

SACES 2016 New Orleans Louisiana

Astor Crowne Plaza | October 6-8

Celebrating Resilience



Table of Contents

TABLE OF CONTENTS	2
PRESIDENT’S WELCOME	4
CONFERENCE INFORMATION	5
GENERAL SCHEDULE OF EVENTS	5
VENUE MAP	6
NEWS & EVENTS	7
NBCC APPROVED CONTINUING EDUCATION HOURS (CE)	8
2016-2017 INTEREST NETWORK & LEADERSHIP MEETINGS.....	9
NEW: POSTER THEMES.....	11
NEW: CONTENT & ROUNDTABLE TRACKS	11
SACES 2016-2017 LEADERSHIP	12
EXECUTIVE COMMITTEE.....	12
COMMITTEE CHAIRS	12
INTEREST NETWORK CHAIRS	12
SACES 2016 CONFERENCE COMMITTEE	13
SACES 2016 CONFERENCE PROPOSAL REVIEWERS	14
THURSDAY, OCTOBER 6	16
HOW TO WRITE A SELF-STUDY	16
PRECONFERENCE WORKSHOPS	16
2016 EMERGING LEADERS FELLOWSHIP PROGRAM.....	19
FRIDAY, OCTOBER 7 - 8:00 AM.....	22
CONTENT SESSIONS	22
ROUNDTABLE SESSIONS - ASTOR BALLROOM III	26
POSTER SESSIONS - ASTOR BALLROOM III	29
FRIDAY, OCTOBER 7 - 9:00 AM.....	33
CONTENT SESSIONS	33
ROUNDTABLE SESSIONS - ASTOR BALLROOM III	36
POSTER SESSIONS - ASTOR BALLROOM III	39
FRIDAY, OCTOBER 7 - 10:00 AM.....	44
CONTENT SESSIONS	44
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	47
POSTER SESSIONS – ASTOR BALLROOM III	50
FRIDAY, OCTOBER 7 - 11:00 AM.....	55
CONTENT SESSIONS	55
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	58
POSTER SESSIONS – ASTOR BALLROOM III	61
FRIDAY, OCTOBER 7 - 2:00 PM	68
CONTENT SESSIONS	68
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	71
POSTER SESSIONS – ASTOR BALLROOM III	74

FRIDAY, OCTOBER 7 - 3:00 PM	79
CONTENT SESSIONS	79
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	82
POSTER SESSIONS – ASTOR BALLROOM III	85
FRIDAY, OCTOBER 7 - 4:00 PM	89
CONTENT SESSIONS	89
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	93
POSTER SESSIONS – ASTOR BALLROOM III	96
SATURDAY, OCTOBER 8 - 8:00 AM	104
CONTENT SESSIONS	104
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	108
POSTER SESSIONS – ASTOR BALLROOM III	110
SATURDAY, OCTOBER 8 - 9:00 AM	115
CONTENT SESSIONS	115
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	119
POSTER SESSIONS – ASTOR BALLROOM III	122
SATURDAY, OCTOBER 8 - 10:00 AM	127
CONTENT SESSIONS	127
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	132
POSTER SESSIONS – ASTOR BALLROOM III	135
SATURDAY, OCTOBER 8 - 11:00 AM	139
CONTENT SESSIONS	139
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	143
POSTER SESSIONS – ASTOR BALLROOM III	146
SATURDAY, OCTOBER 8 - 1:00 PM	152
CONTENT SESSIONS	152
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	156
POSTER SESSIONS – ASTOR BALLROOM III	159
SATURDAY, OCTOBER 8 - 2:00 PM	163
CONTENT SESSIONS	163
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	168
POSTER SESSIONS – ASTOR BALLROOM III	171
SATURDAY, OCTOBER 8 - 3:00 PM	175
CONTENT SESSIONS	175
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	179
POSTER SESSIONS – ASTOR BALLROOM III	182
SATURDAY, OCTOBER 8 - 4:00 PM	187
CONTENT SESSIONS	187
ROUNDTABLE SESSIONS – ASTOR BALLROOM III	190
POSTER SESSIONS – ASTOR BALLROOM III	193

President's Welcome



Welcome to New Orleans, Louisiana for the 2016 Southern Association for Counselor Education and Supervision Conference! We are excited to embark on the largest SACES conference on record, and to celebrate in the Big Easy. New Orleans has become a symbol of resilience after the devastating destruction related to Hurricane Katrina in 2005. Hence the theme of the 2016 SACES conference is "Celebrating Resilience."

Unfortunately, there is a continued need for resilience within and beyond our region today. In light of recurrent acts of violence and oppression, counselors and counselor educators can work to foster resilient communities and empowered individuals. It is my hope that this conference will promote a cohesive community of counselor educators and supervisors who celebrate the resilience of diverse

persons and communities who have faced adversity. To this aim, we are offering several preconference sessions as well as over 600 educational, poster, and round table sessions to catalyze your thoughts, conversations, and collaborations. Educational sessions are scheduled to offer tracks in supervision and ethics and staggered so that you can attend multiple sessions on specific topics of interest (see p. 9 for more information about the program).

Our conference team has worked with enthusiasm, humor, and ambition to provide a conference with the spirit of New Orleans that is full of quality sessions. This conference began with the vision of past SACES President (2014-2015) Dr. Mary Hermann, and I am indebted to her for her guidance in planning this event. Dr. Shawn Spurgeon, SACES Past-President, provided invaluable contributions to this conference, including chairing the research awards, elections and nominations, and the Emerging Leaders program. The development of the 2016 Emerging Leaders program was an especially profound task after the passing of Dr. Don Locke in June 2016. Dr. Locke chaired the Emerging Leaders program with Dr. Pam Paisley and served as the long-time SACES Treasurer, and he stepped down from these roles after the 2014 SACES Conference. With humility and strength, Dr. Spurgeon developed an excellent program for doctoral students and early career faculty. It is with great gratitude and respect that I acknowledge Dr. Spurgeon's leadership in SACES. Dr. Cheryl Wolf, SACES Treasurer, has repeatedly proven herself to be invaluable to SACES, especially in the realm of conference planning. She has worked countless hours with conference budgets and assisting with registration, the website, and membership issues, frequently going above and beyond her duty. I have been most appreciative to work with her for this conference and in SACES general business. I believe it takes a special soul to manage the quantity of program proposals, reviews, and scheduling that Dr. Casey Barrio Minton completed this year. Can you imagine organizing and communicating with almost 950 presenters? I cannot. But she did it. Let's all give her a huge thank you! What an honor and privilege it has been to serve with this SACES Executive Committee. Beyond the EC, this conference would not have come to fruition without the assistance of the conference volunteers, including our Registration Coordinators, Sherrionda Crawford and Shelley Reed; Volunteer Coordinators, Seth Hayden and Quentin Alexander; Career Connection Coordinators, Margaux Brown and Marcela Kepicova; Sponsors and Exhibitors Coordinator, Angie Wilson; Awards Chair, Peggy Ceballos; and Continuing Education Coordinator, Alessandra Rhinehart.

We are so glad you are here. Please join us for the New Orleans themed receptions Thursday and Friday evenings, and enjoy the conference!

Melanie M. Iarussi
SACES President 2016-2017

Conference Information

General Schedule of Events

THURSDAY, OCTOBER 6

8:00 am – 5:00 pm	Registration	2 nd floor
8:30 am – 11:30 am	AM Preconference Sessions	
9:00 am – 5:00 pm	CACREP: How to Write a Self-Study	Bourbon
11:30 am – 5:00 pm	Emerging Leaders Luncheon & Workshop	Bienville
1:00 pm – 4:00 pm	PM Preconference Sessions	
5:30 pm – 7:00 pm	Opening Reception	Grand Ballroom



FRIDAY, OCTOBER 7

8:00 am – 5:00 pm	Registration	2 nd floor
8:00 am – 5:00 pm	Exhibits	2 nd floor
8:00 am – 5:00 pm	Career Connection	Grand Gallery
8:00 am – 11:50 am	Content, Roundtable, and Poster Sessions	
8:00 am – 9:00 am	SACES Leadership Breakfast (<i>Invitation Only</i>)	Grand Ballroom A
12:00 pm – 2:00 pm	Awards Luncheon & Business Meeting (<i>Ticketed</i>)	Grand Ballroom
2:00 pm – 4:50 pm	Content, Roundtable, and Poster Sessions	
2:00 pm – 2:50 pm	ACES Presidential Session	Astor Ballroom I
3:00 pm – 3:50 pm	ACA Presidential Session	Astor Ballroom I
5:30 pm – 7:00 pm	President's Reception	Grand Ballroom



SATURDAY, OCTOBER 8

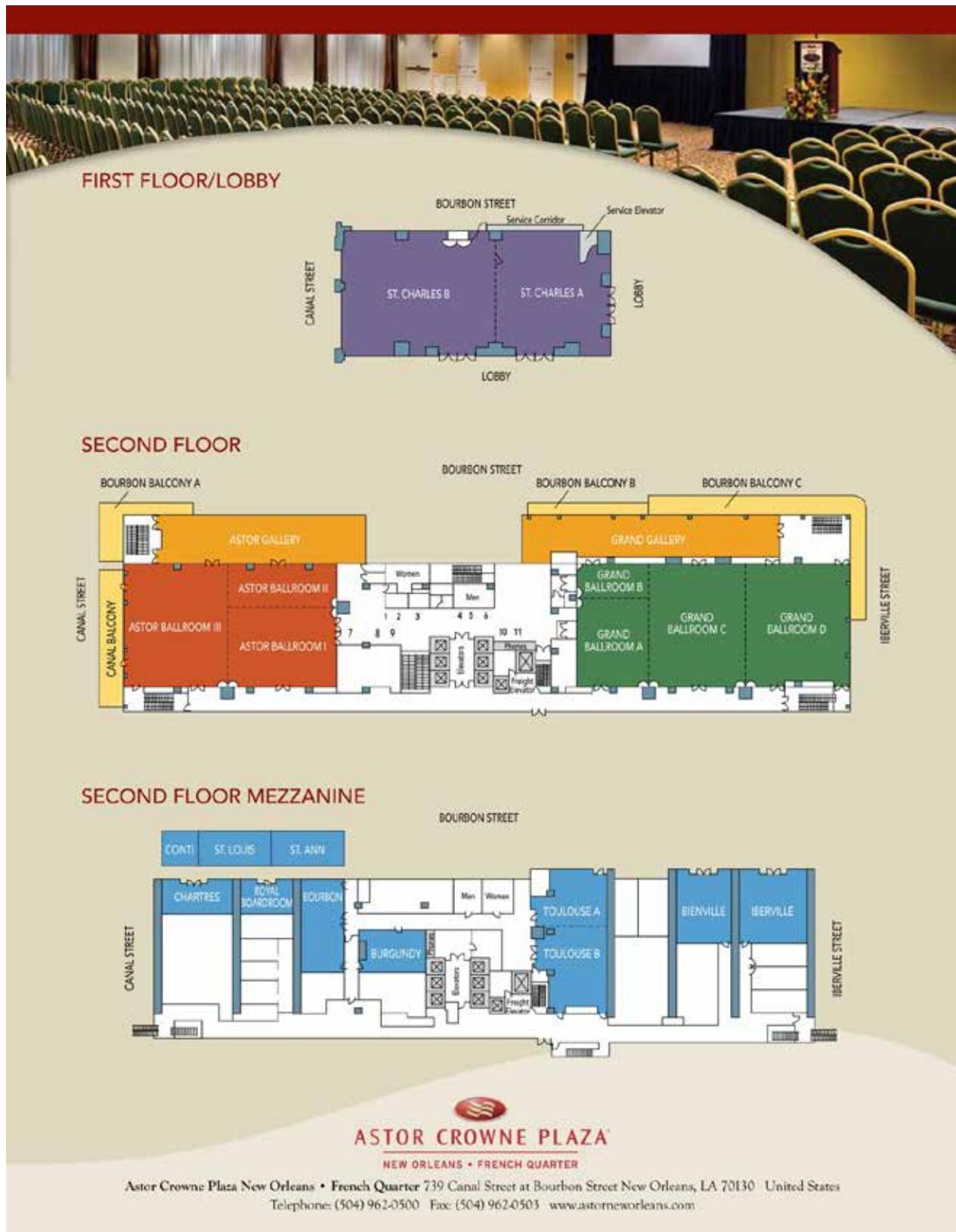
8:00 am – 5:00 pm	Registration	2 nd floor
8:00 am – 5:00 pm	Exhibits	2 nd floor
8:00 am – 2:00 pm	Career Connection	Grand Gallery
8:00 am – 11:50 am	Content, Roundtable, and Poster Sessions	
12:00 pm – 1:00 pm	Lunch Break (on your own)	
1:00 pm – 4:50 pm	Content, Roundtable, and Poster Sessions	
3:00 pm – 3:50 pm	State ACES President/President-Elect Meeting	Astor Ballroom II



Opening Reception
Thursday
5:30 – 7:00 pm
Grand Ballroom

*SACES thanks Mississippi College
for sponsoring this reception*

Venue Map



News & Events

Registration Information

- The registration desk is located on the Second Floor.
- Registration hours are **Thursday, Friday, and Saturday from 8:00 am - 5:00 pm.**

Exhibits

- Exhibits are located on the second floor and will be open **Friday and Saturday from 8:00 am – 5:00 pm.**

Career Connection

- The Career Connection will be located in the Grand Gallery.
- All are invited to view positions at participating institutions
- Registered participants can access the online portal and receive technical support
- This service will be available **Friday from 8:00am-5:00 pm and Saturday from 8:00am – 2:00 pm.**

Opening Reception

- The opening reception, sponsored by Mississippi College, will be held on Thursday from 5:30-7:00pm in the Grand Ballroom. Everyone is welcome!

Awards Luncheon and Business Meeting

- The SACES Awards Luncheon and Business Meeting will be held on Friday from 12:00 pm – 2:00 pm in the Grand Ballroom.
- Due to hotel seating limits, this is a ticketed event.

President's Reception

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

Onsite Contacts

- The list of conference coordinators is located on page 12. Please feel free to contact coordinators if you need assistance during the conference.



NBCC Approved Continuing Education Hours (CE)

Please follow the steps listed below to track and submit your continuing education hours. You will track sessions independently on paper and submit that information online after the conference to receive credit. Unless otherwise indicated, CEs are available at no additional cost for all pre-conference workshops, conference roundtable sessions, and conference content sessions. CE hours are not available for poster sessions.

Step 1: Stop by the registration desk to pick up your Continuing Education Tracking Form.

Step 2: Review the Conference Program, noting session types. All sessions are 1 CE hour unless otherwise noted. *Sessions designated for Ethics and Supervision hours are also indicated in the conference program. **You must note these for your Continuing Education Certificate.***

Step 3: Complete your CE Tracking Form throughout the conference, noting session dates, times, and titles. **Keep this form after the conference!**

Step 4: Access the Online Continuing Education Survey listed on your tracking form.

Step 5: Complete the Session Evaluation Survey to access the Online CE Tracking Form.

Step 6: **Complete the Online CE Tracking Form by November 1, 2016. Failure to complete the online form will result in loss of credit for CE hours.**

Upon completion of the Online Continuing Education Survey, each attendee will receive a CE Certificate in PDF format via email. CE certificates may take up to four months post-conference to be distributed.

For additional information on the CE process, please contact the Continuing Education Coordinator, Alessandra Rhinehart at rhineharta1@nku.edu



NBCC requires providers to make presenter credentials and learning outcomes available for all CE sessions. You may access complete session information at www.saces.org/conference-2016

Southern Association for Counselor Education and Supervision (SACES) has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 2076. Programs that do not qualify for NBCC credit are clearly identified. SACES is solely responsible for all aspects of the program.



2016-2017 Interest Network & Leadership Meetings

The purpose of SACES Interest Networks (INs) is to connect SACES members who have similar professional interests within counselor education and supervision. Interest networks provide opportunities for discussion, idea sharing, and collaboration facilitated by appointed chairpersons who serve a one-year term with the possibility of reappointment. If you would like to connect with SACES members with similar interests, please join an interest network by attending an interest network meeting and/or contacting the chairperson listed on p. 10 (email addresses available at www.saces.org).

FRIDAY, OCTOBER 7

8:00 am – 8:50 am	SACES Leadership Breakfast (by invitation)	Grand Ballroom A
8:00 am – 8:50 am	ACES International Students & Faculty IN	Royal Board Room
9:00 am – 9:50 am	Clinical Mental Health Counseling IN	Royal Board Room
10:00 am – 10:50 am	College Counseling & Student Affairs IN	Royal Board Room
11:00 am – 11:50 am	Distance/Online Counselor Education IN	Royal Board Room
2:00 pm – 2:50 pm	Multicultural Counseling IN	Royal Board Room
3:00 pm – 3:50 pm	International Counseling IN	Royal Board Room
4:00 pm – 4:50 pm	Women's IN	Royal Board Room



SATURDAY, OCTOBER 8

8:00 am – 8:50 am	Ethics and Professional Development IN	Royal Board Room
9:00 am – 9:50 am	School Counseling IN	Royal Board Room
10:00 am – 10:50 am	Graduate Student Committee Meeting	Royal Board Room
11:00 am – 11:50 am	Service Learning IN	Royal Board Room
1:00 pm – 1:50 pm	Social Justice and Human Rights IN	Royal Board Room
2:00 pm – 2:50 pm	Supervision IN	Royal Board Room
3:00 pm – 3:50 pm	Technology IN	Royal Board Room
3:00 pm – 3:50 pm	State ACES President/President-Elects	Astor Ballroom II

NEW RELEASE

ACA Bookstore

Visit the ACA Booth and enter our raffle for a chance to win 1 of 3 **FREE ACA Conference & Expo registrations** and to purchase the latest publications from the leading counseling resource provider at the special SACES discount.



- Addiction in the Family
- Counseling and Psychotherapy, 6th Edition
- Counseling Older People
- Counseling Research: A Practitioner-Scholar Approach
- The Creative Arts in Counseling, 5th Edition
- Critical Incidents in Integrating Spirituality Into Counseling
- Evaluating Student Learning Outcomes in Counselor Education
- Group Counseling With LGBTQI Persons
- Group Work Experts Share Their Favorite Activities for Supervision, Vols. 1 and 2
- Group Work With Persons With Disabilities
- Harm to Others: The Assessment and Treatment of Dangerousness
- International Counseling Case Studies Handbook
- Partners in Play: An Adlerian Approach to Play Therapy, 3e
- Postmodern Career Counseling
- Stepping In, Stepping Out: Creating Stepfamily Rhythm
- Treatment Strategies for Substance and Process Addictions
- Using Technology to Enhance Clinical Supervision

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AMERICAN COUNSELING
ASSOCIATION

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New: Poster Themes

To facilitate networking and connection among those with similar interests, we have grouped poster sessions into themes. This should allow participants to attend multiple poster sessions of interest to them during the same hour. Although not all posters will fit the designated theme, we expect you will find many within designated themes.

FRIDAY, OCTOBER 7

8:00 am	Addiction and offender counseling
9:00 am	Clinical mental health issues
10:00 am	Counseling children
11:00 am	Counseling couples, families, or groups
2:00 pm	Counselor educator career development
3:00 pm	School counseling
4:00 pm	Wellness and resilience

SATURDAY, OCTOBER 8

8:00 am	College counseling
9:00 am	Teaching and/or technology
10:00 am	Supervision
11:00 am	Professional identity and/or ethics
1:00 pm	Trauma
2:00 pm	International and multicultural issues
3:00 pm	LGBTQ and multicultural issues
4:00 pm	Spirituality and/or clinical issues



New: Content & Roundtable Tracks

Tired of finding all the sessions you'd like to attend scheduled for the same time? SACES is offering some outstanding sessions, and with about 40 options each hour, you'll probably still have some conflicts. Still, we worked to schedule sessions in a way that will allow you to attend a series of sessions about hot topics such as:

- **Ethics (CE designation available)**
- **Supervision (CE designation available)**
- Counselor educator career development
- Multicultural and social justice counseling
- Trauma
- Gatekeeping
- Technology / Online teaching
- Research methodology

Want help finding tracks? Use <http://saces2016.sched.org> to group by keywords.

SACES 2016-2017 Leadership

Executive Committee

President

Melanie Iarussi

President-Elect

Casey Barrio Minton

Past-President

Shawn Spurgeon

Treasurer

Cheryl Wolf

Secretary

Caroline Perjessy



Committee Chairs

Awards

Peggy Ceballos

Graduate Students

Janelle Bettis

Justyn Smith

Nominations & Elections

Shawn Spurgeon

Budget & Finance

Cheryl Wolf

Social Media

Panagoitis Markopoulos

Maria Haiyasoso

Webmaster

Cheryl Wolf

Bylaws & Resolutions

Lacey Ricks

Robert J. Zeglin

Membership

Lisa Burton

Kathryn Henderson

Newsletter Editors

Elizabeth Villares

Lacretia Dye



Interest Network Chairs

Clinical Mental Health Counseling

Everett Painter

School Counseling

Clare Merlin

Christy Land

College Counseling & Student Affairs

Elizabeth Likes-Werle

Service Learning

Kathryn L. Henderson

Distance/Online Counselor Education

Sherie Malcom

Andrew Burck

Social Justice and Human Rights

Alessandra Rhinehart

Ethics and Professional Development

Kim Lee Hughes

Nathaniel Brown

Supervision

Anita Neuer-Colburn

Lisa Burton

International Counseling

Levette S. Dames

Amanuel Asfaw

Technology

Panagiotis Markopoulos

Multicultural Counseling

Angela James

Women's Interest Network

Mary Hermann

Donna Dockery

SACES 2016 Conference Committee

Conference Coordinator	Melanie Iarussi
Program Chairs	Casey Barrio Minton Sherrie L. Bruner
Budget & Finance Chair	Cheryl Wolf
Registration Coordinators	Sherrionda Crawford Shelley W. Reed
Volunteer Coordinators	Seth Hayden Quentin Alexander
Sponsorship and Exhibits Coordinator	Angie Wilson
Emerging Leaders Coordinator	Shawn Spurgeon
Career Connection Coordinators	Margaux Brown Marcela Kepicova
Continuing Education Coordinator	Alessandra Rhinehart
Accessibility Coordinator	Kelley Mautz
Photographers	Panagiotis Markopoulos Maria Haiyasoso
Local Conference Coordinators	Carolyn White Ted Remley University of Holy Cross



SACES thanks
University of Holy Cross
Auburn University
University of Tennessee
for providing projectors for this conference

SACES 2016 Conference Proposal Reviewers

Program Co-Chairs

Casey Barrio Minton
Sherrie L. Bruner

Program Reviewers

Annette Albrecht
Shainna Ali
Summer Allen
Courtney Alvarez
Nicole Arcuri
Amanuel Asfaw
Janet Barnes
Stephanie Bell
Chris Belser
Shanita Brown
Lisa Burton
Jason Cavin
Christian D. Chan
Pei-Chun (Olivia) Chen
Blair Cholewa
Ryan Cook
Amanda DeDiego
Donna Dockery
Tracey Duncan
Amanda Evans
Jeannie Falkner
Melinda Gibbons
Laura Gonzalez
Sandy-Ann Griffith
Angela Guy
Laura Haddock
Stephen Hebard
Courtney Holmes
Richelle Joe
Tara Jungersen
Preet Kaur
Michael Keim
Viki Kelchner

Latoya Kosh
Kasie Lee
Jungeun Lee
Dodie Limberg
Jessica Lloyd-Hazlett
Sandra Logan
Juawice McCormick
Bradley McKibben
James McMullen
Clare Merlin
Rashunda Miller Reed
Kristen Moran
Patrick Mullen
Everett Painter
Patrick Peck
Latrina Raddler
Alessandra Rhinehart
Lacey Ricks
Tiffany Rogers
Carrie Sanders
Sharon Silverberg
Wayne Smith
Kevin Snow
Natalie Spencer
Shawn Spurgeon
Anthony Suarez
Cynthia Taylor
Malti Sara Tuttle
Olivia Uwamahoro
Laura Wheat
Kathy Ybanez-Llorente
Robert Zeglin

Thursday
October 6

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Stop by Our Exhibition Booth and Get a FREE Consultation!

Thursday, October 6

How to Write a Self-Study

Thursday, October 6, 9:00 am–5:00 pm

Bourbon

Council for the Accreditation of Counseling & Related Educational Programs

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 CACREP Standards, Policies, program evaluation, and the assessment of student learning. Participants will have the opportunity to view actual self-studies and opportunities to ask individualized questions of CACREP Board member(s), workshop facilitators and/or staff.



Preconference Workshops

Thursday, October 6, 8:30-11:30 am

St. Ann

A Primer on Positive Counseling

Garrett McAuliffe, *Old Dominion University*

Amber Jolley, *Old Dominion University*

Melanie Iarussi, *Auburn University*

Danny Holland, *Regent University*

Natalie Acre Indelicato, *University of North Florida*

Jennifer Del Corso, *Old Dominion University*

Kristy Carlisle, *Old Dominion University*

Tim Grothaus, *Old Dominion University*

This preconference session will provide participants with a thorough familiarity with the current methods of building clients' lives through intentionally positive counseling interventions. Given the virtual explosion in positively-oriented methods, it is time for counselor educators and supervisors to know the theories and methods that build on and maximize clients' strengths. Positive approaches are especially suited to the counseling field, as they are inheritors of the initial humanistic and career counseling impulses that are the foundations of the counseling profession.

In this three-hour session, participants will gain a full perspective on the positive counseling movement. The topics covered will include:

- Overview of positive counseling: definition, brain science findings
- Assessing the healthy: focusing on clients' cultural, life phase, cognitive stage, and personality style dimensions
- Positive interventions from among the following traditions: Positive Psychotherapy, Solution-Focused Counseling, Narrative Therapy, Motivational Interviewing, Acceptance and Commitment Therapy, and Feminist Therapy

Positive assessment and counseling methods will be illustrated via cases or activities.



Thursday, October 6, 8:30-11:30 am

Iberville

Courageous Conversations: Teaching the Diversity Course using Transformational Multicultural Pedagogy; Challenges and Opportunities

Note: One registration for the two sessions

Michelle A. Mitcham, *Florida Agricultural & Mechanical University*

Carly Paro, *Private Practice*

Sachin Jain, *University of South Dakota*

Transformational Multicultural Pedagogy focuses on applying the multicultural counseling competencies through experiential activities, navigating the emotional rollercoaster of students' reactions and making meaning of "in the moment" exchanges. Using Courageous Conversations, attendees will discover transformational learning strategies to facilitate teaching the multicultural counseling course. This process-oriented pedagogical approach will be presented in an interactive and transformational format to include a demonstration, pair-share activities and question and answer.

AND

Centering the Margins: Applying Culturally Responsive Pedagogy across the Curriculum to Support Students of Color in Counseling Programs

Natoya Hill Haskins, *The University of Georgia*

Michelle A. Mitcham, *Florida Agricultural & Mechanical University*

Students of color often experience marginalization throughout their graduate education experiences and often feel their experiences and needs are excluded and ignored throughout the curriculum. Several researchers indicate that while multicultural and social justice are topics of discussion in many counseling courses, these concepts are typically designed to either help non-students of color develop a greater awareness or trainees examine these constructs in society at large. Unfortunately, there has been less attention to the multicultural and social justice inequities of marginalized students within counselor education training programs. Consequently, this pre-conference session will focus on providing attendees with pedagogical strategies that support the curriculum needs of students of color across various core courses in the counseling programs. In addition, attendees will develop a personalized plan to address their programmatic gaps related to students of color. Finally, implications and personal reflections will be shared.



Thursday, October 6, 8:30-11:30 am

St. Louis

Building a Counseling Profession: The Case of South Korea

Sang Min Lee, *Chair of International Committee of Korea Counseling Association, Korea University*

Chang Dai Kim, *President of Korean Counseling Association, Seoul National University*

Sangin Nam, *Formal President of Korean Counseling Association, Soon Chun Hyang University*

A panel of three highly experienced Korean counselor educators will share their experiences on how to build a professional identity as a counselor in South Korea. While presenting their experiences as Korean counselor educators, the presenters will provide an overview of the current and future challenges to the counseling profession and a succinct

yet comprehensive review of the similarities and differences of the counseling profession across South Korea and the United States. Participants will learn about the similarities and differences of the counseling profession between South Korea and the United States.



Thursday, October 6, 1:00-4:00pm

St. Ann

Evaluating Student Learning Outcomes: Mini-intensive

Casey Barrio Minton, *University of Tennessee*

Donna Gibson, *Virginia Commonwealth University*

Carrie Wachter Morris, *The University of North Carolina at Greensboro*

With the advent of the 2009 and 2016 CACREP standards, program evaluation in counselor education gained significant attention. However, good program evaluation may continue to allude counselor educators. This presentation focuses on eight steps that guides educators in this process. A focus on identifying program objectives, mapping curricula and processes, selecting assessments, developing measures, and collecting, managing, analyzing, reporting, and using data will be provided. Through running examples and breakout sessions, participants will have opportunities to explore, in depth, specific steps of the process. Material will be applied to both course- and program-level evaluation.



Thursday, October 6, 1:00-4:00pm

Iberville

Ethics and Advocacy Surrounding New State Discrimination Laws

Mary Hermann, *Virginia Commonwealth University (Panel facilitator)*

Catherine Roland, *ACA President*

Lynn Linde, *Senior Director, ACA Center for Counseling Practice, Policy, & Research*

Harry Hawkins, *Human Rights Campaign*

Barbara Herlihy, *University of New Orleans*

Deborah Jackson, *Mississippi State University*

Recent state laws that allow counselors to discriminate against protected classes of prospective and current clients are in clear violation of the ACA Code of Ethics. Join the discussion with a panel of experienced professionals to learn what efforts have been taken to address this issue. Hear from national and state representatives that are involved in advocacy initiatives, and learn more about how you can become a more active advocate as well.

Note: designated ethics session

2016 Emerging Leaders Fellowship Program

Luncheon and Workshop
11:30 am - 5:00 pm
Bienville

The SACES Emerging Leaders Fellowship Program is designed to help students and new faculty members discover how leadership can enhance their own professional development, enhance the diversity of SACES, and engage talented and dedicated counseling professionals to serve as future SACES and/or ACES leaders. In addition, the program will provide an overview of SACES leadership opportunities and introduce participants to current SACES leaders. Invited participants receive lunch during the workshop and a complimentary registration to the workshop and the SACES conference.

The SACES Emerging Leaders Selection Committee, chaired by Dr. Shawn Spurgeon, reviewed the nomination letters and accompanying vitas. Emerging Leaders were selected based on:

- a demonstrated commitment to the profession of counselor education and supervision,
- a demonstrated commitment to leadership,
- a willingness to expanding their leadership potential, and
- a record of participation in state, regional, and/or national organizations (ACES, ACA, etc.) and conferences.

The following individuals were selected to serve as **SACES 2016 Emerging Leaders**

Christopher Belser
Emily Brown
Sherrie Bruner
Kristy Carlisle
Christian Chan
Melissa DeRoche
Nikki Elston
Laura Finnell
Jennifer Gerlach
Shaywanna Harris
Mike Kalkbrenner
Therese Maxfield
Caitlyn McKinzie

Keith Myers
Elizabeth Pennock
Ajita Robinson
Justyn Smith
Anna Lora Taylor
Malti Tuttle
Chantrelle Varnado-Johnson
Alwyn Waginer
Wesley Webber
Naomi Wheeler
Tammy Wilborn
Steven Wright

ALACES

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Facebook: <https://www.facebook.com/ALACES201617/>



Supervision Assist

Supervision Meets Technology

Innovative Solutions for Internship Programs

Curriculum Development



Evaluations

Formative and summative evaluations, assigned, completed, and reviewed online.



