

SACES 2014

Birmingham
Alabama

Birmingham Jefferson Convention Complex
October 9 – 11

CONFERENCE PROGRAM



**TRANSFORMATION:
ADVOCACY IN ACTION**

Table of Contents

SCHEDULE OF EVENTS.....	3
CONFERENCE NEWS AND EVENTS.....	4
PRESIDENT’S WELCOME.....	5
SACES 2014-2015 EXECUTIVE COMMITTEE.....	6
COMMITTEE CHAIRPERSONS.....	6
INTEREST NETWORK CHAIRPERSONS.....	7
SACES 2014 CONFERENCE COMMITTEE.....	8
SACES 2014 CONFERENCE PROPOSAL REVIEWERS.....	9
CACREP WORKSHOP: HOW TO WRITE A SELF-STUDY.....	12
PRECONFERENCE I.....	13
PRECONFERENCE II.....	14
2014 EMERGING LEADERS FELLOWSHIP PROGRAM.....	13
FRIDAY SESSIONS.....	17
SACES AWARDS LUNCHEON AND BUSINESS MEETING.....	53
INTEREST NETWORK AND COMMITTEE MEETINGS.....	69
SATURDAY SESSIONS.....	80
COMPLEX AND MEETING ROOM MAPS.....	141
AUTHOR INDEX.....	143



SACES 2014 CONFERENCE

Transformation: Advocacy in Action

October 9 – 11, 2014

SCHEDULE OF EVENTS

THURSDAY, OCTOBER 9

8:00am-5:00pm	Registration (East 3 rd Floor Lobby)
9:00am-5:00pm	How to Write a CACREP Self-Study (East Room N)
8:30am-11:30am	Pre-Conference I (East O)
12:00pm-5:00pm	Emerging Leaders Luncheon and Workshop (Invitation only, East M)
1:00pm-4:00pm	Pre-Conference II (East O)
5:30pm-7:00pm	Opening Reception (Forum J K)

FRIDAY, OCTOBER 10

8:00am-5:00pm	Registration (East 3 rd Floor Lobby)
8:00am-9:00am	SACES Leadership Breakfast (Invitation only, East VIP Lounge)
8:00am-5:00pm	Career Connection (East 3 rd Floor Lobby)
8:00am-5:00pm	Content Sessions
10:00am-11:00am	Graduate Student Coffee Break Sponsored by ODU (East N)
12:00pm-2:00pm	Awards Luncheon and Business Meeting (East Ballroom)
2:00pm-3:00pm	ACES Presidential Session
2:00pm-3:30pm	Coffee Break Sponsored by ALCA (East 3 rd Floor Lobby)
4:00pm-5:00pm	Interest Networks and Committee Meetings (East N)
5:30pm-7:00pm	President's Reception (East Ballroom)

SATURDAY, OCTOBER 11

8:00am-5:00pm	Registration (East 3 rd Floor Lobby)
8:00am-12:00pm	Career Connection (East 3 rd Floor Lobby)
8:00am-5:00pm	Content Sessions
9:00am-11:00am	IRCEP Ambassador Training (East L)
2:00pm-3:00pm	College Counseling Student Affairs Interest Network Meeting (East N)
3:00pm- 4:00pm	State ACES President/President-Elect Meeting (East L)

Conference News and Events

Registration Information

The registration desk is located in the East 3rd Floor Lobby of the Convention Center.

Registration hours are: **Thursday, Friday, and Saturday; 8:00am-5:00pm**

CEUs

CEUs will be available for all content sessions and preconference workshops (price is included in registration fee). Please stop by the registration desk to pick up your CEU form.

Career Connection

The Career Connection location will be located in the East 3rd Floor Lobby. This service will be open for registered candidates and Universities on ***Friday from 8:00am-5pm and Saturday from 8am-12pm.***

Opening Reception

The opening reception, sponsored by ALACES, will be held on Thursday from 5:30-7:00pm in the Forum J K Rooms. Everyone is welcome!

Awards Luncheon and Business Meeting

The SACES Awards Luncheon and Business Meeting will be held on Friday from 12-2 in the East Ballroom.

President's Reception

The President's Reception will be held in the East Ballroom on Friday night from 5:30-7:00pm.

Additional SACES Coffee Breaks – East Third Floor Lobby

Thursday	Friday	Saturday
9:30-10:30; 2:00-3:00	10:00-11:15; 2:00-3:30	9:30-11:00; 2:00-3:30

Onsite Contacts

Shawn Spurgeon
Mary Hermann
Alessandra Rhinehart

President's Welcome

Welcome to the Southern Association for Counselor Education and Supervision Conference in Birmingham, Alabama! Inspired by our host city, which has been transformed by both the civil rights movement and recent urban renewal, we chose the theme *Transformation: Advocacy in Action*. Our hope is that the over 350 sessions and conference activities inspire each of you to take action in your unique, transformative roles. The blank "To Do" page in the back of your program can help you keep track of new connections and ideas you would like to implement so that no momentum is lost when you return to your daily routines.

I want to extend a special thank you to Shawn Spurgeon for his leadership, his work on the conference program planning, his friendship, his humor, and his support. I'm also appreciative of Past-President Heather Trepal, who has been exceedingly generous with her time as she shared her knowledge of the conference-planning process and served as our Emerging Leaders Coordinator. I want to thank Alessandra Rhinehart for her tireless efforts and attention to detail as we organized the program. Thank you to the SACES Leadership, especially Don Locke for his activities as treasurer and all he has done for SACES for many years. Thanks also go to our many volunteers including Tomeka McGee, Melanie Wallace, and Lynn Boyd (Local Conference Coordinators); Morgan Riechel and Nancy Fox (Volunteer Coordinators); Melanie Iarussi (Sponsorship Coordinator); Cheryl Wolf (Registration Coordinator); Catherine Roland and Jane Rheineck (Career Connection Coordinators); Asha Dickerson, Latofia Parker, and Sarah Elizabeth Likis-Werle (Community Engagement Coordinators); Necoal Driver (Evaluation Coordinator); and Mary Templeton (Disability Committee Coordinator). Maria Haiyasoso and Panos Markopoulos, we are grateful for your work coordinating graduate student activities. Don Locke and Pam Paisley, your work with the emerging leaders of our profession is also much appreciated. Thanks to Past-President Jennifer Jordan for your support and for choosing this great conference site. And, we extend our gratitude to all of the individuals who reviewed presentation proposals. Finally, to the leaders of ALACES and the Alabama Counseling Association, your sponsorship and Southern hospitality have ensured a wonderful conference!

In addition to attending conference activities, we hope you have time to discover more about the Birmingham area. You can visit our SACES website for information on Birmingham, including dining, shopping, and sight-seeing activities. There are also many family-friendly activities in the area for our colleagues with children.

Best wishes for a great conference!

Mary A. Hermann
SACES 2014-2015 President

SACES 2014-2015 Executive Committee

President: Mary Hermann

President-Elect: Shawn Spurgeon **Past-President:** Heather Trepal

Treasurer: Don C. Locke **Secretary:** Sejal Barden

Committee Chairpersons

Nominations & Elections

Heather Trepal

Budget & Finance

Don Locke
Cheryl Pence Wolf

Bylaws & Resolutions

Anneliese Singh

Membership

Tara Jungersen
Alex Hicks

Media & Social Networking

Panagoitis Markopoulos

Graduate Student Committee

Panagoitis Markopoulos
Maria Haiyasoso

Convention

Mary Hermann
Shawn Spurgeon
Heather Trepal
Alessandra Rhinehart
Elizabeth Villares

Awards

Jeff Moe

Newsletter Editors

Melanie Iarussi
Caroline Perjessy

Interest Network Chair Persons

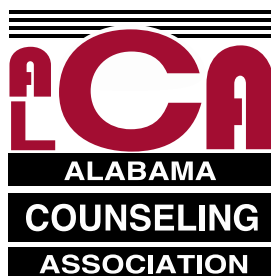
Clinical Mental Health Counseling	Amanda Brookshear Suzan Thompson
Multicultural Counseling	Angela James
Supervision and Training	Anita Neuer Colburn Karena Heyward
Ethics and Professional Development	Kim Lee Hughes Nathaniel Brown
Technology	Julia Taylor
College Counseling Student Affairs	Laura Gonzalez Elizabeth Likes-Werle
Service Learning	Jolie Daigle
School Counseling	Clare Merlin Lauren Moss
International Counseling	Linda Foster
Women's Interest Network	Mary Hermann Donna Dockery
Distance/Online Counselor Education	Sherie Malcom Andrew Burck
Social Justice and Human Rights	Alessandra Rhinehart Heather Dahl

SACES 2014 Conference Committee

Local Conference Coordinator	Tomeka McGee Lynn Boyd
Volunteer Coordinators	Morgan Riechel Nancy Fox
Sponsorship and Exhibits Co- Coordinators	Melanie Iarussi
Registration Coordinator	Cheryl Pence Wolf
Emerging Leaders Coordinator	Heather Trepal
Career Connection	Catherine Roland Jane Rheineck
Community Engagement Co-Chairs	Asha Dickerson Latofia Parker Sarah Elizabeth Likis-Werle
Evaluation Coordinator	Necoal Driver
Graduate Student Representatives	Maria Haiyasoso Panos Markopoulos
Program Coordinators	Shawn Spurgeon Alessandra Rhinehart
ALACES Contacts	Nancy Fox Melanie Wallace
Disability Committee Coordinator	Mary Templeton

SACES 2014 Conference Proposal Reviewers

Andrew Burck	Joel Diambra	Aisha Dickerson
Teresa Fletcher	Melinda Gibbons	Rodney Harris
Angela James	David Johnson	Robin Lee
Marlise Lonn	Juawice McCormick	Casey Barrio Minton
A. Keith Mobley	Holly Moorhead	Kristen Moran
Patrick Powell	Jacqueline Swank	
Chippewa Thomas	Kathy Ybanez	



The Alabama Counseling Association

Welcomes

Our SACES Colleagues

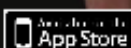
To Birmingham

We hope your conference is enjoyable and rewarding!



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Thursday
October 9, 2014

Pre-Conference Workshop

How to Write a CACREP Self-Study

The Council for Accreditation of Counseling and Related Educational Programs (CACREP)
East Meeting Room N
9:00am-5:00pm

This hands-on workshop will address the process of preparing to write your CACREP Self-Study. It covers the initial planning phase through the actual development and submission of a Self-Study Report. Attention will be given to the interpretation of Standards and the documentation and assessment of Student Learning Outcomes. Participants will have the opportunity to view actual self-studies and opportunities to ask individualized questions of CACREP Board member(s) and staff.

Pre-Conference I

I “Like” It: Technology & Teaching in the 21st Century Classroom

Katherine M. Hermann, Courtney M. Holmes, & Kelly Kozlowski

East Meeting Room O

8:30am-11:30am

From liking to linking, posting to pinning, texting to Tweeting, technological innovations have greatly impacted relational trends, expectations, and preferences. This workshop will introduce counselor educators to literature detailing the application of collaborative and interactive technologies and the recent technology-related adaptations to the ACA Code of Ethics. Participants will learn methods to revise instructional strategies to meet learning objectives while matching students’ evolving expectations. Attendees will become familiar with specific classroom interventions, web-based resources, and social media tools (e.g., Dipity, Stich-it, Weebly, Glogster, etc.) to enhance course preparations, presentations, and assignments. In addition, presenters will provide examples of the incorporation of these tools into existing courses and offer opportunities for attendees to discuss and explore options for their own classes. Bring a syllabus and your laptop or tablet and prepare to innovate.

Pre-Conference II

Diagnosis and the DSM-5

K. Dayle Jones

East Meeting Room O

1:00pm-4:00pm

With the release of the DSM-5, counselors and counselor educators need information about the changes in the new manual. This presentation will provide an overview of the DSM-5 revisions, including changes to the organizational structure, major revisions to existing diagnoses, and the addition of new disorders. This workshop will also inform participants about the International Classification of Diseases (ICD), its designation as HIPAA’s official codebook for diagnosing mental disorders, and its relationship to DSM-5, as well as its overall implications for counseling practice.

2014 Emerging Leaders Fellowship Program

Luncheon and Workshop: 12:00pm-5:00pm East Meeting Room M

The SACES Emerging Leaders Fellowship Program will be held on October 9th, from 12:00pm to 5:00pm. Drs. Don Locke and Pam Paisley, who have both been extraordinary leaders in ACES, SACES, and the counseling profession, will conduct the workshop. The Emerging Leaders workshop is designed to, 1) help students discover how leadership can enhance their own professional development, 2) enhance the diversity and vitality of SACES leadership, and 3) provide an overview of SACES leadership opportunities. In addition, the presenters will introduce participants to current SACES leadership and help connect these talented and dedicated fellows with opportunities within SACES.

This year, emerging leaders were nominated by a counselor educator or supervisor and submitted a vita that evidenced leadership and service experience and potential. The SACES Emerging Leaders Selection Committee, chaired by Dr. Heather Trepal, reviewed the nomination letters and accompanying vitas. Particular attention was given to representation of diversity and state participation.

The 2014 SACES Emerging Leaders are the following:

Eric Beeson	Ashley Blount	Nathaniel O. Brown
Shanita Brown	Heather Dahl	Ryan Day
Lacretia Dye	Tamarine Foreman	Renee Foyou
Laura Gonzalez	Vivia E. Hill-Scott	Viki Kelchner
Michael Jones	Wynn Mallicoat	LaShondra Manning
Jessica Martin	Juawice McCormick	Rafe McCullough
Celeste Neil	Ben Newman	Caroline Perjessy
Brittany Pollard	Alessandra Rhinehart	Beronica Salazar
Sang Min Shin	Jennifer Smith	Wayne Smith
Kevin Snow	Stacy Speedlin	Natalie Spencer
Omar Troutman	Elizabeth Villares	Cheryl Wolf



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 Horton-Parker • Kaprea Johnson • Jill Krahwinkel •
 Garrett McAuliffe • Jeffry Moe • Ed Neukrug • Alan
 "Woody" Schwitzer • Chris Wood

Applications are due Nov. 1



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Friday

October 10, 2014

October 10th • 8:00AM

Leadership Breakfast
(Invitation Only)
East VIP Lounge

8:00am-5:00pm The Career Connection – East 3rd
Floor Lobby

CONTENT SESSIONS

Friday October 10th 8:00 AM

East Meeting Room A

Addressing Threats to Validity in Counseling Research: Social Desirability, Infrequency, and Inconsistency

William B. McKibben • University of North Carolina at Greensboro

Paul Silvia

Recently, researchers found that between 3-9% of participants likely responded inattentively to self-report surveys (Maniaci & Rogge, 2014). Others have highlighted the impact of social desirability on survey data (Steenkamp, de Jong, & Baumgartner, 2010; Fleming, 2012; Bäckström & Björklund, 2013). Random and biased responding may add noise to data, impact statistical power and effect size, and obscure otherwise meaningful results. This is troubling given that most counseling research considers implications for practice based on results. However, there are simple steps that counseling researchers can take throughout the survey research process to control for and reduce threats to validity. The purpose of this presentation is to review socially desirable, infrequent, and inconsistent responding and to discuss how these issues may impact validity. Attendees also will learn practical ways to screen and control for these validity issues (e.g., statistical analyses, inclusion of social desirability scales/subscales, inclusion of validity scales, item wording). Last, attendees will learn ethical best practices of addressing these issues when reporting study results.

Friday October 10th 8:00AM

East Meeting Room B

Experiences of Burnout: A Comparison of LGBT and Heterosexual Counselors

Cory Viehl • Georgia State University

Rafe McCullough

Given the level of psychological, physiological, and environmental stress experienced by many LGBT individuals, it is not surprising that gay men and lesbians utilize mental health services at high rates (Matthews, C.R., & Adams, E.M., 2009). However, current literature has focused more on the LGBT community as clients, and less as counselors administering those mental health services to others. In terms of self-care, themes throughout the literature suggest community connectedness (Frost & Meyer, 2009), social support (Oswald, 2002) and coping (David & Knight, 2008; Chung, Williams, & Dispenza, 2009) as variables which help to ameliorate negative psychological and physiological concerns for LGBT persons. This research seeks to bridge the gap in the literature addressing LGBT persons as counselors, and whether experiences of burnout occur differently or for different reason as compared with heterosexual counselors. This program will examine tenets of minority stress experienced by LGBT persons and whether this subsequently affects their work as counselors. The overall experiences of burnout will be compared in LGBT and heterosexual counselors.

Friday October 10th 8:00AM

East Meeting Room C

Transforming Ways of Being: Mindfulness, Empathy, and the Working Alliance

David Johnson • University of Texas at San Antonio

Prior research suggests dispositional counselor mindfulness is associated with dispositional counselor empathy and the working alliance, but has not evaluated how counselor mindfulness and empathy expressed in a specific counseling session are associated with the working alliance, or whether mindfulness and empathy make unique contributions to the working alliance or if empathy mediates the mindful-alliance relationship. This presentation reviews the findings from a study that evaluated the relationships between dispositional counselor mindfulness and empathy, state-specific

mindfulness and empathy, and the working alliance among master's level practicum and internship students from five CACREP accredited counseling programs. Participants in this presentation will learn how dispositional and state-specific mindfulness are associated with the working alliance, how dispositional and state-specific empathy contribute to the working alliance, and how mindfulness and empathy each make unique and combined contributions to the working alliance. Participants will understand how mindfulness is associated with core components of successful counseling. Through presentation and group discussion, they will also learn how mindfulness practices can be incorporated into counselor education and supervision to help counseling students develop the intrapersonal and interpersonal skills necessary for successful counseling. Suggestions for incorporating mindfulness practices into counselor education and supervision will be provided.

Friday October 10th 8:00AM

East Meeting Room D

Navigating Legal, Ethical, and Professional Issues in Distance Supervision

Robert Carlisle • Old Dominion University

Kristy Carlisle & Kevin Snow

As the use of technology has increased, so have the opportunities for students to receive supervision from a distance. Distance supervision has become increasingly popular in counselor education in both distance learning programs and traditional face-to-face programs. Consisting of both asynchronous and synchronous delivery methods, distance supervision provides both the supervisor and supervisee with new opportunities to participate in supervision when physical distance is an obstacle. However, the use of technology in supervision also poses unique challenges and requires additional legal and ethical considerations not typically associated with face-to-face supervision. The session will address the above points as well as to review both asynchronous and synchronous forms of technology for distance supervision and their utility for providing supervision in counseling

education. Participants will gain an understanding of the benefits and challenges associated with the various forms of technology used in distance supervision, become aware of the legal and ethical risks of conducting distance supervision, and learn strategies for navigating the legal and ethical challenges associated with distance supervision.

Friday October 10th 8:00AM

East Meeting Room E

Transforming your Classroom: Encouraging Student Involvement and Promoting Active Participation in Assessment

Dalena D. Taylor • University of Central Florida

Ashley Blount

Master's students tend to enter counseling programs at a level of pre-reflective thinking. The presenters devised a model of teaching that enables students to transform their learning ability from black and white thinkers to reflective learners in the classroom. In this presentation, the presenters will focus on empowering students' in the assessment of their learning through collaboratively developed rubrics created by the faculty and the students. Rubrics typically are used to evaluate student learning. However, rubrics can also limit students' creativity and ability to excel beyond the standards outlined by the instructor. The presenters, therefore, will inform the audience of an approach used to minimize the "in the box" thinking that is rampant amongst today's students. In this approach, the instructor utilizes an agreed upon rubric by both students and the instructor. Both parties grade the students' class performance on the designated topic. The discussion format encourages: (1) the student to grow in their learning, and (2) to gain valuable insight into their own perceptions of self-performance. The presentation is designed to encourage questions, concerns, and discussion in order to utilize this time as a growing experience for both the presenters and participants.

Friday October 10th 8:00AM

East Meeting Room F

Teaching Technology to Future School Counselors

Julia Taylor • Virginia Commonwealth University

From social media to postsecondary planning resources, technology is an integral part of 21st century school counseling. By teaching graduate students how to effectively incorporate technology into a comprehensive school counseling program, you help them become more marketable, knowledgeable, and resourceful. Furthermore, the intentional use of technology diversifies graduate level teaching and helps both counselor educators and future school counselors meet the unique needs of all students. This session will provide an overview of the components and objectives of a technology course for school counselors. Presenter will demonstrate how to use numerous technology tools and a course syllabus will be shared. Presentation Objectives By the end of the session, participants will:

- Understand how technology can be integrated into a comprehensive school counseling program.
- Discover the vast amount of quality technology tools/services available to enhance school counseling programs.
- Understand the benefits and implications of technology use in the school counseling field.
- Become aware of current technology trends.
- Understand the benefits of using social networking with other counselor educators to maximize leadership skills and share resources.
- Walk away with technology resources you can readily use at your university.

Friday October 10th 8:00AM

East Meeting Room G

Shame: The Neglected Emotion in PTSD

Lennis Echterling • James Madison University

Terror, horror, and overwhelming fear are typically seen as the predominant emotions that characterize PTSD. However, recent research suggests that shame also plays a crucial role in this disorder. Shame has been found to increase the risk of developing PTSD and remain the dominant emotion in interpersonal traumas, in which victims often struggle with self-blame and stigma. PTSD is typically conceptualized as irrational and maladaptive responses to external

dangers. However, the perceived internal dangers—feelings of inferiority, worthlessness, and powerlessness—are the fundamental dynamics that must be addressed if counseling is to be effective. Consequently, the profound sense of threat that clients with PTSD experience is that of exposure, humiliation, and rejection once their core unworthiness is revealed. This shame can deter survivors from even seeking counseling and can undermine their willingness to be truly authentic in the counseling process. The goals of this session include distinguishing shame from guilt, recognizing shame compensation strategies, appreciating how empathy may evoke shame, and learning techniques for helping clients with PTSD to address their shame. The format of the session will include descriptions of the dynamics of shame, case examples, demonstrations, and handouts.

Friday October 10th 8:00AM

East Meeting Room I

Counselor's Role in the Advocacy and Empowerment of Homeless from a Transitional Home

Suneetha Manyam • Mercer University

Auvronette Guilbeaux

Homelessness is increasingly prevalent in our society. Research suggests that some people have become desensitized with the poverty and issues related to homelessness (Gunn, Rikabi, & Gunn, 2013). Despite myths, homelessness is not always associated with addiction and mental illness although sometimes the two go hand in hand (National Coalition for Homeless, 2009). The goal of this presentation is to discuss how the counselors and counselor educators can play an advocacy role in empowering the homeless women and children from a transitional home through firsthand experiences. Presenters will review a decade's literature on homelessness besides exploring the differences between the generational, situational homelessness and the issues associated with each. In this interactive session, one of the presenter's will share her advocacy experiences working with this population for the past seven years through specific examples. Resources to better assist the

inmates of the transitional homes will be brainstormed at the end of the session.

Friday October 10th 8:00AM

East Meeting Room J

The Role of Group Dynamics in Program Renewal: Perspectives of a Faculty Cohort

Amy Upton • University of South Alabama

Brandon Browning & John Dagley

Contributing Author: *Ryon McDermott;*

The College of Education at The University of South Alabama faced an interesting challenge in the Spring of 2013 relative to their longstanding Counselor Education program. For a number of reasons, including internal promotions, career advancements, and career shifts, the program's faculty members pursued other opportunities. Thus, the program faced the coming academic year with no line-item, full-time faculty members. The College's leadership made a commitment to not only recruit faculty replacements, but also to add a position to the program. Thus, a brand new cohort of four faculty members was employed. This SACES presentation will focus on the experiences of the four faculty members as they came together to create a new cohort through the implementation of their individual and collective expertise in group dynamics. Implications for program identity, student development, and faculty identity will be explored.

Friday October 10th 8:00AM

East Meeting Room K

Infusing Multicultural Considerations into Counseling Theory: An Innovative Model

Brittany Wilson • University of North Texas

Liz Ener

Counseling standards and competencies seek to stress the importance of infusing multicultural/diversity competencies into counselor preparation and practice (ACA Code of Ethics, F.11.C, 2014; AMCD, 1996; CACREP, E.,

2009). Although these standards are essential to counselor preparation and practice, counselor and counselors-in-training often struggle with how to put this knowledge into practice creating a disconnect. Because counselors' clinical practices are traditionally driven by a guiding theory, a model designed to examine counseling theories varying degrees of multicultural sensitivity, could help bridge this gap between knowledge and practice. Although relevant psychotherapy theory texts typically utilize varying and informal approaches of addressing multicultural/diversity considerations, currently no formal or consistent model exists to critique theoretical approaches through a multicultural lens. The presenters' proposed model was created utilizing the 2014 ACA Codes of Ethics, the AMCD and CACREP standards, relevant literature, and the most current considerations from the ACA town hall meeting and AMCD competency revision sessions presented at the 2014 ACA conference. Presenters will conduct a 50 minute content session introducing a proposed 3 phase model designed to critically examine the Groundwork, Implementation, and Advancement of counseling theory through a multicultural lens.

Friday October 10th 8:00AM

East Meeting Room L

A World of Difference: Reflecting on Cultural Identity Awareness and Competency

Shajuana Isom-Payne • Virginia Commonwealth University

This presentation is intended for those who are a beginning counselor, counselor educator, supervisor, or for those who want to develop a greater sense of intentionality for their cultural identity awareness and competency as an introduction to the self-reflective process. The presentation will introduce an approach that focuses on reflection, and exploration of the individual's experience that will be rooted in phenomenological approach. A discussion of intentional strategies that can be used in the reflective process and engagement will be presented. Session participants will explore practical strategies for engaging students in interactive exercises that facilitate the awareness of self-exploration and reflection. Concrete

activities and resources for how to integrate this process into counseling sessions or classroom environments will be provided.

ROUNDTABLE SESSIONS

Friday October 10th 8:00AM

East Meeting Room M, Table 1

Using Service Learning to Enhance Counselor Education

Donna Dockery • Virginia Commonwealth University

The goal of this roundtable is to share ideas, designs, results and benefits of using service learning with community partnerships to enhance counselor education program and support the growth of graduate students through targeted learning experiences. The evolution of collaboration between one counselor education program and several urban partners will be presented. Strategies used to develop and enhance the partnership as well as how challenges were overcome will be shared. Student reports of developing cultural understanding and forming meaningful relationships with a diverse clientele will be reported, as will results of a multicultural competency scale used with participants in the collaboration. This session will provide participants with a model for creating community collaboration with diverse partners, steps and roadblocks to developing successful service-learning partnerships, strategies to enhance cultural understanding and relationship development in counselor education students through community partnerships, and factors to consider when establishing programs with and for diverse populations in urban settings. Participants are encouraged to share their experiences and challenges with developing community partnerships through service learning. This presentation will review the ways in which one counselor education department transformed their program using service-learning opportunities to compliment classroom experiences. These experiences were designed to better meet both the needs of an increasingly diverse society and the needs of current counselor education students. The program transformation resulted in opportunities for clinical practice prior

to the practicum and internships courses and provided students with more contact with a diverse clientele during all clinical experiences.

Friday October 10th 8:00AM

East Meeting Room M, Table 3

New Territory: Synthetic Drugs

Nedeljko Golubovic • Georgia State University

The increasing use of synthetic cannabinoids, especially among young adults, has become a significant public and mental health concern. In response to the drug's potential harmful effects the Drug Enforcement Administration (DEA) has categorized 22 types of synthetic cannabinoids as Schedule I Substances. Although multiple indicators reveal a sharp increase in the use of this substance, there remains scant attention in the professional literature and course materials. The counseling community may be unprepared to respond to the challenges imposed by these compounds. Counselors' lack of knowledge may directly contribute to synthetic cannabinoids "slipping through the cracks". The lack of counselors' awareness of current drug trends may present a situation in which the client is more knowledgeable than the counselor. The most critical components in addressing this issue are appropriate education and clinical supervision. In this round table session, the presenter will review the unique aspects of synthetic cannabinoids, including drug trends and legal implication. The presenter will facilitate discussion about current lack of attention given to synthetic cannabinoids in counseling courses and the importance of adjusting course materials to address synthetic cannabinoids related issues. The topics of clinical training and appropriate supervision also will be discussed.

Friday October 10th 8:00AM

East Meeting Room M, Table 4

Beyond Content: Implementing Impactful Experiential Learning Activities in Counselor Education

Bailey MacLeod • University of North Carolina at Charlotte

Effective counseling takes more than a cognitive understanding of content. Counselor educators strive to facilitate counseling trainees' development of critical thinking skills, active reflection, and a deeper understanding of the material necessary for counseling. Experiential learning activities are often utilized in counselor training as a way for students to connect content to the real world, develop more awareness, and challenge preexisting beliefs and attitudes. This presentation will explore the theory of experiential learning and review the current research on the topic, including gaps in the outcome literature. Using experiential learning principles in the presentation, participants will learn theory-based tips on how to create and implement effective experiential activities with counseling students.

Friday October 10th 8:00AM

East Meeting Room M, Table 5

The Integration of Biology and Wellness: Missing in Action in Counselor Education?

Abigail Conley • Virginia Commonwealth University

Sejal Barden & Mark Young

Professional advances in basic research over the last few decades have meant that there is much more to learn to achieve basic competence in emerging areas of health and wellness practice (i.e., neuropsychology, traumatic brain injury, behavioral genetics). Integrating mind with body, behavior with health, and the psychological and physical represent knowledge and skills that counselors necessitate to meet the demands of the reformed healthcare system. However, current barriers exist such as the rejection of biopsychosocial models in practice and research from professional counselors, lack of required coursework in accredited counseling programs focused on wellness (CACREP, 2009), and absence of divisional representation in professional organizations (American Counseling Association, 2012). As counselors expand their skills and services into health care settings, there is a need to provide a framework to organize skills and knowledge needed to effectively and ethically practice in these settings. This session will explore

the rationale for standardizing the wellness framework provided to counselors in training to better meet current and future healthcare demands. The wellness professional competencies put forth by the presenters will be reviewed.

Friday October 10th • 8:00AM

East Meeting Room M, Table 6

Meeting the Needs of Students of Color in Multicultural Training

Hannah Bayne • Virginia Tech University

Susan Branco Alvarado

Multicultural coursework often emphasizes how White counselors can become culturally competent through acknowledging and broaching relevant racial/cultural factors. Often students of color are left to draw their own conclusions, as there is limited literature or resources that explore how counselors of color can broach these topics with white clients and/or those who are culturally different. This presentation will highlight specific strategies for incorporating culturally relevant diversity training for students of color, including implications from a recent qualitative study of counselors of color that explored broaching behaviors and managing micro aggressions within the therapeutic relationship. Participants will explore the unique strengths as well as the needs of students of color in the multicultural curriculum, while also learning through didactic and experiential training how to teach students to incorporate their own racial/cultural identity within their counseling relationships. Themes from the qualitative research will be presented, with discussion on the potential implications for counselor training, supervision, and professional practice.

Friday October 10th • 8:00AM

East Meeting Room M, Table 7

Insights and Metaphors: Replicating the Therapeutic Process during Doctoral Group Supervision

Susan Lahey • Trevecca Nazarene University

Ellen Blaylock & Lisa Struble

The doctoral student enters the first post-masters practicum with previous counseling experiences. The professor needs to ensure for a higher level of learning of counseling skills and interventions. Oftentimes, the experiences of the client can be replicated during case presentation in supervision. This workshop will discuss strategies for utilizing group supervision experiences to enhance the personal self-efficacy of the student. Specifically, the use of live counseling session recordings, as an assignment, will be discussed as a method for enhancing counselor identity. This experience also enhances the student's skills through supervisory methods that utilize 'self' of the therapist reflections. Vicarious learning within group supervision allows for the 'self' of the therapist issues to be addressed in a safe manner. Creating this safety enables the doctoral student to explore self of the therapist issues in a manner that allows for growth and change. Multiple student experiences will be shared specific to the benefits and challenges of utilizing a group format during doctoral practicum supervision. The students will also discuss their own personal growth related to issues of diversity such as religion, age, and gender.

Friday October 10th • 8:00AM

East Meeting Room M, Table 8

Personal Therapy

Melissa McConaha • Auburn University

Research indicates that counselor trainees benefit from personal therapy both personally and professionally in various ways including personal growth, increased awareness, more empathy for clients, and a deeper understanding of the therapeutic process (Grimmer & Tribe, 2001; Kumari, 2011; Murphy, 2005; Von Haenisch, 2011). While the degree to which the gains reflect improvement in clinical practice is unclear (Grimmer & Tribe, 2001; Jacobs, 2011), students reported feeling better equipped especially to build appropriate therapeutic relationships, more connected with their personal and professional identities, more capable of using themselves as a valid instrument in their practice, and able to determine which issues were appropriate for their

own supervision or personal therapy (Grimmer & Tribe, 2001; Kumari, 2011; Murphy, 2005; Von Haenisch, 2011). While engaging in individual personal counseling is not the only means of promoting growth, it is important to begin to ask why a consistent 20-25% of clinicians—trainees included—abstain from personal therapy (Norcross, Bike, Evans, & Schatz, 2008). This presentation will discuss the potential benefits of students engaging in personal therapy as well as the current related trends. Ultimately, this presentation will identify the importance of this practice and the implications for counselor educators.

Friday October 10th • 8:00AM

East Meeting Room M, Table 9

Acculturation of International Students: Implications for Counselor Education and Supervision Programs

Christian Chan • George Washington University

The globalization of the counseling profession and its practices continue to permeate beyond the United States borders (Lorelle, Byrd, & Crockett, 2012). Counseling practices consequently are dynamic through application in diverse contexts. International students (IS) enroll in counselor education programs within the United States with the hope of applying those practices within multiple cultures and regions. Research shows that IS are vulnerable and may experience obstacles due to culture shock, acculturation, and adaptation processes that they experience when living abroad. As the interaction between globalization, counselor education training development, and the influx of IS continually increases, the issues that counselor educators face in supervising their international students also continually transforms. As IS continue to enroll in counselor education programs, research needs to expand to continually address the needs of IS (Ng, 2012). This conceptual framework would focus on the development of counseling training programs to enhance educational tools for trainees from the IS population. The goals of this session are to discuss the conceptual framework around acculturation to be applied specifically to international counselor trainees. Counselor educators can discuss further understanding and

new ideas of how to continually inform their supervision and research together with this population of students.

October 10th • 9:00AM

CONTENT SESSIONS

Friday October 10th • 9:00AM

East Meeting Room A

Using Sandtray in Supervision of Master's Level Graduate Students

Celeste Neil • University of Alabama

Ashley Petryszak

Counselor educators/supervisors will develop an understanding of using sandtray in supervision of students/supervisees. The objectives of this session are: to describe use of sandtray in supervision of graduate students; to identify benefits of sandtray in supervision; to explain utilization of an integrative model of Adlerian Individual Psychology Supervision (IPS) and Solution Focused Supervision (SFS) in sandtray techniques; to discuss pictures of student sandtrays completed during supervision; and to examine the perceptions of the supervisor and student who participated in sandtray supervision. The content of the presentation includes a power point discussion providing goals and objectives of using sandtray in supervision, pictures of sample sandtrays from counselor education students at UA, explanation of integrative Adlerian IPS and SFS approach in sandtray techniques, comments from students participating in sandtray supervision, references, and opportunity for questions.

Friday October 10th • 9:00AM

East Meeting Room B

A CACREP Comprehensive Assessment Plan: One Model and Many Derivatives

Joy J. Burnham • University of Alabama

S. Allen Wilcoxon

Data-informed decisions based on systematic program evaluation have been a critical aspect of CACREP accreditation since its inception. Systematic evaluation has historically served to promote program effectiveness for internal purposes and transparency with external stakeholders. With the implementation of outcomes (rather than input) measures in the current standards, the challenge for faculty has been to identify both efficient and effective methodologies for compliance. The CACREP standards require "a comprehensive assessment plan" and states that programs will be "reviewed in relation to the comprehensiveness of the assessment plan" (Section I.AA, CACREP Accreditation Manual, 2009, p. 43). This presentation features an examination of one program's model for consolidating evaluation with reporting using a Comprehensive Assessment Plan (CAP). The presentation will feature specific examples of assessment procedures, review methodologies, and reporting formats. Objectives are to: (a) Review the 2009 CACREP requirement for a comprehensive assessment plan, (b) review the methodologies of the CAP as both an assessment and a reporting framework, and, (c) engage participants in discussions about successful methods and ideas gained since implementation. The goal of the presentation is to examine program assessment from conceptualization to implementation in an open forum.

Friday October 10th • 9:00AM

East Meeting Room C

Cracked Vases are Beautiful: Acceptance and Commitment Therapy with Survivors of Sexual Assault

Levi McClendon • University of Texas at San Antonio

Acceptance and Commitment therapy (ACT) is an emergent and promising theory for working with survivors of sexual assault. Experiential avoidance is the primary coping mechanism survivors use following sexual trauma (Tull, Gratz, Salters, & Roemer, 2004) and a growing amount of literature is showing how experiential avoidance causes and prolongs traumatic symptoms (Batten, Follette, & Aban, 2001; Boesch, Koss, Figueredo, & Coan,

2001; Marx & Sloan, 2002). ACT utilizes mindfulness, metaphors, and experiential activities which not only make therapy engaging and fun, but are used to directly target experiential avoidance. The purpose of this presentation is to inform mental health counselors, counseling supervisors, and counselor educators of the utility of ACT with survivors of sexual assault. Metaphors and experiential activities for incorporating ACT into counseling practice with survivors of sexual assault will be provided. With this knowledge, mental health counselors, counseling supervisors, and counselor educators set the stage for advocacy through values-committed action.

Friday October 10th• 9:00AM

East Meeting Room D

A Primer on Predictive Discriminant Analysis

Lynn Boyd • Troy University

Eddie Clark & Latofia Parker

This session will provide doctoral students and counseling researchers with an introduction to Predictive Discriminant Analysis and its common uses. Presenters will illustrate each step of Predictive Discriminant Analysis using an actual research study. Specifically, presenters will address variable selection, assumptions, classification rule, prior probability, sample size, and other considerations. Participants will be able to identify how Predictive Discriminant Analysis can be used in their research. Handouts will be provided.

Friday October 10th• 9:00AM

East Meeting Room E

Healing, Health, and Spirituality in Counseling Multicultural Populations

Victoria Holmes • Marymount University

Shelley Hudson & Dominique Adkins

Spirituality is commonly used as a protective factor when working with various cultural groups. This presentation will inform counselor educators

of the importance of integrating spirituality in the healing process of multicultural populations. The goals of this presentation are to assess spiritual beliefs and practices in a cultural context and to increase sensitivity and understanding of diverse beliefs by counselor educators. This presentation will provide information to counselor educators that will help them (1) explore and differentiate the relationship between religion and spirituality, (2) incorporate a variety of creative and commonly used spiritual interventions, and (3) provide information on the relevance of implementing spirituality with presenting issues in multicultural populations. It will also evaluate counselors' spiritual beliefs and explain various models of spiritual development. This session will be structured as a seminar that also includes interactive activities and small group discussions.

Friday October 10th• 9:00AM

East Meeting Room F

**I'm no Expert, I'm Just the Intern!:
Consultation and Supervision in Medical Settings**

Allison Forti • Wake Forest University

Mental health services are increasingly valued in non-psychiatric medical settings, and integrated care models have created new clinical practice and training opportunities. As members of multidisciplinary teams, student counselors may find themselves in the role of mental health specialist very early in their training. These students are called upon to navigate the tides of the medical world while finding their place as novice counselors within complex systems. In order to effectively guide counselors-in-training, supervisors and counselor educators must have a working knowledge of the functions, responsibilities, and challenges encountered by mental health clinicians working in healthcare settings. One issue of particular importance is facilitating role induction of our trainees as mental health consultants on medical teams. This presentation will explore the consultation process within the context of integrated care, highlighting specific issues relevant to the provision of clinical services and supervision in such settings. The presenters are counselor educators who have worked in varied hospital-based sites. Educational

resources pertaining to consultation and supervision in medical settings will be provided.

Friday October 10th • 9:00AM

East Meeting Room G

Strategies for Addressing LGBYQQIA Bias in Counselor Education Programs

Deborah Jackson • Mississippi State University

Joan Looby

This educational session is designed for counselor educators and addresses strategies for working with issues of LGBYQQIA bias among counselors in training. Participants will learn of classroom and experiential strategies to address 1) awareness of bias, 2) dissonance between attitudes, values, and beliefs, 3) counselors in training ability to work effectively with LGBYQQIA clients, and 4) opportunities for participating in LGBYQQIA advocacy.

Friday October 10th • 9:00AM

East Meeting Room I

Resiliency and Stress in Caregivers of Children with Special Needs

Mark Newmeyer • Regent University

Christine Baker, LaKeitha Poole, Carrie Merino, Tricia Mikolon, & Rebecca Vazquez

It has been well accepted that parents of children with neurodevelopmental disorders (NDDs) experience higher amounts of stress compared to parents of children with typical development. Children with NDDs require special medical, psychological, and social interventions from a variety of care providers for optimal outcome. The current study evaluated the parents of 182 children with NDD. Among the assessments used were the Parenting Stress Index, the Perceived Stress Scale (PSS), and the REMAP Resiliency Scale. Results from the study suggest: 1) parents of children with autism or PDD did not report higher levels of stress or lower levels of resiliency than parents of children with other special needs; 2) there was no statistically significant difference

across the three measures when controlling for military versus non-military status; and 3) the moderate correlation between the Parenting Stress Index and the Perceived Stress Scale indicate that these measures assess similar aspects of stress but are not identical or interchangeable. Implications of this study will include the development of strategies to increase resiliency in families and ongoing follow up efforts to study the physiological markers of stress.

Friday October 10th • 9:00AM

East Meeting Room J

Dieting or Diagnosing: Eating Disorders in the DSM 5

Andrea Kirk-Jenkins • Old Dominion University

With all the different fad diets in today's society, it may be difficult to differentiate between a client who is experiencing eating disorder symptoms and someone who is dieting. It is not uncommon for the lines between the two to become blurred, but we as counselor educators can help educate our students on current diagnosis trends. This presentation will review the current diagnostic criteria for eating disorders outlined in DSM-5 and provide suggestions for curriculum infusion in a master's program setting.

Friday October 10th • 9:00AM

East Meeting Room K

The Role of Counselor Education in Counseling Regulation: Is a Change Needed?

Rip McAdams • College of William and Mary

Victoria Foster

This workshop aims to continue deliberations at a recent Counselor Education Summit hosted by the Virginia Board of Counseling regarding the importance that a degree in counselor education should have in the licensing of professional counselors. Despite the growth of Professional counseling as a major profession, many state regulatory bodies continue the traditional practice of accepting "related academic degrees" for

counseling licensure. Hamilton (2008) has described the contractual relationship between professions and the public, wherein the public grants professions autonomy to regulate themselves, and in return, each profession agrees to maintain distinct standards for entry, competent conduct, and the promotion of core ideals. Hamilton's treatise begs the questions: (a) Can the Counseling Profession ethically fulfill its contract with the public if it admits individuals with professional identities different from its own? (2) Is preparation in a Counselor Education Program requisite to a primary identity with the counseling profession? The presenters, one a former board member who participated in the Summit, will present the arguments and Summit findings for and against the approval of related degrees for counseling licensure. Participants will be encouraged to offer their views and recommendations.

