara J. Hinojosa

Exploring the experiences of ethnic minority students in Counselor Education and Supervision (CES) doctoral programs is imperative in understanding their underrepresentation in CES. Findings will be presented from a qualitative study about Mexican American women and how their experiences within CES doctoral programs shaped their identities. Topics such as cultural navigation, program development, and retention strategies for Mexican American, and other minority CES students will be discussed.

Educational Sessions • Saturday • 3:30-4:20



Saturday • 3:30-4:20 • Belle Meade A
Educational Session

African American Male Adolescent Identity Renegotiation

Terrance McClain

Joel Lane, Carol Burns

The academic achievement gap in the U.S. is well documented. Although significant gains have been achieved in high school completion rates of all African American students, it is also true that all other demographic groups, including African American females, are graduating from high school in greater numbers than African American males. This session is based on a theory of Identity Renegotiation (IR), combining concepts from Narrative, Dialogical Self, Psychosocial, and Liberation Psychology perspectives. This theory says individuals must integrate identities that are multiple, competing, often temporary, and are

actualized in specific relationships. School counselors utilizing this theory seek to normalize identity tensions, highlight influence processes that create tension for the African American adolescent male, and promote specific skills that will enable them to renegotiate their identities from context to context without abandoning core elements of their identity. The presenters will demonstrate IR-derived teaching and mentoring techniques that school counselors can utilize to facilitate the renegotiation process, leading to greater academic performance.



Saturday • 3:30-4:20 • Belle Meade B
Educational Session

Discussion of an Assessment Plan & Process for the 2009 CACREP Standards including a Sample Plan and Rubrics for Collecting Detailed Data on how the Counseling Program Meets CACREP Core Curricular Knowledge Standards

Yvonne Bissonnette Tate

This program provides a detailed description of an assessment plan and process that meets CACREP 2009 accreditation standards. A CD with samples of assessment documents and rubrics are provided that can be copied and customized. The program will enable participants to: Identify global and specific assessments they can use as part of their assessment process; develop an ongoing method of assessment for their counseling program(s); and collect data on how their students, courses and counseling programs meet each of the CACREP core curricular knowledge standards.



Saturday • 3:30-4:20 • Belle Meade C
Educational Session

The Weight of the Book: A four-university study of course-related reading behavior in counseling students

Stephen Shumate
John Klem

This session provides survey results from a four-university study of graduate counseling student course-related reading behavior and the effects of various course evaluation tools on assigned reading compliance. Additionally, the study examines the impact of demographic variables on graduate student initiative to complete assigned reading.



Saturday • 3:30-4:20 • Belmont A
Educational Session

Continuous, Systematic Program Evaluation: Strategies for Meeting the New CACREP Standards

Casey A. Barrio Minton
Donna M. Gibson

The 2009 CACREP Standards require that counseling programs engage in “continuous systematic program evaluation” and demonstrate that students have developed knowledge and skills related to a wide array of programmatic areas. During this interactive session, presenters will provide an overview of program evaluation principles, present resources for approaching this specific evaluation task, and discuss concrete implications for practice within counselor education and supervision.



Saturday • 3:30-4:20 • Belmont B
Educational Session

Gambling Addiction and Its Treatment: What Counselor Educators and Supervisors Need to Know.

Andrew M. Burck

With the prevalence of gambling addictions in United States and the enhanced emphasis by CACREP on the field of addictions (2009), it is of increasing importance for counselor educators and supervisors to enhance their understanding of gambling addictions. This presentation will provide attendees with the foundation to understand gambling addiction by providing an overview of prevalence, consequences of the behavior,

assessment, diagnosis, and the treatment modalities of gambling addictions.



Saturday • 3:30-4:20 • Belmont C
Educational Session

Teaching Millennial Students: Creating A “Millennial Friendly” Learning Environment

David A. Spruill

June M. Williams, Kim Hartman, Amanda Winburn

Millennial students can be challenging to teach, can perceive instructors as difficult to work with, and view their classes as difficult to understand and access. Participants will learn how these students differ from previous generations and how this impacts teaching and learning. Characteristics of millennial students will be presented. Participants will examine their own generational perspectives, the impact on teaching and learning, and why new learning environments are necessary. New teaching models and integration of traditional teaching models will be explored.



Saturday • 3:30-4:20 • Cheekwood A
Educational Session

Ethical challenges and recommended standards for experiential learning in professional presentations

Rebecca Willow

David Tobin

The goal of this presentation is to increase awareness of the inherent risks in experiential learning within professional presentations. We contend that when presenters use counseling skills in a workshop setting, they should adhere to the ACA Ethical Code. The Code can serve as a guide to protect the rights of trainees. We will recommend guidelines for professionals who implement experiential learning within the workshop setting. These guidelines will prepare professional counselors to design and implement future presentation/workshops in an ethical manner.



Saturday • 3:30-4:20 • Cheekwood B
Educational Session

How socially unjust is my program? Minding your P’s & C’s: Helping leaders evaluate and improve systems for teaching leaders and helpers to be agents of change.

Chris Wood

Jayne Smith

ACA, ASCA and CACREP provide guidelines emphasizing multicultural and advocacy competencies, research and leadership. The schema of 3 P’s and 3 C’s (People, Policies, Practice, Communication, Collaboration, & Change) offers a framework for systematically evaluating current policies, curricula, and philosophical orientation in respect to how programs teach and exemplify social justice. Participants will discuss case studies in small groups and share creative strategies for collaboration to improve the quality of counselor education programs and local communities.



Saturday • 3:30-4:20 • Cheekwood C
Educational Session

Examining Pre-Service Counselors’ Observations and Knowledge of Classmates’ Problems of Professional Competency

Kathleen A. Brown-Rice

Susan Furr

Gatekeeping is an essential responsibility of counselor educators. This presentation will present the results of a quantitative research project which examined pre-service counselors’ observations and knowledge of their classmates’ problems of professional competency, how these issues impacted pre-service counselors, and pre-service counselors’ knowledge of their programs’ protocols for addressing problematic peers. Additionally, strategies to ethically address these issues will be provided.



Saturday • 3:30-4:20 • Cheekwood D
Ancillary

School Counseling Interest Network



Saturday • 3:30-4:20 • Cheekwood F
Educational Session

The unique shape of single-parent families: Cultural considerations and techniques for working with single-parent African American families

Asher Pimpleton

Magnolia Hood, Tiana Thomas, Kerrie Kardatzke

The presenters will describe unique family dynamics that often emerge in single-parent African American families, such as triangulation, parentification, and kinship support. Cultural considerations and specific interventions for this population will be explored within a context of training and supervision of Couple and Family counselors-in-training. Implications for pedagogy, supervision, and practice will be identified and discussed.



Saturday • 3:30-4:20 • Cheekwood G
Educational Session

Assessing the Spiritual and Religious Domain: Formal and Informal Spiritual Assessment Strategies for Counselor Educators and Supervisors

Stephanie F. Dailey

Carman S. Gill

The purpose of this presentation is to provide practical, concrete information related to the appropriate and ethical integration of spiritual and/or religious assessment into counselor education and supervision. Participants will review four models of spirituality and seven formal (quantitative) and informal (qualitative) spiritual assessment measures. Numerous exercises for the classroom and supervisory settings will be



Saturday • 3:30-4:20 • Cheekwood H
Educational Session

Managing Counselor Resistance in Supervision: An Examination of Causes and Strategies for Success

W. Matthew Shurts

Derick J. Williams, Shawn Spurgeon

Supervisee resistance can have a severe negative impact on the supervision process, counselor development, and the supervisory relationship. As such, it is imperative that supervisors are prepared to recognize and work with supervisee resistance. In this interactive session, we will discuss: 1) various causes of supervisee resistance, 2) ways resistance most commonly manifests in supervision, and 3) effective strategies for working with/using the various types of supervisee resistance.



Saturday • 3:30-4:20 • Hermitage A
Educational Session

Experiential training in a group counseling course: Risks and benefits

Mary Kate Reese

Geneva Gray, Kelly Emelianchik-Key

This workshop will examine the use of experiential methods and potential risks/benefits of instructors combining didactic & experiential methods in group counseling courses. Presenters will also address dual relationships, student privacy, and ways to minimize risks to students. Results from a recent study of students' perceptions of experiential components of the Group Counseling class will be shared. Participants are encouraged to share their own experiences in training students in group work.



Saturday • 3:30-4:20 • Hermitage B
Educational Session

Video Conferencing: Shaping the Future of Live Supervision

Mark A. Young

Video conferencing capabilities open the possibility for counselor educators to conduct live supervision with supervisees across the hall, across the city, or across the country. This presentation will provide information on three distinct uses for video conferencing in live supervision: on campus, on-site at a practicum/internship placement, or supervision in rural settings.



Saturday • 3:30-4:20 • Magnolia B
Educational Session

Structured Reflecting Team Supervision in Group Supervision: A Qualitative Study with School Counseling Interns

Kathleen Kellum

This program presents a new model of group supervision, the Structure Reflecting Team Supervision (SRTS). In addition, the results of an exploratory qualitative study will be presented. This study examined the experiences of school counseling interns with the SRTS during their final internship semester. As school counseling interns graduate and make the transition to a professional school counseling setting, a number of issues may affect their personal and professional development. These issues may involve ongoing skill acquisition, keeping abreast of current literature, and reflective awareness of their growth as professional counselors.



Saturday • 3:30-4:20 • Magnolia Boardroom
Ancillary

Technology Interest Network

Poster Sessions • Saturday • 3:30-4:20



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 1

Preparing School and Mental Health Counselors with Domestic Violence Education: Suggestions for Counselor Education Programs

Carrie VanMeter

Kerrie Fineran, Amber Lange, Christie Jenkins

Domestic violence (DV) is a prevalent issue that negatively affects women, men, and children every year. The purpose of this presentation is to help bring awareness to the lack of education regarding domestic violence topics in counselor education programs. Attendees will also gain insight into current educational approaches, along with 2009 CACREP standards related to DV, intimate partner violence and teen dating violence. Information regarding state laws for TDV education will also be presented. Attendees should leave with new ideas on how to infuse DV into their curriculum.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 2

Exploring and Expanding New Avenues for Counseling Professionals to Apply their Skills, Generate Revenue, and Impact the World

Cheryl L. Fulton

Christopher A. Ward

This *Poster* presentation will present non-traditional career ideas for increasing the impact, financial opportunity, and personal fulfillment of counseling professionals. The presentation will provide the opportunity to learn how their colleagues are successfully utilizing their skills in non-traditional ways, the process used by these individuals in making these career shifts/expansions, and concrete steps for exploring, identifying, and developing these and other options.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 3

Enhancing your career counseling course with technology

Harrison Davis
Michael Brooks

This presentation is designed to help counselor educators enhance their career counseling courses through the use of technology. With online and hybrid Career Counseling courses, instructors can make the subject matter more appealing to counselors-in-training, accommodate the needs of today's counseling students, and prepare them to use technology when delivering career counseling services.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 4

Understanding Eating Attitudes, Behaviors and Body Image in African American Women: A Qualitative Study

Regine M. Talleyrand
Amanda D. Gordon, Jewelle Daquin

This *Poster* session will present findings from a qualitative study that explored factors that influence body image norms, eating attitudes and behaviors of African American women ages 25 and up who struggle with body and weight concerns. Given the high rates of overweight and obesity in African American women and the underrepresentation of African American women in the eating disorders literature, it is imperative to gain an understanding of the relationship between food and body image in African American women.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 5

The State of Teacher Preparation in Counselor Education Doctoral Programs: Considerations for the Future

Stephanie Hall

This *Poster* presentation will examine experiences in doctoral counselor education programs that prepare graduates to teach at the university level. The interactive session will provide discussion based on the results of research conducted by the presenter that examined experiences had by doctoral students that prepared them for the role of teacher, in addition to experiences that were absent from their training.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 6

Have "We" Graduated Yet? Supporting our Partners throughout the Doctoral Journey

Tonya Jasinski
Markesha Miller Hall

The journey throughout a doctoral program can prove to be extremely stressful and time-consuming; hence, support systems become increasingly vital in the lives of doctoral students. While partners comprise one such integral support system for doctoral students, these devoted individuals require support and nurturing as well. Hear how two recent doctoral graduates nurtured their relationships while supporting and including their partners throughout their doctoral experiences.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 7

Navigating Spiritual Bypass Using Motivational Interviewing

Philip Clarke
Amanda Giordano, Craig Cashwell, Todd Lewis

Spiritual bypass is a process that occurs when a person utilizes their spiritual practices or beliefs to circumvent addressing unresolved psychological issues. The presenters will describe various forms of spiritual bypass and demonstrate how Motivational Interviewing can be applied to help clients navigate these issues. In addition, attendees will learn how to incorporate spiritual bypass and Motivational

Interviewing into their counseling course curriculum.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 8

Infant Mental Health: What is it and Why should Counselors and Counselor Educators care?