Accreditation & Assessment

CACREP framework to document and assess accreditation expectations and daily operations



Learning Resources

Continuing education and learning objectives updated with the latest accreditation standards

Supervision Management



Site Management

Supervision site directory, internship openings, and management of trainees and supervisors



Client Activity Logs

Sign and verify all supervision site activities online with journal notes and HIPAA video uploading



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Friday
October 7



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Friday, October 7 - 8:00 am

SACES Leadership Breakfast (*by invitation*)
ACES International Student and Faculty Interest Network

Grand Ballroom A
Royal Board Room

Content Sessions

Friday, October 7, 8:00-8:50 am

Astor Ballroom I

Developing "Communities of Practice" in Online Counselor Education

Kathie T. Erwin, *Regent University*

Jacqueline R. Smith, *Regent University*

Skills development in online Counselor Education requires developing Communities of Practice (Wegner, 2001). Discover practical ideas for developing community in online class and online campus support consistent with Quality Matters and CACREP standards. Design, delivery and ethical issues for online education are part of participant problem solving discussion.



Friday, October 7, 8:00-8:50 am

Astor Ballroom II

Building Resilient Community-Researcher Partnerships through Engaged Research Teams

Leigh Falls Holman, *University of Memphis*

Richard K. James, *University of Memphis*

Paul Dunaway, *University of Memphis*

The U of M Crisis Research Team will present their team model using six current projects as a framework for building resilient community-researcher partnerships with law enforcement, military, and community agencies to develop and evaluate programs to improve stakeholder outcomes. Best practices, strengths and challenges, and developing multi-level mentorships will be discussed. Participants will be challenged to apply material to their research goals and develop action plans for after the conference.



Friday, October 7, 8:00-8:50 am

Bienville

Building Professional Resiliency by Creating Worlds: Utilizing Sandtray within Supervision

Bill Owenby, *University of Akron*

Sandtray therapy can be a powerful approach in one's development. The counselor provides a safe space in which clients can explore and develop the self. Supervisors can utilize sandtray to create a similar space for the supervisee. Sandtray within supervision encourages self-reflection, promotes self-awareness, and increases self-care. Sandtray can promote resiliency by identifying strengths, encouraging exploration, and gaining reflexivity to increase competency in professional development.

Note: designated supervision session



Friday, October 7, 8:00-8:50 am

Bourbon

Ethical Utilization of Experiential Groups in Training Group Counselors

Jeffrey Strozier, *University of New Orleans*

Experiential learning opportunities are a vital component of counselor education programs. This presentation will explore the ethical utilization of experiential learning opportunities for training group counselors.

Note: designated ethics session



Friday, October 7, 8:00-8:50 am

Burgundy

African American Female Faculty Experiences at Research Institutions

Natoya Hill Haskins, *University of Georgia*

Kim Lee Hughes, *The University of Texas at San Antonio*

Atiya R. Smith, *University of Rochester*

Shanita Brown, *North Carolina State University*

African American women across faculty ranks in academia face barriers. In high research institutions, these challenges are exacerbated as less support is provided and recruitment and retention are difficult. However, scant research is available illuminating how African American female faculty navigate these institutions in the field of counselor education. The presenters will illuminate the findings of a qualitative narrative study and provide implications for training and research.



Friday, October 7, 8:00-8:50 am

Chartres

On the Mental Health of Graduate Students

Jennifer A. Drabowicz, *University of Memphis*

M. Kyle Capstick, *University of Memphis*

Katherine Bolding, *University of Memphis*

Former and current graduate students can attest to the demanding nature of graduate school. However, the pervasive symptoms of stress, anxiety, and depression that result from these demands are generally perceived as "par for the course" and can therefore send an unintentional message about disclosing mental health concerns. This session will report on the prevalence and severity of stress, anxiety, and depression in students, as well as student-reported barriers to seeking help from faculty.



Friday, October 7, 8:00-8:50 am

Iberville

Who's on First, Who's on Second, Who's Not in the Game: A Panel Discussion on Authorship

Jacqueline M. Swank, *University of Florida*

Ana Puig, *University of Florida*

Deciding the order of authorship and who to include as authors can be a challenging ethical dilemma. This may be especially true when a power differential is present (i.e., junior faculty writing with senior faculty, students writing with faculty). This panel discussion will

focus on relevant factors and ethical principles to consider when deciding upon authorship. Attendees will also be invited to ask panel participants questions regarding the topic and weigh in on their own experiences.



Friday, October 7, 8:00-8:50 am

St. Ann

Self of the Supervisor: Appropriate and Effective Self-Disclosure in Supervision

H. Ty Leonard, *University of Mary Hardin-Baylor*

Rochelle Cade, *University of Mary Hardin-Baylor*

Wen-Mei Chou, *University of Mary Hardin-Baylor*

Appropriate self-disclosure and transparency are important characteristics for facilitating an authentic and trustworthy relationship in counseling and supervision. However, being transparent and providing effective self-disclosure can be a challenge for many supervisees as well as supervisors. This presentation will explore challenges and misperceptions of self-disclosing within supervision. Presenters will discuss methods for promoting a transparent and authentic interaction in supervision.

Note: designated supervision session



Friday, October 7, 8:00-8:50 am

St. Charles A

Four Women Project: On Becoming a Resilient Counselor Educator

Nancy Teresi Truett, *University of Tennessee*

Isabel C. Farrell, *University of Tennessee*

Amanda Hinds, *University of Tennessee*

Rachael Marshall, *University of Tennessee*

The Four Women Project follows the four very different women admitted to the August 2015 cohort in the Counselor Education Program at the University of Tennessee, Knoxville. Implications include that through personal story and reflection, and backed by research, each of these women will be able to develop robust research agendas, while modeling a design that demonstrates collaborative and collegial support of one another as each overcomes individual personal barriers toward becoming a counselor educator.



Friday, October 7, 8:00-8:50 am

St. Charles B

The Art of Teaching Resilience Skills to Supervisees

Janis C. Booth, *Mississippi College*

One of the most important tasks for supervisors is to assist supervisees in developing intentional self-care plans to become healthy, resilient counselors. This experiential program will employ visualizations, discussion, and self-care worksheets to assist counselors and supervisees in establishing individual, intentional self-care plans.

Note: designated supervision session



Friday, October 7, 8:00-8:50 am

St. Louis

Fostering Resilience in Child Counseling: Linking Neurobiology to the Play Therapy Process

Dalena Dillman Taylor , *University of Central Florida*

Naomi Wheeler, *University of Central Florida*

The first six years of life are the most influential period of neuronal growth, as well as, the most vulnerable to maltreatment. Advancements in neuroscience provide theoretical support and conceptual connections to the principles and practices of play therapy. Presenters will develop connections from neuroscience to play therapy and outline specific interventions from Adlerian play therapy that compliment neuroscience research and support the positive development of children.



Friday, October 7, 8:00-8:50 am

Toulouse A

The Ways Paradigm: A Transtheoretical Model for Integrating Spirituality into Counseling

Jesse Fox, *Loyola University Maryland*

Joseph Stewart-Sicking, *Loyola University Maryland*

The ways paradigm is a heuristic model and transtheoretical approach to providing counselors with a means of organizing and responding to the complex, pressing, and pluralistic religious and spiritual themes they frequently encounter in counseling. It consists of three parameters: ways of understanding, ways of being, and ways of intervening. Participants will learn about the ways paradigm and its implications for informing counselor education and clinical practice.



Friday, October 7, 8:00-8:50 am

Toulouse B

People of Color and White Allies: Partnering to Promote Resiliency and Social Justice Advocacy

Loni Crumb , *East Carolina University*

Shauna Nefos Webb , *Milligan College*

Taryne Mingo, *Missouri State University*

Rebecca Eaker, *Georgia Gwinnett College*

Session presenters will share personal experiences of how building intentional relationships promoted mutual resilience. Additionally, presenters will discuss the many processes that entail becoming a White Ally such as recognizing privilege and taking responsibility. Session presenters will also discuss how cross-cultural ally relationships promote social justice, resiliency, and empowerment for persons from historically marginalized groups.



Roundtable Sessions - Astor Ballroom III

Friday, October 7, 8:00-8:50 am

Table 1

Getting and Keeping the Job You Want in Counselor Education

Kevin Fall, *Texas State University*

Eric A. Schmidt, *Texas State University*

Many in the counselor education field, as well as those in doctoral programs, strive to secure a faculty position that is professionally and personally rewarding. Unfortunately, may encounter obstacles and never receive the mentoring or guidance necessary to obtain such a position. This presentation will guide attendees through a discussion involving specific strategies and information intended to help one secure a rewarding faculty position and embark on the work necessary for attaining tenure.



Friday, October 7, 8:00-8:50 am

Table 2

Strategies for Promoting Resilience among Counselor Educators in the Role of Gatekeeper

Laura R. Haddock, *Walden University*

Walter L. Frazier, *Walden University*

Kristi Cannon, *Walden University*

Counselor educators are ethically bound to serve as gatekeepers for the profession. We engage in gatekeeping for professional identity development, comportment, academic performance and skill development. Providing feedback to resistant students, the development and application of remediation plans, or advising students out of the program can be extremely stressful for faculty members. This session will promote strategies to promote resilience and self-efficacy in gatekeepers.



Friday, October 7, 8:00-8:50 am

Table 3

Methods of Supporting Student and Counselor Educator Wellness in Online Counselor Education

Kendra A. Surmitis, *Winthrop University*

Eleni Maria Honderich, *Walden University*

Self-care is a concept that is ubiquitously addressed and has its roots in ethical mandates that support client care (Corey et al., 2014). However, this is described as easier said than done, in considering online platforms. This presentation takes a multifaceted approach to self-care, both for students and educators as it applies to online education. Example discussion topics include methods for the incorporation of self-care course content, and use of self-care assessments.



Friday, October 7, 8:00-8:50 am

Table 4

Peer Pressure to Publish: Developing a Peer Research and Scholarship Group at a Teaching University

Andrew Wood, *Antioch University Seattle*

Each year, SACES or ACES conferences provide a wealth of information with how to create a program of research at research-intensive universities. One area that is not covered with detail is how to initiate and maintain meaningful and effective research while working at a teaching university. This program is designed to share the creation and development of a peer research and scholarship group at a small teaching university and discuss the trials, tribulations, and citations along the way.



Friday, October 7, 8:00-8:50 am

Table 5

Addressing and Contextualizing the K-12 Achievement Gaps: Relational Cultural Solutions

Blaire Cholewa, *University of Virginia*

Lauren J. Moss, *Kutztown University*

Jeff D. Wolfgang, *Florida Counseling and Evaluation Services*

George Sirrakos, *Kutztown University of Pennsylvania*

This interactive session utilizes Relational Cultural Theory (RCT) as a framework for understanding the interpersonal disconnections students of color may experience in schools. RCT is presented as a model for school counselors to use when collaborating with teachers as a means of constructing culturally responsive educational practices that facilitate connection and mutuality which result in zest, empowerment, connection, clarity and self-worth for students, teachers and school counselors.



Friday, October 7, 8:00-8:50 am

Table 6

Diversity and Supervision: What if I Can't Relate?

Yurandol O. Powers, *Powerful Alternatives Counseling & Consulting, LLC*

Ashely Keaton, *Walden University*

Sharon Webb, *Gardner-Webb University*

Rabeena Alli, *Loyola University*

Literature has acknowledged that supervisors who avoid cultural issues within supervision have difficulty developing collaborative multicultural relationships. This presentation intends to create a safe place for clinical supervisors to share challenges experienced when supervising culturally different supervisees. By exploring cultural dynamics in the supervisory relationship, the clinical supervisor will be able to develop effective strategies to address multicultural issues in supervision.

Note: designated supervision session



Friday, October 7, 8:00-8:50 am

Table 7

Supervising Magnetic Personalities: Using Word Magnets in Individual Supervision

Karen Moore Townsend, *The University of North Alabama*

Learn to use magnetic word tiles to engage supervisees and enhance supervision. Participants will understand how to process the Practicum experience with students in a tangible, nonthreatening, and meaningful way using inexpensive or counselor/client-made word magnets. This unique strategy may help to strengthen the supervisor/supervisee

relationship, serve as a tool for self-reflection, and promote greater understanding as supervisees construct word pictures to aid in processing their work.

Note: designated supervision session



Friday, October 7, 8:00-8:50 am

Table 8

Fostering Resilience in the Community Through the Counselor Education Program

Jennifer M. Gerlach, *Virginia Commonwealth University*

Chi Sigma Iota chapter leaders provide opportunities to foster resilience in their community through several service projects. Presenters will highlight the projects and strategies used to reach out to different community organizations while simultaneously developing future leaders in the counselor education program. Successes and challenges of coordinating different projects while instilling the values of service, advocacy, and leadership in newer cohorts will be discussed.



Friday, October 7, 8:00-8:50 am

Table 9

Promoting Client Resilience: From Symptom Reduction to Value-Based Living

Irv Esters, *University of Louisiana at Lafayette*

Latifey LaFleur, *University of Louisiana at Lafayette*

We often think of the function of counseling as being one of symptom reduction. This presentation will offer a perspective that the real purpose of counseling is to promote resilience and value-based living. Theoretical underpinnings and methods, including the use of mindfulness, and solution-focused techniques will be shared. Techniques to elicit committed action from the client will be offered as well.



Friday, October 7, 8:00-8:50 am

Table 10

Intersectionality in Praxis: Weaving Multiculturalism, Social Justice, and Career Counselor Education

Christian D. Chan, *The George Washington University*

Amanda R. Friday, *The George Washington University*

David Julius Ford, Jr., *James Madison University*

The advent of the ACA Code of Ethics (2014) and Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2015) calls for a richer connection among counseling, counselor education, multiculturalism, and social justice. Utilizing an intersectionality framework, the presenters will engage in a collaborative dialogue to negotiate salient cultural identities, contexts, and careers and foster the connection among career counselor education, multiculturalism, and social justice.



Poster Sessions - Astor Ballroom III
Many of these posters focus on Addiction & Offender Counseling

Friday, October 7, 8:00-8:30 am

Poster 1

Trauma and Substance Abuse in Human Trafficking Victims: Treatment and Research Implications

Erika Pineros

Sarah Heckler

S. Tyler Oberheim, *University of Florida*

Educate professionals on the subject of Human Trafficking and the wide variety of challenges that victims face with a focus on the mental health implications and to provide and discuss effective treatment approaches and develop an introduction for future research.



Friday, October 7, 8:00-8:30 am

Poster 2

Substance Abuse Counselor's Knowledge of Transgender Clients Entering Substance Abuse Treatment

S. Tyler Oberheim, *University of Florida*

Transgender individuals enter substance abuse treatment having unique needs and issues related to gender identity. This presentation provides a unique lens for viewing trans-clients and demonstrates the need for trans-competent counseling through the use of a case study.



Friday, October 7, 8:00-8:30 am

Poster 3

Diagnosing and Coding Substance-Related and Addictive Disorders

Shannon Karl, *Nova Southeastern University*

Significant changes to Substance-Related and Addictive Disorders in the DSM-5 led to challenges for counselors at all experience levels. This presentation addresses these challenges by providing attendees with a comprehensive review of changes, including addition of Gambling Disorder and future behavioral disorders. The intricacies of coding and differential diagnosis are unraveled, while a combination of seminar and discussion make this training valuable for students, educators, and supervisors.



Friday, October 7, 8:00-8:30 am

Poster 5

Phenomenological Study of Determining Serious and Foreseeable Harm in High School Substance Abusers

Kathryn Goss Atanasov, *College of William & Mary*

Given the continued prevalence of substance abuse and impacts on adolescent development and academic success, school counselors are challenged to intervene and protect student substance users. This presentation will present phenomenological qualitative research findings from ten experienced high school counselors from across

America. You will find out if, when, and why they chose to break student confidentiality to report substance abuse.



Friday, October 7, 8:00-8:30 am

Poster 6

Preparing Substance Abuse Counselors to Work with Peer Recovery Coaches

Aaron S. Hymes, *Lindsey Wilson College*

Adam W. Carter, *Northern Illinois University*

A program for including Substance Abuse Peer Recovery Coach information and concepts into Counselor Education programs is presented. The inclusion of peer roles in substance abuse treatment programs increases the likelihood of working alongside Peer Recovery Coaches. Results from a phenomenological study on the career motivation and professional experiences of Substance Abuse Peer Recovery Coaches will be explored for integration into Addiction Counseling courses in counselor training programs.



Friday, October 7, 8:00-8:30 am

Poster 7

Emotion Regulation and Distress Tolerance among Clients with Substance and Mental Health Symptoms

Elizabeth A. Prosek, *University of North Texas*

Amanda L. Giordano, *University of North Texas*

Elliott Woehler, *University of North Texas*

Eric Price, *University of North Texas*

Rachel McCullough, *University of North Texas*

The co-occurrence of mental health symptoms and substance use is prevalent among the general population, as well as the university setting. In this presentation, we discuss the relationships between emotion regulation, distress tolerance, mental health symptoms, and substance use. Attendees will learn how counselors, counselor educators, and supervisors can address emotion regulation and distress tolerance to support intervention and prevention strategies that improve client outcomes.



Friday, October 7, 8:00-8:30 am

Poster 8

Addictions Recovery in Ethiopia

Amanuel Asfaw, *Austin Peay State University*

This hermeneutic phenomenological study explored the lived experiences of six people in Ethiopia who have been in long-term recovery from an alcohol use disorder for ten or more years. Data revealed five primary meaning units: childhood experiences, problem alcohol use, quitting problem alcohol use, sustaining recovery, and wishes for people with addictions. Specific finding themes along with implications for counselor education and suggestions for further research will be discussed.



Friday, October 7, 8:00-8:30 am

Poster 9

Fostering Resilience through Collegiate Recovery Communities

Julie Matsunaga, *Auburn University*

Substance abuse is a recognized problem on college campuses. The literature reflects that students experience multiple transitions escalating their risk for depression, substance abuse, and suicide. For students recovering from substance abuse these challenges are exacerbated by the stigma of addiction and a culture that promotes alcohol and drug use. CRCs provide a safe space and the peer support needed for students to utilize their own resilience to thrive in academics and sobriety.



Friday, October 7, 8:00-8:30 am

Poster 10

The Bottoming Out Experience: A Confirmatory Analysis of Negative Experiences in Addiction

M. Kristina DePue, *University of Florida*

David Miller, *University of Florida*

The change process is fundamental in understanding how people move from substance users to non-substance users. A common construct in the recovery literature on change is the idea of hitting bottom (i.e., the Bottoming Out Experience; BOE). This study (N = 6864) challenged the linear assumption that a rock bottom happens one time before individuals reach sobriety, aimed to understand the chronic nature of addiction, and explored whether the BOE could be quantified as a measurable clinical experience.



Friday, October 7, 8:00-8:30 am

Poster 11

The Importance of Personal Meaning on Attitudes and Beliefs about Substances

Misty Grant, *Walden University*

According to the Substance Abuse and Mental Health Services Administration (SAMHSA) in 2014 approximately 21.5 million people (age 12 or older) had a substance use disorder (Center for Behavioral, 2015). Research suggests that there is a need for substance use disorder treatment that aligns with an individual's ability to sustain long-term change (Laudet & Humphreys, 2013). An individual's search for meaning can be a primary motivator in life (Frankl, 2006). Existentialism can be a key area for some in being able to adapt to life's ever changing circumstances.



Friday, October 7, 8:00-8:30 am

Poster 12

Working with Sex Offenders: Self-Care Beyond the Workplace and the Personal Life of the Professional

Chandra L. Goodwin, *University of South Carolina*

Sexual assault is a serious problem in the United States. Clinicians who work with sex offenders are routinely exposed to stories of trauma as part of their work. Because of the offensive nature of sexual violence against children and adults, and therapists' constant exposure to vivid descriptions of sexual deviance, hearing these stories can be highly distressing for counselors. Our ability to stay emotionally healthy and motivated, and to live balanced, rich, and rewarding lives is important.



Friday, October 7, 8:00-8:30 am

Poster 13

Integrating Principles of Positive Psychology in Offender Counseling: A Proposed Model

Keosha Branch, *College of William & Mary*

Abbas Javaheri Mohammadi, *College of William & Mary*

The U.S. incarcerates its citizens at higher rates than any other country in the world. Currently, over two million offenders are incarcerated across the country. A disproportionate amount of these individuals suffer from mental illnesses. Current treatment models neglect a holistic perspective of client offenders in favor of a more narrow view of their criminal behavior. This presentation proposes a new model that integrates principles of positive psychology in the treatment of offenders.



Friday, October 7, 8:00-8:30 am

Poster 14

Promoting Therapeutic Justice with Contemplative Programming for Incarcerated Individuals

Jamie E. Crockett, *Wake Forest University*

In this presentation participants will learn about a recent qualitative study investigating therapeutic justice for incarcerated individuals through contemplative programming. The experiences and insights of practitioners teaching Yoga within carceral settings across the United States will be described. Implications for counseling and counselor education including social justice, ethics, multicultural competence, and advocacy will be discussed.



Friday, October 7, 8:00-8:30 am

Poster 15

Closing the Revolving Door: Understanding How Resilience Training May Reduce Recidivism

Kelley Mautz, *Auburn University*

Leslie Wofford, *Auburn University*

Jason Branch, *Auburn University*

Prisons often contend with substance abuse and mental health concerns of inmates who have not been properly diagnosed or treated before incarceration. We review current literature on the growing rate of incarceration and recidivism among women and the degree to which they are entering correctional facilities with these disorders. We identify programs that exist in prisons to address women's concerns and explore theories of resilience to show how female offenders in custody can be rehabilitated.



Friday, October 7 - 9:00 am

Clinical Mental Health Counseling Interest Network

Royal Board Room

Content Sessions

Friday, October 7, 9:00-9:50 am

Astor Ballroom I

Helping Students Address Values Conflicts Through Education and Supervision

Hannah B. Bayne, *Loyola University Maryland*

Anita A. Neuer Colburn, *Walden University*

Abigail H. Conley, *Virginia Commonwealth University*

Counselors must not impose their own values on a client, and should possess competence to work with clients who are different from them. However, students may struggle with how to navigate values conflicts in practice, particularly those related to religious identity. In this presentation, we explore methods for training students to resolve these conflicts and demonstrate techniques to be used within the classroom and/or supervision.

Note: designated ethics session



Friday, October 7, 9:00-9:50 am

Astor Ballroom II

Leading Well: Applying CSI's Principles and Practices of Leadership Excellence to Promote Organizational Wellness

Michael D. Brubaker, *Chi Sigma Iota*

Holly Hartwig Moorhead, *Chi Sigma Iota*

Stephen Kennedy, *Chi Sigma Iota*

Organizational wellness has become an increasing concern among counselors as work climates influence productivity, stress, burnout, and individual wellness. While healthy and resilient organizations are highly desired, the literature offers little about the role of counseling leaders in creating such climates. In this session, participants will explore how to apply wellness within CSI's 10 Principles and Practices of Leadership Excellence and will learn about recent CSI wellness initiatives.

Note: sponsored Chi Sigma Iota session



Friday, October 7, 9:00-9:50 am

Bienville

Outcomes and Technology vs. Skills and Personal Growth: Concerns for the Future of Counselor Education

John A. Dewell, *Loyola University New Orleans*

Kevin Foose, *Loyola University New Orleans*

While concerns have been consistently raised about the medicalization of the counseling process and the increased focus on reductive outcomes on education, their influence has not slowed. The presenters will review literature about the impact of this influence on training programs, deconstruct the rationale for it, and discuss concerns for the future of the field. Finally, a dialog will be held on how the field can more accurately live its values.

Friday, October 7, 9:00-9:50 am

Bourbon

Development and Use of Weighted Rubrics in the Admission Process

Abbe Finn, *Florida Gulf Coast University*

Madelyn Isaacs, *Florida Gulf Coast University*

Molli E. Bachenberg, *Florida Gulf Coast University*

To be or not to be? Effective admission methods that predict successful skills, knowledge, and dispositions for applicants in school, and clinical mental health counseling programs. The Counseling Faculty of Florida Gulf Coast University will share their protocols, weighted rubrics, admission processes, and interview questions that identify the most successful applicants. They will also share data that demonstrates the effectiveness of these methods.



Friday, October 7, 9:00-9:50 am

Burgundy

Trauma Sensitive Supervision: Increasing Competence Treating Direct and Vicarious Trauma

Connie A. Thomas, *University of Arkansas*

Justin Cook, *University of Arkansas*

Ruben Herron, *University of Arkansas*

New counselors-in-training are likely to work with survivors of various trauma events. Many of these clients are likely to meet criteria for, or demonstrate symptoms of, PTSD. The supervisors role is to help the supervisee recognize and assess the effects of the trauma, as well as any vicarious trauma in family members. The presenter will provide attendees with techniques for helping supervisees to recognize, evaluate, and address the treatment of both direct and vicarious trauma.

Note: designated supervision session



Friday, October 7, 9:00-9:50 am

Chartres

The Doctoral Student as University Supervisor: Challenges in Fulfilling the Gatekeeping Role

Emma Burgin, *University of Tennessee*

During this presentation, we will discuss doctoral students in counselor education programs who serve as university supervisors. In these roles, students observe and evaluate master's students. We explore the current literature related to gatekeeping practices. Attendees also will have the opportunity to discuss case examples of issues facing doctoral students serving as gatekeeper in clinical supervision.

Note: designated supervision session



Friday, October 7, 9:00-9:50 am

Iberville

Hiring and Being Hired: The Job Search for Counselor Educators of Color

Laura M. Gonzalez, *The University of North Carolina at Greensboro*

Robert R. Martinez Jr., *The University of North Carolina at Chapel Hill*

Lacretia Dye, *Western Kentucky University*

Nationally, approximately 79% of faculty members are White, 9% are Asian/PI, 6% are African American, and 4% are Latino (NCES, 2014). Thus, it is reasonable to say that our field could improve its ability to support underrepresented groups in the faculty jobs pipeline. This conversation has two sides - how can departments do a better job of recruiting and retaining diverse faculty, and how can individuals with diverse backgrounds enter the job search fully prepared to succeed? Let's talk!



Friday, October 7, 9:00-9:50 am

St. Ann

Connect, Collaborate, Co-Author...Create!

Michael Baltimore , *Columbus State University*

This program will offer participants a overview of co-authoring in a changing research landscape and dynamics to connect, collaborate, and build a team of academic scholars. Through video presentation, demonstration and discussion, this program will explore guidelines to contributions between colleagues, students and administration. Concepts of the impact of the digital age will be considered.



Friday, October 7, 9:00-9:50 am

St. Charles A

Utilizing Technology for Creative Career Counseling with Disadvantaged Populations

Anna Lora Taylor, *University of Tennessee*

Online technology provides counselors with unique and creative interventions for addressing client career concerns. Through the lens of Social Cognitive Career Theory, this session will provide practical information about available technological resources that can be shared with counselors in training. These resources may assist clients in increasing self-efficacy and reducing perceived barriers in career counseling.



Friday, October 7, 9:00-9:50 am

St. Charles B

Positivity and Collaborative Intentionality Between Counseling Programs and Clinical Placement Sites

Alessandra Rhinehart, *Northern Kentucky University*

Clinical and program directors are responsible for navigating administrative expectations, faculty relationships, site supervisees' needs, supervisees' development, and client welfare. Resiliency through common professional challenges helps promote positivity and collaborative intentionality as programs and sites work together to serve both supervisees and their clients. Empirically based practical strategies for maintaining an ethical and effective clinical sequence are presented.



Friday, October 7, 9:00-9:50 am

St. Louis

Inattentive or Apprehensive?: Identifying and Addressing Communication Apprehension in Supervisees

Daniel B. Kissinger, *University of Nebraska at Omaha*
Carleton H. Brown, *The University of Texas at El Paso*

Clinical supervision requires vigilance surrounding supervisee verbal and non-verbal communication styles and the contexts in which certain communication traits manifest or remain concealed. This program examines the largely unknown construct of communication apprehension (CA), or one's level of fear or anxiety with either real or anticipated communication with others, its potential impact on the supervisory alliance and therapeutic outcomes, and interventions for addressing CA in supervision.

Note: designated supervision session



Friday, October 7, 9:00-9:50 am

Toulouse A

Improving Counselor Training Clinic Services for LGBTQ clients

Robin Lee, *Middle Tennessee State University*

Michelle C. Stevens, *Middle Tennessee State University*

The LGBTQ population access counseling services for a variety of reasons: discrimination, violence, depression, and PTSD. Training clinics can meet the needs of this population while improving counselor trainee's knowledge and skills. This session will review the unique counseling needs of the LGBTQ population, discuss the impact of increased awareness on clients and counselor trainees, and provide information to assist clinical directors and faculty improve services for LGBTQ clients.



Friday, October 7, 9:00-9:50 am

Toulouse B

Establishing a Private Practice: Secrets Revealed

Wayne D. Smith, *University of Houston - Victoria*

Kristopher Garza, *Texas A&M University - Kingsville*

Private practice is for everyone! Establishing your own practice in counseling should be both fun and rewarding. The presenters will discuss a plan of how to create a practice that is affordable, realistic, and independently managed. This will include finding the right location and office space, creating an environment with furniture and fixtures that appease our diverse clients, how to market your practice, and additional concerns posed by the audience.



Roundtable Sessions - Astor Ballroom III

Friday, October 7, 9:00-9:50 am

Table 1

Fostering Resiliency in the Black Female Counselor Educator: Implications for Doctoral Students

Marsha L. Rutledge, *Virginia Commonwealth University*

Pursuit of a career in higher education offers many challenges which are often magnified when racial, gender, and/or cultural factors are taken into consideration. For Black females in academia, multiple challenges have been found to hinder productivity. In this session, we will discuss the challenges Black females face in academia as well as research based

methods to help in the development of resiliency as these females seek to establish themselves in the field of counselor education.



Friday, October 7, 9:00-9:50 am

Table 2

Celebrating Student Resilience Through Intentional Remediation

Kristi Gibbs, *University of Tennessee at Chattanooga*

Elizabeth O'Brien, *University of Tennessee at Chattanooga*

Kathleen Levingston, *Walden University*

Student remediation in counselor education programs has become increasingly prevalent in recent years resulting in counselor educators thinking more intentionally about this process. While remediation decisions carry both legal and ethical ramifications, counselor educators need to consider how to comply with being gatekeepers for the profession. To address these concerns, we will engage participants in an interactive discussion with regards to both formal and informal remediation experiences.



Friday, October 7, 9:00-9:50 am

Table 3

Serving Multiracial People in the Counselor Education Classroom

Amanda M. Evans, *Auburn University*

Baxlee Bynum, *Auburn University*

Aleah Horton, *Auburn University*

Marina Green, *Auburn University*

Whitney Venzant, *Auburn University*

Multiracial people are a rapidly growing population in the United States and despite this population increase, multiracial people are largely understudied. This presentation will include a review of our recent content analysis on multiracial literature and syllabi in an effort to recommend practical application for counselor educators to integrate into the classroom. A review of ACA's Competencies for Counseling Multiracial People will be included.



Friday, October 7, 9:00-9:50 am

Table 4

Teaching Master's-Level Counseling Students the Relevance of Outcome Research to Clinical Practice

Mildred S. Dukic, *Carson-Newman University*

Jason S. Jordan, *Trevecca Nazarene University*

Many counseling students struggle to see the relevance of outcome research to clinical practice. Perhaps changing the way we teach research methods could enhance students' interest. The goal of this roundtable discussion is to share findings from a pilot study and to gather information for the development of a collaborative research study examining a teaching strategy that uses primarily peer-reviewed journal articles.



Friday, October 7, 9:00-9:50 am

Table 5

Being Intentional About Diversity: A Lens for Clinical Supervision

Jennifer Moralejo, *University of Tennessee*

Derrick Shepard, *University of Tennessee*

Nathan West, *University of Tennessee*

Joel F. Diambra, *University of Tennessee*

Presenters will discuss the Synergistic Model to Enhance Multicultural Competence in Supervision, their personal accounts as members of a diverse supervision group with diverse clients and descriptive information regarding the theoretical base. Presentation will focus on approaching supervision through a diverse lens, rather than viewing diversity within the supervision experience as an isolated component. Presenters will facilitate around reactions to model and personal supervision experiences.