Friday October 10th • 9:00AM

East Meeting Room L

ACES Supervision Interest Network (SIN) Meeting

James Benshoff • University of North Carolina at Greensboro

Gulsah Kemer

Alessandra Rhinehart – SACES leader/contact

The ACES Supervision Interest Network (SIN) has been reactivated after several years of inactivity. We invite all counseling supervisors to consider joining the network to work together with other colleagues to share information, research, and best practices in counseling supervision. The co-chair of this network, Dr. James Benshoff, will host this meeting to share info about the network and solicit input (and membership) from interested counseling supervisors.

ROUNDTABLE SESSIONS

Friday October 10th • 9:00AM

East Meeting Room M, Table 1

Influence of Private Social Networks on Mental Health Counseling Cohorts

Thomas Murphy • Georgia State University

Members of educational cohorts tend to form private social networks not long after the cohort is established. Members of Clinical Mental Health Counseling cohorts are no exception. This qualitative, Grounded Theory study explores the influences of private social networks (e.g. Facebook, Google+) on counselor development and education by analyzing interviews with current and recently graduated cohort participants. The themes generated by this study will inform counselor educators of bonds, arguments and processing that occur behind the firewalls of the private Facebook, Google+, etc. pages formed by mental health counseling students in CACREP accredited counseling programs. Implications for multicultural education, basic skills development and cohesion or fracturing of cohorts will be discussed. Private social networks have contributed to the transforming educational environment. Knowing about these networks allows counselor educators to better advocate for their students and their programs.

Friday October 10th • 9:00AM

East Meeting Room M, Table 2

Enhancing Professional Identity for Students and Counselors: Stories from a Professional Event

Hannah Kreider • University of Northern Colorado

This conference presentation addresses the need for empirically-based strategies to enhance counselor professional identity development (CPID). The importance of CPID has been reiterated (Myers, Sweeney and White, 2002; Spurgeon, 2012). Involvement in professional organizations such as Chi Sigma Iota (CSI) can enhance CPID (Luke & Goodrich, 2010; Wester & Lewis, 2005). One suggestion to enhance CPID that has been offered but not investigated is community-building in professional development efforts (Gibson, Dollarhide, and Moss, 2010). A CSI chapter provided a grant-funded professional event for counseling students. A narrative inquiry of participants' event experiences as connected to

their CPID was conducted. Participants included counseling students, members of the event planning committee, and professional counselors who presented at the event. The goal of this presentation is to share participants' stories of the event as related to their CPID. Attendees will: 1) briefly review existing literature on CPID and professional advocacy; 2) learn about the planning and implementation of a professional event; 3) consider findings of the current study; and 4) contemplate how to apply information learned within their own institutions. Presenters will utilize engaging visuals, experiential activities, and the words of research participants to share information attendees may use in future advocacy efforts.

Friday October 10th • 9:00AM

East Meeting Room M, Table 3

Essential Tools for Surviving your Doctoral Career...and Beyond

Sandra Logan • University of Florida

Shannon McCarthy & Dayna Watson

Calling all doctoral students: This is a presentation that you don't want to miss. From organizing and managing your time to organizing and managing your literature reviews, you will learn multiple technology tools and organizational strategies that can help you better manage precious time. Learn how to strengthen your professional identity as a future counselor educator by participating in professional activities. Begin to develop strategies for efficient and effective engagement in your doctoral level studies. Identify healthy boundaries to create balance among your roles as student, significant other, family member, friend, and human being. Begin to find humor and fun in the hectic world of academia, while learning to develop a sense of support and community with others. Come learn about a variety of tools and strategies that you can walk away from this session with and implement or utilize immediately.

Friday October 10th • 9:00AM

East Meeting Room M, Table 4

Summer School Abroad - Planning and Implementing an International Counselor Education Experience

Don Redmond • Mercer University

If you're a counselor educator or plan to become one, what is your dream class to teach and where do you dream of teaching it? This workshop will discuss how to plan and carry out a Master's-level service learning, study abroad summer school or January term experience. You will go through a step-by-step process of course conceptualization, using for a case study the presenter's Narrative Therapy and Lifespan Development study abroad in Holland and France in the summers of 2012, 2013, and 2014. Areas covered include budgeting, dos and don'ts logistics, and course and program evaluation.

Friday October 10th • 9:00AM

East Meeting Room M, Table 5

Using Mindfulness to Assist Practicum Students in Maintaining Self-Care

Kelley Emelianchik-Key • Argosy University

L. Shane Blasko & Allison Spargo

Mindfulness is typically used in clinical practice to help clients gain self awareness, face challenging situations, gain self-compassion, enhance empathy, open up in session, and focus. Mindfulness can be powerful tools to assist in self care. Mindfulness can also have the same benefit for practicum students. Practicum is the first point in counselor training where students are exposed to working with clients. With this new added responsibility, it is more important than ever that practicum student's utilize mindfulness to optimize self care practices. This presentation will focus on how to use mindfulness with practicum students to assist them in self care. Teaching mindfulness to students and creating a safe space to practice and maintain self care will assist in their work with clients. In addition, it will enhance their practicum experience.

Friday October 10th • 9:00AM

East Meeting Room M, Table 6

Activities and Case Reviews for Teaching Social Justice/Advocacy in Career Courses

Kathy Evans • University of South Carolina

Counselor educators who teach career courses are always looking for ways to more thoroughly engage students. There are few courses that are more relevant to today's societal, political, and economic problems than career development course. Also there are few courses where the issue of social justice, advocacy and multicultural competence are more relevant. For much needed social change, counselors not only must be aware of the societal injustices that are prevalent for diverse groups of clients but they must also empower their clients to do the same and advocate for those who cannot. In this content session, our goals are a) to provide counselor educators who teach career development classes with a few tools to help their students understand the concepts of social justice and advocacy and b) to assist students in developing strategies for approaching social justice issues with clients. The session will be experiential as a maximum of three classroom activities and/or case analyses will be presented and participants will get a chance to try them out.

Friday October 10th • 9:00AM

East Meeting Room M, Table 7

Training Rehabilitation Counselors in Substance Abuse Based Brief Intervention and Treatment (SBIRT)

Michael Walsh • University of South Carolina School of Medicine

Suzanne Hardeman

**Contributing Authors: Shilpa Srinivasan, Kerry Lachance, Karin Brockelma, David Murday, & Rebecca Payne*

This highly interactive and dynamic presentation will describe the experiences and immediate, short term outcomes in training a diverse group of helping professionals in Screening, Brief Intervention and Referral to Treatment, a SAMSHA-developed substance use screening

intervention. This team utilized an interdisciplinary collaborative process, with instructors ranging from counselor educators to physicians, to train rehabilitation counselors, nurses, nurse practitioners and physicians in this intervention. Presenters will describe the process of developing an interactive set of materials, as well as the process of adapting the model to each individual program and discipline. Presenters will also describe the development and delivery of asynchronous content as well as the methods used for real time skill development. Lessons learned will be explored and participants will have an opportunity to hear the experiences of the counselor educators as well as the students involved. Implications for counselor training will be explored. In addition, presenters and participants will have an opportunity to dialogue on ways in which multidisciplinary training teams may be used to enhance learning outcomes.

Friday October 10th • 9:00AM

East Meeting Room M, Table 8

Perceptions of International Students in CACREP-Accredited Counseling Programs

Sneha Nayar-Bhalerao • University of St. Thomas

American universities are progressively attracting international students across the world, with a significant growth noticed in CACREP-accredited counseling programs. However, there is limited information regarding the needs of international students enrolled in counseling programs. Using a phenomenological-heuristic qualitative approach, this presentation, aims to address the lived experiences of international students in CACREP-accredited counseling programs. It will also elaborate upon the international student recommendations on ways counseling programs and faculty members may improve the educational experiences for this population. Counselor educators may use the insights from this presentation to provide support to international student population. The session will elaborate on seven core (themes) findings, identified by the researcher: adapting to the foreign land, clinical concerns, academics, multiculturalism and diversity issues, social connectedness, impact of the counselor training program, and the role of counseling faculty and

department. Future considerations for culturally sensitive training methods, pedagogical approaches, and further research will be explored. Audiences will have an opportunity to discuss their personal experiences with international students and what resonates with them.

Friday October 10th • 9:00AM

East Meeting Room M, Table 9

Cancer-Related Fatigue: What can Counselor Educators Do?

Daniel Guterrez • University of North Carolina at Charlotte

Cancer is a terrible disease and has a significant influence on an individual's physical and psychological health. Additionally, cancer survivors often have to undergo extensive and arduous treatments that further create physical and emotional exhaustion. The psycho-physiological burnout that cancer survivors experience is known as Cancer-related fatigue (CRF). CRF has a complex presentation and can appear as depression, anxiety avoidance, feelings of helplessness and an absence of regeneration. Research has shown that the presentation of CRF is very individual, making it difficult to assess and manage. However, finding effective strategies for managing CRF is important to health care providers hoping to prevent its harmful affect on an individual's quality of life and wellness. In this presentation, we will discuss how counselor educators can equip their students and supervisees to assist cancer survivors in managing CRF. Furthermore, we will discuss several evidence-based treatment strategies including the preliminary findings of a pilot study we conducted using meditation as a method of reducing CRF.

Friday October 10th • 9:00AM

East Meeting Room M, Table 10

What is the School Counselor's Role in Working with Students Living in Poverty?

Lacy Ricks • Auburn University

Students living in poverty are ten times more likely to drop out of school than students from higher income families (Hopson & Lee, 2011).

Additionally, studies also show that children living in poverty report higher levels of anxiety and depression, greater incidence of behavioral challenges, and lower levels of positive engagement in school (Amatea & West-Olatunji, 2007; Black & Krishnakumar, 1998; Caughy, O'Campo, & Muntaner, 2003; Samaan, 2000). Currently, children represent 24 percent of the population and comprise 34 percent of all people living in poverty (Addy, Engslhardt, & Skinner, 2013). In order to provide educational access and opportunities to all students, school counselors and other important school stakeholders need to use their unique educational backgrounds and strategic positions in schools to make meaningful changes for students (Griffin & Steen, 2011). The goal of this round table discussion is to examine the school counselor's role in working with student in poverty and to generate ideas for assisting new school counselors. Attendees will discuss their experiences and help generate ideas to use within the classroom.

POSTER SESSIONS

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Development of a Sport Counselor Identity: Results of a Delphi Study

Stephen Hebard • University of North Carolina at Greensboro

As evidenced by the NCAA's (2013) new handbook detailing diagnostic issues of mental health, there is a more ubiquitous awareness of the fact that student-athletes face increased risk of mental health complications due to their athletic participation. Additionally, the National Athletic Training Association (2013) proposed recommendations for the recognition and referral of athletes with mental health concerns. This mission to increase awareness of athlete mental health issues clearly opens the door for counselors and counselor educators to become more involved in sporting contexts. However, the counseling profession has not yet developed an identity within sporting contexts that can be clearly defined and communicated to athletes, coaches, players, athletics departments, and other professionals in sport. Further, educators and

practitioners currently providing coursework and counseling services in sport have yet to ground their services in a researched framework. Given this information, the identification of knowledge, skills, and awareness imperative to the provision of quality counseling services for athletes is necessary. Counselor identity in sport and competencies for sport counseling developed via a Delphi study, in which experts share their opinions and come to a consensus, will be described and discussed in a 50 minute content session.

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Course-Based Service Learning: Opportunities for Improving Student Advocacy Outcomes

Caroline Brackette • Mercer University

In 2012, the National Task Force on Civic Learning and Democratic Engagement called for faculty, students, and community stakeholders to engage in intergroup and deliberate dialogue about curriculum and pedagogy, service learning partnerships, and collective civic problem solving. There has been an increased emphasis on the need for higher education institutions to create more democratic, participatory, and reciprocal partnerships with community organizations within their service learning initiatives. In order to address the call to action, a course-based service learning component was implemented into two courses in order to maximize student learning outcomes and encourage civic responsibility. This presentation will outline the components of the service learning initiative. Each course required students to secure volunteer experience at a community organization or K-12 school system and provide proof of supervision. Students engaged in service experiences in an area related to course content and to demonstrate achievement of student outcome objectives. Student course evaluations, journal reflections, and service experience presentations suggest the service learning component made a positive impact on learning outcomes and the overall course experience. Participants will be able to obtain knowledge and skills necessary to implement service learning opportunities in counseling programs.

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Effectively Evaluating the Professional and Ethical Competence of Substance Abuse Counselors

Eric Schmidt • Texas State University

Kathy Ybanez-Llorente

Despite licensure/certification requirements, reports of ethical infractions continue for substance abuse counselors (SACs). This presentation will introduce a form intended to help SAC supervisors a) monitor and advance the professional and ethical competence of their supervisees, and b) provide consistent feedback to their supervisees, all based on TAP-21 ethical competencies. Attendees will be asked to share their experiences in supervision, both as supervisors and supervisees, with regard to how ethics and ethical behavior were introduced, taught and developed in supervision. Immediately following this, presenters will introduce a form specifically designed to help substance abuse counselor supervisors a) ensure they teach the ethical competencies as outlined in TAP-21 to their supervisees and b) provide structured, regular feedback to supervisees regarding their ethical competence at all developmental levels. Named the Supervisor Evaluation of the Professional and Ethical Competence of Substance Abuse Counselors (SPEC-SAC), this form will help ensure that substance abuse counselor supervisors address the essential competencies related to the highest ethical and professional standards in the substance abuse treatment field. Objectives include: 1) Learn a new evaluative form based on the TAP-21 competencies, 2) understand how to use the form, 3) learn to provide structured and intentional feedback on the professional and ethical behavior and performance of those they supervise, and 4) acquire an additional tool for evaluating the professional and ethical competence of substance abuse counselors.

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Providing Research Mentorship through Research Teams

Amanda Giordano • University of North Texas

Elizabeth Prosek & Jessica Holm

Research mentorship can take many forms in counselor education. The purpose of this presentation is to detail the process of providing research mentorship using research teams comprised of graduate students. Guided by the ACES Guidelines for Research Mentorship, the presenters will offer insight into the process of developing and facilitating an effective research team. Specifically, the presenters will describe how to establish the vision of the team, select members, construct short- and long-term goals, facilitate meetings, address varying levels of student research experience and skill, and disseminate research findings. To aid in presenting this process, the presenters will provide an example of a successful research project conducted from start to finish by a research team. The presenters consist of both faculty facilitators and student members of a research team to offer a variety of perspectives. The format of the presentation will be discussion-based and interactive. Audience members can expect to acquire knowledge pertaining to the ACES Guidelines for Research Mentorship and learn how to apply these guidelines to research teams. Moreover, presentation attendees will have the opportunity to discuss how they may be able to utilize research teams in their own counseling programs.

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Informed Consent, Confidentiality, and Duty to Warn with School Counselors

Gloria Dansby-Giles • Jackson State University

Frank L. Giles

The objectives of the presentation were to examine the practices of school counselors related to the ethical constructs of informed consent, confidentiality and duty to warn and protect and compared those practices to a state education

code. A phenomenological approach was used to examine the experiences of school counselors and a documents review examined documents that addressed informed consent, confidentiality and duty to warn and protect. The results indicated that the documents review did not address both the Ethical Standards for School Counselors (American School Counselor Association, 2010) and the Revised Mississippi Educator Code of Ethics and Standards of Conduct (MECESC) (Mississippi Department of Education, 2011). The findings from the interviews with school counselors indicated that some of the participants addressed informed consent while others addressed parental consent. Practitioners might use these findings to identify ethical issues that school counselors encounter while attempting to comply with a state education code of ethics. This presentation will share the findings of the study through the use of scenarios and questions.

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Teaching Group Counseling across the Curriculum

Jennifer Marshall • Troy University

Elizabeth McLendon & Trey Fitch

The goal of this poster session is to identify strategies for addressing group counseling training throughout the curriculum of master's degree programs. It is likely that students will be providing group counseling more frequently as demand for counseling increases while resources remain limited. Group work has been identified as an effective and evidence based approach. While most counseling programs offer only one class in group counseling many graduates provide group counseling as the primary method of treatment. The objectives of this poster session are that participants will be able to integrate group skills into the Career Development, Human Development, Practicum, and Internship classes. Participants will identify the importance of addressing group work beyond the one class in group counseling. Participants will be given group activities and ideas of how they can integrate group counseling within a variety of their classes. For example, in the career counseling class

students rotate as leaders of a 7 week in-class group focusing on career self-awareness and career exploration. Handouts will be provided that give specific outlines of activities.

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Co-Supervision: A Theoretical Concept based on Constructs of Co-Counseling

Hannah Bowers • University of New Mexico

The purpose of this presentation is to inspire discussion and exploration on the possibilities of co-supervision as a training modality for doctoral student supervisors. Current practices in Counselor Education programs use co-counseling as a training method with master's level counseling trainees (Bernard, Babineau, & Schwartz, 1980; Silverman, 1974). As doctoral students within the same program engage in their own supervision practicum experience, engaging in a co-supervisory relationship for group or co-counseling supervision is inevitable. Research has identified a need for continued development of empirically supported training methods for supervisors in training (Gazzola, De Stefano, Theriault, & Audet, 2013). By demonstrating a theoretical correlation between current practices of co-counseling and co-supervision and considering the support of co-counseling as a training tool for counselor development, we can theoretically hypothesize how practices from co-counseling could be applied to those of co-supervision. If used in the training setting, co-supervision could serve as a tool of supervisory development for doctoral student supervisors in training. The theoretical foundations established in this presentation will support future research.

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Growing up Lesbian in the Deep South: Implications for Counselors

Lorraine Gaddis • Mississippi University for Women

Katherine Dooley

Lesbians have historically lived in obscurity and isolation, in the Deep South where homophobia and pressure to conform are greater than anywhere else in the United States (Barton, 2010). This phenomenon affected the personal development of lesbians now at midlife. The researcher used a qualitative phenomenological approach to explore the meaning and significance of growing up lesbian in the rural Deep South. The sample included 12 Caucasian lesbians, ages 45-62. Four clusters emerged from the data (a) experience of emerging sexuality, (b) homosexuality as the mark of fatal difference (c) denial of lesbian identity, and (d) conforming to Deep Southern mores. Themes within those clusters described how delays in both lesbian identity development and psychosocial development occurred because of intensely religious and homophobic environments these women experienced. The women encountered rejection by peers and parents, relatives, teachers, and counselors. The researcher concluded these experiences continued to impact these women as they approached the midlife crisis of generativity versus stagnation (Erikson, 1975).

Friday October 10th • 9:00AM

East Meeting Room M, Perimeter

Measuring and Assessing Family Needs: Validation of the Family Adjustment Measure

Andrew Daire • University of Central Florida Marriage & Family Research Institute

The goal of this program aims to provide participants with knowledge and understanding of using a validated tool in assessing needs within the family system. The presenters will discuss the validation of the Family Adjustment Measure (FAM-II) with specific subscales measuring advocacy occurring in the services provided to couples at the UCF Marriage & Family Research Institute. Implications for translation of the research into practice will be discussed. Learning objectives include (a) participants will learn about instrumentation used in assessing and measuring client needs, (b) participants will discuss experiences with advocacy assessment, and (c) participants will learn about the results of a study.

Friday October 10th • 9:00am

East Meeting Room M, Perimeter
TechnoWellness: What Counselors-in-training
and Clients Need to Know

*Stephen Kennedy • North Carolina State University,
 Chi Sigma Iota*

To assist counselor educators who teach wellness counseling, this session will present new research on the relationship between technology use and wellness. Although existing wellness models have identified many of the factors that influence wellness, most models do not consider the role of technologies such as the Internet, smartphones, and social networking websites. The presenter will first describe interdisciplinary research suggesting that an individual's interactions with technology can have beneficial effects in some cases and adverse effects in others. The results of a study to define a new construct known as TechnoWellness will then be shared. Participants will learn strategies to help counselors-in-training (a) assess how a client's technology use is influencing her or his wellness and (b) work with clients to create wellness plans that increase beneficial interactions with technology and reduce maladaptive technology use.

October 10th • 10:00AM

CONTENT SESSIONS

Friday, October 10th • 10:00AM

East Meeting Room A

Personal Faith Journeys: How our Spiritual
Beliefs inform our Social Justice Commitment

Natoya Haskins • University of Georgia

Pamela Paisley & Anneliese Singh

This session will focus on the personal faith journeys of three distinctly different women in counselor education who each ground their commitment to social justice in their spiritual and religious beliefs. Their personal journeys reflect the intersections of multiple identities related to not only religion and spiritual development but also race, ethnicity, age,

sexual orientation, and life experiences. These perspectives will provide a framework for considering the challenges and opportunities for exploring religion and spirituality in counselor education as well as an invitation to participants to engage in dialogue with each other regarding their own journeys and positions. The session will also provide opportunities for participants to reflect on bridging the ASERVIC Spirituality Competencies and the ACA Advocacy competencies in the preparation of the next generation of counselors.

Friday, October 10th • 10:00AM

East Meeting Room B

Counselor Training Clinic Development: The
New Leaf Experience

Charles F. (Rick) Gressard • College of William and Mary

Eleni Honderich, Benjamin Newman, & Amy Williams

This content session will provide information on the development of on campus counseling training opportunities for students. Counselor Education programs strive to clinically train their students in providing effective client services. During the practicum and internship experiences, counseling education students have the opportunity to engage in a field experience that typically occurs off campus. The New Leaf Clinic was founded as an on campus placement site for students, providing a unique interdisciplinary service that benefits the student trainees and the served client population - college students at the implementing university that are exhibiting alcohol related consequences. Over the past five years, supportive counseling services have been provided to approximately one thousand college students. In addition, more than forty master's and doctoral level students have received advanced training, education and supervision in the addictions field. This on campus model of training - when feasible - can translate into benefits for counselors in training, supervisors in training, and the general university population by providing warranted student services. Advanced supervision and educational

experiences for counselors in training translate directly into client services. With the increasing demand for internship sites and the CACREP standards associated with on-campus training facilities, masters level counseling programs have a need to develop on-campus training centers. The model of development utilized to create the New Leaf Clinic is innovative and suitable for replication. It is paramount that colleges and universities around the country foster innovative counselor training centers in an effort to produce well trained counselors that provide best practice therapeutic services. Throughout this presentation information will be provided about the New Leaf Clinic as a model for such a training opportunity, including facility development, coordination with invested parties, policy and procedures, ethical/legal issues, CACREP standards and supervision best practices.

Friday, October 10th • 10:00AM

East Meeting Room C

More than a Melting Pot: Exploring Techniques for Effective Supervision with Diverse Students

Jessica Henry • Ohio University

Ahmet Can & Kendra L. Jackson

"More than a Melting Pot" suggests that supervision in Counselor Education program rely on multicultural and diversity practices in training mental health professionals. Our interactive session uses Bloom's Taxonomy of Cognitive Complexity to model the measurement of supervision through awareness of diversity concern when working with diverse students. These tools serve to enhance the experience of not only diverse trainees but also to supervisors who work with such populations. Session participants will walk away with an understanding of Bloom's Taxonomy of Cognitive Complexity in addition to strategies that foster deeper learning based on identified needs.

Friday, October 10th • 10:00AM

East Meeting Room D

Understanding the Role of Bottoming Out Experiences on Early Recovery

Kristina DePue • University of Florida

Christopher W. Cheung

A common element within addiction recovery literature and research leading to change is the idea of hitting bottom. Research findings identify that hitting bottom is influential in the course of one's entry into recovery (e.g. Matzger, Kaskutas, & Weisner, 2005; Vaughn & Long, 1999). The experience of rock bottom (i.e., the bottoming out experience) is a theoretical aspect of sustained recovery (Alcoholics Anonymous, 2001; Cain, 1991), yet there is limited research to support this claim. Although research findings identify the presence of hitting bottom is correlated with change (e.g., Matzger et al., 2005; Young, 2011), the various components that constitute rock bottom have only been investigated as a complete unit qualitatively (DePue et al., 2014; Young, 2011) or utilized invalid methods (Jellinek, 1954). Therefore, we developed a model to test the underlying factor structure of the theoretical notion of bottoming out experiences (BOEs) to understand how these negative experiences influence early recovery. This presentation will include the following: (a) a theoretical explanation of the literature underlying the study, (b) a detailed description of the structural equation model (SEM) results, (c) implications for counselors working with addictions, and (d) implications for counselor educators interested in using SEM in their research.

Friday, October 10th • 10:00AM

East Meeting Room E

Program Evaluation in Counselor Education: Model for Developing and Implementing Program-wide Online Evaluation

Jamie Carney • Auburn University

Amanda Evans, Melanie Iarussi, Juliana Groves, & Kelly Veal

Program evaluation is a critical element of Counselor Education. This includes developing, implementing and assessing evaluation in all areas of a program from curriculum, student development, and program outcomes. This session

focuses on outlining key components of an integrated program evaluation system using an online program for evaluation, at both the Doctoral and Masters -level. The presentation will include discussions of planning and developing student evaluation tools (comprehensive portfolios for program outcomes and student reflection), evaluation of student remediation, curriculum evaluation, and evaluation of program outcomes. The model focuses on the integration of course, field experience (skills, practicum, internship), and professional development components. This will also include a discussion of how to use these online methods and programs to develop program-wide evaluation in line with CACREP frameworks. Discussion will also include consideration of proposed 2016 CACREP standards. Participants in the session will be provided materials and resources addressing these areas of evaluation as well as links to online examples of program evaluation methods. The presentation will also focus on a discussion of critical challenges and issues related to program evaluation in Counselor Education.

Friday, October 10th • 10:00AM

East Meeting Room F

Using Play to Work with Hispanic Children who have Traumatic Grief

Gonzalez, Clarissa • University of Texas at San Antonio

Ciepielinski, Emily

Numerous factors place Hispanic children at great risk of experiencing a traumatic event within their lifetime. A child may experience traumatic grief when trauma symptoms interfere with their ability to grieve the loss of a loved one. Child centered play therapy is suggested to be appropriate to use with culturally diverse clients (Garza & Bratton, 2005). This session will provide counselor educators, supervisors, and counselors-in-training an overview of childhood traumatic grief and suggest cultural implications for using CCPT with the Hispanic population. Also, a case vignette will be discussed to help illustrate the use of CCPT with a Hispanic female who experienced traumatic grief.

Friday, October 10th • 10:00AM

East Meeting Room G

Preparing School Counselors-in-Training to Conduct Large Group Developmental Guidance

Jonathan Ohrt • University of North Texas

Blalock, Sarah; Limberg, Dodie

Authors of the ASCA National Model (2012) recommend that school counselors create developmental, preventative, and comprehensive programs consisting of planned, systematic delivery of group activities or lessons to promote all students' academic, career, and personal/social growth and development (ASCA, 2012). Therefore, professional school counselors spend a significant percentage of time facilitating large group developmental guidance within comprehensive school counseling programs (ASCA, 2012). In fact, it is recommended that middle school counselors devote 25% to 35% of their time to the classroom developmental guidance curriculum and high school counselors spend 15% to 25% of their time on developmental guidance. According to Goodnough et al. (2007), counselor education programs are responsible for preparing future school counselors to develop and implement developmentally appropriate classroom lessons. In this presentation, attendees will learn about: (a) the research supporting the efficacy of effective developmental guidance, (b) a practical model for preparing counselors-in-training to conduct developmental guidance (meets CACREP SLO, SC, K.3), (c) findings from a phenomenological study in which we explored counselors'-in-training perspective of the model, and (d) implications for counselor educators and supervisors.

Friday, October 10th • 10:00AM

East Meeting Room I

Human Sexuality for Counselors-in-Training: What should we be Teaching?

Joel Diambra • University of Tennessee at Knoxville

Brittany Pollard & Breanna Banks

Contributing Author: Rose Gamble

CACREP requires counselors-in-training to “understand human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning” (CACREP, 2009, p. 37). As a result, it is important for counselor educators to address the readiness of counseling students to effectively counsel clients regarding issues of human sexuality. This presentation details research on the topical interests of counseling students enrolled in a human sexuality course. Students anonymously submitted personal questions and secrets/fantasies related to human sexuality, which researchers analyzed using thematic/content analysis. Findings identified themes related to topical interests and tones of disclosure. Results provided several implications for counselor educators and suggested that a social constructivist model may be an effective approach to teaching human sexuality courses. Presenters will incorporate several interactive elements into a didactic presentation about their study. Presentation attendees will: o engage in an experience parallel to that of study participants o review and participate in study methodology o consider pedagogical implications for preparing/instructing counseling students o reflect on service provision implications for their own counseling settings/populations.

Friday, October 10th • 10:00AM

East Meeting Room J

Assessing Students’ Progress in Meeting Professional Gatekeeping Responsibilities: Advocating for the Profession and Process

Paul Rodriguez • Argosy University – Sarasota

Shon Smith

Counselor Education programs are often required to meet accreditation standards that include assessment of individual student learning. Additionally, faculty in Counselor Education programs are responsible for advocating for the counseling profession by acting as Professional Gatekeepers. Gatekeeping requires a system of evaluation assessment of both professional and personal competence for the field. Studies support (Homrich, 2009) that most Counselor Educators

are proficient and feel comfortable with their roles as evaluators in academic performance and clinical skills. More problematic for Counselor Educators who are evaluating and endorsing the readiness of a student for professional practice is the less clearly defined intrapersonal and interpersonal professional behaviors that enable a counselor to effectively establish a therapeutic relationship. As a result of the subjective nature of what Counselor Educators are looking for when identifying impaired students. This subjective nature creates difficulties in reaching consensus among faculty regarding who meets criteria, in communicating acceptable standards to students, and in explaining and defending decisions to dismiss students by faculty (Homrich, 2009). This workshop will present strategies for comprehensive formative and summative assessments of individual student’s potential from the time of program admission until completion of clinical experience. Additionally, several of the subjective concepts will be described in greater detail throughout this workshop.

Friday, October 10th • 10:00AM

East Meeting Room K

Lessons Learned from using an Independent Analyst to help complete Qualitative Dissertations

Regina Moro • Barry University

Robert Kitzinger Jr. & Dominique Hammonds

Have you decided to embark on a qualitative dissertation? Are you wondering how you are going to analyze your data with the objectivity required of you? This presentation is for you! We will be discussing the experiences of three individuals who completed their qualitative dissertations and worked together with an independent analyst during the data coding analysis stage. Each presenter will describe his/her chosen topic, the interest in the topic and reasons for choosing it for a dissertation, the research questions examined, and will discuss his/her data analysis plans in detail. Each presenter will also discuss his or her own perceptions of the use of an analyst during this important phase. The independent analyst for all three of the dissertations will also be present to

discuss her experience serving on the research team. Participants of this presentation should expect to gain further insight into the dissertation experience, particularly from the qualitative tradition, and gain tips and suggestions for how and why utilizing an independent analyst can strengthen a dissertation.

Friday, October 10th • 10:00AM

East Meeting Room O

Training Competent Group Counseling with Queer Students in a High School Environment

Ken Jackson • University of Georgia/Decatur High School

Professional ethics encourage counselors and counselor educators to develop competencies in working with LGBTQ students. Supporting queer students in a high school setting necessitates foundational knowledge and embracing ecological realities. It also means implementing sensitive practical interventions on individual therapeutic and systemic levels. This workshop will provide an overview of ethical and legal issues, as well as the theoretical and developmental foundations for working with queer high school students. Being philosophically supportive or well-intentioned is not enough; counselors must be knowledgeable and skilled if they are to support queer students in a high school setting. Attendees will then review a sample LGBTQ group counseling intervention that has been utilized in a present day high school setting. Attendees will also consider systemic support structures needed in high schools, as well as complete an assessment of the personal risks queer advocates and allies encounter. Finally the workshop will explore implications for counselor educators in creating holistic programs that prepare students to implement the above. Components that are needed in a comprehensive counseling program that develops allies for all oppressed groups will be presented. Legal cases and evolving spiritual values will be discussed as integral elements in preparing social justice-oriented school counselors.

ROUNDTABLE SESSIONS

Friday, October 10th • 10:00AM

East Meeting Room M, Table 1

Helping Lesbian and Gay Couples in Southern Small Towns Cope with Microaggressions

John Marszalek • Walden University

Based on ongoing interview research with lesbian and gay male couples in small town Mississippi and the presenter's experiences working with lesbian and gay couple clients, this presentation will provide examples of verbal, non-verbal, and environmental microaggressions (Sue, 2010) faced by same-sex couples living in small towns; in addition, it will provide examples of community support for same-sex couples in small towns. The goal of this program will be to provide participants with a better understanding of the environmental challenges for long-term relationships for lesbian gay couples in rural South; thus, providing participants with the knowledge they need to best serve their clients, future clients, and supervisee's clients who are lesbians and gay men.. The learning objectives will be the following: (a) Participants will learn about Derald Wing Sue's (2010) concept of sexual orientation microaggression; (b) Participants will learn about common microaggressions that challenge long-term relationships for lesbian and gay male couples in the rural South; (c) Participants will learn about examples of support for lesbian and gay couples in small towns (c) Participants will discuss the implications for counseling, counselor education, and counseling supervision.

Friday, October 10th • 10:00AM

East Meeting Room M, Table 2

Supervision of New Counselors Working with Victims of Domestic and Sexual Violence

Angela Catena • University of New Mexico

This research aims to explore the current supervision literature available within the counseling field when working with counselors-in-training who provide services to victims of sexual and domestic violence. The effects of working in this field are examined and various influences are taken into consideration. The contributing factors of effective supervision

models are explored. Gaps in the literature on supervision of victim advocates and clinicians exist. This research explores the missing information within the bodies of literature and provides considerations for effective supervision of domestic and sexual abuse counselors. As a result of both the existing and missing literature, a supervision model is provided as a foundation for working with novice clinicians. The goal of this research presentation is to provide participants with the basic knowledge that exists within the field of supervision and identify gaps in the literature. A basic model of supervision is provided based upon the available research and identified risk factors for working with victims of domestic and sexual violence.

Friday, October 10th • 10:00AM

East Meeting Room M, Table 4

Advocating for Appropriate Accountability: School Counselors' Perceptions of Data, Accountability, and Evaluation

Robert Paul Maddox II • University of Wyoming

With an increased emphasis on school accountability, states nationwide are creating and implementing evaluation systems to measure the effective development, implementation, and assessment of their statewide School Counseling Program models (Martin & Carey, 2012). While there is a push nationwide for comprehensive school counseling programs to become data driven (ASCA, 2012), many school counselors and school counselor trainees experience fear regarding data collection and analysis (Hatch & Chen-Hayes, 2008). Participants in this presentation will be invited to engage in experiential activities and discussion which explore the use of data, accountability, and evaluation practices regarding school counselors. During this presentation, strategies for educating school counselor trainees in accountability and accountability practices will be shared, national trends and approaches for promoting advocacy for state school counseling models will be identified, and the current status of various states' existing evaluation systems, policies, and procedures related to accountability for school counselors will be discussed. Additionally, results of a nationwide study yielding school counselors'

perceptions of state counseling models, evaluation systems, and their impact on the healthy functioning of P-12 students will be reviewed. Strategies for generating trainees' comfort and enthusiasm for accountability practices will also be shared.

Friday, October 10th • 10:00AM

East Meeting Room M, Table 5

Financial Wellness: Dollars and Sense in Counselor Education and Supervision

Jeannie Falkner • Walden University

Laura Haddock

Financial Wellness: Dollars and Sense in Counselor Education and Supervision Money is a powerful factor in the life and work of the professional counselor. Yet, counselor education and supervision has provided limited guidance in conceptualizing counselor money practices as a viable component of counselor training. This workshop posits that counselor educators and supervisors must develop intentional strategies for addressing finances in the lives of their students and supervisees, and ultimately for the clients with whom they work. The presenter's preliminary research on counselor money practices and financial wellness will inform participants and provide a model from which to address financial wellness. The model will: 1) conceptualize financial wellness as a factor in promoting counselor wellness, and 2) provide a framework from which to address sensitive money practices in the supervisory process.

Friday, October 10th • 10:00AM

East Meeting Room M, Table 6

Gatekeeping Obsession: A New SACES Disorder

Theodore Remley, Jr. • Our Lady of Holy Cross College

Rashunda Reed

The abundance of program sessions at SACES and ACES conferences on gatekeeping suggests counselor educators have a keen interest in the

topic. Those engaged in gatekeeping activities are obviously motivated by their interest in protecting clients from incompetent counselors and in preserving the high quality of services rendered by professional counselors. On the other hand, there are a number of legal, ethical, and moral pitfalls that might result when gatekeeping becomes overzealous. This roundtable, which includes an attorney, will list and discuss gatekeeping weaknesses that can lead to harm to those who are kept from passing through the gates. In addition practices that achieve the same purpose as gatekeeping (to protect clients and ensure high quality counseling services) will be offered and explained.

Friday, October 10th • 10:00AM

East Meeting Room M, Table 7

Oh the Pressure!: Support and Camaraderie for New Faculty at Research Institutions

Corrine Sackett • Clemson University

Quentin Alexander

Are you a new faculty member at a high or very high research institution? Are you stimulated by the productive environment, while also overwhelmed by the expectations? Join us for a roundtable discussion where the facilitators will share their experiences and invite you to share yours. We can offer each other support, camaraderie, and strategies for what we are experiencing and how we can be successful. We will raise critical topics such as the IRB process, promotion and tenure, publishing in national peer-reviewed journals, finding appropriate research and scholarship mentors, and developing a clear research agenda. We will also invite participants to stay connected in a network for support and possible collaborations. Understanding the intricacies of research and scholarship, and how to create a balance with teaching and service is critical for our survival and success at research institutions. Join us for an exhilarating and productive discussion, and if your research mentor is "in the house" bring them too!

Friday, October 10th • 10:00AM

East Meeting Room M, Table 8

Recruitment, Education, Advancement, and Mentoring (R.E.A.M.) for Female Counselor Educators of Color

Asha Dickerson • Auburn University

Starrah Huffman

Women of color have unique stressors deriving, in part, from a combination of gender and racial discrimination. Underrepresentation in the field of Counselor Education partnered with these stressors is an area that should be investigated further. This session serves to discuss underrepresentation and experiences of women of color in the field of Counselor Education and strategies for increasing the presence of these women as faculty members in counseling programs with emphasis on programs in southern states.

Friday, October 10th • 10:00AM

East Meeting Room M, Table 9

Preparing Clinical Mental Health Counselors to be Advocates for Social Justice

Myra Martin-Adkins • Virginia Tech

Claudia Howell

Social justice in counseling is an important aspect of the counseling profession as well as the educational process for students. In recent years, there has been a rise in social justice and advocacy in counseling that has been predominantly theoretical and abstract; therefore, there are continued opportunities for clarity on how the counseling profession can put social justice into practice (Ratts, 2009). In this roundtable discussion, presenters will introduce an overview of current advocacy competencies and facilitate a discussion to brainstorm concrete ways of advocating for clients at both a systemic and individual level beyond traditionally assumed methods (i.e., letter writing to representatives, protesting). Participants will integrate those methods into a conversation about ways to expand students' perceptions of advocacy, to include activities they can perform on a daily basis, e.g., empowerment. In addition to an open

dialogue and discussion, presenters will provide examples from their experience teaching of first year masters students.

Friday, October 10th • 10:00AM

East Meeting Room M, Table 10

Evoking Change: Motivational Interviewing as a Supervisory Model

Keith Myers • Mercer University

Donald Redmond

The primary goal of this interactive session is to demonstrate Motivational Interviewing (MI) as a helpful supervisory model for the supervision of counseling students. Participants will review the processes of change within MI and apply these processes within the supervisor-supervisee relationship. Participants will also learn how to evoke change from supervisees while maintaining a person-centered approach. Benefits and techniques of MI will also be applied and discussed within the supervisory context.

October 10th • 11:00AM

CONTENT SESSIONS

Friday, October 10th • 11:00AM

East Meeting Room A

GOING ALL THE WAY: A Wellness Perspective to Sexuality Counseling Training

Wynn Dupkoski Mallicoat • Walden University

Lewis Bozard

Although sexuality counseling is not a required course in most counseling concentrations, there has been an increase in the perception that all counselors need to be proficient in sexuality counseling. With the increased awareness of various expressions in sexual behavior, counselors often struggle with discerning what constitutes “normal” sexual behavior. Dr. Wynn Mallicoat, facilitator of the Sexual Wellness in Counseling Interest Network (SWIC), and Dr. Lewis Bozard,

editor of the SWIC quarterly newsletter, will discuss diversity in sexual expression that today’s counselors should be informed about, and emphasize using a wellness-oriented perspective to sexuality counseling training and supervision.

Friday, October 10th • 11:00AM

East Meeting Room B

Clinical Supervision in the 21st Century: The Use of Videoconferencing

Susan Patterson • Argosy University – Sarasota

Shon Smith, Mary Bradshaw

This presentation will address the clinical supervision needs of students in a counselor education/preparation program and counselors in the field in providing clinical supervision. The advent of readily accessible, inexpensive video conferencing applications has opened the door for distance clinical supervision, using video recordings of treated clients. Although relatively new, this method of supervision is advantageous given the ease of use and low cost of various Internet based video conferencing applications. This method allows periodic supervision from point to point around the world, with no travel costs and no long gaps between direct training contacts. Video conferencing permits face-to-face training so that the learner and supervisor can read each other’s emotional responses while reviewing case material. It allows group learning from direct supervision to complement local peer-to-peer learning methods. In this presentation, we describe the relevant literature on this type of learning method, the practical points in its utilization, limitations and benefits; a demonstration will be conducted.

Friday, October 10th • 11:00AM

East Meeting Room C

What is Your Body Saying?: The Role of Nonverbal Behaviors in Counseling

Nicole Adamson • University of North Carolina at Pembroke

Kelly Wester

Contributing Author: Nikki Hillman

Nonverbal behaviors play an integral role in the counseling process, but the specific ways in which these behaviors affect the therapeutic relationship and outcome effectiveness are largely unknown. As such, the theoretical relationship between Nonverbal Immediacy Behaviors (NIB; an instructional communication concept) and the therapeutic relationship will be presented. The way in which these behaviors might be accurately employed and measured in the counseling context will be discussed. Participants will have the opportunity to learn about the presenters' current research on the relationship between NIB, therapeutic relationship, and outcome effectiveness, and suggestions for future research will be explored. Finally, implications for students and educators will be presented.