Evette Horton

The Infant Mental Health movement has been growing over the past decade and has compelling evidence to show why we should pay attention to this critical developmental period. This presentation summarizes the research, provides information on how to assess infant mental health, describes what evidence-based treatments are available, and gives Counselor Educators ideas about how to include infant mental information in their counseling children, counseling theories, assessment, and family counseling courses.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 9

Applying Solution Focused Techniques to Educate Future Counselors

Janet Froeschle

Despite positive outcomes suggested when using solution focused brief therapy techniques with clients, this positive mindset is often not modeled in counselor education courses and when teaching and evaluating counseling student performance. This program teaches counselor educators a new teaching strategy that incorporates solution focused techniques with teaching, learning, and evaluation in the counselor education classroom. Research will be shared comparing student perceptions of learning before and after implementing the techniques.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 10

Gatekeeping in Counselor Education Programs: An Examination of Current Trends and Suggestions for Best Practice

Jill K. Bryant

As gatekeepers, counselor education programs are ethically obligated to identify students who are deficient, marginally fit, or impaired. Gatekeeping may be addressed through admission procedures, regular evaluations, remediation or dismissal. This *Poster* examines all four areas of gatekeeping based in best practice and shares results of a study of gatekeeping procedures of CACREP programs. Attendees will receive a checklist of best practices for addressing gatekeeping issues in their programs.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 11

Remedial Interventions as part of Remediation Plans: Considerations for Practice for Counselor Educators and Supervisors

Kathryn L. Henderson
Roxane L. Dufrene

An overview of remediation will be offered to assist counselor educators and supervisors in fulfilling the ethical obligation to remediate students and supervisees. A small catalog of remedial interventions will be reviewed which can be implemented into practice. Aspects of a national survey will be presented which examined remedial interventions and their perceived effectiveness. Approaches to integrate documentation and the recommended elements of remediation plans will be discussed.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 12

Fostering Academic Motivation in Adolescent Males- An example of incorporating Service Learning with Research Mentorship

Kristin K. Higgins

Tara L. Davis, Danette Heckathorn

This *Poster* session will outline the N-ACH project (The Need Achievement Project) which was a service learning research opportunity designed to help foster academic motivation in adolescent males in a rural community. In addition to outlining the project, results, and outcomes, this *Poster* will highlight the use of service learning projects to provide mentorship in research for counselor education doctoral students.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 13

Infusing creativity into counselor education: Teaching a "Creativity in Counseling" course.

Laura Bruneau

Cheri Meder

Thinking about teaching a course on creative approaches in counseling? This session can help you get started! Specific modalities to be addressed include: play therapy, sandtray, music in counseling, visual arts in counseling, cinematherapy, bibliotherapy, scriptotherapy, and animal-assisted therapy with emphasis on both didactic and experiential learning. A sample syllabus, examples of students' creative work, and student feedback will also be presented.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 14

Coming Home: Counseling Service Members and Veterans from a Multicultural Perspective

Michael A. Keim

With the increasing return of veterans from operations in Iraq and Afghanistan, there is a growing need for counselors to be prepared to assist the military community. For counselors who have not extensively worked with this population, research suggests that it may be useful to approach these service members from a multicultural perspective. This presentation will allow participants to gain greater insight into the values and culture of the military community and to better understand how to apply multicultural standards to counseling service members and veterans.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 15

Enhancing the Scholarly Writing Skills of Counselor Education Doctoral Students

Stanley B. Baker

Jill M. Krahwinkel, Syntia Santos

A scholarly writing unit for students in a CACREP accredited doctoral program is described, and evaluation data from an assessment of changes in the scholarly writing self-efficacy of the students are presented.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 16

Initial Group Counseling Course Leadership Experiences: Comparison of Leader-Member Perceptions

Virginia S. Dansby

Jay L. Choi

Results of a study comparing perceptions of the leaders and members in 41 counseling sessions in an initial group counseling class will be presented. This empirical evidence of the leader-member differences in the areas of depth and smoothness of the session can be used to challenge cognitive distortions of trainees. Handouts and copies of the Session Evaluation Questionnaire (SEQ) will be provided.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 17

Relationship Between Multicultural Supervision, Multicultural Competence, & Multicultural Self-Efficacy & Affect of Previous Supervisors on The Development of Practicing Supervisors

Thomas J. Sherman

The provision of multicultural supervision is important for the continuing development of counseling. By understanding the relationship between multicultural supervision, multicultural competence, and multicultural self-efficacy supervisors can improve their supervision, improving the experience for their supervisees, and their clients. Further, by understanding what affects supervisors' development multicultural supervision, multicultural competence, and multicultural self-efficacy the training of supervisors and supervision of supervision can be improved.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 18

Bereavement via Social Networking Sites: A Look at Technology's Influence on Grief Counseling

Virginia Dawson Lacy
Jessica Melendez Tyler

It is generally accepted that environmental factors can produce better outcomes for bereavement. A supportive online community could also now be

added to that list. Engaging in an activity like social networking may actually allow one to feel closer to the deceased and can create a new relationship that helps encourage healthy grieving. Looking to technology and its implications for grief provides new insights that will aid counselors in adapting to our changing times.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 19

Help a Sista out!: Research mentorship for African American women doctoral students

Arleezah Marrah
LaShawn Bacon, Tiffinee Hamilton, Sadohl Goldsmith

Mentoring is critical for doctoral students due to the intense nature of their academic and professional responsibilities (Green & Bauer, 1995). Doctoral students who receive mentorship have higher self-efficacy, better research productivity, and increased motivation (Paglis, Green, Bauer, 2006). Conversely, for many African American women graduate students, mentoring is not as readily accessible in their graduate programs (Thomas et al., 2007). This presentation will highlight and discuss strategies for effective mentorship for African American women in doctoral programs.



Saturday • 3:30-4:20 • Tennessee Lobby A
Poster 20

The Twilight Period: Surviving the Transition From Graduate Student to Junior Faculty

Wangui Gathua

THE TWILIGHT PERIOD: SURVIVING THE TRANSITION FROM GRADUATE STUDENT TO JUNIOR FACULTY Are you a Pre-Doctoral Candidate? Doctoral Candidate? Post-Doc? Junior Faculty? Faculty? This presentation is for you! Surviving the transition from graduate student to junior faculty is stressful. In this presentation, tips from the literature, anecdotal, and personal

experiences will be suggested with the intention of helping graduate students make the transition experiences to junior faculty less stressful.

Educational Sessions • Saturday • 4:30-5:20



Saturday • 4:30-5:20 • Belle Meade A
Educational Session

The Four Most Essential Skills for Mental Health Disaster Relief Counseling Teams

Louis Downs

With mental health disaster relief counseling skills beginning to mature, effective first responder systems are being discovered. A seasoned trauma counselor with over 30 years of experience including training teams in China, Malaysia, Singapore and Indonesia will present the duties of mental health relief workers, skills required of a first responder, and problems triggered by ineffective interventions. Online notes will be available and training videos filmed in Asia will be shown.



Saturday • 4:30-5:20 • Belle Meade B
Educational Session

Spirituality in Higher Education: Exploring Counselor Training and Practice

Abigail Holland

As the plurality of religious life in America continues to increase, so will the religious and spiritual issues that students struggle with on college campuses across the nation. College is a time for self-exploration, and it is imperative that college counselors are prepared to work with a diverse student population with a broad range of spiritual and religious backgrounds. This program will explore current research literature on spiritual diversity, development, and identity and offer suggestions for incorporating such issues into counselor education programs, college counseling practice, and future counseling research.



Saturday • 4:30-5:20 • Belle Meade C
Educational Session

Does the Positive Psychology movement have a place in Counselor Education? Results from in-depth interviews with leaders in Counselor Education and the results of a national survey.

Pit Kolodinsky

Matt Englar-Carlson, Charles Lindsey, Bennett Edgerly

This mixed-design study attempted to capture Counselor Educators' (CE) opinions about the positive psychology movement and its relevance to CE in 2 ways: via a national survey of CE's, and via an in-depth interview of 10 major leaders in the CE field. Examples of findings will include the apparent gap between current and ideal CE training with regard to PP research, how CE's view the relationship between the medical model and a PP-oriented, strengths-based perspective, and how leaders in CE feel about the relevance of positive psychology research in training tomorrow's counselors.



Saturday • 4:30-5:20 • Belle Meade D
Educational Session

Integrating CACREP Disaster and Trauma Standards in Curricula and Field Experiences: A How-to Crash Course

Jane Webber

J. Barry Mascari, Michael Dubi

The new CACREP Standards raised our awareness of the need for disaster, trauma, and crisis training, and generated questions about how to find best practice resources for faculty and supervisors. Presenters will describe a training model using resources from FEMA, association websites, the Internet, videos, manuals, and various certification programs. Ways to use curricula, courses, and resources for teaching on four levels will be demonstrated: Disaster Mental Health and Trauma Awareness, Foundation Skills, Counselor Competence, and Compassion Fatigue.



Saturday • 4:30-5:20 • Belmont A
Educational Session

Maximizing the Impact of Counseling: Neuroplasticity and the Process of Therapeutic Change

Dixie Meyer

John Scott Young, Laura Jones

This workshop will review how the principles of neuroplasticity (i.e., ability for the brain to adapt to new experience) could be applied to counseling, supervision, and teaching. Neuroplasticity techniques such as engaging multiple senses, increasing associations between behaviors, introducing novelty into counseling, focusing the client's attention, repetition, visualization, and modeling will be reviewed as a means of increasing the likelihood that clients will achieve long-lasting change.



Saturday • 4:30-5:20 • Belmont B
Educational Session

Professional Identity and Evolving Role of the Counseling Profession: Review of Literature then and Now; What Students Tell Us; and, A Model for the Future

Deborah M. Wilson

Stephanie Cutter

This presentation will present a review of literature on the concept of Professional Identity and the extensive nature of the concept from the classroom to accreditation to the field. It will also provoke discussion on challenges Counselor educators face in teaching the concept, and provide the students point of view and understanding of Professional Identity. Finally, the presenter(s) will present a model of Professional Identity that highlights and then and now scenerio, and the far reaching implications of the concept.



Saturday • 4:30-5:20 • Belmont C
Educational Session

The Process and Experience of Selecting Master's Level Counseling Students: A Grounded Theory

Shawn P. Parmanand

The process of remediation is continually a topic of fierce debate in counselor education. The key to successful remediation begins with effective screening. In this session, attendees will have the opportunity to learn more about a qualitative study aimed at elucidating this essential topic, student selection and screening. The process and experience of five counselor educators will be shared as well as the subsequent grounded theory. This session will also provide an opportunity to discuss current trends in student selection amongst fellow professionals.



Saturday • 4:30-5:20 • Cheekwood A
Educational Session

Groups on Purpose: How to Design a Master's Group Experience Using Yalom's Three-Step Modification Process

David D. Christian

David D. Huffman, Delini Fernando

Creating master's level group experiences is a part of every counselor education program. The information presented in this session will assist counselor educators through this process. Using Yalom's three-step modification process for specialized clinical situations the presenters will investigate the objectives of a variety of programs, review current professional standards, and explore students' needs. Drawing on each of these domains, the participants will be able to intentionally create a group experience that meets CACREP standards and is tailor made for their program.



Saturday • 4:30-5:20 • Cheekwood B
Educational Session

Examining the Effect of the Self-of-the-Therapist, Work Environment, and Supervision on Vicarious Traumatization: Implications for Counselor Educators and Supervisors

Amy M. Williams
Heather M. Helm

Vicarious traumatization is a unique form of counselor impairment that compromises counselors' personal and professional lives. Presenters will provide an overview of the literature regarding this phenomena and implications for counselor educators and supervisors regarding the prevention and management of vicarious traumatization in themselves, supervisees, and students.



Saturday • 4:30-5:20 • Cheekwood C
Educational Session

Teaching Ethics Experientially: The Journal and the Bookmark

Jane Warren
Christin Covello, Noor Syamilah Zakaria

Experiential educational strategies in counseling ethics education can enhance knowledge integration and self-reflection, which are two important outcomes of ethics education. This presentation will describe how two experiential activities--the journal and the bookmark, were successfully used in an ethics education classroom. The two activities will be described in detail and demonstrated experientially to the participants. The findings from a qualitative study reviewing the impact of the activities on the students will be presented.



Saturday • 4:30-5:20 • Cheekwood F
Educational Session

Gatekeeping in Counselor Education: The Experiences of Terminating Students for Nonacademic Concerns

Adriana Wisel
Cyndia Glorfield

In order to prepare students for their future as mental health providers, counselor educators are responsible for academic and skill-based competence of counselors-in-training. But perhaps the most significant yet least objective role for counselor educators is determining their students' personal, ethical, and emotional suitability to the practice of counseling. In an effort to gain a deeper understanding of the gatekeeping experiences of counselor educators, the researcher conducted a study that focused on the experiences of five counselor educators. The goal of this study was to provide a greater understanding of the participants' experiences, provide awareness of the possible range of emotions experienced by the participants, and offer suggestions for any curriculum needs that may benefit future counselor educators as they prepare for their role as a gatekeeper. Attendees will have the opportunity to hear about the experiences of counselor educators and research findings.



Saturday • 4:30-5:20 • Cheekwood G
Educational Session

Understanding the need for addressing disability in counselor education programs

Laura Marshak
Claire Dandeneau

Program Summary The program raises crucial issues regarding how counselor education programs prepare future counselors to work with adults and children with disabilities. It also presents the need for disability specific training and the results of a research study designed to explore the extent to which counselor training programs are specifically

preparing future counselors to work with disability related issues. The presenters' research was based on a review of all CACREP accredited school counseling programs and one third of community/clinical mental health programs.



Saturday • 4:30-5:20 • Cheekwood H
Educational Session

Reducing Intern Anxiety and Promoting Self-Awareness: Enacting Applied Buddhist Psychology in the Supervision Setting

Cheree` Hammond

This program combines basic principles of Buddhist psychology with Western approaches to clinical supervision. In this session ideas and techniques will be offered for introducing students to non-attachment to unhelpful beliefs and expectations that frequently interfere with growth and development. Specifically, techniques for engaging anxiety through the development of present-moment experiencing and for deepening self-awareness will be explored and applied through



case study.

Saturday • 4:30-5:20 • Hermitage B
Educational Session

Creatively Connecting Students: The Impact of an Outdoor Orientation Program on Incoming Counseling Graduate Students

Christine Schimmel

Ed Jacobs, Jeff Daniels, Joe Wassif, Brittany Wilson

How do counseling programs make an orientation program for new students interesting and engaging while insuring that students get the information they need to succeed? This session presents an orientation program that is having positive results in the areas of student self-efficacy and social connectedness.