Note: designated supervision session



Friday, October 7, 9:00-9:50 am

Table 6

A Strength-Based Approach to Process Addictions: The Significance of Resilience

Robert L. Smith, *Texas A&M University-Corpus Christi*

Angie D. Wilson, *University of North Texas*

Shanice Armstrong, *Texas A&M University-Corpus Christi*

This program targets one of the fastest growing issues facing the general public and challenging today's mental health specialists: Process Addictions. Resilience plays a key role in overcoming addictions, particularly process addictions as gambling, the internet, eating, and work. An overview and current status of addictions are presented followed by a review of specific process addiction, including evidence-based treatment strategies.



Friday, October 7, 9:00-9:50 am

Table 7

Disaster Mental Health Training in Counselor Education

Sarah J. Fucillo, *Auburn University*

Patrick D. Murphy, *Auburn University*

Juanita Barnett, *Auburn University*

Erica L. Stallings, *Auburn University*

Recent events have proven that disaster mental health is needed more than ever. The goal of this roundtable discussion is to explore early interventions and what is being taught to future disaster mental health professionals through CACREP-accredited counselor education programs. Specifically, the practices of Critical Incident Stress Debriefing, Psychological First Aid, and HOPE Animal-Assisted Crisis Response are overviewed. Discussion will surround the preparedness of future DMH counselors.



Friday, October 7, 9:00-9:50 am

Table 8

Improving Your Counseling Program: Science of Improvement and Lessons from the Carnegie Initiative

Edward Robinson, *University of Central Florida*

Paulina Flasch, *Texas State University*

Outcome research can help define factors that make a counseling program successful. Improvement research (IR) is action-based and problem-centered and emphasizes integrating research with day-to-day activities. Rather than measuring differences between groups, IR stresses quality improvement for all individuals. This presentation will address implications of the Carnegie Initiative and present strategies for applying IR to counselor education programs.



Friday, October 7, 9:00-9:50 am

Table 9

Nontraditional Doctoral Students: Enriching Counselor Education Programs through Interdisciplinarity

Jyotsana Sharma, *Virginia Tech*

Katherine S. Biddle, *Virginia Tech*

Counselor education doctoral programs are melting pots of perspective and experience. Though faced with challenges, doctoral students who bring nontraditional approaches to their counseling roles can greatly benefit their academic programs. This discussion will explore how the varied approaches, experiences, and educational backgrounds of doctoral students can be woven into the roles of counselor educators to enhance doctoral students' learning and enrich counselor education programs.



Poster Sessions - Astor Ballroom III
Many of these posters focus on Clinical Issues

Friday, October 7, 9:00-9:30 am

Poster 1

A Bigger Picture: Maternal Depression and Child Outcomes

Juliana Groves Radomski, *Auburn University*

Raven Pyle, *Auburn University*

There are significant social, emotional, and personal consequences for children whose mothers experience depression during their lifetimes. In order to inform both practitioners and researchers, this session will present findings from a research study on the relationship between maternal depression and child outcomes including child internalizing, externalizing, and sexualized behavior. This session will also show implications of these findings for counseling practice.



Friday, October 7, 9:00-9:30 am

Poster 2

Suicide Grief: Teaching Meaning Making to Foster Resiliency

Heather Mayton, *The University of North Carolina at Greensboro*

Suicide is an unfortunate kind of loss that is occurring more and more in our society. With this, there is a need to promote resiliency not only in our clients, but in future counselors as well. For suicide loss, the process of making meaning of a death builds resiliency towards grief. Counselor educators play an important role in increasing the resiliency among professionals in the field by starting a dialogue and educating future counselors on making meaning during the aftermath of suicide.



Friday, October 7, 9:00-9:30 am

Poster 3

Mindful Solutions: Preparing Students to Address Anxiety in Schizophrenia

Caitlyn R. McKinzie, *University of Central Florida*

Seungbin Oh, *University of Central Florida*

Schizophrenia is one of the most incapacitating disorders. Research shows an increased rate of anxiety for this population, yet assessing and treating anxiety is overlooked, even though anxiety influences symptoms of psychosis. Mindfulness-based therapies are implemented to help individuals manage anxiety and have demonstrated effectiveness with this population. Preparing students to treat anxiety in schizophrenia with mindfulness provides additional tools to support a population in need.



Friday, October 7, 9:00-9:30 am

Poster 4

Recognizing Resilience Among Emotionally Abused Clients

Ying Yang, *Pennsylvania State University*

Pei-Chun (Olivia) Chen, *University of Northern Iowa*

Emotional abuse is suggested to be the most prevalent form of abuse (McGee & Wolfe, 1991; Wright et al., 2009). Resilience is reported to be a protective factor for clients who experienced emotional abuse (Arslan, 2015). Therefore, the importance of counselors recognizing resilience among emotionally abused clients cannot be overlooked. This proposal study presents a qualitative study that focus on counselors' recognition and utilization of resilience among emotionally abused clients.



Friday, October 7, 9:00-9:30 am

Poster 5

Considerations to Effectively Collaborate with Medical and Legal Systems in Stabilizing Individuals

Jessica Melendez Tyler, *Auburn University*

Dixie Funderburk Powers, *Auburn University*

With frequent media coverage of how the criminal justice system manages individuals in crisis, counselors, supervisors, and counselors-in-training must possess knowledge on collaboration with other entities involved in stabilization of individuals within the community. Through appropriate intervention, there are significant opportunities for positive treatment outcomes with decompensating individuals in crisis, as well as resiliency in the profession.



Friday, October 7, 9:00-9:30 am

Poster 6

Inside Out and Dissociative Identity Disorder: Metaphors in Clinical Practice

Teresa B. Fletcher, *University of North Georgia*

Wes C. Allen, *University of North Georgia*

Movies are helpful in counselor training by providing metaphors in counseling. The movie, *Inside Out* provides the metaphoric framework to conceptualize and treat DID. The following case study chronicles a collaborative effort using movie references to identify and discuss similarities among characters/emotions (movie) and alters (client), validate and positively reframe alter activity, and restructure the "control center" to work towards cooperation and possibly integration.



Friday, October 7, 9:00-9:30 am

Poster 7

The Flexibility Game of Managing Stress

Kathleen Jones-Trebatoski, *Texas A&M University-Kingsville*

Managing stress is the increased self-awareness of your personal reaction to stress and building your sense of control and mastery over the stressors in your life. The purpose of this creative intervention is to increase social and problem solving skills through the use of game boards.



Friday, October 7, 9:00-9:30 am

Poster 9

Concurrent Documentation's impact on the Therapeutic Alliance: Implications for Counselor Educators

Patrick L. Peck, *Arkansas State University*

Concurrent and collaborative documentation are often used interchangeably. However, experience with regional mental health providers suggest three specific types of case notes are used: traditional, collaborative, and concurrent. The current presentation uses archival and informal interview data to ascertain clear definitions, prevalence and discuss the impact on the therapeutic alliance. Implications for counselor training and internship expectations are discussed.



Friday, October 7, 9:00-9:30 am

Poster 10

Documenting Resilience: Outcome Measurement in Collaborative Language System Therapy

Victoria Yu Liu, *University of St. Thomas Houston*

Amanda C. La Guardia, *University of Cincinnati*

The Collaborative Language System (CLS) (or Collaborative Therapy) is a theoretical framework, in which both collaborative relationship and dialogical conversation are two major emphasizes in therapy. The majority of researches in the field are focused on exploring individual experience and knowledge through qualitative inquiry (e.g., interviews). In this presentation, we will introduce a research study of CLS outcome measurement from a quantitative (single case design) perspective.

Friday, October 7, 9:00-9:30 am

Poster 11

Action Research: Teaching Counseling Research to Culturally Diverse Counseling Students

Sabina de Vries, *Texas A&M University-San Antonio*

Mary Mayorga, *Texas A&M University-San Antonio*

The presentation will focus on the results of an Action Research project conducted at a South Texas university investigating student educational needs pertaining to a counseling research course. Insights and suggestions based on this action research will be discussed.



Friday, October 7, 9:00-9:30 am

Poster 12

Research Self-Efficacy, Motivation, Advisory Relationship, and Productivity among Doctoral Students

Hongryun Woo, *University of Louisville*

Nami Bang, *The University of Iowa*

Hyunhee Kim, *Pennsylvania State University*

Boram Kim, *Korea University*

This study examined the relationship between research self-efficacy, motivation, and productivity as well as advisory relationship as a moderator among 190 counselor education doctoral students. Research self-efficacy and motivation predicted research productivity. Advisory relationship moderated the relationship between intrinsic/failure-avoidance motivation and productivity. Implications will be discussed.



Friday, October 7, 9:00-9:30 am

Poster 13

Challenges of Outsider Status: Conducting Community Participatory Research in a Multi-Stressed School

Shannon McCarthy, *The University of Alabama at Birmingham*

Demonstrating the application of counseling-related community participatory research in schools, the researcher describes the development and implementation of a qualitative assessment of stakeholders' perspectives of family and community engagement in their high school, with the end result of a participant-informed intervention. The primary investigator, an outsider to this school environment, will discuss challenges of gaining access to this community and strategies for negotiating them.



Friday, October 7, 9:00-9:30 am

Poster 14

Counselor Cognitions Questionnaire (CCQ): Essential recommendations for online administration

Harvey Peters, *Syracuse University*

Ahram Lee, *Syracuse University*

Jaime Castillo, *Alfred University*

The presentation will focus on the benefits and process of adapting the Counselor Cognitions Questionnaire (CCQ) for online administration. Presenters will discuss

strategies for researchers to ensure reliable coding, methods of ensuring high inter-rater reliability, and recommendations for future instrument utility based on their experience. Future implications for utilization of CCQ in pedagogical and supervision research.



Friday, October 7, 9:00-9:30 am

Poster 15

Client Ratings of Counselor Trainees' Competence

Hang Jo, *University of Central Florida*

K. Dayle Jones, *University of Central Florida*

Despite the development of several instruments to assess counselor competence from the supervisor's or counselor's perspective, there is a lack of client's voice in evaluating counselor proficiency. This presentation will present a new scale that was developed to measure clients' perception of counselor trainees' competence. Specifically, we will present an overview of counselor competence measurements, scale development process, results of our study, and implications for counselor education.



Friday, October 7, 9:00-9:30 am

Poster 16

Diagnostic Accuracy of Depression Screening Tests for the Elderly Women

Jungeun Lee, *Angelo State University*

Kelsie L. Ramirez, *Angelo State University*

The identification of depressive symptoms in the elderly women is necessary to ensure the most effective treatment. Although BDI-II and GDS have been known as a reliable and valid screening tool for depression, it is important to investigate whether both scales are sufficiently sensitive to detect depression of the elderly women in the community. Therefore, the aim of the present study is to determine and compare the diagnostic accuracy of BDI-II and GDS.



Friday, October 7, 9:00-9:30 am

Poster 17

Wellness and Quality of Life: Navigating Holistic Care in Integrated Treatment

Hallie Sylvestro, *The University of North Carolina at Greensboro*

Paula J. Swindle, *The University of North Carolina at Greensboro*

As mental health services are increasingly integrated into treatment planning in medical settings, it is critical that counselors understand the needs of patients referred from medical settings. This presentation will explore a wellness framework to assess medical patients, including similarities between wellness and quality of life, the predominant holistic care framework for medical professionals. This program will also explore considerations for counselors working in medical settings.



Friday, October 7 - 10:00 am

**College Counseling and Student Affairs Interest Network
Chi Sigma Iota Chapter Faculty Advisors Training**

**Royal Board Room
Astor Ballroom II**

Content Sessions

Friday, October 7, 10:00-10:50 am

Astor Ballroom I

Adversarial Relationships from the Classroom: Law and Ethics for Counselor Educators

Ann M. Ordway, *University of Tennessee at Chattanooga*

Perry Francis, *Eastern Michigan University*

Counselor educators must consider ethical guidelines for teaching and addressing remediation issues with students, along with the legal implications that can arise from those interactions. This session will focus on situations presenting legal and ethical risks for counselor educators, and best practices for interacting with students to eliminate or mitigate those risks. The presenters will offer a decision-making model for addressing legal and ethical complications when they arise.

Note: designated ethics session



Friday, October 7, 10:00-10:50 am

Astor Ballroom II

Chi Sigma Iota Chapter Faculty Advisors Training

Peggy L. Ceballos, *University of North Texas*

During this interactive session, experienced CSI Chapter Faculty Advisors will share strategies for building strong and active chapters. Group discussions will address topics such as increasing membership, recruiting and mentoring student leaders, fundraising, and involving alumni. New CFAs and doctoral students interested in serving as CFAs are encouraged to attend.

Note: sponsored Chi Sigma Iota session



Friday, October 7, 10:00-10:50 am

Bienville

Academic Role and Perspectives on Gatekeeping: Results and Implications of a CQR Study

Hope Bell, *The University of Texas at San Antonio*

Janeé R. Avent, *East Carolina University*

Jessica Lloyd-Hazlett, *The University of Texas at San Antonio*

This presentation will share results and implications from a recent study on perceptions of gatekeeping in Counselor Education and academic role (i.e., assistant, full/associate, adjunct). Data was analyzed using Consensual Qualitative Research methodology and cross-analyses conducted between all participants and between role groupings. Results include categories spanning academic roles and some categories particular to groups. Recommendations stemming from study results will be discussed.



Friday, October 7, 10:00-10:50 am

Bourbon

Counselor Educator's Guide to a Doctoral Program and Beyond

Tiffany M. Darby, *Walden University*

Individuals who choose to pursue a doctorate in Counselor Education and Supervision (CES) will require advance training in order to teach and supervise. This interactive workshop will provide some strategies that will assist participants who are considering, still working toward, or recently earned a doctoral degree in CES. There will be open and honest discussions of ways to enhance or develop the resilience needed to be a survivor of a doctorate program in CES and beyond!



Friday, October 7, 10:00-10:50 am

Burgundy

Using Interpersonal Process Recall to Foster State Mindfulness with Counselors in Training

David A. Johnson, *Indiana State University*

Nathaniel N. Ivers, *Wake Forest University*

Joseph Avera, *The University of Texas at San Antonio*

Mindfulness may help counselors-in-training (CIT) form therapeutic relationships. However, most studies of mindfulness address dispositional mindfulness, and not whether the CIT is mindful during a session (state mindfulness). The authors present strategies from Interpersonal Process Recall that may foster in-session state mindfulness among CIT's, which may help CIT's form therapeutic relationships.

Note: designated supervision session



Friday, October 7, 10:00-10:50 am

Chartres

Self-Compassion: Impact, Prevalence, and Experiential Strategies

Teri Murphy, *Trevecca Nazarene University*

Johanna Powell, *Trevecca Nazarene University*

This presentation will equip counselor educators to better understand how self-kindness, common humanity, and mindfulness, the three components of self-compassion, are related to counselor self-efficacy. Strategies for helping counselor educators and supervisors increase self-efficacy through facilitation of self-compassion will be explored. Examples of interactive activities for increasing proficiency in practice will be provided.



Friday, October 7, 10:00-10:50 am

Iberville

Stress & Coping in Higher Education: Resilience Strategies for Black Women In Counselor Education

Cirecie A. West-Olatunji, *Xavier University of Louisiana*

Jeff D. Wolfgang, *Florida Counseling and Evaluation Services*

Using the findings from a case study of a Black female administrator, the presenters provide an overview of the challenges faced by Black women in higher education and,

particularly, counselor education. Additionally, five evidence-based strategies for coping are offered for discussion.



Friday, October 7, 10:00-10:50 am

St. Ann

Does Flipping Matter?: Comparing Student Engagement in Flipped and Non-Flipped Counseling Classrooms

Clare Merlin, *University of North Carolina at Charlotte*

Pamela N. Harris, *The University of North Carolina at Greensboro*

Flipped learning is a teaching method in which instructors present material asynchronously via video lectures, thus freeing up class time for application-based activities. In this presentation, we present the findings of a causal-comparative study examining student engagement in flipped and non-flipped counseling courses. Attendees will learn the study methods, measures, results, and implications for counselor education. We will also share the how-to of successfully flipping a counseling class.



Friday, October 7, 10:00-10:50 am

St. Charles A

Let's Talk About Sex: Infusing Human Sexuality into Our Counseling Programs

Wayne D. Smith, *University of Houston - Victoria*

Sex is not just a three letter word. Sexuality affects everyone and counselors need to have the knowledge and level of comfort needed to talk about sex to treat our diverse clients. Most counseling programs are moving toward including human sexuality; however, this topic can be infused in established counseling classes to provide students with sex education. This presentation will focus on education, assignments, and discussions that can be used in supervision and core counseling classes.



Friday, October 7, 10:00-10:50 am

St. Charles B

Practicalities at the Intersection of Mental Health, Advocacy, and Counselor Identity Development

Everett Painter, *University of Tennessee*

Alessandra Rhinehart, *Northern Kentucky University*

Participants will examine current efforts to strengthen our professional identity and advocate for public understanding and change. Practical strategies for use in classroom, supervision, and co-curricular activities to provide new counselors with meaningful training aligned with ethical guidelines and educational standards will be explored. Collaborative efforts between professional organizations to promote active engagement in professional and social justice advocacy will also be discussed.

Note: sponsored Interest Network session



Friday, October 7, 10:00-10:50 am

St. Louis

Synchronous Online Counselor Education and Supervision

Martin Cortez Wesley, *University of the Cumberland*

Larry Sexton, *University of the Cumberland*

James Hightower, *University of the Cumberland*

This session will provide an overview of online education and supervision for the counselor educator. The presenters will cover asynchronous education but will focus on the benefits of synchronous education for future counselors. The presentation will also cover and demonstrate how online supervision is possible. Finally, the presenters will cover the practice of our use of an online counseling lab at University of the Cumberland.

Note: designated supervision session



Friday, October 7, 10:00-10:50 am

Toulouse A

Building Resiliency and Self Care in School Counseling using SFBT Supervisory Techniques

Marcella D. Stark, *Texas Christian University*

Erin A. Booher, *Texas Christian University*

As new school counselors enter the profession, many are not prepared to handle the grueling demands placed upon them. As supervisors, a temptation may exist to focus on the deficits shown by an intern instead attending to his or her strengths and resiliency. This session will present an overview of solution-focused supervision concentrating on helping supervisors to implement techniques that encourage development of self-care and resiliency in future school counselors.

Note: designated supervision session



Friday, October 7, 10:00-10:50 am

Toulouse B

Writing for Publication after Rejection: Ways to be Resilient

Samuel T. Gladding, *Wake Forest University*

Becoming resilient is crucial for anyone interested in writing in the field of counseling and counselor education because most submitted manuscripts in professional periodicals are rejected. This program will focus on ways authors can overcome the rejection syndrome and be successful. Strategies for becoming successful include revising, consulting, co-authoring, questioning, choosing another journal, waiting for editors of periodicals to change, and many more.



Roundtable Sessions – Astor Ballroom III

Friday, October 7, 10:00-10:50 am

Table 1

Inappropriate for the Profession: Gatekeeping Challenges for Counselor Educators

Cyndi Matthews, *University of North Texas at Dallas*

Teri Ann Sartor, *Texas A&M University-Texarkana*

Counselor Educators face emotional challenges when implementing required gatekeeping procedures for graduate counseling students. When educators deem that students are inappropriate for the profession, they can become vulnerable to personal attack, find themselves embroiled in exhausting and painful processes, and even discover that their jobs may be at risk. Presenters will discuss their research findings of over 100 Counselor Educators regarding emotional challenges and best practices.



Friday, October 7, 10:00-10:50 am

Table 2

An Examination of Trainee Multicultural Disability Competence in CACREP-Accredited Programs

Melissa D. Deroche, *University of New Orleans*

Persons with disabilities are subject to the dominant discourses of the majority culture and are the largest minority group in the U.S., yet they are underrepresented in multicultural counselor training and research. The presenter will describe the design and results of her dissertation research examining the perceived multicultural disability competence of counselor trainees in CACREP-accredited programs. Implications for multicultural counselor training and research will also be discussed.



Friday, October 7, 10:00-10:50 am

Table 3

Practical Strategies for Student Orientation in Online Counselor Education Programs

Tara S. Jungersen, *Nova Southeastern University*

Carly Paro, *Private Practice*

Online counseling programs introduce pedagogical and training challenges in curriculum delivery and instruction. A thorough program orientation provides students with realistic expectations and targets problem areas frequently encountered in the virtual learning environment. This roundtable outlines online practical strategies that target the 2016 CACREP standards related to ethical and professional obligations, trainees' personal growth expectations, and licensure/certification eligibility.



Friday, October 7, 10:00-10:50 am

Table 4

Promoting Master's Students' Research Skills, Interest, and Contributions to Evidence-based Practice

Lindsey K. Umstead, *The University of North Carolina at Greensboro*

As the need for data supporting evidence-based practice grows, so does the need for entry-level counselors who can effectively contribute to this movement and foster client resilience. However, as few researchers have examined master's-level research training (Barrio Minton et al., 2014), little is known about practitioners' interest and abilities to contribute to research. Attendees will discuss themes, gaps, and future directions regarding master's-level research training.



Friday, October 7, 10:00-10:50 am

Table 5

Bridge the Gap: Preparing Counselors to Work Collaboratively to Reach Student Mental Health Needs

Laura Rendon Finnell, *University of Central Florida*

Viki P. Kelchner, *University of Central Florida*

With the growing awareness of children's mental health needs and the limitations for them to receive services, it is important for collaborations to take place within schools as well as between schools and community-based agencies. This presentation will introduce the "5 Cs," components in establishing successful collaborations, as tools for counselor educators and supervisors to utilize when preparing counseling students for collaborations in various settings.



Friday, October 7, 10:00-10:50 am

Table 6

Fostering Resilience Through Live Supervision

Kathryn M. Williams, *University of Florida*

Christopher W. Cheung, *University of Florida*

Supervision is a pivotal part of the counselor training process. This session will discuss the live supervision format and its correlation with increasing counselor skills in trainees. Attendees will discuss the issues of heightened anxiety of trainees during live supervision and explore ways to use personal resilience characteristics in combination with strength-based supervision techniques.

Note: designated supervision session



Friday, October 7, 10:00-10:50 am

Table 7

Selfless Helpers: Counseling Students' Levels of Altruism and their Clinical Competency

Jessica L. Martin, *University of Central Florida*

Andrew Wood, *Antioch University Seattle*

This presentation will focus on a study that looked at the relationship between counseling master's students' self-reported levels of altruism and their observed clinical competency at the practicum level. The study assessed the importance of altruism as an influencer of competency to be used in admissions criteria for counseling programs. The results and implications of this study for counselor educators, counseling programs and the profession will be discussed with participants



Friday, October 7, 10:00-10:50 am

Table 8

Workplace Bullying Experienced by Counselor Educators

Alexandria K. Kerwin, *University of Mississippi*

Jennifer Austin Main, *University of Mississippi*

As of 2007, 37% of American workers have experienced bullying on the job (Namie & Namie, 2007). According to the Workplace Bullying Institute, disengagement and turnover caused by bullying costs American corporations over \$64 billion a year. This presentation

will be based on a research project exploring Counselor Educators' experiences with workplace bullying. Qualitative data from the study will be presented. Excerpts and themes will be discussed along with the researchers' insights.



Friday, October 7, 10:00-10:50 am

Table 9

Evidence Based Teaching in Counselor Education

Melissa Zeligman, *Georgia State University*

Catharina Y. Chang, *Georgia State University*

Ramona I. Grad, *Georgia State University*

Despite the pressing need for more evidence-based practices in counseling, there has been very little with regards to evidence based teaching (EBT) practices in counselor education. The goals of this roundtable are to further explore ways in which to implement EBT practices into counselor education, and discuss ways in which to effectively research and evaluate teaching and counselor training.



Friday, October 7, 10:00-10:50 am

Table 10

Preventing Burnout in Supervision of Community-Based Clinicians

Megan V. Boyd, *Mercer University*

Those supervisors in an agency, university, or private setting are invited to participate in this interactive workshop for effective methods when supervising home and community-based clinicians. The challenge in supervising this population lies within matching clinician development with the needs of the population. Participants will gain insight from other professionals; be presented elements of solution-focused, developmental, and discriminatory models of supervision; and review cases studies with examples of each.

Note: designated supervision session



Poster Sessions – Astor Ballroom III

Many of these posters focus on Counseling Children

Friday, October 7, 10:00-10:30 am

Poster 1

The Role of Resilience among Child and Adolescent Victims of Bullying

Diona Emmanuel, *The George Washington University*

Quinn Koelfgen Smelser, *The George Washington University*

Kshipra Jain, *The George Washington University*

Bullying is a significant public health problem that leads to several negative health outcomes including physical health problems, academic issues, and mental health disparities. The aim of this presentation is to study the impact of bullying on children and adolescents, explore the influence of resilience and other protective factors on mental health outcomes, and discuss the role of the counselor when working with and advocating for this group.

Friday, October 7, 10:00-10:30 am

Poster 2

Growing Hope: Fostering Resilience in Children through Play Therapy

Jasandra L. Oeffinger, *Sam Houston State University*

Jasper Gates, *Sam Houston State University*

Children face numerous transitions throughout their development. This presentation focuses on exploring how counselors can help foster resilience when working with children using play therapy. The presenters will give a summary of current research on resilience in children. Protective factors that grow resiliency will be identified, as well as risk factors that threaten it. The presenters will discuss at least five specific ways to foster resiliency through play therapy.



Friday, October 7, 10:00-10:30 am

Poster 3

Therapists' Perceptions of a Virtual Reality Therapy Environment for Children Diagnosed with Autism

Panagiotis Markopoulos, *University of New Orleans*

Roxane L. Dufrene, *University of New Orleans*

This session will briefly describe the history of Autism, and the traditional and technological approaches used with children diagnosed with Autism. Presenters will introduce a new technological approach, the Oculus Rift goggles. Presenters will also discuss their research findings of the therapists' perceptions after exposure to a virtual reality therapy environment using the goggles, and how such advanced technology can help therapists' who work with children diagnosed with Autism.



Friday, October 7, 10:00-10:30 am

Poster 4

Building Resilient Students: Counseling with Students in Foster Care and Transition

Sarah Jones, *University of Georgia*

This session will emphasize practices for high school and college counselors working with students in the foster care system (SIFCS) as they transition to post-secondary education. Across p-16, SIFCS face barriers to academic success, including multiple transitions between homes and schools. Counselors are well positioned within the system to support and empower students as they build the stamina and resilience necessary to maneuver within the foster care and educational systems.



Friday, October 7, 10:00-10:30 am

Poster 5

The Exploration of Superiority and Inferiority Complexes and Resiliency in Suicidal Adolescents

Antwan Le'Ron Player, *Argosy University*

Josh H. Strickland, *Argosy University*

The program will provide the learner with an overview of Individual Psychology and the ideas inferiority and superiority complexes. The learner will be able to identify how these concepts are connected to depression and suicidality in adolescents. The program will also

help the learner identify specific Individual Psychology based interventions to use when treating a depressed or suicidal client to increase the client's resiliency.



Friday, October 7, 10:00-10:30 am

Poster 6

Counseling Children with Elderly Caregivers: Complex Comorbidity & Assimilative Integration

J. Rufus Wofford, *University of South Carolina*

This presentation (a) offers an assimilative integration approach using behavioral therapy as a foundational element, supplemented by techniques from play therapy and structural family therapy; and (b) presents a case example in which the approach was utilized. Where the mean (with which social science is so often preoccupied) is not present, this presentation fills a gap.



Friday, October 7, 10:00-10:30 am

Poster 7

Family Values and Bullying Behaviors in African American Adolescents

Taneshia Greenidge, *University of Florida*

Taimyr Strachan, *The University of Iowa*

Philip Daniels, *University of Florida*

Bullying is a serious epidemic in US schools. With an increasing number of bullying incidences occurring it is important to raise awareness of bullying behaviors as well as consider the cultural factors that are contributing to bullying behaviors. In this roundtable, we will explore the core values of African American families as it pertains to physical protection and aggressive behaviors. We will also explore bullying the African American family, lack of research, and implications for counselors.



Friday, October 7, 10:00-10:30 am

Poster 8

Developmental Considerations in Counseling: Child-Centered Play Therapy Through an Integral Lens

Cody T. Lankford, *University of North Texas*

Sarah Tucker, *University of North Texas*

Integral theory is an important, growing modality within the realm of clinical work with adults, providing a holistic and developmental map of the human experience. However, expanding the Integral model will allow for it to also be utilized as a crucial tool for work with children. The presenters will describe how to engage in Child-Centered Play Therapy from an Integral perspective.



Friday, October 7, 10:00-10:30 am

Poster 9

Celebrating Youth Resilience: Addressing Potential Risk Factors and Harnessing Protective Resources

Nicole Stargell, *University of North Carolina at Pembroke*

Emily Campbell

Kelli E. Scanlon, *Florida International University*

Young people are exposed to many challenges as they grow and develop. Fortunately, youth are inherently resilient (Search Institute, 2015). In this presentation, the risk factors that youth might encounter in their home, school, and community settings will be explored; potential mental health consequences of these risks will be discussed. Protective factors that support youth resiliency will be presented, and strategies for harnessing resilience in youth will be provided.



Friday, October 7, 10:00-10:30 am

Poster 10

A Systematic Review of Language Delays in Children with Autism Spectrum Disorders

Allison McCormack, *Tennessee State University*

Francis T. Pleban, *Tennessee State University*

Communication, at first glance, appears as a simple and rudimentary task. Research suggests children diagnosed with Autism Spectrum Disorder (ASD) struggle primarily with pragmatics, or the social aspect of language (ASHA, 2015). This presentation will disseminate findings of a systematic review, covering studies between the years of 2010 to 2015, to compare similarities and differences in children with ASD pertaining to their speech and language abilities to determine appropriate treatment.



Friday, October 7, 10:00-10:30 am

Poster 11

Girls' Perspectives of Barriers to Outdoor Physical Activity via Photovoice: A Call for Advocacy

Corrine R. Sackett, *Clemson University*

Researchers will relay the findings of this participatory action research study. As counselors are called by ethical code to advocate at multiple levels by addressing barriers that inhibit growth, we will report how the findings can be used to advocate on this societal issue as it affects many clients. In addition, the ACA Code of Ethics encourages researchers to advocate for a healthy and more just society and we will address how others can use photovoice to this end in their areas of interest.



Friday, October 7, 10:00-10:30 am

Poster 12

Community Collaboration for Promotion of Social Change in Children's Mental Health

Charity Godfrey, *Walden University*

Diane Kratt, *Florida Gulf Coast University*

It is essential to find ways of bringing all stakeholders in the community together to create sustainable social change. Holding an annual day-long conference on the topic of Children's Mental Health has been successful for our community. This session will share how the event was created and how it has grown and been maintained over the past five years. All questions regarding the planning and implementation will be addressed and answered for the participants.



Friday, October 7, 10:00-10:30 am

Poster 14

Autism Spectrum Disorder: A Prescriptive Model for Counselor Education

Katherine A. Feather, *University of South Carolina*

Tiffany M. Bordonada, *University of South Carolina*

Counselor education typically does not address autism spectrum disorder (ASD), even though ASD is the fifth leading diagnosis in children. This presentation will: (a) provide an overview of challenges facing those with ASD, as well as their families; (b) offer a prescriptive model of individual interventions and how to infuse it into the counseling curriculum; and (c) helpful recommendations and implications for counselor educators if ASD is not addressed in the counseling profession.



Friday, October 7, 10:00-10:30 am

Poster 15

Flourishing and Differential Susceptibility Among Preschool-Aged Children

Blair Sanning, *University of Cincinnati*

This presentation will explain contextual differences in the rearing environment that shape positive functioning (i.e. flourishing) in infancy. Specifically, this presentation will explore individual differences in context sensitivity drawing from differential susceptibility theory and empirical evidence. An integrated focus on positive health outcomes and individual contextual differences will be presented, with inferences for future research, targeted interventions, and applied care.