Friday, October 10th • 11:00AM

East Meeting Room D

Training Doctoral Supervising Interns in a Skills Based and Personal Growth Model

Susan Lahey • Trevecca Nazarene University

Donald Harvey

This workshop examines a training model that teaches supervisors to address both counselor basic skills and personal growth. Though basic skills are always of consideration, as the supervisor/supervisee relationship develops, so does the opportunity for supervisees to become self-aware. And with self-awareness comes the potential for personal growth. This workshop provides (1) a model for supervisor training, (2) theoretical understanding of countertransference issues, and (3) practical ways for self-assessment and change. Through the use of actual counselor training situations, common interferences will be identified and the predictable interferences explored. It has long been recognized that a counselor brings much more to the therapeutic experience than merely training and skills. Some of what a therapist brings is helpful (a genuine concern for the wellbeing of others, an ability to engage a client yet draw appropriate boundaries, acceptance, etc.). But far too often, there are

characteristics that do not further the therapeutic process, and might even impede it. Oftentimes what gets in the way of therapeutic success is not the absence of counselor skills as much as it is interferences brought to the session by the counselor.

Friday, October 10th • 11:00AM

East Meeting Room E

Advocating for Holistic Treatment: Equipping Counselors to Meet the Spiritual Needs of Children

Kim Coggins • University of Wyoming

Spirituality is a universal experience spanning the life span and impacting individual functioning and development. Unfortunately, this concept is frequently neglected in counseling, especially when working with children. Research concerning spiritual development and needs of children and effective integration of spirituality and child counseling has increased in the past several years (e.g., Boyatzis, 2012; Roehlkepartain, King, Wagener & Bensen, 2006). This indicates building interest and awareness of the need. In this presentation, participants will learn more about spiritual development and spiritual needs of children and adolescents. Participants will also examine barriers and concerns when incorporating spirituality into counseling and identify ways to integrate spirituality into child counseling and counselor education. Participants will be invited to discuss their own experiences with children's spirituality, their responses to children's spirituality, and implications for future counseling and training.

Friday, October 10th • 11:00AM

East Meeting Room F

Increasing Adult Learners' Success in the Online Classroom

Andrew Burck • Marshall University

Lisa Burton & Lori Ellison

Adult learners, also known as nontraditional students, are an important segment of the college

student population and recent trends point to growth in this area. Enhancement of adult learner academic success is a vital area for educators. Focusing on how to improve adult learner academic success using both pedagogical and scheduling-oriented methods and techniques will be discussed in this presentation. These include the use of distance/online learning, dynamics of student/faculty relationships and interaction, facilitating student interaction outside of the classroom, and also addressing the specific challenges and opportunities inherent in these types of approaches. Attendees of the presentation will 1) have a clearer understanding of distance/online learning and the importance with adult learners 2) will be able to verbalize the use of online learning to increase adult learning success 3) provide an understanding of the roles of the adult student and the instructor in distance/online learning and how the interaction between the instructor and adult student can be maximized for student success 4) an understanding of the opportunities and challenges that occur with distance and online learning and specifically with adult learners.

Friday, October 10th • 11:00AM

East Meeting Room G

G3: Gatekeeping Guarantees Growth of the Profession

Kendra Jackson • Ohio University

Jessica Henry, Mona Robinson, & DeAnna Henderson

The concept of “Gate-keeping” among counseling programs has often been an undervalued process; although, the topic as a discussion is frequently mentioned in literature. Research suggests that gate-keeping targets the identification of clinical impairment amongst counselor trainees to guarantee the health of the profession by controlling access to it (Glance et al., 2012). However, the action of gate-keeping goes beyond the realm of knowledge and skill acquisition; instead, it should embody the trainee’s holistic growth. Our presentation will examine both the definition of gate-keeping and existing models that are used as a criterion to evaluate the student’s competence. By looking through a multi-

cultural lens, an emphasis on additional criteria will be incorporated for faculty to effectively monitor the trainee’s progress and comprehensive awareness of entering a helping profession. The session will highlight and reference the ACA ethical standards.

Friday, October 10th • 11:00AM

East Meeting Room I

Black Church Theology and African American Help-Seeking Behaviors: Implications for Counselor Educators

Janeé Avent • University of Texas at San Antonio

This session provides an overview of the history of the Black Church, its various theological foundations, implications for culturally competent counseling, and recommendations for counselor educators to infuse this information in their multicultural curriculum and their role as advocates. Because of the salience of spirituality and religion in the experience of African Americans, particularly as it relates to their mental health, it behooves counselors, counselor educators, and supervisors to increase their knowledge and awareness of the African American religious experience. This would include increased knowledge about the Black Church and its theological underpinnings as it may provide some context and explanation for African American help-seeking behaviors. Compared to other racial and ethnic groups, African Americans are less likely to seek professional counseling services. Further, it is important to teach counseling students and supervisors about the importance of a client’s religious theology as it could be used to inform client conceptualization, diagnosis, and treatment recommendations. The session will involve a combination of didactic and experiential learning activities. Additionally, handouts will be provided that include information and resources to share with colleagues, students, and supervisees.

Friday, October 10th • 11:00AM

East Meeting Room J

A Model for Educating and Training School Counselor Directors

Emily Meadows • University of Southern Mississippi

This presentation will inform the audience of the findings of a recent mixed methods research study that investigated the education and training practices used to develop school counselor directors who are employed at the district level. The audience will be able to differentiate between a program whose main objective is preparation for school/site based administration and one whose primary focus is the advancement of clinical and administrative leadership skills for a school counselor director at the district level. The presenter will review the disconnect among credentialing guidelines of district-level school counselor directors set by local or state boards, the knowledge and skills needed to be an effective school counselor director, and the available accredited educational programs which can provide the education and training to develop the necessary skills. Lastly, the presenter will introduce a new model of educating and training district-level school counselor directors. Presentation Format: This presentation will include audience participation to hear their input on this pilot program.

Friday, October 10th • 11:00AM

East Meeting Room K

Bridge Building Collaboration: ASCA, SACES, and NCDA

Tom Dodson • Palm Beach Atlantic University

The three associations of NCDA, SACES, and ASCA are at a great place of opportunity to collaborate within the focus area of career development. This presentation outlines key areas of association common ground and provides multiple concrete applications of bridge building processes.

Friday, October 10th • 11:00AM

East Meeting Room L

SACES Graduate Student Committee: Mentorship, Networking, and Professional Development Opportunities

Panagiotis Markopoulos • University of New Orleans

Maria Haiyasoso

The aim of the SACES Graduate Student Committee is to represent the student voice within SACES. To achieve that, ongoing opportunities for mentorship and education between doctoral and master level students have been developed, so students can feel supported in their professional development and academic experience. The SACES graduate student committee co-chairs will share with audience their plans and visions in an interactive format which will include PowerPoint presentation, handouts and open discussion.

Friday, October 10th • 11:00AM

East Meeting Room O

CSI Chapter Faculty Advisor Networking and Training

Craig Cashwell • University of North Carolina at Greensboro

Peggy Ceballos, & Andrea Dixon

This session is designed for CSI Chapter Faculty Advisors to share ideas and techniques for building strong and active chapters. Two CFAs with many years of experience and two relatively new to this role will share ideas and challenges to being an effective mentor to chapters and student leaders. Participants will learn about new developments in CSI from CSI's Executive Director and share their own successes and challenges in implementing CFA roles.

ROUNDTABLE SESSIONS

Friday, October 10th • 11:00AM

East Meeting Room M, Table 1

A Challenge Course Experience Within the Group Counseling Course

Jacqueline Swank • University of Florida

Larry Tyson & Emi Lenes

CACREP requires counseling students to have an experience as a group member within their counselor preparation program (CACREP, 2009) and counseling programs have sought to fulfill this requirement in various ways. This presentation focuses on the integration of a challenge/ropes course experience within a group counseling course. Attendees will (a) learn about experiential learning theory and the use of ropes course initiatives, (b) discuss the benefits and challenges associated with this group intervention, and (b) examine data from a research study focused on the ropes course group experience. Additionally, the presenter will discuss legal and ethical considerations related to this type of group experience. Attendees will receive a handout with resources pertaining to ropes course initiatives.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 2

Strategies for Encouraging Self-Reflection in Couples and Family Counseling Courses

Ryan Cook • Virginia Tech University

A critical component of counseling education student's development is self-reflection (Skovholt & Ronnestad, 1992). In a Couples and Family Systems course, self-reflection can be difficult because each student has a unique and complex family system. Counselor Educators can utilize class discussion and assignments to facilitate exploration of student systems. The presenters will describe teaching techniques used in a Systems course for promoting counselor-trainee self-reflection, awareness, and wellness. The course instructors fostered a safe environment, utilized clips from popular culture representing a variety of family structures, brought in guest speakers, and developed a discussion list based on students' questions to encourage self-reflection. Development was tracked through five assigned reflection papers. Prompts for each paper were about working with a type of family and what challenges would this present for them. Throughout the course, a shift occurred in student thinking from an "all or nothing" belief that their biases would prevent them working with a specific presenting problem to an understanding of how biases affect their judgment and a desire to

address these biases in order to be more effective counselors. Resources for promoting this type of student self-reflection and growth will be provided.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 3

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

Esther Benoit • Walden University

Robyn Trippany Simmons & Kristi Cannon

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

Friday, October 10th • 11:00AM

East Meeting Room M, Table 4

Expanding Multicultural School Counselor Training to Increase Awareness of Refugee Issues

Amanda Rumsey • Georgia State University

Andrea Dixon

Over the past six years, there has been an average of 61,850 refugees resettled in the United States each year, with nearly fifty percent of those being children under the age of eighteen. Studies have shown that health and social services tend to be

underutilized by this population. School counselors are in the unique position to interact with these students and may therefore be the first to detect and address emotional problems in refugee children at an early age. Information about the needs, roles, and barriers involved in addressing social and emotional health of refugee youth is helpful to those training to be school counselors and should be included in their multicultural training. This program is designed for counselor educators who train school counseling students. The goals of the presentation include: 1) providing an overview of the literature regarding the unique social and emotional issues of refugee populations; 2) reviewing current research on emotional needs of refugee adolescents in the US public schools; and 3) demonstrating how basic tenets of multicultural competencies can be utilized to expand training with regard to refugee issues. The session will include some interactive group discussion and handouts will be distributed.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 5

Preparing Counselors to Address the Stigma of Medical Illness

Andrew Wood • University of Central Florida

Issues related to stigma can impact multiple aspects of individuals' lives and has become a national concern. Experiences with public and self-stigma have been shown to decrease overall hope, confidence, and self-esteem for individuals. Experiences with stigma can also lead individuals to engage less in help-seeking behaviors and can decrease overall quality of life. Research on stigma has been mostly aimed toward stigma related to issues such as mental illness and HIV/AIDS. As research continues to unmask stigma related to other issues (e.g., lung cancer and Alzheimer's disease), we must start preparing counselors to effectively counsel those experiencing public and self-stigma, as well as other forms of stigma (e.g., label avoidance). This presentation aims to help prepare counselor educators to provide students with training and guidance in treating those with medical illnesses with an emphasis on stigmas related to medical illnesses. The presenter will also address socio-cultural issues that can

compound experiences of stigma, such as socioeconomic status, gender, and ethnicity. The integral role of advocacy in helping to eliminate stigma will also be discussed with those in attendance.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 6

Advocating for Students Who Struggle with Dissertations

Patrick Powell • Argosy University – Sarasota

A dissertation is a new and challenging process. It is meant to be the capstone of an extraordinary educational experience. Unfortunately, some students have difficulty resulting in mental health complications. To more of a detriment, some students don't complete their dissertations. The goal of the presenter is educate the audience how to recognize student difficulty and assist students in finishing the process. The instructor will provide an overview of common difficulties students experience. Additionally, the presenter will detail best practices for ensuring student success. The format will include lecture, discussion, and case application.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 7

Self-Care in Counselor Education: Future Directions for Promoting Wellness

Brett Gleason • Old Dominion University

Maddie Clark-Kessler & Andrea Kirk-Jenkins

Several professional organizations (ACA, ACES, CACREP) emphasize the importance of self-care and wellness for counseling professionals. However, responses from counseling trainees in a recent self-care survey seem to indicate that counselor education programs are lacking in their promotion of wellness. As counselor education continues to grow, it's imperative for counselor educators to understand the importance of wellness and self-care for counseling trainees. The goal for this program is to further educate counselor educators and supervisors on how

wellness and wellness promotion is perceived by counseling trainees. The objectives of this content session will be to present findings from the self-care survey showing what is currently being done for wellness promotion and self-care within counselor education programs and discuss innovative ideas for future wellness promotion.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 8

Teaching Master's Students How to Counsel Military Personnel and Their Families

Carolyn White • Our Lady of Holy Cross College

Talmadge White & Chelsey Ragan

With the current number of military personnel and veterans seeking mental health counseling, it is crucial that civilian counselors understand the military culture and the mental health needs of the military personnel and their families. A military counseling course was developed to introduce the master level counseling students to the situations that present in counseling this population. The presentation will focus on (a) the need for a course of this topic in counselor education programs; (b) how the course was developed as an elective course in the counseling program at Our Lady of Holy Cross College; (c) the students' experience of the course; and (d) how the course has assisted the counselor intern in counseling military personnel and their families.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 9

Teaching the DSM 5: Talking Points, Challenges, and Opportunities

Casey Barrio Minton • University of North Texas

As mental health professionals settle into life with the DSM-5, counselor educators must update course and continuing education materials to ensure students are prepared to utilize the manual appropriately. This presentation will include a brief overview of the most salient structure and process changes to the DSM-5 including (a) layering of dimensional and categorical assessment philosophies; (b) new

conceptualizations of the line between medical and mental disorders; (c) removal of multiaxial reporting; and (d) introduction of dimensional, cross-cutting, and ancillary assessment tools. Participants will identify and discuss key challenges for introducing revised constructs and more flexible yet complex diagnostic categories to master's-level students. The presenter will provide several concrete examples of learning activities and assignments designed to facilitate conceptual understanding and practical application of DSM-5 changes. Participants will be invited to share struggles, triumphs, and experiences teaching the DSM-5. The presenter will provide a resource packet that includes annotated readings and resources regarding the DSM-5.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 10

Advocate for Yourself: Negotiating Your Next Academic Job Offer

Cheryl Pence Wolf • Western Kentucky University

It is surprising that so few academics negotiate a job offer when this can add up to significant lost income or benefits over a career. Negotiating can feel unfamiliar or uncomfortable when you are happy just to get the job. However, institutional leaders expect you and may even encourage you to negotiate even if they cannot grant everything you requested. Preparing to negotiate starts early. The process and preparation of negotiation begins even before you accept an interview for an academic position. It is important to conduct the necessary research about current salaries and benefits that are important to you. Successfully advocating for yourself during a negotiation can put you in a place of empowerment and mutual respect if done positively and professionally. Done incorrectly, it can lead to a rescinded offer. Join this roundtable discussion to learn how to successfully negotiate your academic job offer and the benefits you may consider in your negotiation such as salary, professional development, teaching load, travel and research funds, moving expenses, spousal hire, and more. Share your fears, concerns, and positive experiences of negotiating and learn from others who have successfully negotiated their offers.

Friday, October 10th • 11:00AM

East Meeting Room M, Table 11

How Are You Affected?: Counselor Development Through Play Therapy Practice and Supervision

Tiffany Brooks • University of Tennessee at Knoxville

Contributing Authors: Jeff Cochran, Nancy Cochran, Marlon Johnson, & Katie Tebo

Burnout is a widespread, critical problem in the mental health field. Thus, this presentation explores how providing therapy or the practice of counseling can positively develop the person of the counselor. Counselor participants will be led to consider how their personal development is shaped by their therapeutic practice, either positively or negatively. We will offer suggestions on how counselors can include more positive changes of development. Counselor educator and supervisor participants will be led to consider best practices in supervision to facilitate the development of the persons of their supervisees. We will offer suggestions including reflective practices that can be utilized in the supervision process. The presentation developed from a research project exploring counselor development through child-centered play therapy, group and individual supervision. Both the pilot and follow-up study will be discussed. Areas of data include supervisee journals, blogs, and focus group, and interviews with successful, novice child-centered play therapists. Specifically, we will encourage participants to consider the tenants of the supervisory alliance, UPR, congruence and empathy. Elements of the presentation will serve as a “Best Practices” workshop, where the participants can learn about the research projects, while simultaneously practicing some of the main principles of the project.

POSTER SESSIONS

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Examining the Predictability of the Therapeutic Alliance: The Role of the Supervisory Relationship

Kristina DePue • University of Florida

Glenn Lambie & Jessica Gonzalez

Clinical supervision is a fundamental component within the preparation of future counselors (Bernard & Goodyear, 2009; CACREP, 2009) and is used throughout helping professions to provide trainees direct feedback about their performance and offer guidance into the profession (Watkins, 1997). As in counseling, the supervisory relationship is primary in facilitating effective clinical supervision (e.g., Beinar, 2012). Much of the research investigating the supervisory relationship has examined supervisees’ and/or their supervisors’ perceptions of qualities of effective of supervision. Limited research has investigated the influence of the supervisory relationship on the therapeutic alliance, a primary component of positive client outcomes. The purpose of this investigation was to examine both supervisors’ and supervisees’ perspective of their supervisory alliance in order to understand if the strength of the supervisory relationship predicted the client-counselor relationship. The program will begin with a review of the pertinent literature, followed by the methodology and results presented in the context of assessing counselors’ development. Results yielded a number of implications for (a) assessment in counseling, (b) counseling, and (c) counselor education and supervision. A discussion will be facilitated with attendees regarding sound methodologies to examine the development of counselors-in-training throughout their preparation program.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Ethical issues in counselor supervision in the age of social networking

Allison Kramer • Johnson & Wales University

A critical ethical incident of a student counselor’s use of a hidden online identity to gain information about a practicum client outside the counseling

setting is evaluated using the American Counseling Association's Code of Ethics (2014) and Kitchener's (1984) foundational ethical principles of autonomy, beneficence, nonmaleficence, fidelity, and justice. Ethical issues such as client right to privacy, multiple relationships, confidentiality, informed consent, and duty to warn are explored in this ethical dilemma. Ten suggested guidelines are presented for counselors, counselor educators, and student counselors to consider when they are contemplating using social networking as part of the counseling process.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Assessing child-parent attachment styles prior to the initiation of therapy

Erin Dugan • Louisiana State University

Many clinicians who work with children begin therapy without assessing the attachment styles between the parent and child. Children are often provided individual and group related services dependent on their presenting issues/diagnosis(es). It is important for clinicians to gain a better understanding of the attachment relationship between the parent and child prior to beginning therapeutic intervention to determine the security of the relationship. Research states (Martin, Snow, Sullivan, 2006) that if the clinician does not assess the attachment style of the parent child relationship prior to initiating services, that the child may attach to the parent. Recent findings report that if the therapist does not assess the attachment style of the child parent relationship prior to the initiation of services, that many determining factors related to the child's presenting issue(s)/diagnosis(es) may go undiscovered. The importance of assessing the child parent relationship prior to initiating mental health services is an essential ingredient into the development of the overall treatment plan and goals.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Overseas higher education temporary jobs: A multicultural insider's transformation

Chris Wheelus • University of Georgia

The International Branch Campus (IBC) trend in higher education is growing by double digits every year, presenting you and your graduate students rich opportunities for personal, multi-cultural, advocacy, and career transformation. Having just completed a two-semester IBC job in the Middle East, I'll give you the how-to's to seeking and attaining an short-term overseas job while potentially keeping your current job. We'll discuss pros/cons and share insights from my research study my IBC colleagues. You'll gain some great new career-building options for yourself and the students you teach! Session objectives include: (a) List benefits and challenges of working in an IBC job in light of your work with students and your personal career goals (b) Discuss personal application in terms of your growth in understanding diversity (especially cultural, linguistic, religious, racial, and socio-economic) (c) Analyze the social justice implications of IBC work (d) Create a personal action plan for seeking and attaining an IBC job.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Child sexual abuse survivors: Preparing counselors to address the needs of clients

Kristina Nelson • University of Central Florida

As the prevalence of child sexual abuse continues to affect individuals and families worldwide, there is a dire need for efficacious counseling interventions to help survivors and families heal from such devastating events. These clients need counselors who are well prepared and equipped to address the difficult issues that often accompany the aftermath of abuse. In addition to teaching efficacious counseling techniques and interventions, counselor educators have the opportunity to help future counselors develop skills that will assist clients in recognizing indicators of potential abuse as well as empower them to prevent future re-victimization. This interactive session will offer participants an opportunity to (a) learn ways to better prepare

future counselors for the challenges they may encounter when working with abuse survivors (e.g. understanding appropriate responses to disclosure of abuse, legal implications, preventing vicarious trauma, etc.), (b) utilize helpful resources that will support the therapeutic process for both the counselor and client, and (c) become familiar with the Safety Compass Child Abuse Prevention Program designed by a mental health counselor who specializes in working with abuse survivors.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Professional Growth Model of Group Supervision for Practicing School Counselors

Denise Winburn Gilstrap • University of Mississippi

The Professional Growth Model (PGM) of group supervision is designed for the continuous development of practicing school counselors. This model integrates a humanistic, developmental perspective with an organizational, structural approach to group supervision. In addition, the model strongly emphasizes the ASCA National Model while introducing the concept of ASCA-specific dialogue. Phases of professional development are outlined. Also provided is a visual detailing layers of support within this school counselor-focused supervision process. Components of this model support the importance of implementing a comprehensive school counseling program. Consideration is given to professionals at various levels of development. Presented are structural recommendations as well as empirical support, definitions, conceptual and theoretical foundations, applications, and strengths and limitations of this model.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Integrating Dementia Education into Counselor Education: The Why and the How

Philip Clarke • Wake Forest University

Edward Shaw, Nathaniel Ivers, & Rebeena Alli

The prevalence of Alzheimer's Disease (AD) and other dementias has reached significant proportions impacting 5 million persons at present (15 million by 2050). For every person with dementia (PWD), there is a ripple effect, with an average of three family caregivers and loved ones being involved. In fact, both PWD and their caregivers have greater incidence of mental health problems such as depression and anxiety, and these symptoms increase the risk for other health problems and contribute to the need for institutionalized care. As such, there is a rapidly growing need for counselors trained to support caregivers and PWD. This presentation will outline the epidemic of dementia in this country and the need for counselors trained to meet the unique needs of PWD and their caregivers/family members. Attendees will also learn key information in providing counseling to persons with dementia and their families. Concurrently the presenters will offer a model for infusing dementia education across the curriculum of a counselor education program. Information in this presentation will largely be based on the work of the presenters who developed a counseling center for persons with dementia and their caregivers. The presentation will be delivered in lecture and discussion format with handouts.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Multicultural Education and Diversity Training in CACREP Counseling Programs: A Survey

Michael Brooks • North Carolina A&T State University

Pamela Moye & Renee Oglesby

The presentation will provide a better understanding of how future counselor educators are prepared in multiculturalism. Results will help Counselor Educators gain awareness regarding the preparation process for doctoral students. If these terminal degree students are not multiculturally competent then there is no guarantee the students / supervisees they encounter will be culturally aware as well. The potential cultural disconnect between practitioner / client could have dangerous consequences

(misdiagnosis, type casting, and premature discharge). This presentation seeks to start true discussion on standardizing multicultural education at the PhD level.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

Attitudes Towards Mental Illness: Education and Experience Continuums

Allison Crowe • East Carolina University

This presentation highlights results from a qualitative research study on attitudes of counselors and other mental health professionals toward mental illness. Questions asked about the impact of both education and professional experience on participant attitudes. Results revealed a continuum of attitudes ranging from no impact at all to increased knowledge, empathy and tolerance, to strength-based attitudes, towards critical deconstruction of the concept of mental illness. Implications for the two continuum models for counselor education and supervision will be offered. Objectives of the presentation are as follows: 1.) To understand range of attitudes of counselors and other mental health professionals toward mental illness; 2.) To understand how these fall on a continuum based on education and professional experience; and 3.) To apply these to counselor classrooms and supervision sessions.

Friday October 10th • 11:00AM

East Meeting Room M, Perimeter

System Advocates for Out-of-home Children: Policy Analysis for School Counselors

Debra Cobia • University of West Georgia

Julia Chibbaro

School counselors are increasingly aware of the importance of using disaggregated data to identify educational inequities. They work effectively within educational systems to develop programming and interventions that address these inequities with an eye toward closing achievement gaps. To extend and support the

impact of programs and interventions, counselor educators are charged with preparing school counselors to advocate for school policies that are equitable and responsive to multicultural student populations. We contend that the knowledge and skills needed to conduct policy analysis are essential tools for school counselors to achieve long lasting, systemic change. In this poster presentation, we identify a model for policy analysis that might be included in school counselor preparation. We apply the step-by-step model to local school policies that may disadvantage children and youth in out-of-home care. This special population may include children and youth in foster care, the juvenile justice and child welfare systems, and those who are homeless. Attendees will be provided with a link to the presentation slides and a list of resources.

October 10th • 12:00PM - 2:00PM

East Ballroom

**The SACES
Awards Luncheon
and Business Meeting**

October 10th • 2:00PM

CONTENT SESSIONS

Friday October 10th • 2:00PM

East Meeting Room A

Teaching Strategies to Increase Student Engagement in Graduate Classrooms

Laura Haddock • Walden University

Sheila Russell

Graduate students can be challenging to keep actively engaged in the learning process. This is important for faculty as engagement increases understanding of the material being taught and potentially reduces time spent re-teaching material and remediating students. This session will introduce participants to high energy, fun teaching approaches adapted from use with

primary grades to motivate graduate students. These classroom activities have the potential to ignite engagement with students who may have previously appeared bored or disinterested. Experiential exercises will introduce participants to the strategies that are easy to use, can be implemented in a variety of settings and can be adapted for many lessons to promote student discussion, collaboration, and interaction with the material and each other.

Friday October 10th • 2:00PM

East Meeting Room B

Child Abuse: What and Where in the Curriculum?

Kathryn Henderson • University of Texas at San Antonio

In all 50 states, counselors are mandated reporters of child abuse and are ethically and legally required to report suspicions to authorities. Considering this important role, counselor educators should prepare counseling students to recognize when to report and how to intervene when suspecting abuse. However, child abuse is not included in the CACREP standards as a knowledge area in the curriculum, which can lead to inconsistent instruction, leaving future counselors lacking knowledge and experience in how to handle child abuse cases. In this presentation, we will outline considerations for where in the curriculum to include child abuse, as well as what topics to address in particular courses. Topics that are important include requirements for reporting, assessing for child abuse, suspecting v. investigating abuse, resistance to reporting, and guidelines for practice when counselors work with clients after a report. Resources, case examples, and activities to use during class instruction will be provided.

Friday October 10th • 2:00PM

East Meeting Room C

There's a Process Addictions Elephant in the Classroom: Do You See It?

Leigh Holman • Argosy University – Dallas

Angie Wilson, Joseph Graham, & Regina Moro

Process addictions are behaviors that involve the addictive process like Gambling Disorder, Internet Gaming Disorder, Sex Addiction, Eating Disorders, etc. For the first time, the Diagnostic and Statistical Manual (2013, DSM 5) now has a category that includes non-substance addictions. Additionally, CACREP (2009) requires their programs to teach process addictions. However, two studies surveying self-efficacy of counselors, counselor educators, and counseling students indicate that there is a lack of knowledge in how to screen and diagnose these disorders (IAAOC PA, 2012, 2013). This raises ethical concerns regarding competency and client welfare. This panel of the IAAOC Process Addictions Committee will address diagnostic considerations using the DSM 5. The participants will practice two quick process addiction screening instruments that can be taught to students or supervisees. Examples of process addiction focused class activities will be provided including use of a free web-based resource to aid student learning.

Friday October 10th • 2:00PM

East Meeting Room D

The Counselor Competencies Scale – Revised (CCS-R): Continued Refinement and Practical Implications

Glenn Lambie • University of Central Florida

The Counselor Competencies Scale—Revised (CCS-R) is an instrument that was developed to evaluate counselor competencies in a comprehensive fashion (professional behaviors, counseling relationship, counseling skills, assessment and application, and professional dispositions). The goal of the presentation is to provide an overview of the CCS-R, including the steps taken in the development of the scale and the research findings supporting the use of the CCS-R. Specifically, the objectives for this presentation include (a) introducing the CCS-R and the steps taken in the development of instrument; (b) reviewing research results examining the construct validity, internal consistency reliability, interrater reliability, and criterion-related validity of the CCS-R with a sample of counselor education students (N = 535);

and (c) offering practical implications for counselor educators and supervisors regarding the use of the CCS-R. Visual aids, handouts, and facilitated discussion will be utilized to enhance the presentation.

Friday October 10th • 2:00PM

East Meeting Room E

**“Not That There’s Anything Wrong with That”:
Heterosexual Identity and LGBT Counseling**

Adrienne Erby • University of North Carolina at Charlotte

Lyndon Abrams

Disproportionate rates of LGB individuals accessing mental health services and dissatisfaction with services indicate a need for additional training in LGB counseling competence areas. While training models largely focus on learning about the LGB community, research consistently identifies counselor sexual orientation as a significant predictor of LGB counseling competence. This presentation reviews the research findings of a correlational study testing a composite model of heterosexual identity and its relationship to LGB counseling competence with graduate counseling students. Structural equation modeling was used to test a mediation model, in which self-deception was hypothesized to partially mediate the relationship between heterosexual identity and LGB counseling competence. The presentation will include a discussion of previous research, model development, methodology, and results. Significant findings and implications for counselor education will be identified and discussed using case study examples. Attendees will be introduced to emerging research on heterosexual identity and LGB counseling competence, and will explore strategies for increasing counselor awareness through teaching and supervision.

Friday October 10th • 2:00PM

East Meeting Room F

**Serving the Under-served: Serving Couples and
Individuals who are Low-Income**

*Naomi Wheeler • University of Central Florida
Marriage and Family Research Institute*

Ryan Carlson

For 10 years the University of Central Florida (UCF) Marriage and Family Research Institute (MFRI) has provided relationship education and counseling services to low-income and ethnically-diverse populations, serving over 7,000 participants and clients. Presenters will discuss trends in case management and needs assessment from their most recent study, Project TOGETHER, as well as, provide examples of participant empowerment, advocacy in action and associated impact to outcomes. Discussion of implications for case management in counseling to be explored. Learning objectives include (a) participants will learn about case management and needs assessment within a social justice and advocacy framework and (b) participants will discuss experiences with advocacy in case management.

Friday October 10th • 2:00PM

East Meeting Room G

**Leading by Example: How to Model Cultural
Competency and Advocacy as a Supervisor**

Amanda DeDiego • University of Tennessee at Knoxville

Contributing Author: Jorge Roman

Cultural competency is emphasized within CACREP standards for counseling students. Trends in the counseling profession have promoted strong emphasis on multicultural considerations and advocacy. The purpose of this presentation is to examine what it means to be a culturally competent supervisor. This experiential and interactive presentation will explore the concept of cultural competency and discuss ways to model cultural competency for supervisees. There will be discussion of advocacy and what modeling advocacy means for counselor educators. There will be discussion of how supervisors can create an open environment to explore cultural competency with supervisees in a non-threatening manner that encourages self-exploration. Presenters will offer experiential demonstration of techniques for encouraging

supervisee exploration of biases, norms, and prejudice. Presenters will encourage participant exploration of cultural values and biases with reflective activities to emphasize the importance of continued self-exploration as counselor educators. Presenters will offer literature and resources for counselor educators encouraging continuing education in the lifelong journey of becoming a culturally competent supervisor. Participants will gain activities and knowledge of how to discuss and model cultural competency in supervision.

Friday October 10th • 2:00PM

East Meeting Room I

Progressive Pedagogy: Taking Multicultural Principles Beyond the Diversity Course

Kara M. Hurt • University of North Texas

"No education is politically neutral," (hooks, 1994, p. 37). Radical pedagogies such as Freire's critical pedagogy and hooks' engaged pedagogy provide tools for acknowledging that our education system exists in a system of privilege and power, and facilitating change in the system to benefit all. The principles of progressive pedagogies align well with the guiding principles of counseling. We teach these multicultural principles in diversity courses, but where are they in the rest of the curriculum? This presentation will empower counselor educators to implement transformative practices in their courses as well as ease fears of chaos in the classroom. Participants will develop ways to effectively manage resistance while promoting social justice for clients AND students.

Friday October 10th • 2:00PM

East Meeting Room J

Teaching Hybrid Courses in Counselor Education

Trey Fitch • Troy University – Panama City

Chelsea Ayers

The goal of this session is to describe the design and implementation of hybrid course delivery in counselor education. For this session a hybrid

course is defined as a course that meets partially in person and also elements of the course are completed online. The content of this session is for faculty who are new to hybrid courses or those who want to review content and methods for specific classes. The specific classes to be discussed and reviewed for this format include Orientation to Counseling, Legal and Ethical Issues, Human Development, and Diagnosis and Treatment Planning. The presenters include both faculty and students who have been involved in these courses. During this session, participants will identify procedures for developing hybrid classes; identify strengths and challenges of the hybrid model from both student and faculty perspectives; review syllabi, activities, and assignments used in actual courses; and learn methods of assessment for online education. Handouts will be provided that outline content that can be used in the courses mentioned previously including web video links, discussion board items, and interactive activities.

Friday October 10th • 2:00PM

East Meeting Room K

Clinical Mental Health Counseling Assessment Model: Exploring the First Round of Data

Teresa Fletcher • University of North Georgia

The CACREP standards include the creation of an Assessment Model in order for counseling programs to determine the effectiveness and quality of their respective programs. In order to meet this standard, the faculty in the Clinical Mental Health Counseling program at the University of North Georgia created a model to correlate admissions, academics, professional aptitude and post-graduation success (as measured by passing the National Counselor Exam and obtaining employment in the field). The admissions formula is as follows: Undergraduate GPA 12.5%; GRE test scores 17.5%; Work/Life Experience 20%; Letters of Recommendation 10%; Personal Statement 15% and Group Interview 25%. Professional Performance Reviews are designed to identify desired qualities among counseling professionals. Comprehensive Exam scores are used to represent academic performance and the final internship evaluation provided by the faculty is used to measure clinical

ability. The total admissions scores will be correlated with the comprehensive exam score, total Professional Performance Review score (last semester), the final internship evaluation and (when possible) the NCE and employment data. The 2014 graduating class is the first group to complete the program using this assessment model. The process and outcome data will be presented and handouts provided.

Friday October 10th • 2:00PM

East Meeting Room L

ACES Presidential Session (NEED MORE INFO.)

Marty Jencius • President, Association for Counselor Education and Supervision

Friday October 10th • 2:00PM

East Meeting Room O

Surviving your first year: Overcoming Hidden Challenges Experienced by New Counselor Educators

Natalie F. Spencer • Valdosta State University

Starting your career in higher education can be both an exciting and stressful. You finish your program with your degree in tow and you're ready to take on the world. Many new counselor educators find themselves overwhelmed with teaching, research, and service responsibilities. This session will provide new counselor educators with tips and strategies to avoid burn out and still enjoy their jobs.

ROUNDTABLE SESSIONS

Friday October 10th • 2:00PM

East Meeting Room M, Table 1

Partnered, Parent, and Graduate Student: Sharing Stories of Support

Tamarine Foreman • University of North Carolina at Greensboro

Candice Epps Jackson

How does one juggle the many roles of a doctoral student, let alone, a doctoral student who is a partner and parent? How does one also maintain self-care? Although minimal research is available regarding this population's unique needs and experiences, the extant literature shows work-family issues are commonly ignored, services available are absent or minimal, and policies are rare. If you are a part of this population, you are invited to this round table discussion to explore the ways research describes our roles as doctoral student parents, consider our personal lived experiences, contemplate missing perspectives from the literature, and discuss best practices. If you are not juggling all of these demanding roles, consider attending to offer your perspective on tailoring departmental and university policies, services, and supports to meet the needs of this population.

Friday October 10th • 2:00PM

East Meeting Room M, Table 2

Creating Experiential Learning Opportunities to Increase Multicultural Counseling Competencies

Fangzhou Yu • Mississippi College

Due to the great emphasis on the awareness of diversity and multiculturalism in counselor education, more and more global cooperation has taken place to enhance the students' competency in this area. This presentation represents one such effort to develop the multicultural counseling competencies of a group counselors-in-training through a study tour to China. This international study tour creates a great experiential learning opportunity for students to make meanings of their existing knowledge, from mind to heart. The presenters conduct a qualitative research on how cross-cultural contact enhances the students' awareness of multiculturalism. The results of the research review the major insights gained by the students when experiencing the collision of two different cultures, the East and the West.

Friday October 10th • 2:00PM

East Meeting Room M, Table 3

The Innovative Classroom: Ten Creative Activities in Counselor Education

Quinn Pearson • University of North Alabama

Karen Townsend

Ten creative activities spanning courses across the counselor education curriculum will be presented, and detailed written descriptions will be provided. Participants will have all the information needed to adopt or adapt these activities in their courses or supervision. Presenters have a combined 40 years of counselor education experience and have expertise in mental health, family, and school counseling. The activities and related courses are as follows: 1. "Light Shadows" activity for Person Centered theory. 2. "Cups of Priorities" activity for Existential theory. 3. Brainstorming collaborative competition for techniques course. 4. Movie Critiques for exams in family counseling course. 5. "M&M Sampling" for generalizability in assessment course. 6. DSM-5 Jeopardy for diagnosis course. 7. Counselor Journey collage in practicum. 8. "The Creative Lifespan" semester project for human growth and development course. 9. "The Invitation" for child and adolescent counseling course. 10. Sand Tray presentations for client conceptualization in practicum.

Friday October 10th • 2:00PM

East Meeting Room M, Table 4

What Do We Know about Elementary School Counselors' Use of Play Therapy?

Jill Van Horne • Appalachian State University

As school budgets become more challenging to navigate limited funding options and outcome based practices becoming common practice, play therapy has become an often used approach in helping children achieve their best in the school setting. Regardless of the source and place of trauma, crisis, or academic interference children have experienced positive outcomes as a result of play therapy used as an intervention in schools. A look at nationwide survey results of elementary school counselors' responses will provide insight into the use or non-use of play therapy at the elementary school level. Elementary school counselors will be provided with information that

can assist them in implementing a play therapy component to their comprehensive school counseling programs. The presenter has 14 years' of combined school and community counseling experience. She is a Nationally Board Certified Teacher and a Licensed Professional Counselor.

Friday October 10th • 2:00PM

East Meeting Room M, Table 5

Does Virtual Supervision Impact the Working Alliance between Supervisor and Supervisee?

Thomasina Odom • Mercer University

Karen D. Rowland

Supervision is the primary method used to maximize counselor development and competence (Bernard & Goodyear, 2009) and is essential to the integrity of the counseling profession. Though there are some parallels between the client and therapist relationship and the supervisor and supervisee relationship, there are some significant differences that have legal and ethical consequences. This roundtable presentation seeks to evaluate the working alliance between a counselor supervisor and counselor-in-training when the supervision is conducted virtually as compared to in-person. Because supervision is a complex and dynamic process, continuous evaluation and development is critical to the integrity of the profession and to ensure ethical compliance. This interactive round table discussion will evaluate the working alliance between a counselor supervisor and counselor-in-training when the supervision is conducted in person or virtually. The goal of this discussion is to gain insight on the various perspectives of the profession regarding virtual clinical supervision. The pros and cons will be discussed. Mini vignettes will be used to facilitate the discussion.

Friday October 10th • 2:00PM

East Meeting Room M, Table 6

Trayvon Martin and the Multicultural Implications of Counselors Working with Black Men

Isaac Burt • Florida International University

Valerie Russell

Counselor Educators train students to work with a wide variety of clients with distinct needs and wants. Historically, the theories and strategies used with clients came from research conducted on persons from a predominately White, middle class background. However, ethnic minorities have sought out mental health care and now frequently utilize counseling services. Ethnic minorities present unique and oftentimes complex situations some counselors may not be used to encountering. This presentation investigates the recent social issues pertaining to Black men and the consequences they hold for counselors working with these individuals. Specifically, this presentation highlights the aftermath of the Trayvon Martin shooting case, and other related social issues stemming from what popular media has labeled as “The New Jim Crow Era”. This presentation seeks to create a discussion on the fears, concerns, and racial issues unique to Black males. The presentation seeks to create a dialogue with Counselor Educators who teach students whom may not be accustomed to dealing with the issues Black males face.

Friday October 10th • 2:00PM

East Meeting Room M, Table 7

What’s the Italian Way?: Comparing U.S. Programs and Gatekeeping in Counselor Education

Sharon Kim • College of William & Mary

Counseling in Italy is a new concept, mostly centering on relational activities and social welfare for individuals (Remley, Mariotti, & Valleri, n.d.). Currently, the counseling profession is not regulated by the Italian government, allowing mostly anyone to offer counseling services without formal counseling training (Fani & Valleri, 2009). As a result, the term “counseling” is interchanged with other similar notions such as “advice,” “psychologist,” or “psychotherapist.” Since 2007, new organizations such as AssoCounseling were formed to register counselors and complete certifications in counseling; exclusive organizations such as this are spearheading regulations for the counseling profession. However, counseling is not a respected

field in the nation due to the lack of federal regulations and therefore mostly occurs in private practice rather than governmental agencies, nonprofit organizations, or businesses. This poster presentation will examine the differences between counselor education in Italy and the US, specifically focusing on the process of becoming a qualified counselor and what is defined as “counseling” practices by certified counselors in both countries. Gatekeeping and formal training requirements will be examined via faculty interviews at the University of Padua, course curricula in major Italian counseling programs, and a comparison between CACREP and any counseling standards utilized in Italy.

Friday October 10th • 2:00PM

East Meeting Room M, Table 8

Mentoring at Various Levels in Counselor Education

Chantrelle Varnado-Johnson • University of New Orleans

Roxane Dufrene & Emma Eckart

This presentation is designed to help students, junior faculty, and senior faculty recognize how to use their strengths to support mentoring relationships. Topic areas will be framed within a model for working with mentees that include professional identity, skills and education, leadership, and research development. Participants will learn how to enhance their own mentoring relationships, how to make mentoring relationships more effective by assertively communicating their needs, how to seek additional training if needed, how to work with the advantages and barriers to mentoring, and how to be supportive of students, professionals, and new researchers preparing for the counseling profession.

Friday October 10th • 2:00PM

East Meeting Room M, Table 9

Engaging Online Counseling Students

Damion Cummins • University of Louisiana at Monroe

Connie Thomas & Camille Pearce

This interactive presentation for counselor educators will focus on engaging online counseling students. The presenters will explore the challenges and benefits of teaching counseling students in the online environment and ways to adapt the face-to-face teaching style to online. Topics that will be discussed include: adapting face-to-face courses to online, establishing online working relationships with students, promoting interactive discussions and critical thinking, addressing challenging students, building a culture that appreciates differences, and evaluating students' ability to be successful counselors.