Saturday • 4:30-5:20 • Magnolia B
Educational Session

Integrating LGBT competencies in counselor-education: Experiential activities for increasing awareness and knowledge

Dennis A. Frank, II

Current ethical counseling standards provide little guidance to educators on how to infuse sexual orientation competencies into their counselor-education course content. This presentation will include a brief review of ethical guidelines, and competencies for LGBT clients. Experiential activities targeting knowledge and awareness of issues impacting LGBT individuals will be demonstrated during the presentation including how to integrate them into counselor-education curriculum. Participants will receive a resource guide with additional experiential activities.



Saturday • 4:30-5:20 • Magnolia Boardroom
Ancillary

Women's Interest Network

Poster Sessions • Saturday • 4:30-5:20



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 1

Using Focal Conflict Theory as a Teaching Tool for an Introductory Group Counseling Class.

Brian Wortham

Carly Brinsko

Most Group Counseling Classes utilize an experiential component in which the students participate in a personal growth group experience. During the group, students learn about the group process, as well as grow personally from the experience. By using Focal Conflict Theory in the group, the leader can help the students process their

fears and wishes when being in the here-and-now during group. Participants of this session will learn about the premise behind Focal Conflict Theory. They will also learn how to use Focal Conflict Theory in the experiential component of an introductory Group Counseling Class to help the students better understand the here-and-now, as well grow personally by learning about their fears and wishes.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 2

Multidimensional Doctoral Supervision: A Relational Case-study

Ann B. Blake

Presenters offer their supervisory/mentoring relationship as a specific case study. During the course of two years, their intentional relationship developed through several tasks and stages. A literature review provides cross-specialty knowledge and list of sources spanning counseling, marriage and family therapy, and psychology. Presenters will distribute a copy of a literature review as well as hard copies of the PowerPoint presentation. As part of this presentation format, participants will have ample time for response, questions, and discussion.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 3

Assessment: Shaping the Future of Counselor Education Programs

Teresa J. McCartney

Don T. Basse, Mark G. Manzanares

The 2009 CACREP standards call for greater accountability in counselor preparation programs. Programs must closely align their overall assessment plan, program objectives, and student learning outcomes with the standards. This presentation will focus on the process as one CACREP-accredited program re-visioned their program goals and objectives in a way that allows

for data collection with multiple data sources and multiple data points.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 4

Understanding the Clinical and Diagnosing Needs of Culturally Diverse Adolescents

Cynthia T Walley

Brenda J. Smith

Culturally diverse adolescents with mental health disorders experience many needs as a result, misunderstanding and misinterpreting of behaviors have led to tragic consequences. Counselors must be cognizant to use evaluations/assessments as part of treatment. Thus, the goal of this program is to discuss the various factors that contribute to clinical decisions through the use of qualitative research. More specifically, the program will address how counselor educators and supervisors can help students and supervisees use culturally competent evaluations/assessments to help clients.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 5

Rethinking Career Decision Making for Student Success: A Curricular Approach

Tracy M. Lara

Kristi Taraschke, David Gregory, Patrick Jackson, Holly Craider

Navigating a career is a highly complex endeavor, complicated by the ever changing world of work. Moving beyond traditional approaches to career development, this unique curricular approach is based on more contemporary career development theories and practices. Through experiential activities, attendees will witness the power of a career intervention attending to the imperative of providing a lifelong approach to career development equipping students to make decisions in the face of uncertainty.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 6

Burnout Prevention: Developing counseling students' creativity using local resources, a class visit to the Art Institute

Elaine V. Kies

Michael Guglielmo

Counselor Burnout is a serious problem for which ACA has created materials to be used by professionals. Developing inner resources, such as art appreciation and artistic expression, is an important part of a counselor's "toolbox". This discussion should begin in the core classes. Two counselor educators teamed to focus their students' exploration of artistic representations of Human Development and Family Theory available at the Art Institute of Chicago. (model lesson)



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 7

A Two-Year Assessment to Increase Student Learning and Improve Program Curriculum: Critically Analyzing a Counselor Education Program through Outcome Assessment

Isaac Burt

Sally V. Lewis, Tabitha Young

In Counselor Education programs, assessing academic curricula (student learning) provides faculty with decisive and comprehensive information regarding what students truly know. Outcome assessment offers both counselor educators and students with guidelines for intended knowledge, as well as specifying where gaps exist in student learning/skill level. The goals of outcome assessment initiated in this counselor education program were dual fold. They were to: (1) Identify/clarify the knowledge, ability, and mind-set the program expects from graduates of a CACREP-accredited counselor education program, and (2) Ensure that faculty members are covering the required material so that students attain the requisite skills expected of program graduates. This



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 8

Engaged Scholarship: Preventing Juvenile Delinquency through Child-Centered Play Therapy in Urban, High Poverty Schools - The REACH Project

Jeff L. Cochran

Nancy H. Cochran

Faculty challenges include divergent goals: providing excellent educational opportunities and excellent community service, while publishing frequently and with excellence. The REACH Project provides child-centered play therapy in urban, high poverty schools, while meeting faculty needs for short-term publications, as well as ground breaking long-term research, while turning around the lives of at-risk children. Research, funding, and service challenges and strategies are discussed.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 9

The Contribution of School Counselors' Social-Cognitive Development, Ethical and Legal Knowledge, and Locus-of-Control: An Exploratory Investigation

Kara P. Ieva

Glenn W. Lambie, Grant Hayes

This *Poster* presentation describes an exploratory investigation of a Path Model examining the influence that social-cognitive development has on professional school counselors' levels of ethical and legal knowledge and locus of control orientation. Data was collected in five school districts (5 states) across the United States. The presentation will

include: (a) a review of the literature regarding ethical behavior within the guidelines of (ACA) and various school policies, (b) discuss research methodology, including diverse demographic information (e.g., age, gender, level of education, length of experience as a school counselor), (c) explore the results of the research questions, (d) present the unique results of the study, and (d) explore future implications for counselor educators and future research.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 10

The Comprehensive Examination in Doctoral Counselor Education and Supervision Programs

Katie Kostohryz
Thomas Davis

The comprehensive examination is one of the most widely used and under researched assessments in counselor education. Despite repeated calls to revisit the purpose and format of comprehensive examination in doctoral counselor education programs (Peterson, Bowman, Myer & Maidl, 1992; Thomason, Parks, & Bloom, 1980), questions remain unanswered in the literature. The gap of supplementary empirical data adds to the confusion and disagreement in faculty and students of the examination (Loughead, 1997; Peterson et al, 1992; Thomason et al., 1980). Additionally, literature has focused on information from doctoral liaisons and department chairs, excluding faculty's perceptions. This presentation will focus on empirical data from a recent dissertation on faculty's perceptions of the comprehensive examination in doctoral counselor education programs. Formats of the exam will be explored in relation to faculty's perceived purpose(s) of the exam. Participants of the study were faculty members derived from CACREP's (2011) online directory of 58 accredited doctoral counselor education programs as well as seven non-CACREP programs reported in Counselor Preparation (Schweightner, Henderson, & Clawson, 2007). Results of this study will provide attendees with information needed to support decisions and

improve guidelines, policies, and procedures on the comprehensive examinations. Attendees will be able to share strengths and limitations of comprehensive examination practices from their respected programs as well. In addition, there are practical implications from this study, including how faculty plan to integrate this traditional form of assessment as part of the 2009 CACREP Doctoral Student Learning Outcome Standards.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 11

The Influence of the Media on African American Adolescent Girls' Self-Perceptions and Identity.

Kenycia Byrd
Dadria Lewis

Although extant literature has discussed the influence of the media on adolescent girls' self-perceptions, little is known about how the media impacts the development of African American adolescent girls. This presentation will provide information on: (a) how African American adolescent girls are positioned in U.S. society, (b) how they are portrayed across several media, and (c) studies that offer alternative views on African American adolescent girls, including their own voices



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 12

Career Theories Come Alive: Using Activities to Enhance Student Learning

Marion L. Cavallaro

This program will present many fun and interesting activities and resources to enhance student understanding of most of the major career development theories. Learning tools such as a gender role reversal fantasy for Gottfredson's theory, a life chapters exercise with narrative theory, family role-play scenarios with Super's theory and many others will be discussed. A handout with specific resources and instructions

will be provided so that attendees can use these activities in their own courses.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 13

Leadership in Counselor Education: An Individualized Learning Contract Approach to Leadership Development

Michael S. Lewis

Jacob M. Klein, Renae D. Mayes

This program will discuss an innovative leadership course in which doctoral students developed individually designed learning contracts based on self-assessments of their own leadership strengths and weaknesses. The pedagogical concept of the learning contract and its application to counselor education, student experiences with their own projects, and ideas on how to adapt learning contracts to participants own leadership courses will be addressed.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 14

The Effectiveness of a Loving-Kindness Meditation Intervention for Counselors-in-Training

Monica Leppma

Research indicates that cultivating positive emotions like joy, gratitude, serenity, hope, inspiration, and love, contribute to emotional, psychological, and physical well-being. This program provides the results of a quantitative study exploring the effects of a compassion-based meditation that cultivates feelings of warmth and caring for oneself and others. This quasi-experimental study examined outcomes resulting from a loving-kindness meditation intervention for 103 counseling students.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 15

The beginning stages of validating the construct of isomorphism: How similar are counseling and supervision?

R. Eric Heidel

Isomorphism is the level to which supervisors use counseling-based theories, constructs, behaviors, interventions, and structures to facilitate supervision (White & Russell, 1997). Isomorphism is a construct that has not been operationalized, is not understood by supervisees, occurs on an unconscious level, and plays an important role in how supervisory dyads are facilitated (Bernard & Goodyear, 2004; Gentry, 1986; Liddle & Saba, 1983; Raichelson et al., 1997; Williams, 1997). This *Poster* session will present the findings of a study where a researcher constructed a 50-item instrument that measures for levels of isomorphism in supervisory dyads and tested its psychometric properties using Cronbach's alpha and an exploratory factor analysis.



Saturday • 4:30-5:20 • Tennessee Lobby A
Poster 16

Non-Lecture Teaching Methods: Ideas for Shaping the Future of Counseling Courses

Rebecca Newgent

This program will provide counselor educators with information about non-lecture teaching methods. Understanding how to take what we already do in the classroom and how to be more creative in our process is an essential part of helping our students advance in the cognitive process dimension of learning and performance.

Roundtable Sessions • Saturday • 4:30-5:20



Saturday • 4:30-5:20 • Tennessee Ballroom DE
Roundtable 1

Counselors of a Different Color?: Assisting Teacher-Trained and Non- Teacher-Trained School Counselors-in- Training Negotiate or Renegotiate the School Environment

Heath Stevens

Emily Chaplain, Katie Crawford, Amy Johnson

The main objective of this program is to engage participants in a discussion about the differences between school counselors-in-training who have a background in teaching and those who do not in regards to practicum and internship experiences. For example, Peterson, Goodman, Keller, and McCauley (2004) observed a major adjustment for school counseling interns adapting to the school culture regardless of training background. This presentation will offer both the advantages and potential pitfalls of both types of training and provide tips for supervising interns of both types.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 2

Integrating Social Justice Advocacy and National Practice Standards: Implications for School Counselor Education

Andrea L. Dixon

Catherine Tucker

Social justice in the education of all K-12 students begins with school counselors; preparing school counselors as advocates who implement these principles in schools begins with counselor educators. The presenters will offer suggestions for the preparation of school counselors to be social justice advocates in schools by integrating the principles of national standards of practice and training. Ideas for educating school counselors as

effective advocates in the context of specific training experiences throughout counselor training programs will be provided.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 3

High Tech / High Touch: Distance Learning in Counselor Preparation – Revisited

Annette C. Albrecht

Dennis G. Jones

In 2001, the presenters authored “High Tech / High Touch: Distance Learning in Counselor Preparation” for ACES. Over the past decade, much has changed in relation to the availability of new technologies and the ever increasing role of distance learning in many counselor preparation programs. In this interactive session, the presenters will assist participants in considering important issues related to distance learning approaches in the counselor preparation process.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 4

Model for New Faculty Research Support

Carolyn Berger

Tara Jungersen

Establishing and carrying out a research agenda is an overwhelming task for new faculty members. Many universities expect new faculty to produce research and publications, but provide little support through this process. The development of a New Faculty Research Outcomes Group (N-FROG) will be presented as a way for new Counselor Educators to obtain resources and support for getting started with the research process. The topics the group should cover and other resource ideas will be discussed.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 5

Helping the Helpers Develop Clinical Reasoning: Problem-based Learning Using Cognitive Tutorials

Debra A Pender

This interactive program will provide participants with hands-on opportunities to develop their own technology based instructional technology for diagnostic interviewing, recognizing risk and protective factors, engaging with clients and developing client-value centered, collaborative treatment plans. Participants will learn how to create a story-board, create choice points and feedback points that promote clinical reasoning, and how to use PowerPoint as the base for the interactive experience.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 6

The Skeleton Key: Unlocking the Door to Social Justice Minded Counselors

Denise L. Dominguez
Sandra Lopez, Chloe Lancaster

Given the call for counselors to become more aware and sensitive to the systemic barriers and challenges that face marginalized populations, training environments have become a critical component of connecting social justice pedagogy to practice. This qualitative study will explore the experience of new counseling professionals who participated in a training environment with a social justice orientation. The presenters will share how post-graduate professionals have incorporated social justice into their professional agenda and practice.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 7

Perspectives on the State of Counselor Education Research

Douglas Guiffrida
Kathryn Douthitt, Janine Bernard, JoLynn

Recent criticisms have emerged on CESNet and in ACES Spectrum regarding the state of counseling research. In this *Roundtable*, participants will be provided the opportunity to discuss their perspectives regarding the state of counselor research; challenges they face in conducting research, mentoring future counselor researchers, and solutions for overcoming these challenges; and begin to chart new directions for counseling research.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 8

Academic ethics: Challenges for the once and future professoriate in counselor education

Beverly Burnell
Mary Lou Ramsey, Jelane A. Kennedy

New and seasoned counselor educators will utilize “real life” case vignettes, ongoing research and collegial discussion to examine academic ethical challenges in counselor educators’ professional roles, relationships, responsibilities and functions as advisors, teachers, and supervisors within the professoriate.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 9

Doctoral Electronic Portfolio: A Comprehensive Approach for Long Term Success in Counselor Education

Chippewa Thomas
Monica Motley, Eddie Clark

Presenters will discuss the implications of electronic portfolios with their previous doctoral training in a CACREP counselor education program and their current work as counselor educators.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 10

Gatekeeping Lessons for New Faculty

Sibyl Camille Cato
Jenn Conte

This *Roundtable* discussion will focus on gatekeeping experiences of seasoned and new professionals.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 11

Using the Diversity Wheel to Promote Intercultural Awareness

Gina Frieden
Heather Smith

This presentation describes an educational tool that can be used to promote increased awareness of multiple dimensions of identity. The Diversity Wheel (Loden, 1996) names six primary and eleven secondary dimensions of diversity. The Wheel can be used in supervision or as a classroom exercise visually depicting the coconstructed and interdependent nature of culture and identity. Attention will be given to the intersect of primary and secondary dimensions that influence attitudes, values and beliefs.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 12

Thought Process and Weight: The "skinny" for counselor educators and professionals on why some overweight/obese people are depressed and some are not.