Friday, October 7, 10:00-10:30 am

Poster 16

An Integrated Developmental Career Theory Approach for Children and Adolescents

Christopher T. Belser, *University of Central Florida*

The purpose of this presentation is to provide context and rationale for an integrated developmental approach to career theory for children and adolescents. The presenter will describe a career theory model that integrates multiple human development theories and developmental career theories from early childhood to adolescence. The presenter will also provide implications for counselor education, with specific attention to preparing counselors who will be working with children and adolescents.



Friday, October 7, 10:00-10:30 am

Poster 17

Examining Supervisors' Self-Efficacy and Supervisees' Satisfaction in the Supervision Relationship

Shaywanna Harris, *University of Central Florida*

Glenn W. Lambie, *University of Central Florida*

A. Elizabeth Crunk, *University of Central Florida*

The supervisory relationship is central to effective clinical supervision; however, limited research has examined the correlation between supervisors' self-efficacy and their supervisees' satisfaction within the supervision relationship. Therefore, this presentations reviews the constructs of supervisor self-efficacy and supervisee satisfaction, and

introduces the findings of an investigation of examining the relationship between the two constructs of interest.



Friday, October 7 - 11:00 am

**Distance/Online Counselor Education Interest Network
Chi Sigma Iota Chapter Leaders Training**

**Royal Board Room
Astor Ballroom II**

Content Sessions

Friday, October 7, 11:00-11:50 am

Astor Ballroom I

Threading the Needle: Balancing Cultural and Ethical Considerations in Student Value Conflicts

Jeffrey Parsons, *Lindsey Wilson College*

Lori McDunn, *Lindsey Wilson College*

Tyler Choate, *Lindsey Wilson College*

This session will explore the importance of managing student value conflicts with clients in a manner that addresses the ethical requirements of the counseling profession while maintaining respect and cultural sensitivity for student world-views. A model will be presented for assisting counselor educators and supervisors in navigating the challenges presented by students who express difficulty in managing value differences with clients. Recommendations for gate keeping will be presented.

Note: designated ethics session



Friday, October 7, 11:00-11:50 am

Astor Ballroom II

Chi Sigma Iota Chapter Leaders Training

Julia L. Whisenhunt, *University of West Georgia*

Susanne E. Preston-Josey, *South University, Virginia Beach*

Are you an officer or committee chair in your CSI chapter? Would you like to help your chapter plan successful activities in areas such as professional development, professional advocacy, counselor community engagement, mentoring, and involving professional members? Discuss strategies with other CSI leaders in this interactive training and networking session.

Note: sponsored Chi Sigma Iota session



Friday, October 7, 11:00-11:50 am

Bienville

Writing Groups: Supporting Academic Resiliency Through the Dissertation Process and Beyond

Lauren J. Moss, *Kutztown University of Pennsylvania*

Rodney E. Pennamon, *Webster University*

Sarah I. Springer, *Monmouth University*

Counselor education and supervision academics produce publishable manuscripts during the doctoral journey, throughout the tenure and promotion process, and beyond. Maintaining production of written work may prove challenging, but strategies which support writing skills development and productivity help support academic resilience. This session presents structured writing groups in a way which allows participants to glean immediately-implementable methods that increase writing joy and production.



Friday, October 7, 11:00-11:50 am

Bourbon

Fostering Resilience Through Mentoring: Helping New Counselors Transition Into the Profession

Amy Milsom, *Clemson University*

Mentors can play important roles in supporting and nurturing new professionals, helping them develop resilience to navigate challenges associated with transitioning into the profession. This presentation will include a review of existing research and best practices in mentoring, including characteristics of effective mentoring relationships. Whether you are a counselor educator, supervisor, or counselor, you will leave with ideas for how you can play a role in mentoring new counselors.



Friday, October 7, 11:00-11:50 am

Burgundy

Preparing Trauma-Informed Counselors

Charmayne R. Adams, *University of Tennessee*

Researchers have made great strides to understand the impact of trauma on clients across the lifespan. The data has shown that 50% of overall clients and up to 97% of clients in urban areas seeking outpatient services have endured at least one traumatic experience. During this presentation the presenters will distinguish between trauma-informed and trauma-specific care, and explore ways to integrate trauma-informed approaches into clinical practice and counselor training.



Friday, October 7, 11:00-11:50 am

Chartres

Counselor Educators as Social Justice Advocates: Lessons from the See the Triumph Campaign

Christine E. Murray, *The University of North Carolina at Greensboro*

Allison Crowe, *East Carolina University*

Counselor educators can extend the reach of their research, teaching, and service by engaging in social justice advocacy to address the social issues they address in their work. The presenters will describe how their research related to intimate partner violence (IPV) evolved into a social justice advocacy initiative. They will present examples from the See the Triumph social media campaign, which aims to develop supportive resources for survivors and end the stigma surrounding IPV.



Friday, October 7, 11:00-11:50 am

Iberville

Applying Experiential Activities to Online Supervision: One way to Promote Resilience

Michelle Dobson, *Capella University*

Michelle de la Paz, *Capella University*

In response to the updated 2016 CACREP Standards, there is a need for improved online teaching and supervision strategies. The use of online supervision continues to increase as technology improves. Experiential learning has been proven an effective, culturally relevant teaching strategy. Presenters will outline the application of experiential activities to the online supervision environment through the use of hands-on activities and multimedia demonstrations.

Note: designated supervision session



Friday, October 7, 11:00-11:50 am

St. Ann

A Parallel Process: Cultivating Creative Learning in Group Supervision with Counseling Students

Emily Campbell, *Wake Forest University*

Nicole Stargell, *University of North Carolina at Pembroke*

Kelli E. Scanlon, *Florida International University*

Creative activities can enhance receptivity, reflectivity, and personal and professional growth in group supervision for master's students. The goal of this presentation is to discuss the application of creative interventions to open and/or close group supervision meetings with counseling students. Additionally, ways in which counselor trainees can apply similar creative activities with clients will be explored as a parallel process.

Note: designated supervision session



Friday, October 7, 11:00-11:50 am

St. Charles A

The Trevecca Longitudinal Counselor Development Project: Preliminary Results of a Multi-Year Study

L. James A. Schut, *Trevecca Nazarene University*

This presentation reports preliminary results from a longitudinal study of counselor development addressing counselor self-efficacy, self-compassion, and self-care. Data from 200+ master's students in a CACREP program will be reported, including data collected at program entry, pre-practicum, post-internship, and one-year post-graduation. A particular focus will be self-care, including sleep, physical activity, social support, and emotion regulation at various stages of counselor development.



Friday, October 7, 11:00-11:50 am

St. Charles B

Practicing What We Teach: Promoting Resiliency through Self-Care and Wellness Practices

Lori L. Soli, *The Chicago School of Professional Psychology*

Effective self-care and wellness are paramount to being and staying an effective counseling professional; we owe ourselves and those we impact the gift of self-care. Participants will reflect on current supports and drains to self-care practices, actively engage in three short experiential self-care practices, and examine strategies to alleviate self-care apathy and challenges. Come spend 50 minutes on your Self, increase personal resiliency, and celebrate your commitment to staying well!



Friday, October 7, 11:00-11:50 am

Toulouse A

Infusing Military Culture Into Counselor Education

Tracey Taylor Carter, *Argosy University, Atlanta*

Thomas I. Watson, *Argosy University, Atlanta*

Alexandria Hayes, *Argosy University, Atlanta*

Scholars note the scarcity of clinicians equipped to diagnose and treat the mental health needs of military personnel and their families. This presentation is designed to offer suggestions for infusing information about military culture into counselor education programs and to enhance the professional practice of counselors. Presenters provide an in-depth understanding of military culture within the context of clinical practice.



Friday, October 7, 11:00-11:50 am

Toulouse B

African American Males in Counselor Education: Courageous Conversations

Shon D. Smith, *University of Florida*

Michael Brooks, *North Carolina A & T State University*

Courtland C. Lee, *The Chicago School of Professional Psychology - DC*

S. Kent Butler, *University of Central Florida*

African American males will share lived experiences in their positions as professors, administrators, mentors, and leaders in Counselor Education. For them, systemic and often invisible barriers to advancement exist within the subjective walls of Academe. Inclusion, social justice, and multicultural competencies must be woven into the fabric of higher education organizational culture transforming practices that may otherwise marginalize African American men.



Roundtable Sessions – Astor Ballroom III

Friday, October 7, 11:00-11:50 am

Table 1

Life Kicks Us in the Gut, How Do We Rebound and Become Resilient?

Melanie Drake Wallace, *Jacksonville State University*

As counselor educators and supervisors, we witness life-changing events in our supervisees. Thrown off-balance and feeling disoriented, their familiar ways of making sense of the world no longer work. Moving through this period of vulnerability and uncertainty toward reintegration marks a transitional life space (e.g., liminal space).

Building resilience is a byproduct of being deeply present to the process; mindful and creative interventions assist in reestablishing equilibrium.



Friday, October 7, 11:00-11:50 am

Table 2

Gatekeeping in the Age of Social Media: Counselor Educators' New Challenge

Olivia Uwamahoro Williams, *University of West Georgia*

Jessica L. Martin, *University of Central Florida*

Counselor educators are tasked with not only training competent counselors but also with being gatekeepers of the counseling field. Today, counselor educators need to consider the pros and cons that come with the new generation of counseling students growing up in the age of social media. This presentation will address the necessity for counselor educators to start incorporating formal discussions around social media and professionalism.



Friday, October 7, 11:00-11:50 am

Table 3

To Facebook or Not to Facebook? Ethics in Digital Era or How to Teach Millennials to be Responsible

Anya Lainas, *Texas A&M International University*

Aileen Espinoza, *Texas A&M International University*

Erika Y. Vasquez, *Texas A&M International University*

Millennials anticipate that faculty, therapists, and supervisors will fulfill their needs for constant digital connection. Professionals are challenged to create new, innovative ethical boundaries to accommodate technological advancement. Join us to gain knowledge of working within an ethical framework when using technology. The discussion of the best practices and evaluating ethical technology use among attendees will be conducted through application of Section H of ACA Code of Ethics.

Note: designated ethics session



Friday, October 7, 11:00-11:50 am

Table 4

The Doctoral Committee Chair and Student: A Mentoring Relationship Saga

Donna M. Gibson, *Virginia Commonwealth University*

Leah K. Jenkins, *Premier Health Care Services, Inc.*

Although assumed, a mentoring relationship between a doctoral committee chair and a doctoral student is not always cultivated. When it is, this relationship can be mutually satisfying and energizing. In this presentation, a decade-long mentoring relationship is discussed by the former doctoral committee chair and her first doctoral student. Intentional mentoring activities and mutual secondary gains will be highlighted to provide insight into this important relationship opportunity.



Friday, October 7, 11:00-11:50 am

Table 5

Moving School Counseling Students from Multicultural Competence to Multicultural Practice in Schools

Clare Merlin, *University of North Carolina at Charlotte*

Though counseling has a valued history emphasizing multicultural competence, a focus on multicultural education at the hands of school counselors has been absent. In this session, we will consider how counselor educators can use research on school counselors and multicultural education to move their own school counseling students from multicultural competence to multicultural practice in schools. Attendees will discuss how to integrate the topic into curricula, assignments, and clinical work.



Friday, October 7, 11:00-11:50 am

Table 6

Minority Stress in the Field of Counseling: Clinical Supervision for Minority Counselors

Angela Lewis

Minority stressors counselors with minority status can experience when interacting with clients in sessions, during interpersonal interactions with other professionals, and within agencies can contribute to overall burnout of minority counselors. Attendees of this session will evaluate the limitation of clinical supervision and how clinical supervision can look to counteract microaggressions and minority stress as well as promote counselor resilience in the counseling profession.

Note: designated supervision session



Friday, October 7, 11:00-11:50 am

Table 7

Emotion Regulation for Counselors-in-Training: A Grounded Theory Research

Alena Prikhidko, *University of Florida*

Jacqueline M. Swank, *University of Florida*

Yi-Wen Su, *University of Florida*

Although emotion regulation (ER) is important (Cook, 2009), counselors are rarely taught to regulate their emotions using strategies and techniques that come from contemporary ER research. Hence, there is a need for enhancing counselors' knowledge of ER and its practical application. This presentation focuses on examining ER related to counseling students, including examining qualitative data and discussing implications for teaching ER in counselor education programs.



Friday, October 7, 11:00-11:50 am

Table 8

Using the Multicultural and Social Justice Counseling Competencies in the Application of Theory

Regina Finan, *University of Georgia*

Natoya Hill Haskins, *University of Georgia*

Sarah Brant-Rajahn, *University of Georgia*

Natalie Edirmanasinghe, *University of Georgia*

Alexandra Huguelet, *University of Georgia*

Travis McKie-Voerste, *University of Georgia*

Students in counselor education programs learn theory as a guiding set of principles to conceptualize clients and explore appropriate therapeutic techniques and interventions promoting wellness, resilience, and growth. In a world that is becoming increasingly

diverse, and as the chasm between issues of privilege and oppression becomes more prominent, it is imperative that we are able to use theory applied with a multicultural and social justice lens.



Friday, October 7, 11:00-11:50 am

Table 9

Drawing Out and Infusing the Spirit in Counseling and Counselor Education

P. Clay Rowell, *University of North Georgia*

The spirit has been defined as a "life-animating force." Spirituality is how a person taps into this force and either uses it or follows its lead in life. This is expressed in countless ways. From a practical standpoint, spirituality also is at the core of some counseling wellness models. In this session, we will explore some ways that spirituality can be infused into the counseling process. We will also discuss how to teach counseling students spiritual strategies to use in their counseling.



Friday, October 7, 11:00-11:50 am

Table 10

The Importance of the Person Centered Approach in Modern Counseling

Dan St. John, *Eastern Virginia Medical School*

Rogerian, person-centered counseling is a theoretical orientation that is taught in practically every modern counseling program. It often provides the foundational skills necessary to build a competent counselor. However, it appears to be commonplace that students are encouraged to develop their "real" theoretical orientation once those foundational skills in place. This program will focus on the importance of Person-centered counseling as a viable and excellent methodology in modern treatment.



Poster Sessions – Astor Ballroom III

Many of these posters focus on Counseling Couples, Families, or Groups

Friday, October 7, 11:00-11:30 am

Poster 1

Warning Signs and Counselor Interventions for Child-Victims of Sexual Abuse

Margaret Anne Dawson, *Virginia Commonwealth University*

Counselors and Counselor Educators will be instructed regarding warning signs and intervention techniques for suspected child victims of sexual abuse. Information pertaining to counselor expectations based on gender, effective intervention, reporting, community and national resources, and the importance of follow up will be shared. Take home handouts will be provided for reference purposes.



Friday, October 7, 11:00-11:30 am

Poster 2

Investigating the Influence of Relationship Education on Parental Attitudes

Sejal M. Barden, *University of Central Florida*

Economic pressure has been found to reduce psychological well-being and relationship satisfaction for couples. Therefore, this presentation highlights results from a grant-funded study investigating the efficacy of a couples-based intervention for economically strained couples that were planning on or had recently experienced child-rearing for the first time. Implications for practice and future research will be discussed.



Friday, October 7, 11:00-11:30 am

Poster 3

Relational Resilience for Latina Cancer Survivors and their Intimate Partners

Sejal M. Barden, *University of Central Florida*

Daniel Gutierrez, *University of North Carolina at Charlotte*

Latinas have higher rates of more advanced cancer, undergo more rigorous treatments, and report heightened psychological burdens when compared to all other cancer survivors. The goal of this presentation is share research findings from a dyadic qualitative study focused on understanding the individual/relational factors that influence Latina breast cancer couples.



Friday, October 7, 11:00-11:30 am

Poster 4

Navigating New Relationships during Recovery from Intimate Partner Violence

Paulina Flasch, *Texas State University*

Much of the research and practice surrounding intimate partner violence (IPV) focuses on crisis intervention and prevention efforts and fails to emphasize the strength-based recovery process of survivors. This presentation will share research on IPV recovery and present findings from a qualitative study on survivors of IPV who navigated new relationships and dating post-IPV and who, in the process, reclaimed themselves. Implications and recommendations will be discussed.



Friday, October 7, 11:00-11:30 am

Poster 5

Enhancing Resilience in Women Who Have Experienced Domestic Violence

Kathy M. Evans, *University of South Carolina*

Markesha Miller, *South University*

Domestic violence against women continues to be a plague that affects all races, all cultures and all income levels. This session will focus on out-of-the-office strategies that women who have experienced domestic abuse can use to empower themselves, enhance their therapeutic experience and increase their resilience.



Friday, October 7, 11:00-11:30 am

Poster 6

Individual-Oriented Relationship Education and Changes in Risk for Intimate Partner Violence

Ryan G. Carlson, *University of South Carolina*

Recent developments in intimate partner violence (IPV) research suggest that context influences treatment. We provided individual-oriented relationship education to low-

income participants and examined change in IPV risk using the intimate justice scale (IJS; Jory, 2004) and the Continuum of Conflict and Control Relationship Scale (Carlson et al., Under Review). Results indicated that relationship education has positive effects on perceptions of IPV risk factors and some IPV-related behaviors.



Friday, October 7, 11:00-11:30 am

Poster 7

Connections between Adverse Childhood Experiences, Intimate Partner Relationship Quality, and Health

Naomi Wheeler, *University of Central Florida*

Adverse childhood experiences (ACE) are common, interrelated, and influential to functioning across the lifespan. ACEs negatively correlate with physical and mental health, as well as maladaptive intimate partner conflict strategies. Conversely, self-reports of perceived socioemotional support moderate the effects of ACE exposure. Therefore, this study examines the predictive relationship between ACEs and health, accounting for contributions from intimate partner relationship quality.



Friday, October 7, 11:00-11:30 am

Poster 8

Acculturation in Marital Satisfaction Among Mixed Caucasian and Asian American Heterosexual Couples

Lotes Nelson, *Montreat College*

The growing population of the US is linked to increasing migration of people from other countries. With migration comes the development of cross-cultural romantic relationships, many leading to marriage. This qualitative grounded theory study sought to understand how a migrant partner's adjustment process, acculturation, contributes to cross-cultural marriages. The study investigated the role of acculturation in marital satisfaction among mixed Caucasian and Asian American heterosexual couples.



Friday, October 7, 11:00-11:30 am

Poster 9

Active Duty to Civilian: Family Transition to Veteran Status

Nicole M. Arcuri, *Lock Haven University of Pennsylvania*

Benjamin Jensen, *Lock Haven University of Pennsylvania*

This program will explore military culture transitioning from active to veteran/civilian status from the perspectives of the service member as well as their spouse and children. Additionally, effective culturally appropriate counselor interventions which are relevant for whole family's transitional needs will be explored.



Friday, October 7, 11:00-11:30 am

Poster 10

Training Future Counselors to Support Families Through Divorce: An Evidence-Based Approach

Eric Suddeath, *University of Mississippi*

Do you teach coursework in marriage and family therapy or counseling children? If so, you undoubtedly discuss issues related to divorce. Come learn about the latest research on risk and resiliency factors and how you can train counselors in key strategies for coparenting and parenting, conflict resolution, emotion coaching, and active listening. Session includes a demonstration of an activity you can use to teach students how to facilitate evidenced-based communication skills within families.



Friday, October 7, 11:00-11:30 am

Poster 11

Growing Together: Exploring Growth Groups to Facilitate Resilience in Counselor Education Students

Jenna R. Haynes, *Virginia Tech*

Karen Raymond, *Virginia Tech*

Experiential groups for master's students are helpful in addressing CACREP requirements and assists in learning developmental skills to becoming an effective group leader. This discussion will focus on utilizing the requirements as personal growth groups for the students. We will explore how engaged participants can learn group leadership skills, gain an understanding of group stages, practice facilitation, and increase resiliency for the students.



Friday, October 7, 11:00-11:30 am

Poster 12

Turtle Island: Working with Grandparents and their Grandchildren in Group Therapy

Rockey Robbins, *University of Oklahoma*

April Webber, *University of Oklahoma*

Shelli Chacko, *University of Oklahoma*

Audrey Montgomery, *University of Oklahoma*

Kiara Turner, *University of Oklahoma*

Martina Krupinski, *University of Oklahoma*

This session entails a description of a Native American program, which focuses on the relationship of young adolescence with their grandparents and nature. Session participant will learn about how to create and implement this program as well as how to conduct tribal/culturally relevant activities with Native American extended families. The Turtle Island program specifically promotes resiliency among Native American families.



Friday, October 7, 11:00-11:30 am

Poster 13

Promoting Resilience in Counselors in Training Through Culturally Responsive Group Work

Natalie F. Spencer, *North Carolina A&T State University*

Resilience should be promoted and celebrated in the counseling profession. One way to promote resilience is to create culturally responsive counselor education programs and counselors in training. Group work is a great tool to promote resilience. In this session attendees will learn how to create culturally responsive groups, group plans, and lessons to share in class and in future group work.

Friday, October 7, 11:00-11:30 am

Poster 14

Creating Peer Support Groups: Promoting Universality

Laura E. Hines, *Mississippi State University*

This presentation will illustrate current research findings from a military peer support focus group and highlight the counseling needs concerning universality assessed from military and law enforcement population perspective. Results and conclusions from the focus group will be shared by the presenter and personal account illustrating productivity of peer support groups. Open discussion identifying expertise shared in the room in order to improve the counseling experience for resistant clients.



Friday, October 7, 11:00-11:30 am

Poster 15

Through the Diamond Threshold: A Community-Based Psycho-Educational Group Training Model for Native Americans

Rockey Robbins, *University of Oklahoma*

Jessica Bradfield, *University of Oklahoma*

Rudney Danquah, *University of Oklahoma*

Carmon Drumm, *University of Oklahoma*

Through the Diamond Threshold is a prevention program which was presented to professional helpers, who later worked with tribal people combating drug and alcohol problems. A qualitative study of the program revealed that participants learned about the value of spirituality and community perspectives that are vital to Native American healing. Session participants will learn about the creation and implementation as well as participate in activities specifically written for Native Americans.



Friday, October 7, 11:00-11:30 am

Poster 16

Building Resilient Group Workers Through Community Partnerships: A Student's Perspective

Bianca Renae Lee, *Louisiana State University*

It is challenging to learn group work content, have a group experience, and practice facilitation skills in one 3-hour Group Counseling course. In this poster session, the presenter will discuss a community partnership that allowed Master's level students to practice their facilitation skills through a psychoeducational group with teens in a court mandated diversion program. Student experiences both immediately following the program as well as several semesters later in practicum will be shared.



Friday, October 7, 11:00-11:30 am

Poster 17

Fostering Resilience in Adults Through Group Intervention

Derek Stegner, *Northern Kentucky University*

Susannah C. Coaston, *Northern Kentucky University*

Resilience is generally defined as the capacity to positively adapt in the context of adversity. The group process incorporates many opportunities for individual growth and social support, which are commonly seen in the research as factors that foster natural resilience. The purpose of this presentation is to provide insight into adult resiliency factors and how to naturally foster them through group intervention.

SACES 2016 Awards Luncheon & Business Meeting
12:00-2:00 pm
Grand Ballroom

Given overwhelming response to the conference and limits to hotel capacity, this is a ticketed event.

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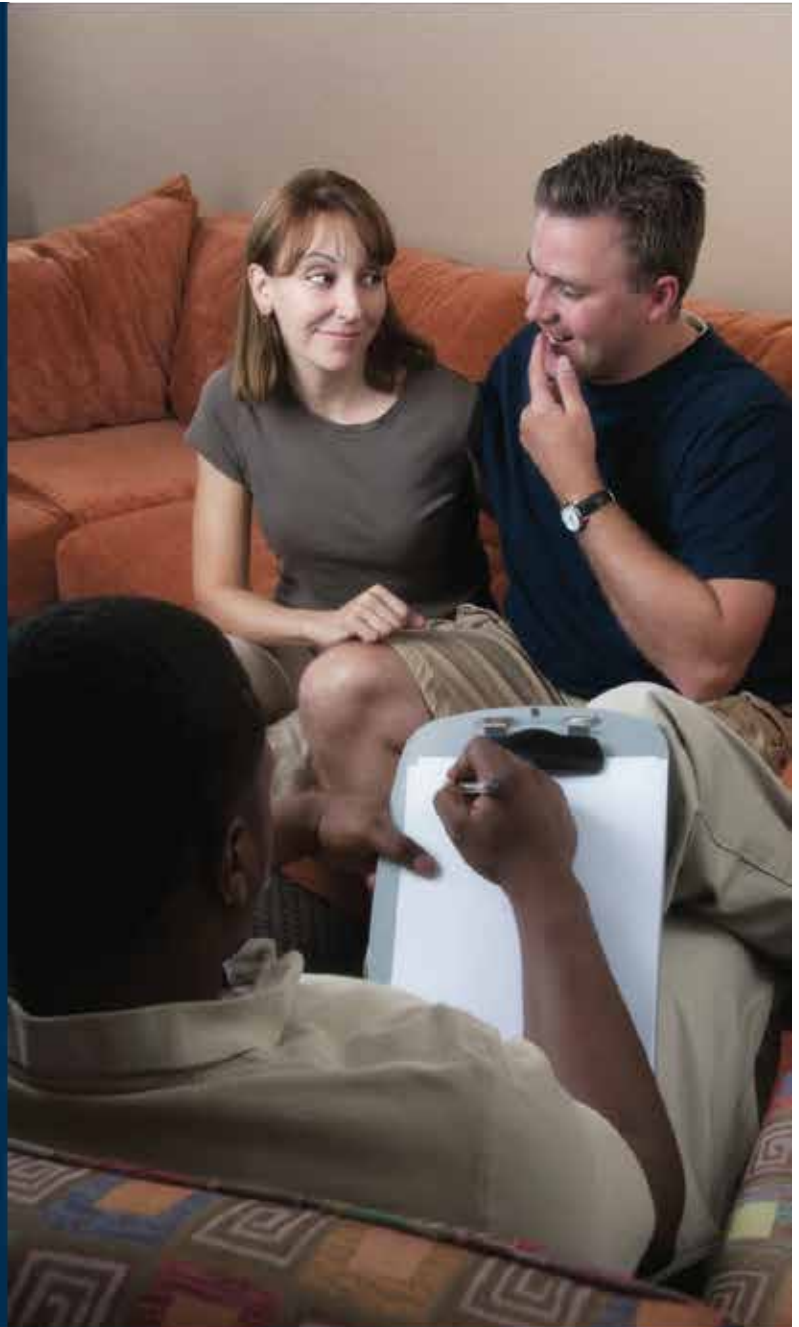
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- ▶ Community service
- ▶ Clinical project instead of dissertation



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Friday, October 7 - 2:00 pm

Friday, October 7, 2:00 - 2:50pm

Astor Ballroom I

ACES Presidential Session: Getting Involved in the the Association for Counselor Education and Supervision

Heather Trepal, *The University of Texas at San Antonio*

Summer M. Reiner, *The College at Brockport*

Yi-Wen Su, *University of Florida*

This session will provide an overview of the Association for Counselor Education and Supervision (ACES). Attendees will learn about the structure of the organization, including the role of the governing board, committees, task forces, and interest networks. The session will highlight current ACES initiatives and attendees will learn about different ways that they can become involved with the national organization.

Multicultural Counseling Interest Network

Royal Board Room

Content Sessions

Friday, October 7, 2:00 - 2:50pm

Astor Ballroom II

Work Life Enrichment and Job Satisfaction of Counselor Educators who are Mothers

Jolie Daigle, *University of Georgia*

Natoya Hill Haskins, *University of Georgia*

Emeline C. Eckart,

Mary A. Hermann, *Virginia Commonwealth University*

Cheryl W. Neale-McFall, *West Chester University*

Academic women face the unique struggle of simultaneously responding to their tenure clock and desires for motherhood. In addition, the majority of women academics still report being largely responsible for childcare. However, limited quantitative research exists in the area of counselor education related to their work life enrichment. Consequently, this session will include a presentation of trends from a quantitative study. Potential implications and reflections will be provided.



Friday, October 7, 2:00 - 2:50pm

Bienville

Where the Rubber Meets the Road: Finding the Practical Middle Ground of Supervision

Naomi Timm, *Sam Houston State University*

Dustin Ellis, *Sam Houston State University*

Jeffrey M. Sullivan, *Sam Houston State University*

Mary Nichter, *Sam Houston State University*

Participants will review the tenets of the ACES supervision best practices, compare the standards of the ACA Code of Ethics and the ACES supervision best practices, and discuss how supervisory relationships can mold to allow for meeting the requirements of the code of ethics and continuing to strive toward the best practices outlined by ACES. Furthermore,

the presenters will explore how striving for best practices leads supervisors to a path of resilience despite everyday demands.

Note: designated ethics session, designated supervision session



Friday, October 7, 2:00 - 2:50pm

Bourbon

Gut Instinct, Moral Intuition, and Cognition: Neural Signatures of Professional Ethical Decision-Making

Morgan E. Kiper Riechel, *Mercer University*

Professional codes of ethics are intended to provide a structure for reasoned decision-making. However, many professionals report using "gut instinct" and "intuition" to make critical ethical decisions. Current neuro-imaging research reveals brain processes involved in complex decision-making. Is it primarily a cognitive process, an emotional instinct, a "gut reaction," or a combination of the above?

Note: designated ethics session



Friday, October 7, 2:00-2:50 pm

Burgundy

Courageous Conversations: Implementing a Multicultural Task Force in a Counseling Program

Hannah B. Bayne, *Loyola University Maryland*
Chun-Shin Taylor, *Loyola University Maryland*
Marion E. Toscano, *Loyola University Maryland*
Susan Branco, *Loyola University Maryland*

Creating a program climate that actively engages students and faculty in discussions of diversity - including charged topics such as race, religion, and privilege - is important for ensuring that all students have a voice, while also providing an opportunity to model how to engage in these topics with clients. This presentation discusses the needs of non-majority students and describes the efforts of a student-run multicultural task force set up to address these issues.



Friday, October 7, 2:00 - 2:50pm

Chartres

Embracing Vulnerabilities in CES: Applications for Teaching, Supervision, and Scholarship

Karena J. Heyward, *Lynchburg College & Walden University*
Jessica Lloyd-Hazlett, *The University of Texas at San Antonio*
Eleni Maria Honderich, *Walden University*

Self-awareness and reflection are integral to counselor educators' development, yet necessitate vulnerability that feels scary. This presentation applies Relational-Cultural Theory and Brené Brown's shame scholarship to explore propensities to connect to or disconnect from growth opportunities. Case examples from the presenters' experiences in teaching, supervision, and scholarship will be discussed. Provided handouts outline strategies for increasing connection to one's own vulnerability.



Friday, October 7, 2:00 - 2:50pm

Iberville

The Stories of our Lives: Oral History as a Qualitative Research Method and Social Justice Force

Cynthia Briggs, *Walden University*

Social justice continues to be a force within our profession, yet incorporating advocacy into busy schedules presents challenges. Oral history is easily implemented and facilitates important community conversations around social issues. Learn the basics of creating community-based oral history projects, listen to examples from an ongoing project focused on World War II veterans, and discover how to apply learning to projects within your own community.



Friday, October 7, 2:00 - 2:50pm

St. Ann

Choice Theory for Supervision

Michelle Dobson, *Capella University*

A model of supervision using William Glasser's choice theory is provided and discussed. Choice theory basics, such as an individual's quality world, are applied to the supervisory relationship. The model promotes intrapersonal growth and professional development in the supervisee while maintaining the integrity of the counseling profession and the well-being of the client. Interactive examples and role-plays will highlight the use and benefit of this model of supervision.

Note: designated supervision session



Friday, October 7, 2:00 - 2:50pm

St. Louis

Trauma is Everywhere: The Case for a Trauma-Informed Curriculum

Elizabeth R. Pennock, *University of Central Florida*

W. Bryce Hagedorn, *University of Central Florida*

Viki P. Kelchner, *University of Central Florida*

With so many issues competing for attention in counselor education curriculum, why is trauma an issue that is imperative to address? This session will examine the necessity of adopting an integrated trauma-informed approach to counselor education, in light of the 2016 CACREP standards. Models for developing a trauma-informed curriculum will be presented, taking into consideration recent developments in the field of trauma and the needs of diverse client populations.