Friday October 10th • 2:00PM

East Meeting Room M, Table 10

Implementing Research Projects within Schools: Strategies for Overcoming Obstacles

Carolyn Berger • Nova Southeastern University

Implementing research studies within schools today is a very challenging process. The research approval process of school districts is often intimidating and can be limiting as well. However, if counselor educators make connections within school districts and individual schools, the research approval and implementation process goes much more smoothly. Collaboration with stakeholders is an essential precursor to applying for research approval. School counseling district supervisors, school counselors, principals, teachers, parents, and/or students may all be a part of the collaboration process. The presenter has had research projects in schools that never left the district approval phase, and others that were carried out successfully. She is going to share tips and strategies for implementing research projects in schools. Her focus will be on a "bottom-up" approach, where counselor educators start by discussing individual needs of the PK-12 students with the stakeholders, and then work collaboratively with stakeholders to develop an intervention that will meet these students' needs. Participants will briefly discuss the challenges of implementing research studies in schools; understand the importance of collaborating with

stakeholders to develop an intervention that will best meet the students' needs; and receive tips and strategies for implementing their next school-based research project.

POSTER SESSIONS

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Sexual Orientation and Gender Diversity Competencies of the Counselor Educator

Franco Dispenza • Georgia State University

Cory Viehl, Thomas Murphy, Julian McCullough, & Nikki Elston

The counseling literature has made great strides to understand the competency-related concerns of counselors and counselors-in-training when providing counseling and assessment services to lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals (Bidell, 2005; Carroll & Gilroy, 2002). However, the competencies of counselor educators to train students around sexual orientation and gender diversity issues have not been addressed. There is an underlying assumption that counselor educators already possess the appropriate competencies, however these assumption are not grounded in any conceptual or empirical scholarship. In essence, how competent do counselor educators feel when it comes to training their students around issues pertaining to LGBTQ persons? Objectives of this presentation are to: (1) provide a review the current state of competency based research on sexual orientation and gender diversity issues in counselor education, training, and supervision; (2) review results of a recent exploratory quantitative study conducted by the primary author on the self-perceived LGBTQ-related competencies of counselor educators who are responsible for training counseling practitioners; and (3) provide training and research-related recommendations to counselor educators with regards to sexual and gender diversity populations.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Cognitive Complexity in Counselor Education: Assessing Dispositions and Training Cognitive Skills

Chad Luke • Tennessee Tech University

Fred Redekop & Tony Michael

Success in the counseling field is not guaranteed by merely completing the degree. Participants will be introduced to a newly developed approach for assessing several dimensions of counselor cognitive complexity. The goal of this presentation is to discuss results of a pilot approach to assessing counselors'-in-training cognitive skills and dispositions. Student responses to the new instrument were designed to measure four main components of counselor cognitive development: a. Cognitive complexity was assessed across eight domains identified in the literature: asking questions, admitting uncertainty, examining their own beliefs, tolerating ambiguity, listening carefully, suspending judgments, looking for evidence, and adjusting opinions when new information becomes available (Granello, 2010). b. Scores on the Need for Cognition Scale - the desire for and enjoyment of engaging in cognitive tasks. c. Scores on Metacognitive judgments - self-reflective evaluations of one's performance on a task. It measures the ability to accurately assess achievement, and is critical for counselor development. d. Critical thinking skills particularly related to real-world clinical problem solving. The purpose of this interactive, group-oriented presentation is to better understand the thought processes of counselors in order to better assess and train them to work more effectively with their clients.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Promoting Cultural Competence in Counselor Education: Sharing What Works

Donna Dockery • Virginia Commonwealth University

Promoting and developing multicultural counseling (MC) competence challenges counselor educators as we strive to prepare counselors to meet needs of our diverse society. Most research

relies on pre- and posttest measures to determine increases in MC competence for single classes, rather than assessing impacts of various training formats over the course of counselor education programs (Dunn, et al., 2006; Malott, 2009). This roundtable will invite participants to share ideas and strategies used to infuse multicultural counseling competencies in their programs. Results of a study measuring MC competence of participants in a counselor education program utilizing the two most frequent training formats also will be shared. This research study compares gains in cultural competence of graduates of a counselor education program that infused MC competencies throughout the program to graduates of a program that combined the infusion format with a MC course. Strategies regarding effectively incorporating MC and social justice issues in training will be discussed as well as the advantages and limitations of different MC training formats. Participants are encouraged to share their experiences, recommendations, and concerns regarding how to best improve MC competence with both practicing and pre-service counselors.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Teaching Motivational Interviewing to Future Counselors of Adolescents: Tips and Practical Uses

Kathryn Goss Atanasov • College of William & Mary

Charles F. (Rick) Gressard

Motivational Interviewing is an empirically based counseling approach whose tenets can be a useful addition to a counselor's or counselor educator's toolbox of techniques. This presentation teaches the basic premises of Motivational Interviewing and highlights current literature on how it is being effectively being used with adolescents with behavioral or substance abuse problems. If you want to learn more about Motivational Interviewing to use with your clients, or are thinking about teaching its basic tenets to your counseling students, this presentation is for you.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Bulimia and Dissociation: A Self-Psychology Approach to Conceptualization and Intervention with Clients with Bulimia

Rebecca Heselmeyer • James Madison University

The difficulty of treating bulimia has long been acknowledged by clinicians. One contributing element to the seeming intractability of this condition may be that the function of dissociation in mediating the disorder is neither recognized nor addressed in treatment approaches. Presently, cognitive behavioral therapy (CBT) is considered the leading evidence-based treatment for bulimia. Interpersonal psychotherapy (IPT), though lengthier, shows similar effectiveness rates to CBT at long-term follow-up. Dialectical behavior therapy has recently emerged as another possible treatment approach. In each of these approaches, counselors tend to focus on eating pathology and use techniques to defeat symptoms. Confronting irrational beliefs and dysfunctional behaviors may address one dimension of the client's self experience while hindering expression of other hidden aspects of the self experience. Even with a good therapeutic alliance, the approach of attempting to alter cognition and manage behaviors fails to acknowledge the utility of bulimic dissociation which may result in the ultimate failure of treatment. This presentation will discuss and apply core self psychology concepts to illuminate two distinct, functional roles of bulimic dissociation. Specific suggestions will be offered for interventions that may enhance counselors' ability to better account for bulimic dissociation and improve counseling outcomes, regardless of treatment modality.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Parental Acceptance and LGBTQ Youth

Morgan Riechel • University of Alabama

Chris Chirino, James Moore, Ashley Petryszak, & Wes Webber

Psychological adjustment of children and youth is dependent upon early experiences of parental

acceptance-rejection (Rohner, 2005). Children and youth have a biologically-based emotional need for positive interactions with their primary caregivers. The positive impact of parental acceptance on youth's mental health and psychological adjustment outcomes has been documented in the literature (Khaleque & Rohner, 2002). Parental acceptance of LGBTQ youth, in particular, provides a critical emotional barrier to negative effects of anti-gay violence and peer aggression LGBTQ youth face (D'Amico & Julien, 2012). Parental acceptance-rejection is a subjective experience (Rohner, 2000), and while parents may believe that they are conveying verbal and non-verbal messages of acceptance to their children, it is unclear how children and youth subjectively interpret these messages. This presentation will outline relevant literature on parental acceptance-rejection including an overview of PARTheory (Rohner, 2002), a theory of how parental acceptance-rejection impacts youth's mental health and psychological development into adulthood. Additionally, results from the current study exploring messages that parents of LGBT youth give their children about acceptance-rejection and their children's subjective interpretations of those messages.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Creating Something New: The "Ins and Outs" of Developing a Research Inventory

Donna Gibson • Virginia Commonwealth University

In the process of research, creating a research instrument becomes a priority when measures of the specific research topic are not available. In this presentation, the rationale for the development of a research inventory on school counselor leadership will be discussed. Item development, data collection, content analysis, and exploratory and confirmatory factor analyses specific to the development of this inventory will also be outlined. Participants will learn key considerations in the process of test/inventory construction as it was applied in this specific research project. Additionally, participants will be encouraged to discuss their own inventory development ideas for feedback from the presenters and fellow participants.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Out of Harm's Way: The Role of Supervision in Preventing Vicarious Trauma

Bethany Garr • University of North Carolina at Greensboro

Vicarious trauma is a significant risk for counselors working with traumatized clients, and may result in consequences such as anxiety, depression, somatic symptoms, intrusive thoughts and feelings, guilt, and hypervigilance. Counselors may also experience vicarious growth, positive reactions as a result of their exposure to clients' trauma material. Clinical supervision is frequently suggested as a means of preventing vicarious trauma; however, there are few empirically-supported guidelines for doing so. This presentation will review the results of a qualitative study aimed at understanding domestic violence counselors' experiences with vicarious trauma and growth and the ways in which supervision aided participants in coping with these reactions. The presenter will describe the supervisory traits and behaviors that participants described as being helpful and unhelpful in preventing or alleviating vicarious trauma and promoting vicarious growth. This presentation will also address the implications of the results of this study on supervision practice, and will provide recommendations on engaging in effective, trauma-informed supervisory practices. This research was funded in part by a SACES Research Grant.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Addressing Poverty in Schools: School Counselors' Experiences and Recommendations

Jamie Carney • Auburn University

Christie Jones, Julie Matsunaga, & Shanna Willingham

Over the last decade there has been a significant increase in the numbers of children and adolescents living in or near the poverty line. These numbers have only increased the reality that school counselors will be addressing the unique needs and issues facing these students and their families. Many of these issues and needs have significant implications for educational, psychological and emotional development. These challenges are even more intensified when considered within rural school systems. Within these rural systems there are often very limited social and economic support systems and limited resources such as transportation. This session will focus on the results of a focus group study assessing the challenges faced by school counselors working in high need rural schools (75% or higher free and reduced lunch). Findings include consideration of unique challenges, educational and counseling issues, and recommendations for other counselors. This will also include discussion of programs developed and the school counselors' recommendations for training and preparing future school counselors to work with issues related to poverty. Handouts and resources will address these findings as well as to provide educational, training and school counseling resources.

Friday October 10th • 2:00PM

East Meeting Room M, Perimeter

Technology and Counselor Education: Where Do We Go From Here?

Olivia Uwamahoro • University of Central Florida

Ashley Blount

Over the last century the integration of technology into traditional classrooms has become a common practice, as blackboards have been replaced with smart-boards. Counselor education has followed this trade and started incorporating technology such as multimedia presentations and social media into counseling courses. In addition, some university counseling clinics have integrated technology like bug-in-ear and cameras for live supervision in order to enhance the development of their students' clinical skills. The presenters will focus on the educational benefits of integrating technology in counselor education

programs. Attendees will: (a) learn about the evolution of technology in counselor education, (b) be exposed to current empirical research on the impact of technology and skills development in other helping fields, (c) be exposed to current empirical research on the impact of technology on counselor development, and (d) will gain an understanding of the benefits of integrating technology in counselor education and how counselor educators can increase their intentionality when incorporating technology. The presentation will consist of traditional presenting methods as well as experiential exercises that will allow the attendees to explicitly understand the need to continue to integrate technology in the education and training of counseling students.

October 10th • 3:00PM

CONTENT SESSIONS

Friday October 10th • 3:00PM

East Meeting Room A

Theory to Practice: The “Bully Proof” Project, A Comprehensive Community Campaign

Jason Orrock • Troy University

Patrick Faircloth

The primary goal of this presentation is to explain an in-service teaching model incorporating university faculty and graduate students, public educators in middle and high school settings, and community stakeholders in a comprehensive bullying campaign. This goal will be attained through an interactive discussion with attendees about the general model, specific results from a qualitative study, as well as field experiences of presenters. Presenters will give an overview of: planning of the study, how to organize human service workers to work systemically, discuss the role and importance of universities in community settings, while illustrating the value of service learning projects for graduate students in counseling programs.

Friday October 10th • 3:00PM

East Meeting Room B

Walking the Walk: Navigating Guilt and Shame in Counselors and Counselor Educators

Hope Bell • University of Texas at San Antonio

While counselors and counselor educators have more education and information on the prevention and maintenance of positive mental health, as human beings we are all subject to falling short of the goal of overall well-being. When approached by clients with issues of neglected self-care, wellness, and mental health, we are able to assess the issues and provide assistance through counseling. However, when we ourselves are faced with a lapse in mental well-being, it may be accompanied by additional feelings of shame and guilt- shame for feeling that we are a failure as a mental health professional, and guilt over the consequences of our lack of wellness, such as poor personal decision-making or lack of attentiveness to clients. The guilt and shame may create a vicious cycle reinforcing silence and avoidance of addressing the issues, as the counselor may fear humiliation if the root issues causing the shame and guilt were revealed to colleagues. This presentation will discuss identifying these emotions in oneself and in the supervision of counselors, pulling back those emotions to take a closer look at their roots, and identifying strategies to treat the guilt and shame as well as the underlying issues.

Friday October 10th • 3:00PM

East Meeting Room C

Peer Sculpting: Adapting a Family Therapy Intervention for Group Supervision

Emily Campbell • University of North Carolina at Greensboro

The goal of this presentation is to introduce the application of family sculpting as an intervention in the closing meeting of group supervision with counseling students. The presenters will describe how to use the sculpting technique to facilitate a constructive discussion of counseling masters students learning and experiences within group supervision. The aim of this presentation is for participants to (a) learn about tools for effectively adapting interventions in family therapy as

experiential activities into group supervision, (b) learn about the history of family sculpting technique, and (c) experience practicing innovative and creative strategies for incorporating sculpting and other strategies into group supervision. The session will include discussion, lecture, and experiential activities. Participants will receive a PowerPoint and experiential activity handout.

Friday October 10th • 3:00PM

East Meeting Room D

Ethical Issues, Professional Development, and Advocacy in Home-Based Counseling

Anissa Howard • University of Georgia

Shannon Eller

As national attention has shifted focus to mental health in America, many states have begun to expand mental health services to constituents through increased funding for state-contracted behavioral health facilities and community mental health programs that provide home-based counseling. These programs often employ pre-licensure candidates in search of opportunities for clinical experience. The operations and stipulations imposed by the funding sources of these organizations however, often impact the caliber of such experiences. This program aims to equip Clinical Supervisors with insightful information that highlights the unique needs and experiences of contracted pre-licensure trainees who deliver home-based counseling services. Specific emphasis is placed on the needs of home-based trainees who sub-contract through various community-based agencies authorized to provide Wrap Around, Homestead, CORE/IFI, and other community-based mental health services. The goals of this program are to: (1) identify common ethical dilemmas experienced by pre-licensure trainees in non-traditional mental health settings (2) identify and propose strategies and recommendations for addressing the unique clinical and developmental needs of pre-licensure trainees employed in non-traditional, contracted positions and (3) propose a model and tools for addressing the unique clinical and professional development needs of pre-licensure trainees employed in non-traditional, contracted positions.

Friday October 10th • 3:00PM

East Meeting Room E

Engaging Families in Intergroup Dialogue: A Resiliency Framework for African American Gay Men

Vivia Hill-Silcott • University of Georgia

Rodney Pennamon

As counselors, we face challenging questions from ethnic and sexual minority communities that have no easy answers. In an effort to lessen some of the adversities and facilitate transformative solutions between African-American gay men and their family systems, it is necessary to engage in critical conversations. Intergroup Dialogue will allow groups to construct strategies for meaningful change through “courageous conversation.” The presenters will discuss using Intergroup Dialogue as a group counseling modality when counseling African-American gay men and their family. Workshop participants will develop skills to facilitate difficult dialogues with African-American gay men. Presenters will also explore practical resources to assist counselors in developing support for African-American gay men who fear violence from loved ones when their sexual identity is disclosed. The format for this presentation will be hands-on, interactive, engaging, and lively.

Friday October 10th • 3:00PM

East Meeting Room F

Exploring the Transformative Implications of Natural Mentoring Relationships in Graduate School: A Relational-Cultural Approach

Yuliya Zholu • University of Texas at San Antonio

Joseph Avera

The purpose of this presentation is to describe the development and experience of natural mentoring relationships in the counseling program and explore the resultant impact on students' professional identity development. Using qualitative data, we will explore the

interconnection of naturally developing mentoring relations and personal development using the Relational-Cultural framework. Natural mentoring is a nurturing and sustained relationship between people who provide support, guidance, experiences, and encouragement. Natural mentoring in the academic environment provides a unique opportunity for a new student counselor to gain knowledge about the program and counseling field from more experienced graduate or doctoral students. Natural mentoring could provide new graduate students with an opportunity to experience a period of transformation in the context of accepting and encouraging relationships with their peers. Relational-cultural theory posits that identity develops through and towards relationships in a cultural context (Comstock et al., 2008; Miller, 1976). It postulates that growth and development of self occurs not in isolation but in relations with others. In this sense, the concept of relationships moves away from instrumental activities that support notions of an isolated individual self. We propose that natural mentoring relationships that occur in the context of a counseling graduate program provide the context for unique transformative experiences of counselors-in-training that shape their self-identity. The learning objectives for this presentation include: 1) explore the context of natural mentoring relationship in academic world and 2) using Relational Cultural framework to discuss the impact of natural mentoring relationships on counseling students' professional.

Friday October 10th • 3:00PM

East Meeting Room G

On Becoming an Advocate

Melissa Swartz • University of South Carolina

Advocate is a major role professional and school counselors play. In recent years, the American Counseling Association adopted Advocacy Competencies to operationalize the way in which counselors infuse social justice advocacy into their day-to-day practice. The Advocacy Competencies offer counselor educators and supervisors a form of measurement to assess the level and depth of students/counselors trainees' advocacy behaviors, however, it is unclear how individual counselors

develop the type of competence outlined in the these competencies. This presentation includes the following objectives: (a) provide an overview of current research of how counselors develop into advocates; (b) present a conceptual model of counselor advocate development; (c) facilitate discussion among participants on how counselor educators and supervisors can foster advocate development.

Friday October 10th • 3:00PM

East Meeting Room I

There's No "I" in Cohort: Fostering Cohesive Cohorts

Katie Wachtel • University of North Carolina at Greensboro

Stephen Hebard & Jodi Bartley

The goal of this presentation is to provide participants with practical methods of fostering cohesive doctoral cohorts. According to Nimer (2009), the doctoral cohort model provides members with support, improves retention, improves likelihood of collaboration in later career pursuits, and capitalizes on faculty use. Using the cohort model to structure doctoral programs can be an effective method; however, it is sometimes unclear how programs can foster cohesiveness within their cohorts. In this 50-minute content presentation, we will outline practical ways of fostering cohesive doctoral cohorts based on each stage of group development (pre-group, initial, working, transition, and closure). Example strategies include incorporating group activities during the admissions process, structuring a mentorship program to emphasize group culture, and incorporating group check-ins at specific points in the program. Furthermore, we will provide tips for responding to and resolving conflicts that may occur within doctoral cohorts.

Friday October 10th • 3:00PM

East Meeting Room J

Advocating for Students Experiencing Harmful Supervision

Alessandra Rhinehart • University of Tennessee at Knoxville

Melinda Gibbons

As counselor educators, it is our responsibility to promote the development of our students, ensure the welfare of our student supervisees and their clients, and function as gatekeepers for our programs and the counseling profession. As faculty supervisors coordinating placements and relationships with site supervisors, it is imperative that we are aware of the defining characteristics of effective, ineffective, and harmful supervision. However, awareness alone may not be sufficient. What do we do when our students experience harmful supervision with their site supervisors? Do we process with our students, attempt to ameliorate the situation, or remove our students from the site? This presentation explicates the complexities of supervision, focused on exploring literature related to harmful supervision. We will discuss the Integrated Developmental Model, with particular attention to the vulnerability experienced by Level 1 beginning counselors. Interactive activities, including case studies, will be used to aid in the identification of harmful supervision and how to address these situations as they occur for our students. The purpose of this presentation is to offer practical suggestions for identifying harmful supervision, empowering students, and salvaging relationships with site supervisors.

Friday October 10th • 3:00PM

East Meeting Room L

Marginalized, Tokenized, and Discredited: Minority Female Counselor Educators' Experiences with Systemic Oppression

Candice Epps Jackson • University of North Carolina at Greensboro

Jennifer Isabell Ong & Phillip Waalkes & Whitney Akers

Minority female counselor educators face unique challenges in academia that affect overall job and life satisfaction, and sometimes performance. More specifically, there are marked discrepancies in minority female counselor educators'

representation, salary, and treatment, when compared to that of the majority population. Also, for minority females there are multiple systemic barriers in the advancement and retention of tenure track faculty positions due to the lack of understanding and support within their work environments. Alarming, there is a lack of research on best practices to foster supportive equitable environments for women of color to thrive in counselor education faculty positions, beyond the mere representation of a diverse faculty profile. The presenters will explore pervasive issues, such as work overload, a lack of supportive mentorship, and microaggressions from administrators, fellow faculty members, and students. This presentation will illuminate factors that engender minority female counselor educators' success and advocate for the cause of creating a more equitable work environment. The format of the presentation will include lecture, discussion, and a case vignette. The audience will be involved in an active and lively discussion on suggestions to support women of color as it applies to their unique faculty work environments.

ROUNDTABLE SESSIONS

Friday October 10th • 3:00PM

East Meeting Room M, Table 1

Individual and Couples Counseling with Queer Women of Color

Kim Lee Hughes • University of Georgia

Based in experience working with queer women of color in an individual and couples counseling context, the presenter will provide participants with insights and intervention strategies to effectively attract and work with the population. This presentation focuses on narrative and feminist theoretical approaches for short and long-term treatment goals. Attendees will be invited to discuss their counseling experiences with queer women of color and will leave the session with new approaches to attracting, assisting, and advocating for the mental health needs of queer women of color.

Friday October 10th • 3:00PM

East Meeting Room M, Table 2

Roundtable Discussion on College Admissions Counseling in Counselor Education

Nicole Shaub Cook • University of Georgia

Ken Jackson

In today's counselor education paradigm, counselors only receive on-the-job training when it comes to knowledge of college admissions issues. While some avenues for training in these areas exist, many counselors are not supported in pursuing these trainings, are underserved in having access to them, or are too overworked to attend. A better solution would be for school counselors working in high schools to have received some basic training in this area before beginning to work with their population initially. The goal of this roundtable is to gather counselor educators interested in advocating for further training for counselors in the area of college counseling. Roundtable presenters include three high school counselors who have been active both in the field of college admissions (NACAC, SACAC, etc.) and also in counselor education through professional organizations and through publishing. Attendees will discuss possible avenues for developing counselor education tools for college counseling training, possible alliances with NACAC and SACAC, and possible alliances with counselor education programs.

Friday October 10th • 3:00PM

East Meeting Room M, Table 3

"I'll Never Kill Myself!": What do Counseling Students Really Think About Suicide?

Eric Beeson • Emporia State University

"It's a privileged position for one to think they'll never be in a situation like I was" (Anonymous, 2014). Power differentials within the counseling relationship have potential to influence clients' social justice. Ethical standards promote the awareness of personal attitudes in order to prevent the imposition of these attitudes during the counseling process; yet, counseling clients who experience suicidal behaviors creates complex ethical dilemmas that may be difficult to

navigate. In response, the goal of this program is to provide participants with an opportunity to explore their personal attitudes towards suicide using the results from recent research that focused on counseling students' suicide attitudes (Beeson, 2014). Participants in this session will have the opportunity to (1) identify their attitudes towards suicide; (2) identify personal and professional characteristics that could influence the development of attitudes towards suicide; (3) understand the concepts of rational and permitted suicide; and (4) construct meaning from their experiences. This program rests upon the belief that reflection upon personal attitudes can enhance the social justice of individuals who experience suicidal behaviors. Research findings will guide the discussion regarding the potential influence of specific attitudes on the training, practice, and supervision of professional counselors.

Friday October 10th • 3:00PM

East Meeting Room M, Table 4

The Pedagogy of Crisis Counseling: Applying Crisis Counseling Models in Advanced Practicum

Donna Gibson • Virginia Commonwealth University

Shajuna Isom-Payne & Julia Taylor

Integrating crisis counseling models into counselor education curricula has been a major emphasis since the implementation of the 2009 CACREP standards. However, application of these models for doctoral students to understand and convey them to others has been challenging. In this discussion, the presenters will share how crisis counseling models were applied to past crisis situations at clinical sites by doctoral students enrolled in advanced practicum. Specifications of the assignment will be provided, and an analysis of the outcomes will be highlighted. Participants will be engaged in the discussion on how to improve upon applying crisis models in counselor education and encouraged to share ideas on additional pedagogical and supervision practices that build on this knowledge and increase crisis counseling skills.

Friday October 10th • 3:00PM

East Meeting Room M, Table 5

Meditation as an Adjunct Treatment for Women Suffering From Complex Traumatic Symptoms

Kimberly Matthews • University of Mississippi

James Strickland

The literature defines complex trauma as ongoing traumatic events that are typically interpersonal in nature and often begin during childhood. Moreover, the research shows that women experience a higher rate of exposure to traumatic events as defined above. Finally, the research demonstrates that individuals, who suffer from complex trauma, exhibit a symptom set organization and intensity that differs from individuals who experience a single traumatic episode or multiple traumatic episodes in relation to combat. Currently, clinicians recognize the benefits of meditation as an adjunct to a phase approached treatment strategy for these individuals. The following presentation surveys and synthesizes the empirical research concerning meditation and treating the specific symptoms that most commonly manifest in individual who experience complex trauma. More specifically, the review focuses on mindfulness and mantra meditation strategies in relation to pathological anxiety and dissociation.

Friday October 10th • 3:00PM

East Meeting Room M, Table 6

Calming The Inner Storm: Tools to Manage Difficult Emotions and Empower Medical Self-Advocacy

Laura Cunningham • Argosy University

Cancer has a devastating effect on patients and families (Clayton & Bronlee, 2002; Monti, Peterson, Kunkel, Hauck, Pequignot, Rhodes, & Brainard, 2006). Fears and losses include physical, mental, emotional and spiritual turmoil. Many times patients are overwhelmed and can benefit from emotional support groups (Carlson, Groff, Maciejewski, & Bultz, 2010). This presentation

will demonstrate how to teach counseling students to run group interventions that are aimed at stabilizing the overwhelming emotional reaction to grief, loss and fear. Alongside this effort, showing counseling students how to help cancer patients connect with each other feel more empowered to advocate for themselves to make difficult medical choices. The group constructed by this Counselor Educator brings in a variety of positive psychology exercises and tools from a few chosen theories. This offers patients the ability gravitate towards the method that really resonates with them, activities include: 1. Gratitude exercises (Emmons, 2013) 2. Art Therapy- (Geue et.al, 2010). 3. Loving-kindness meditations and detachment trainings (Kabat-Zinn, 1994) 4. Tonglen trainings (Chodron, 2001). 5. Stream of consciousness writings (Cameron, 2013) 6 . Mindfulness based mediations (Kabat-Zinn, 2003) Counselor Educators and Supervisor will learn these techniques so that they can present this in group class or in supervision.

Friday October 10th • 3:00PM

East Meeting Room M, Table 7

Collaboration between Counselor Educators to Increase External Funding Opportunities

Dodie Limberg • Texas A&M – Commerce

Ryan Carlson & Kara Leva

Obtaining external funding is an important part of a counselor educator's professional identity. External funding provides counselor educator's opportunities to execute and support their research. However, procuring funding can be challenging, especially if it is done in isolation. Therefore, the purpose of this program is threefold: (a) explain the strength in grant collaboration between school, clinical mental health, and marriage and family counselor educators, (b) introduce a collaboration grant writing model, and (c) discuss practical ideas for collaboration.

Friday October 10th • 3:00PM

East Meeting Room M, Table 8

Advocating for Ourselves: (Distance) Counselor Educators as Victims of Student Aggression

Kathryn Miller • Capella University

Counselor education is rewarding and demanding work, made more challenging by students who exhibit aggression (e.g., micro aggressions, threats, passive-aggressive communication) towards their instructors. The challenges faced by distance education faculty are somewhat different from those faced by faculty in face-to-face programs, due to the different platform on which connection and interaction occur. Having institutional procedures in place for managing these occurrences is necessary but insufficient for the personal well-being of counselor educators who live with the cumulative effects of subtle and not-so-subtle abuse from a small percentage of students, over the course of their careers. The goal of this presentation is to identify specific forms of aggression against counselor educators along with strategies for managing their effects. Participants will evaluate strategies that counselor educators can use to advocate for themselves with their institutions, students and each other. The presentation is comprised of brief lecture with two small group activities.

Friday October 10th • 3:00PM

East Meeting Room M, Table 9

Advocating For Our Children: Best Practices For Training Counselors to Counsel Children

Kristi Gibbs • University of Tennessee at Chattanooga

Jolie Daigle

Counseling Children requires a unique skill set that is generally not taught in a basic skills course in counselor education programs. Many programs address this need for training through a course specifically on counseling children and adolescents. We will share our current practices on preparing students to counsel children and hope to engage in a dialogue with others about what they are doing as well. The goal of this session is for participants to share and gain knowledge about how we can best advocate for

children by ensuring that our students receive training in those skills specific to that population.

Friday October 10th • 3:00PM

East Meeting Room M, Table 10

Experiences of School Counselor Educators Entering Academia Directly from School Counseling Positions

Amy Milsom • Clemson University

Kristen Moran

The goal of this presentation is to inform the development programs and activities to help new school counselor educators transition successfully into academia. In recent years, many counselor educators have discussed the lack of faculty applicants who not only have expertise in school counseling but who also have experience working as school counselors. The increased need for school counselor educators as well as questions about the readiness of school counselors to transition into the faculty role led to this research. The presenters will discuss their phenomenological research study (funded by an ACES grant) exploring the experiences of a diverse group of new school counselor educators as they transitioned directly from working as school counselors in P-12 settings into faculty positions in higher education. The presenters will share findings from their study that address factors that helped and hindered the successful transition of their participants into academia as well as the challenges and successes the participants experienced. Attendees will be provided with a handout of themes and recommendations and will engage in discussion about this topic.

October 10th • 4:00PM

CONTENT SESSIONS

Friday October 10th • 4:00PM

East Meeting Room N

SACES Committee and Interest Network Meeting

Friday October 10th • 4:00PM

East Meeting Room A

Group Activities Designed to Increase Self-Awareness

Caroline Brackette • Mercer University – Atlanta

Self-awareness increases an individual's levels of competence and ability to effectively engage with diverse groups of individuals (Sue, Arredondo, & McDavis, 1992). The presenter will review three pedagogical practices that incorporate components of engaging students in practices that facilitate reflection and discussion, in an effort to foster greater awareness of self. In particular the presenter will highlight the constructivist, transformative, and emergence pedagogical models for their focus on creating new knowledge through personal experience, self-awareness, and reflection (Guiffreda, 2005; McAuliffe & Eriksen, 2011; Mezirow, as cited in Guiffreda, 2005). Participants will engage in several group activities, as the facilitator concurrently models the process of facilitation and discussion. Participants will be introduced to a series of creative group and individuals exercises designed to increase self-awareness that participants will be able to incorporate into their current classroom sessions.

Friday October 10th • 4:00PM

East Meeting Room B

Enhancing Professional Identity: Service Learning as a Catalyst for Professional Orientation

Carla Emerson • Wake Forest University

Heidi Robinson

Service to the community and others is a central tenant of the discipline of counseling. We have developed a service learning module to help students bridge the gap between classroom concepts and professional experience. One of our goals of service learning is to encourage and facilitate a deeper connection among students, the Counseling Department, the University, as well as the profession. Our model for service learning allows students to experience the joys and

challenges of being in service, offers a safe opportunity for processing, and a structured process that connects service to the individual, the group, and the profession. Attendees will receive a step by step plan for developing a service learning module, and worksheets for processing the experience on the individual, small group, and larger group levels while increasing the students' understanding of self, other, and profession. (This module could be incorporated into Professional Orientation, Group, Capstone, and Clinical Courses.)

Friday October 10th • 4:00PM

East Meeting Room C

UGA's Annual Diversity Conference: A Capstone Event for PhD Students

Karen Griffith • University of Georgia

Pam Paisley

The UGA Diversity Conference was initially developed to focus on helping school practitioners appropriately and effectively address concerns and issues for language learners. Recently, the implementation of a cohort model for PhD in Counseling and Student Personnel Services yielded the opportunity to more fully develop both the conference and the skills of the students. This approach generated an expanded focus for the conference and a unique opportunity for students. Each February, students in their final year of content coursework develop and implement this conference. It is specifically designed for practitioners with an explicit goal of advancing equity and access for all P-16 settings. Conference themes and learning tracks are grounding in social justice, current research, theory and practicality. It draws an audience from professional school counselors, teachers, social workers, school psychologists, and community mental health workers. One area school district underwrites the registration costs for staff who wish to attend. Learn how our PhD students are supported and coached through conference conception, development, and implementation. Hear about our process with students, both successes and failures, and adjusted plans. Review the specifics of recent conferences and consider

how this project might be undertaken in your setting.

Friday October 10th • 4:00PM

East Meeting Room D

“Super-vision”: Helping First Year Doctoral Students in Counselor Education Programs Develop Their Supervision Style

Panagiotis Markopoulos • University of New Orleans

Anita Pool, Katie Fetzner, Alexis Mueller, Melissa Walker, & Matthew Lyons

Four beginning counselor education and supervision doctoral students from the University of New Orleans, under the supervision of their professor, conducted a focused group discussion regarding their first year of experience supervising masters’ level students. The findings from the discussion will be presented during the session in a format that will help counselor educators understand the transition for doctoral students becoming supervisors and how to provide support for the process. The presenters will discuss their findings with emphasis on theoretical orientation, supervision style, and the role of faculty mentors. The session will focus on the major themes that emerged and the implication for student success. Presenters will offer resources for use in supervision and handouts.

Friday October 10th • 4:00PM

East Meeting Room E

Managing Millennials: Counselor Education Takes on a New Kind of Learner

Jeanne Davidson Booth • Lynchburg College

Generally defined as students born between 1982 and 1994, Millennials bring both personal characteristics and educational expectations that often seem contradictory to the training of counseling professionals. Research substantiates that gratuitous honors, grade inflation, and other cultural and societal elements have contributed to students entering higher education devoid of the

discipline, maturity, initiative, and gravity (Oblinger & Oblinger, 2005) necessary for graduate study. These deficits dramatically impair this student’s ability to assimilate many of the attitudes, traits, and techniques essential to the counseling profession. As learners, these students are often impatient with, and critical of, professors whose classrooms do not provide them with stimulation, motivation, and enough engagement to keep boredom at bay. Millennials may also be resentful of honest assessment and discerning supervision, and therefore unable to internalize such feedback as a means for positive growth and development. This program will 1) present the research findings on the personal, social, and educational characteristics of this student population; and 2) focus on specific strategies that counselor educators and supervisors can employ in the classroom and on-site to provide pedagogy and supervision designed to engage this learner while fostering the traits necessary for the effective, professional practice of counseling.

Friday October 10th • 4:00PM

East Meeting Room F

No Passport Necessary: Exploring International Issues in U.S. Counselor Education

Paul Smith • University of North Carolina at Greensboro

Isabelle Ong & Alwin Wagener

The goal of this presentation is to explore the current use of international topics and research in counselor education and how programs can integrate international perspectives into the learning process. Counseling has been transformed into an international profession – not just a national one – so using knowledge from outside of the US is imperative to understanding the diverse context of the counseling profession. As counselors and counselor educators, we are entrusted with the responsibility of advocating for the inclusion of international issues in counselor education programs. The objectives of the presentation will be: 1) to explain the importance of including international issues within counselor education, 2) to educate the audience on the current state of international issues being taught

in counseling, 3) to provide examples of how to integrate global perspectives into counselor education based on presenters' experience and audience input. We will explore ideas such as: using international students from host university to educate about counseling issues abroad, using international journals in classes, and dialoguing with educators and students around the globe. The audience will be invited to generate creative ways to infuse these issues in counselor education programs.

Friday October 10th • 4:00PM

East Meeting Room G

Existential Counseling as a Vehicle to Support Latina Breast Cancer Survivors

Jessica Gonzalez • University of Central Florida

Sejal M. Barden

Latinas are overrepresented in groups that experience life-threatening illnesses such as cancer. As such, cancer is the leading cause of death among the Latina population; specifically, breast cancer is the most frequently diagnosed and is responsible for the greatest number of fatalities (American Cancer Society, 2012). Therefore, the purpose of this presentation is to a) provide an overview of mental health issues for Latina breast cancer survivors; b) discuss key cultural values such as espiritismo, familismo, and personalismo as they relate to coping with cancer and c) demonstrating an existential counseling framework to support Latina breast cancer survivors.

Friday October 10th • 4:00PM

East Meeting Room I

Supporting Transgender Ally Development in Counselor Education

Kristine Ramsay • Auburn University

Courtney East & Amanda Evans

Transgender individuals have recently had increased visibility in media and society. Yet, they have had limited inclusion in counseling literature

and coursework. To effectively meet the needs of this complex population it is imperative that ally development is supported in counselor education. This presentation will provide identification of issues in the profession as well as discussion of how to provide appropriate services. Additionally, there will be exploration of what the role of a counselor is when working with transgender-identified clients.

Friday October 10th • 4:00PM

East Meeting Room J

Social Justice Education: A Call for Action

Samuel Sanabria • Rollins College

Derrick Paladino

Counselors-in-training are in a position to learn the importance of becoming advocates for their clients, but may not receive adequate training in this area. There are missed opportunities in counselor education programs to teach students on how they can become change agents. This presentation introduces a model of teaching social justice by having students participate in a 100 hour pre-practicum experience in which they actively engage in advocacy work in their community. This approach allows students to gain valuable experience and knowledge by engaging in social justice work. This model also develops students' leadership skills through practice prior to starting their actual clinical experience. In addition, by having students engaged in advocacy work they not only develop a stronger appreciation for the needs of their clients but also help build their community by promote social awareness. Integrating this proposed experiential activity in counseling training programs require an understanding of the importance of advocate work in our profession, as well as a willingness to make the necessary changes to the curriculum.

Friday October 10th • 4:00PM

East Meeting Room K

The Function of Clinical Faculty in Counselor Education Programs: A Both/And Proposition

Kelly Cheatham • University of North Texas

Lisa Schulz

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) identifies standards of practice for counselor education programs to systematically prepare trainees. Such preparation includes teaching of graduate classes, supervision of counseling, advanced practice of counseling, and organized inquiry into the field of counseling. The challenges to meet the expectations of instruction, service, and scholarship has lead a number of counseling programs to create clinical faculty positions to safeguard the clinical development of trainees and satisfy administrative demands for faculty-generated endowment and publication. Exploration of faculty satisfaction reveals increasing levels of role overload and negative occupational gratification and underscores the need to maintain an adequate balance between personal and professional needs and goals and program effectiveness. The purpose of this presentation is to examine the roles and relationships of clinical faculty in university counselor education programs to (a) better understand how clinical faculty contribute to program effectiveness, (b) identify common obstacles to clinical faculty becoming a regular part of counselor education programs, and (c) present preliminary findings of a national survey of counselor educators in CACREP programs regarding current clinical faculty roles and responsibilities and their relationships with other members of counselor education programs.

Friday October 10th • 4:00PM

East Meeting Room L

Co-Curricular Activities Addressing the CACREP Standards on Leadership and Advocacy

Craig Cashwell • University of North Carolina at Greensboro

Stephen Kennedy & Donna Gibson

CACREP has long recognized the importance of CSI chapters in extending the counselor education curriculum through activities and experiences that are outside of the core curriculum yet essential to

the preparation of outstanding counseling professionals. The presenters will share their ideas as well as research findings related to the activities of CSI chapters in relation to CACREPs requirements for accreditation.

ROUNDTABLE SESSIONS

Friday October 10th • 4:00PM

East Meeting Room M, Table 1

Strategies for Successful Completion of a Dissertation

Rachel Vitale • Kent State University

Many resources exist to help students write a thesis or dissertation. The focus of these writings is on ways to improve writing or on the lessons learned while writing the thesis or dissertation. The purpose of this presentation is to provide participants with a detailed description of ways to be productive through the process of writing. The program will address issues such as choosing a topic, beginning the writing process, maintaining progress, and restarting the writing process after a delay. Participants will leave the session with specific strategies for completing the dissertation. The goals and objectives of this program are to provide information to faculty members and doctoral students to assist doctoral students through the process of writing dissertation. As a result of attending this program participants will have a better understanding of the dissertation writing process. Participants will also be given specific strategies for efficiently progressing through the dissertation writing process.

Friday October 10th • 4:00PM

East Meeting Room M, Table 2

Disability as Diversity: Strategies for Integration into Multicultural Counselor Education Training

Melissa Deroche • University of New Orleans

While greater attention has been given to multicultural research, counselor training and competency in recent decades, minority groups such as individuals with disabilities, have largely

been overlooked in multicultural and diversity courses (Jackson-Bailey, Jana-Masri, Jordan, & Metz, 2008). Professional codes of ethics and standards of practice applicable to disability as a component of multiculturalism and diversity will be reviewed. Discussion will include relevance to counselor education and training. The AMCD multicultural competencies will serve as a foundation for identifying parallels between racial/ethnic minorities and individuals with disabilities. Current research and knowledge on this subject will be covered in conjunction with strategies for integrating disability as a component of multiculturalism and diversity. This presentation will combine a lecture style format with an interactive discussion.

Friday October 10th • 4:00PM

East Meeting Room M, Table 3

Advocacy for the Profession: Using Technology to Reach the Public Arena in School Counseling

Lee Edmondson Grimes • Valdosta State University

Allan Celik

Lecture capture is the capturing of some or all elements of a live lecture in a digital format (Newton, Tucker, Dawson, & Currie, 2014). The goal of this round table discussion is to explore with participants the possibilities for using lecture capture in school counseling education. Content will focus on ways to advocate for the profession by using lecture capture presentations from school counselor educators on topics such as transformed school counseling roles and the ACA Advocacy Competencies. The facilitators of this discussion suggest that lecture capture presentations such as these be used in other education courses such as those for teachers and principals for greater understanding about the many roles and approaches of today's school counselors. The round table format will use group discussion generated with questions and will employ the example of a real-life counselor educator lecture capture used for the purpose described.