Gwendell W. Gravitt, Jr.
Teresa Fletcher

The majority of U.S. residents are either overweight or obese (CDC, 2010). Counselors are called upon to treat depressive symptoms in this population. Extant research provides limited practical suggestions for training counselors to treat depressive symptoms in overweight and obese individuals. Counselor educators will find the session useful to provide counselors-in-training

evidence-based treatment for depressed overweight and obese clients. Students will find this session both expands the depth and breadth for treating obesity-depression.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 13

Male Recruitment and Retention in Graduate Counseling Programs

Helen Runyan
Sean Hall

The gap between enrollment of male and female graduate students in counseling is a little understood phenomenon. Although recognized as a growing problem, there appears to be little attention devoted to this particular issue in the professional counseling literature. As interest in the topic of male recruitment and retention grows, it becomes more important for researchers and leaders in the field to clearly describe the incidence and prevalence of this phenomenon. Of the many questions still left unanswered, it is particularly important for educators to explore how to apply strategies that may increase male enrollment in graduate counseling programs. During this presentation participants will engage in a discussion about male recruitment and retention, including the current status of this phenomenon and possible causes for it. Participants will review the current literature surrounding male recruitment in the counseling field and explore findings from a recent program evaluation highlighting this phenomenon in a graduate counseling program. Finally, attendees will discuss potential strategies to increase the number of male students seeking a career in professional counseling. Participants will leave this program with a greater understanding about what draws men to or away from the counseling profession.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 14

Implementing the Counseling Practicum: What are we doing and how well are we doing it?

Holly Branthoover
Michelle L. Bruno

This round table presentation is designed to encourage an exchange of ideas among counselor educators regarding the nature of current practices for implementing the practicum in CACREP accredited counselor education programs. Presenters will share data from a pilot study on current practices of practicum among CACREP accredited counseling programs. Then, a list of structured questions will be used to generate discussion about how to determine the efficacy of such practices.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 15

Student Incivility: The Role and Responsibility of Counselor Educators

Jane Both Gragg

The goal of this program is to educate attendees about student incivility and highlight the vulnerabilities of female and untenured faculty. With attendee participation, the unique nature of uncivil behaviors within counselor education programs will be explored as well as ways to systemically manage student incivility.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 16

A critical reflection and self-awareness supervision model for clinical mental health counseling supervisees in the era of online and blended counselor education.

Jason H. King

Online and blended clinical mental health counseling programs are shaping the future of counselor education. This trend creates distance supervision challenges. This workshop presents an enhanced version of Bernard's Discrimination model to help the helpers develop cross cultural,

diagnostic, and ethical/legal skills. The presenter will lead the leaders via dynamic discussion with excerpts of this model applied in a CACREP clinical mental health counseling program with diverse students.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 17

Supervision 2.0: Using Technology in Supervision

Michelle Wade

Do you wonder how to move your counseling program's practicum and internships into the twenty-first century? Do you wonder if there are ways to use technology to better hone your students' skills as novice counselors? This session will provide attendees with a chance to see potential benefits and how to avoid potential pitfalls with the technology in clinical supervision. Come and hear how to apply programs like Skype, WebEx, and Second Life to clinical supervision. It is time to begin thinking about how to use technology for the betterment of our profession.



Saturday • 4:30-5:20 • TN Ballroom DE
Roundtable 18

Key Contemporary Issues for Preparing School Counselors

Joel F. Diambra

Jeannine Studer

The presenters will introduce current issues surrounding school counselor preparation including professional identity, ethics (e.g., video and audio taping, confidentiality, reporting neglect and abuse, supervision hierarchy, infusing the ASCA National Model into supervision, bullying, increased anxiety and mental health issues with millennial students, technology, and personal safety plan development. Participants will be given an opportunity to suggest additional issues for discussion and strategies for managing issues. Handouts will be provided.

Educational Sessions • Sunday • 8:00-8:50

Sunday • 8:00-8:50 • Belle Meade A
Educational Session

Faith Development Theory for School Counselors: Resources for Understanding Religious/Spiritual Identity in Children and Adolescents

Stephen Parker

This presentation explores the utility of Fowler's model of spiritual/religious development for the school counselor. Given the recent recognition of religious/spiritual identity as an area of diversity and school counselor competency, those interested in religion and spirituality as positive factors in development will find Fowler's faith development theory helpful in their work with students' spiritual interests.



Sunday • 8:00-8:50 • Belle Meade B
Educational Session

Creating Significant Learning Experiences to Prepare Highly Effective School Counselors

Chris Janson

Sejal Parikh, Rebecca Schumacher, Carolyn Stone

This session describes and discusses efforts by the University of North Florida's School Counseling program to focus curriculum and pedagogy on significant learning experiences in order to prepare more effective practitioners. Significant learning experiences are characterized by high levels of active student engagement with learning tasks that emphasize authentic problems of practice and result in significant and lasting professional and personal changes. Presenters will provide and discuss significant learning experiences within both content and field-based courses.



Sunday • 8:00-8:50 • Belle Meade C
Educational Session

Effective Supervision of School Counselors: Enhancing Guidance and System Support in Elementary Schools

Sarah E. Carlson

Kimberly Rushing, Emily Walker

Supervisors face specific hurdles in the supervision of school counselors that qualitatively differ from their work with community counselors. In the training and supervision process, teaching school counselors to implement effective guidance curriculum and system support benefits the school system as a whole. However, the supervision of beginning school counselors often focuses on individual and group counseling. Participants will gain information on how to effectively supervise beginning school counselors in the implementation of guidance lessons. Additionally, participants will learn a system support models that connects school counselors and classroom teachers to influence the overall school climate. From the presentation, participants will gain knowledge on the importance of supportive relationships in the elementary school setting and how to implement positive connections throughout their supervisees' school system.



Sunday • 8:00-8:50 • Belmont A
Educational Session

Grief and Countertransference: Supervising Counselors Who Have Experienced Loss

Ryan D. Foster

Chris Wilder

In this session, the presenters will discuss a model of supervising counselors-in-training who experience countertransference related to grief and loss. The presenters will review factors that can affect the process of understanding and resolving countertransference issues due to grief, including cultural and social experiences and spiritual beliefs. Additionally, the presenters will discuss specific supervision cases and invite attendees' participation

and sharing of their own counseling or supervision experiences related to this topic.



Sunday • 8:00-8:50 • Belmont B
Educational Session

Mindful Gatekeeping: Ethical Responses to Students with Problematic Behaviors

Andrew Burck
Lori Ellison, Carol Smith

Presentation invites collective wisdom on remediation and gatekeeping regarding students with problematic behaviors. Participants will consider a number of factors influencing remediation efforts and be asked to provide feedback on a draft remediation policy statement for consideration by ACES and/or ACA.



Sunday • 8:00-8:50 • Belmont C
Educational Session

Advocacy through Dating Violence Outreach: Evaluating Counselor Trainee Development

Rebecca E. Michel
Danica G. Hays, Anita A. Neuer, Tamekia R. Bell, Jayne E. Smith

Presenters will discuss an ACES funded research project in which masters counseling students were trained to lead psycho educational groups using the HEART (Help End Abusive Relationships Today) curriculum, an established dating violence prevention program for college students. Results of a mixed method study exploring students' willingness to participate in social justice advocacy and their perceptions of dating violence will be presented, as well as the impact of the HEART program on college student participants.



Sunday • 8:00-8:50 • Cheekwood A
Educational Session

Shaping the Future: Creating Collaborative Learning Opportunities for Higher Education Counseling Students

Edina Renfro-Michel
Leslie Kooyman, Kevin Schafer

This session will provide an overview of two creative programs that allow higher education students to apply theoretical knowledge to practice. The Residence Life Mediation Resource Center and the Professional Development Program for Interns are partnerships between faculty, student affairs and graduate students that provide additional learning opportunities. These pedagogically-sound programs foster deep learning and provide experience demanded in today's higher education job market.



Sunday • 8:00-8:50 • Cheekwood B
Educational Session

Negotiating success in the real world of counselor education

Robert Schwartz
Varunee Faii Sangganjanavanich

Knowledge and realistic expectations of the academic environment help facilitate the career success of counselor educators. This program describes overlooked and underreported, yet critical, challenges of being a counselor educator (e.g., academic freedom, role diffusion, politics). Strategies for overcoming these challenges are discussed.



Sunday • 8:00-8:50 • Cheekwood C
Educational Session

Using live demonstrations in the teaching of counseling theories and counseling process

James Robert Bitter

The presenters will demonstrate an approach to teaching counseling theories and counseling process that involves instructor demonstrations. Emphasized is the value of experiential approaches as a way for students to become actively involved in learning counseling process. Some of these experiential methods include: observing live

demonstrations by the instructor with students or outside clients; role-playing counseling process with peers; opportunities to counsel as a student naturally would; preparing students to offer demonstrations of their own; instructor demonstrations as a part of supervision; and appropriately dealing with students' personal concerns that emerge as they begin to pragmatically implement counseling theories and process. Emphasized are ways to provide supervision and feedback for students, as well as methods of evaluation. The goal of the session is to demonstrate what might actually take place in a class. The session will start with a brief introduction followed by a demonstration of initial counseling process, a discussion of what could be learned and how the instructor might respond to student comments, and a final demonstration of a more complex counseling process with feedback from students.



Sunday • 8:00-8:50 • Cheekwood F
Educational Session

A Brief Curriculum for Preparing Counselor Education Students to Work Effectively with Parents

John Sommers-Flanagan
Rita Sommers-Flanagan

Parents are a unique population and deserve a counseling approach that addresses their special needs. Unfortunately, partly because parents can be challenging consumers, counselors often dread (or avoid) working with them directly and have few skills for working with them effectively. This presentation reviews a curriculum for teaching counseling students the principles and skills they need to work effectively with parents. Participants will receive a curriculum outline, an annotated bibliography of parenting books, and online links to tip sheets and parenting resources.



Sunday • 8:00-8:50 • Cheekwood G
Educational Session

Counselor Education and Supervision for Counselors Working with Traumatic Brain Injury in Hospital Trauma Units

Lameria Jacobson
Gulnora Hundley, Christopher Christmas, Leigh DeLorenzi

Mental health issues such as depression, anxiety, and post-traumatic stress disorder typically follow Traumatic Brain Injury (TBI). This program provides counselor educators and supervisors with knowledge on types of TBI, mental health diagnoses following TBI, and evidenced based treatments. Additionally, the session explores the educator and supervisors role in training counselors on issues of ethical dilemmas, mandatory abuse reports, multicultural considerations, challenges of counseling in the hospital, and the counseling process in trauma units while working with TBI.



Sunday • 8:00-8:50 • Cheekwood H
Educational Session

Teaching Case Conceptualization: Strategies to Enhance the Counseling Process with Perspectives from Both Students and Professor

Teresa B. Fletcher
Sadohl Goldsmith, J.R. Gravitt

The purpose of this presentation is to share instructional strategies used over the last 10 years in a counseling theories course to teach case conceptualization as well as the counseling process. Students learn to differentiate among the various counseling theories and apply each theory to case conceptualization and treatment using case vignettes. This presentation will include the professor who developed the course and two former students who currently teach and practice. Handouts included.



Sunday • 8:00-8:50 • Hermitage A
Educational Session

Navigating Addictions: Experiential, Educational, and Creative Tools for Understanding Cravings

Laura K. Harrawood
Cristen McClure, Jared Thiemann

This program will outline experiential educational tools that counselor educators can use in the classroom to assist students in understanding the power of cravings when working with clients with substance abuse concerns. This session will provide counselor educators with the navigational tools to assist counselors-in-training to increase their empathic response to clients experiencing cravings. How the brain and the environment impact cravings will be discussed, and attendees will understand the power of cravings through various art forms including dance, lyric, and poem.



Sunday • 8:00-8:50 • Magnolia B
Educational Session

A Q-Sort of Competencies in Counselor Education

Tonya R. Hammer
Hugh C. Crethar, Darcie Davis-Gage

This program will present the findings of a Q-sort study which was conducted to determine the qualities and characteristics, as defined by counselor educators, of an effective counselor trainer with the intent to develop constructs that will define a set of general competencies. Program attendees will leave with the knowledge of what current professionals deem as important characteristics and qualities not only for educators to possess but for them to be instilling in future counselor trainers.