Friday, October 7, 2:00 - 2:50pm

Toulouse A

Community Learning Exchange: A Source of School and Community Development and Resilience

Christopher Janson, *University of North Florida*

Sophie Maxis, *University of North Florida*

Shannon Romagnolo, *University of South Carolina*

This innovative session begins by sharing stories of how counselor educators use Community Learning Exchanges (CLEs) and associated pedagogies to help students, families, and community members emerge as agents of change and hope as they tackle issues of local concerns. Moving from there, attendees will experience CLE pedagogies while relating their connections to CLE central axioms and the powerful idea that communities best change through lessons and stories the people in them share together.



Friday, October 7, 2:00 - 2:50pm

Toulouse B

Using Relational-Cultural Theory to Shape and Navigate Professional Roles of Women in the Counseling

Yuliya Zholu, *The University of Texas at San Antonio*

Maria Haiyasoso, *Texas State University*

Women often develop a sense of self in the context of important relationships (Surrey, 1991). Thus, women in counseling professions may seek collegial support to reinforce their professional identity (Healey & Hays, 2009). Attendees will learn about using Relational-Cultural Theory (RCT) to examine intersecting identities and roles of women in counseling professions and benefits of mentoring with a relational focus. Relational competencies will be explored using case examples and discussion.



Roundtable Sessions – Astor Ballroom III

Friday, October 7, 2:00-2:50 pm

Table 1

Fostering the Resilience of Early-Career School Counselor Educators

Diana Gruman, *Western Washington University*

Stephanie Eberts, *Louisiana State University*

Over the past few years, Counselor Educators who specialize in training School Counselors have been building a strong and supportive network. Recently established as the ACES School Counselor Interest Network, the group is now poised to support early-career professionals in finding success in teaching, research and community service endeavors. In this session, we will offer sage advice and provide resources geared to needs of the participants who have entered or will enter university positions.



Friday, October 7, 2:00-2:50 pm

Table 2

Assessing Students' Progress in Meeting Professional Gatekeeping Responsibilities: Leading and Advocating

D. Paul Rodriguez, *Argosy University*

Shon D. Smith, *University of Florida*

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.



Friday, October 7, 2:00-2:50 pm

Table 3

Strategies to Incorporate Poverty Education into Counseling Curriculum

Tristen Hyatt, *Auburn University*

Juanita Barnett, *Auburn University*

Simone May, *Auburn University*

Jamie Carney, *Auburn University*

As the rate of poverty increases, increased awareness of the implications of living poverty is imperative for counselors. Session will focus on providing strategies, skills, content and experiential activities to help infuse content on working with persons living in poverty into existing Counselor Education curricula. Presentation to include cultural, racial and socio-economic factors to increase students' awareness, knowledge and skills for working with this population. Materials provided.



Friday, October 7, 2:00-2:50 pm

Table 4

New Ethical Considerations of Telemental Health

Kathleen E. Bazile, *Mercer University*

Rico Curtis-Davidson, *Mercer University*

Online counseling has gained a growing interest and increased acceptance among clinical practitioners. The ethical considerations are also increasing and requiring additional guidelines, such as the need for specialized training and development of specific skills, the duty of care, and the standardization of laws within this new modality of counseling.

Note: designated ethics session



Friday, October 7, 2:00-2:50 pm

Table 5

Training Practitioners in Counseling to Become Researchers

Emily Donald, *University of North Carolina at Charlotte*

Adam W. Carter, *University of North Carolina at Charlotte*

Master's students have the potential to contribute to the counseling literature in significant ways, reducing the current scientist-practitioner gap in the mental health professions. Participants in this roundtable will have the opportunity to learn and discuss strategies for creating programs that engage master's level counseling trainees in research and are supportive of the development of scientist-practitioners in counseling.



Friday, October 7, 2:00-2:50 pm

Table 6

School Counselors' Preparedness and Willingness to Work with LGB Students

Melanie Walsh, *Mississippi State University*

Hope Gilbert, *Mississippi State University*

Laith Mazahreh, *Mississippi State University*

The LGB population has needs which are different from that of the general population. The LGB population is also at increased risk for a variety of mental health issues. Existing literature in the field of counseling shows that some of these needs are not being met due to lack of knowledge and/or sheer unwillingness to treat LGB client equitably. A discussion of the recent data collected from school counselors by Mississippi State students will also take place.



Friday, October 7, 2:00-2:50 pm

Table 7

Strategies for Promoting Wellness among Supervisors Working with Counselors with Unresolved Trauma

Jeannie Falkner, *Walden University*

Laura R. Haddock, *Walden University*

Counseling supervisors are routinely faced with overseeing the work of counselors dealing with unresolved personal trauma histories. This unfinished business can interfere with the supervision process and create challenges for both the supervisor and the supervisee. This session will include strategies for promoting wellness strategies for counselor supervisors by addressing supervisee vulnerability to promote enhanced empathy between the supervisor and the supervisee.

Note: designated supervision session



Friday, October 7, 2:00-2:50 pm

Table 8

Sex and Counseling: Exploring the Role of Comfort in Sexuality Training Among Counselors

Molli E. Bachenberg, *Florida Gulf Coast University*

Sexuality is a fundamental aspect of human development, and yet professionals do not necessarily feel competent to work with this area. Helping people talk about sexuality in an open and trusting environment is increasingly important in a society that is barraged with sexual messages, images, and miscommunication. Professionals need to convey acceptance and sex positivity. The presenters will present about the need for advanced training in sexual information, attitudes, and interventions.



Friday, October 7, 2:00-2:50 pm

Table 9

Developing an Off-Campus Community-Based Counselor Training Clinic

LaShondra Manning, *East Texas Baptist University*

David Deel, *East Texas Baptist University*

Donald C. Brown, Jr., *East Texas Baptist University*

This roundtable will discuss the development of an off-campus community-based training clinic as an opportunity for service learning for practicum students. The presenters will discuss their model for partnering with a local church to utilize their facility and offer free counseling services to the constituents of their community where there is a limited availability of counselors and counseling agencies. This model demonstrates how a counseling program can align and further the college's mission.

Friday, October 7, 2:00-2:50 pm

Table 10

How to Effectively Apply Cognitive Behavioral Model in Tele-Mental Health Supervision?

Laklieshia Izzard , *Mercer University & Grand Canyon University*

Would you like to expand your practice and your clinical supervision scope at the same time? Southern Region practitioners have more of an advantage providing Tele-Mental Health Supervision due to the number of rural areas. Come and be WOWED at learning how smooth this conversion can be for you! The Cognitive Behavioral model lends itself well to Tele-Mental Health Supervision due to its structured and easy to follow process. The presentation will be interactive with questions and modeled skills.

Note: designated supervision session



Poster Sessions – Astor Ballroom III

Many of these posters focus on Counselor Educator Career Development

Friday, October 7, 2:00-2:30 pm

Poster 1

African-American Woman Faculty: Dealing with Multiculture

Tezonina Morgan, *Walden University*

Educational institutions are geared to have a diverse faculty in order for students to obtain information from a vast multicultural faculty. Many institutions are difficulty retaining African American women faculty. This could be due to lack of mentorship or dual identities. This discussion with focus on the experiences of African-American woman faculty in counselor educator programs, experiences of colleagues, and students in order to begin to find possible solutions to the problem.



Friday, October 7, 2:00-2:30 pm

Poster 2

Diversity in the Field: Being a Woman of Color As Faculty in a Counselor Education Program

Tiffanie Sutherlin, *James Madison University*

The research will focus on women of color in counselor education programs. There currently is literature in the field that focuses on the absence of women of color in our field and how this impacts the encouraged range of diversity. As counselors we encourage multiculturalism and are frequently learning different techniques and tools to prepare us to counsel diverse clients. Having women of color in higher education position and programs helps to progress our field in a positive direction.



Friday, October 7, 2:00-2:30 pm

Poster 3

Career Vision Boards: Capstone Project for Counselor Education Students and Supervisees

Simone Lambert, *Argosy University, Washington, DC*

Sadiqa Long, *Argosy University, Washington, DC*

Latonia Laffitte, *Argosy University, Washington, DC*

Throughout graduate degree programs, students are asked to reflect on their career goals. Often times, the reflection is in the form of a written paper. However, students may benefit from visually and kinesthetically processing their career goals through a vision board activity. Suggested guidelines and discussion points will be provided to tailor the activity for master's level students, doctoral level students, and supervisees. Examples will be shared in the presentation.



Friday, October 7, 2:00-2:30 pm

Poster 4

Resiliency through Experience: A Look into the Early Career as a Counselor Educator

Serena Flores, *University of St. Thomas*

Sneha Nayar, *University of St. Thomas*

To be a Counselor Educator is one of the most challenging yet rewarding professions. Major challenges arise from significant environmental and personal stressors including academic rank and age. / This presentation will identify major challenges as described by new professional experiences as a Counselor Educator. Additionally, the presenters will describe qualitative and conceptual findings related to burnout; exploring social supports and academic preparation.



Friday, October 7, 2:00-2:30 pm

Poster 5

Resiliency and Development Across the Counselor Educator Career Lifespan

Connie Couch, *University of Northern Colorado*

Charlotte Daughhetee, *University of Montevallo*

Resiliency in the career of a Counselor Educator and Supervisor is essential. As the field grows and develops, CES professionals must, too, in order to connect with current trends, research, and students. Resiliency as a CES professional ultimately serves the soundness of the identity of our profession. This session will provide insights and suggestions for resiliency for counselor educators that support a satisfactory career.



Friday, October 7, 2:00-2:30 pm

Poster 6

Understanding the Success of Black Female Counselor Educators in Terms of Racial Identity

Tanesha Jones-Boyd, *University of South Carolina*

While there is previous research focusing on the experiences of Black female counselor educators, much of the research focuses on survival and obstacles Black female counselor educators face in higher education as opposed to contributing factors to their success as Black female counselor educators.



Friday, October 7, 2:00-2:30 pm

Poster 7

Exploring the Leadership Practices & Occupational Satisfaction of Counselor Educators

Sandra M. Logan, *The University of Alabama*

Although relatively new within our field, leadership is nonetheless essential to the continued advancement of our profession. While some view leadership in relation to a position, Lewis (2012) contends that leadership is embedded in the daily behaviors of those in the counseling profession. This study examined the leadership practices of counselor educators and how they relate to one's occupational satisfaction in a sample of full-time counselor educators employed in CACREP-accredited programs.



Friday, October 7, 2:00-2:30 pm

Poster 8

A Case Study: StrengthsQuest and Resiliency in Counselor Education Cohort Models

Rachael Marshall, *University of Tennessee*

Nancy Teresi Truett, *University of Tennessee*

Isabel C. Farrell, *University of Tennessee*

Amanda Hinds, *University of Tennessee*

We will explore and discuss our individual strengths when working in our cohort model. After our individual discussion we will investigate strategies for recognizing strengths, and facilitating growth with a cohort model. We will illustrate how our particular cohort helps grow strengths and resiliency. We will then investigate about utilizing strengths within participants' organizations.



Friday, October 7, 2:00-2:30 pm

Poster 9

Resiling in the Face of Academic Bullying

Karen Parker, *Southern Arkansas University*

Alec Testa, *Southern Arkansas University*

The presenters will: 1. Present a review of the most recent literature about the presence of bullying of faculty on college campuses. 2. Present the results of a qualitative research project where counselor educators discuss their experiences of resiling bullying during their first years in academia. 3. Present the participants' photo stories by utilizing a power point to display the narrated photographs. 4. Encourage a discussion about creating contexts where bullying is not tolerated.



Friday, October 7, 2:00-2:30 pm

Poster 10

Rendering Resilience: Exploring Experiences of Student Mothers in Counselor Education Programs

Regina Finan, *Georgia State University*

Many counselor education students work to balance motherhood with academic endeavors. However, there is a paucity of literature on this lived experience. This interactive discussion will include a review of literature, implications, and strategies for resilience. Participants will share about their journeys in counseling education while balancing roles as parents. We intend for this presentation to be a springboard for research on school/life balance for mothers in counselor education.



Friday, October 7, 2:00-2:30 pm

Poster 11

Job Satisfaction of Counselors after Graduation: Creating Resilience through Career Mentoring

Laura Cunningham, *Argosy University*

Eddy Fagundo, *Argosy University, Sarasota*

Counselors have a wide variety of work settings available. Yet, Counselors face many issues finding satisfying employment, including lack of self awareness of their work motivation and not having knowledge of how all the different populations and work environments differ. Many times graduates can even experience a lack of mentor ship during the transition from graduate school to the world of work and can end up leaving the field all together.



Friday, October 7, 2:00-2:30 pm

Poster 12

CES Doctoral Training Variance: Implications for Counselor Educators and Supervisors

Nicole M. Arcuri, *Capella University*

Jeri L. Ellis, *Capella University*

CES faculty members' feedback to doctoral students prepares them for the professoriate, however, a lack of confidence is reported among graduates. CES doctoral interns report supervisors requiring different responsibilities of them consequently creating role confusion. Understanding how CES doctoral interns identify themselves as students while co-teaching and co-supervising master's level students under the supervision of CES faculty members is imperative. Practices that best support the needs of interns to prepare graduates for professoriate are explored.



Friday, October 7, 2:00-2:30 pm

Poster 13

Understanding the Experiences of African American Doctoral Student Mothers in Counselor Education

Brandee Appling, *Auburn University*

African American doctoral student mothers' experiences in counselor education doctoral programs differ from those of their male and female counterparts. This "womanist" phenomenological study's findings indicated that participants viewed motherhood as a priority, experienced an increase in personal pride, managed a multitude of challenges, modeled new ways of being, experienced marginalization based on race, and persevered through adapt Implications for training and research will be provided.



Friday, October 7, 2:00-2:30 pm

Poster 14

Resilience and Doctoral Student Attrition in Counselor Education

Tristan McBain, *Western Michigan University*

Glinda Rawls, *Western Michigan University*

Every doctoral student journey is a unique experience, yet there are common factors that contribute to the success or attrition throughout the doctoral program. A students' level of

resiliency will impact how they manage different areas such as the relationship with the chairperson, availability of support, and departmental politics. This poster presentation will address building resiliency in counselor education doctoral students and help participants identify barriers for program completion.



Friday, October 7, 2:00-2:30 pm

Poster 15

Research Identity Development of Counselor Education Doctoral Students: A Qualitative Investigation

Jonathan H. Ohrt, *University of South Carolina*

We will present the findings of a consensual qualitative research (CQR) study focused on research identity development of counselor education doctoral students (CEDs). The purpose of this presentation is to: (a) gain a better understanding of the research identity development process of CEDs during their doctoral program, (b) identify specific experiences of CEDs that influenced their research identity development, and (c) discuss implications for counselor education doctoral programs.



Friday, October 7, 2:00-2:30 pm

Poster 16

Overcoming the Imposter Syndrome and Integrating Your Personal Supervision Style

Robyn Walsh, *Virginia Commonwealth University*

Elizabeth Bambacus, *Virginia Commonwealth University*

Despite years of counseling experience, new supervisors may be nervous about whether they truly have something to offer counselors-in-training. In this session, the presenters will introduce widely used supervision models and evidenced-based strategies, discuss their integrated personal supervision models, explore the imposter syndrome in relation to supervision, and facilitate open discussion for participants to hear others' first experiences.



Friday, October 7, 2:00-2:30 pm

Poster 17

Understanding Sexual Addiction and Emotion Regulation

Craig S. Cashwell, *The University of North Carolina at Greensboro*

Amanda L. Giordano, *University of North Texas*

Cody T. Lankford, *University of North Texas*

Individuals with sexual addiction rely on sexual behaviors as the primary coping strategy to address negative affect. This presentation describes the relationship between sexual addiction and emotion regulation, specifically detailing differences in emotion regulation difficulties between those with and without sexual addiction. This information is pertinent to addictions counselors, counselor educators, and supervisors addressing client sexual addiction.



Friday, October 7 - 3:00 pm

Friday, October 7, 3:00-3:50 pm

Astor Ballroom I

ACA Presidential Session: Supervision of Interns working with LGBTQ-identified clients with Multiple Identities

Catherine Roland, *ACA President, The Chicago School of Professional Psychology*

Robtrice Brawner, *The Chicago School of Professional Psychology*

LGBTQ-identified clients with multiple identities can present a challenge for supervisors and interns in the clinical supervision process. Each point of diversity is an integral part of the identity of that individual, to be considered in treatment plans, or in cultural clinical conceptualization. Open discussion, lecture, and case studies will inform participants of best practice strategies for effective supervision to assist their interns and supervisees.

Note: designated supervision session

International Counseling Interest Network

Royal Board Room

Content Sessions

Friday, October 7, 3:00-3:50 pm

Astor Ballroom II

Social Justice and Advocacy: A New Course Based on the New MSJCC Competencies

Crystal Gray, *The University of North Carolina at Greensboro*

Kelly M. King, *The University of North Carolina at Greensboro*

Laura M. Gonzalez, *The University of North Carolina at Greensboro*

The Multicultural and Social Justice Competencies (MSJCC) call for counselor education programs to prepare counselors for social justice advocacy. Doctoral students and a faculty member found a departmental need for and interest in social justice development and created an elective course. Our seminar will address the dynamic course development process, the MSJCC-inspired course objectives, projects, and our collaborative approach to imagining the course within our local community context.



Friday, October 7, 3:00-3:50 pm

Bienville

Using Critical Incidents and Outcome Scales in the Evaluation of Counseling Training and Services

Lauren Shure, *Barry University*

Regina R. Moro England, *Barry University*

This presentation reports on a mixed-methods study aimed at deepening understanding of factors related to client change, counseling efficacy, and counselor training. The qualitative analysis of critical incidents in counseling sessions as reported by counseling interns and clients, along with quantitative analysis of counseling outcome measures will be presented. Implications for counselor training and practice will be discussed.



Friday, October 7, 3:00-3:50 pm

Bourbon

Finding Meaning, Making Meaning: Resilience Along the Counselor Educator Career Continuum

David A. Spruill, *University of Louisiana at Lafayette*

Katherine M. Hermann, *University of Louisiana at Lafayette*

New counselor educators struggle to establish their research, publish, achieve tenure, and develop their professional identities, while veteran counselor educators are challenged to find continued meaning in work, engagement in teaching, and meaningful intrinsic rewards. This presentation draws on the experience of counselor educators at opposite stages of the counselor educator career continuum as they explore relevance, personal meaning, and professional contribution.



Friday, October 7, 3:00-3:50 pm

Burgundy

Disability Competencies: Rethinking Training and Standards in Counselor Education

Katherine A. Feather, *University of South Carolina*

Ryan G. Carlson, *University of South Carolina*

Scholars have argued counseling students are not adequately prepared to offer services to individuals with disabilities. Further, counseling programs minimally address disability content within the curriculum. This presentation will outline the latest research pertaining to the training, competencies, and standards of counseling programs as well as the clinical competence of instructors on disability-related issues. Recommendations and implications for counselor education will also be addressed.



Friday, October 7, 3:00-3:50 pm

Chartres

Fostering the Development of Resiliency Among International Counseling Students

Angelia Dickens, *Capella University*

Rita Sousa, *Capella University*

Resilience is adapting to situational changes and rebounding from negative emotional experiences. Resilience in university learners' success is adapting to university challenges. International learners are impacted by unique challenges such as financial stress, travel and communication between time zones, language and cultural differences. An international learner completing counseling degrees in the U.S. online and her mentors will offer insight into resiliency.



Friday, October 7, 3:00-3:50 pm

Iberville

Counselor Education and Title IX

Laura E. Welfare, *Virginia Tech*

Jenny Wagstaff, *Buena Vista University*

The expanded Title IX regulations have a great impact on counselor education. Disclosures of experiences with sexual violence, despite relevance to the student's work as a counselor and importance in the development of counselor competence, may necessitate a report to

university officials. This study of 146 counselor educators from CACREP-accredited Counselor Education programs yielded important implications, including a mix of accurate and inaccurate impressions of counselor educator responsibilities.

Note: designated ethics session



Friday, October 7, 3:00-3:50 pm

St. Ann

Constructing Meaningful Group Supervision: The Reflecting Team Experience

Christine McNichols, *The University of Texas at Tyler*

Karl J. Witt, *The University of Texas at Tyler*

Training skilled and reflective counselors is the heart of counselor education. This process calls for ongoing critical examination, evaluation, and innovation. Use of reflecting teams in group supervision engages learners in exploring the counseling process from multiple perspectives and encourages development of reflective practice. Informed by original research, this presentation provides an opportunity to learn about the effective integration of reflecting teams into group supervision.

Note: designated supervision session



Friday, October 7, 3:00-3:50 pm

St. Charles A

Vicarious Traumatization in High Needs Schools: The Resilient School Counselor

Stephanie I. Pergantis, *University of Northern Colorado*

School counselors serving in high needs schools can be at an increased risk for vicarious traumatization (VT). Counselor educators must prepare resilient school counselors that are equipped to both meet their own needs and meet student needs. The presenter will support this effort by connecting her lived-experience with a discussion of applicable recent literature and independent research. Attendees will leave with practical suggestions for raising awareness of protective and risk factors of VT.



Friday, October 7, 3:00-3:50 pm

St. Charles B

Developing Resilient, Culturally Responsive School Counselors through Community-Centered Pedagogies

Sophie Maxis, *University of North Florida*

Christopher Janson, *University of North Florida*

This presentation will discuss and demonstrate how we prepare culturally competent school counselors who model active leadership and engagement within the communities they will eventually serve. Within the context of urban school counseling, we suggest that such practices helps to build resilient counselors who are better equipped to advocate with students, families, and their communities.



Friday, October 7, 3:00-3:50 pm

St. Louis

International Outreach: A Look at How Counselor Education Programs are Going Global

Charles F. Gressard, *College of William & Mary*

Syntia Santos, *East Carolina University*

IRCEP is exploring ways to help facilitate a strong collaborative global network of counselor educators and students to help promote the ongoing development and recognition of the counseling profession worldwide. To better understand how IRCEP can be more effective, a survey was conducted to determine the current level of counselor education programs' involvement in international activities both within and beyond U.S. borders. The survey was specifically designed to determine the extent to which counselor education programs have engaged in international and cultural immersion activities and how they hope to increase their activities in the future. The presentation will include a summarization and presentation of initial findings followed by a discussion of ways faculty and students can become global citizens and advocates through the global exchange of research, student/faculty exchanges, global classrooms, and other learning experiences.

Note: sponsored CACREP/IRCEP session



Friday, October 7, 3:00-3:50 pm

Toulouse A

Motivational Interviewing Supervision: Evoking, Focusing, and Guiding Counselors Toward Resilience

Yvette R. Tolbert, Kent State University

Motivational Interviewing (MI) is a thoroughly-researched, evidence-based practice for clinical applications; however, less is known about MI in the supervisory process. The skills and "spirit" of MI fit well within existing models of supervision. This presentation is a first foray into developing an MI supervisory framework to increase intrinsic motivation in counselors to prevent burnout and to increase reflective thinking and growth.

Note: designated supervision session



Roundtable Sessions – Astor Ballroom III

Friday, October 7, 3:00-3:50 pm

Table 1

The Student to Faculty Transition: Essential Tools for Thriving Early in Your Academic Career

Dayna M. Watson, The University of Alabama at Birmingham

Shannon McCarthy, The University of Alabama at Birmingham

From dissertation defense to the second year review, the transition from doctoral student to junior faculty member can be challenging. Since no clear roadmap exists for this time of transition, this presentation will utilize a discussion-based format to address the specific challenges and triumphs of the early academic career. Discussion topics may include navigating the job search, finding balance in an unbalanced profession, and responding to ongoing pressures in the tenure track world.



Friday, October 7, 3:00-3:50 pm

Table 2

Assessing Student Readiness for Internship and Practicum: Improving Student and Client Outcomes

Nicole M. Cavanagh, *University of South Carolina*

Successful internships/practicums are predicated on several factors: student and supervisor perceptions, learning styles, supervision needs, and availability of learning opportunities. Assessing these variables prior to placement assists in facilitating a "good fit." This session will assist participants in maximizing these variable to improve both student and client outcomes.



Friday, October 7, 3:00-3:50 pm

Table 3

Race and Diagnostic Disparities: Restoring Accurate Pedagogy in Counselor Education and Supervision

Dave Blankenship, *University of Akron*

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



Friday, October 7, 3:00-3:50 pm

Table 4

Increasing Engagement in Online Learning: The Power of Discussion Boards

Lacey Ricks, *University of West Georgia*

Elizabeth Hancock, *Troy University*

Student engagement in online classes can be difficult to facilitate; however, discussion boards can be an instrument for students to share ideas about the course material. Course facilitators must be prepared to use a variety of techniques to promote students discussion within their online classroom. This roundtable discussion will focus on techniques that online facilitators can use to promote student engagement and on strategies for managing discussion boards within a course.



Friday, October 7, 3:00-3:50 pm

Table 5

Is Your Student Counseling Clinic Effective? A Roundtable on Implementing Client Outcome Measures

Hope Bell, *The University of Texas at San Antonio*

Courtney Borsuk, *The University of Texas at San Antonio*

Chistine Wong, *St. Mary's University*

When counseling programs offer a community clinic, it benefits both the community and the counselors-in-training. Outcomes measures can be used to track client progress, assist in treatment planning, and demonstrate the impact a clinic has on the community. This

roundtable will cover the rationale behind using outcomes measures in a university clinic setting and walk through the process of implementing an outcomes measure system.



Friday, October 7, 3:00-3:50 pm

Table 6

Training Strategies to Bolster Resilience in LGBT Youth via School Counselor-Principal Teams

Matthew J. Beck, *The University of Iowa*

Fostering LGBT youth resilience requires school counselors to collaborate with all educational stakeholders, including principals. The purpose of this session is to strengthen the advocacy behaviors of school counselor trainees for LGBT students through developing a collaborative and stronger alliance with school principals. Attendees will explore didactic and strengths-based LGBT-welcoming pedagogy to assist school counselor trainees in building effective partnerships with principals.



Friday, October 7, 3:00-3:50 pm

Table 7

Best Practices for Online Supervision: Meeting the Increasing Demands and Exceeding the Expectations

Kimberly Nelson, *Walden University*

Stephanie K. Scott, *Walden University*

There is a need to meet the current and ever increasing demand for online and remote supervision. Utilizing the latest technology available, we strive to meet and exceed the standards of CACREP requirements while meeting the diverse and challenging needs of our students. We will share our most effective practices for supervising the next generation of counselors while promoting the incredible diversity, life experiences, and expertise of our students.

Note: designated supervision session



Friday, October 7, 3:00-3:50 pm

Table 8

Strengthening the Resilience of Student-Athletes: Contributions of Counselor Education Programs

Nicole R. Hill, *Syracuse University*

Linwood G. Vereen, *Syracuse University*

Michele Rivas, *Syracuse University*

The presentation will include an overview of research and literature regarding wellness, resilience, and career readiness of student athletes. Creative strategies for building collaborative relationships between counselor education programs and athletics will be presented. Synergistic collaborations will be examined focused on how counselor trainees can benefit from a structured program to promote resilience in student athletes. A resource list will be provided and referenced as a tool.



Friday, October 7, 3:00-3:50 pm

Table 9

Integrating Neurobiology Theory and Research into College Counseling Training Programs

Derrick Paladino, *Rollins College*

Samuel Sanabria, *Rollins College*

Historically college counselor training programs have relied on college student development models that are informed by human development, identity development, learning, and ecological theories; however, little if any information about brain development and basic neurobiology have been included in these developmental models. This presentation will focus on how current research on neurobiology can be integrated in these models in order to further improve the training of college counselors.



Friday, October 7, 3:00-3:50 pm

Table 10

Adlerian Trauma Competency: Essentials for Counselor Educators

Melinda Paige, *Argosy University*

Jaclyn DeVore,

We present the first trauma counseling competencies for trauma counselor education and build on the standard three-stage trauma model with applied principles of Individual Psychology. This strengths-based model requires a fundamental belief in recovery and resilience; trauma competency also includes a demonstration of this belief. We highlight trauma-focused psychological interventions useful to counselor education and echo Adler's belief in promoting recovery, growth, and resilience.



Poster Sessions – Astor Ballroom III

Many of these posters focus on School Counseling

Friday, October 7, 3:00-3:30 pm

Poster 1

A Phenomenological Inquiry of Students' Meaningful Experiences in Counseling with School Counselors

Corrine R. Sackett, *Clemson University*

Presenters will report the findings of a qualitative, phenomenological study exploring meaningful experiences of high school students in the counseling process with school counselors. The findings of this study deepen the knowledge base of the school counseling process from the perspective of the student. Presenters will outline implications for school counselors, counselor educators and supervisors.



Friday, October 7, 3:00-3:30 pm

Poster 2

School Counselors' Response to School Shooting: A Framework

Carleton H. Brown, *The University of Texas at El Paso*

The purpose of this presentation is to increase school counselor educators' awareness of the knowledge and skills school counselors-in-training need in responding effectively to school shootings. The researcher completed a qualitative case study examining school counselors' responses to a rampage school shooting. From the research and related studies, the School Counselor Response to school shooting framework emerged. Participants will learn about the research and explore the framework.



Friday, October 7, 3:00-3:30 pm

Poster 3

Counselors Going Back to School: Counselor Educators Transitioning Back Into the School Setting

Heath Stevens, *Mississippi School for Mathematics and Science*

The main objective of this program is to engage participants in a discussion about transitioning from a school counselor educator back to a practicing school counselor. The presenter is currently stationed at a school in which both counselors are former counselor educators, and many insights have arisen that may be of interest to current school counselor educators and graduate students. Please join us in a conversation to problem-solve potential problems and better mentor doctoral students.



Friday, October 7, 3:00-3:30 pm

Poster 4

Fostering Resilience in Youth After Trauma: Implications for School Counselors

Angela M. Powell, *Sam Houston State University*

Traumatic events vary immensely, but they are an unfortunate reality in our society. After a traumatic event, students are expected to bounce back from adversity in order to perform well in school. Why is it that some are able to and some are not? School counselors can help to promote positive connections between staff and students, encourage positive qualities, and facilitate the necessary school structure to foster feelings of competence and self-efficacy among students.



Friday, October 7, 3:00-3:30 pm

Poster 5

Transdisciplinary School Counseling: Resiliency in Counseling with Children with Disabilities

Beto Davison Aviles, *Bradley University*

Jobie Skaggs, *Bradley University*

Transdisciplinary collaboration describes collaboration between counselors in school and community settings. This occurs when professionals from multiple disciplines focus on inquiry/solutions rather than what their respective disciplines bring to the table. An amalgam of school counseling (including small group), clinical mental health, and brain-based interventions for children in special education is presented. The Discrimination Model is the chosen vehicle for supervision in this context.



Friday, October 7, 3:00-3:30 pm

Poster 6

Bouncing Back: Developing Resilient Youth through Comprehensive School Counseling Programs

Christy Land, *University of West Georgia*

Julie Chibbaro, *University of West Georgia*

Malti Tuttle, *Auburn University*

This program demonstrates why comprehensive school counseling programs are important at all school levels by supporting students through the development of resiliency to promote academic, career as well as personal/social benefits during periods of vulnerability. Examples of asset development, strengths-based, and research-based approaches for successful program implementation will be drawn from the literature as well as personal school counselor experience.



Friday, October 7, 3:00-3:30 pm

Poster 7

Are School Counselors Addressing the Needs of Adolescent African American Males?

Fulani A. Doughty, *Messiah College*

A phenomenological study was conducted to obtain the perspectives of Georgia school counselors in regards to the specific interventions used by them when providing services to their students and to ascertain how these school counselors are providing services to adolescent African American male students experiencing academic/behavioral difficulties. This program will review the findings and resulting implications.



Friday, October 7, 3:00-3:30 pm

Poster 8

"I can't be open at school": Creating Awareness for LGB Youth through School Administration

Kimberly Mason Peeples, *Mississippi State University*

E. Joan Looby, *Mississippi State University*

Shanika McKinney, *Mississippi State University*

Students who identify as lesbian, gay, or bisexual (LGB) are often bullied and criticized for their sexual orientation. School administrators ignore issues that LGB students experience, but counselors have to create awareness for them. This presentation will examine the school administrator's attitudes toward the LGB population and the implications for counselors to provide interventions for school administrators that will benefit students.