Friday October 10th • 4:00PM

East Meeting Room M, Table 4

Infusing Macro-Level Advocacy in Counselor Education Programs: Course Development and Assignment Ideas

Lamerial Jacobson • University of Central Florida

Kara Ieva

According to CACREP (2009) Clinical Mental Health standards suggests that a student "understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity..." (E.4., p. 32). However, in counselor education programs the concept of advocacy and social justice are afterthoughts and the focus remains on micro-level advocacy for individuals. Therefore, the need exists to further discuss macro-level advocacy to enhance developing counselor's knowledge and understanding of social injustice due to limited research (e.g., Ratts, DeKruyf, & Chen-Hayes, 2007). Thus, this program focuses on the possibilities for developing a specific social justice course and examples for infusing advocacy assignments throughout a graduate program. From a social justice framework, the proposal promotes counseling student advocacy development and provides specific examples of learning advocacy typology (e.g., self, other, best interest, professional, and political). Learning objectives include (a) participants will learn and identify ways to infuse social justice and advocacy assignments into core CACREP curricula (b) participants will discuss experiences with advocacy training and development, and (c) participants will learn about the importance of developing a social justice and advocacy course in counseling.

Friday October 10th • 4:00PM

East Meeting Room M, Table 5

Developing Cultural Competence in Counselors of Color in Training: Examining Multicultural Textbooks

Kyla Marie Kurian • North Carolina Central University

Gwendolyn Newsome, Whitley Grant, Levette S. Dames, & Robert Horne

Generally, multicultural training focuses more on “educating White trainees and counselors [about] their biases and assumptions about human behavior” (Sue & Sue, 2013, p. 57-58). In our experience as counselor educators, counselors of color in training (COCIT) have biases and racial stereotypes about people of color (POC) and of Whites that require a unique approach as they develop cultural competence. Therefore if multicultural training focuses on White trainees and counselors, what approaches are available for training COCIT? In this research, using the Multicultural Textbook Evaluation Tool, we examined the extent to which textbook content included information about preparing COCIT for working with Whites and other POC. Textbooks used in 250 CACREP programs were given a designation of Exclusion, Tokenism, Segregation or Integration with corresponding scores of 0 through 3 to determine the depth of content specific to this population. Further, a content analysis of the textbook content will be presented. Participants will learn the approaches found to train COCIT. Result of the study as well as suggestions for future research will be presented.

Friday October 10th • 4:00PM

East Meeting Room M, Table 6

Student to Professor: One Cohort’s Experiences during the Transition Process

Michael A. Williams, Sr. • Lynchburg College

The transition from being a student in Ph.D. Program to the professorate brings unique opportunities and challenges. Members of one cohort from a CACREP accredited Ph.D. program at Ohio University conducted a multi-author autoethnographic project detailing their experiences transitioning from the role of student to professor. Each of the researchers bring unique demographic and life situations which are reflected in the responses. This session will present the major themes that emerged with an emphasis on areas researchers felt most prepared for the transition and areas where preparation could be complimented. The session will offer valuable insight and resources for aspiring

professors and for senior faculty members seeking to mentor and retain young professors. Format will be lecture based with time for questions and discussion toward the end of the presentation.

Friday October 10th • 4:00PM

East Meeting Room M, Table 7

Applying Creativity and Intuition to Supervision

Yvette Tolbert • Kent State University

In this content session, the incorporation of intuition and creativity into supervision interventions, supervisory relationships, and thinking about supervision will be reviewed. Connections between creativity, intuition, and neuroscience will be explored, along with discussion about how to create and use supervision interventions which involve intuition or the stages of the creative process. Examples about creative and intuitive interventions will be provided via handout. Time for discussion and brainstorming about creativity and intuition within the supervisory relationship will be provided. Attendees will be able to demonstrate knowledge about incorporating creativity and intuition into supervision relationships and interventions within specific supervision theory frameworks. Attendees will be able to name at least three interventions they can use with supervisees in future supervision sessions and will be able to explain at least one of the connections between creativity, intuition, and neuroscience.

Friday October 10th • 4:00PM

East Meeting Room M, Table 8

Cross-Cultural Conversations on the Establishment of a Professional International Counseling Identity

Eleni Maria Honderich • College of William & Mary

Karena Heyward & Jessica Lloyd-Hazlett

As the internationalization of the counseling profession continues to grow, research becomes warranted on how to create a unified professional

identity that maintains respect for cultural differences. Unification does not equate to a strict identity of the “right way,” but instead builds on the phenomenological similarities of the counseling profession across cultures. Continued conversation on what this identity entails becomes pertinent for the profession as it continues to establish itself to gain credibility, distinguishing it as a unique and credible profession. This roundtable discussion aims to continue the dialogue on what an International Counseling Identity entails and its subsequent establishment. The first part of this presentation will explore research findings from a pilot-study that interviewed professional colleagues immersed in the counseling profession in various countries. These interviews focussed on expressing the unique identity of counseling from different international regions, while also conceptualizing the participants view of the benefits, challenges, and encumbering factors of establishing an international identity. These finding will assist in grounding the subsequent roundtable discussion; the facilitated discussion will explore attendees’ reactions towards (a) unification, (b) subsequent benefits/challenges, (c) current movements, and (d) ideas for future direction as it applies to an international counseling identity.

Friday October 10th • 4:00PM

East Meeting Room M, Table 9

The Changing Role of Character Education

Carleton Brown • University of Arkansas at Fayetteville

The case for character education has transformed from educating students regarding behavior to a trend to develop habits in students for academic success and happiness. Understanding the evolution of character education in the United

States, new research, and an overall different concept for delivering character education will assist counselor educators in providing a well-informed paradigm for future school counselors to decide how they may advocate for character education at his or her k-12th school settings. This presentation will be presented via power point presentation, filled with open discussion similar to the style of a Socratic seminar.

Friday October 10th • 4:00PM

East Meeting Room M, Table 10

Prescription Perspective: The Importance of Recognizing the Perception of Prescription Drugs in Counselor Education

Shainna Ali • University of Central Florida

In the past twenty years prescription drug use, and subsequent abuse, has increased exponentially (Office of National Drug Control Policy, 2011). In 2010, approximately seven million users utilized prescription drugs non-medically (National Institute on Drug Abuse, 2011). The prescription drug pandemic prompts the field of addictions treatment to embark on a new territory, which would include an understanding of addictive legal substances. In contrast to illicit substances, prescription pills may prompt fewer stigmas and may be perceived as less dangerous, this variance provides implications for prescription drug users, misusers, and abusers that are essential to address in counselor education in order to prepare students to deal with prescription drug concerns.

Mercer University

PENFIELD COLLEGE

The Counseling Program at Mercer University is seeking qualified applicants for the

Ph.D. in Counselor Education and Supervision

- The program admits 12 candidates once a year. Applications must be completed by **January 31, 2015** to be considered for admission. **Every** student admitted receives graduate assistantships with a stipend and other teaching and supervision opportunities.
- The Counseling program's mission at Mercer University is based upon a fundamental belief in the diversity, dignity, and inherent worth of all human beings and in the central role education plays in a democratic society. The Counseling faculty actively supports Penfield College's commitment to quality instruction and community service.
- Doctoral training extends beyond course content hours and field experiences. Doctoral students learn to examine critically the state of the art, to generate research inquiries, and to advance the profession of counseling through oral and written contributions.
- The Ph.D. in Counselor Education and Supervision is unique as students are required to complete a counseling cognate as well as an external cognate in another discipline of interest to the student. A broad interdisciplinary base at Mercer allows for great breadth in academic pursuits for doctoral students. The doctoral level counselor represents a "scientist practitioner" model and should be both consumer and producer of research. Doctoral degree requirements in counseling are rigorous. The selection process for admission to the program considers this factor. Students admitted to the program have convinced the selection committee of potential for successful program completion.
- Our 11 Full-time faculty members offer a wealth of experience in teaching, mentoring, research, and serve as leaders in both state and national counseling organizations. The program faculty's expertise allows students to develop in-depth knowledge of numerous counseling specialty areas.
- The Ph.D. in Counselor Education and Supervision program is offered in the evenings on the Atlanta, GA campus of Mercer University. With over 5 million people in the metro Atlanta area and the world's busiest airport, Atlanta is not only 'the crossroads of the south' but is an international city, offering our students a great diversity of personal, clinical, and professional opportunities.

For More Information and Application Materials visit our website at:

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or contact Ms. Leslie Baxter- call (678) 547-6411 or email Baxter_Lm@Mercer.edu



The University of Central Florida (UCF) is a major metropolitan research university, enrolling 7566361,200 students and is the fastest growing university in Florida. The UCF College of Education and Human Performance is accredited by the National Council for Accreditation of Teacher Education (NCATE). The CACREP accredited Counselor Education Program is currently the 7th ranked Counselor Education Program in the nation by *US News and World Report*.

The Ph.D. in Education-Counselor Education is CACREP accredited and employs a full-time cohort model, preparing students for university level counselor education positions. Graduate assistantships are available to support doctoral students in their graduate studies. Information regarding the UCF Ph.D. in Education-Counselor Education is available at the following website:

<http://education.ucf.edu/counselored/>

The UCF Counselor Education Program located within the Child, Family and Community Sciences Department, is currently accepting applications for two tenure-track Counselor Educator positions:

- Assistant Professor of Counselor Education-School Counseling
- Assistant Professor of Counselor Education-Marriage, Couple and Family Therapy

Information regarding the tenure-track Counselor Educator positions is available at the following website: <https://www.jobswithucf.com/>



THE UNIVERSITY of NEW ORLEANS

Master of Education in Counseling
(M.Ed.)
Doctor of Philosophy in Counselor
Education (Ph.D.)



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The Journal for Counselor Preparation and Supervision

Fall 2014 Issue

Welcome to Birmingham!

We hope you enjoy the SACES conference.

NARACES JOURNAL FALL ISSUE: We invite you to review our Fall 2014 issue of JCPS, and to visit our new website
<http://repository.wcsu.edu/jcps/>

Bepress/Digital Commons: We are excited to announce that JCPS has had 6,385 downloads since we joined bepress/Digital Commons in January! We are indexed through EBSCO and ProQuest, and in the process of being indexed in PsycINFO. Authors receive regular download reports.

MANUSCRIPTS: We are accepting manuscripts on topics of supervision, counselor education, and clinical practice.

EDITORIAL BOARD: Would you like to be an editorial board member? Please email your vita and specialty areas of interest to:
jcpsnaraces@gmail.com

QUESTIONS? Contact Edina Renfro-Michel, Journal Editor, or Jane Webber, Associate Editor, at jcpsnaraces@gmail.com

*The Journal of
Counselor Preparation & Supervision*



Saturday

October 11, 2014

October 11th • 8:00am

CONTENT SESSIONS

Saturday October 11th • 8:00AM

East Meeting Room B

The Case of Charlee: An Experiential Trauma-Focused Practicum

Catie Greene • College of William & Mary

Amy Williams, Pamela Harris, Sterling Travis, & Sharon Kim

The goal of this program is to introduce attendees to an experiential-based teaching model for incorporating the 2009 CACREP standards for trauma and crisis intervention into the master's level practicum course. We will introduce Charlee, a fictional young woman that served as the collective client to a cohort of practicum students learning and applying trauma, disaster, and crisis counseling concepts. A conceptual framework for preparation and response in client crises (McAdams & Keener, 2008) will be described for its utility in informing the practicum curriculum around an experiential crisis case such as that of Charlee. Results of the pre and post- assessments of student self-efficacy will be presented and implications for replication in light of the importance of introducing trauma, crisis, and disaster into counselor education curricula will be discussed. The benefits of incorporating an experiential learning component into the practicum curriculum related to crisis, trauma, and disaster will also be presented as it relates to encouraging optimal counselor development facilitated by adequate challenge and support. The interactive program will include lecture, discussion, and video presentation formats.

Saturday October 11th • 8:00AM

East Meeting Room C

2014 ACA Code of Ethics: Implications for Counselor Educators and Supervisors

Mary Hermann • Virginia Commonwealth University

Shawn Spurgeon & Richard Watts

Revisions to the ACA Code of Ethics were approved by the Governing Council in March of 2014. In this session, three members of the ACA Ethics Revision Task Force will discuss the revisions and address how these revisions impact counselor education and supervision. Major changes in the Code include provisions on personal values, social media, and technology.

Saturday October 11th • 8:00AM

East Meeting Room D

Transforming Lives: Advocacy through Evaluation of a Recovery Model for Adolescents

Judith Nelson • Sam Houston State University

Susan Henderson

Contributing Author: Steve Lackey

Participants will observe advocacy in action! (a) Learn how a team of researchers collaborated to evaluate a non-profit, community agency recovery program for adolescents and young adults; (b) discuss how to collaborate with agencies, faculty, doctoral students, and multiple universities to evaluate programmatic interventions; (c) understand how to generate data for program evaluation purposes and publication; and (d) explore preliminary results for the program evaluation of the Palmer Drug Abuse Program in Houston, Texas. The primary intervention investigated was the Alternative Peer Group (APG), a program for youth and young adults in recovery from misusing drugs and/or alcohol. More specifically, our study investigated the effectiveness of APGs and addressed a gap in the literature relevant to youth recovery. This research project was an embedded case study. A mixed research design was used to collect data among several constituent groups using surveys, archived data, interviews, and focus groups. Data were analyzed quantitatively and qualitatively. Our research study was not funded, but rather was a public service to the agency and the community-at-large. The results of our study will provide data to inform stakeholders and

researchers about effective practices in youth recovery programs. Handouts will be provided, and discussion is encouraged!

Saturday October 11th • 8:00AM

East Meeting Room E

Becoming a Counselor Education Doctoral Student: Perspectives of Women of Color

Melissa Zeligman • Georgia State University

Diandra Prescod & Jennifer Greene

Women of color are underrepresented in university settings, both as students and faculty. A lack of representation results in fewer role models for women of color, as well as limited peer support for those with a shared experience. Experiences of racism and sexism also exist, further contributing to the unique experience of being a woman of color within higher education. The study presented explores the journey and experiences of women of color as they enter their first semesters as counselor education, PhD students. Results of this research project will be shared with attendees, including themes that arose from qualitative interviews with participants. Such themes include: diversity within the program, racial/cultural awareness, setting an example, sacrifices of the PhD, and the journey to a PhD program.

Saturday October 11th • 8:00AM

East Meeting Room F

Increasing Trustworthiness in Qualitative Research: Utilizing the Technique of Bridling

Diane Stutey • Clemson University

In qualitative research one can employ multiply techniques to ensure that the data collected and analyzed by the researcher is trustworthy and rigorous. Bracketing is a commonly accepted technique where researchers attempt to eliminate their own experiences with the phenomenon being studied (Tan et al., 2009). However, many researchers find it difficult to completely eliminate their own assumptions and biases when researching a topic. In this round table discussion

we will explore a similar approach known as bridling. Bridling is a useful technique where researchers' pre-understandings and background with a research subject matter are managed rather than eliminated. Participants in this round table discussion will be given examples of ways that others have utilized this technique and resources should they choose to implement bridling into their qualitative research.

Saturday October 11th • 8:00AM

East Meeting Room G

Paradigm Shift of Counseling Student from Lecture-Based Learning toward Problem-Based Learning

Amelia Binti Mohd Noor • University of Mississippi

Mindy Dunagan

As counselor education programs continue to transform by offering outcome-based education, counselor educators are focusing on preparing counseling students for knowledge acquisition and strong generic skills. In response to advocacy for training future counselors, problem-based learning (PBL), compared to lecture-based learning, is an interactive teaching method that has been empirically proven to enhance students' performance. Although counselor educators have a common constructive goal of assisting students through implementing PBL, students do not always develop as expected. This presentation is intended to highlight an overview of the literature in regards to transition issues that counseling students face while shifting from lecture-based learning to PBL. The presenters will offer a more in-depth understanding of how to orientate students as active learners. Counselor educators will be provided practical instructional strategies for designing and organizing curriculum that challenges students to become actively involved. In addition, implication for counselor education program will be discussed during this session.

Saturday October 11th • 8:00AM

East Meeting Room I

Site Supervision Clinical Training

Clare Merlin • College of William & Mary

Ann Shillingford

Are you a counselor educator interested in providing supervision training to your students' site supervisors? This presentation will highlight how one university has created an ongoing cohort-model school counselor site supervisor training program. This program enlists site supervisors to participate in a one-credit course in which they learn about and discuss the supervisory relationship, supervision models, and multicultural considerations in supervision. After completing this course, participants are initiated as clinical faculty members for the master's program, and then serve as more skilled, knowledgeable site supervisors for supervisees. Using an interactive lecture and discussion format, this presentation will highlight how counselor educators can create similar supervision training programs at their own universities. The session will feature information about grant funding, participant recruitment, course content, mutual benefits, and lessons learned along the way. Attendees will leave the presentation equipped with ideas and inspiration to begin their own site supervisor training program.

Saturday October 11th • 8:00AM

East Meeting Room J

Accommodating Students with Disabilities in a Blended Classroom: Legal and Ethical Responsibilities

Treshonda Mills • Argosy University – Sarasota

Karen Thompson, Daynelle Jones, Taisha Laurent, Shinah Russell, & Shon Smith

Do you understand the legal and ethical responsibilities for providing accommodations to students with disabilities in a blended classroom? With the increased number of blended and web based classrooms, counselor educators need to be competent on how to address accommodations to students with disabilities in this growing format. This presentation will provide accommodation information regarding best practices for working with students with disabilities, promoting advocacy, and application of accommodations in blended classrooms. Presenters will communicate

legal and ethical responsibilities of counselor educators and counseling programs regarding providing accommodations to students with disabilities. At the conclusion of this workshop, attendees will be able to identify legal and ethical responsibilities pertaining to providing accommodations to students with disabilities. Attendees will also examine accommodations in a blended classroom. Attendees will identify and understand the process of approval for accommodations. Lastly, attendees will apply methods to promote advocacy skills for students with accommodations.

Saturday October 11th • 8:00AM

East Meeting Room K

Multicultural Competent Supervision

Damion Cummins • University of Louisiana at Monroe

Danielle Goeckel & Kelsey Jefferson

This experiential presentation will focus on the importance of counselor educators and supervisors being multiculturally competent when supervising supervisees. The presenters will discuss the fundamentals needed by counselor educators and supervisors to infuse multicultural concepts in individual and group supervision. Participants will learn how to be multiculturally competent and ways to model it to supervisees, culturally appropriate interventions strategies to assist supervisees with clients, and how to evaluate multicultural competency.

Saturday October 11th • 8:00AM

East Meeting Room L

Counselling Across Borders: IRCEP's Role in Connecting People for Collaborative Educational Endeavors

Charles F. (Rick) Gressard ■ College of William and Mary

Carol Bobby & Syntia D. Santos

As the world becomes increasingly connected, it is more important than ever for counselors to

consider the profession's future. The need for a global vision of counselling stems from the fact that even though technology abounds, there are still not enough skilled helping professionals to serve the needs of underserved populations and the need to develop counseling as "the profession" which can tackle this problem. In response to the growing number of requests from counselor education programs outside the U.S. for quality assurance standards and processes, the Council for Accreditation of Counseling & Related Educational Programs (CACREP) Board of Directors developed the International Registry of Counsellor Education Programs (IRCEP).. Not to be confused with CACREP -- IRCEP is a quality assurance review process rather than accreditation. IRCEP uses common professional requirements essential to the education and training of counselors, respecting that within each culture, region or country of the world there may be variations in instructional approaches and strategies. IRCEP's aim is to advance the profession's recognition and knowledge of best practices while creating global networks of counsellors, educators and student.

The purpose of the presentation is to bring together representatives from counsellor education programs to discuss the role that quality assurance plays in the globalization of the counselling profession. Participants will examine global issues that impact the field of counseling and discuss strategies to facilitate and promote the internationalization of the profession. The panel will discuss the vision and mission of IRCEP and how it is one response to meet the needs of the evolution of the counselling profession in regards to counsellor preparation.

ROUNDTABLE SESSIONS

Saturday October 11th • 8:00AM

East Meeting Room M, Table 1

Dual Relationships in Supervision

Brett Gleason • Old Dominion University

Daniel St. John & Jamie Bower

Dual relationships in the supervisory setting are hard to avoid in many counselor education

programs. It is important for counselor educators and supervisors to be able to identify potentially harmful dual relationships in the supervisory setting. It is equally important for counselor educators and supervisors to know what to do when supervisory dual relationships are unavoidable. The goal of this content session is to present information regarding dual relationships within a supervisory relationship. Objectives include discussions about legal strategies and recognition of potentially harmful dual supervisory relationships.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 3

Labels and Multiracial Identity: A Discussion of the Current Research Findings

C. Peeper McDonald • Georgia State University

The goal of this presentation is to provide attendees with the most up-to-date research concerning the experiences of multiracial individuals who have been racially mislabeled. Specifically, this 50-minute content presentation will invite attendees to better understand and discuss the salient research constructs that emerged from 14 qualitative interviews from multiracial participants living in the U.S. and Canada. These constructs include: racial identity development, belongingness, and the decision-making process of participants' choice to correct those who racially mislabel them. This research study ultimately seeks to transform the way in which counselors, counselor educators, and supervisors understand multiracial identity. Additionally, the implications of this study serve as a springboard for counseling advocacy efforts against racial mislabeling and will inform educators and practitioners about best practices related to multiculturalism and social justice when working with Multiracial supervisees, students, and clients.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 4

School-based Outcome Research: A Discussion, Plus Tips and Tricks

Brett Zyromski • Northern Kentucky University

Melissa Mariani

This roundtable discussion will provide attendees with an introduction to school-based outcome research. The leaders of the roundtable will give examples of methodologies, successful IRB applications, and possible instruments for assessing interventions. Special attention will be given to fidelity issues. Steps to creating successful partnerships between universities and K-12 schools will also be reviewed. Other useful tips and tricks for navigating the creation of an outcome research infrastructure will be discussed. The discussion will be interactive, experiential, and practical. Participants will: (a) learn practical methodologies for school-based outcome research, (b) review a variety of instruments for assessing school-based interventions, (c) consider various approaches for ensuring success through the IRB.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 5

Ethics of the Academe: Identifying and Addressing Doctoral Students' Unique Ethical Challenges

Jessica Lloyd-Hazlett • College of William & Mary

Karena Heyward

Doctoral-level preparation within Counselor Education and Supervision programs is necessarily didactic and experiential, including roles of teaching assistants, clinical supervisors, and collaborative researchers. Unique ethical dilemmas may exist for doctoral students based on the variety of positions occupied within these preparatory contexts. However, many doctoral students fail to formally engage in ethics training beyond their masters-level preparation; thus, advanced ethics education remains largely tangential. The current presentation identifies and describes four specific areas of ethical challenge for doctoral students: (a) multiple relationships with faculty, peers, and masters-level students, (b) gatekeeping and evaluation, (c) technology, and (d) professional scholarship. Case

examples, audience discussion, and current literature will be utilized to substantiate a need for more direct ethics preparation for counselor education students and to make practical suggestions toward this curriculum and pedagogy.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 6

What's Family Got to do with It: Seeing Curriculum through Systemic Eyes

Amanda Brookshear • Old Dominion University

Students often graduate lacking a strong foundation of both concrete and theoretical Family Systems comprehension. Increasing competence in provide family and couples counseling by increasing training and education is crucial. This session will introduce practical ways to infuse systemic thinking, theory, and strategy into a variety of courses which will better equip future counselors to provide a service that they will likely be compelled to do. Systemic infusion will be introduced and discussed, with specific mention of Virginia Satir in Theories, a discussion on the role Minuchin's family subsystems play in a person's career development, and the ethical implication of Bowen's triangle.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 7

Infusing Prayer and Meditation into Counselor Pedagogy

Jessica Haas • Loyola University – Maryland

Jesse Fox

Infusing Prayer and Meditation into Counseling Pedagogy Prayer and meditation have received significant empirical support as methods of mental health treatment for a range of maladies that include depression, anxiety, stress, ADHD, personality disorders as well as a range of physical and spiritual outcomes (Wachholtz & Austin, 2013). Some forms of meditative practice (e.g., Loving Kindness Meditation) have also been tested and shown to improve levels of distress in counselors (Leppma, 2011). Educating students

about methods of prayer and meditation is becoming increasingly important as they become more prevalent in mental health treatment and popular culture. The purpose of this presentation is meant to educate participants about what research suggests about incorporating meditation into counselor education by (a) discussing the most up to date research on prayer and meditation, (b) discussing possible strategies for including prayer and meditation into pedagogy, and (c) learn how to apply models of meditation for stress reduction with students they teach and supervise.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 8

The Utilization of Emotionally Focused Therapy Interventions

Juliana Groves Radomski • Auburn University

Emotionally Focused Couples Therapy (EFT) uses interventions aimed to identify a couple's interactional processes and the partners' underlying emotions related to attachment needs. It also relies on counselors to help clients restructure their attachment style through interventions. EFT's interventions can be supplemented with creative experiential activities that intensify the present moment in order to heighten awareness to emotional and communication processes. This presentation will give a brief overview of EFT and illustrate how music, guided imagery, and drama with props can be intertwined with EFT interventions within the context of a specific case study to emphasize their compatibility.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 9

Eating Disorders in Trauma Survivors

Ciji Mitchell • Texas Southern University

Angie Smith & Joseph L. Jefferson

The purpose of this presentation is to provide clinical implications regarding the psychological impact and treatment of individuals with eating

disorders as a result of trauma. The presentation will highlight quantitative studies about the relationship between eating disorders and past trauma. It will address implications in which counselors can assist those seeking treatment for their eating disorders. This presentation seeks to provide further empirical support on the detrimental effects that trauma have on survivors and to further understand how mental health professionals can expand their role in the healing and prevention of these effects.

Saturday October 11th • 8:00AM

East Meeting Room M, Table 10

Restorative Justice versus Traditional Justice

Landon B. Lee • Argosy University – Atlanta

Geneva Gray

The current American judicial system is designed to rehabilitate offenders however; recent studies report a 51.8% recidivism rate over a three year period (Pew Center on the States, 2011). Despite almost two decades of reduction in the national crime rate the rate of re-incarceration rose by 11.9%. Levad (2009) suggests that stigma associated with a particular crime and length of time incarcerated have a negative impact on an individual's ability to effectively rehabilitate and re-enter society. According to Mateer (2010) restorative justice is a system designed to address the harm, needs, and obligation of all parties involved in offenses and to bring healing to both the victim and the convicted individual. This presentation is designed to explain the restorative justice system and provide attendees with concrete methods for implementing restorative justice in counseling practice. Attendees will gain skills and knowledge associated with implementing restorative justice techniques in the judicial system. Attendees will engage in interactive dialogue to identify ways to use restorative justice as a method of advocacy in the judicial system. Attendees will be able to empower their clients to view harm that they caused to others by making them accountable for their actions through the restorative justice process.

October 11th • 9:00AM

CONTENT SESSIONS

Saturday October 11th • 9:00AM

East Meeting Room A

Promoting Counselor Identity Development through Personal/Professional Dispositions

Melinda Gibbons • University of Tennessee at Knoxville

Shawn Spurgeon

Personal-professional dispositions include values, attitudes, beliefs, and behaviors needed in competent professional counselors. This session describes how the use of personal-professional dispositions can help students create their counseling identity. We will provide examples of how we infuse these dispositions throughout the master's program and how we help students connect dispositions to their practical work as counselors.

Saturday October 11th • 9:00AM

East Meeting Room B

Women Warriors: Female Service Members' Current Challenges and Opportunities for Counselor Advocacy

Michael A. Keim • University of West Georgia

Caroline Perjessy

Due to changes in force structure and the subsequent regular deployment of National Guard and Reserve service members overseas in addition to Active components, military personnel are no longer confined to installations but may be in any community nationwide. As such, this presentation will focus on the evolving role of women in military service in relation to traditional Warrior Culture, especially in light of recent policy changes such as combat service and related training, as well as gender recognition with the end of "Don't ask, don't tell." Existing research and interviews with past and present female service members will be used to inform the participants of the issues confronting this

population including gender equity, sexual assault and abuse, PTSD/combat stress, suicidality, homelessness, substance use, eating disorders, and current counseling approaches used to assist and advocate for these veterans.

Saturday October 11th • 9:00AM

East Meeting Room C

Supporting Immigrants: Adding "Undocumented Children and Families" to Counseling Curricula and Practice

Jose Villalba • Wake Forest University

Laura Gonzales & Nathaniel Ivers

The primary goal of this session is to provide counselor educators and supervisors with the ability to incorporate the needs and experiences of undocumented K-16 students and their families into counselor training. There are three objectives for this session. First, attendees will understand current demographic data on undocumented K-16 students and families living in the southeastern US, and their experiences with formal educational structures. Second, they will learn about integrating social justice pedagogy into training counseling students to better assist undocumented students and families in counseling settings. Lastly, presenters will share teaching strategies and activities, which can be incorporated into multicultural counseling courses, as well as addressing these types of scenarios in clinical placements. To facilitate these three objectives, session content will include data from the US Census, the College Board, and the Pew Research Center's Hispanic Trends Project. Furthermore, Social Change Theory will be used as a bedrock upon which counselor educators and supervisors can ground their teaching and supervision methods when advocacy is relevant. Finally, case studies encompassing the context of life for undocumented K-16 students and families will be provided. All content will be delivered using a didactic, experiential format to enrich the learning process.

Saturday October 11th • 9:00AM

East Meeting Room D

You don't Sound Black: Resolving Micro-aggressions within the Supervision Relationship

Stacy Speedlin • University of Texas at San Antonio

Noreal Armstrong

This content session will present practical supervision strategies for resolving Multicultural issues that arise within supervision.

Saturday October 11th • 9:00AM

East Meeting Room E

Life on the Tenure Line: Application, Acceptance, and Adjustment to Faculty Life

Katherine Hermann • University of Louisiana at Lafayette

John Dewell, Kristi A. Lee, & Karena Heyward

Contributing Author: Carrie Bailey

Change is hard. Yet, while counselors are routinely trained to help clients negotiate life transitions, counselor educators receive little help in their shift from educated to educators. This presentation will provide doctoral students and new faculty members with an overview of the normative stressors during the student-to-professor transition and offer suggestions for the healthy management of what can be an exceedingly stressful period. A panel of counselor educators will review salient literature and offer a phenomenological description of the logistics of landing a first academic position (e.g., negotiating contracts, physical and geographic distancing from existing support systems, professional anxiety), surviving the first years as a professional (e.g., developing an identity, building relationships with faculty and students, understanding departmental culture and expectations), and finally finding an academic home (e.g., early changes in employment, refocusing interests, finding tenure support). Attendees will hear the successes and challenges faced throughout this process and have the opportunity to ask questions, collaborate with other professionals, and discuss tips and suggestions for navigating life on the tenure track.

Saturday October 11th • 9:00AM

East Meeting Room F

Developing an International Identity in the Global Community of Counseling

Pei-Chun Chen • University of Florida

Ying Yang

More and more mental health professionals in the U.S. call for internationalizing counseling profession and ask American mental health professionals to be part of global community of counseling profession (Kwan & Gerstein, 2008; Leong & Blustein, 2000). The advantages of developing an international counseling identity are numerous. Through internationalizing our profession and embracing international perspectives, counselors will be exposed to varied worldviews and clinical lenses, more equipped to serve diverse needs of their clientele (Leong & Ponterotto, 2003), and closely connected with counselors worldwide. This session will introduce the idea of how counselors, counselor educators and training programs, and professional organizations can facilitate the development of the international identity. Moreover, it will talk about avoiding cultural imposition or global monoculturalism in the process of internationalizing counseling profession.

Saturday October 11th • 9:00AM

East Meeting Room G

Advocacy Competencies for Professional School Counselors

Karla Carmichael • Capella University

Trusty and Brown (2005) developed a list of competencies for professional school counselors. The presenter will discuss how these competencies are being presented in online supervision. The issues that arise in supervision from all parts of the United States present a national picture of school counseling through these online interns over several terms. Advocacy takes on special emphasis when dealing with multiple grade levels, regional and ethnic cultures, and legalities of different states and regions.

Some basic patterns begin to emerge as needing special attention for the intern working in today's public schools. The presenter will discuss how she works to transform the theoretical competencies into action in the many schools represented through online supervision.

Saturday October 11th • 9:00AM

East Meeting Room I

Avoiding Legal Pitfalls: Informed Consent for the Supervisor, Supervisee, and Counselor

Charmaine Caldwell • Henderson State University

Rochelle Moss & Teddi J. Cunningham

Attendees will be provided guidelines for avoiding potential legal issues through the use of comprehensive informed consent documents. Content that addresses the duties of a supervisor, the special circumstances of a supervisee, and the essential responsibilities of a counselor will be provided along with models of documents that illustrate essential content. Other common issues that may present legal pitfalls such as “dos and don’ts” of administering informed consent, definition of standard of care, and special situations will be discussed. Power point presentation and discussion will inform participants. Time for audience participation to share experiences related to ethical and/or legal situations pertaining to informed consent and other legal issues will be included in the presentation. Models of comprehensive informed consent documents and guidelines for content will be available.

Saturday October 11th • 9:00AM

East Meeting Room J

Family Matters: An Investigation of Family Coursework in School Counseling Programs

J. Richelle Joe • College of William & Mary

Pam Harris

The vision of the American School Counselor Association includes student success in the home and the community as a desired outcome of its

efforts. Additionally, the ASCA National Model states that school counselors provide services in multiple areas, including through collaboration with parents. Establishing productive partnerships with the parents and families of students is a critical component of school counseling. However, school counselors may not be prepared through their graduate programs to deliver services in this manner. The purpose of this session is to present research findings related to the prevalence and nature of marriage and family coursework in school counseling programs in the southern region of the U.S. Additionally, the session content will include considerations for ways in which content related to family processes and development can be incorporated into school counselor preparation.

Saturday October 11th • 9:00AM

East Meeting Room K

Best Practices in Distance Education

LoriAnn Stretch • Chicago School of Professional Psychology

Ruth Moore

Distance education is a common delivery model in counselor education. Social learning posits that learning occurs when students' accumulated learning and knowledge are transferred to others in a safe, learning environment. When students feel connected, this connectedness supports learning goals and progress. However, when students in an online learning environment feel isolated, opportunities for social construction of knowledge can be disrupted. This session will provide best practices for creating community and managing the learning process using distance learning technology. The presenters will share years of experience working with students at the several online counselor education programs. A model of online education will be discussed. Accreditation, ethical, and developmental issues unique to the online environment will be examined as well.

Saturday October 11th • 9:00AM

East Meeting Room L

IRCEP Ambassador Training (9am-11am; Invitation Only)

Charles F. (Rick) Gressard • College of William and Mary

Carol Bobby & Syntia D. Santos

IRCEP is excited to announce a new program for counsellor educators interested in fostering excellence in the education and training of professional counsellors worldwide. The IRCEP Ambassador Program is designed to offer opportunities for counsellor educators to be involved in promoting the internationalization of the counselling profession. The program serves to recognize the vision of developing a community of counsellor educators and counselling programs as a catalyst for the growth of the profession globally. The Ambassadors will collaborate with IRCEP staff to promote IRCEP's vision, mission and core values.

ROUNDTABLE SESSIONS

Saturday October 11th • 9:00AM

East Meeting Room M, Table 1

Photovoice: Fulfilling the Call for Advocacy through Participatory Action Research

Corrine Sackett • Clemson University

Alyssa Jenkins

In the counseling profession, we are bound by ethical code to advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit the growth and development of clients. As counselor educators, we have an opportunity to practice advocacy through our research. Photovoice is a participatory action research method used to capture an issue from the lens of those affected and to influence social policy in that area. Therefore, Photovoice, as a research modality, can be a platform to advocate for a population by raising community awareness and by encouraging empowerment among the participants. In addition, by using Photovoice, researchers can gather information that could generate possible ideas for intervention. Counselors can then

implement these interventions to advocate for and create lasting change within a given population. The goal of this content session is to inform the audience about Photovoice and how it can serve as a vehicle to integrating advocacy into our research and practice. The presenters will also engage the audience in a discussion of how they can incorporate Photovoice into their research agendas, which may include a variety of different populations and concerns.

Saturday October 11th • 9:00AM

East Meeting Room M, Table 2

Engaging Students in Their Learning Process Through the Use of the Reflecting Team in Group Supervision

Rebecca Pender • Murray State University

Supervision is an integral part of counselor development (Ogren & Sundin, 2009). Throughout the last several years, counselor educators have begun to incorporate the use of the reflecting team process with the training of counselors. Specifically, the reflecting team has been used in didactic (Cox, 2003; Landis & Young, 1994; Harrawood, Wilde & Parmanand, 2011) and in supervision (Cox, 1997; Prest, Darden, & Keller, 1990; Stinchfield, Hill & Kleist, 2007; West, Bubenzer, Morrison, Evans, 1994). However, no study has investigated the learning processes of counselors in training (CIT's) who participate in the reflecting team model within group supervision. This study utilized Charmaz' qualitative grounded theory as the method of inquiry. Four CIT's, who were participating in internship utilizing the reflecting team within group supervision, were participants. Participants engaged in a two rounds of interviews and interpretive dialogues and a final focus group. All interviews were transcribed and coded using initial, focused and theoretical coding. The purpose of this presentation is to share the grounded theory of supervisee learning processes as they engage in the reflecting team within group supervision. This study could serve as a starting point for how to implement this type of instructional method in counselor training.

Saturday October 11th • 9:00AM

East Meeting Room M, Table 3**Intimate Partner Violence in Gay, Lesbian, and Bisexual Relationships: Implications for Counselor Educators***Jessica Prince-Sanders • Virginia Tech University*

According to The National Intimate Partner and Sexual Violence Survey (NISVS) one in three women, and one in four men, in the United States have experienced some form of intimate partner violence within their lifetime. Individuals who identify as lesbian, gay, and bisexual are believed to experience relationship violence at similar, or greater, rates as heterosexual relationships (The National Intimate Partner and Sexual Violence Survey, 2010). With the prevalence of intimate partner violence, there is a significant likelihood that most counselors, regardless of the setting, will work with an individual impacted by relationship violence. Inadequately identifying and addressing the unique needs among lesbian, gay, and bisexual survivors can significantly affect the treatment and services provided. This roundtable session will highlight the prevalence and impact of intimate partner violence in lesbian, gay, and bisexual relationships, and facilitate rich discussion on the need of specific intimate partner violence education in counselor training programs. Keeping with the conference theme, Transformation: Advocacy in Action, the presenter will emphasize how intimate partner violence education could create a more competent counselor and advocate and more adequately meet the specific needs of lesbian, gay, and bisexual survivors.

Saturday October 11th • 9:00AM***East Meeting Room M, Table 4*****Facilitating meaning-making with trauma survivors through use of expressive modalities***Julia Whisenhunt • University of West Georgia**Juliana Carter*

The use of expressive arts in counseling to facilitate client self-awareness is established (Oaklander, 1988). Creative mediums provide a powerful pathway through which to explore

challenging emotions that may be either beyond awareness or too acutely distressing to discuss verbally (Malchiodi, 1998). In many ways, expression through creativity allows clients to externalize challenging memories and feelings (Edgar-Bailey & Kress, 2010). Moreover, the creative process is inherently cathartic (Malchiodi, 1998), soothing (Milia, 2000), and can lead to improved mood (Charyton, Hutchison, Snow, Rahman, & Elliott, 2009). These aspects of creativity are particularly important in trauma counseling. Whereas talking directly about painful experiences can retraumatize clients, expression via creative media is often less threatening and can help contain painful emotions (Ahmed & Siddiqi, 2006; Malchiodi, 2005). The use of creativity can provide an effective modality through which to express emotion and generate meaning associated with trauma. In this presentation, we will discuss practical information for the application of the expressive arts to trauma counseling and provide participants with sample interventions for use in their clinical practice.

Saturday October 11th • 9:00AM***East Meeting Room M, Table 5*****Am I Having an Identity Crisis? Counselors Talk about Becoming Educators***Jennifer Jordan • Winthrop University**Robin Lee*

Many counselor educators struggle with the shifting of identity from counselor to educator and often wonder if they have made the right decision to pursue teaching in higher education. This session will consist of a panel of counselor educators who will share their journey and struggles in becoming educators and making the decision to remain in academia or to pursue alternative career choices. We often engage in conversations where counselor educators struggle with feeling like they fit in and are trying to determine if this is their true life path. This session is meant to be an open and honest dialogue for attendees to share their stories and build a support network with others who are or have experienced the same concerns.

Saturday October 11th • 9:00AM

East Meeting Room M, Table 6

Practicum and Internship Experiences: A Personal Perspective

Maya Georgieva • Marymount University

Many counselors-in-training begin practicum without clear expectations. They may feel anxious, incompetent, or lost. While some anxiety is adaptive and drives students' motivation, overwhelming anxiety and uncertainty hamper their learning process, and negatively impact their counseling skills. Ultimately, not setting proper expectations for practicum students poses risks for the clients' wellbeing. Counselor educators can optimize students' learning by preparing them for the challenging, yet rewarding learning experience. The purpose of this session is to allow educators, clinical supervisors, and counselors-in-training to share unique perspectives on this problem with one another. The discussion facilitator will share critical incidents from her practicum and internship placements and engage participants in a dialogue about several key aspects of the practicum experiences: skills building, working with violent/suicidal/resistant clients, resolving ethical dilemmas, supervisory relationship, and conceptualizing treatment. Participants will leave this session with practical knowledge about normalizing challenges and negative experiences, and developing proper expectations.

Saturday October 11th • 9:00AM

East Meeting Room M, Table 7

The Perceptions and Reactions of School Counselors in Crisis Events

Stephan Berry • Troy University

Contributing Author: Charles Crews

In the course of a school year, schools may face many crisis situations. These crisis events may affect only one individual or affect the entire school or district. These crises can pose a threat to the safety and security of all those connected to the school. Crisis events require a well thought out response and Professional School Counselors

are often called upon to provide input into the crisis response. This workshop will present the findings from a recent study that examined the perceptions and reactions of professional school counselors who were called on to manage major campus level crisis events. The themes that emerged from the research will be presented, as well as implications for counselor educators and supervisors in the area of school crisis management.

Saturday October 11th • 9:00AM

East Meeting Room M, Table 8

Mentoring Academic Women within a Relational Framework: A Path toward Leadership

Catherine Roland • Georgia Regents University

Jane Rheineck

Mentoring – We hear the word often in Counselor Education, referring to beginning, mid-level, and senior faculty, as well as emerging leaders. Women have different mentoring needs, based on basic gender differences and societal prejudices. Mentoring academic women presents complicated challenges because it involves multiple levels of care – personal, professional, and educational/career. The profession of counselor education itself involves multiple levels of need concerning mentoring women, which encompasses personal, professional, and educational/career goals, responsibilities and dreams. Within a relational framework, we will present strategies for women to gain self-confidence, stature, career and personal success, and ultimately, meaningful leadership experiences. Concepts of relational counseling, such as self-in-relation, mutuality, and empowerment will be blended with the basics of mentoring/consulting and holistic leadership. Relational mentoring is a powerful tool to assist academic women to reach their goals, whether the goals are to balance a successful career with a rewarding personal life, attaining the highest rank or position they desire, or beginning the rise to regional and/or national leadership. This workshop will highlight the unique factors within each level of mentoring women in early, mid-level, and senior academic positions. The path toward

leadership is often rocky and illusive – and always worthwhile. Let's talk about it, together.