Sunday • 8:00-8:50 • TN Ballroom A
Educational Session

Stepping Into the Future: Technological Advances in Counselor Education and

their Role in Obtaining and Maintaining CACREP Accreditation

Todd Frye
Todd Bowman, Scott Koeneman

This program is designed to expose counselor educators to the variety of technologies available in educating counselors and counselor educators of the future. Specific attention will be given to the role of accreditation in obtaining and maintaining CACREP accreditation as well as increasing communication between educational programs and constituents. Distance learning, app development, and management of the institutional assessment plan for CACREP accreditation will all be highlighted.



Sunday • 8:00-8:50 • TN Ballroom B
Educational Session

Make a Joyful Noise: An exploratory study of the impact of drum circles on self awareness in counseling students

Stephanie K. Scott
Nina Spadaro, Stephanie J W Ford

This presentation addresses self awareness in counseling students, and the use of drum circles to facilitate the development of this important trait. The history of drum circles is discussed, as well as their use from group, systems, and existential perspectives. Findings from recent research examining the impact of drum circles on the self awareness of counseling students are presented. The presentation includes both a lecture component and a drum circle experiential component.

Roundtable Sessions • Sunday • 8:00-8:50



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 1

Supervising Diversity Engagement--Engaging Future Leaders

A. Leslie Anderson
Camielle Famous, Josh Smith

This interactive program will introduce participants to a mentor-student team of co-facilitators for an intensive diversity engagement group designed to increase cultural competence in university student leaders. Facilitators and participants represent gender, racial, ethnic, sexual orientation, socio-economic and religious diversity. The presenters will discuss supervision and mentoring of counselor-trainees, as well as course development, process, and course outcomes from all perspectives.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 2

The Internship Experience of School Counselors-in-Training & the ASCA National Model

Aaron Oberman
Jeannine Studer, Cynthia Crawford

This session addresses how often and to what extent school counselors-in-training are implementing the ASCA National Model. Strategies for counselor educators to use in the classroom and during field experiences will also be discussed.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 3

Four Domains of Family Adjustment: A Model for Understanding and Treating Parents with Special Needs Children

Andrew P. Daire
Matthew Munyon, Ryan Carlson

Parents of children with special needs face a myriad of challenges such as increased use of healthcare services, financial strain, caregiver burden, and increased risk of divorce. Workshop attendees will experience a didactic presentation on the Four Domains of Family Adjustment, learn and discuss specific intervention strategies, and engage in an experiential learning activity related to providing service and conducting research with this special population.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 4

Perception or Reality: Student Success in CACREP Counselor Education Programs in Proprietary Schools

Bev Mustaine
Joffrey Suprina, Shon Smith

Proprietary for profit colleges and universities offer literally hundreds of programs leading to certifications, Associate, Bachelor, Master's and Doctorate degrees. Private accreditation was originally a voluntary activity designed to help institutions achieve and maintain educational quality; more recently, however, it has performed as a "gatekeeper." To participate in federal student aid programs, a school must be accredited by an organization recognized by the Department of Education. This dual responsibility has put new pressures on accreditation, to help improve education and to extend regulatory constraints on the operation of a school. With the perception of proprietary for-profit colleges and universities utilizing only a business model to measure success. And focusing only on the bottom line and not the quality of the programs or students being accepted, how can one explain the equal to or greater graduation, employment and licensure pass rate of for-profit programs when compared to other CACREP counselor education programs at traditional or not-for-profit colleges and universities. Discussion of faculty qualifications, teaching pedagogy, best practices, gate-keeping and advisement will be addressed, discussed and shared.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 5

Teaching Counseling Addictions: Creative Approaches

Carrie Alexander-Albritton

This presentation aims to inform Counselor Educators of the current trends in the literature related to teaching Counseling Addictions. In today's fast pace environment, it is easy to become

complacent in ways of teaching and difficult to infuse new and current topics into the classroom. This presentation will assist participants in exploring different ways to teach a counseling addictions course.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 6

Counseling Survivors of Sexual Assault: Challenges, Techniques, and Assessing Effectiveness

Carrie Tremble

The Rape, Abuse, and Incest National Network (RAINN.org) has reported that one in six women will be a survivor of sexual assault in her lifetime. As such, a counselor should expect that sexual assault survivors are people they will see often throughout their careers. The purpose of this presentation is to explore the issues mental health professionals encounter when counseling clients who are sexual assault survivors, to isolate common practices that mental health professionals are using to respond to those issues, and to discuss methods of assessing effectiveness of techniques.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 7

Development of the reflective learner in counselor education

David Tobin
Rebecca Willow

The goal of this *Roundtable* is to discuss the development of students' reflective learning in Masters level counseling programs. We have intentionally created a learning environment for reflective learning within our Masters level Community Counseling program. We gathered examples of student experiences that operationalized reflective learning within our program. We will lead a dialogue on best practices for creating an environment conducive to reflective learning.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 8

7 Habits for Counselors

Elizabeth Gruber
Michele Turner

This course is designed for counselors to become familiar with the 7 Habits for Highly Effective People. The attendees will gain insight into how these habits can be integrated in the field of counseling. They will be introduced to ways to integrate the "7 habits" into counselor education courses. These habits are tools that can assist counselors with counselor wellness, leadership, helping relationships, and advocacy. This course will address how counselors can use these habits in counselor education programs and in community and school settings.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 9

Exploring the College Student Development and Career Exploration Process: Identifying the Process College Students Use to Make an Informed Decision in Considering a Career in Teaching

Heather Highhouse
Allison Kelaher Young

Finding ways for students to consciously and constructively make informed decisions about their future careers is one goal in higher educational practice. This presentation will address findings from a research study involving the role of career assessment and deliberate career exploration opportunities. Participants were undergraduate students hoping to enter a secondary education program. Implications for student development and career counseling will be discussed.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 10

Supervision Documentation: What Counselor Educators and Supervisors in Training Should Know

John Alie Conteh
S. Rose Subryan

Demonstrating professional excellence should be the aspiration of all clinical supervisors. Professional excellence by a supervisor transcends quality care of the client to other areas of equal importance such as malpractice insurance, license or certification requirements, informed consent form, a written supervision contract, knowledge of the supervisee's experiences, knowledge of ethical and legal issues, goals for supervision, and a model of supervision. Generally speaking, supervisors play significant roles in the lives of supervisees where they are not only passing on skills, knowledge, and attitudes necessary for the growth and development of supervisees but they are also serving as the final gatekeepers between the mental health profession and the public.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 11

Loneliness, An Epidemic: What Does Counseling Have to Offer?

Jon Carlson
Pat Love

"Even in this time of mass communication and social media, we remain accessible but not engaged. You still can't snuggle up to an iPhone with much comfort or consolation. In fact, the more we rely on technology to keep us connected, the lonelier we become." Loneliness is often misdiagnosed and treated as depression. Counselors are ideally suited to treat this non-medical problem via counseling. This workshop will offer concrete suggestions for the treatment of loneliness.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 12

Practical Suggestions for Teaching Advocacy to School Counselors

Julia S. Chibbaro

Supplying the professional school counselor with specifics of how advocacy impacts their role and function and types of duties associated with this role is not viable. Perhaps specificity of this role as advocate may never be feasible due to variations in social, economic and political forces. However, providing practical suggestions for school counselors as advocates is possible.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 13

On-Site Counselor Student Supervision in the Schools: An Experiment in Continuity

Karla Lever

Not all practicum supervisors can provide quality supervisory experience. In an effort to combat this difficulty, Winthrop University began a first practicum, supervised on-site by a university professor, in a local school to increase continuity in initial training and discovered that students were less hesitant to delve into areas that were uncomfortable for them, experienced a wide array of counseling duties, and universally evidenced increased individual competency and confidence.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 14

Counseling modalities for the future: On-line Counseling on College Campuses

Kimberly K. Asner-Self
Peter Boccone, Brett Zyromski

College students and technology! What about on-line counseling (OLC)? College students in on-line classes, keeping up with FaceBook, Instant Messaging, and Skype. Seems logical for campuses

to consider implementing OLC. Research on the effectiveness of OLC vs face-to-face counseling suggests both are equally effective in perceptions of good working alliances and satisfaction. Benefits include flexibility and lowered costs. What's not to love? But OLC is surprisingly not well perceived by college students. Come discuss how college counseling centers can address OLC.



Sunday • 8:00-8:50 • TN Ballroom DE
Roundtable 15

Passport to Wholeness: The Effects of a Campus Mental Health Fair on Help-Seeking Attitudes

Lucinda C. West

Presenting college student issues are more severe & complex compared to previous years; students presenting with suicidal ideation have tripled. Students, staff & faculty are often unaware of services. Researchers designed Passport to Wholeness to increase awareness of mental health issues, wellness, and prevention, and decrease stigmas attached to seeking professional help. The researchers investigated differences in help-seeking attitudes. Surprise findings will be disclosed. The presenters will brainstorm ideas for sponsoring similar campus-wide events.

Educational Sessions • Sunday • 9:00-9:50



Sunday • 9:00-9:50 • Belle Meade A
Educational Session

How to Develop a Counseling Training Clinic in the Community: A Panel Discussion

Ryan D. Foster

Pedro J. Blanco, Stephen Armstrong

University-based community clinics offer a way to immerse practicum and internship students with real life experiences under quality supervision. This panel will focus on the process and of creating an

off-site university based counseling training clinic from the ground up. The panel will also discuss common pitfalls and practical guidelines counselor educators can use to develop a new clinic or enhance the quality of previously existing training labs.



Sunday • 9:00-9:50 • Belle Meade C
Educational Session

Developing Social Justice/Multicultural Counselors: Data from Student Exit Surveys and Implications for Counselor Education

Rachael D. Goodman

Regine Talleyrand, Rita Chi-Ying Chung, Fred Bemak

Counselor educators and supervisors recognize the need to train counseling students to work effectively with diverse clients and communities, however, research on best training practices is still emergent. The presenters will share the strategies used to infuse the mission of social justice, multiculturalism, leadership, and advocacy into our counseling program's curriculum, as well as the outcome research from student surveys that examine our program's effectiveness.



Sunday • 9:00-9:50 • Belmont A
Educational Session

Conceptual Mapping: A Supervision Tool for Enhancing Supervisee Insight

Linda Leitch-Alford

Conceptual mapping is a wonderful visual tool. It is easy to learn and generally experienced as a fun exercise for supervisee and supervisor. When supervisees visually map a case, new discoveries often emerge, understanding about the case is generally enhanced, and supervisee self-insight is enriched. This workshop will provide participants with a structure and rationale for using conceptual mapping in the supervision process.



Sunday • 9:00-9:50 • Belmont B
Educational Session

Improving on the Essentials of Clinical Supervision for School Counselors

Thomas Jarvis

Understanding the most important components of clinical supervision from the perspective of students in a school counselor preparation program can lead to focusing on the most essential elements of clinical experiences and improving them. This session examines students' views of clinical supervision and offers methods and tools for instructors to provide effective supervision.



Sunday • 9:00-9:50 • Belmont C
Educational Session

Using a Fulbright-Hays Travel Abroad Grant to Enhance Cultural Competence and Professional Identity as a Counselor Educator

Angela D. Coker

The purpose of the Fulbright-Hays Travel Abroad Grant is to afford educators an opportunity to enhance their insight and comprehension of diverse people and cultures. This ACES presentation has two main objectives. First, it provides a summary of the presenter's experiences participating in a Fulbright-Hays Travel Abroad Program. Second, the presenter offers audience members an opportunity to ask questions about the Fulbright-Hays Grant application process.



Sunday • 9:00-9:50 • Cheekwood A
Educational Session

Developing coursework in counselor education using the most current and best resources and providing congruent active learning skills

Dilani Perera-Diltz

Kathie MacCluskie, Sherlon Brown, Paula Danzinger, Jill D. Duba, Dale Pehrsson, John Sommers-Flannigan, Sarah Toman, John Laux

This program will entail a discussion of a panel of experts in counselor education. Presenters will discuss essential components necessary for neophyte and seasoned counselor educators as they grapple with new course preparation and try to ensure that future counselors gain the most from the classroom experience. The panel members will discuss components of a syllabus, the various dilemmas in topic selection to be presented in a course, and the selection of resources, activities, and assignments best suited for a given course. Participants will have the opportunity to ask questions from the panel.



Sunday • 9:00-9:50 • Cheekwood B
Educational Session

Using intentional pedagogy in study abroad to enhance multicultural competencies in students from a CACREP-accreditation college counseling and student development graduate program: Lessons learned from travel to South Africa.

Daniel Macari

Nona Wilson, Cherie Pettitt

This session will discuss the development of a partnership between Nelson Mandela Metropolitan University and the College Counseling and Student Development program at St. Cloud State University in Minnesota. The purpose of the short-term trip to South Africa is to support the development of multicultural competence by immersing students in what is often an unexplored international destination. Via internet or recordings, attendees will hear from graduate students who have participated in the program. Finally, the Coordinator of the CCSD program will reflect on his experience.



Sunday • 9:00-9:50 • Cheekwood C
Educational Session

Integrating Counseling Theory and Skills: A Capstone Exercise for Pre-Practicum Master's Students

Laura S. Wheat
Antoinette Thomas

Pre-practicum students are often challenged to understand how theory and skills work together throughout the stages of the counseling process. This challenge sometimes leads to frustration and anxiety as they begin practicum. In this session, presenters will describe and demonstrate an experiential activity designed to help students make those connections sooner, with less angst. Attendees will also discuss ways to creatively adapt the exercise to fit the needs of their own programs.