Friday, October 7, 3:00-3:30 pm

Poster 9

Effects of Perfectionism on School Adjustment: Self-Directed Learning Strategies as a Mediator

Hansori Jang, *University of Iowa*

Hyunmo Seong, *Korea University*

Most previous research on the topic of perfectionism studied its negative impact on school adjustment. Specifically, the topic of the positive aspects of perfectionism and their

function in creating self-directed learning strategies for school adjustment in K-12 students has also not been studied. This study addresses the importance to address both multidimensional perfectionism and self-directed learning strategies in school adjustment.



Friday, October 7, 3:00-3:30 pm

Poster 10

Promoting Resilience After School Crises: An Ecological Perspective on Staff Wellness

Tom Mitchell, *Virginia Commonwealth University*

Marsha L. Rutledge, *Virginia Commonwealth University*

School crisis plans typically focus on the immediate needs of ensuring safety and restoring routine. However, traumatic events have long-lasting effects on students and staff. Counselor educators can equip counselors to offer culturally appropriate responsive services that address ecological health and wellness. This presentation will emphasize staff and leader wellness - an often overlooked component of school crisis response plans.



Friday, October 7, 3:00-3:30 pm

Poster 11

Relationships Matter: Promoting School Connectedness through School-Based Intervention Programs

Hyunhee Kim, *Pennsylvania State University*

Hongryun Woo, *University of Louisville*

Soojin Jee, *Korea University*

In Shil Paik, *Korea University*

Studies show school connectedness not only increases resilience, which prevents students from engaging in risky behaviors, but also promotes students' positive behaviors. Despite these findings, there has been little emphasis on how to foster school connectedness. This presentation aims to provide the audience a theoretical understanding of school connectedness in order to specify what mechanism is critical, and suggests effective programmatic applications for enhancing school connectedness.



Friday, October 7, 3:00-3:30 pm

Poster 12

Preparing School Counselors to Promote College Success with Undocumented Students

Jasmine L. Knight, *Regent University*

Future school counselors must be prepared to support the college aspirations, retention, and graduation of undocumented students. Therefore, school counselor educators are tasked to include this information in preparation programs. This poster presentation will focus on the challenges that impact undocumented students, ways school counselors can help, and strategies school counselor educators can utilize to prepare future school counselors to help undocumented students realize college success.



Friday, October 7, 3:00-3:30 pm

Poster 13

Social Justice and Experiential Learning: School Counselor Preparation in High Needs Schools

Christi S. Jones , *Auburn University*

Counselor education programs have the opportunity to widen the skill set of school counselors-in-training by providing social justice advocacy training paired with experiential learning opportunities during practicum in high needs schools. Current literature offers recommendations for use of social justice advocacy in counselor training. Preparing future counselors to be leaders in student success through social justice advocacy holds promise of removing barriers and fostering resilience.



Friday, October 7, 3:00-3:30 pm

Poster 14

Challenges and Opportunities for Improving to Mental Health Treatment in Rural Schools

Ki Chae, *University of North Carolina at Pembroke*

Mental health care personnel in rural schools face unique mental health needs in children and challenges to provide mental health services. However, rural schools encounter increased mental health burden and barriers in delivering adequate mental health services. This presentation will describe the mental health needs of children in rural areas, the barriers to delivering mental health services in rural schools, the best practices for improving rural mental health care in rural schools.



Friday, October 7, 3:00-3:30 pm

Poster 15

Preparing Resilient School Counselor Advocates

Melissa Mariani, *Florida Atlantic University*

School counselors-in-training graduate feeling excited about advocating for their students and their school counseling program. However, when they begin to work within a school, the reality of the job's demands can be overwhelming and may vary greatly from what they have been taught. In this poster session, the presenters will discuss ways counselor educators can effectively prepare school counselors to be resilient and continue to be passionate about advocating in spite of obstacles they may face.



Friday, October 7 - 4:00 pm

Women's Interest Network

Royal Board Room

Content Sessions

Friday, October 7, 4:00-4:50 pm

Astor Ballroom I

Fostering Faculty And Student Resiliency In Online Counselor Education Programs

Jenny Preffer, *Grace College*

Rhonda Ladd, *Grace College*

Counselor educators and students working in an online platform are at risk for altered perception of self and one's ability to meet expected standards and competencies set by programs and professional standards. This presentation identifies underlying causes and strategies online programs can take to help faculty and students recognize characteristics of resilience and build on these to promote intrapersonal, interpersonal, and professional competence within an online counseling program.



Friday, October 7, 4:00-4:50 pm

Astor Ballroom II

Developing an Identity as a Researcher: Surviving the First Three Chapters of the Doctoral Dissertation

Joshua M. Gold, *University of South Carolina*

A panel of doctoral students will present their experiences of the conceptualization and development of their dissertation proposals.



Friday, October 7, 4:00-4:50 pm

Bienville

Helping Bilingual Students Succeed in Counselor Education

Amber L. Pope, *Hodges University*

Allison M. Pow, *The University of Texas at San Antonio*

Counselor educators, particularly those who only speak English, may encounter challenges in providing competent pedagogy to bi- and multilingual students. The presenters will provide concrete strategies utilized within their Master's program to improve students' writing and oral proficiency for successful completion of academic coursework, and to address the gap between instructors' knowledge and skills as compared to the students needs for multi-lingual service delivery.



Friday, October 7, 4:00-4:50 pm

Bourbon

Fostering Child and Adolescent Career Development: Playful Strategies for the School and Community

Natalya A. Lindo, *University of North Texas*

Peggy L. Ceballos, *University of North Texas*

Charmaine Conner, *University of North Texas*

Current approaches to working with children and adolescents tend to focus on stage models and individual aspects of career development. During this interactive and experiential presentation, we will demonstrate play-based strategies aimed at facilitating self-awareness and helping children and adolescents explore interests, skills, values, personality and culture. We propose a multidimensional approach for application in counseling training programs, schools, and community settings.



Friday, October 7, 4:00-4:50 pm

Burgundy

Developing Spiritual and Religious Multicultural Competence through Supervision

Emily Brown, *University of Tennessee*

Sharon Bruner, *University of Tennessee*

Spirituality is an important part of the cultural identity of many individuals, especially in the south, and counselors are required to be able to competently integrate spirituality into their work with clients. One place to address spiritual competency is supervision. This session will provide strategies for addressing religion and spirituality within the context of supervision. This session will also provide strategies for addressing cultural biases rooted in spiritual or religious beliefs.

Note: designated supervision session



Friday, October 7, 4:00-4:50 pm

Chartres

Helping Counselors Understand Abuse in Religious Settings: A Twisting of the Sacred

Paula J. Swindle, *The University of North Carolina at Greensboro*

Understanding a client's experience of their religious/spiritual life is critical to the counseling process, and may emerge as a strength or a resource for the client. Conversely, however, counselors have been provided very little guidance/research on the impact of harm that occurs in religious settings, also known as religious abuse. This presentation will provide an overview of religious abuse as well as an examination of a spectrum from nurture to harm that may occur in religious settings.



Friday, October 7, 4:00-4:50 pm

Iberville

Examining Ecological Assumptions about Ethical Issues Using a Contextual Model

Jerry A. Mobley, *Fort Valley State University*

Jeri L. Ellis, *Capella University*

Thomas Jarvis, *Fort Valley State University*

Ethical dilemmas in counseling prompt a need for tools for counselors to parse issues faced within the cultural milieu. Depending on the contextual assumptions, discussions can focus in multiple directions, each with different positive aspects and limitations. A heuristic model to organize assumptions, and historic and emerging ethical issues will be interactively examined. Resiliency in counselor education is adapting to changes in ethics codes that respond to social and professional trends.

Note: designated ethics session



Friday, October 7, 4:00-4:50 pm

St. Ann

Working Through the Tiers: Expanding Your Students' Knowledge of PBIS, RTI & the ASCA National Model

Jolie Daigle, *University of Georgia*

Jason Cavin, *University of Georgia*

School counselors are often integral members of their school's Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) teams and, at the same time, developing comprehensive school counseling programs. The presenters will illustrate how counselor educators can incorporate PBIS and RtI pedagogy into their already existing school counseling curriculum to better prepare students to serve in this capacity.



Friday, October 7, 4:00-4:50 pm

St. Charles A

Enhancing Career Resilience in Minority Faculty: A Co-Teaching Approach to Psychosocial Mentorship

Sophia A. Ogunlana, *Lancaster Bible College*

Anita L. Graham-Phillips, *Lancaster Bible College*

Career development among minority junior faculty is challenging, however, psychosocial mentorship has been shown to bolster career resilience by supporting new minority faculty in making personal, cultural, and environmental adjustments to their new positions. This presentation applies the concepts of psychosocial mentorship and career resilience to developing a co-teaching approach that serves as a culturally relevant strategy for enhancing career development among minority counselor educators.



Friday, October 7, 4:00-4:50 pm

St. Louis

Creative Approaches in Clinical Supervision: A Culturally Sensitive Approach

Jennifer Geddes Hall, *Florida International University*

This hands-on presentation is intended for professionals who conduct clinical supervision with counselors or counselors-in-training. Practical ways of incorporating various culturally-sensitive, expressive arts modalities into the supervision process will be provided. Knowledge about supervision models and experience as a supervisor will be useful for attendees of this interactive presentation.

Note: designated supervision session



Friday, October 7, 4:00-4:50 pm

Toulouse A

Disaster Mental Health: A Model for Multiculturalism and Social Justice in Response Efforts

Tamia Randolph-Alvarez, *University of New Orleans*

J. Richelle Joe, *University of Central Florida*

David Julius Ford, Jr., *James Madison University*

Ajita M. Robinson, *Argosy University*

Cultural competence in disaster response efforts with underserved communities may promote resiliency and includes the identification of culturally-relevant counseling interventions and advocacy strategies. A conceptual framework based on the Multicultural and Social Justice Counseling Competencies that guides the design, planning, implementation, and facilitation of disaster response activities will be presented.



Friday, October 7, 4:00-4:50 pm

Toulouse B

Disability in Counselor Education: Strategies to Address Disability Education in Counseling Programs

Kate A. Lamberson, *University of North Carolina at Charlotte*

Individuals with disabilities represent the largest minority group in the United States (Remley & Herlihy, 2016). Despite this, many counselor education programs struggle to include disability-related competencies into their curricula (Smith, Foley, & Chaney, 2008). The purpose of this presentation is to provide knowledge of issues related to disability and to discuss suggestions of how and when to include disability-related information into counselor education courses.



Roundtable Sessions – Astor Ballroom III

Friday, October 7, 4:00-4:50 pm

Table 1

Resilience in Academia: Women Can Balance Career, Family, Work, and Life

Joy J. Burnham, *The University of Alabama*

Morgan E. Kiper Riechel, *Mercer University*

Sandra M. Logan, *The University of Alabama*

Kenya Bledsoe, *The University of Alabama*

Amy Davis, *The University of Alabama*

Adora Hicks, *The University of Alabama*

Kellie Ann Bullard, *University of Alabama*

A focus on successful career transitions for women is important. Women often report challenges related to balancing their work, life, and family obligations. This program offers insight about effective career transitioning into academia, looks at the pitfalls and issues that challenge women, and examines steps for work-life balance in academia.



Friday, October 7, 4:00-4:50 pm

Table 2

Ethical Dilemmas for Counseling in Rural Settings

Andrew M. Burck, *Marshall University*

In this presentation, there will be a review of current research and a qualitative research study that explored ethical issues in two rural states. Based on this information, the presenters will discuss commonly reported ethical issues in rural environments, suggestions for addressing these ethical concerns, and suggestions for counselor educators and supervisors to help counselors-in-training prepare for working in a rural environment.

Note: designated ethics session



Friday, October 7, 4:00-4:50 pm

Table 3

Integrating Race-Based Trauma into the Counselor Education Classroom

Amanda M. Evans, *Auburn University*

Whitney Venzant, *Auburn University*

Marina Green, *Auburn University*

Aleah Horton, *Auburn University*

Racism remains a pervasive problem. Racist acts might include institutional, systematic, and individual acts. The term, Race-Based Trauma (RBT), was developed to acknowledge the posttraumatic like symptomology that individuals who have experienced racial discrimination may experience. Using data collected from a qualitative study on RBT, the presenters will provide recommendations for counselor educators to incorporate into the classroom to identify and treat RBT.



Friday, October 7, 4:00-4:50 pm

Table 4

"Help, I've Fallen and I Can't Get Up!": Helping ABD Students Finish

Kenyon Knapp, *Mercer University*

Devon Mills, *Mercer University*

Jacqueline Robinson, *Mercer University*

Many studies show that about 50% of people who start Ph.D. programs in the social sciences do not finish the degree. Doctoral students become intimidated, overwhelmed, and discouraged in the dissertation process many times. This presentation will review common challenges that doctoral students face, as well as some strategies for completing the daunting task of a dissertation. Perspectives will be offered from a Ph.D. program coordinator and a number of doctoral students.



Friday, October 7, 4:00-4:50 pm

Table 5

Yes You Can: Preparing Counselors in Training to Support Linguistically Diverse Students

Leonissa Johnson, *Clark Atlanta University*

Malti Tuttle, *Auburn University*

Counselors in training may be overwhelmed by the language differences, cultural contrasts and psycho-social needs of linguistically diverse students and families. Participants in this session will examine the needs of linguistically diverse students as shared in interviews. Additionally, the presenters will discuss how counselor education programs can help counselors in training develop resilience as they prepare to work with linguistically diverse student populations.



Friday, October 7, 4:00-4:50 pm

Table 6

Fostering Resilience through Distance Supervision

Melissa Wheeler, *Lamar University*

Sandra M. Logan, *The University of Alabama*

With the increase in technology-assisted counseling and counselor training programs it is inevitable that providing supervision online will continue to increase. The challenges supervisors and supervisees face when participating in distance supervision can parallel challenges in a counseling session. Join a discussion that will provide you with an overview of the challenges of distance supervision and how these challenges can foster resilience in both supervisors and supervisees.

Note: designated supervision session



Friday, October 7, 4:00-4:50 pm

Table 7

Teaching Students to Practice What We Preach: Infusing Student Wellness in Counseling Curricula

Kristel Headley, *Johnson University*

Sean Ridge, *Johnson University*

Wellness is a foundational principle in the practice of counseling. Although the role of wellness for graduate counseling students has received some attention in the literature, less attention has been given to methods of integrating wellness approaches into existing counseling curricula. The presenters have taken a developmental approach to incorporating student wellness into the graduate counseling curriculum, allowing students' wellness skills to grow concurrently with their clinical skill.



Friday, October 7, 4:00-4:50 pm

Table 8

Barriers to Studying Neuroscience for Students in Counselor Education Programs

Morgan E. Kiper Riechel, *Mercer University*

Due to its more recent arrival and relevancy within the field of Counseling, neuroscience faces many barriers when considering the ability of counselors to research, study, and utilize neuroscience within practice. Furthermore, counselor education faces challenges to incorporating neuroscience education into counselor education programs. This presentation facilitates discussion in order to begin to overcome the existing barriers.



Friday, October 7, 4:00-4:50 pm

Table 9

Student Resilience on Campus: Preparing Counselors to Work with Today's College Student

Elizabeth Likis-Werle, *East Tennessee State University*

Alec Testa, *Southern Arkansas University*

Atiya R. Smith, *University of Rochester*

Nathaniel Brown, *University of Georgia*

College students bring more distress than ever before, yet few present at counseling centers. This session will address using counseling skills in non-clinical settings (e.g., Residence Life, Career Services, Advising) to benefit students; address training implications for preparing counselors; advocate our unique fit for Student Development positions;

highlight experiences from graduates of College Counseling/Student Development programs; and share tips for helping graduates define their roles.

Note: sponsored Interest Network session



Poster Sessions – Astor Ballroom III *Many of these posters focus on Wellness & Resilience*

Friday, October 7, 4:00-4:30 pm

Poster 1

The Variables that Influence Female Counselors' Experience of Work-Family Conflict

Emeline C. Eckart, *Xavier University New Orleans*

Matthew L. Lyons, *University of New Orleans*

A challenge identified by female counseling professionals is conflict that occurs within their work and family roles. This presentation is based on quantitative and qualitative research that examined the variables associated with female counselors' experience of work-family conflict. The presentation will present the results and discuss the implications for counselor educators with a focus on preparing future counselors, and integration into counselor education curriculum.



Friday, October 7, 4:00-4:30 pm

Poster 2

Siblings of Persons with Disabilities: Strengths and Struggles

J. Rufus Wofford, *University of South Carolina*

Many counselor educators (CEs) and CITs may recognize the importance of providing treatment to a person born with a disability and that person's primary caregiver. However, CE's and CITs may be less aware of issues concerning non-disabled sibling(s) in such families. The literature on this topic spans multiple disciplines and perspectives, from deficit-based to strength-based views. Thus, prudence compels counselor educators to consider the implications for counseling and pedagogy.



Friday, October 7, 4:00-4:30 pm

Poster 3

Counselors' Self-Discrepancy and its Influence on Their Burnout and Wellness

Donghun Lee, *University of Arkansas*

Kristin Higgins, *University of Arkansas*

Integrating personal and professional self is important for counselors to use themselves as an instrument. Discrepancies between their selves may result in stress and exhaustion. This presentation promotes professionals' awareness of the importance of integrating counselors' selves by introducing self-discrepancy theory, presenting results of a study on counselors' self-discrepancy and its impact on their burnout and wellness, and providing some suggestions for counselors and supervisors.



Friday, October 7, 4:00-4:30 pm

Poster 4

Promoting Resilience Through Mentoring Professional School Counselors

Glenda S. Johnson, *Appalachian State University*

Mentoring has been shown to be an effective way to assist novice professionals transition from graduate programs into the profession. This presentation will provide participants with a mentoring model derived from data that can be utilized to assist novice school counselors entering the profession.



Friday, October 7, 4:00-4:30 pm

Poster 5

Promoting Wellness in Aspiring and Emerging Counselors

Kevin Doyle, *Virginia Tech*

The ACA Code of Ethics (2014) calls upon counselors to self-monitor for their own impairment to include physical, mental, or emotional problems. Research supports that counselor wellness is necessary for providing competent care to clients and maintaining satisfaction in the workplace. Establishing effective wellness practices, is an essential component of counselor development. In this presentation strategies and challenges to developing wellness amongst emerging counselors will be discussed.



Friday, October 7, 4:00-4:30 pm

Poster 6

Resilience and Wellness: Teaching Graduate Counseling Students Strategies To Use Both

Rabeena Alli, *Loyola University Maryland*

Counselor burnout and compassion fatigue are areas counselors aim to avoid. By using wellness and resiliency, this problem can be lessened. This session will provide counselor educators strategies on assisting students with developing resiliency through wellness interventions. An engaging exploration of the connection between wellness elements and resiliency. Participants will learn how resiliency strengths can decrease counselor burnout and explore hands-on strategies to support their students.



Friday, October 7, 4:00-4:30 pm

Poster 8

Ready or Not: A Roadmap for Educators Who Facilitate the Holistic Development of Counselors

Kendra A. Surmitis, *Winthrop University*

Kira Mari Candelieri Marcari, *The George Washington University*

The unfolding of student identity is evident throughout clinical training, and essential to ongoing professional development. Specific developmental constructs, self-identity and self-authorship, aid in the conceptualization of growth processes, giving counselor educators theoretical traction to conceptualize and facilitate student maturity (Baxter Magolda, 2001; Oyserman, et al., 2012). This presentation takes a holistic approach to identity development, providing case examples for discussion.



Friday, October 7, 4:00-4:30 pm

Poster 9

Self-Care Strategies to Increase Compassion Satisfaction

Samantha Airhart-Larraga, *The University of Texas at San Antonio*

The presentation will focus on discussing self-care strategies in the areas of physical health, emotional health, cognitive health, relational health, and spiritual health to help counselors increase compassion satisfaction that will help prevent counselor burnout.



Friday, October 7, 4:00-4:30 pm

Poster 10

Caregiving for Future Caregivers: Self-Compassion, Self-Care, and Counseling Self-Efficacy

Sarah Criss, *Trevecca Nazarene University*

Data from a larger study on counselor development being completed at a CACREP-accredited institution will be presented. Key literature on facilitators of counselor self-efficacy such as self-compassion, self-care, and emotion regulation will be summarized. How these factors predict CSE over the course of a graduate training program will be included. Attendees will be given resources for assessing and improving self-compassion, self-care, and emotion regulation.



Friday, October 7, 4:00-4:30 pm

Poster 11

Fostering Resilience in Counselor Education Students

Alexander J. Moga, *University of Akron*

Resilience categories include, personal, community and family factors. Each of these factors contributes to an individuals' success (Werner, 1989). Personal factors include an active problem-solving approach or a constructive perception toward new experiences. Community factors include the ability of a community to cope with stress and the overall measure of adaptation and flexibility. Resilience can be fostered in counselor education programs both personally and within the student community.



Friday, October 7, 4:00-4:30 pm

Poster 12

Practicing What We Preach: Increasing Resilience in New Practitioners

Erica Merrill, *University of North Carolina at Charlotte*

Sara Andrews, *University of North Carolina at Charlotte*

Higher levels of emotional intelligence (EQ) are correlated with increased resilience factors. Increasing the EQ of new counseling practitioners can reduce personal and professional stress levels. In this presentation, we will identify resilience factors and explore ways to increase EQ in order to mitigate the negative effects of stress and potential for professional burnout among new practitioners.



Friday, October 7, 4:00-4:30 pm

Poster 13

The Power of Metaphors: Building Resilience in Graduate Students

Yvette Saliba, *University of Central Florida*

Michelle Mitchell, *University of Central Florida*

The unknown can be overwhelming. Metaphors however, can create bridges between familiar and unfamiliar experiences by tethering what we know to what we do not, thereby building resilience. This topic will be framed by a discussion of resiliency rhetoric, while exploring metaphors used in research, poetry, and hip-hop. Our conversation will explore how metaphors provide points of connection for current and future students who may be struggling with the unknown experience of graduate school.



Friday, October 7, 4:00-4:30 pm

Poster 14

Wellness and ADHD: The Search for Alternative Treatments and Resiliency

Debra Denise King, *Argosy University, Sarasota*

D. Paul Rodriguez, *Argosy University, Sarasota*

ADHD is a chronic, commonly treated diagnosis. Increasingly, many request alternative forms of treatment due to the health concerns, partial effectiveness, and/or stigma often attached primarily with pharmacological interventions, and the complex needs and burnout often associated with ADHD. This author attempts to address this search for alternative ADHD treatments to promote resiliency, by providing a review of the Wellness literature, and developing proposed Psychoeducation Wellness Training.



Friday, October 7, 4:00-4:30 pm

Poster 15

The People in Blue: Promoting Wellness and Resiliency in Law Enforcement Personnel

Ashley J. Blount, *University of Nebraska Omaha*

Daniel B. Kissinger, *University of Nebraska Omaha*

Law Enforcement Personnel are a special population who are susceptible to burnout, compassion fatigue, and vicarious trauma due to the nature of their job. For the aforementioned reasons, counselors need to know how to address unwellness and promote well-being and resiliency in this population.



Friday, October 7, 4:00-4:30 pm

Poster 16

Positive Psychology for the Counselor: Integrating Sport to Enhance Performance & Life Balance

Teresa B. Fletcher, *University of North Georgia*

Susan Hurley, *University of North Georgia*

Counseling is a performance-based construct. In other words, there is a parallel between athlete training and performance and counselor training and performance, particularly as it applies to skill development, maintaining a mind-body connection, and cultivating endurance and stamina. For the purposes of this presentation, performance factors shared

by athletes and counselors are identified with regards to creating and replicating a "flow" experience and fostering well-being and life balance.



President's Reception
5:30 – 7:00 pm
Grand Ballroom



PRESENTS

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Saturday
October 8



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The Professional of Counselors

Saturday, October 8 - 8:00 am

Saturday, October 8, 8:00-8:50 am

Grand Ballroom D

Reset Heart, Mind, and Body Yoga Session

Lacretia Dye, *Western Kentucky University*

Join Cre Dye, RYT- 500 yoga teacher for a relaxing yet invigorating 50 minutes of yoga as we unite breath with movement! Beginner yogis and those looking to deepen their practice are welcome. Remember to pack your mats!!!!!!

Note: sponsored wellness session, not eligible for CE credit

Ethics and Professional Development Interest Network

Royal Board Room

Content Sessions

Saturday, October 8, 8:00-8:50 am

Astor Ballroom I

Navigating the Negotiation: Successfully Negotiating Your Next Academic Job Package

Cheryl P. Wolf, *Western Kentucky University*

Andrea J. Kirk-Jenkins, *Western Kentucky University*

Successfully negotiating an academic job package can add up to significant income and benefits over a career. This presentation will explore the results of a recent survey where you will learn negotiation strategies that have worked for others, tips for preparing for a successful negotiation, how to remain resilient when the negotiation does not go as planned, and more.



Saturday, October 8, 8:00-8:50 am

Astor Ballroom II

Implications for Clinical Supervision and Education for International Counselors in Training

Ahram Lee, *Syracuse University*

The presentation will focus on a literature review on international students in counseling and related programs. International students have become an important population within the context of internationalization of the counseling profession. The presenter will introduce different scholarly discussions that have occurred regarding this population and to discuss how to expand existing pedagogy and supervision practice to better assist the international students' professional growth as a counselor.



Saturday, October 8, 8:00-8:50 am

Bienville

Applying Shame Resilience Theory (SRT) in Counselor Training and Supervision

Noelle R. St. Germain-Sehr, *Argosy University, Dallas*

Amanda M. St. Germain-Sehr

Shame involves feeling personally inadequate and wanting to hide, which can limit self-disclosure, and increase avoidance and resistance within supervision. Shame resilience

theory (SRT) (Brown, 2006) proposes enhancing shame resilience through increasing empathy, connection, power, and freedom. This presentation will provide an overview of SRT and its application to counselor supervision as a means of increasing shame resilience within the supervisory relationship.

Note: designated supervision session



Saturday, October 8, 8:00-8:50 am

Burgundy

The Emotionally Intelligent Counselor: Increasing Resiliency by Increasing Emotional Intelligence

Daniel Gutierrez, *University of North Carolina at Charlotte*

Erica Merrill, *University of North Carolina at Charlotte*

Jesse Fox, *Loyola University Maryland*

Counselors encounter many types of stressful scenarios that can lead to emotional exhaustion, empathy fatigue, and counselor impairment. The stress of counseling can be difficult to navigate, especially for new counselors who are still learning how to remain open without succumbing to burnout. One factor that might help in keeping counselor resilient is emotional intelligence (EQ). In this presentation, we discuss how emotional intelligence plays an important role in managing stress.



Saturday, October 8, 8:00-8:50 am

Chartres

Expert Site Supervisors' Supervision Considerations: A Sample from Hampton Roads

Gulsah Kemer, *Old Dominion University*

Jill Krahwinkel, *Old Dominion University*

Site supervisors are integral in facilitating supervisee development and promoting effective clinical practices with clients. We will explore a group of expert site supervisors' considerations as they plan, conduct, and evaluate their sessions. Concept Mapping will be used to collect and analyze the data where participants will be involved in all procedures, ensuring testimonial validity. This presentation will highlight expert site supervisors' practices and implications for supervisors.

Note: designated supervision session



Saturday, October 8, 8:00-8:50 am

Grand Ballroom A

Language and Online Learning: The Power of Words to Engage and Transform

Linda Foster, *Walden University*

Cynthia Briggs, *Walden University*

Anita A. Neuer Colburn, *Walden University*

Counseling and communication are based on verbal and non-verbal expression. However, in an online classroom, writing is the primary form of communication. How can faculty members in online counselor education programs translate verbal and non-verbal communication into written form to create vibrant learning communities? In this presentation, three experienced online instructors will provide an overview of research and practice regarding communication and language in online learning communities.

Saturday, October 8, 8:00-8:50 am

Grand Ballroom B

Creative Approaches to Incorporating the New MSJCC into Clinical Supervision

Ashley Tolleson, *Georgia State University*

Mary Huffstead, *Georgia State University*

This program is designed for counselor educators and clinical supervisors. It focuses on creative and experiential activities and techniques to use in individual and group supervision sessions that incorporate the themes and framework provided by the new MSJCC. Discussion will emphasize alternative ways for promoting multicultural and social justice principles within supervision, and presenters will provide demonstrations and an activity packet as a resource for attendees.

Note: designated supervision session



Saturday, October 8, 8:00-8:50 am

Grand Ballroom C

ICD-10-CM: Impact on Diagnosis and Use of DSM-5

Gary G. Gintner, *Louisiana State University*

This program highlights three ways the transition to ICD-10-CM will impact the diagnosis of mental disorders. ICD-10-CM is examined including its structure, classification of mental disorders, and contrast to DSM-5. Participants learn how to use DSM-5 with ICD-10-CM codes and become familiar with additional ICD-10-CM codes not listed in DSM-5.



Saturday, October 8, 8:00-8:50 am

Iberville

Creating the Trauma-Informed Classroom: Trauma-Informed Counselor Education

Melinda Paige, *Argosy University*

Chinwé Williams, *Argosy University*

Kelli B. Ritter, *Argosy University*

Alexandria Hayes, *Argosy University*

Standardized trauma-based curriculum to inform the education of professional counselors have yet to be integrated into counselor education despite the fact that researchers report high trauma-exposure rates among United States residents. Further, trauma counseling competencies to inform the education of trauma counselors have yet to be identified. We apply elements of trauma-informed care to the education of counselors in training which are consistent with the New Haven Trauma Competencies.



Saturday, October 8, 8:00-8:50 am

St. Ann

Best Practices for Teaching Addiction Counseling Courses in CACREP-Accredited Programs

Nedeljko Golubovic, *Georgia State University*

Thomas Murphy, *Georgia State University*

Amanda Rumsey, *Georgia State University*

Brian Dew, *Georgia State University*

In this presentation, we will report findings from a Grounded Theory study of the best practices for teaching addiction counseling courses in CACREP-accredited programs. Educational strategies, including practical implications, for addressing students' attitudes, knowledge, and skills will be discussed. The presenters will examine optimal course and program structure in regards to addiction education and review important changes for the future.



Saturday, October 8, 8:00-8:50 am

St. Charles A

Trends in Ethical Violations: A Thematic Analysis

Tyler Wilkinson, *Mercer University*

Ramona Evans, *Mercer University*

Dannielle Smith, *Mercer University*

Counselors adhere to ethical codes and legal standards to promote human dignity, public safety, and individuals' resilience. Failure to practice ethically and legally poses a risk to the public. The presenters will discuss emergent themes from a thematic analysis of ethical and legal standard violations that lead to disciplinary actions reported to state licensing boards over the last five years. Additionally, implications for counselor educators and gatekeepers will be discussed.

Note: designated ethics session



Saturday, October 8, 8:00-8:50 am

St. Louis

Inspiring, Exploring, and Fostering Conative Skills: A Missing Element of Resilience?

Jason Baker, *Millersville University*

Nadine Garner, *Millersville University*

Join an exciting and interactive presentation that examines a lesser-known element of mind, and its impact on students, counselors, and counselor educators. Participants will discuss important constructs of conation (e.g., striving, will, ego depletion, intention, etc.), the value of conative forces, and practical applications for inspiring this important element of mind. Participants will also analyze and explore methods of using conative skill development techniques in counselor education.



Saturday, October 8, 8:00-8:50 am

Toulouse A

Examining Mindfulness Interventions with College Students: Recommendations for Implementation

Anjanette Todd, *University of South Florida*

Counselor education students who neglect to address their own physical, social, and emotional needs may be more prone to stress and burnout and consequently less able to manage the demands of school. Mindfulness is an intervention that has been found to be effective in promoting wellness and reducing stress in college students. Recommendations for cultivating mindfulness into counselor education will be discussed.