Saturday October 11th • 9:00AM

East Meeting Room M, Table 9

Counselor Educators' Pedagogical Development: Toward Congruence of Counseling Philosophy with Teaching Practice

Daniel Hall • University of North Carolina at Greensboro

Phillip Waalkes & J. Scott Young

How do counselor educators develop pedagogical philosophy? How congruent are counselor educators' philosophies on counseling and their teaching practices? This presentation aims to provide an overview of pedagogical development and the relationship between counselor educators' counseling philosophy and their teaching practices. Internal and external supports and barriers will be explored, such as teaching self-efficacy, departmental support and culture, and knowledge of teaching methodology. A model for counselor educator pedagogical development will be proposed. The counselor education field is deliberate in developing identity and philosophy around counseling practice and we hope to extend this intentionality to counselor educator pedagogical development. Participants will engage in activities to reflect on their pedagogical journey, classroom methodology, and intentionality in teaching practices.

Saturday October 11th • 9:00AM

East Meeting Room M, Table 10

Response to Intervention: Uniting School Stakeholders to Advocate for At-Risk Students

Amanda Winburn • University of Mississippi

Denise Gilstrap

Advocacy for students has long played a central role within the field of school counseling. School counselors' primary responsibilities as student advocates include helping students reach their academic, career, and personal/social potential.

Response to Intervention (RtI) is one model in which school counselors can advocate for student's success. This presentation provides an overview of RtI, RtI research, and discusses a recent qualitative study that explored the experiences of school counselors working within RtI. Further, the presentation will discuss the role of RtI and student-centered advocacy.

POSTER SESSIONS

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

The Social Experience of Internet Gamers

Kristy Carlisle • Old Dominion University

Robert Carlisle

The poster session will discuss results of a phenomenological pilot study on the lived social experience of Internet gamers. Excessive online gaming has been recognized to have a negative effect on social relationship and has even been compared to substance dependence. With prevalence rates continuing to climb across the world, the lived social experience of excessive online gamers must be explored. Data collected from individual interviews and online support blogs will be reported and organized into key findings. The impact of Internet gaming on social interactions, social functioning, and social identity will be addressed. Elements of addiction prevalent in the findings will be presented. Possibilities for future research will be discussed, such as development of diagnostic criteria. In order to produce culturally sensitive and diagnostically accurate assessment criteria for Internet gaming addiction, as it emerges as a valid mental health concern and a diagnosable disorder in future versions of the DSM, researchers must reveal the legitimacy or illegitimacy of online social experiences versus real world social experiences.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Advanced Interventions Used by Counseling Doctoral Students

Emma Eckart • University of New Orleans

*Roxane Dufrene, Melissa Walker, Eleanor McAuliffe,
& Kathryn Henderson*

When creating a syllabus for a doctoral-level counseling interventions class, counselor educators are asked to determine what students will be learning. In a clinical class, another layer is added as counselor educators determine how to effectively teach the learning goals using a clinical format. The 2009 CACREP Section IV Standard H requires that doctoral students understand effective counseling interventions and theories. In a doctoral-level clinical class, CACREP's standard translates into the advanced interventions and theories counseling doctoral students will be learning. The goal of this poster presentation is to describe a research project implemented during a doctoral-level counseling intervention class that examined how doctoral students exhibited their understanding of advanced counseling interventions. A review of the literature on advanced interventions will be outlined. As part of this research study, taped counseling sessions were used to assess the doctoral students' advanced counseling interventions and their chosen theories. Findings from this research study and implications for teaching will be provided in a handout.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Tell or Don't Tell: Self Disclosure in Counseling, Teaching, and Supervision

Anita Neuer Colburn • Walden University

Judith Harrington

Opinions vary among educators, supervisors and clinicians regarding the appropriateness of counselor self-disclosure with clients in counseling. Some would say that the range of opinions approaches the status of controversial. In this session we will review existing literature regarding the topic of and research related to self-disclosure, explore the positive and negative effects of self-disclosure, provide definitions and levels of therapeutic self-disclosure, compare and contrast self-disclosure with "use-of-self" and immediacy, discuss developmental and cultural

considerations of the clinician, supervisor and educator, and provide ideas for alternatives to self-disclosure. Applied techniques and methods for maximizing a therapeutic range of "none" to "some" self-disclosure will be reviewed for various contexts including counseling, education and supervision of masters and doctoral students, and clinical supervision of post-masters graduates and licensure-seekers.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

The Relationship between Gratitude and Well-Being in Counselor Education Students

Brandon Browning • University of South Alabama

Suhyun Suh

This session will describe and consider the results of a study conducted to determine the nature of the relationship between gratitude and well-being in graduate level counselors in training. There is a paucity of research regarding this relationship even though gratitude has been shown to have a strong relationship to mental health, joy, enthusiasm, optimism, and altruism. An important baseline relationship in the professional literature is that individuals higher in gratitude show more resilience to trauma-induced stress. Counselors routinely experience vicarious or second-hand exposure to this kind of stress through their work with clients. In addition, a full caseload for any counselor carries a high level of general stress beyond trauma-induced. The cumulative toll can become significant, so it's important to look at counselors' characteristics, including personal characteristics and self-care strategies. This session will use a description of a study measuring eight domains of gratitude in graduate students as a baseline for a brief discussion of the important contributions the results could make to admission considerations and program content adjustments.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Across the Stages of Change: Advanced Motivational Interviewing

Benjamin Newman • College of William & Mary

Catie Greene

Throughout the helping professions, Motivational Interviewing continues to be a substantial evidence based practice that empowers clinicians and supervisors with a set of techniques to effectively explore client ambivalence. Motivational Interviewing was first described by Dr. William R. Miller and Dr. Stephen Rollnick in 1983. Since that time the techniques outlined within Motivational Interviewing have been used to support clients with presentations ranging from substance use disorders to almost any behavioral change. The substantial use of Motivational Interviewing interventions has developed a need for educator and supervisors to have an advanced understanding of current research, pedagogy and supervision strategies. This presentation has been designed to provide educators, supervisors and researchers with an experiential learning environment that fosters an advanced understanding of motivational interviewing across Prochaska and DiClemente's (1983) stages of change. Participants will have an opportunity to explore advanced Motivational Interviewing techniques with particular emphasis on utilizing assessments and coding instruments as tools to support teaching and supervision best practices. These instruments include the Motivational Interviewing Treatment Integrity Assessment (MITI), Behaviour Change Counseling Index (BECCI), Sequential Code for Observing Process Exchanges (SCOPE), and Motivational Interviewing Target Scheme (MITS). Presentations participants will have an opportunity to not only gain advanced educational and experiential understanding of motivational interviewing but also a means to teach supervisees self reflection, monitoring, and evaluation skills.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Exploring the Impact of Stigma on Posttraumatic Growth in Clients with HIV

Melissa Zeligman • Georgia State University

Diandra Prescod

Posttraumatic Growth (PTG) has been defined as positive change and growth that occurs within an individual following a traumatic event or crisis. Research indicates that experiencing PTG can lead to increased psychological and physical health in clients who have experienced trauma, but has rarely considered this phenomenon in those living with HIV. Therefore, research has also failed to recognize the impact of stigma on PTG within this population. This presentation will explore factors that assist, and serve as barriers to, clients experiencing PTG following the trauma of an HIV diagnosis. Attendees will be presented background, methodology, results, and counselor educator implications from this research.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Licensed Practitioners Spill the Beans: What Challenges They Have Faced since Graduation

Amanda Brookshear • Old Dominion University

Heather Dahl

Counselors often look back on their training with a critical lens and have opinions on what they would have done differently and what they would have like to know prior to graduating. Using a social constructivist research paradigm and grounded theory research tradition the lead presenter and researcher interviewed Licensed Counselors from a variety of settings, locations, and training programs inquiring about the challenges faced since graduating. Findings from the pilot study will be discussed, along with the implications for current training standards.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Empathy Level and Entitlement in a Technological Driven Society and its Implications on Counselor Education

Patrick Peck • Arkansas State University

Contributing Author: Lacy Overley

Even with the increased use of technology among university students, both in class and out, very little research have been produced regarding the impact of technology on the development of character factors that impact counselor trainees; such as empathy, narcissism and entitlement. Some evidence suggests that technology usage may increase isolation and, therefore, effect attitudes of narcissism and entitlement. This poster session will explore the literature pertaining to technology and the effects it potentially has on individuals' attitudes of entitlement and the ability to develop empathy. The authors will present preliminary data of a study exploring the impact of technology and critical characteristics that may influence counselor training and development. The study will emphasize technologies impact on counselor education admissions and ongoing training.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Family-school Collaboration: An Imperative in Educating School Counselors

Dayna Watson • University of Florida

Sandra Logan

Preparing school counselors to work with families can be a challenging task! Family-school collaboration is an essential part of educating and supporting the development of K-12 students, and the knowledge and skills to collaborate can be incorporated throughout a school counseling training program, or possibly as a required course in your program's curriculum. This presentation provides several learning objectives related to specific knowledge and skills needed for effective family-school collaboration, along with creative ideas for teaching these objectives to pre-service school counselors. We will explore common roadblocks to school counselor development in this area, along with strategies for addressing these obstacles.

Saturday October 11th • 9:00AM

East Meeting Room M, Perimeter

Grief Experiences of Graduate Students and Student Grief Mentors

Brittany Pollard • University of Tennessee at Knoxville

Although research has explored the grief experiences of undergraduate college students, much of the literature has overlooked the significance of grief in the lives of graduate students. Of particular interest to counselor educators are the ways in which grief affects counselors-in-training who may encounter clients facing their own grief-related issues. Researchers surveyed graduate counseling students and grief mentors at a large southeastern university. Survey responses were analyzed with regard to incidence of loss, the effects of resulting grief and the types of support sought. Additionally, researchers utilized survey responses to assess the risk levels of participants for prolonged grief disorder. Findings highlighted the impact of grief on participants and the types of support sought as a result. Implications regarding the ways in which personal grief may impact students' work with grieving clients are provided. At the completion of this interactive presentation, participants will be able to: 1) Describe the incidence and effects of grief on students in helping disciplines, as well as the types of support sought 2) Explain the significance of and need for further research on grief experiences of counseling students 3) Reflect on the ways in which personal grief may impact graduate students' work with grieving clients.

October 11th • 10:00AM

CONTENT SESSIONS

Saturday October 11th • 10:00AM

East Meeting Room B

Still Taboo?: Addressing Sexual Attraction in Counselor Education

Stan Hoover • Mercer University – Atlanta

Andrew Morse & Karen Rowland

It is well known that sexual attraction toward clients is a common experience among counselors.

Many counselors, however, feel unprepared to effectively manage such feelings and are reluctant to disclose them to supervisors. This program will consider how counselor educators might better prepare counselors-in-training to manage feelings of sexual attraction toward clients. Literature on sexual attraction in counselor education will be reviewed (e.g., Bernsen, Tabachnick, & Pope, 1994; Giovazolias & Davis, 2001; Ladany et al., 1997; Pope, Keith-Spiegel, & Tabachnick, 1986/2006; Rodgers, 2011) and implications for professional practice discussed. In addition, preliminary findings from a study on sexual attraction among counseling interns from a CACREP accredited counseling program will be presented. Directions for future research will also be considered, including the need to explore the closely related—but sorely neglected—issue of sexual attraction toward students among counselor educators.

Saturday October 11th • 10:00AM

East Meeting Room C

Counselor Professional Identity

Latoya Kosh • Marymount University

Maya Georgieva

Misconceptions about the counselor professional identity negatively impact providers and consumers of mental health services. The purpose of this roundtable is to engage participants in a discussion about counselor professional identity development. The objectives of the session are: 1) to provide an arena for counselors to openly share beliefs, ideas, and concerns, 2) to assist participants in achieving a higher level of awareness and clarity about their own professional identity development, and 3) to facilitate a collaborative process of generating effective strategies for advocating for the profession. This group dialogue will be semi-structured and will cover several main points, including: ethics, client empowerment, interpersonal and intrapersonal components of the development process, multicultural concerns, and major challenges. Participants will be encouraged to share their perspective and experiences. They will also be actively involved in brainstorming effective strategies for counselors'

professional development. Discussion facilitators will share findings from the literature.

Saturday October 11th • 10:00AM

East Meeting Room D

Multivariate Analysis of Variance (MANOVA) 101

Hideyuki Tanaka • Thibodaux, Louisiana

This presentation is an introduction of Multivariate Analysis of Variance (MANOVA) to doctoral students and other researchers in counseling. It is a multivariate version of Analysis of Variance (ANOVA). While groups are compared in terms of one dependent variable in ANOVA, they are compared in terms of multiple dependent variables in MANOVA. For example, in ANOVA, males and females are compared in terms of their overall Happiness (*1 dependent variable); in MANOVA, males and females are compared in terms of both cognitive and affective components of Happiness (*2 dependent variables). The topics of this presentation includes (1) review of ANOVA, (2) basic theoretical base of MANOVA, and (3) steps of conducting MANOVA, and (4) evaluation and interpretation of the results. Each topic will be presented with concrete examples, without complex math equations.

Saturday October 11th • 10:00AM

East Meeting Room E

Blank Slates and the Myth of Value-Free Interactions

Everett Painter • University of Tennessee at Knoxville

Alessandra Rhinehart

None of us enter the profession as a blank slate. Cultural background and life experience, among other factors, position our perspectives and worldview. Ethical codes and professional training make us well aware of the pitfalls of imposing our values. In fact, it has been described as an ethical "hot spot" of the counseling relationship. We also know how difficult it can be to manage a lifetime of shaped beliefs in the face

of difference. What do we do when we find our values at odds with the students we teach, the trainees we supervise, the clients we serve or with the mental health profession itself? This program will comprehensively address the issue of value imposition considering the areas of counselor training, supervision and practice. We will examine value conflict scenarios while encouraging you to consider how your beliefs impact interventions. We will also discuss a model used to negotiate value conflicts. An awareness of the dangers of value imposition is critical to becoming and remaining an effective counselor and counselor educator. It is central to our ability to create environments where our students, supervisees and clients may freely explore their thoughts, feelings and development.

Saturday October 11th • 10:00AM

East Meeting Room G

Understanding the Counselor's Role in Promoting Social Justice Advocacy on a Global Scale

Barbara Herlihy • University of New Orleans

Angela James, Karen Taheri, Candice Park, & Latrina Raddler

Ethics and social justice are inextricably intertwined, bound together by their shared intentions. As counselors, our contribution to promoting human welfare comes in the form of ameliorating mental health concerns, and as the world becomes more connected, growing opportunities exist for contributing not just in our own society, but globally as well. Leaders in our field are advocating awareness of the professional counselor's role in addressing mental health, describing it as a global responsibility of which we have a significant part. What will be the unique contribution of the counseling profession to global mental health? What role will social justice play within the process of globalizing our profession? How will counseling ethics be shaped by the uncharted territories counselors have yet to face in the transnational realm? This content session will look at counseling from a transnational perspective and help participants learn to increase awareness of our ethics and the

implications in promoting social justice on a global scale.

Saturday October 11th • 10:00AM

East Meeting Room I

Advocacy as a Daily Practice: Teaching the Advocacy Competencies in Counselor Education

Kevin Snow • Old Dominion University

Robert Carlisle & Kristy Carlisle

Advocacy has been called the fifth force in the counseling profession, yet despite the creation of the ACA Advocacy Competencies in 2003, many counselors do not understand, endorse, or incorporate advocacy into their daily work. This interactive presentation will emphasize advocacy as a daily practice for counselors and counselor educators, discuss approaches for teaching advocacy, review the ACA advocacy competencies, and encourage participants to engage in dialogue concerning how advocacy can be taught from a practical perspective. Participants in this presentation will explore the benefits and challenges to creating counselor advocates via the advocacy competencies, will discuss the development of a leadership advocacy perspective for counselors and counselor educators, and will dialogue about practical methods for fostering advocacy in professional counseling including reframing aspects of our daily work through an advocacy framework.

Saturday October 11th • 10:00AM

East Meeting Room J

Supervisees' Exposure to Trauma: Recognizing and Addressing Trauma-Related Effects and Bolstering Resilience

Maria Haiyasoso • University of Texas at San Antonio

Marlise Lonn

Trauma is prevalent across multiple settings and populations. While counseling survivors of childhood abuse, sexual assault, work-related

violence, political torture, and natural disasters, supervisees become witnesses to these traumas. As a result, supervisees may experience a range of impacts including vicarious trauma and vicarious resilience. Supervisees counseling survivors of trauma have distinct needs; and responses to traumatic experiences are informed by their own cultural context, life experience, and coping skills. Attendees will learn about recognizing and addressing vicarious trauma and working toward vicarious resilience. Further, attendees will explore how advocacy can become integrated in supervisees' experiences. As supervisees navigate their role as counselors helping clients receive equitable opportunities, advocacy may also become a vessel for supervisees to attend to their own wellbeing. The various effects of counseling survivor populations and strategies to help supervisees mitigate effects of repeated exposure to trauma will be explored using PowerPoint, discussion, and case studies.

Saturday October 11th • 10:00AM

East Meeting Room K

Ethical Decision Making Models: Incorporating Cultural Influences

Maggie Parker • Mississippi College

As diversity continues to grow, it is necessary that counselors are able to recognize cultural differences when making ethical decisions. This presentation is beneficial for counselors to assist in recognizing and addressing cultural concerns when making ethical decisions. In addition, educators may utilize this activity with their students to foster discussion regarding the importance of cultural issues within ethical decision making. During this presentation, attendees will engage in an experiential activity wherein they must make an ethical decision. The attendees will be provided information regarding a case and work individually, in groups, and within a large group discussion to identify the most ethical action. The attendees will then engage in discussion regarding their initial reactions, and how those reactions may change depending on the information provided. A further discussion will be held regarding the need to understand and address cultural differences when making ethical decisions.

Saturday October 11th • 10:00AM

East Meeting Room L

**IRCEP Ambassador Training
(9am-11am; Invitation Only)**

Charles F. (Rick) Gressard • College of William and Mary

Carol Bobby & Syntia D. Santos

IRCEP is excited to announce a new program for counsellor educators interested in fostering excellence in the education and training of professional counsellors worldwide. The IRCEP Ambassador Program is designed to offer opportunities for counsellor educators to be involved in promoting the internationalization of the counselling profession. The program serves to recognize the vision of developing a community of counsellor educators and counselling programs as a catalyst for the growth of the profession globally. The Ambassadors will collaborate with IRCEP staff to promote IRCEP's vision, mission and core values.

ROUNDTABLE SESSIONS

Saturday October 11th • 10:00AM

East Meeting Room M, Table 1

Setting up a Play Therapy Clinic in a University Based Setting

Erin Dugan • Louisiana State University

Adrianne Frischhertz

As the professional field of play therapy continues to grow, so does the misrepresentation of unqualified and poorly trained play therapists. According to research, the importance of providing top-quality mental health services for children is becoming more recognized (Kao & Landreth, 1997; Brady & Friedrich, 1982; Cohen, 1995; Landreth, 1991). In addition, Homeyer & Ray (1998) focus on the necessity for cultivating "well-trained play therapists and supervisors" whereas Kranz, Lund, & Kottman (1996) note the

need to train play therapists in order to establish credibility in the field of counseling (p.38). More importantly, Carroll (1998) suggests professionals should obtain the necessary qualifications prior to practicing and providing services. This workshop will provide an overview of the essential ingredients involved in setting up not only a program of study but also a university based training clinic for students and professionals eager to obtain education, training, and supervision.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 2

Harm Reduction Treatment: Incorporating Alternatives in Drug and Alcohol Courses

Ami Hooper-Knox • Argosy University – Sarasota

Joffrey Suprina

Total abstinence from all substances may not always be the answer, especially in low risk situations and with younger addicts. Learn some of the basic principles of harm reduction treatment and how to incorporate this concept into everyday addiction treatment work with the clients you serve. Advocating for alternative treatment options is one way to empower clients to engage in treatment more fully. Supported by a recent doctoral research study on utilization of harm reduction treatment, participants will have an opportunity for group discussion on the pros and cons of this approach to treatment. This workshop will provide techniques on incorporating harm reduction treatment into your drug and alcohol courses. Discussion will be generated on how this information is applicable to the teaching of various models of treatment in the substance abuse field, as well as the importance of implementing standards of training and ethical guidelines for harm reduction treatment in the US.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 3

Exploring African American Supervisees' Experiences of Supervision with Euro-American Supervisors

Yurandol Powers • Walden University

Ljubica Spiro

We will explore with participants recent case study findings on the supervisory experiences of African American supervisees with their Euro-American supervisors. The purpose of this presentation is to present the supervisees' experiences, to dialogue about how Euro-American supervisors can provide culturally competent supervision, and to discuss strategies for integrating multicultural competencies within supervision. The roundtable session will cover practical items such as how to facilitate conversations about racial and cultural differences with their supervisee that may be challenging or emotionally charged, how to increase cultural awareness in the supervisory relationship, and how the dynamics of the supervisory relationship can be impacted by race and culture. This presentation affirms unique racial and cultural experiences while promoting multicultural sensitivity.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 4

Advocating for the Evidence-Based School Counselor

Elizabeth Villares • Florida Atlantic University

Linda Webb

Learn how elementary teachers' perception of the professional school counselor's impact on the student learning environment increased as a result of delivering an evidenced-based classroom curriculum. Sixty school counselors from two large school districts and 220 elementary teachers participated in a year long randomized control trial examining the effect of the Student Success Skills curriculum with 4,276 fifth graders as part of a four year federally funded grant. The researchers will share how collaborating with others within and outside the school helped students' meet their needs, ensured access to quality school counseling curriculum and professional development, and promoted positive, systemic change in the schools. Results and implications for counselor educators, professional

school counselors, and counselors-in-training will be discussed.

Saturday October 11th • 10:00AM •

East Meeting Room M, Table 5

A Call to Action: Violence Screening and Brief Counseling Interventions with Youth

Leigh Zick Dongre • University of North Carolina at Charlotte

Laura Veach

**Contributing Author: Lindsay Shearer*

Each day in the United States, 16 youths ages 10 to 24 are murdered. 84% of fatalities involve a firearm, and homicide is the 2nd leading cause of death for young people.¹ Nearly half of youth who die annually from trauma die from violence-related injuries. Health services are challenged to address this public health crisis by reducing future violence-related incidents, recidivism and retaliation. This presentation seeks to explore current violence screening and brief counseling interventions with youth in the United States, discuss the role of counselors, and provide opportunities for future research.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 6

Dimensions of Impact: Exploring How Counselors are Impacted When Exposed to Stories of Trauma

Tamarine Foreman • University of North Carolina at Greensboro

As counselors, counselor educators, and supervisors engage with clients, students, and supervisees they come in contact with the traumatic stories shared by those with whom they interact. Hearing the traumatic experiences of clients also impacts our students and supervisees. The goal of this session is to provide an overview of both the benefits and costs of working with trauma. The costs have been described as burnout, vicarious traumatization, and compassion fatigue. The benefits are described as compassion satisfaction and post-traumatic

growth. How do each of these impact counselors and how can counselor educators and supervisors best support counselors to minimize the risks and facilitate growth? Participants will gain a better understanding about the various ways counselors are impacted, what the research literature has found, and implications for how to minimize the impact of exposure to trauma and facilitate growth.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 7

The Intersection of Retention and Attrition: Supporting Doctoral Students Navigating Multiple Identities

Brandee Appling • University of Georgia

Loni Crumb & Rebecca Eaker

The tremendous growth in the diversity of students pursuing doctoral degrees calls for counselor education programs to better address the needs of doctoral students navigating multiple identities. Doctoral students often have multiple intersections of identities – including race, student status, professional identity, gender, partner status, and parental or care-taker identity. Various factors – including peer, family, and faculty support, self and social identity, program delivery and resiliency impact the persistence of doctoral students facing multiple conflicting demands of lifestyle, family, career, and education. Navigating these challenges can interfere with successful completion of CES programs. This roundtable discussion, facilitated by successful doctoral candidates will increase awareness for counselor educators, students interested in graduate program development and individuals interested in the identity development of graduate students. The facilitators will discuss their varied experiences and factors that contributed to their personal resilience as doctoral students with multiple identities. Students and counselor educators will better understand the unique and diverse needs of graduate students as well as gain information on specific teaching strategies, curriculum design/development and ways to support doctoral student persistence – particularly for students with multiple identities.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 8

Assessing Health Behaviors of International College Students

Samir H. Patel • Murray State University

Francis Pleban

Contributing Author: Emily Davies

The international exchange of college students increases yearly due to globalization, university partnerships, cultural networking, and so forth; however, studies have shown that relocation to a foreign country often results in distress to such a degree that health, wellness, and academic functioning are greatly affected. In spite of this implication, there is no measure to assess the perceptions of wellness among international students. Such an instrument could assist in clarifying literature gaps related to health and wellbeing of international students studying in the United States. The overall goal of this poster presentation is to disseminate the initial findings of a study which aims to construct a comprehensive instrument to assess the perceptions and behaviors of health and wellness among international students. Program objectives include: (a) becoming aware of the wellness needs of international students, and (b) learning effective and practical methodology in test construction.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 9

STEM Initiatives: What Role do Counselor Educators Play?

Dianda Prescod • University of Texas at Tyler

Melissa Zeligman

According to the National Academy of Sciences (NAOS), innovation that accompanies careers in science, technology engineering, and math (STEM) create a driving force in the economy and creation of jobs, yet many positions remain open due to the lack of qualified individuals to fill them (NAOS,

2011). Continuing research and innovation proves to be important, yet not enough students graduate with STEM degrees and enter into STEM careers. Career planning courses for undergraduate students increases student confidence about their abilities to make career decisions (Grier-Reed & Skaar, 2010; Scott & Ciani 2008). However counselor educators are not at the table when it comes to the STEM effort. This study aimed to investigate of the role career development interventions play in the STEM recruitment and retention efforts by examining career decidedness, career thoughts and vocational maturity. The results provided clarity as to the influence of the career planning course. Implications of the findings discuss how counselor educators can play a larger role in the STEM effort and use their expertise to explore career development with STEM students.

Saturday October 11th • 10:00AM

East Meeting Room M, Table 10

The Experiences Queer College Women of Color Have with Friendship

Kim Lee Hughes • University of Georgia

Anneliese Singh

Research has shown that friendship with queer college women of color is beneficial to their racial and sexual identity development, but less is known about ways queer college women of color develop and navigate these connections in the context of the campus environment. The presenters will share qualitative findings from a narrative study on friendship conducted at women's colleges in the southeast. Using a Relational-Cultural Theoretical lens presenters will explore narratives collected from queer college women of color in friendship pairs. The presenters will use a dyadic and interactive approach to encourage discussion on issues related to queer women of color on college campuses. Upon completion, participants will have a greater comprehension of the importance of friendship for queer college women of color and ways to advocate and support friendship connections for this population.

CONTENT SESSIONS

Saturday October 11th • 11:00AM

East Meeting Room A

Supervising and Mentoring CES Doctoral Students in a Virtual World

Ann Ordway • Walden University

Yurandol Powers, Sharon Webb, Kelly Coker, Laura Haddock, LoriAnn Stretch, & Kristi Cannon

Supervision and mentoring are integral components of a doctoral counselor education program. Both individual and group supervision are critical elements in the skill development of our students as they learn the roles of a counselor educator. In addition, as faculty we mentor graduate students every time we enter into the classroom, send an e-mail, or engage in a conversation. Some graduate students take on the additional role and responsibilities of becoming teaching assistants. This session will explore the implications of a virtual environment on the supervision and mentoring of graduate students enrolled in a CES doctoral program. A panel of faculty and students will explore the strengths and challenges that are frequently encountered in the online environment and describe strategies for maximizing the potential for success. Some specific examples such as advising and mentoring in an on-line course shell, providing opportunities for doctoral students to work with masters students under supervision in both on-line courses and on-ground residencies, and using an individual/triadic supervision model during doctoral internships will be discussed.

Saturday October 11th • 11:00AM

East Meeting Room B

Making Career Matter: Enhancing Career Instruction Using a Flipped Course Model

Cheryl Fulton • Texas State University

Laura Gonzalez

Developing innovative strategies for career development instruction is a major goal within the profession, yet the career course is among those

courses faculty least prefer to teach, is often relegated to adjuncts or new assistant professors, and frequently elicits low enthusiasm among students. Active training strategies and the use of technology can be vital to shifting attitudes toward the course so that it is an engaging, relevant, and useful experience within counselor preparation for both student and teacher. This is particularly vital as the demand for career counselors is expected to grow considerably during this decade. This presentation will describe the results of a recent survey of counselor trainees in flipped career counseling courses from two CACREP programs. Factors influencing students' interest in career counseling and satisfaction with the career course will be shared along with the instructors' experiences with both flipped and non-flipped versions of the course. Presenters will also discuss: 1) how a flipped course and the use of technology can enhance career instruction, 2) activities that most enhanced the students' perceptions of their career courses, and 3) information and resources regarding instructional technologies useful for a flipped course.

Saturday October 11th • 11:00AM

East Meeting Room C

Self-Care: SMART Activities for Professional Renewal

James L. Jackson, Jr. • University of Montevallo

The professional challenges counselors and counselor educators frequently encounter are often associated with cognitive, physical, and emotional stress which can lead to professional burnout. This interactive session will focus on the importance of self-care 1.) as a critical component of professional identity and 2.) an intentional means for maintaining ethical and professional functioning. Specifically, participants will explore the importance of self-care in managing cognitive, physical, and emotional stress as this relates to professional identity, development, and longevity. Participants will also identify at least one (1) viable self-care strategy and assess a) available resources (i.e., protected time, finances, etc.) and b) challenges that might interfere with following through with self-care activities. Finally, participants will develop specific, measureable, attainable, reasonable, and timely (SMART) plans

for incorporating self-care strategies into their existing routines.

Saturday October 11th • 11:00AM

East Meeting Room D

Contemplative Pedagogy in Counselor Education

Tammy Cashwell • Wake Forest University

Shannon Warden

Many counselor educators understand mindfulness; many also practice mindfulness and assist their clients through mindfulness-based interventions. However, fewer counselor educators may intentionally and regularly incorporate mindfulness practices into their teaching. Contemplative pedagogy may be an opportunity to do just that—integrate mindfulness and teaching to energize and optimize classroom learning. This session's presenters will further define contemplative pedagogy, explain its benefits for counselor educators and counseling students, and demonstrate effective contemplative practices that they use in their classrooms. More specifically, they will share insights and results from their use of contemplative practices in group and triadic supervision with clinical mental health counseling and school counseling students. Session participants can expect a creative and engaging combination of lecture, discussion, and experiential activities. Furthermore, participants should expect to gain a practical understanding of contemplative pedagogy and practical ideas for incorporating contemplative practices in various classroom settings.

Saturday October 11th • 11:00AM

East Meeting Room E

Exploring Sexual Identity Development in the Counselor Education Classroom: An Integrated Approach

Kylie Dotson-Blake • East Carolina University

Angela McDonald

Sexual identity development is a critical aspect of growth and development. Through supported exploration of sexual identity, clients are able to delve into influences, values and strengths and ultimately gain greater self-awareness. Counselor education students who have opportunities to develop knowledge of the sexual identity development trajectory during their training programs are better prepared to facilitate this exploration with clients. However, programs often do not include a specific class on sexuality in counseling. This presentation shares activities that can be embedded in courses across the Counselor Education curriculum to assist with the integration of this critical topic into counseling students' professional preparation. Participants will leave with four complete activities linked to CACREP standards for use in Counselor Education courses and additional activities will be discussed and presented.

Saturday October 11th • 11:00AM

East Meeting Room F

Integrating Workforce Development in Relationship Education for Low-Income Ethnic Minority Participants

Elizabeth Jacobson • University of Central Florida Marriage & Family Research Institute

Jenene Case Pease

The goal of this program aims to provide participants with knowledge about offering a program focused on workforce and career development. The presenters will discuss research findings examining the impact of employment status (including unemployment and underemployment) on individual distress and relationship satisfaction. The presenters will discuss data collected measuring the influence of a career program including the following components (a) face-to-face motivation to work and stages of change readiness assessment, (b) relationship education (RE) workshops, and (c) case management. Implications for translation of the research into practice will be discussed. Learning objectives include (a) participants will learn about developing a workforce development program based on clients' needs, (b) participants will discuss experiences with advocacy in career

counseling and motivation to work, and (c) participants will learn about the results of a study.

Saturday October 11th • 11:00AM

East Meeting Room G

Roundtable Discussion on Career to Retirement Transitions

David Hermon • Marshall University

Jonathan Lent

In 2010 the United States began an 18-year period where seventy seven million people (the age group commonly referred to as the “baby boomers”) will reach the age where they may choose to leave the workforce. Counselors will be called on to help individuals navigate the transition for full-time work to either phased or full retirement. The roundtable hosts will present one model for assisting clients and will provide the opportunity for participants to share ideas and discuss salient strategies to this life transition.

Saturday October 11th • 11:00AM

East Meeting Room I

Mirror Check: How Biases Affect Students

Krystal Freeman • Old Dominion University

Hiawatha Clemons

Implicit and explicit biases affect our students in many ways, including placing disproportionate numbers of minority children in special education. School counselors must advocate for students and themselves and take advantage of their unique position to inform educators about these biases and how they can affect our students’ success. School counselor educators must realize this particular gap exists and train their students to recognize it and advocate. This lecture/discussion’s goals are: 1) highlight the ASCA Closing the Gap plan as it refers to these children; 2) disseminate facts pertaining to the school counselor’s role; and 3) facilitate a discussion surrounding these issues. Participants will learn ways to advocate for students and train future school counselors, provide information for

the faculty and staff at their schools, and will be provided with the opportunity to perform their own “mirror check”.

Saturday October 11th • 11:00AM

East Meeting Room J

What Does the Public Know about Counseling? Implications for Counseling Advocacy

Bailey MacLeod • University of North Carolina at Charlotte

James McMullen & Laura Veach

The professional identity of counseling has been a topic of discussion in the literature. Some speculation around issues related to a unified identity includes different disciplines of counseling, differences in state licensing requirements, and terminology. Recent professionals in the field have called for more advocacy of the counseling profession to the public. However, in order to know how to best advocate for the profession, we have to know what the public knows about professional counseling. This presentation will discuss findings from a recent survey of the U.S. public about their perceptions and opinions of professional counseling and other mental health professions. Using quantitative and qualitative methods study surveyed participants’ perception of professional counseling compared to other mental health professions (psychiatry, psychology, social work), what they believe is the focus of counseling, and the important quality of counselors. Implications for the counseling profession and advocacy to the general public about the profession will be reviewed.

Saturday October 11th • 11:00AM

East Meeting Room K

Multicultural Supervision of Counselors Working with Clients with Spiritually Transformative Experiences

Sarah Blalock • University of North Texas

Counseling clients who present with extraordinary spiritual experiences can be a

challenge for any counselor, especially a beginning counselor. These extraordinary experiences, also called transpersonal experiences, are spiritual experiences that, in some way involve transcendence of the usual personal limits of time, space and/or identity – and that hold the potential for spiritual development and/or transformation. Studies show clients often have negative experiences when disclosing their transpersonal experiences to mental health professionals. Furthermore, although such experiences may be disparaged in some Western cultures, transpersonal experiences are valued in many non-Western cultures. Counselors who dismiss or diagnose such experiences risk being culturally insensitive and therapeutically harmful. Additionally, the client loses a potentially important opportunity for growth. This presenter will discuss using Holden's near death experiences training model when counseling clients presenting with a variety of transpersonal experiences. The presenter will discuss the importance of including transpersonal training in counselor supervision to ensure counselors are able to meet the needs of clients with transpersonal experiences. Learning objectives for participants include: 1. Define transpersonal experiences. 2. Describe Holden's training model. 3. Explain how to implement Holden's model in counseling supervision.

Saturday October 11th • 11:00AM

East Meeting Room L

Using Mindfulness and the Eightfold Path to Transform Student Awareness and Empathy

Joseph Avera • University of Texas at San Antonio

Yuliya Zholu

The purpose of this presentation is to discuss how counselor educators and supervisors can apply the taxonomy of the eightfold path to develop greater awareness, self-concept, and empathy in students. The eightfold path codifies behavioral, cognitive, emotive, and relational concepts embodied in Buddhist teachings. Mindfulness is the best known of the eight concepts and is seen as efficacious for both counselors and clients in therapeutic and self-care relationships. However, mindfulness is only one part of the larger tightly interwoven and interdependent taxonomy. We

propose that by formally incorporating all eight parts of the path, we might help students develop a more holistic approach to their practice, increase their awareness of both self and others, improve their self-concept, and lessen their ego attachment while increasing their ability to empathize with clients, themselves, and their peers. The learning objectives for this presentation include: 1) introducing each of the eight concepts and 2) discussing how inclusion of each concept might contribute to students' development of awareness, empathy and their ability to create and strengthen a caring relationship.

Saturday October 11th • 11:00AM

East Meeting Room O

Women, Promotion, and Tenure: Still Trying to Beat the Odds

Mary Hermann • Virginia Commonwealth University

Diana Hulse

Women in academia are not promoted and tenured at the same rate as men. This session will address common challenges women professors experience. Strategies that can assist women in the tenure and promotion process will be discussed.

ROUNDTABLE SESSIONS

Saturday October 11th • 11:00AM

East Meeting Room M, Table 1

Exploring Counselors' Personal Experiences with Vulnerability in the Counseling Relationship

Hannah Kreider • University of North Colorado

**Contributing Author: Heather Helm*

What is vulnerability? How is it defined and experienced in the counseling relationship? How does it impact counselors and clients? This presentation includes research findings that explore answers to these questions. Relational-

cultural theory posits that through vulnerability counselors can foster deeper connection with clients and provide more effective and multiculturally competent counseling (Jordan, 2000; 2001; 2008). Counselor vulnerability may also help mitigate existing power differences between counselor and client (Ruiz, 2012; Vicario, Tucker, Adcock & Hudgins-Mitchell, 2013). Building on these ideas, we sought to understand counselors' experiences with vulnerability in their work with clients, as well as the perceived impact of counselor vulnerability on clients. Attendees of our presentation will (1) review relevant existing literature related to vulnerability and its role in a counseling context, (2) learn about the research findings of a study addressing these question, including a tentative definition of vulnerability within a counseling context, (3) reflect on the impact of vulnerability on their own work as a counselor, educator and supervisor. Presenters give voice to participant experiences through the use of direct quotes, and encourage participant reflection and participation through engaging discussion about this topic.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 2

Training Professionals in Motivational Interviewing to Promote Change Among Offenders

Melanie M. Iarussi • Auburn University

Margaret E. Shippen, Dixie F. Powers, & Sarah Fucillo

Motivational interviewing (MI) is a collaborative conversation style used to elicit and strengthen a person's own motivation and commitment to change (Miller & Rollnick, 2013). MI is an evidence-based practice in substance abuse treatment, and it is being incorporated into offender rehabilitation nationwide (National Institute of Corrections, 2012). Research conducted with offenders has demonstrated that MI can lead to increased treatment retention, enhanced motivation to change, and reduced re-offending (McMurrin, 2009). This poster will present how MI is used with offenders and describe the presenters' current outreach work, which includes providing MI training to

professionals who work with offenders. Learning and incorporating MI into ongoing services for offenders are complex tasks (Alexander, VanBenschoten, & Walters, 2008), and this poster will present data collected from MI trainings as well as strategies used by the presenters to promote sustained MI practice.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 3

Overcoming the Fear: Helping Student Counselors work Competently with Diverse Clientele

Brenda Jones • University of Texas at San Antonio

Beth Durodoye & Angelica Tello

Communication is a cornerstone of counseling—so much so, that the celebrated author Samuel Gladding once quoted, “The effectiveness of counseling depends on many factors, but among the most important factor is for the counselor and client to be able to understand and relate to each other.” This situation can be impeded, however, by cross-cultural misunderstandings that stem from the many styles of communication that affect counselor/client interactions. In turn, miscommunications can impair the therapeutic relationship and result in client dropout. This interactive session will focus on ways counselor educators can assist graduate students to minimize ineffective communication with their clients. Verbal and nonverbal communication variances will be examined. Ethical responsibilities related to communication will also be discussed. Handouts will be provided and interactive activities will be conducted.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 4

Supervising Counselors in Schools: Putting All the Pieces Together

Elsa Soto Leggett • University of Houston – Victoria

Counseling in schools can hold challenges. To have a good understanding, counselors must be aware of all of the pieces involved in school settings. Supervisors must direct supervisees as to which

pieces to look for and how to put them together. The goal of this presentation is for supervisors to recognize the various elements counselors in schools face. Objectives will include the following: 1) Identifying and defining some of the pieces: working with minors, parents' rights, FERPA, school systems, working with teachers & administrators, and communities are some of the parts to be discussed. 2) Raising awareness of ethical, legal, and professional issue tied to these pieces. 3) Putting the pieces together through insights, knowledge, experiences, and questions of participants.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 5

Counseling Student Self-Efficacy in the Pre-Practicum Lab Experience

Bryon Pickens • Delta State University

Juawice McCormick, George Beals, Robert McKinney, Catherine Vincent, & Chaiqua Harris

Contributing Author: Mistie Barnes

The initial results regarding a study investigating the effectiveness of a pre-practicum training lab model will be discussed. Effectiveness was measured by assessing the counseling self-efficacy of students enrolled in the department's pre-practicum course. The pre-practicum course is designed to help the student develop a greater ownership of their counseling identity and support students as they are exposed to more advanced counseling skills. Supervised by Counselor Education faculty, counseling students provide services to volunteer, non-help seeking clients through the counseling lab as the core component of the pre-practicum course. Data was collected over the course of a semester to determine if counselor trainees became more confident with the role of counselor as they progressed through the pre-practicum course. Initial results will be shared as well as directions for future research. Implications for counselor education will also be discussed.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 6

Bridging the Cultural Gap: Helping Counselor Educators Work Effectively with International Students

Szu-Yu Chen • University of North Texas

Natalya A. Lindo

International students face numerous barriers to effective learning. Research indicates visa issues and government red tape as the primary challenges for international students, but focuses less on other practical stressors. Adjustment to a new social and educational environment can be a stressful process for international students. During this acculturative process, international students often face challenges, including living away from home countries, language barrier, culture shock, low self-efficacy, immigration difficulties, financial concerns, academic stress, acculturative stress, racial discrimination, social interaction, limited support system, and career concerns. Counselor Education programs have increasingly focused on multicultural issues in counseling; however, the curriculum often only allows for an overview within general courses and/or multicultural counseling course. Therefore, in order to facilitate international students' growth and effective learning, it is essential that counselor educators and supervisors be aware of the specific issues they encounter. The presenters will describe the most common challenges encountered by international students and provide specific strategies for helping these students cope with acculturative stress to become effective counselors and/or counselor educators. Participants will gain knowledge about the unique cultural perspectives that international students bring to the classroom context as well as ways to help counselors-in-training gain global awareness.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 7

Collaborative Approaches to Gatekeeping and Enhancing Counseling Interns' Competence with LGBT Clients

Noelle St. Germain • Argosy University – Dallas

Amanda Sehr

The vast majority of counseling students identify as heterosexual, yet most counselor training programs lack specific training in LGBT competencies aside from a chapter or class session devoted to the subject. Furthermore, many students identify values conflicts when considering sexual minority issues. As gatekeepers, counselor educators and supervisors are tasked with ensuring that counseling interns are capable of providing competent and ethical services to clients. These issues and responsibilities raise questions of how faculty and site supervisors can work together to support the development of counseling interns' clinical and ethical competence to effectively address LGBT issues.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 8

Integration of Crisis Management into Counselor Education Curricula

LaShondra Manning • Texas A & M University – Commerce

Angie Wilson

Counselor education programs are tasked with preparing masters and doctoral students to provide counseling services in a variety of settings. Many counseling students will become employed in either a school or college setting and have to deal with some type of crisis at some point in their career (Minton & Pease-Carter, 2011). Because of service in this role, school and college counselors are assumed to have knowledge of crisis management and intervention, but that is not always the case. Presenters will share findings of original research and discuss how crisis management can be infused into current counselor education curriculum so prospective counselors can have a foundation of crisis management for their future role as a school or college counselor. Attendees will learn ways to infuse crisis management into their current counselor education programs.