Sunday • 9:00-9:50 • Cheekwood F
Educational Session

Problematic Behaviors and Counseling Students Ability to Self-Monitor: Innovative Research Findings

Amanda M. Evans
Jamie Carney

Problematic behavior, according to Kress and Protivnak (2009), is a practitioner's inability to provide competent counseling services due, in part, to poor application of clinical skills and/or psychological impairment. According to the ACA Code of Ethics (2005), individuals are to continually monitor their effectiveness as professionals. These facts beg the question, do counselors-in-training possess the knowledge to identify problematic behaviors and are these new professionals able to monitor their effectiveness? This study examined self-reported problematic behaviors and self-care practices in masters-level graduate students. Data analysis suggested that there is no relationship between the application of self-care and problematic behaviors. More specifically, our research found that 100% of subjects reported practicing self-care behaviors while 58% of subjects indicated that they

experienced problematic behaviors (Thomas, Carney, & Shannon). These findings suggest that counseling professionals become more aware of and advocate for practices to support effective self-monitoring practices. This presentation will focus on the dissemination of collected research of self-reported problematic behaviors, self-care practices, and related training experiences of masters-level graduate students.



Sunday • 9:00-9:50 • Cheekwood G
Educational Session

"In-Home" Alone: Ethical concerns for counselor trainees who provide in-home therapy during Practicum and Internship

Geneva Gray
Amy McLeod, Lesley Riley

Home-based counseling services are becoming increasingly common among mental health agencies in several states. As a result, many graduate mental health counseling programs have partnered with these community agencies as clinical training sites for students. While these sites present unique challenges, they are also viable training sites as they provide counselor trainees with opportunities for rich and diverse clinical experiences. The goal of this presentation is to explore the ethical and liability issues associated with home-based counseling and the supervision of counselor trainees providing these services. Presenters will utilize case vignettes, interactive discussion, and detailed handouts to provide attendees with strategies for providing competent supervision.



Sunday • 9:00-9:50 • Cheekwood H
Educational Session

Birds of a different feather flocking together: Cross-cultural mentorship in action

Keith Dempsey
Lorraine DeKruyf

Mentoring can benefit underrepresented counselor educators and students both professionally and

psychosocially; however successful cross-cultural mentorships are rare. This presentation highlights a successful cross-cultural mentorship. It focuses on the personal work that must precede any such relationship. Mentors and mentees must individually and jointly explore the realities of social injustice and privilege, which can otherwise impede the development of a cross-cultural mentorship. Participants will be challenged to consider how they might engage in mentoring.



Sunday • 9:00-9:50 • Hermitage A
Educational Session

Homeless Children and Youth: Implications for Pre-Service Training and Supervision of School Counselors

Stacey Gaenzle

School counselors who work with homeless students must have knowledge on how homelessness impacts children's mental and physical health and academic advancement and be able to provide effective interventions to address their needs. However, school counselors are often not prepared to work with this population. The presenter will discuss results of a national study that investigated the current knowledge and skills of school counselors and their work with homeless students. Implications for counselor education and supervision will be described.



Sunday • 9:00-9:50 • Magnolia B
Educational Session

College students' perceptions of videocounseling: Implications for university counseling centers and counselor education programs

Christopher J. Quarto

Given that the current generation of college student has grown up using technological applications such as Facebook, Skype and text messaging, should university counseling centers broaden its delivery approach by providing online counseling services such as videoconferencing (sometimes called

"videocounseling")? Do college students perceive videocounseling to be an acceptable method of addressing personal problems? Come to this session and learn about this technology option and its implications for university counseling centers and counseling training programs.



Sunday • 9:00-9:50 • Tennessee Ballroom B
Educational Session

Relational Cultural Theory and School Counselor Education: How and Why

Catherine Tucker

Sondra Smith, Heather Trepal

Relational cultural theory gives counselors a well-defined framework for discussing complex issues such as power in relationships, empathy, and relational well-being. RCT is easily adaptable to counseling young people and can be used to inform individual, small-group, group, large-group, and peer programming interventions in schools. The presenters will outline the basics of the theory, show how it can be implemented in a comprehensive school counseling program, and discuss ways to infuse it into school counseling courses.



Sunday • 9:00-9:50 • TN Ballroom A
Educational Session

Emerging Brain Research about Social Interaction is a Valuable Tool when Applied in Counseling

Patricia Kyle

The recent explosion of brain research findings related to social interactions is very relevant to the counseling process. Counselors need to be aware of the practical applications to the counseling process of just how hardwired our brains are for social interaction. This interactive session will emphasize integrating these findings into the way we educate our counselors as to how our brains react to social interactions in order to help their clients in the development of relational competencies.

Roundtable Sessions • Saturday • 9:00-9:50

Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 1

Best Practices in Online Counselor Training

Joseph Spillman
Robyn Trippany Simmons, Lori Milo, Marilyn Haight,
John Marszalek, Rhonda Neswald-Potter

This *Roundtable* presentation will provide a discussion of the current trends in online counselor education, challenges of delivering counselor training content in an online format, and best practice suggestions for online pedagogy from a panel of counselor educators who provide online instruction in a CACREP accredited online counselor training program.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 2

The Art of Emotional Release

Kathleen Jones-Trebatoski

The purpose of this presentation is to enhance the counselor's awareness of the creative processes as a therapeutic tool. It opens up possibilities to deal with the student's issues by helping them work through the concerns in a symbolic format.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 3

Two Parts Inspiration, One Part Perspiration: Maintaining Program Identity in the World of CACREP 2009 Standards

Kathleen M. Fallon
Thomas J. Hernandez

As the counselor education profession transitions to an outcome-based accreditation structure, some fear the implications on academic freedom, creativity, and personal-program identity. Will we become

cookie-cutter, anonymous, teach-to-the-test technician factories? The essence of this program is to help counselor educators recognize the inherent value in the 2009 Standards for maintaining creativity and a unique program identity.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 4

School Climate & Service Learning - Exploring Avenues for Connecting School and Community while Promoting Student Achievement

Kristi Lee
Carrie Lynn Bailey

School climate is an essential component of a school's ability to successfully meet the needs of students and a strong indicator of the school's ability to connect the school with families and the greater community. Service learning approaches are supported as one form of connecting communities and school, with research indicating student involvement in such programs may contribute to closing the achievement gap. This presentation will explore current research and provide attendees with ideas for including this focus in their preparation of future professional school counselors.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 5

Utilizing Doctoral Students as Supervisors: Exploring Doctoral Experiences to Establish Best Practices

Maggie Morganfield
Leah Miller, Leslie Jones

Doctoral and faculty supervisors will discuss their experiences providing supervision of Masters level counselors. The level and quality of faculty supervision of doctoral supervisors influences the counseling abilities and competence of beginning counselors. The presenters will discuss the importance of adequate faculty supervision, best practices, theories of supervision, and how to

integrate CACREP standards into the supervisory relationship.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 6

An Interdisciplinary Collaboration to Promote Mental and Physical Wellness: A Public Health Approach

Julia Y. Porter

Carl C. Young, Vicki S. Gier

Recent federal legislative reforms to mental and physical health care have focused on development of a public health model approach for providing health services. This model includes prevention of mental and physical health issues through early identification and treatment of risk factors, collection and use of data to plan prevention programs, and collaboration between health care providers. This session focuses on applying the public health model to counseling. Discussions will include information about a collaborative health services program composed of counseling, psychology, and hospital administration professionals and students that is being implemented by the presenters.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 7

Vicarious Trauma from Students: Experiencing and Managing Crisis as a Counselor Educator and Supervisor

Keely Hope

Marlene Slyter, Alan Basham

Secondary, or vicarious, traumatization is not a term that is commonly associated with counselor educators. Why? As counselor educators and supervisors, we too, are exposed to crises and traumatic experiences, as are those who are practitioners. How do we monitor our own exposure to crisis or trauma, and how do we, as those who teach, effectively handle our own crises? In this program, these issues will be introduced, and strategies to manage them will be discussed.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 8

The Growth of Play Therapy around the World: Counselor Educators Unite To Provide the Healing Language of Nations

Ku Suhaila

Tonya L. Yelton, Rafidah, Susie Markus, Sachin Jain, Tigist W. Tsega

The goals for this panel presentation are to broaden an interaction and conversation internationally regarding the status, benefits and future direction of play therapy around the world. This interactive session will be a platform to initiate and advocate play therapy internationally based upon the professional development within each of the presenting countries. The knowledge and function of play therapy can be enhanced through a variety of cultural lenses and perspectives.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 9

Minority Women Counselor Educators: Wellness and Success

M. Ann Shillingford

Shannon Trice-Black

Career dissatisfaction has been found to be associated with anxiety, stress, and burnout. Wellness has been defined as a holistic approach integrating body, mind, and spirit and incorporates the process of optimal functioning of the mental, physical, and spiritual health, thus the ability to combating counselor burnout and/or impairment. This presentation focuses on two very important aspects: First, what are the most prominent challenges for minority women counselor educators that may lead to stress and burnout? And, second, what wellness factors are significant to the success of minority women faculty in counselor education programs? In essence, can the wellness factors of minority female counselor educators contribute to faculty retention?



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 10

First Generation and Immigrant Young Adult College Students and Graduates: The Importance of Immigrant Family Development and its Implications for Counseling and Counselor Education.

Michelle Stevens
Shabnam Etemadi

The purpose of this presentation is to emphasize the importance of Counselor awareness on the issues related to student immigration and the increase of counselor cultural competencies. The presentation will reveal the needs of these students relating to support, educational resources and relationship building skills. The importance of Immigrant family development and its implications for Counseling and Counselor Education will be highlighted. A general knowledge of immigrant students' needs will be obtained by enhancing the attendees' level of cultural competency.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 11

Clinical Program Development in the 21st Century: A Pedagogical Approach

Nancy G Calley

The presenter introduces participants to a comprehensive program development model that may be instrumental in teaching Counseling and other graduate-level mental health students today. Emphasizing the use of evidence-based practices and addressing current issues in program design, delivery and sustainability that are relevant across counseling specialties, attention is given to each of the critical steps. These include but are not limited to developing a research-based design, addressing multicultural aspects in design, grant writing, financial planning, quality improvement and program evaluation.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 12

The Other Side of Multiculturalism

Natoya Hill Haskins
Karena Heyward

To this point most multicultural research have focused on training white counseling students, with little to no research specifying the unique training needs of minority counseling students and ignore the cultural needs of minority students in regards to counseling white clients. This presentation will explore these gaps and propose strategies for addressing these educational needs of minority students.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 13

Increasing Urban High School Students' College Success through High School Alumni Support Program

Olcay Yavuz

For urban high school students to actually achieve academic, career, personal and social goals in college, they need to have the continuous and systemic support. This session will provide participants with the guidelines and strategies to show how high schools can develop comprehensive alumni support program in their schools to improve graduated high school students' achievement and retention in college.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 14

The International Immersion Experience of Counselor Trainees

Becky E. Michel
Elizabeth A. Prosek, Garrett J. McAuliffe

This interactive program will highlight multicultural training implications from an international immersion experience in Ireland. Presenters will share the perceptions masters counseling students had on multicultural

competence, awareness of privilege and oppression and multicultural training. The results of a mixed methods study will be discussed. Additionally, program attendees will become immersed in the profession of counseling in Ireland from the counselor trainee perspective.



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 15

Understanding the Somebodyness of African American men

Phillip D Johnson

The purpose of this *Roundtable* is to introduce the concept of somebodyness as an extension of the contextualized humanistic perspective (Johnson, 2006). Somebodyness is a communally recognized notion rooted in African-American slave history and it was Dr. Martin Luther King's most comprehensive symbol of human dignity. The concept may prove useful to students and counselor educators who wish to change how they think about and attempt to help African American men



Sunday • 9:00-9:50 • TN Ballroom DE
Roundtable 16

Each One, Teach One: Master's Level Graduate Assistants Supervising "Near Peers"

Suzanne Degges-White
Bonnie Colon, Beth McCabe

In Master's level-only counselor training programs, there is often the need to call on advanced students to serve as graduate assistants/student supervisors of entry-level students in skill-based courses or labs. What are some the pitfalls of this practice? What are some of the benefits? What are your school's practices regarding this process? Share your experiences as a counselor educator in a Master's level school or as a graduate assistant who has experienced this practice.

Educational Sessions • Sunday • 10:00-10:50



Sunday • 10:00-10:50 • Belle Meade A
Educational Session

Using client questions productively to develop trainee competence

Charles A. Waehler
Linda N. Edelstein

Clients' (and supervisees') direct questions can challenge therapeutic interchanges and roles; responses which promote optimal therapeutic experiences take deft skills. We will increase awareness, knowledge, and skills about responding to improve therapeutic and educational outcomes. Our strategies include: a) clarifying the question asked; b) promoting curiosity; c) answering the question sufficiently; and d) advancing the clinical work by exploring the question's idiosyncratic meaning.



Sunday • 10:00-10:50 • Belle Meade B
Educational Session

Applications of Disaster and Crisis Training in Counselor Education Programs

Stephanie F. Dailey

The purpose of this presentation is to provide practical, concrete information related to the appropriate and ethical integration of disaster/crisis counseling into counselor education programs. Two alternatives for integrating disaster/crisis training into counselor curriculum will be introduced. Advantages and challenges for each approach will be addressed, and courses which most easily assimilate disaster/crisis content will be discussed. Curricular placement of key content areas will be presented. Experiential and classroom exercises will be emphasized.



Sunday • 10:00-10:50 • Belle Meade C
Educational Session

Creative Techniques for Addressing the Developmental Needs of Beginning Counseling Students Struggling to Learn Basic Skills

Kasie R. Lee

Chiao-Feng Chung, Julie Ballinger

Beginning counseling students can present difficult challenges for counselor educators. In this presentation, doctoral teaching assistants will share their successful, and not so successful, experiences in supervising students struggling to learn basic counseling skills. Participants will learn creative strategies to engage students in moving from a concrete approach to counseling to a more relational approach. Difficulties in assessing CACREP competencies and gate-keeping will be emphasized.