Saturday, October 8, 8:00-8:50 am

Toulouse B

Enhancing the Research Identity of Masters-Level Counseling Students

Seth C. W. Hayden, *Wake Forest University*

Research and statistical analysis are core elements of counselor education evidenced by their inclusion in CACREP standards. Many masters-level counseling students may not view the relevance of these concepts in clinical practice. This presentation will examine the development of a research identity in masters-level counseling students through the research and statistical analysis courses. Strategies for enhancing students' investment in this topic and relevant resources will be provided.



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 8:00-8:50 am

Table 1

Student Countertransference Project: A Story of Counselor Development, Self-Efficacy, and Resilience

Susan M. Lahey, *Trevecca Nazarene University*

Peter Wilson, *Trevecca Nazarene University*

Janna Ramsey, *Trevecca Nazarene University*

A study of self-efficacy and development provided information in understanding the countertransference experiences of students as well as a close examination of personal reactions to clients, experiences from FOO, and resilience. This presentation will provide the results of a research study, while emphasizing information related to the effectiveness of student awareness of countertransference themes, and to aide supervisors in reducing the potential negative impact upon client outcomes.



Saturday, October 8, 8:00-8:50 am

Table 2

Self-Compassion: A Mentorship Framework for Counselor Educator Mothers

Coralis Solomon, *University of Central Florida*

Sejal M. Barden, *University of Central Florida*

Counselor Educators experience high levels of stress due to the nature of the discipline. Mothers in academia face an additional set of emotional stressors. In this presentation, we offer a framework for mentors to increase emotional resilience for mothers in Counselor Education by using portable self-compassion life skills.



Saturday, October 8, 8:00-8:50 am

Table 3

Understanding the Contribution of U.S. Counselor Training to the Internationalization of Counseling

Barbara Herlihy, *University of New Orleans*

Anabel Mifsud, *University of New Orleans*

As discourse around internationalization of professional counseling continues to gain prominence in academic and professional fora, more consideration needs to be given to how counselor training is lending support to this evolving front. The purpose of the session is to promote conversation around the concept of internationalization and the contribution of counselor training to this movement.



Saturday, October 8, 8:00-8:50 am

Table 4

Building a Collaborative University/School District ASCA Model Program (RAMP) Cohort

Donna Dockery, *Virginia Commonwealth University*

Many school districts need guidance implementing the ASCA National Model. Creating a collaborative partnership with practicing school counselors helps to bridge the implementation gap between theory and practice. Presenters created a RAMP Cohort with seven local school districts who meet monthly to work on developing a data-driven comprehensive school counseling program. Presenters will share initial steps, goals, and strategies used to develop the partnership, along with numerous resources.



Saturday, October 8, 8:00-8:50 am

Table 5

The Role of Attachment in Clinical Supervision: Theory, Research, and Future Directions

Jason S. Jordan, *Trevecca Nazarene University*

Attachment theory provides valuable insights into a person's development and the quality of their relationships. Using attachment theory to conceptualize the development of counseling trainees and the supervisor-trainee relationship can inform supervision and potentially provide a template for effective clinical supervision. The round table discussion will review research on attachment in clinical supervision, emphasize practical implications, and explore future research possibilities.

Note: designated supervision session



Saturday, October 8, 8:00-8:50 am

Table 6

Are We Doing This Right?: Doctoral Students Discuss Co-Facilitating an Experiential Group

Quentin Hunter, *University of Louisville*

Katelyn Gosnell, *University of Louisville*

Ahmad Washington, *University of Louisville*

Two doctoral counselor education students and one counselor educator discuss how they collaborated to teach a group counseling course. Having served as teaching assistants for the course in the first year of their program, the doctoral students will detail the trials and triumphs they experienced as they co-led the experiential group component of this course. Suggestions for maximizing the teaching experiences for doctoral students through consistent faculty supervisors will be provided.



Saturday, October 8, 8:00-8:50 am

Table 7

Supervising Peer Support Specialists: Celebrating Resiliency in the Field of Addictions

Jonnie Lane, *North Carolina State University*

Peer Recovery Support Specialists are mental health and substance abuse workers who are themselves in mental health or substance abuse recovery. Life experiences and involvement in recovery allow peer support specialists to work with clients in a way that deviates from traditional counseling. Because of this, supervising Peer Support Specialists requires deviation from traditional supervision approaches, attending to the nuances that occur with peer support. This program covers such supervision.

Note: designated supervision session



Saturday, October 8, 8:00-8:50 am

Table 8

A Balm for Burnout: Integrating Self-Compassion in Self-Care

Susannah C. Coaston, *Northern Kentucky University*

As counselors, we are the tool of change in collaboration with our clients. Although, self-care is widely promoted within the counseling profession, many counselors and counseling students struggle to engage in regular self-care practices. This interactive session will focus on reducing burnout and applying self-compassion principles to create a self-care plan that is revitalizing, soothing, and compassionate toward the lived experience of the counselor.



Saturday, October 8, 8:00-8:50 am

Table 9

Embodied Research: Integrating Creativity, Relationality, and Reflexivity Into Phenomenological Inquiry

Nevine Sultan, *University of St. Thomas - Houston*

Most phenomenological research is an inquiry inspired by a deeply felt personal experience with highly subjective meaning. In this presentation, we explore the relational dynamics of a phenomenological process of inquiry that views participants as partners and mirrors the dynamics of the therapeutic relationship. We address the role of researcher embodiment and reflexivity in a collaborative and intersubjective research approach that honors creativity in elaborating the findings.



Poster Sessions – Astor Ballroom III

Many of these posters focus on College Counseling

Saturday, October 8, 8:00-8:30 am

Poster 1

Psychological Flexibility in Acceptance and Commitment Therapy: Implications for Counseling

Wesley B. Webber, *University of Alabama*

Acceptance and Commitment Therapy (ACT) encourages change through promoting psychological flexibility. This growth-oriented approach likely complements the professional identities of many counselors and has relevance for resilience (psychological flexibility has been linked to post-traumatic growth and ACT has improved functioning of persons suffering from chronic pain). Attendees will learn about ACT theory, discover ACT techniques, and consider implications of ACT for professional counseling.



Saturday, October 8, 8:00-8:30 am

Poster 2

Developing a Healing Arts Training Program: A Strategic Approach to Addressing Community Needs

Katherine S. Biddle, *Virginia Tech*

Ryan M. Cook, *The University of Alabama*

Claudia Howell, *Virginia Tech*

Community initiatives demand a unique skill set that only counselors possess. These presenters will discuss the creation of a volunteer training program for the Robert L.A. Keeley Healing Arts Program at Carilion Clinic. A strategic plan and self-reflection were required to execute this leadership project. The process of its development is presented as a way to consider new leadership opportunities and plan their successful undertaking for the benefit of counselors and local communities.



Saturday, October 8, 8:00-8:30 am

Poster 3

Building Resiliency with Chronically Ill Clients and Caregivers

Regina Fults-McMurtery, *Jackson State University*

Lakitta Johnson, *Jackson State University*

It is estimated that over 130 million Americans are currently living with a chronic illness, with numbers expected to rise in the coming years. As these numbers increase, more individuals will seek support of mental health services for a more holistic approach to care. This presentation will educate practitioners on ways to adequately address the psychological, social and emotional needs of this population in order to build resiliency for more improved outcomes of care for these clients.



Saturday, October 8, 8:00-8:30 am

Poster 4

Supporting Student Veterans: How Counselors and Peers Can Help Reduce Stress and Promote Resilience

Megan J. Doughty Shaine, *Hood College*

Since the passage of the Post-9/11 GI Bill in 2008, the number of military and veteran students on U.S. college campuses has more than doubled and now exceeds one million. This session will review survey findings from more than 200 military-affiliated students across the country, highlighting the potential role of on-campus social support in promoting resilience and reducing post traumatic stress. Practical implications for counselors, counselor educators, and trainees will be discussed.



Saturday, October 8, 8:00-8:30 am

Poster 5

Recognizing and Supporting College Students with Mental Health Issues: The REDFLAGS Model

Mike Kalkbrenner , *Old Dominion University*

The prevalence of Mental Health Disorders (MHDs) is increasing on college campuses. The majority of students who are living with MHDs do not receive treatment. This presentation will provide an overview of The REDFLAGS Model, an acronym of eight observable warning signs that indicate a student might be at risk for developing an MHD. Recommendations will be provided for how counselor educators can use the use The REDFLAGS Model to become leaders in supporting students who are living with MHDs.



Saturday, October 8, 8:00-8:30 am

Poster 6

Predicting Retention in STEM Majors Based on Career Readiness & Career Development Factors

Christopher T. Belser, *University of Central Florida*

Can undergraduate retention in STEM (science, technology, engineering, and math) majors be predicted based career readiness and career development factors? Using binary logistic regression, the researcher will examine predictors of STEM retention from students' first to fourth years. As nearly half of STEM undergraduates leave STEM fields, (Chen, 2014), the current study informs the importance of counselor educator engagement in STEM recruitment/retention efforts as career development experts.



Saturday, October 8, 8:00-8:30 am

Poster 7

Using Wellness Education to Improve College Students' Academic Standing

Tabitha Young, *Troy University*

Wellness, which is a state of fitness that is often associated with positive life choices, has often been linked to increased work productivity within adults. However, does this correlation between productivity and wellness also exist for students on academic probation? This session will provide an overview of wellness and discuss the results of a study that examined the relationship between wellness and college freshman on academic probation.



Saturday, October 8, 8:00-8:30 am

Poster 8

Sharing the Turf: Results-Based Academic Coaching for College Counselors

Chloe Lancaster , *University of Memphis*

M. Kyle Capstick, *University of Memphis*

The current climate in higher-education is on outcome based practices to promote student retention. The shift in focus from enrollment to persistence is compelling college counselors working in academic settings to align practice to broader campus retention efforts. Presenters will describe an innovative academic coaching model targeting at-risk

freshman, identify program outcomes, evaluate "turf" issues associated with coaching models, and discuss implications for training college counselors.



Saturday, October 8, 8:00-8:30 am

Poster 9

Bereavement and Chronic Sorrow in College Students: Giving Voice to the Silent Epidemic

Therese L. Maxfield, *University of South Carolina*

Tiffany M. Bordonada, *University of South Carolina*

Jonathan H. Ohrt, *University of South Carolina*

The rate of college students experiencing grief, and the lack of appropriate on-campus support services, has been described as a "silent epidemic". Additionally, few programs exist to address the needs of students who act as caregiver to another with chronic illness. This session will discuss how to address bereavement and chronic sorrow, or living loss, from an emotional, social, and cognitive perspective; attending to all facets of this developmentally sensitive stage of life.



Saturday, October 8, 8:00-8:30 am

Poster 10

Fostering Hope and Resilience by Decreasing Anxiety in College Job Seekers

Erica L. Stallings, *Auburn University*

Patrick D. Murphy, *Auburn University*

Sarah J. Fucillo, *Auburn University*

Tristen Hyatt, *Auburn University*

College students face the nerve-wrenching task of interviewing for jobs and internships. This task increases anxiety alone, and some students have already experienced rejection through the job seeking process. How do career counselors foster hope and resilience by decreasing anxiety and situational depression in college job seekers that have experienced rejection in the past? This session will discuss techniques utilized at a career center for business students.



Saturday, October 8, 8:00-8:30 am

Poster 11

Improving College and Career Readiness for African American Youth

Patrick Rowley, *Virginia Tech*

Nerissa Snyder, *Virginia Tech University*

Noguera (2003) details structural obstacles encountered by African American youth, such as the chances of being hired after high school and the chances of being suspended or expelled during high school. Despite the odds, many African American youth envision similar postsecondary success when compared with their White peers. By integrating a relational-cultural and strength-based approach, school counselors may find success in bridging the gap between these odds and postsecondary readiness.



Saturday, October 8, 8:00-8:30 am

Poster 12

Training Counselors to Use DBT to Treat Self-Harm in College Men and Increase Resiliency

Jennifer L. Cannon, *The University of North Carolina at Greensboro*

Lindsey K. Umstead, *The University of North Carolina at Greensboro*

Researchers suggest that male self-harm is often overlooked. Counselors-in-training (CIT) who work in college settings are likely to counsel men who self-harm; thus it is imperative that counselor educators provide CITs with ways to treat male self-harm. Dialectical Behavior Therapy (DBT) is an effective treatment for reducing self-harm. This presentation will show how counselor educators can aid CITs in using the DBT acceptance skills to promote resiliency in college men who self-harm.



Saturday, October 8, 8:00-8:30 am

Poster 14

Academic Coaching: A Training Site for Aspiring Counselors and Counselor Supervisors

M. Kyle Capstick, *University of Memphis*

Academic Coaching is an innovative approach to student support services that is being adopted by many state institutions. This poster will report on the benefits of using academic coaching centers as training sites for master's level practitioners and doctoral student supervisors. The results from a pilot study revealed that college coaching centers may strengthen master's and doctoral level students' counselor identity, self-efficacy and professional resiliency.



Saturday, October 8, 8:00-8:30 am

Poster 15

Preparing for Active Shooter Events on Campus: Identifying Fatal Flaws

Thomas Allen Fonseca, *University of Holy Cross*

Dustin H. Reed, *University of Holy Cross*

Elizabeth K. Berger, *University of Holy Cross*

This session will identify ways in which professional school counselors can assist their respective employers by identifying common flaws in crisis response planning for active shooter events.



Saturday, October 8, 8:00-8:30 am

Poster 16

Exploring Mental Health Recovery Through Trauma Resolution: A Dialogue on Trauma-Informed Care

Jillian Vella, *University of Florida*

Sunni S. Lutton, *University of Florida*

In this session we will discuss the publicly documented narratives of three individuals who have achieved mental health recovery from chronic mental illness, the role of trauma in their illness and recovery, and clinical implications that can be garnered from their experiences. These narratives provide alternatives to the predominant ideology that certain mental illness will always require consistent, life-long psychiatric intervention.

Saturday, October 8 - 9:00 am

School Counseling Interest Network

Royal Board Room

Content Sessions

Saturday, October 8, 9:00-9:50 am

Astor Ballroom I

Eight Steps to Evaluating Student Learning Outcomes in Counselor Education

Donna M. Gibson, *Virginia Commonwealth University*

Casey A. Barrio Minton, *University of Tennessee*

Carrie A. Wachter Morris, *The University of North Carolina at Greensboro*

With the advent of the 2009 and now 2016 CACREP standards, program evaluation in counselor education gained significant attention. However, good program evaluation may continue to allude counselor educators. This presentation focuses on eight steps to guide educators in this process. A focus on identifying program objectives, mapping curricula and processes, selecting assessments, developing measures, and collecting, managing, analyzing, reporting, and using data will be provided.



Saturday, October 8, 9:00-9:50 am

Astor Ballroom II

The Ethics of Social Media and Technology

Justyn D. Smith, *Sam Houston State University*

Danielle F. Marks, *Sam Houston State University*

Jasandra L. Oeffinger, *Sam Houston State University*

This presentation will address the current ACA ethical code and how advancements in technology impact ethics in counseling, teaching, and supervision. The presentation will specifically focus on issues of social media, distance counseling and professional conduct. Lastly, the presentation will review state guidelines established by each of the 14 states included in the southern region regarding the use of technology (i.e., live video-conferencing) in clinical supervision.

Note: designated ethics session



Saturday, October 8, 9:00-9:50 am

Bienville

Expert Supervisors' Priorities when Working with Easy and Challenging Supervisees

Gulsah Kemer, *Old Dominion University*

In order to explore expert clinical supervisors' supervision priorities with their easy and challenging supervisees, we used the cognitive map from Kemer, Borders, and Willse (2014) as a conceptual model. Paired-sample t-test and vector-fitting regression analyses revealed that experts' priorities with their easy and challenging supervisees were represented in different parts of the map, while experts appeared to tailor their work with challenging supervisees.

Note: designated supervision session



Saturday, October 8, 9:00-9:50 am

Bourbon

Supporting English Language Learner Success in Counselor Education Programs

Elizabeth A. Maynard, *University of St. Thomas*

Victoria Yu Liu, *University of St. Thomas*

The number of English Language Learner (ELL) students and faculty is increasing in Counselor Education programs as both domestic and international students pursue graduate education in this field. This program offers best practices in classroom instruction, writing development, and clinical skill formation for graduate students whose first language is one other than English. Support is also offered for ELL faculty teaching in English-dominant Counselor Education programs.



Saturday, October 8, 9:00-9:50 am

Burgundy

ESSA: An Analysis of the Roles and Opportunities for Counselors

Margaux H. Brown, *Augusta University*

The Every Student Succeeds Act (ESSA) holds promise for school and community mental health counselors to provide comprehensive services in the era of 21st century education in which critical thinking, collaboration, and problem-solving are emphasized. This presentation will summarize 21st century education and highlights of the transition from NCLB to ESSA from a counseling lens. A content analysis of counseling terms in ESSA will be presented and implications for practice and funding explicated.



Saturday, October 8, 9:00-9:50 am

Chartres

Cultivating Resilience: Supervisors' Use of the Multicultural Counseling Competencies

Erin O. Kern, *University of Arkansas*

Paul Blisard, *University of Arkansas*

A primary tenet in counselor training and clinical practice is the celebration of diversity. Integrating multicultural counseling competencies into supervision models clinical use and increases supervisees' resiliency in the face of inevitable challenging situations. Presenters will address the new multicultural competencies set forth by AMCD, how supervisors can be sure they are confidently enacting these competencies, and how they can be utilized to foster resilience in supervisees.

Note: designated supervision session



Saturday, October 8, 9:00-9:50 am

Grand Ballroom A

Pre-Tenure Counselor Educator Mothers: Vulnerability and Resilience

Mary A. Hermann, *Virginia Commonwealth University*

Cheryl W. Neale-McFall, *West Chester University of Pennsylvania*

Research has consistently shown that mothers working in academia experience stress from balancing work obligations with childcare and other second shift activities. Pre-tenure mothers seem most vulnerable to these challenges. This presentation will describe the results of a research study that considered the challenges pre-tenure counselor educator

mothers experience and the protective factors that support their success. Implications for counselor educators will be discussed.



Saturday, October 8, 9:00-9:50 am

Grand Ballroom B

The Resilience of the Quiet Ego: Helping Counselors in Training Find Balance

Savannah Cormier, *University of Northern Colorado*

Clarissa Cigrand, *University of Northern Colorado*

Counselors-in-training require guidance in how to balance a focus on the self with a focus on others in a way that doesn't lead to self-absorption and defensiveness or excessive self-sacrifice and burn out. The purpose of this experientially-focused presentation is to explore how counselor educators and supervisors can teach their students to cultivate a quieter ego in order to develop compassion for both self and others, secure self-esteem, and a genuine interest in personal growth.



Saturday, October 8, 9:00-9:50 am

Grand Ballroom C

Building Counselor Resilience: The Importance of Grief Work for Counselor Educators and Supervisors

Quinn Koelfgen Smelser, *The George Washington University*

Sarah Durant, *The George Washington University*

Diona Emmanuel, *The George Washington University*

Kshipra Jain, *The George Washington University*

All counselors will encounter grief and loss be it in working with clients, with students or with supervisees. Similarly, all of us have or will have to face loss in our own lives. This content session will present literature, resources, and activities for counselor supervisors and educators to use in an effort to increase their own awareness for possible areas of countertransference in teaching grief and loss and/or providing supervision to counselors-in-training working with this population.



Saturday, October 8, 9:00-9:50 am

Grand Ballroom D

Professional Resiliency: Encouraging CITs Through Self-Awareness of Dysregulation

Tessa M. Hastings, *University of North Texas*

Lisa L. Beijan, *University of North Texas*

Lisa L. Schulz, *University of North Texas*

This presentation will draw upon Interpersonal Neurobiology (IPNB) concepts to address the ways counselor educators and supervisors (CE/S) can help counselors-in-training (CIT) build understanding and awareness of the dynamics of emotional regulation and dysregulation that occur in the counselor-client relationship. Foundational pedagogy based in IPNB will be complimented with specific tools and skills that CE/S can implement with CIT.



Saturday, October 8, 9:00-9:50 am

St. Ann

Posttraumatic Growth: Thriving in the Aftermath

Kristina Nelson, *Texas A&M University-Corpus Christi*

Posttraumatic growth (PTG) refers to the ways in which people are positively transformed by the experience of surviving significant adversity, and has been found to be the result of an active reconfiguration of a person's mental map to accommodate new trauma-related information. The application of the PTG concept is designed to be integrated with common approaches to therapy, thus enhancing the therapeutic experience and helping clients thrive in the aftermath of a traumatic experience.



Saturday, October 8, 9:00-9:50 am

St. Charles A

Teaching School Counseling Overseas: Pedagogical Challenges and Opportunities

Keith M. Davis, *Radford University*

As the counseling profession continues to grow globally, the opportunity for counselor educators from the U.S.A. to teach counseling overseas has equally grown. In this presentation, a counselor educator from the U.S.A. will share his experiences teaching school counseling and other education courses at a university in Istanbul, Turkey. Included will be pedagogical, cultural, and institutional challenges and opportunities for teaching and living overseas.



Saturday, October 8, 9:00-9:50 am

St. Charles B

Theory-Based Experiential Activities for Use in Teaching Career Development and Career Counseling

Suzanne M. Dugger, *University of Mississippi*

If you've ever felt like you've drawn the short straw when assigned to teach a career course or ever struggled to excite students with this subject matter, this is the session for you! Come learn about experiential activities for use in teaching theory-based material. You will have an opportunity to participate in the activities, receive handouts detailing them, and receive a list of other resources to support your use of experiential activities in career development/counseling courses.



Saturday, October 8, 9:00-9:50 am

St. Louis

Multicultural Case Conceptualization Ability: Bringing Culturally Competent Skills to the Forefront

Dominique S. Hammonds, *Appalachian State University*

Programs assess trainee case conceptualization ability, often by case presentations, while this is a standard of our field, students report feeling unprepared to address key aspects of their cases such as diversity. It is argued that multicultural case conceptualization skills can be gained through the use of multicultural structured peer group supervision. Results of a mixed-methods examination of multicultural case conceptualization ability in master's-level trainees will be explored.

Saturday, October 8, 9:00-9:50 am

Toulouse A

Beyond Compliance: Mitigating Cognitive Dissonance in Socially Conservative Counselors in Training

Joseph Charles Hudson-Martin , *Walden University*

Counselors in training must develop multicultural competence. A particular challenge faces socially conservative counseling students who perceive a conflict between their religious values and the professional values of counseling. This program will seek to help counselor educators and supervisors work effectively and empathetically with socially conservative counseling students, to increase their effectiveness working with diverse clients through reducing their cognitive dissonance.



Saturday, October 8, 9:00-9:50 am

Toulouse B

Preparing Resilient Counselors: A Wellness Perspective on Counseling Curriculum

Hannah Cornelius, *The University of Texas at San Antonio*

Summer Allen, *The University of Texas at San Antonio*

Novice counselors are susceptible to adverse effects of providing helping services (Skovhold & Ronnestad, 2003). Stamm (2002) found a correlation between self-care practice and resiliency in counselors. However, graduate counseling students have reported a desire for more curriculum on self-care (Thompson et al., 2011) and would benefit from greater wellness instruction (Shapiro et al., 2007). The presenters will offer a counselor wellness course curriculum and implementation strategies.



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 9:00-9:50 am

Table 1

Fostering Resilience in Families with Autism Spectrum Disorder: An Approach for Counselor Educators

Chinwé Williams, *Argosy University, Atlanta*

Lesley D. Riley, *Argosy University, Atlanta*

Due to the increased prevalence of Autism Spectrum Disorder, school counselors are more likely to work with students and families with ASD despite limited training. The presenters will provide an overview of the literature on ASD and school counselor preparedness to serve students with ASD. In addition, presenters will offer suggestions for how counselor training programs may infuse advocacy, consultation, and wellness approaches for fostering resilience with this underserved population.



Saturday, October 8, 9:00-9:50 am

Table 2

Put Your Oxygen Mask on First: Self-Care in Counselor Education

Melissa Alvarado, *Walden University*

In the field of counseling, there are many rewards as well as many stressors when helping others. Although one can derive great pleasure in assisting those in need, there is also a point where stress and burnout become factors in professional self-care. Counselor educators and supervisors have a responsibility to educate students regarding the importance of self care. This presentation will provide an overview of ethical considerations and practical implications for the profession.



Saturday, October 8, 9:00-9:50 am

Table 3

The Development of Counselor Education at an Australian University: Lessons, Challenges, and Opportunities

Heather A. Warfield, *University of Southern Queensland*

Tony Machin, *University of Southern Queensland*

This program will focus on the development of a counselor education and supervision program at a university in Australia. A comparative analysis between the USA and Australia will be given and participants will be given the opportunity to ask questions and offer perspectives on how the presenters have conceptualized the program development and utilized resources and partnerships with collaborators in Australia and the United States.



Saturday, October 8, 9:00-9:50 am

Table 4

The Integration of Religion and Spirituality in Multicultural Counseling Courses

Angela E. James, *University of New Orleans*

This presentation will present the results of a qualitative research study exploring how instructors of multicultural counseling courses incorporate spirituality and religion in their course instruction. The presenters will provide insight into participants' inclusion or lack of inclusion of the topic of spirituality in their multicultural counseling courses. The presentation will address both implications and limitations as well as make recommendations for future research.



Saturday, October 8, 9:00-9:50 am

Table 5

Dissertation Proposal Development: Writing, Research, and Countertransference

Susan M. Lahey, *Trevecca Nazarene University*

L. James A. Schut, *Trevecca Nazarene University*

Layla Bonner, *Trevecca Nazarene University*

Teri Murphy, *Trevecca Nazarene University*

Doctoral students have to navigate the daunting task of creating the dissertation proposal. Often, the student experiences a learning curve related to the development or writing and researching skills. However, many times underestimated, is the development of the person of the student through the pressure of the process. This presentation will focus upon the student's personal experience with the growth, pressure, and development through the beginning stages of their dissertation.



Saturday, October 8, 9:00-9:50 am

Table 6

School Counselor Role Confusion: How Counselor Educators Can Better Prepare Our Students

Lisa Burton , *Marshall University*

Bob Rubenstein , *Marshall University*

Even with the ASCA National Model school counselors are still struggling with role confusion. This presentation will discuss the reasons for this confusion and delusion of what school counselors do and should be doing. Research has shown that whether it is administrators, counselors, teachers, or parents, the role of the counselor is still confusing to many. We would like to discuss why this is still occurring and what counselor educators need to be teaching our school counseling students.



Saturday, October 8, 9:00-9:50 am

Table 7

#BounceBack: An Integrative Approach to Cultivating Resilience for Emerging Supervisors

Jyotsana Sharma, *Virginia Tech*

Karen Raymond, *Virginia Tech*

Brandy Smith, *Virginia Tech*

Gerard Lawson, *Virginia Tech*

Emerging supervisors may find it challenging to balance multiple roles adjusting to the novel craft of supervision. This presentation will focus on supervisor resilience, while considering the roles practiced in the Discrimination Model and developmental processes that supervisors are observing and experiencing through the Integrated Developmental Model. We will review current research available and offer recommendations for future research focusing on emerging supervisor resilience.

Note: designated supervision session



Saturday, October 8, 9:00-9:50 am

Table 8

Enacting Post-Modern and Post-Structuralist paradigms in Counselor Education

John A. Dewell, *Loyola University New Orleans*

Kevin Foose, *Loyola University New Orleans*

Rationalist perspectives have grown to dominate both clinical practice (e.g., cognitive therapies) and education (e.g., outcome based learning). Post-modern and Post-structuralist counselor educators often find that contemporary culture actively marginalizes their epistemologies. This presentation will deconstruct how these approaches are marginalized and engage in a dialog about how to support and advocate for them.



Saturday, October 8, 9:00-9:50 am

Table 9

Using Metaphors to Teach the Neuroscience of Play Therapy

Chad Luke, *Tennessee Tech University*

Neuroscience continues to emerge throughout the helping fields, and play therapy is no exception. The purpose of this presentation is to discuss a new approach for understanding neuroscience (i.e., the Metaphoric model; Luke, 2015) and the application to play therapy.



Saturday, October 8, 9:00-9:50 am

Table 10

Social Justice in Action: Service-Learning in Counseling Programs

Kevin Webster, *University of Tennessee*

Melinda Gibbons, *University of Tennessee*

The 2015 revision of the Multicultural and Social Justice Counseling Competencies includes new descriptions of social justice, action, and social advocacy. The purpose of this interactive presentation is to bring together counselor educators and students to explore how these concepts can be integrated on a programmatic level in an academic setting. A discussion will also be facilitated on the development of collaborative partnerships in the community that encourage social justice advocacy.



Poster Sessions – Astor Ballroom III

Many of these posters focus on Teaching and/or Technology

Saturday, October 8, 9:00-9:30 am

Poster 1

Navigate Counseling Clinic: A Service-Learning Model for Counselor Education & Development

W. Leigh Atherton, *East Carolina University*

Shari M. Sias, *East Carolina University*

Service-learning is a valuable tool for enhancing the education and development of clinical counseling students and meeting the needs of the community. Research demonstrates an increase in counselor competence and confidence through engagement in service-learning opportunities. Participants will learn the implications of integrating a service-learning model into a departmental counseling clinic on teaching, research, and service for both students and faculty.



Saturday, October 8, 9:00-9:30 am

Poster 2

Self-Disclosure in a Clinical Skills Course: The Best Approach

Patrick L. Peck, *Arkansas State University*

Lacy Overley, *Arkansas State University*

Skills courses in counselor education are crucial in the development of competent practitioners. Drawing on current literature, the authors examine the benefits and limitations, associated with utilizing either pretend or authentic self-disclosure in practice sessions in a skills-oriented pre-practicum course. Special attention will be given to illuminating positive aspects of authentic self-disclosure and defending the use of "real life" material against relevant ethical considerations.



Saturday, October 8, 9:00-9:30 am

Poster 3

Applied Suicide Intervention Skills Training with Counselor-trainees: A Quasi-Experimental Study

Laura R. Shannonhouse, *Georgia State University*

Nikki Elston, *Georgia State University*

Julia L. Whisenhunt, *University of West Georgia*

Amanda Rumsey, *Georgia State University*

Mary Chase Mize, *Georgia State University*

Suicide is a rising health concern, unfortunately research shows new counselors are still unprepared to respond to those at risk. ASIST, an empirically supported program, may help address this skill gap. Findings are presented from a quasi-experimental study of counselor-trainees (80 ASIST trained, 80 control) with pre/post-training data (attitudes, knowledge, and skills). Attendees will learn benefits and challenges of using ASIST in counselor preparation and strategies to build resilient communities.



Saturday, October 8, 9:00-9:30 am

Poster 4

Basic Counseling Techniques Training: The Differential Effects of Two Models on Skill Development

Chris L. Carver, *Northeastern State University*

This presentation examines the effects of two models of basic counseling skill training on the development of fully functioning, and the frequency of basic skill utilization as assessed at the end of the course. Two groups of students were taught using the Carkhuff Human Resource Development model (1971) and Egan's Skilled Helper model (2002).



Saturday, October 8, 9:00-9:30 am

Poster 5

Incorporating the Enneagram into Clinical Supervision

Mercedes Ingram, *The University of Texas at San Antonio*

Though considerable research exists concerning the elements of successful clinical supervision, little information is available on the impact of supervisor and supervisee personality characteristics outside of the context of the Myers-Briggs personality typology. The goal of this presentation is explore the use of the Enneagram in clinical supervision and how it can result in personal growth, awareness, and improving connections with others.



Saturday, October 8, 9:00-9:30 am

Poster 6

Focusing on Feminist Theory Through the Student Lens

Quinn M. Pearson, *University of North Alabama*

Miranda M. J. Parries, *University of North Alabama*

Consistent with feminist themes of empowerment and gender-storied narratives, students were invited to submit materials that would be used to generate dialogue about feminist approaches in a theories course. Submissions included music videos, commercials, poetry,

and newspaper and website articles, among others. Students' evaluations of the process were conducted for two classes. Descriptions of the process, evaluation results, and multi-media submissions will be presented.