Saturday October 11th • 11:00AM

East Meeting Room M, Table 9

Best Practices for Operating a Counseling Program Clinic and Enhancing Student Learning

Elizabeth Likis-Werle • East Tennessee State University

Liz (Dinwiddie)Leinaar

Providing structured and intentional pre-practicum and practicum experiences for our counselors-in-training is invaluable to the growth and development of our students. How these experiences are offered and coordinated varies in location, style, format, and expectations as some programs operate their own full or part time clinic that serves clients free of charge while others have more limited "lab" capabilities. However, there is a scarcity of literature regarding best practices for in house Counseling Clinic operating procedures and policies and how to maximize digital recording technologies as supervision tools while collecting assessment data.

POSTER SESSIONS

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

Exploring Mindfulness and the Core Conditions: Implications for Counseling Practice and Training

Breanna Banks • University of Tennessee at Knoxville

Emma Burgin

Contributing Author: Jeff Cochran

The purpose of this presentation will be to discuss and process and outcomes of a pilot mixed-methods survey study that will investigate the relationships between counselor mindfulness and Rogers' core therapeutic conditions. The presentation will consist of three major sections: conceptualization of variables, description of current study, and implications for counseling practice and training. Participants will be exposed to existing definitions and conceptualizations of mindfulness and the core conditions; as well as a brief review of existing research on these topics.

Next, participants will receive a description of the methodology of the current study including sample procedures and characteristics (web-based recruitment of licensed professional counselors), ethical considerations (e.g., IRB and consent procedures), research design (mixed-methods survey), data analysis (content analysis, descriptive statistics, and correlation/regression analysis), and conclusions of the study. Finally, participants will engage with presenters in a discussion about how the findings of the current study relate to existing research on mindfulness and the core conditions in counseling practice and training, as well as implications and future directions for research. Participants will be invited to provide feedback on personal/professional experience with mindfulness practice and how it impacts their work clients and students/supervisees.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

A Constructivist Examination of Counselors' Conceptualization of "Sexuality": Implications for Counselor Education

Wynn Dupkoski Mallicoat • Walden University

With the recent increase in dialogue regarding sexuality counseling as a specialty or an essential skill for counselors, it is important to determine counselors' perceptions of sexuality counseling. This poster presentation will present the results from a pilot study conducted using a qualitative, phenomenological approach. Specifically, the study examined the construct "sexuality" and "sexuality counseling" from counselors' perspectives. One synchronous online focus group and two online individual interviews were conducted with counselors predominantly in the Southeastern United States. Themes from the data included: Sexuality is multi-dimensional; sexuality is developmental; sexuality counseling is dialectical; and sexuality training in counseling is insufficient.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

A Dynamic Model of Leadership in Counseling

William McKibben • University of North Carolina at Greensboro

Leadership is commonly promoted as important for the profession, but it remains scarcely researched and understood. Theories of leadership abound in other professions, but there is no theory of leadership in counseling. This is significant because authors have noted that leadership dynamics vary depending on context. Thus, in order to optimize effective leadership within the professional counseling context, a theoretical framework is needed. The purpose of this presentation is to introduce an emergent theory of counseling leadership, the Dynamic Model of Leadership in Counseling, which was derived from a content analysis of the existing counseling literature. The goals of this presentation are to provide counselor educators with a theory and with practical suggestions for leadership training and to stimulate additional research on leadership. Implications for research, counselor education, and leader training will be discussed.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

Enhancing the Supervisory Working Alliance

James Payne • South University

Joffrey Suprina & Shon Smith

Establishing an effective supervisory working alliance (SWA) enhances the tasks of supervision and positively impacts outcome goals. In this workshop participants will learn the use of a brief protocol for formative assessment/evaluation. Focusing upon quality improvement in the SWA helps to improve the outcome in supervision, lessening the impact of the summative assessment/evaluation on supervisees. Using a brief visual analogue scale, Leeds Alliance in Supervision Scale (LASS) (Wainwright, 2010) participants learn this process. The LASS is similar in structure to other instruments that follow Bordin's (1979, 1983) model of the working alliance: tasks, goals, and bond. Preliminary research findings confirm that supervisors, as counselors in counseling, do not

begin with an ability to predict ratings of the working alliance. This being said, with practice supervisors learn more accurate prediction. By being able to predict supervisee's ratings the supervisor strengthens and develops the bond, which in turn enhances the tasks of supervision, and impacts the quality of outcome goals. This process enhances the ability of to repair ruptures when they occur much the same as it does in counseling/psychotherapy.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

ALDIC Model of Supervision: Using Anxiety to Foster Healthy Counselor-in-Training Development

Jessica Martin • University of Central Florida

Supervision in counseling is the signature pedagogy by which counselors-in-training learn and refine the skills necessary to be proficient and competent practitioners (Bernard & Goodyear, 2014). Many new supervisors are placed into this position without adequate training and lack a tangible framework from which to work from. The initial training years for counselors-in-training are critical and having a sound theory-bound supervision model to guide supervisors is necessary to foster supervisee cognitive development (Rønnestad & Skovholt, 1993). A major hurdle that new supervisors are charged with is how to help counselors-in-training to deal with their anxieties about being new counselors and working with clients for the first time. Without direction and supervision, the anxiety of counselors-in-training can stunt their growth and development. ALDIC is a developmental supervision model based on the integration of elements from the Rønnestad and Skovholt Lifespan Developmental and Systemic Cognitive-Developmental Supervision models and focuses on the relationship between student anxiety and counselor competency and skill development. The focus of this presentation will be on understanding the ALDIC model, the relationship between anxiety and counselor development, how counseling supervisors can use counselor-in-training anxieties in a positive and constructive way and the real world application of this model.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

Jumpstarting Engagement using Syllabi Co-Construction

Yvette Tolbert • Kent State University

During this roundtable discussion, we will explore ideas regarding co-constructing the syllabus for a term with the class members. Syllabi serve many purposes, existing on a loose to formal continuum, from being viewed as proposing general ideas about what the content and assignments of a course might be to being seen as rigid contracts. Attendees will take away ideas about how to make syllabus construction a key piece of initial student contact; how to manage co-construction of syllabi; and how to facilitate the process when in the classroom. Ideas about the use of tone, self-disclosure, and stepping out of a leadership role momentarily will be reviewed. Handouts and resources will be provided.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

Exploring Supervisee's Experience from a Multicultural Framework

Dana Isawi • University of North Carolina at Charlotte

Ching Yi Kuo

Training multiculturally competent counselors is advocated by many scholars (e.g. Sue et al., 1992; Sue et al., 1982) in response to the diversification of the U.S. population and the student body by providing training that prepares counselors from different racial/ethnic groups to work effectively with the diversity represented by their clients (Dickson et al., 2010). Efforts in the mental health field are being made to enhance multicultural counseling competencies of counselors through program accreditation and training programs. However, supervision has been scarcely addressed in this context (Leoong & Wagner, 1994). Most of the literature regarding multicultural issues in supervision has been theoretical (Toporek et al., 2004) rather than

empirically based (Hill, 2003; Leong and Wagner, 1994). The objectives of this presentation are to: (1) present background information on multicultural supervision from a minority supervisee perspective in the university setting (2) explore factors influencing the supervisory working alliance (3) and propose recommendations to facilitate supervisory working alliance. The presenters will raise awareness and provide knowledge on multicultural supervisory working alliance through a poster session.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

90-day Academic Challenge: Ready, Set, Change!

E. Bambacus • Virginia Commonwealth University

This presentation is intended for counselor educators, college student development counselors, and those who teach first-year experience (FYE) seminars to improve student academic standing. This presentation will introduce the 90-Day Academic Challenge, a goal-oriented behavior change project designed to increase college students' academic success and self-efficacy. Discussion will include how the project is incorporated into a FYE course called MINDSET for Academic Success, which is primarily for students placed on academic warning after their first semester. Discussion will also include a brief background on the MINDSET course; a breakdown of the 90-Day Academic Challenge; theoretical support from Solution-Focused Brief Therapy (SFBT), and the Transtheoretical Model (TTM); descriptions of the SFBT and TTM techniques implemented in the course; and implications for future research. By having students choose their own academic goals and create their own structured action plans, students are more invested in making the changes necessary to succeed. Participants will receive informational materials, individual counseling and classroom activities, and a course outline.

Saturday October 11th • 11:00AM

East Meeting Room M, Perimeter

The Relationship Between Technology Usage, Stress, and Partner Violence Among Emerging Adults

Ryan Carlson • University of South Carolina

Jessica Fripp

October 11th • 1:00PM

CONTENT SESSIONS

Saturday October 11th • 1:00PM

East Meeting Room A

Help, I'm Suffocating! Shame and Resistance in Supervision

Yolanda Fountain • Mercer University – Atlanta

Latessa Bayonne & Karen Rowland

Have you ever experienced a supervisee who hid information vital to client care or displayed resistance towards the supervisor? If so, shame may have played a role in suffocating what could have been a healthy supervisory relationship. This interactive presentation will focus on understanding shame and supervisee resistance within the triadic relationship, emotional and behavioral signs that indicate shame in supervision, supervisee and supervisor responses to shame, and the effects of shame on clinical practice and clinician development. It will also show participants how dialogical orientated supervision can aid in circumventing shame in supervision and share future trends related to this area.

Saturday October 11th • 1:00PM

East Meeting Room B

From the Stage to the Classroom: Incorporating Actors into Counselor Training

Philip Clarke • Wake Forest University

Sharon Andrews

In this presentation, a model for incorporating actors into the counselor education curriculum will be described. Involving trained actors or actors-in-training to portray clients in counseling courses can significantly enhance students' practice of skills and allows educators to facilitate highly engaging and informative demonstrations in which students both observe and participate. The presenter will discuss ways to establish cross-campus partnerships with university theatre departments for the purpose of identifying actors to play client roles. Approaches will be presented for utilizing actors for a single event or throughout the semester in counseling courses. Attendees will learn about several types of in-class and out of class assignments involving student skills practice with actors. Pedagogical strategies for maximizing student learning will also be described. These methods include the "press pause" technique in which students discuss "moment-to-moment" session planning and countertransference, and fishbowl techniques that permit the instructor to model skills with an actor while engaging students in the intervention and conceptualization process. To further illustrate this framework, the presenter will explicate how he has incorporated actors into addictions counseling and advanced skills/crisis counseling courses. This presentation will be in lecture and discussion format with handouts provided.

Saturday October 11th • 1:00PM

East Meeting Room C

Creative and Innovative Methods of Integrating Spirituality across the Counselor Education Curriculum

Melissa Deroche • University of New Orleans

Matthwe Lyons

Spirituality continues to gain acceptance as an important part of the work we do as counselors, counselor educators, and supervisors and the profession increasingly recognizes spiritual and religious values as important aspects of multicultural society. Questions remain when it comes to integrating spirituality into counselor education programs. This round table discussion will briefly discuss the Association for Spiritual, Ethical, and Religious Values in Counseling's

(ASERVIC) Spiritual Competencies and the benefits of offering a dedicated spirituality course. The session will focus heavily on sharing creative pedagogical ideas for developing a spirituality course. Presenters will share a Spirituality in Counselor Education Resource Portfolio that was compiled by the presenter as part of a doctoral level spirituality course.

Saturday October 11th • 1:00PM

East Meeting Room D

Delineating Self: The Renegotiation of Boundaries after Abuse

Astra B. Czerny • University of North Carolina at Charlotte

This presentation will be delivered in lecture format and will include experiential activities to help participants connect with the following program goals: 1. The presentation will connect boundary renegotiation to empowerment and healing in women who have experienced abuse based on the primary presenter's research and the extant literature base. 2. Because the conceptualization of inter- and intra-personal boundaries is learned through cultural socialization, the presentation will also promote unity while affirming diversity by addressing boundary renegotiation in individuals from diverse cultural backgrounds. 3. Counselor educators and supervisors will gain awareness, knowledge and skills for promoting culturally responsive boundary awareness in their teaching and practices. 4. The presentation will help participants reflect on their own boundaries and how these are connected to empowerment or disempowerment with attention to implications in the classroom and beyond. In addition to discussing how boundary renegotiation can promote healing in survivors of abuse, this workshop-style presentation will also provide a model empowerment that can be easily personalized for individual needs. While women in the US enjoy more rights and equality than many other nations, personal empowerment continues to be a challenge for many women.

Saturday October 11th • 1:00PM

East Meeting Room E

Seeing the Whole Picture: Teaching Multicultural Concepts using an Intersectional Lens

Bethany Garr • University of North Carolina at Greensboro

Intersectionality, a concept originating in feminist research, is a perspective emphasizing the relationships between the various aspects of one's social identity, as well as the ways in which these relationships affect the way that an individual forms, views, and practices their social identity. Using this lens, it can be understood that people generally (and sometimes simultaneously) experience both privilege and oppression, and that these experiences may shift across time and contexts. In addition, an intersectional approach focuses on the fluidity and complexity of one's social identity, elements that may not be as apparent when focusing on individual social categories. In this program, the presenter will provide an in-depth overview of the concept of intersectionality, as well as a description of how the use of an intersectional lens can help counselors, students, and counselor educators gain a deeper, more holistic understanding of issues of multiculturalism and diversity. The presenter will also engage participants in several creative, interactive activities that can be used in the classroom to help students to understand this complex, highly important concept.

Saturday October 11th • 1:00PM

East Meeting Room F

Defining and Measuring the Supervisory Relationship: Captured or Elusive?

Jodi Bartley • University of North Carolina at Greensboro

L. DiAnne Borders

The purpose of this presentation is to review and discuss measures of the supervisory relationship. The supervisory relationship is a difficult construct to measure (Borders, 2005), as it can be conceptualized in multiple ways. According to Ellis and Ladany (1997), measures of the supervisory relationship have been criticized for poor psychometrics and overreliance on similar

measures of the counseling relationship. To remedy these issues, multiple measures of the construct have emerged in the last decade; however, many of the newer measures have yet to be incorporated into research and practice and still may not adequately capture the complete essence of the supervisory relationship. We will describe the amorphous nature of the supervisory relationship, review and critique definitions and measures of it, and provide recommendations for both research and practice. Additionally, we will synthesize the themes across definitions and measures and make recommendations for future endeavors.

Saturday October 11th • 1:00PM

East Meeting Room G

Military Culture in Counselor Preparation: A Study of Counselor Educators' Perceptions

Seth C. W. Hayden • Wake Forest University

Emily Kennelly

There is currently significant attention both within the field of counseling and society at large related to the needs of military service members, veterans, and their families. Reintegration of service members due to a reduction of the fighting force abroad coupled with continued advocacy on the part of counseling professional organizations for enhanced access for counselors to military populations creates a unique dynamic within counselor education. Given the increased attention to military-related concerns in counseling, it is important to examine ways in which counselor education programs are preparing counselors to effectively engage military-connected clients as well as the views of faculty members regarding the collective experience of this population. This presentation will focus on the results of a study which researched the perceptions of counselor educators related to the manner in which the needs of military populations are or could be addressed within a counselor curriculum as well as the degree faculty members view the experience of military service members and their families as a distinct culture. Results of a mixed methods study along with implications for counselor training will be discussed.

Saturday October 11th • 1:00PM

East Meeting Room I

Creating Community in a Virtual World: Ways to Enhance Connectivity for Online Students

Nisha Warbington • University of West Alabama

Erica Tanner

The presence of online degree programs in counseling has expanded the opportunity for learning to a wider audience, but it has not been without challenges to all parties involved. With the limited face-to-face contact, asynchronous schedules, wide geographic service area, and other logistical hurdles, creating community among these online learners can present challenges for the students, faculty, and on-site supervisors. This presentation will offer ideas for creating more effective community within online counseling programs. We will discover technology tools that can enhance the online classroom, and allow students to be more involved with one another. We will explore inventive programs designed to engage the on-site supervisors, and encourage closer interaction. Finally, we will look at creative uses of physical and virtual space to encourage peer connectivity among students in online counseling programs.

Saturday October 11th • 1:00PM

East Meeting Room J

Toward a National Standard for Counselor Licensure

Gerard Lawson • Virginia Tech University

Robin Lee & Heather Trepal

The recently concluded initiative, 20/20: A Vision for the Future of Counseling, achieved a great deal in establishing a single definition, scope of practice, and title for licensed professional counselors (LPCs). Unfortunately, no educational standards were approved through the 20/20 process to help external stakeholders understand the level of training that is expected of LPCs. ACES has recognizes that uniform educational standards

are critical to portability for licensure, and for enhancing the professional respect that counselors are afforded. As the professional organization most directly involved with the education of counselors, ACES has addressed this gap. A taskforce worked to propose a national standard, and the ACES Executive Council released a statement indicating that ACES will partner with like-minded organizations and individuals to help move this process forward. This presentation features leaders from ACES discussing the Educational Standards Guidance Document developed as model language for a national standard. The process of addressing education requirements through state level advocacy accreditation and for continuing recognition of counselors at the national level will be explored.

Saturday October 11th • 1:00PM

East Meeting Room K

Protective Factors and Black Immigrants from English Speaking Caribbean Countries

Robtrice Brawner • Chicago School of Professional Psychology

Melissa Phillips

This presentation will identify some of the unique characteristics of Black immigrants from English speaking Caribbean countries that are associated with their success in the United States. We will review some of the current literature identifying these protective factors and specifically how they contribute to increased success (Corak, 2011; Crosnoe & Lopez Turley, 2011; Thomas, 2012). Acculturation models will be discussed in addition to why these factors have been protective when compared to their United States born counterparts and other immigrant populations. The relevance for counselor educators will be highlighted through the lens of multicultural competence centering on increased knowledge and skills. Emphasis will be placed on how these protective factors might impact rapport building, interpretation of symptoms, and treatment planning for immigrants from English speaking Caribbean countries.

Saturday October 11th • 1:00PM

East Meeting Room L**CACREP Table Talk**

Carol Bobby • President and CEO, CACREP

Robert I. Urofsky • Director of Accreditation, CACREP

This session provides participants the opportunity to receive updates on CACREP policies and initiatives as well as to interact with CACREP Board members and staff in attendance at the conference to ask questions.

ROUNDTABLE SESSIONS

Saturday October 11th • 1:00PM

East Meeting Room M, Table 1**"Don't Be a bully!": An Anti-Bullying Program for the K-5 School Setting**

Tia Jackson-Truitt • University of Georgia

Joseph Chumin

The presenters created an anti-bullying curriculum for the non-profit organization "Don't be a Bully (DBAD)" to be used in the K-5 school setting. Using a multimedia format including video, online quizzes, and providing a handout of online resources, the presenters will demonstrate creative ways for engaging the elementary and middle school audience while making the content interesting and interactive. The presenters will provide detailed definitions of the three persons typically involved in a bullying incident, including the perpetrator, victim or "target", and the bystander. Special attention is paid to how bystanders can take a more active role in preventing bullying and how bystanders can intervene for students most at risk for becoming perpetrators. Using non-judgmental language, the presenters move away from the traditional punitive approach and towards a more collaborative method of teaching students about the harm of bullying as well as effective methods for preventing it.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 2**Hands-on Activities for Teaching Career Counseling Interventions and Concepts**

Chris Wheelus • University of Georgia

This hands-on session seeks to bring some fun, five-senses, and imagination into the career counseling process. It brings a new twist to an old intervention and introduces new interventions that can be effective with individuals or groups. You will learn the activities, their underlying theories, and multi-cultural considerations – and even take some sample materials home with you! Session objectives include: (a) Learn, through active participation, how to use four career counseling activities with individuals, groups, or classes (b) Recall the theories underlying these career interventions, with consideration of social justice issues (c) Take away materials and instructions for implementing the activities in your work setting.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 3**Play-Based Disaster and Crisis Interventions**

Lennis Echterling • James Madison University

Recently, counselors have gained the well-earned acceptance and respect as integral members of crisis and disaster response teams throughout the world. However, in the wake of a devastating natural disaster or in the aftermath of the horrific violence of a war, play may seem to be a frivolous, trivial, and inconsequential activity. Nevertheless, play is a dynamic, life-affirming process that can be intrinsically fulfilling, thoroughly absorbing, and ultimately rewarding, especially in times of crisis. Many children use play to act out their traumatic experiences, but they also can demonstrate their resilience in their play. By creating specialized play-based interventions counselors can normalize reactions, invite children and families to try out new coping strategies, modify cognitive distortions, increase self-soothing, enrich relationships, enhance social support, and offer a sense of hope. In this session, participants will learn practical play-based techniques that they can use in any of the roles

counselors may be serving in disaster and crisis situations—consultant, trainer, supervisor, volunteer, or therapist—under circumstances that are dramatically different from the usual counseling office. The format of the session will include an overview of the power of play in promoting resilience, case examples, demonstrations of play-based interventions, and handouts.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 4

Experiences of Recovery: Counselor Development among Trauma Therapists

Melinda Rose Paige • Georgia State University

Trauma is ubiquitous (Beck & Sloan, 2012) in the United States, yet there remains a paucity of training about psychological trauma in graduate counselor education programs (Courtois & Gold, 2009; Litz & Salters-Pedneault, 2008; Logeran et al, 2004). Further, trauma counseling competencies to inform the education of trauma counselors have yet to be identified (Turkus, 2013). An area of analysis that has been largely overlooked in the literature addresses the need for continued consultation and community support for trauma therapists. Both Logeran (2004) and Turkus (2013) emphasized that trauma work is challenging and should not be conducted without on-going training, consultation, and supervision as long as the trauma therapist is in practice. Further, these researchers advocate that trauma therapists have access to trauma-sensitive supervision rather than clinical supervision with a therapist unfamiliar with trauma theory and practice. They also concurred that trauma-sensitive supervision differs from generalist clinical supervision in that trauma-sensitive supervisors are familiar with trauma precepts and interventions and understand the particular risks involved in providing trauma counseling. This presentation provides an overview of the trauma therapist development literature as well as implications for training for counselor educators interested in trauma-informed care and trauma-sensitive supervision.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 5

Supervision Innovation: Advocating for Ethically Responsible Distance Supervision Competencies

Sonja Sutherland • Regent University

James Cooper, Elizabeth Faison, David Maynard, & Holly Hartwig Moorhead

What does it take for distance supervisors to be effective? How do competencies for traditionally delivered face-to-face supervision apply to the unique considerations and logistics of distance supervision? How are supervisors' abilities to advocate for, address and support cultural competence impacted by the distance supervision environment? How might distance supervision be understood as an advocacy issue for certain populations? What are the implications of the revisions contained in the 2014 ACA Code of Ethics upon both the practice of distance supervision as well as upon counselor education and supervision training? Practical ways to apply the ACES Best Practices in Clinical Supervision (2011) specifically within the provision of distance supervision will be addressed. Current practices and effective strategies of distance supervision will be highlighted, as well as barriers to effective implementation. Diversity and advocacy considerations related to distance supervision will also be identified. Part of the session will include collaborative discussion regarding strategies for overcoming identified barriers using best practice models of supervision. Additionally, ethical considerations unique to distance supervision will be reviewed, including implementing the 2014 ACA Code standards in counselor education and supervision.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 6

The MI Supervisor: Applying Motivational Interviewing to Clinical Supervision

Amanda Giordano • University of North Texas

Elizabeth Prosek

Motivational Interviewing (MI) is a counseling approach designed to resolve client ambivalence and elicit intrinsic motivation toward positive change. MI emerged from the field of addictions counseling and has since been applied to a variety of clinical concerns. Most recently, MI has been described as a possible supervisory approach to foster supervisee change. The purpose of this presentation is to detail the updated tenets of MI and illustrate how supervisors can utilize the approach in supervision. Specifically, the presenter will describe how the spirit and processes of MI can be used to foster a strong supervisory relationship, provide feedback, navigate supervisee resistance, and reach developmentally appropriate goals. The presentation format will be interactive and involve a supervision case study for attendees to explore using the MI approach. Audience members will gain insight related to the updated processes of MI and learn how to integrate MI into supervision. Additionally, attendees will be invited to discuss their own supervision experiences and identify opportunities to integrate MI into their work.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 7

The Power of Labels: Heteronormative Labels in the LGBTIQ Community

C. Peeper McDonald • Georgia State University

Jennifer Smith

The goal of this 50-minute roundtable discussion is to encourage participants to explore the use of heteronormative terms and labels in the Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) Community. For example, traditional heteronormative labels such as “wife” or “husband” are gaining momentum rather than the use of “neutral” terms with individuals from the LGBTIQ community. In light of this new trend, the content of this roundtable presentation will focus on the participants’ exploration of the use of such labels and the implications of these terms. Additionally, this discussion will highlight the importance for counselors, counselor educators, and supervisors to stay up to date on the latest multicultural trends in research, the empowering or disempowering nature and implications of

labels and terms, and the importance of advocacy and collaboration with clients, students, and supervisees on the way in which labels are used.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 8

Transformation in Counselor Education: Best Practices towards Wellness

Sneha Nayar-Bhalerao • University of St. Thomas

Serena Flores

According to the American Counseling Association Code of Ethics (2005), Counselor Educators work towards developing, educating, and supervising educational programs for counseling students. They are skilled educators including practitioners abiding by the ethical, legal, and regulatory aspects of the counseling profession. Counselor educators play various roles and have varied responsibilities to maintain that may increase stress and affect their wellbeing. With increased work pressure and responsibilities, maintaining a work-life balance is essential. In a round table discussion format, the focus is to bring awareness towards the best practices in counselor education wellness. The discussion highlights the importance of counselor educator wellness while offering strategies to establish work-life balance. The presenters will emphasize, empirically identified approaches towards wellness under the physical, emotional, cognitive, self, and social domains. The audience will explore skills and techniques that will help establish a balance in work-life, thereby fostering a well-versed professional.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 9

“Ain’t I a Woman?” Supporting African-American Women in Doctoral Level Counselor Education Programs

Taryne M. Mingo • University of Georgia

Research surrounding the social and emotional experiences of African-American women in graduate school, specifically those at the doctoral

level of study, is severely lacking in academic literature. This is particularly distressing given that African-American women represent a population of students that may endure discrimination in various college settings, including those that are same-race or same-sex. This presentation builds upon Black Feminist Theory which acknowledges the interlocking systems of oppression that can have a significant impact on the experiences of African-American women. Sojourner Truth's "Ain't I a Woman" speech, given at the Women's Convention in 1851 in Akron, Ohio, is used as a representation of the barriers African-American women may experience at the doctoral level of counselor education programs. This presentation hopes to bring awareness to the experiences of African-American women in doctoral counselor education programs and the lack of support when they encounter social isolation and fears around competence. In addition, this presentation will provide strategies to assist counselor education programs support this population of students and encourage future research in this area.

Saturday October 11th • 1:00PM

East Meeting Room M, Table 10

Understanding International Supervisors' Experiences in Cross-Cultural Dyads of Counseling Supervision

Mijin Chung • University of North Carolina at Greensboro

As the counseling profession becomes global, much attention has been paid to counselor training and the role of supervisors in cross-cultural contexts. The program will provide empirical research findings on international supervisors' experiences in cross-cultural supervisory relationship. Using a social influence theoretical framework, international supervisors' cultural backgrounds and its possible impact on their perceived credibility will be explored. A handout will be distributed to the audience. Participants will brainstorm ideas in enhancing supervisors' professional capability in working with supervisees who came from diverse cultural backgrounds.

October 11th • 2:00PM

CONTENT SESSIONS

Saturday October 11th • 2:00PM

East Meeting Room A

Promoting Professional Identity and Advocacy: Roles for CSI Chapters and Networks

Craig Cashwell • University of North Carolina at Greensboro

Stephen Kennedy, Cheryl Pence Wolf, & Donna Gibson

Chi Sigma Iota chapters include both student, faculty, and professional counselors in their membership, and are uniquely situated at the grass-roots level where professional identity is learned and training for professional advocacy begins. The presenters will share strategies for promoting professional identity and advocacy issues through individual CSI chapters and networks of CSI chapters which may operate within individual states as well as regions. Ultimately, these networks of chapters can work together to influence counselor licensure laws within each state and help promote unity in relation to educational standards within the profession.

Saturday October 11th • 2:00PM

East Meeting Room B

Empathy as a Construct: Development and Expression

Laura Brooke Smith • University of Alabama at Birmingham

J. Ryan Humphries

Empathy, unconditional positive regard, and congruence have generally achieved consensus among counselors and in the literature as core conditions for the treatment relationship. Empathy itself, as the sine qua non of counseling, "without which there is nothing", stands as an important aspect of every counselor's characteristics, yet is often never explicitly discussed. In this presentation we will describe empathy as it has been defined in the literature,

discuss empathy development, and talk explicitly about the expression of empathy and how empathy may be expressed, or observed in different situations. In this presentation we will specifically address three conceptual states of empathy, those of subjective empathy, interpersonal empathy, and objective empathy, as well as discuss specific aspects of the development of empathy, as part of the cognitive and personal characteristics of the counselor, and the growth of a counselor in training.

Saturday October 11th • 2:00PM

East Meeting Room C

Research Team: Increasing Research Self-Efficacy in Doctoral Students

Catharina Chang • Georgia State University

Kan Guvensel, C. Peeper McDonald, Jennifer Smith, Ned Golubovic, Rafe McCullough, Tom Murphy, Amanda Rumsey, & Cory Viehl

Doctoral students are expected to be knowledgeable about all aspects of research. Additionally, doctoral students are expected to be able to demonstrate proficiency in designing and implementing a research project (see CACREP 2009 standards). Despite the expectation that doctoral students will be researchers upon graduation, there have been expressed concerns about the quality of research training in the social sciences (Henson, Hull & Williams, 2010). More specially, within counselor education, some have expressed concern that counseling doctoral students receive insufficient research training (Paradise & Dufrene, 2010). The purpose of this session is to present a model for research team which addresses this deficient in research training. The presenters will share with the audience their experiences in participating in a weekly open research team. The instructor will discuss the structure and the set-up of the research team. Participants will leave with concrete strategies for setting up their own research team.

Saturday October 11th • 2:00PM

East Meeting Room D

Beyond the Rainbow: The Path to LGBTQIQA Experiential Learning

Jill Krahwinkel • Old Dominion University

During this interactive presentation participants will be exposed to a variety of experiential activities that are designed to help increase LGBTQIQA cultural competency. Participants will increase their knowledge on the current research of LGBTQIQA cultural competency as well as be given ideas for assignments and projects to help develop LGBTQIQA cultural competency. Participants are encouraged to share their ideas and experiences.

Saturday October 11th • 2:00PM

East Meeting Room E

Finding Balance in an Unbalanced World

Kimberly Hall • Mississippi State University

Finding balance in a tenure-track, research world can be daunting to say the least. Often, personal needs and desires are put on hold in an effort to publish, publish, publish! And do not forget all of the service responsibilities and teaching loads that are required of us! This session will focus on strategies that can help you balance your teaching, research, and service activities so that you are successful both professionally and personally. Participants will be invited to share their own struggles and their own successes. The session is designed to be interactive.

Saturday October 11th • 2:00PM

East Meeting Room F

Supervision Task Force Meeting

Anita Neuer Colburn • Walden University

Karena Heyward

Did you know that SACES sponsors a Supervision Task Force?? Our current focus is on the appropriate training and support of site supervisors. Come hear about how we are carrying out this initiative, and how it could potentially benefit all SACES members! You will

also have the opportunity to participate in brainstorming around other projects that you as a SACES member would find valuable. We look forward to seeing you!

Saturday October 11th • 2:00PM

East Meeting Room G

**Early Recollections in Counselor Supervision:
A Career Construction Process**

Stephanie Bell • University of Mississippi

Kevin Stoltz

Counselors-in-training (CITs) often question their decision to become a counselor (Huhra, Yamokoski-Maynhart, Prieto, 2008; Lamb, Baker, Jennings, & Yarris, 1982; Ronnestad & Skovholt, 2003; Stoltenberg & McNeill, 2010). Supervisors are often primary sources of career information for CITs regarding the counseling profession, and adjusting to the work environment. Utilizing current career theories, supervisors can help CITs manage changes in their career self-concept as they proceed to build a professional identity.. The Career Story Interview (CSI; Savickas, 1998, 2011), which utilizes early childhood recollections can be applied in the supervision process to help the CIT engage personal adaptability resources that assist in resolving occupational image dissonance. Applying Savickas et al.'s four dimensions of career adaptability (concern, control curiosity, and confidence) to help CITs cope with adjustments in career transition is the primary focus of this supervisory intervention. The goal of this process is to help CITs understand how their views of important and influential people in their lives contribute to their ideal occupational image. By drawing out these images, the supervisor helps the CIT to develop a stronger professional identity within the counseling profession (Stoltz, Barclay, Reysen, & Degges, 2013).

Saturday October 11th • 2:00PM

East Meeting Room I

**Advocacy with Students and Staff at a Research
Institute: Contributions to Sustainability**

*Naomi Wheeler • University of Central Florida
Marriage & Family Research Institute*

Andrew Daire

Since 2003 the University of Central Florida (UCF) Marriage and Family Research Institute (MFRI) has employed over 170 staff and students through externally-funded grant projects and research totaling \$12.4 million. In response to the growing need for externally funded research to support Counselor Education programs, this presentation aims to provide practical examples of social justice and advocacy with staff and students at a research institute. Presenters will discuss strategies for sustainability and applications of advocacy utilized at the MFRI ranging from microlevel strategies (e.g. staff and student development), community collaboration and engagement, and macrolevel strategies in research and publication. Learning objectives include (a) participants will learn about staff personal and professional development within a social justice and advocacy framework and (b) participants will discuss practical application for advocacy in a research institute.

Saturday October 11th • 2:00PM

East Meeting Room J

**From Life and Race in the Legally Segregated
South to Counseling Today**

Derick Williams • University of Virginia

Walter Anderson

The culture in which we live today is greatly influenced by our history. Counselors should understand historical contexts in order to understand cultural patterns today. The 1954 Brown vs. Board decision led to the integration of public schools and to white flight, a process that contributed to the disparities in today's schools that integration was supposed to remedy. Counselor educators and school counselors can be more effective change agents if they understand historical links like that described above. An important supplement to historical knowledge is dialogue among people with different experiences. This is probably what national leaders have in mind when they call for a national dialogue on

race. In this program, a presentation and conversation facilitated by a White Southern counselor educator and a Black Southern school counselor educator will highlight memories of White Southerners who lived in the pre-civil rights period and the reactions of Black Southerners to the attitudes behind those reflections. Further, a model of how conversations such as this can be duplicated in counseling courses will be given. The ultimate goal is to show how such dialogue can help pre-service school counselors recognize and reveal the blind spots of today's racial inequalities in PK-12 schools.

Saturday October 11th • 2:00PM

East Meeting Room K

Beyond Words: How to Incorporate Creative Activities and Techniques within your Classroom

Tracy Calley • Texas State University

Kathy Trebatoski

More often times than not, we teach students techniques and theories from experience and a textbook. There are various activities that students can utilize with clients that are highly beneficial. This session will explore various techniques that can assist students in being more creative in session and assist counselor educators with innovative ideas that can be role-played in the classroom. Some examples include: music therapy, animal assisted therapy, using photographs within session, stress management and game playing. The goal of this session is to encourage creativity within the classroom environment and allow students to practice some of the various activities/techniques. The presentation will be in a Power Point format and will include activities for audience participation.

Saturday October 11th • 2:00PM

East Meeting Room L

Achieving Parity and Portability: CACREP's Role in Advancing the Profession

Carol Bobby • President and CEO, CACREP

Great strides have been made in establishing and advancing the counseling profession as a distinct helping profession. Two major challenges underlying the counseling profession's efforts toward unification and growth are: 1) parity with other helping professions in terms of the recognition of professional counselors as mental health providers; and, 2) the ability for counselors to move among the states and retain licenses to practice. Looking toward the future, this session will explore the roles that national educational standards and CACREP accreditation can play in resolving these challenges and positioning the counseling profession for full recognition within the health services landscape.

Saturday October 11th • 2:00PM

East Meeting Room N

College Counseling Student Affairs Interest Network Meeting

Elizabeth Likis-Werle • East Tennessee State University

Laura Gonzalez

The SACES College Counseling Student Affairs interest network exists to communicate with other faculty who teach, train, and supervise counselors working across university settings, share resources, and advocate for the unique role counselors play in student development work with college students.

ROUNDTABLE SESSIONS

Saturday October 11th • 2:00PM

East Meeting Room M, Table 2

Examining State Supervisor Credentialing and Counselor Professional Identity

Kathy Ybañez-Llorente • Texas State University

Elisa Leggett

Recent efforts to define aspects of the counseling profession have resulted in greater consensus regarding counselor professional identity. Many

states have begun to consider licensure portability as evidenced by similarity and changes in required number of graduate hours, supervision, and other training requirements. In addition to professional counselor licensure, credentialing of supervisors is state-specific. Given that supervision of post-graduate interns spans a critical time of professional identity development, one would assume that the efforts to further define professional identity would extend into the professional identity and training of clinical supervisors. This presentation will examine the differences in supervisor credentialing across states and its impact on counselor professional identity. Attendees will learn about these differences, and will engage in discussion regarding advocacy efforts for supervisors.

Saturday October 11th • 2:00PM

East Meeting Room M, Table 3

Meeting the Personal/Social, Academic, and Career Needs of K-12 Students with Emotional/Behavioral Disabilities through Service Learning

Jolie Daigle • University of Georgia

Students who have disabilities-especially those with emotional/behavioral disabilities (EBD)-are often an overlooked population with a significant dropout rate. Students with EBD have the worst graduation rates of all students with disabilities with only a 40 percent rate of completion as compared to the national average of 76 percent. Additionally, students with EBD have a higher suspension rate which leads to disengagement and dropping out. Rates are very low for college attendance and completion as well for students with EBD. Students and their families are often astounded at the differences between the education environment and disability accommodation system at the college level compared to high school. This presentation will provide an overview of a service learning program and professional partnership between UGA and a therapeutic educational setting in Athens, Georgia. It will highlight ways in which graduate students are gaining valuable training experiences in K-12 student development in the person/social, academic, and career domains.

Saturday October 11th • 2:00PM

East Meeting Room M, Table 4

Advancing our Knowledge of Burnout: Creating Fit and Building Engagement

Susannah Coaston • Northern Kentucky University

Burnout is a multi-dimensional phenomenon characterized by exhaustion, cynicism, and professional inefficacy. Historically, burnout has been conceptualized as an individual or an interpersonal phenomenon. Thus, interventions traditionally focus on self-care or improving organizational culture. Both of these areas are important; however, the either-or approach to burnout may neglect the importance of fit within the organization. This presentation intends to create discussion around the topic of burnout within a person-environment framework, exploring the concept of work engagement (i.e., vigor, dedication, and absorption in the workplace) and the characteristics that strengthen organizational commitment. Employees who experience engagement in the workplace work at their full potential, which enhances the quality of the work. Attendees will learn more about the symptoms and consequences of burnout, explore the dimensions of person-environment fit, and develop a new conceptualization of burnout based on work engagement literature. This interactive presentation will assist students, counseling professionals, and counselor educators in advancing their own understanding of why burnout occurs and how best to intervene.

Saturday October 11th • 2:00PM

East Meeting Room M, Table 5

Increasing Cultural Awareness, Competence, and Advocacy: An Identity Development Approach

Ashler Pimpleton • Arkansas State University

Patrick Peck & Lacy Overly

Cultural competence in counseling has continually become more integrated into the national dialogue of the profession over the years. However, teaching cultural competence in areas

that are mostly rural, poor, and isolated presents some unique challenges, particularly as it pertains to pedagogy, supervision and advocacy. What may be more specifically germane to the Southern region of the United States than other areas is the role that religion plays in how counselors-in-training conceptualize their clients and their issues. As a result, religion is often the primary lens through which students seem to form and conceptualize their ideas about cultural issues, such as sexual orientation, gender roles, and race and/or ethnicity. In light of how these issues uniquely intersect, helping students and supervisees understand the necessity of social justice and advocacy for these diverse populations can sometimes prove to be a more complex and challenging undertaking. During this presentation, the following will be discussed: a.) techniques to help more effectively increase multicultural awareness, competence and advocacy within this population, b.) frameworks that specifically address the role of religious and rural culture in identity development, and c.) implications for pedagogy, supervision and social justice.

Saturday October 11th • 2:00PM

East Meeting Room M, Table 7

Beyond Techniques: The Value of the Teacher in Counselor Education

Mark Eades • University of North Carolina at Greensboro

James Benshoff

Teaching is often thought of as something a person does, but what about what a person is? While techniques and activities can help students connect with a subject, often times, the unique personality of the teacher is overlooked or dismissed. Drawing on the influential book "The Courage to Teach" by Parker Palmer, this presentation will encourage participants to consider how the unique entity of the teacher affects the class, the class environment, and engagement with the subject matter. This highly-personalized presentation will ask participants to reflect on their own preferences as a teacher, and to think about how their own personality impacts class dynamics.