Sunday • 10:00-10:50 • Belmont A
Educational Session

Incorporating Equine-Assisted Counseling Into Your Counselor Education Program

Hallie Sheade

As the field of counseling grows and evolves with increasing amounts of professionals entering the field, the need for new and innovative therapeutic modalities grows with it. One of the newest and fastest growing types is equine-assisted counseling. The attendee will gain an understanding of the field of equine-assisted counseling and learn how to identify and partner with community resources to implement a safe equine-assisted counseling program in one's counselor education program.



Sunday • 10:00-10:50 • Belmont B
Educational Session

So What Are They Really Learning? Departmental Culture and an Ethic of Care

Sally S. Atkins

Keith Davis, Jena Leake, Christina Galvin, Chris Rodriguez

In counselor education we teach the concepts of respect, compassion, integrity and non-judgment to our counseling students, but do we live these qualities and model them within our own academic departments? In this program we will share experiences and facilitate discussion about the factors involved in creating a departmental culture that facilitates wellbeing and professional growth of students, staff and faculty.



Sunday • 10:00-10:50 • Belmont C
Educational Session

Leading Today and Tomorrow: First Year Faculty Development and Indoctrination

Dawnette Cigrand

LaShawn Bacon, Arie Greenleaf, Ahmad Washington, Anna Viviani

New faculty in Counselor Education come together to discuss their first year experiences in academe. This panel of assistant professors intends to focus on strategies that they have identified as helpful to their indoctrination into the professoriate. They plan to discuss topics such as course creation; cultivating junior-senior faculty mentorships; strategies for managing time for teaching, research and service; finishing the dissertation as a first-year faculty member; and balancing professional and personal lives. Attendees will also have the opportunity to ask the panel questions about their experiences.



Sunday • 10:00-10:50 • Cheekwood A
Educational Session

Integrating Private Practice Issues Into the Curriculum

Jody J. Fiorini

Adrienne Johnson, Cara Levine, Kristian Woolley, KJ Shepard, Jason Scialdone, Arlen Halstead

This program is designed to provide counselor educators with knowledge and tools to assist students in understanding issues related to opening and running a private practice. Students often unrealistically envision themselves entering into a private practice setting after graduation without realizing all of the issues and obstacles that are presented in operating a private practice. Some students also believe that they are capable of opening a private practice immediately after graduating without having the breadth and depth of experience required in such an endeavor. This program will discuss two methods of integrating realistic information about private practice issues into the curriculum: 1) infusing material into an existing foundations course, and 2) creating an elective course specific to private practice issues in counseling. Attendees will hear from faculty and students at SUNY Oswego who have been engaged in both types of courses. Materials and syllabi will be shared with participants and students will discuss advocacy projects and business proposals developed within the course curriculum.



Sunday • 10:00-10:50 • Cheekwood B
Educational Session

Promoting Mental Health Collaborations in Counselor Education through the use of Service-Learning

Ronica Arnold Branson

Regina F. McMurtery, Lakitta D Johnson

Research has shown that students who participate in service learning experiences display more positive changes in student dispositions and has resulted in a greater commitment to the profession. In the area of mental health, there is a great need for collaborations among school and mental health



Sunday • 10:00-10:50 • Cheekwood C
Educational Session

A new vision: Training leaders in the treatment of sexual offense

Cristen McClure

Jessica Berry, Jared Thiemann, Megan Michalak

Provision of sexual offender treatment is of growing concern in communities across the United States. Due to limitations in research and established training protocols in this specialized area, there are few opportunities for counselors-in-training to gain formal educational experience in assessment, treatment, and etiology of sexual offending clients. This interactive session will provide information regarding how counselor educators may address the needs of this population within their own practice.



Sunday • 10:00-10:50 • Cheekwood F
Educational Session

Blending Counseling Theories with 12-Step Philosophy to Promote Effective Work with Chemically Dependent Clients and Families

Suzy Thomas

Aubrey Uresti

Did you take a course on substance abuse in graduate school, only to find yourself insufficiently prepared for the realities of working with chemically dependent clients and families in the field? Or, are you looking for new ideas to use in your classes and/or supervision? This presentation includes a review of six counseling theories and their connections to key concepts in 12-Step philosophy for individuals and families, focusing on

addiction, co-dependency, and family dynamics. Participants will gain concrete tools for addressing drug and alcohol-related issues in their work.



Sunday • 10:00-10:50 • Cheekwood G
Educational Session

Voices of children and youth exposed to domestic violence: definition, prevalence, mental health needs and innovative interventions and practice.

Diana P Ortiz

One in 10 children across the country saw one family member assault another last year. Children and youth exposed to domestic violence (CYEDV) have hidden wounds. This presentation will focus on: 1) lack of reliable systems to identify CYEDV; 2) challenges for mental health practitioners working with CYEDV; and 3) innovative mental health services implemented in the community for children of various ages, of culturally and linguistically diverse backgrounds. Implications for mental health providers, counselor educators, and policy makers are presented.



Sunday • 10:00-10:50 • Hermitage A
Educational Session

Mentoring Master's Level Students: Drawing upon the Wisdom of Athena as Mentor in Homer's Odyssey

Carol A. Sommer

Bianca Puglia, Shana L Goggins, Panagiotis Markopoulos

In the myth of Odysseus, Telemachus (the hero's son) was guided by the Athena, the Greek goddess of wisdom. Disguising herself as an old man named Mentor, Athena proceeded to gently steer Telemachus on his way to becoming an adult and claiming his rightful place in his homeland. Master's level counselors-in-training have unique challenges to successfully meet on their paths to becoming mature professional counselors. What skills or methods of guidance can counselor education

faculty learn from Athena that will assist them in mentoring these students? In this *Educational Session*, two counselor educators and two master's level counselors-in training will discuss the importance of mentoring with special attention given to research, professional identity, and self-care.



Sunday • 10:00-10:50 • Magnolia B
Educational Session

Bridging the Gap: Strategies for providing orientation, assistance, consultation, and professional development opportunities to site supervisors

Amy McLeod

Allison Spargo, Kelli Ritter

Section III, D of the 2009 CACREP Standards outlines that "orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors" for students in practicum/internship. This presentation will describe how to orient site supervisors to the supervisory experience and will include information about professional development opportunities related to supervision, models of supervision, appropriate use of feedback, developmental issues, the role of gatekeeper, and tips for triadic supervision.



Sunday • 10:00-10:50 • Tennessee Ballroom B
Educational Session

Counselor Ethics: The Dilemma of Expectations and Reality

Julia Mazzearella

As leaders in the mental health field, it is important that counselors maintain highly professional and ethical behaviors. Although guidelines for ethical practice exist, counselors may be faced with dilemmas for which the guidelines are insufficient, the counselor's personal ethics are in conflict, or job requirements are contrary to ethical practice. In the workshop, "Counselor Ethics: The Dilemma of Expectations and Reality," workshop participants

will review ethical guidelines, discuss the value of the guidelines, and be presented with real-life dilemmas for which they will cooperatively develop solutions. A structured process for considering ethical dilemmas will be presented as a useful tool for counselor practice.

Roundtable Sessions • Sunday • 10:00-10:50



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 1

Creating a nexus of Supervision and Expectations of Stakeholders: Supervisees, Supervisors, and CACREP

Randy J. Davis

Examining the expectations of supervision from the perspectives of stakeholders, trainees and supervisors, may promote greater cohesion in training programs and increase the potential for satisfaction with supervision, greater counselor efficacy, and continued professional growth. Results from a multi-phase, mixed method study are presented along with a model of supervision/expectation nexus drawn from the literature on counseling, education, and CACREP.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 2

Advocacy Competencies in Action: Public arena advocacy skills at work

Stacy England

The field of counseling has recognized once again that advocacy skills are essential to our profession and to our world. This discussion will start with a brief introduction to the advocacy movement. Data will then be introduced pertaining to direct service requirements for licensure across the fifty states. We will look at how each state values advocacy in counseling, and how counselors and counselor educators can work within the framework of the ACA Advocacy Competencies (Lewis, Arnold,

House, & Toporek, 2002) to increase this value within their state.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 3

Challenges and triumphs of cross-cultural group work supervision

Stephen Kiuri Gitonga

Group workers are encouraged to seek supervision in order to increase their competencies (ASGW, 2007). Supervision might be influenced by cultural similarities or differences between the supervisors, the group workers they are supervising, and members of the group. The presenter will describe some of the challenges encountered in cross-cultural group work supervision and will facilitate a discussion on ways to counter the challenges.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 4

The Use of Candy in Teaching Students how to Teach Clients and Their Families about Medication Adherence

Tammy Shaffer

Medication compliance is an important issue. Counselors know clients need to take their medication, but often don't know WHY it's such an issue, or how to work through it. Educators teach about resistance in the counseling process, but minimal attention is given to teaching how to deal with this issue as it pertains to medication compliance. This workshop provides a fun way to learn how to teach students how to teach clients about medication compliance and how to respond to clients complaints about med's. It addresses some of the most common issues facing clients taking medications, and provides an easy, effective way to work through the issues and help increase adherence to medication regimens. Participants will learn some basics about psychotropic medication, and working with individuals with psychotic disorders.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 5

Supervision Revision: New Technology Changes the Way We Supervise

Tom Keller

Ron Goodman, Brandie Oliver

New clinical space, including new computers and software, have enhanced the supervisor's experience. Each room has the capability of viewing, editing, and recording video in high definition. Videos are uploaded to a secure internet server with access to student password protected folders, which eliminates need for using any equipment during supervision. It provides convenient access to folders anywhere internet access is available. The four clinical rooms are monitored from a central computer with the ability to view, speak, or send chat messages to each room independently. Demonstration of the technology and perceived benefits will be discussed.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 6

School Counselors in the Middle: Helping, Leading, Shaping the Future

Tracey W. Bazemore

In preparing School Counselors-in-training for the realities of future work settings, counselor educators must equip students to be strong educational leaders and skilled helping professionals in elementary, middle, and high schools. This session will assist counselor educators to understand implications of paradigm shifts in School Counseling toward educational leadership and will provide practical, Middle School examples to use with students while "Leading, Helping, and Shaping the Future".



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 7

Combining Teaching, Research and Service by Offering a University-Sponsored Workshop for Couples

Veronica I. Johnson

Kerrie Kardatzke

Counselor Educators are challenged with balancing teaching, research, and service activities. Attendees will learn a method of combining these areas into one workshop experience. The format and process of designing a university sponsored workshop intended to offer a psycho-educational, experiential, credit earning option for couples wanting to enhance their relationships will be presented. Suggestions for adaptation to attendees' own areas of interest will be discussed.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 8

Good Grief: A Discussion for Counselors on Facilitating Grief Groups

Magnolia Hood

The presenter, a former funeral service intern, will facilitate a discussion of grief, and how mental health professionals can help clients experiencing grief. Grief will be explored in the context of how clients experience grief, different factors that may impede the grieving process and considerations for counselors facilitating grief groups. Counselor Educators and Counselors-in-training will be given practical, hands-on interventions supported by research that have been found to be effective in helping groups to discuss grief.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 9

Examining Bullying/Cyberbullying in Schools through a Counselor Education Action Research Project

Mary Ann Clark

Jason Orrock

Statistics and the popular media have reported on the incidence of bullying and cyberbullying in schools that affect not only individual students, but classroom climate, mental health and academic achievement. The use of social networking such as Facebook, Twitter, as well as computers and cell phones to spread messages have contributed to the term “cyberbullying” which can take place outside of the school day, but can still have a huge impact on what happens at school. This presentation will share the format and results of an action research project carried out by pre-service counselors to include proposed interventions as well as guidelines for setting up such a project in a counselor education course.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 10

The “Pieces of Me” Bicultural Counselor Education Doctoral Experience: A Roundtable For Students and Those Who Work With Them

Nancy Hieu Nguyen
Tamara J. Hinojosa

This *Roundtable* will be a forum in which members of the counselor education profession can discuss varying perspectives and experiences pertinent to bicultural CES students. Attendees will explore how biculturalism manifests in different CES roles (i.e., teaching, supervision, research) by discussing topics such as cultural brokering of academia and code switching. At this *Roundtable*, attendees will discuss the effects of infusing biculturalism into counselor education.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 11

The MENTOR Model: Approaching supervision from a relationship of respect

Nancy L.A. Forth

Supervision occurs within the context of a relationship. Respect in the supervisory relationship enhances the effectiveness in the supervision

process. When the supervisee feels respected by the supervisor, self-understanding, growth, and confidences occur, leading to increased understanding of the counseling process. This program will provide a framework for thinking about supervision in an integrative manner, in which the conscious supervisor focuses on the respect and the relationship.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 12

International Doctoral Students in Counselor Education: Student and Faculty Perspectives

Suzanne Hedstrom

Mugi Kamau, Dan Romero, Stephen Craig

The focus of this interactive *Roundtable* will be a discussion of the experiences and perspectives of international doctoral students in counselor education. The goal is to provide participants (international doctoral students, student peers, or faculty) an opportunity to explore ways in which international students' experiences can be enhanced, thus benefiting international and domestic students, clients, faculty, and counselor education programs.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 13

Counselor Education Beyond Our Borders: Promoting Mental Health Counseling in Romania

Troyann Gentile

Laura M. Schmuldt, Barry Stephens

How can American counselor educators support counseling as an emerging field in a post-communist context? This *Roundtable* will describe a partnership between students from a counselor education program and social service providers in Romania. Through the NBCC Mental Health Facilitator (MHF) program, faculty and students explored the challenges faced in defining and supporting counseling as a new profession. Attendees are encouraged to share in identifying

potential service learning opportunities and implementing international partnerships in counselor education.



Sunday • 10:00-10:50 • TN Ballroom DE
Roundtable 14

Supervisors' Reflections on Mandated Supervision: Voices from the Trenches

Victoria Kress

Rachel Hoffman, Jake Protivnak, Nicole Adamson

Sanctioned supervision is a tool used by state's counseling regulatory boards to monitor counseling licensees' practice. In this session, original qualitative research investigating supervisors who provided sanctioned supervision to sanctioned licensees will be presented. The themes associated with sanctioned supervision are outlined, the differences between mandated supervision and traditional supervision are explored, and practice suggestions are provided for both state counseling regulatory boards as well as sanctioned supervisors. Issues associated with sanctioned supervision will be identified and discussed.

Educational Sessions • Sunday • 11:00-11:50



Sunday • 11:00-11:50 • Belle Meade A
Educational Session

Degree attainment of doctoral students of color in counselor education doctoral programs: Strategies and stories of success

James L. Moore, III

Nikol V. Bowen, Marjorie C. Shavers, J. Yasmine Butler

The panel discussion will highlight the experiences of AA women, with doctoral degrees in counselor education. The panelists, through the moderation of their former doctoral advisor, will explicitly connect their shared and unique doctoral experiences to the North Central Regional Educational laboratory model for academic achievement. The model identifies access to capital, environmental support, socialization, integration, exposure to supplementary education, and exposure to models

of excellence, as essential for academic success. The moderator will entertain questions from the audience throughout the panel discussion.



Sunday • 11:00-11:50 • Belle Meade B
Educational Session

Putting Lessons into Practice: A Focus Group Study of the Professional Development of School Counseling Interns

Summer Bendfelt

Margarita Suero-Duran, Barbara A. Donnellan

The internship is a key part of school counseling students' training, because it allows them to apply what they have learned in a school setting. With the variability in internship sites and host counselors, it is necessary to learn more about the experiences of interns so that counselor educators can support students in creating a meaningful internship experience. Insights and implications from a focus group study will be shared.



Sunday • 11:00-11:50 • Belle Meade C
Educational Session

Understanding Researcher Development Across the Professional Lifespan

Margaret R. Lamar

With the demand for more rigorous scholarship across the counseling field, counselor educators need to better understand how to encourage a lifelong commitment to research. Problems of competency and interest in research among students and faculty suggest that research pedagogy need to be revisited. Developmental theories can be used as a conceptual framework for outlining the path of researcher development. This presentation will address various developmental frameworks, as well as strategies to foster and support development of students and faculty as researchers.



Sunday • 11:00-11:50 • Belmont A
Educational Session

Maximizing Supervisee Growth through Creative Feminist Supervision

Suzanne Degges-White
Bonnie Colon

Many supervisees manifest a high level of anxiety in clinical supervision and both new and veteran supervisors may be seeking new ways to help lower supervisee anxiety. Through the use of intervention techniques grounded in feminist supervision principles, supervisors can effectively assist supervisees lower their anxiety, gain confidence, and develop strong clinical skills. In this session, we present specific traditional and creative interventions to implement in your supervision practice.



Sunday • 11:00-11:50 • Belmont B
Educational Session

Advocacy in the School Community: Why Train School Counselors in Building Partnerships?

Nadire Gulcin Aydin
Hasan Ugur

The program will discuss the counselor educator's role in training school counselors in school, family and community partnerships as an advocate for diverse students and families in K-12 schools. Such training is instrumental in closing the achievement gap that still exists among students from diverse and mainstream backgrounds. Attendees will explore how school counselors' attitudes may help or hinder partnerships. Ways to form partnership action team, trust-building activities, parent education workshops, and culturally competent outreach activities will be discussed.



Sunday • 11:00-11:50 • Belmont C
Educational Session

Clinical Intuition: What our Students & Supervisees Need to Know

Cecile Brennan

In order to understand how to use clinical intuition appropriately, it is necessary to understand the mechanism of intuition: Are our "gut" feelings always correct? How can we distinguish between a legitimate intuition and wishful thinking or stereotyped judgment? These kinds of questions will be addressed by drawing on the work of neuroscientists and cognitive psychologists and by synthesizing those results into a user-friendly approach for use by faculty and supervisors as they work with students.



Sunday • 11:00-11:50 • Cheekwood A
Educational Session

Understanding and Responding to Children and Adolescents of Deployed, Injured, and Fallen Service Members: What Counselor Educators Should Know

Melissa Alvarado
Christine Ward

Since the terrorists attacks of 9/11, over 700,000 children and adolescents have had at least one parent serve overseas in military operations (Johnson, et. al, 2007; Kelley, 2003; Lincoln, Swift, & Shorteno-Fraser, 2008). Given this, counselor educators are responsible to prepare future clinicians to deal with the needs of this population. Findings from a quantitative study will be presented which will shed light on common issues faced by children and adolescents of deployed, injured, and fallen service members. Implications for counselor educators will also be discussed.



Sunday • 11:00-11:50 • Cheekwood B
Educational Session

Aiding mentors in shaping the futures of Grieving at-risk youth

Michael Catalana
Mary Alice Varga, Tricia McClam

The Grief Outreach Initiative at the University of Tennessee is a program that trains university

students to mentor at-risk youth experiencing grief or loss. Students receive training and are supervised weekly. This session will provide an overview of the initiative, examples of referrals, and findings of a qualitative investigation on student's motivation for participating and reaction to the course itself. Presenters will review boundaries they faced in program development and supervision.



Sunday • 11:00-11:50 • Cheekwood C
Educational Session

Making Meaning of Whiteness: Addressing the Taboo in Counselor Education

*Krista Malott
Tina Paone*

Addressing topics of race, power, privilege, and racism can be difficult, if not intimidating, for counselor educators. In this presentation, audience members will learn how to implement course curriculum applying activities to address tenets of Whiteness and develop White students' racial identities. Presenters will review several activities related to a course that they designed and have implemented as a group format each semester since 2008—empirical outcomes according to course experiences will be briefly described. The presenters will also describe empirically-supported practices they have applied in addressing student affective reactions to course topics.



Sunday • 11:00-11:50 • Cheekwood F
Educational Session

Developing an identity as a researcher: Surviving the first three chapters

*Joshua M. Gold
Carrie Caudill, Julie Martin, David Martinson, Tabatha McAllister, Jason Neill*

This panel of doctoral students will present their experiences of the conceptualization and development of their dissertation proposals



Sunday • 11:00-11:50 • Cheekwood G
Educational Session

Professional Development Leave: Making Your Time Count While Renew Yourself Personally & Professionally

*Carolyn W Kern
Dee Ray*

In this workshop, presenters will offer tips on the best utilization of the historically termed "sabbatical," including decision-making regarding professional goals of a development leave. Presenters will address the full process from inception of the idea, to university proposal, scheduling and travel, and follow-up after the leave. Challenges such as preparing the semester before, staying on track, remaining in touch with faculty member's program, and transitioning will be discussed.



Sunday • 11:00-11:50 • Cheekwood H
Educational Session

Demonstrating the Use of Reality Therapy with Participants' Difficult Cases: Innovative and Research Based

Robert E. Wubbolding

Participants will observe two simulated demonstrations of reality therapy using cases presented by participants. They will see reality therapy as more than a questioning process and will have the opportunity to briefly discuss the WDEP system of reality therapy as an exploratory process. They will learn how the Ericksonian principle of "utilization" is now part of reality therapy and interfaces with the reality therapy concept of "total behavior", i.e., actions, thinking, feeling and physiology. Also, evidence for reality therapy as a research-based system will be presented.



Sunday • 11:00-11:50 • Hermitage A
Educational Session

Helping Counselors-in-Training Learn to Affirm Female Clients through Modeling in Counselor Education

Amy T. Banner
Amanda Healey

Despite advances in gender equity, women continue to experience oppression because of their gender. Unfortunately, the oppression of women occurs within the counseling field, as well. Counselor educators are in a prime position to teach counseling students the importance of affirming and empowering female clients. A powerful way for counselor educators to accomplish this is through modeling in their relationships with students. Thus, this session will focus on the ways in which counselor educators can help their students learn to affirm female clients through modeling.



Sunday • 11:00-11:50 • Hermitage B
Educational Session

Personal and Professional Conduct: Proposed Standards for Graduate Programs to Strengthen the Gatekeeping Process

Alicia M. Homrich
Burt Bertram

The purpose of this presentation is to consider 54 descriptions of conduct expected of trainees in the categories of interpersonal, intrapersonal and professional behaviors that have been proposed in the literature and subsequently ranked in importance by 100 counselor educators and supervisors. The development of commonly agreed upon standards for student conduct, supported by the profession, would increase transparently from the beginning of the educational process and assist in creating a strong foundation for remediation and dismissal processes.



Sunday • 11:00-11:50 • Tennessee Ballroom B
Educational Session

Perceptions of Ethically Correct Behaviors of Counselors: A Survey

Edward Neukrug
Tiffinee Hamilton

This presentation will summarize the literature regarding ethical complaints and violations made by counselors, review highlights of ACA's ethical code, and present the results of a national survey of counselors' perceptions of ethically correct behaviors. The results can be used to assist in ethical decision-making, inform the revision of ethical codes, and highlight important issues in ethics education.

Roundtable Sessions • Sunday • 11:00-11:50



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 1

The Group Leadership Knowledge Scale: A Research Tool for Empirically Testing Group Leader Educational Interventions

Steve Moody
Megan Michalak, Linwood G. Vereen, Jared Thiemann

Innovative teaching techniques in group work continue to evolve in the counseling profession as new theories and ideas are implemented. Research on these techniques provides insight into the efficacy of the chosen interventions and possible directions to maximize the learning potential in the classroom. The Group Leadership Knowledge Scale has been developed to provide an empirical tool to measure the effectiveness of various teaching interventions on student knowledge of group constructs.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 2

Understanding the Perception of Counseling Students on Aging and Providing Services to Older Adults

Susan Veronica Ann Santiago

This presentation introduces participants to preliminary data from a qualitative study using grounded theory to explore the perception of master and doctoral counseling students on aging and providing services to older adults. An overview of student perception on aging is presented to understand the potential state of contemporary gerontological counseling. The presentation concludes with suggestions that might help counseling students feel better prepared to serve older adults, and thus could inform counselor education curriculum.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 3

Establishing Effective Counseling Program Assessment Procedures

Verl T. Pope

Julieta Monteiro-Leitner, Melissa A. Odegard, Travis Smith, Janice E. Ward

The purpose of assessment procedures in counseling education is multi fold. First, to provide information to counselor education on student learning and skill development; second, to evaluate the effectiveness of a counselor education program; and third, to satisfy external review such as university program review boards, state guidelines, and national accreditation standards. This presentation will discuss the applicable issues and present a simple model that has proven effective in providing valuable information for program improvement and also satisfying the demands of external reviewers.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 4

Suggestions for Promoting a Strong Counseling Profession at the State Level

John Laux

Darcy Granello, Tom Davis, Victoria Kress, Susan Sears, Paul Granello, Kerry Sebera, Susan Huss, David Mann, Jo-Ann Lipford Sanders, Stephanie Calmes, Amber Lange, Brandy Kelly

Counseling associations don't always get along. Ohio's counseling professions enjoy harmonious and productive relationships. Ohio's Counseling and School Counseling Associations share a positive relationship evidence by an annual, profit generating conference that draws over 1,000 counselors, counselors with a clear counselor professional identity, and strong counselor licensure laws. OACES is largely responsible for this successful relationship. The OACES presenters review Ohio's counseling history and offer tools to refine and improve other State's associations.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 5

Teaching to the Emotional Learner: Increasing Memory Retention of Counseling Students through Inter-active Activities and Constructivist Methods without Note-Taking

Kent B. Provost

Learning through emotions is not a new concept, but doing so through intentional instructional methods can be seen as risky and unpredictable. This presentation will provide, through experiential activities and discussions, specific strategies to tap into emotional learning styles. Information related to using feminist, humanistic, and constructivist based approaches designed to minimize potential dangerous factors will also be explored. Attendees will participate in experiential activities.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 6

Isomorphism and Parallel Process: Unraveling the Supervision Mystery

Rebecca L. Koltz

Stephen S. Feit, Mark Nelson

Attend this session to solve the mystery surrounding two supervisory concepts, isomorphism and parallel process and enhance your supervision experiences. The presentation integrates theory and research into practice by generating recommendations for supervisors, as well as creating strategies to work with parallel process and isomorphism within the supervisory triad.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 7

Career Counseling Supervision: A Model to Work From

Robert L. Smith

Varunee Faii Sangganjanvanich, Stefani Schomaker, RJ Davis

There are a significant number of professional counselors engaged in career counseling that are not receiving supervision. At the same time little attention has been paid to essential components of career counseling supervision as evidenced by the lack of models in this area. This program presents a career counseling supervision model that has been supported by research findings from career counselors.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 8

Perspectives on International Cultural Immersion and Service Learning in Counselor Education

Melissa Wheeler

Lucy Lewis, Elizabeth Likis-Werle, Sejal Mehta, Laura Shannonhouse, Keith Mobley

As participation in international immersion experiences continues to increase, it is imperative to evaluate, document, and continue to refine the way in which these experiences are facilitated. This program will include a panel of immersion participants and facilitators to share their experiences; highlighting personal and professional benefits as well as critical logistical information on how to best develop and facilitate effective immersion experiences in the future.



Sunday • 11:00-11:50 • TN Ballroom DE
Roundtable 9

Creativity in Group Supervision to Enhance the Appreciation of Multiple Perspectives

Melanie Scherer Iarussi

Caroline C. Perjessy, Travis W. Schermer

This program is designed to encourage thought and discussion about creative strategies that can be used in group supervision to enhance counselor trainees' awareness and appreciation for multiple perspectives of counseling. Presenters will share possible benefits of students acknowledging their own ideas about effective counseling, as well as recognizing diversity of thought among peers. Presenters will demonstrate creative strategies for group supervision and invite participants to discuss their experiences with helping students explore multiple perspectives.