Saturday October 11th • 2:00PM

Room M, Table 8

Enhancing Student Self-Awareness to Prevent Vicarious Trauma

Tanisha Sapp • Argosy University – Atlanta

Jacqueline Morgan

This session is focused on the prevention of vicarious trauma. According to the research, there is a lack of student knowledge and awareness of vicarious trauma prior to entering practicum and internship. It is this lack of knowledge and self-awareness that makes students and new counselors most susceptible to experiencing vicarious trauma. As educators and gatekeepers, it is our responsibility to ensure that students are not only knowledgeable, but aware of their own cognitions, biases, and beliefs. In this session participants will learn the importance of student self awareness and how to enhance student self-awareness prior to entering practicum and internship or field work. Participants will gain a better understanding of how knowledge and self-awareness are vital to the prevention of vicarious trauma in students and new professionals.

Saturday October 11th • 2:00PM

East Meeting Room M, Table 9

Science of Improvement: Implications of the Carnegie Initiative

Paulina Flasch • University of Central Florida

Mike Robinson & Sandra Robinson

Outcome research in counseling can be broadly defined as research that aims to identify factors that help clients improve. However, much of the current research and clinical trials fail to answer key questions in how clients actually improve and, perhaps more importantly, how to effectively research client improvement. This gap calls for a need to consider other methodologies and to learn from areas that have demonstrated successful outcomes. Utilizing what they refer to as Improvement Research, the Carnegie Foundation for the Advancement of Teaching found effective strategies that helped increase student outcomes by 60% in a study aimed at improving math scores

in community college students (Bryk, et al, 2013). Improvement research is action based and problem-centered and builds on the premise that individuals learn by doing. In addition, it emphasizes integrating research with day-to-day work, quick and low-cost learning, and learning from experience throughout the learning process. Most importantly, however, improvement science emphasizes that the variability in outcomes among individuals is the central problem; thus, it stresses quality improvement for all individuals rather than looking for difference in means between groups. This presentation will address implications of the Carnegie Initiative to the counseling profession.

Saturday October 11th • 2:00PM

East Meeting Room M, Table 10

Paradigm Shift: Supervision Based Private Practice

Michael Jones • Regent University

The traditional model of private practice promotes counseling as the primary source of income. A paradigm shift is needed to help us see supervision as a growing and viable part of a thriving private practice. Presentation will discuss software needed, building a referral system, social media marketing, and managing a payment system to maintain your practice.

Saturday October 11th • 2:00PM

East Meeting Room M, Table 11

Revisiting Group Supervision Requirements: Is your Program Staying Current?

Melissa Mariani • Florida Atlantic University

Carolyn Berger

Reviewing and revising group supervision requirements is an essential part of maintaining a solid Counselor Education program. The presenters will discuss recommendations for updating group supervision requirements, specifically for school counseling programs. Group supervisors need to be able to evaluate school counseling students' skills in a variety of areas

including individual counseling, small group counseling, large group counseling, and consultation. One effective way to evaluate students' skills is by requiring them to videotape a variety of different counseling interventions. Counselor educators must have effective methods of providing students with feedback on the videos, and feedback forms need to be kept up-to-date. Therefore, solid methods of providing students with feedback on these different delivery methods will be discussed. In addition to evaluating a variety of counseling skills, counselor educators should also be evaluating students' abilities to demonstrate accountability and advocate for their students. Participants will learn about effective ways to evaluate graduate students' abilities to perform a variety of school counseling tasks including individual counseling, small/large group counseling, and consultations.

October 11th • 3:00PM

CONTENT SESSIONS

Saturday October 11th • 3:00PM

East Meeting Room A

An Experiential Classroom Treasure Box for Counselor Educators

Teresa J. Haase • Eastern Mennonite University

Cheree Hammond

Experiential learning threaded throughout a counselor training program enhances personal awareness and facilitates deep insight into self, while allowing students to directly experience the thoughts and feelings of their peers. This pedagogy is a process by which students actively engage their curriculum both academically and personally, exploring not only the content of theory and science but also the fullness of their own evolving human experience. These opportunities include personal reflection, art, poetry, journaling, powerful classroom activities and so on. When orchestrated well, experiential activities make it possible to experience safely the very kinds of transformative processes they will later facilitate with clients. This presentation will include an overview of various experiential

activities that would assist instructors across the whole of the counseling curriculum. A special emphasis will be placed on the Lifespan Development course, Professional Identity course, Multicultural Counseling course and Career Counseling course. Participants will be invited to engage some of these experiential activities and facilitators will distribute a manual of activities presented.

Saturday October 11th • 3:00PM

East Meeting Room B

Raising Supervisee Self-Awareness and Enhancing Supervision with an Early Maladaptive Schema Approach

Ian Turnage-Betterbaugh • University of Mississippi

Stephanie Bell

Numerous personal factors contribute to the process, quality, effectiveness, and outcomes of counseling and supervision. Falender and Shafranske (2004) point out that it is essential for counselors to gain an understanding of all of the influences that contribute to clinical practice. Additionally, they suggest that a main goal of counselor training is to increase supervisee awareness of personal values and beliefs that can influence and guide therapeutic practice. While beliefs, values, and self-awareness have been studied in the past, other cognitive factors that may impact the process of counseling have received less attention. One such factor that presents an area of need in the counseling and supervision literature is that of early maladaptive schemas (EMS). Early maladaptive schemas are defined as self-defeating emotional and cognitive patterns stemming from toxic interpersonal relationships early in childhood and repeat throughout life. Due to the highly emotional and interpersonal processes of counseling and supervision, EMS may be retriggered during counselor training programs, which may present unanticipated and unresolved difficulties in clinical practice. This presentation will introduce EMS as a tool to help raise supervisee/trainee self-awareness, anticipate problematic events in training or clinical practice, and meet supervisees' needs in order to enhance the supervisory process.

Saturday October 11th • 3:00PM

East Meeting Room C

Supervisor Training Needs for Working with English Language Learning Supervisees

Hsin-Ya Tang • Old Dominion University

Tim Grothaus

This interactive presentation features results and discussion stemming from a constructivist grounded theory study exploring first language English speaking (FLES) supervisors' perceptions of their multicultural training needs for working with English language learning (ELL) supervisees. The participants will gain: (1) learning the results from a constructivist grounded theory exploring FLES supervisors' perceptions of their training needs with regards to multicultural awareness, knowledge, and skills needed to effectively supervise ELL supervisees; (2) gain insights on content and process to be infused in supervisor multicultural training regarding working with ELL supervisees; (3) understand the perspectives the presenters have of successfully helping ELL supervisees navigate linguistic differences; and (4) share experiences, ideas, beliefs, interventions, and/or concerns for supervising ELL supervisees.

Saturday October 11th • 3:00PM

East Meeting Room D

Beyond CACREP: Addressing the Absence of Specificity for Training Counselors to Work Competently with the LGBT Community

Omar Troutman • University of South Carolina

Catherine Packer-Williams

This presentation suggests specific training standards are necessary to challenge the deafening silence around lesbian, gay, bisexual and transgender (LGBT) issues in counselor education and to disrupt heterosexist practices in counseling training. The manner in which CACREP addresses the LGBT population is called into question, as the 2009 and subsequently the proposed 2016 standards continue to be vague

concerning this population. The challenge of utilizing the historically exclusive and presently vastly inclusive term “multicultural” in counseling when considering the LGBT population is examined. Twelve recommendations for counselor education programs to go beyond the CACREP minimal standards for preparing students to provide culturally competent services for the LGBT population are offered.

Saturday October 11th • 3:00PM

East Meeting Room E

Letting the Body Speak: An Experiential Tool for Supervisors, Educators, and Counselors

Emi Lenes • University of Florida

Jacqueline Swank & Kathleen Joseph

Expressive use of the body in counseling has a tradition dating back to psychodrama and gestalt therapies, and more recently has emerged as a powerful force in a variety of therapeutic contexts such as somatic experiencing/trauma recovery work, mind-body healing practices ranging from meditation to dance therapy, and the Arts in Medicine movement. This experiential presentation provides a highly adaptable body-centered activity that participants can offer to their students, supervisees, or clients for facilitating deeper body awareness and creative self-expression. Following a description of the activity and review of ethical considerations such as confidentiality, sensitivity to diversity, honoring dignity and privacy, informed consent, and freedom to choose participation level, interested attendees will be invited to “tell” a 1 to 5 minute story without words, using the nonverbal expressiveness of their bodies. Leaders will then facilitate intentional group processing to enhance learning. Regarding objectives, participants will (a) explore their comfort with utilizing non-verbal self-expression (b) reflect on the professional relevance of their experience; (c) acquire a creative, body-centered modality for use in educational and therapeutic environments. Attendees will also receive a handout with guidelines for implementing this activity in a variety of settings.

Saturday October 11th • 3:00PM

East Meeting Room F

Reviving Relativity: A Practical Theory for Teaching Theories

Christopher Lawrence • Northern Kentucky University

Jennifer Sharp

Historically, the “default” method for teaching Counseling Theories has involved a chronological approach commonly dubbed “The Theory of the Week.” This presentation will offer a theoretically based alternative to said model. Attendees will be introduced to a curriculum that embeds counseling theories into a developmental framework aimed at helping students conceptualize the links between the various theoretical schools of thought, providing a lens through which students may better comprehend the theories’ relevance and applicability. Participants at this interactive session will receive a sample syllabus for the course and suggestions for related assignments, as well as information on reconciling this educational model with the overall counseling curriculum.

Saturday October 11th • 3:00PM

East Meeting Room G

Empowering Diverse Emerging Leaders: Encouraging Leadership and Advocacy

Marlise Lonn • University of Texas at San Antonio

Angelica Tello

Creating an inclusive leadership environment in counselor education and supervision invites participation of counselors from diverse backgrounds. Enhancing diversity, incorporating advocacy, and strengthening voices from a variety of cultures and contexts serves to advance the profession. As a springboard for discussion, this presentation provides a summary of the limited literature and research on counselor leadership development. Emphasis will be placed on identifying ways to advocate with and support emerging leaders from underrepresented groups, including professional counselors who identify as

women, racial/ethnic minorities, and those from low socio-economic backgrounds. Specific suggestions from the literature are presented for encouraging and incorporating leadership and advocacy development with a focus on new clinicians and junior faculty. These approaches include: developing growth fostering relationships with mentors and peers; defining supportive environments; and identifying and gaining skills to navigate unfamiliar political and cultural terrains. This presentation is designed to allow SACES members whose identities are constellations of varying backgrounds to engage in conversation and share experiences. The ideas presented can be adapted for use by those who are currently in positions of leadership, those who aspire to leadership, and those who have been identified as having potential for leadership within the profession.

Saturday October 11th • 3:00PM

East Meeting Room I

A Counselor Educator's Guide to Use of Technology in Counselor Education

Jonathan Lent • Marshall University

Andrew Burck & Lori Ellison

For many students and instructors, technology is a major aspect of daily life that impacts nearly all aspects of living. Counselor educators are encountering a student population that embraces technology; however, even though counselor educators often use technology in their personal lives, few incorporate technology into their professional lives beyond online learning management systems such as Blackboard. Technology resistant counselor educators may be intimidated by technology or do lack knowledge or confidence to utilize technology in counselor education. This presentation is focused on equipping counselor educators with tools beyond traditional online classrooms to assist students in learning concepts, sharing information, and connecting with other professionals. The presenters will provide examples of how to incorporate technology and online resources into their teaching to reap the benefits of technology. Upon the completion of this presentation, attendees will: a) be able to identify appropriate

technological resources to utilize with students; b) will be able to understand and utilize various resources such as Twitter, Pinterest, and YouTube for counselor education; c) understand the various resources through demonstration in the session on how to integrate these tools in various courses from introduction to counseling to internship.

Saturday October 11th • 3:00PM

East Meeting Room J

Developing a Researcher Identity: Longitudinal Study of Two Doctoral Student Cohorts Research

L. DiAnne Borders • University of North Carolina at Greensboro

Kelly L. Wester

Recently, counselor education researchers have given increasing attention to the development of research skills, attitudes, and productivity in doctoral students. These studies, however, have been cross-sectional, thus limiting our knowledge of what external factors in the research training environment and personal factors related to the student (e.g., perceived barriers and supports) affect doctoral students' development of a researcher identity at various points in their training program. We will provide results from a longitudinal study (at the beginning of first semester through graduation) of two cohorts of doctoral students in one CACREP-accredited program, including repeated measures of doctoral students' self-reported ratings of research self-efficacy, research competence, research training environment, barriers and supports, research outcome expectations, research interest, and scholarly productivity. Results will be contextualized in terms of specific research experiences (e.g., research apprenticeship, completion of research methodology and statistics courses).

Saturday October 11th • 3:00PM •

East Meeting Room K

Creative Methods to Facilitate Learning in Research and Statistics Courses

Todd L. Grande • Wilmington University

Mark Newmeyer

This program comprises two specialized pedagogical methods designed to attract and maintain the interest of counseling students enrolled in research and statistics courses. The increased engagement level of the students is believed to increase the learning in these topic areas. One method is mainly for face-to-face learning environments and the other is primarily focused toward online learning. Specific and detailed protocols for implementing these methods will be discussed, which will provide participants with a concrete and useful deliverable to integrate into their courses. General teaching techniques for research and statistics will also be reviewed and discussed with participants.

Saturday October 11th • 3:00PM

East Meeting Room L

State ACES Presidents and President-Elects

This session is for the current SACES State Presidents and President-Elects. This meeting is an opportunity for the state ACES leadership to connect on the state-by-state happenings within our region (e.g., licensure, supervision, accreditation). This is also a wonderful opportunity to share resources and develop partnerships.

ROUNDTABLE SESSIONS

Saturday October 11th • 3:00PM

East Meeting Room M, Table 1

Developing and Sustaining Research Groups

Jesse Fox • Loyola University at Maryland

Research groups can be a productive means of satisfying a variety of interests. For professors, they can be an effective strategy for implementing research interests that provide them infrastructure to get their ideas off the ground, multitask a variety of projects that run simultaneously, and secure grant funding to sustain lines of inquiry. For students, research

groups can provide valuable hands on learning opportunities to test out what they have learned in their research courses, receive valuable mentoring, provide and receive peer support, and create opportunities for vicarious learning. However, developing and sustaining research groups can also play host to significant challenges that must be addressed, including capturing the interest and motivation of student research assistants, providing students with enough guidance and structure to execute the goals of the research group, and navigating the publication process with students once data is collected and analyzed. This round table is meant to (a) provide participants with strategies for developing and sustaining research groups, (b) outline potential hazards to avoid when creating research groups, and (c) promote discussion and dialogue among participants about ideas and strategies they have used or will use to create productive research teams.

Saturday October 11th • 3:00PM

East Meeting Room M, Table 2

Assessing and Addressing Multicultural Competency and Self-Awareness in Counselor Training and Counseling Practice

Amanda Evans • Auburn University

Elliot Isom, Steven Wright, Serey Bright, & Carrie Hemmings

Over fifteen years ago, Arredondo et al., (1996) developed the AMCD Multicultural Counseling Competencies that emphasized the acquisition and application of attitudes/beliefs, knowledge and skills in effective multicultural counseling. Commonly acknowledged as the 4th Force of Counseling, multiculturalism in counseling recognizes between and within group cultural differences in addition to individual, subjective experiences. Although the literature purports that multicultural competency is necessary in effective counseling practice, how this complex construct is acquired in practice and training is difficult to assess (Chu-Lien Chao, 2012). This roundtable presentation will present data collected from three research studies (two quantitative and one qualitative) on self-reported multicultural counseling competency in counselors-in-training

and practicing counselors. More specifically, the researchers examined self-awareness as it relates to multicultural competency, the inclusion of an experiential social justice training module and subjective experiences of participation in the training module. Recommendations for counselor educators, practicing counselors, supervisors and students will be included.

Saturday October 11th • 3:00PM

East Meeting Room M, Table 3

Counselor Education Doctoral Students' Experiences with Multiple Roles and Relationships

Kristen Dickens • University of New Orleans

The presenter will: 1-Provide an overview of the literature regarding common types of multiple roles and relationships for doctoral students in counselor education programs, including common boundary issues. 2-Present the findings of a qualitative phenomenological study that explored the experiences of counselor education doctoral students who participated in multiple roles and relationships. 3-Use case conceptualizations and small group discussions to facilitate ideas regarding potential methods counselor educators can incorporate into classroom curriculum to educate students on the phenomenon of multiple relationships. The proposed presentation will include a power point and mini small group discussions about counselor education doctoral students' involvement in real case scenarios regarding multiple roles and relationships. Along with handouts, audience members will be given the opportunity to discuss opinions and suggestions concerning the need for increased dialogue on multiple roles and relationships within counselor education programs for students and faculty.

Saturday October 11th • 3:00PM

East Meeting Room M, Table 4

Reality TV: Bane or Bounty for Counselors-in-Training

Richard Deaner • Georgia Regents University

Laura Wheat & Summer Allen

This presentation will discuss the phenomenon of reality television and its potential to enhance awareness, knowledge, and skills for counselors and counselors-in-training. Utilizing reality TV as a teaching strategy to demonstrate issues related to human behavior from a counseling perspective will be emphasized. The inception and evolution of reality television will be briefly outlined; however, the main focus of the presentation will involve specific episodes, clips, and reality personalities that offer practical glimpses into issues related to human behavior, assessment and diagnosis, counseling skills, and diversity.

Saturday October 11th • 3:00PM

East Meeting Room M, Table 5

Redefining Professional Support for Faculty of Color

Ann Shillingford-Butler • College of William & Mary

Samir Patel & S. Kent Butler

Contributing Author: Evadne Ngazimbi

Current population trends suggest that communities are becoming more diversified. Population changes are already beginning to impact the United States (U. S.) educational system. In fact, there is an increased need for more diversity in faculty from K- 12 schools to institutions of higher education (Haizlip, 2012). However, according to the American Association of University Professors (2006), it appears that due to systemic challenges faced by minority faculty, the number of these professionals in higher education have constantly remained underrepresented. In fact, minority counselor educators have reported experiencing significant challenges including (a) work overload, (b) racism from colleagues, and (c) lack of mentorship and collegial support (Bradley & Holcomb-McCoy, 2004). Mentoring has been explored as a viable practice for enhancing the professional experiences of faculty of color. Unfortunately, has not always found to be adequate. This study sought to determine what professional supports can be deemed appropriate for minority faculty including mentoring. The hope is that awareness

of the need for professional support of minority faculty as well as clearer understanding of what exactly this support would entail will provide potential improvement in the experiences of these professionals and thus; increase their representation in higher education.

Saturday October 11th • 3:00PM

East Meeting Room M, Table 7

Predictors of Moral Reasoning in Counseling Students

Matthew Bonner • Old Dominion University

Accrediting, credentialing, and counseling association bodies require counselors to possess ethical and legal knowledge and an understanding of applying ethical and legal standards to effectively serve clients. Prior to the creation of an ethical and legal knowledge instrument, scholars had theorized a relationship among ethical and legal knowledge, cognitive development, and ethical decision-making in counseling. With the creation of a new instrument for ethical and legal knowledge, ethical and legal knowledge could be assessed with extensively used constructs such as moral reasoning for ethical decision-making and cognitive complexity for cognitive development. This study investigated ethical and legal knowledge and cognitive complexity as predictors of moral reasoning. From eight institutions, 65 counseling students completed the three instruments through an online survey. Higher ethical and legal knowledge was a predictor of higher levels of moral reasoning in counseling students. Inferences for counselor educators, counselors, and future research were discussed. The session has the following three objectives: 1) To recognize variables involved in moral reasoning with counseling students 2) To analyze new pedagogies which can develop moral reasoning in counseling students. 3) To apply methods of instruction designed to increase ethical decision in counseling students and foster counselor development.

Saturday October 11th • 3:00PM

East Meeting Room M, Table 9

Effective Supervision: A Cross-Cultural Study of Supervision Leading to Increased Counseling Self-Efficacy

Blake Sandusky • Auburn University

Suhyun Suh & Stephanie Carroll

Overview discussion of research conducted with Korea University in Seoul, South Korea and Auburn University in Auburn, Alabama. This overview includes a discussion of past research supporting the idea that internship supervision can help increase counseling self-efficacy when dealing with culturally different clients. Also, the presentation will highlight future research on factors of effective supervision and internship in America and in South Korea. The presentation will include a discussion of the importance of cross cultural supervision and identify important factors for current and future supervisors in their work with supervisees and counselors-in-training in internship sites.

Saturday October 11th • 3:00PM

East Meeting Room M, Table 10

Supervising School Counselors: Strategies for Non-School Counseling Supervisors

Amy Upton • University of South Alabama

Connie Jones

Contributing Authors: Emily Goodman-Scott & Jennifer Cook

School counseling students are often supervised by supervisors from a myriad of mental health and school counseling backgrounds who may or may not understand this population's supervision needs. In this session, supervisors will learn concrete strategies to meet school counseling supervisees' needs utilizing their own professional background and strengths. Presenters will speak from their own school counseling and non-school counseling supervision backgrounds.

October 11th • 4:00pm

CONTENT SESSIONS

Saturday October 11th • 4:00PM

Saturday October 11th • 4:00PM

East Meeting Room B

Privilege and Oppression in Counselor Education: An Intersectionality Framework

Christian Chan • George Washington University

Deanna Davis

Culture can be conceptualized as multi-dimensional, including a variety of identities. Cole (2009) observed that it would be difficult to conceptualize one identity without also considering other aspects of identity since these identities occur in tandem. Treating those identities as singular results in a unidimensional perspective. Intersectionality frameworks have often been applied to the counselor-client relationship, but research and practices regarding the role of intersectionality with counselor educators are largely missing. Counselor educators may simultaneously experience oppression as part of one minority group and experience privilege as part of a majority group. This confluence of identity will inevitably impact the counselor educator's research, teaching, and supervision. Discourse around cultural identities is often ignored in the classroom due to anxiety and discomfort, which can lead to microaggressions (Buckley & Foldy, 2010; McBride & Hays, 2012). A primary challenge in counselor education courses is the ability to discuss multiple cultural identities while facilitating a sense of safety (Sue et al., 2010). Facilitating a safe environment encourages engagement in difficult conversations around culture. This session will investigate current research on intersectionality regarding the role of counselor educators and foster new inquiries for research and practice.

Saturday October 11th • 4:00PM

East Meeting Room C

In the Field: An Exploration of Counseling Interns' Experiences

Jeffrey Warren • University of North Carolina at Pembroke

Mark Schwartze

This session presents research findings of a study exploring the experiences of counselors-in-training during internship. This study was guided by several questions: (a) What types of activities and tasks do students engage in during internship? (b) What emotions are associated with the internship experience? (c) Do students' experiences align with developmental models of clinical supervision? As a weekly assignment, students submitted images and comments representative of their internship experiences. Data were collected throughout the internship semester using Pinterest, an on-line pin board. Consensual qualitative research (CQR) methodology (Hill, Thompson, & Nutt Williams, 1997) was utilized to develop an understanding of the counseling students' experiences in internship. Findings of the study are presented along with implications for field placement coordinators, internship instructors, and site supervisors. Emphasis will be placed on how counselor educators can best prepare and support counseling students and site supervisors for optimum field placement experiences.

Saturday October 11th • 4:00PM

East Meeting Room D

Exploring Counselors' Use of Gender Stereotypes: Implications for Treatment and Practice

Luke Van de Krol • University of Central Florida

Alina Siddiqui & Paulina Flasch

This presentation will explore frequent, often subtle, and unintentional uses of culturally insensitive, biased language, gender stereotypes by professional counselors. This presentation will further explore the effects of such uses for clients, counselors, and therapeutic alliances, as well as the overarching implications for social justice and equality.

Saturday October 11th • 4:00PM

East Meeting Room E

Advocacy at the Neural Level: Integrating Neuroscience into Counselor Education

Chad Luke • Tennessee Tech University

The field of neuroscience has exploded recently, providing large volumes of data on brain function and dysfunction. This flood of information can provide important directions for practitioners working with people in the helping professions. It can also confuse clients and practitioners in making inferences from the data, in terms of how the information can/should be used in treating people. Therefore, counselors and counselor educators must learn to be good consumers of emerging research- and mainly popular psychology- regarding the field of neuroscience and its application to helping. Integrating neuroscience research into counseling must be navigated responsibly and ethically. Recent research has significant implications on the interpersonal dynamics between counselor and client. These findings can serve to further effective and ethical clinical practice. Mindfulness, mirror neurons, and vision are just a few examples of topics that have tremendous treatment implications. The purpose of this engaging, interactive presentation is to provide participants with an overview of basic structures and functions of the human brain, including how the human brain influences and is influenced by biology, environment, and experiences. Using this information, participants will be better equipped to intervene and to train in strategic and appropriate ways.

Saturday October 11th • 4:00PM

East Meeting Room F

Clinical Super-vision: Supervising Students within Substance Use Disorder Treatment

Angela Colistra • Webster University – Greenville

Substance use disorder counseling is a specialty area within the counseling profession and distinct from other specialty areas (Crabb & Linton, 2007) due to variations in degree and non-degree holding counselors providing substance abuse services (Culbreth, 1999; Sais et al., 2006). In

addition to the varied levels of training and education found in the field, substance abuse counseling consists of multiple job functions. Substance abuse counseling often includes the utilization of the 12 core functions. These 12 core functions consist of the following job functions: screening, intake, orientation, assessment, counseling, treatment planning, case management, crisis intervention, client education, referral, report and record keeping, and consultation (Center for Substance Abuse Treatment, 2006). Lastly, the new DSM-5 diagnosis and terminology for this population will continue to change treatment and job functions. This training will review unique characteristics of clinical supervision when working with students at substance use disorder treatment placement sites. The training will review the new DSM-5 diagnosis, 12 core functions of the students work, special considerations regarding the Health Insurance Portability and Accountability Act (HIPAA), and case examples that illuminate the uniqueness of clinical supervision for these students.

Saturday October 11th • 4:00PM

East Meeting Room G

Crispy or Smokin' Hot? Counselor Well-Being and Burnout

Elizabeth Maynard • University of St. Thomas

Amanda Jolivet & Serena Flores

The importance of counselor and counselor educator self-care are well-documented (Norcross & Guy, 2007; Wicks & Maynard, 2014). However, we are often better at preaching self-care and renewal to our clients and students than practicing it ourselves. This session will focus on signs of vicarious traumatization, compassion fatigue, and burnout in counselors and counselor educators, and identify methods to intervene with ourselves and our colleagues and students when these signs appear. In particular, the session will focus on small, practical, daily changes that can be made to reduce the impact of counseling stresses, without requiring a major overhaul of one's work or personal life. Material will be offered through lecture, group discussion, case vignette, and personal application.

Saturday October 11th • 4:00PM

East Meeting Room I

Building Counselor Competence: Working with Women Experiencing Financial Barriers

Madeline Clark-Kesler • Old Dominion University

Jamie Bower

This presentation will explore obstacles that exist for women with financial barriers. Further, it will outline individual and systemic difficulties that this population may experience. Themes of intersectional oppression, income inequality, and access to mental health services will be explored. A focus on preparing counselors to work with this unique population will be discussed. A model outlining core competencies when working with women with financial barriers will be described. Practical strategies for counselors and counselor educators will be addressed.

Saturday October 11th • 4:00PM

East Meeting Room J

Crisis Counseling: The Intersection of Three Perspectives

Stephan Berry • Troy University

Charles Crews

When a major crisis event strikes a public school campus, school counselors are frequently at the center of the school's response to the crisis. However, school counselors are often called on to partner with other counselors such as mental health counselors from the public and private sector in order to manage the crisis. In addition, the school counselor may seek consultation and supervision from their peers when confronted with a crisis event. This presentation will present three different perspectives of managing a major campus-level crisis event in a public school setting. The unique nature of major crisis events and their effects on each of these perspectives will be examined. The perspective of a school counselor, community mental health counselor, and counselor supervisor, as well as the intersection of the three perspectives will be

given. The roles, duties, and tasks associated with each of these perspectives will be given. Special emphasis will be given to the ethical and supervision issues that can arise in crisis events. Finally, a model of collaboration will be presented and discussed.

Saturday October 11th • 4:00PM

East Meeting Room K

Counseling Student Preparation: Creating Realistic Site Experiences using Trained Actors as Clients

Christine Ebrahim • Loyola University – New Orleans

Alexis Yankowski

Based on feedback from students, alumni and field site supervisors, an innovative Pre-Practicum course was designed by the lead presenter to simulate the Practicum and Internship field experience. During this required course, students create their own clinical mental health agency, complete with name and agency policies for "staff" members and "clients", collaboratively create Intake Forms, create their own Professional Disclosure Statements, and work with trained actors hired to play clients with a variety of mental health issues. This course allows students to practice using their theory, counseling and conceptualization skills, consultation skills, case presentation and organization skills. Furthermore, it allows students to process ethical dilemmas in the safety of a classroom using client-actors. Since the inception of the course, feedback from site supervisors has been very positive and they report that students begin their first semester of field work practicing at a more advanced level. The presenters, who include the course instructor, and past actors and students, will use a combination of Power Point presentation and group discussion to outline the course and explain how this course very closely resembles a Practicum course, with the exception that the "clients" are actually trained actors.

Saturday October 11th • 4:00PM

East Meeting Room L

Standards, Ethics, Technology, & Sexuality: Infusing CACREP and Ethical Standards into Distance Sexuality Coursework

Christine Baker • Regent University

Anita Neuer Colburn & Holly Hartwig Moorhead

Increasingly, state counseling licensure boards require licensees to have completed specific coursework regarding human sexuality. Additionally, increasing numbers of students are pursuing distance counselor training. Currently, few CACREP standards specify requirements for masters-level human sexuality courses, and there are no generally standardized best practices for distance counselor training. Thus, counselor educators are challenged to develop distance human sexuality courses that address CACREP standards, ethical guidelines, and counselor education best practices. In this presentation, we will offer practical ideas about how counselor educators can infuse CACREP standards, counseling ethical guidelines, and other counselor education best practices into distance human sexuality coursework. We will offer a literature review of essential content for human sexuality courses, and share specific distance learning activities and assignments based on CACREP standards, ethical guidelines, and distance learning strategies. Finally, we will address challenges and considerations that may arise from teaching human sexuality content in distance formats.

Saturday October 11th • 4:00PM

East Meeting Room 0

Incorporating Mindfulness in Training School Counselors

Renee Staton • James Madison University

The sustained and intentional practice of mindfulness can enhance compassion, reduce depression (Land, 2008), build resilience (Napoli, Krech, & Holley, 2005), and decrease bullying and anxiety among school children (Greenberg, 2011). The connections between mindfulness and the core competencies of Social and Emotional Learning (Self Management; Self Awareness; Responsible Decision Making; Relationship Skills;

and Social Awareness) further illustrate the potential for mindfulness practice to enhance the work of school counselors. In this interactive session we discuss ways to make mindful practice and learning foundational components of a school counseling training curriculum. Our objectives are to review recent literature regarding mindfulness in educational settings; provide a sample training curriculum that highlights university/school partnerships; demonstrate techniques and practices relevant for PK – 12 settings; and illustrate the use of mindfulness practice in counselor education. Our expectation is that teaching school counselors to be mindful practitioners will ultimately enhance their practice as well as the children and adults with whom they work.

ROUNDTABLE SESSIONS

Saturday October 11th • 4:00PM

East Meeting Room M, Table 1

Culturally Responsive Counselor Supervision

Veronica Motley • Emory University

Culturally competent clinical supervision is essential to counselor training. For counselors working with those living with HIV/AIDS, it can provide opportunities to explore their own attitudes about and relationship to chronic illness and understand the cultural and social context in which they exist. This interactive workshop will provide counselor supervisors guidelines for addressing the cultural implications of HIV/AIDS with counselors-in-training. A 4-stage developmental model designed to increase cultural responsiveness in supervisors will be introduced. Learning objectives include summarizing the rationale behind providing culturally-responsive supervision, increasing awareness of the importance of cultural dialogue in supervisory practice, and articulating two or more strategies that can improve cultural responsiveness in clinical supervision.

Saturday October 11th • 4:00PM

East Meeting Room M, Table 2

Congratulations, You've Been Accepted...

Roy A. Salgado, Jr. • Our Lady of Holy Cross College

Carolyn White

Counselor Educators are charged with being gatekeepers of the profession. As such they are asked to not only coordinate graduate programs of study for the profession, but also are responsible for assessing interested applicants to determine if said applicants are apt to succeed in a rigorous counseling graduate program of study. Additionally, Counselor Educators often must determine if interested applicants are deemed “appropriate” for the profession. This presentation is a roundtable discussion to reflect upon the criteria that Counselor Educators perhaps often use to determine a potential applicant’s “appropriateness” for the profession of counseling.

Saturday October 11th • 4:00PM

East Meeting Room M, Table 3

Don’t Write Us Off: Working with Probationers Who Struggle with Substance Use

Connie Jones • Virginia Polytechnic Institute and State University

More than half of the incarcerated men and women that are prisons and jails in the U.S. are involved in substance use. When these individuals are released from prison they typically transition to probation. Probation brings about a relative freedom that often challenges offenders’ ability to contextualize their choices and actions. This session will illustrate how Rational Emotive Behavior Therapy (REBT) provides a framework to aid new probationers in their life and substance use choices. The presenter will provide an overview of REBT, including information on why the REBT framework can work for probationers with a substance use history and the importance of the therapeutic relationship. This session is appropriate for counselor educators, graduate students, and professionals who are interested in exploring how the REBT provides a sustainable framework when working with probationers who struggle with substance use. The information provided in this session can be utilized in a

number of settings, including the classroom and supervision.

Saturday October 11th • 4:00PM

East Meeting Room M, Table 4

Media Impact on Conflict for the Millennial Generation: A Cultural Perspective

Mercianna Oliver • Mercer University

Suneetha Manyam & Terah Davis

The presenters attempt to take an in-depth look at how the current trends in media, specifically reality television and social media, impact how the millennial culture views and understands conflict. The theme of this presentation will include the historical exploration of conflict resolution and how media has contributed to present day changes in perspectives of conflict. From this analysis, the researchers will examine the impact this development has on the counseling profession and possible implications for future research areas. Through the utilization of a poster presentation, handouts, and a questionnaire for counselors, the researchers expect to unveil the need for changes in the pedagogy of conflict resolution.

Saturday October 11th • 4:00PM

East Meeting Room M, Table 5

Advocacy in Action: From the Classroom to the Community

Karen Parker • Texas A & M – San Antonio

Kristen Dickens & Bonnie King

The presenters will: 1. Examine the American Counselor Association’s and The American Marriage and Family Therapy Association’s requirements for counselor’s involvement in advocating for LGBTQIA clients’ rights. 2. Present a review of the most recent literature and advocacy efforts of counselors concerning the rights of LGBTQIA clients. 3. Consider ways counselor education programs can infuse information about the LGBTQIA community and the importance of advocating for a marginalized

group. 4. Discuss the roles of ethics and social justice in marriage and family therapy and counseling programs. The proposed presentation will include power point and two small group discussions about counselors' involvement in real case scenarios. Along with hand-outs, audience members will be given the opportunity to discuss opinions and suggestions concerning infusing information about the importance of advocacy into counselor education programs.

Saturday October 11th • 4:00PM

East Meeting Room M, Table 6

Developing Cultural Competence through Study Abroad: Results from a Qualitative Case Study

Syntia D. Santos • North Carolina State University

Developing cultural competency is crucial for the counseling profession around the world. Training programs have the responsibility to support the development of cultural competency by offering learning opportunities for future counselors. Cultural immersions, such as study abroad experiences, have been found useful as a training tool for counselor educators. Study abroad programs specifically, have the potential to influence cultural competence development. In this session the findings of a qualitative research study assessing cultural competence development through study abroad initiatives will be presented. Eight counselor education students who were enrolled in a study abroad program to Honduras agreed to participate in this case study. Three sources of information were analyzed: documentation about the program, journal entries, and a follow up survey. Main findings included the value of exposure, cultural immersion, and growth-fostering relationships in the process of cultural competence development. Implications for future research and practice will also be addressed during the session. Attendees will have the opportunity to discuss the potential impact of study abroad programs in the cultural competence development of counselors and their value in the process of internationalization of the counseling profession.

Saturday October 11th • 4:00PM

East Meeting Room M, Table 7

Cultural Barriers to Mental Health: Moving Past Stigma

Nicole Cavanagh • University of South Carolina

Jessica Fripp

The issue regarding retention of ethnically diverse individuals with services lies in the quality of care they receive from clinicians. More importantly, to provide quality care begins at the master's level, where most students obtain practice and learn skills. However, if these counseling students portray and display a negative attitude towards the population they serve, it can contribute to the issues of low participation in treatment. This presentation is designed to facilitate discussion regarding the barriers and challenges facing practitioners working with ethnically diverse populations towards solution focused recommendations for change.

Saturday October 11th • 4:00PM

East Meeting Room M, Table 8

Leaning In without Losing Balance

Jennifer Rogers • Wake Forest University

Shannon Warden, Carla Emerson, Allison Forti, & Tammy Cashwell

While Sheryl Sandburg urges women to fearlessly 'lean in' to their careers, Anne-Marie Slaughter and others posit that 'having it all' as defined by the current system is an impossibility. These conflicting messages, along with our own pursuit of personal and professional goals, can leave us wondering if it is possible to 'lean in' without losing balance. As counselor educators and supervisors, we are uniquely positioned to examine this challenge and grapple with the anxiety and uncertainty that often threaten the search for harmony in our lives. This presentation will briefly review the scholarly and popular literature regarding the current zeitgeist of work/life anxiety and provide attendees with the opportunity for personalized reflection regarding strategies to improve their own work/life interplay. Exploration and development of such

strategies can be personally rewarding and also beneficial for our clients and students. Additionally, participants will gain a basic understanding of Relational Cultural Theory and identify opportunities to cultivate authentic connections that can increase well-being, sense of

worth, personal motivation, and zest for life (Miller & Stiver, 1997). Participants should expect a creative and engaging combination of lecture, discussion, and experiential activities.



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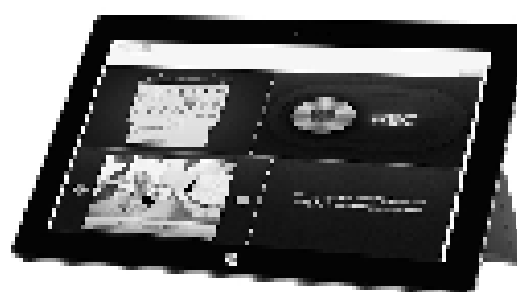
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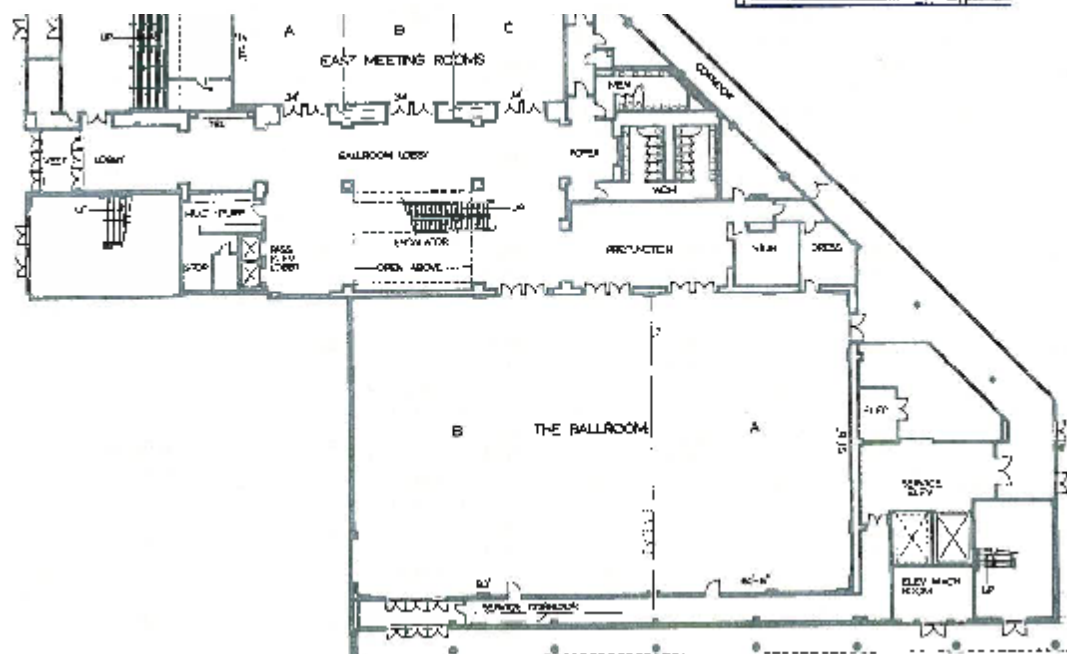
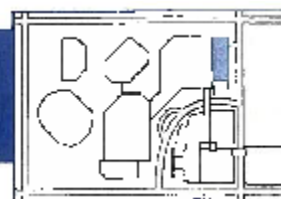
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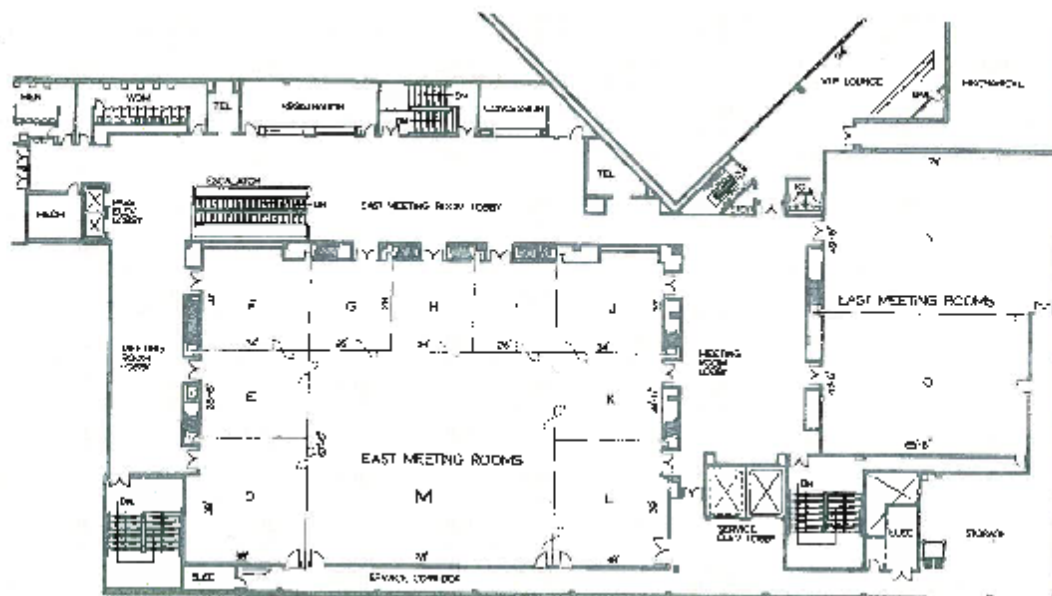




EAST MEETING ROOMS OF THE BJCC FIRST FLOOR



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To Do List

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