Saturday, October 8, 9:00-9:30 am

Poster 7

Teaching Evidenced Based Practices: Within and Beyond the Classroom

Melanie M. Iarussi, *Auburn University*

Dixie Funderburk Powers, *Auburn University*

Bethany Lanier, *Auburn University*

There is a need to bridge the gap between the knowledge of effective treatments and their implementation in counseling practice. Counselor educators and supervisors have unique opportunities to train counseling students and community professionals in culturally relevant evidence-based practices (EBPs). Presenters will discuss the dissemination of EBPs, including potential roles of counselor educators and supervisors to help bridge this gap using specific pedagogical methods in the classroom.



Saturday, October 8, 9:00-9:30 am

Poster 8

Using Dewey's Theory of Education to Infuse Experiential Learning into Counselor Education Pedagogy

Mike Kalkbrenner, *Old Dominion University*

Experiential learning activities are commonly used in counselor education. This poster session will provide an overview of how John Dewey's theory can be used as a theoretical framework for infusing experiential learning activities into counselor education. Additionally, participants will receive outlines of specific experiential learning activities for infusing Dewey's theory into a variety of courses in counselor education.



Saturday, October 8, 9:00-9:30 am

Poster 9

Transforming Your Classroom: Encouraging Student Involvement and Promoting Active Participation

Dalena Dillman Taylor, *University of Central Florida*

Ashley Blount, *University of Nebraska*

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



Saturday, October 8, 9:00-9:30 am

Poster 10

Professional Counselors Perceptions of Helpful Aspects of Their Teachers of Experiential Classes

Randall M. Moate, *The University of Texas at Tyler*

Erin M. West, *The University of Texas at Tyler*

Thirty-two professional counselors completed a Q sort that assessed their perceptions of what was most helpful about their teachers of experiential classes during their master's degree program. Results from this study highlight aspects of teachers of experiential classes that were perceived as helpful in preparing CMHC to work as professional counselors.



Saturday, October 8, 9:00-9:30 am

Poster 11

Promoting Counseling Self-Efficacy and Multicultural Development of Counseling Master's Students

Brian A. Kooyman, *College of William & Mary*

Keosha Branch, *College of William & Mary*

Literature suggests the effectiveness of utilizing developmental models of supervision; however, the use of these models, particularly for multicultural counseling training, has not been comprehensively addressed. This presentation introduces the use of the Integrative Developmental Model for the purpose of multicultural counseling training. The results of the presenter's study, in addition to implications for research and counselor education will be provided.



Saturday, October 8, 9:00-9:30 am

Poster 12

Infusion of Spirituality Competencies within Didactic and Group Work in Multicultural Coursework

Brian A. Kooyman, *College of William & Mary*

Abbas Javaheri Mohammadi, *College of William & Mary*

The majority of North Americans state the importance of spirituality and state a belief in a higher power (Gallup Organization, 2015). Although attempts at spirituality infusion have been made, counselor education programs have generally not provided needed training (Walker, Gorsuch, & Tan, 2004). This presentation includes the results of a quasi-experimental study demonstrating the advantages of spirituality-competency didactic and group work for multicultural preparation.



Saturday, October 8, 9:00-9:30 am

Poster 13

An Examination of Students' Sense of Community in Online or Hybrid School Counseling Courses

Qi Shi, *Loyola University Maryland*

Online or Hybrid courses are gaining its popularity in education as well as in counselor education programs. However, there has been concerns about students' sense of

community in online or hybrid learning environment. Building a sense of community is especially important for students who are in the early stage of their graduate programs. Therefore, this study is aimed at examining students' sense of community in three hybrid graduate-level introductory courses in a school counseling program.



Saturday, October 8, 9:00-9:30 am

Poster 14

At a Distance: Teaching School Counseling Courses Online

Jasmine L. Knight, *Regent University*

Many school counseling programs offer school counseling courses via the online format. This presents unique challenges for school counselor educators. During this poster presentation, we will share creative ideas and strategies for keeping students engaged and delivering school counseling content via the online format.



Saturday, October 8, 9:00-9:30 am

Poster 15

Resilience in Distance Learning professors in Working with Challenging Students

Sherie Hawkins Malcom, *Adams State University*

Andrew M. Burck, *Marshall University*

Distance Learning students face specific challenges in education that stem from feeling disconnected, having unrealistic expectations of the learning environment, or experiencing disorganization of the course, to name a few. As educators, we face the challenges of seeking to discover the root causes of the student's distress and brainstorming solutions. This discussion covers these challenges as well best practices in conflict resolution and educator self-care throughout the process.



Saturday, October 8, 9:00-9:30 am

Poster 16

Strategies for Preparing Counselors-In-Training to Lead Groups in Online Format

Jeannie Falkner, *Walden University*

Eva Reed, *Walden University*

Counselor educators are charged with preparing students to become competent group leaders. Given the growth in online and distant learning programs, counselor educators must be cognizant of the effectiveness of technology for training group counselors. This session will outline practical strategies for teaching group counseling in an online format and for employing creative interpersonal training approaches which maintain the interpersonal and intrapersonal dynamic of a group experience.



Saturday, October 8, 9:00-9:30 am

Poster 17

Resilience from Within: Using Technology to Build Self-Efficacy During Practicum

John T. Super, *University of Florida*

For many counselors-in-training, practicum is the first opportunity to transition foundational knowledge into clinical skills and through this process better understand resilience. For this reason, the practicum experience is vital to counselor educators and

supervisors. In this session, the research findings of two quasi-experimental studies designed to augment the practicum experience with technology will be presented and the effect on developing counselor self-efficacy and reducing anxiety.



Saturday, October 8 - 10:00 am

Saturday, October 8, 10:00-10:50 am

Grand Ballroom D

An Introduction to and Overview of the CACREP 2016 Standards

Council for the Accreditation of Counseling & Related Educational Programs,

Every seven years the CACREP Standards undergo a thorough review and revision process. The review process included the production of public drafts, open feedback periods for comment by individuals and groups, and revision based on feedback received during the open comment periods. The CACREP Board of Directors adopted the CACREP 2016 Standards in February 2015 and the standards formally went into effect July 1, 2016. This session is an introductory overview of the CACREP 2016 Standards.

Note: sponsored CACREP session

Graduate Student Committee Meeting

Royal Board Room

Content Sessions

Saturday, October 8, 10:00-10:50 am

Astor Ballroom I

Counselor Educator Mothers: A Panel Discussion

SACES Women's Interest Network, *Virginia Commonwealth University*

The SACES Women's Interest Network hosts a panel discussion on the experiences of counselor educator mothers. This panel is in response to research indicating counselor educator mothers need safe spaces to discuss the benefits and challenges of working in academia. Panel members and participants will be invited to share their experiences. Advocacy activities designed to support counselor educator mothers will be addressed as well.

Note: sponsored Interest Network session



Saturday, October 8, 10:00-10:50 am

Astor Ballroom II

Wellness and Resiliency: Navigating Between Your Actual and Ideal Self

Ashley J. Blount, *University of Nebraska Omaha*

Dalena Dillman Taylor, *University of Central Florida*

Wellness is an integral element of the helping professions and is included in ethical codes, suggestions for practice, and codes of conduct throughout counseling, psychology, and social work fields. Navigating the discrepancy between perceived wellness and aspirational

wellness allows for an increase in our awareness. This presentation will discuss a new wellness scale and how learning about the difference between our ideal and actual self may increase individual well-being and resiliency.



Saturday, October 8, 10:00-10:50 am

Bienville

Utilizing Virtual Simulation with Counselors-in-Training: A Quasi-Experimental Study

Olivia Uwamahoro Williams, *University of West Georgia*

W. Bryce Hagedorn, *University of Central Florida*

Counselor educators are tasked with training competent counselors. Part of being a competent counselor is having the adequate counseling skills to effectively work with clients. This presentation will address the outcome of incorporating advanced technology while teaching pre-practicum counseling-in-training (CITs). More specifically, the presenter will discuss the effects of simulation training on the development of CITs enrolled in a counseling techniques course.



Saturday, October 8, 10:00-10:50 am

Bourbon

Addressing Intentional Nondisclosure in Supervision: The Role of Counselor Educators

Ryan M. Cook, *The University of Alabama*

Laura E. Welfare, *Virginia Tech*

This presentation will review findings from a recent study that examined factors of supervision as predictors of counselor-in-training intentional nondisclosure. These factors include social perceptions of a supervisor, the supervisory working alliance, and supervisee attachment styles. The presenters will discuss the self-reported incidences of nondisclosure, the opportunities to mitigate nondisclosure, and implications for counselor educators.

Note: designated supervision session



Saturday, October 8, 10:00-10:50 am

Burgundy

A Strength-Based Approach for Dealing with Difficult Situations in Counselor Supervision

Rachel O'Neill, *Walden University*

Occasionally, counselor supervisors are faced with challenging situations (e.g., a rupture in the supervisory alliance, remediation of supervisee) which can affect the overall quality of the supervisory relationship. The presenter will discuss strength-based techniques which can help maintain a working supervisory alliance. Through the use of real-world case examples, the presenter will share an effective, strength-based approach for use in difficult supervision situations.

Note: designated supervision session



Saturday, October 8, 10:00-10:50 am

Chartres

Introduction to Multi-level Regression Modeling

Hideyuki Tanaka, *Bayou Oaks Health Services, LLC*

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



Saturday, October 8, 10:00-10:50 am

Grand Ballroom A

On the Flip Side: Preparing Students for the Reality of Community Mental Health

Jennifer Keith, *Hollins University*

Private community mental health agencies fill a vital niche in the community mental health system in that they increase access to care and provide a wide variety of services. Supervision provided in these agencies differs greatly than supervision in counselor education programs in focus and emphasis. How to prepare students for the reality of the working world, supervision in agencies, and how to successfully advocate for themselves will be discussed.



Saturday, October 8, 10:00-10:50 am

Grand Ballroom B

A Unique Evidence Based Brief Training in Motivational Interviewing

Tabitha Young, *Troy University*

Motivational Interviewing (MI), an evidence-based practice that centers on increasing clients' motivation for change, has shown promising results with a wide variety of client populations and presenting problems. This program presents a brief version of an empirically based MI training that demonstrated an increase in trainee proficiency in MI and, in turn, an increase in client outcomes (i.e., attendance to therapy).



Saturday, October 8, 10:00-10:50 am

Grand Ballroom C

Promoting the Vicarious Resilience of Counseling Students and Supervisees

Lennis G. Echterling, *James Madison University*

Aimee Brickner, *James Madison University*

Jamie Rice, *James Madison University*

Students and supervisees find it especially challenging and stressful to counsel survivors of crises and traumas. This work can lead to compassion fatigue, vicarious trauma, and even burnout. However, recent research has documented the positive effects and transformative potential for the providers of crisis intervention and trauma counseling services. In this session, we will present case studies and offer strategies that promote the vicarious resilience of counseling students and supervisees.



Saturday, October 8, 10:00-10:50 am

Iberville

Resiliency in Counselor Supervision: Ethical Impacts of Boundaries & Multiple Relationships

Elsa Soto Leggett, *University of Houston - Victoria*

Kathy Ybañez-Llorente, *Texas State University*

The ACA Codes of Ethics (2014) provided guidance for counselors and supervisors when dealing with the ethical dilemmas of boundaries and the impact of multiple relationships. Additional deliberation will be given to developmental and cultural sensitivity in these areas. Attendees will analyze case examples from the parallel roles of counselor and supervisor. Analysis of codes will contribute to the better understanding of these situations and how to recognize the roles and responsibilities.

Note: designated ethics session



Saturday, October 8, 10:00-10:50 am

St. Ann

A Model for Implementing Narrative Therapy with Adolescents: Preparing School Counselors

Shannon Romagnolo, *University of South Carolina*

Narrative therapy (NT) is an effective means of working with adolescents with a variety of presenting issues. However, there is little research or guidance for school counselors when implementing narrative therapy in the school setting. In this session, participants will be introduced to a six-meeting model for implementing NT in the school setting. Participants will also discuss means of teaching school counseling candidates to implement NT in the school setting.



Saturday, October 8, 10:00-10:50 am

St. Charles A

Dreamwork in the Classroom: Facilitating the Experiential Connection Between Theory and Application

Alwin E. Wagener, *Lamar University*

Dreamwork can be an effective and engaging approach for bridging theory and clinical counseling work in the classroom. Through audience participation and with a strong emphasis on safety, dreams will be explored and discussed in relation to counseling theories. This presentation will serve as an experiential model for using dreamwork as an educational tool in the classroom.



Saturday, October 8, 10:00-10:50 am

St. Charles B

Foundations of Professional Identity: Valuing Wellness

Amanda C. La Guardia, *University of Cincinnati*

Michael D. Brubaker, *University of Cincinnati*

Professional identity development is an important process for individuals to actively reflect on so that they may acquire a personal understanding and connection to their chosen life's work. In this session, aspects of normal professional identity development will be

presented within the context of counselor training. Assessment of wellness model orientation and wellness aligned instructional techniques will be provided.



Saturday, October 8, 10:00-10:50 am

St. Louis

Counselor Cognitive Complexity Development in Group Supervision: Results from a Mixed Methods Study

W. Bradley McKibben, *The University of Alabama*

Stephen P. Hebard, *The University of Alabama at Birmingham*

This presentation offers findings from a mixed methods study examining the influence of a structured peer feedback model used in group supervision on counselor cognitive complexity development. Join us in learning how the peer feedback model works, what our data shows regarding cognitive complexity development, how this new data informs use of the peer feedback model, and how you can use this information in future research and in practicing supervision. Also, we have candy.

Note: designated supervision session



Saturday, October 8, 10:00-10:50 am

Toulouse A

Trauma & Brain Changes: A Neurocounseling Approach to Building Resilience

Marina Vladimir, *The University of Texas at San Antonio*

Mercedes Ingram, *The University of Texas at San Antonio*

Joseph Avera, *The University of Texas at San Antonio*

Yuliya Zholu, *The University of Texas at San Antonio*

The emotional and psychological impact of trauma can be debilitating. Research confirms that trauma also results in neuro-physiological changes in the brain impacting memory, cognition, emotions, and behaviors. Neuro-counseling incorporates knowledge of these physiological changes into the treatment of trauma. The authors discuss recent research on brain changes due to trauma and present neuro-counseling strategies to inform client conceptualization, treatment planning and supervision.



Saturday, October 8, 10:00-10:50 am

Toulouse B

Preparing Counselor-Trainees for Culturally Competent Assessment: Multicultural Clinical Interview

Seungbin Oh, *University of Central Florida*

K. Dayle Jones, *University of Central Florida*

Caitlyn R. McKinzie, *University of Central Florida*

Preparing counselor-trainees for multicultural competence is critical, but much of the focus has been on helping students develop cultural awareness and knowledge rather than practical techniques and strategies. In particular, relatively little attention has been directed to training students in developing culturally focused assessment strategies. This presentation provides specific guidelines for preparing students to implement multicultural clinical interviewing techniques in practice.



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 10:00-10:50 am

Table 1

Promoting Resilience in Rural Appalachian Youth

Melinda M. Gibbons, *University of Tennessee*

Anna Lora Taylor, *University of Tennessee*

Emily Brown, *University of Tennessee*

The Appalachian region encompasses more than 25 million Americans across 13 states, eight of which are found in the SACES region. Many in this region have unique needs due to a lack of resources and opportunities in their rural communities, especially for youth. Learn about the importance of understanding rural Appalachian culture and how to teach counselors to work with this unique population. Emphasis placed on youth and how to build resilience.



Saturday, October 8, 10:00-10:50 am

Table 2

Rebounding from Disappointment: Addressing Work Traumas and Unexpected Career Transitions

Jennifer J. Del Corso, *Old Dominion University*

Unexpected career transitions and work traumas trigger grief responses, confusion, uncertainty, and sometimes a loss of identity in clients. This energetic and engaging session is designed to show how counselor educators can help students apply newer career paradigms to help clients bounce back after experiencing work traumas and unanticipated career transitions. Specific teaching assignments and classroom activities (i.e., movies, case studies, and role playing scenarios) are discussed.



Saturday, October 8, 10:00-10:50 am

Table 3

Critical Guidelines for Counselor Educators when Working Outside of the U.S.: A Delphi Study

Paul H. Smith, III, *University of St. Thomas*

This presentation will review the findings of a study on transnational or global work within counselor education. The findings of the study outline critical guidelines for counselor educators in their work around the world in various roles (e.g., teaching, research, consultation). These guidelines will serve to provide a cross-cultural framework for counselor educators in their professional work outside of the U.S. - especially relevant due to the global expansion of the counseling profession.



Saturday, October 8, 10:00-10:50 am

Table 4

Training Counselors for Success in Rural Communities

Tameka Oliphant, *University of Georgia*

Tanya Casey, *University of Georgia*

Margie Gill, *University of Georgia*

Ecological School Counseling is an innovative paradigm that conceptualizes counselors as working within multiple ecosystems. This roundtable discussion will use the ESC model to examine factors impacting the work of counselors in rural communities, both school counselors and clinical/mental health counselors who work in schools. Discussion topics will include training, supervision, and professional development of counselors to increase success and resiliency in schools in rural communities.



Saturday, October 8, 10:00-10:50 am

Table 5

Overcoming Old Beliefs, Owning Your Strength, and Completing the Dissertation

Stacey Reicherzer, Walden University

You know the pattern. You felt great about starting dissertation, and then it hits you: "I'm not smart enough to do this." Suddenly, every doubt you ever had about your abilities and even your worth is there to haunt you. Through a lot of laughter and maybe a few tears, this interactive session will demonstrate proven methods for overcoming negative self-talk so that you can earn your doctoral degree in Counselor Education and Supervision.



Saturday, October 8, 10:00-10:50 am

Table 6

Instructional Approaches for Teaching Students about Accountability in School Counseling

Amy Milsom, Clemson University

Students who are able to learn and apply skills related to accountability prior to graduating are more likely to use those skills later in practice - they will feel more confident. This session will include discussion of activities and assignments that can be used to help school counseling students gain knowledge about and opportunities to practice designing and conducting needs assessments, developing outcome measures, evaluating counseling interventions and programs, and summarizing results.



Saturday, October 8, 10:00-10:50 am

Table 7

Supervision and School Counselors: Voices from the Field

Jennifer H. Greene, Texas State University

Professional school counselors need and deserve supervision that is geared to their unique roles in schools as counselors and educators. Navigating the varied responsibilities, multiple relationships, and school-wide data driven focus of school counselors requires a unique focus in counseling supervision. Using voices from the field, this presentation focuses on best practices in supervising school counseling students and beginning school counselors.

Note: designated supervision session



Saturday, October 8, 10:00-10:50 am

Table 8

Reaching Out: A Conversation on Relational Health among Students, Supervisors, and Faculty During Field Experiences

John T. Super, *University of Florida*

Managing the complexities of establishing and managing effective field experiences is not easy. Counselor educators need effective ways to address conflicts and promote relational health. The goal of this presentation is creating a discussion about the challenges inherent in the administration of field experiences, and the ways in which healthy relationships are fostered. The presenters will focus the conversation on creating a climate of relational health in clinical field experiences.

Note: designated supervision session



Saturday, October 8, 10:00-10:50 am

Table 9

Developing Effective College Counseling and Student Development Practicum and Internship Experiences

Elizabeth Bambacus, *Virginia Commonwealth University*

Donna Dockery, *Virginia Commonwealth University*

Do your college counseling and student development students face challenges securing practicum and internship sites? Do they have difficulty getting college students to participate? Join this roundtable discussion and share strategies and suggestions for supervising graduate students enrolled in college counseling and student development practicum and internship. Bring your ideas for successful higher education placement sites, tips for training site supervisors and helpful resources.



Saturday, October 8, 10:00-10:50 am

Table 10

Service Learning with Pre-practicum Students: Offering Parent Education Workshops

Kathryn L Henderson, *Augusta University*

Joshua Littleton, *Augusta University*

Through a collaboration between a counseling program and a University Literacy Center, we had an opportunity to create a service learning project. Adult caregivers whose children receive tutoring thru the Literacy Center attended parent education workshops lead by counseling students. We will review the process of initiating the project, designing the assignment, and structuring student participation. Outcome data will be discussed from student and parent experiences.



Poster Sessions – Astor Ballroom III
Many of these posters focus on Supervision

Saturday, October 8, 10:00-10:30 am

Poster 1

Mixed-Cultural Supervisory Dyads: Ethically Diverse Considerations

Omar Fawzy, *The Chicago School of Professional Psychology - DC*

Doctoral students in Counselor Education and Supervision are in a very unique position in their careers, having to both provide and receive supervision. This can be as a great opportunity to address our own cultural biases when supervising a person different from ourselves. With research suggesting that Master's level students report a lack of skills/interventions regarding multicultural counseling, doctoral level students are in great position to model those skills for their supervisees.



Saturday, October 8, 10:00-10:30 am

Poster 2

Racial Microaggressions and Connectedness in Clinical Supervision

Lois C. Kirk, *Trevecca Nazarene University*

Latonia Cox, *Trevecca Nazarene University*

A function of clinical supervision is to assist new counselors in a safe and comfortable environment. When racial biases manifest in the form of racial microaggressions within cross-racial supervisory relationships, the supervisee may experience decreased connectedness in supervision and even to the profession. This presentation focuses on microaggressions and their impact on supervisee connectedness. Approaches will be offered for preventing and addressing microaggressions when they do occur.



Saturday, October 8, 10:00-10:30 am

Poster 3

New Approaches for Strengths-Based Counseling and Supervision

Nathaniel Wagner, *College of William & Mary*

Clayton V. Martin, *College of William & Mary*

While strengths-based approaches to counseling are dynamic and effective, putting them into practice can be difficult and frustrating for the beginning counselor. This workshop proposes a developmental framework for the implementation of strengths based techniques to support both beginning counselors and the supervisors who work with them. Theoretical foundations and practical techniques will be discussed, and participants will be invited to practice and experiment with the material.



Saturday, October 8, 10:00-10:30 am

Poster 4

Utilizing Bowen's Family Systems Theory in Addressing Multicultural Factors in Supervision

Nasima R. Khan, *University of New Orleans*

Multicultural factors in supervision are often too provocative for counselor educators/supervisors to address, resulting in avoidance or excessive focus on systemic

multicultural processes that affect the supervisee-supervisor-client relationships. This presentation provides practical ways to address challenging multicultural issues in supervision through Family Systems theory, including developing the educator/supervisor's emotional maturity as a stimulus for supervisee and client development.



Saturday, October 8, 10:00-10:30 am

Poster 6

Becoming Real: Using Literature as a Tool to Facilitate Trauma-Sensitive Supervision

Karin Thompson Van Horn, *Eastern Kentucky University*

Jan Parker, *Eastern Kentucky University*

Ashley Nicole De La Torre-Brooks, *Eastern Kentucky University*

The process of counseling children and families can be a stressful endeavor, particularly for counselors-in-training. This presentation uses a multimodal approach to facilitating trauma-sensitive supervision of counselors-in-training. The authors facilitate a discussion of trauma-sensitive supervision of students using the *Velvetine Rabbit* written by Margery Williams (1958). This creative tool is offered to facilitate trauma-sensitive supervision of students working with children and families.



Saturday, October 8, 10:00-10:30 am

Poster 7

Distance Methods in Supervision: Impact on the Working Alliance

Shanna Willingham, *Auburn University*

With changes in technology and the rise of online education, counseling programs across the country face unique challenges. While there is still debate about what makes supervision effective, we are now faced with an added challenge of providing supervision by distance means. This session will review existing literature regarding the use of distance methods and how it impacts the supervisory alliance.



Saturday, October 8, 10:00-10:30 am

Poster 8

Systemic Dual-Developmental Supervision: A Model for Psychotherapy Supervision

Shaywanna Harris, *University of Central Florida*

Counseling programs utilize supervision to train students to be ethical and effective professionals and there are many models of supervision tailored to meeting the needs of supervisees. Much of the existing supervision models focus on supervisee development and neglect the developmental considerations of supervisors. The Systemic Dual-Developmental Supervision Model integrates systemic supervision to address the developmental needs of not only the supervisee, but the supervisor as well.



Saturday, October 8, 10:00-10:30 am

Poster 9

Enhancing Practitioners' Resilience Through Supervision

Christopher W. Cheung, *University of Florida*

Supervision can be a useful resource in aiding counselors in countering the effects of VT, and turn counselors toward compassion satisfaction and resilience. However, few practical recommendations exist to help supervisors in addressing these issues in the context of supervision session. We propose several ways to aid supervisors in fostering personal and professional resilience in supervisees.



Saturday, October 8, 10:00-10:30 am

Poster 10

Using a Wellness Model of Supervision with Counselors-in-Training: Building Resilience and Character

Karisse A. Callender, *Texas A&M University-Corpus Christi*

The CACREP (2016) standards requires counselor education programs to include components of wellness and self-care within their curriculum. Students graduating from CACREP programs are also expected to demonstrate the ability to incorporate these concepts in various clinical settings (Lenz & Smith, 2010). Creating a forum to discuss wellness within the supervisory relationship may lead to an increased level of resilience and strengthen the character of the counselor-in-training.



Saturday, October 8, 10:00-10:30 am

Poster 11

Fostering Resilient Counselors with Supervision

Adrienne D. White, *Mercer University*

This presentation will highlight the three types of burnout, the ethics of self-care for counselors, and supervision as a method of self-care and resiliency. However, despite the knowledge and research on both burnout and vicarious trauma, little attention is devoted to the ethical and therapeutic value of counselor's psychological well-being.



Saturday, October 8, 10:00-10:30 am

Poster 12

An Autoethnography Approach to Capture Doctoral Supervisor Experience Leading Group Supervision

Ramya Avadhanam, *College of William & Mary*

Rebecca Sheffield, *College of William & Mary*

Although the literature has addressed the characteristics of group work in counseling, it lacks qualitative data that captures the experience of group facilitators who are integrating multicultural counseling in group work. A phenomenological approach is utilized to explore main themes emerging from a thematic analysis illustrating the essence of facilitators' experience while deploying multicultural approaches working with masters level counseling students.



Saturday, October 8, 10:00-10:30 am

Poster 13

The Supervisory Relationship and the Counselor-Client Therapeutic Alliance

M. Kristina DePue, *University of Florida*

Glenn W. Lambie, *University of Central Florida*

Although the importance of supervision is undeniable, limited research has investigated the influence of the supervisor-supervisee relationship on the therapeutic alliance (TA). This study (N = 422) examined the contribution of supervisees' supervisory relationship levels to the TA scores with their clients in practicum using structural equation modeling (SEM). Supervisory relationship scores positively contributed to the TA. Client and counselor ratings of the TA also differed.



Saturday, October 8, 10:00-10:30 am

Poster 14

Know the Warning Signs: Preventing Supervisee Burnout

Alexis Yankowski Mueller, *University of New Orleans*

Kellie Giorgio Camelford, *Loyola University New Orleans*

Catherine McDermott,

The pre-licensure supervision process can last from 2 to 7 years. During this time, supervisees often take lower paying jobs and work with challenging populations, which can increase the risk of burnout. Burnout can lead to impairment, substance abuse, and sympathy fatigue. The presentation will identify the supervisees at greatest risk, warning signs to look out for in supervisees, and ways of addressing this need.



Saturday, October 8, 10:00-10:30 am

Poster 15

Promoting The Characteristics of Dynamic Supervisees: Supervisees' Perceptions

Laith Mazahreh, *Mississippi State University*

Clinical supervision is a crucial part of training competent counselors. Working with a supervisor who possesses multicultural competence and is skilled in creating a positive supervisory working alliance will help to promote the four characteristics of dynamic supervisees.



Saturday, October 8, 10:00-10:30 am

Poster 16

Counseling Students' Use of Facebook to Develop Communities of Practice and Professional Identity

Thomas Murphy, *Georgia State University*

Nedeljko Golubovic, *Georgia State University*

Nikki Elston, *Georgia State University*

Rico Curtis-Davidson, *Mercer University - Atlanta*

Counselor education implications from a Grounded Theory study of the influence of Facebook on the development of counseling master's students and the development of Communities of Practice (CoP). The development of Communities of Practice from online social networks will be discussed as well as the ethical challenges facing counseling students and counselor educators. Presenters will provide implications for counselor educators and student Facebook pages.



Saturday, October 8, 10:00-10:30am

Poster 17

Faith as a Cultural Competency

Stephanie K. Scott, *Walden University*

Robyn Trippany Simmons, *Walden University*

Often counselors are hesitant to address spirituality and religion; it is suggested that faith be viewed from a cross-cultural perspective as it is arguably a diversity issue. Counselors need to be aware of how religious and spiritual values impact clinical efficacy and affect the therapeutic alliance. The presenters will discuss findings from a study examining counselors' perceptions of faith as a cultural construct, and the implications for counselor education programs.



Saturday, October 8 - 11:00 am

Service Learning Interest Network

Royal Board Room

Content Sessions

Saturday, October 8, 11:00-11:50 am

Astor Ballroom I

Weathering the Workplace: Finding your Ideal Work Setting to Improve Satisfaction and Avoid Burnout

Cheryl P. Wolf, *Western Kentucky University*

Are you proactively seeking your ideal work setting or bouncing back from a bad job fit? This presentation offers the research results of a study that explored how counselors rated a variety of work settings features (e.g., amount of pay, consistent pay, flexibility, independence, job security, benefits, insurance, etc.) and how this related to their work values, job satisfaction, and burnout. Learn helpful recommendations that provide a guide to finding your ideal work setting.



Saturday, October 8, 11:00-11:50 am

Astor Ballroom II

You've Been Served: Tips for Testifying in Court

Margaret A. Taylor, *Auburn University*

Morgan Jenkins, *Auburn University*

Clayton Kim Taylor, *Tallapoosa County District Judge*

Professional counselors are increasingly being subpoenaed to provide expert testimony in court on behalf of their clients; however, counselors are not receiving adequate training to do so. It is imperative that professional counselors become knowledgeable of general procedures that take place in a courtroom, discover their professional role in the courtroom, understand how to prepare their testimony, become aware of how to appropriately answer questions, and how to prepare for cross examination.

Note: designated ethics session

Saturday, October 8, 11:00-11:50 am

Bienville

An Ecological Model of School Counselor Preparation

George McMahon, *University of Georgia*

Erin Mason, *DePaul University*

Ecological School Counseling is an innovative new paradigm that conceptualizes schools as ecosystems, which operate under systemic principles including interactional causality, interconnectedness, and dynamic balance. This presentation will utilize an ecological lens to examine how school counselors are being prepared to work with students across multiple ecosystems. Congruence with the ASCA National Model and implications for research and school counselor preparation programs will be discussed.



Saturday, October 8, 11:00-11:50 am

Bourbon

Beginnings Count: Infusion of Attachment Theory throughout Counseling Curriculum

Cheyenne Carter, *Wake Forest University*

Charmayne R. Adams, *University of Tennessee*

Attachment theory offers a useful lens to conceptualize individual and family functioning yet is often relegated to limited pockets within counseling curriculum. Presenters will review attachment theory and current trends in practice based in this framework. They will then delve into a discussion of how components of attachment theory can be appropriately infused throughout CACREP core and specialty courses. Attendees will depart this interactive session with an infusion strategy.



Saturday, October 8, 11:00-11:50 am

Burgundy

Trauma and Posttraumatic Growth: The Supervisor and Counselor Educator's Role

Jamie Rice, *James Madison University*

Aimee Brickner, *James Madison University*

In the counseling relationship, trauma can impact counselors vicariously during treatment. Nevertheless, trauma is also a catalyst for significant positive change within the client as well as the counselor. In this session, we will examine the neuroscience of trauma, as it applies to supervision and counselor education. We will discuss the impact of trauma on the counselor, and the role of supervisors and counselor educators in assisting counselors in the facilitation of posttraumatic growth.



Saturday, October 8, 11:00-11:50 am

Chartres

Counselor in Wonderland: The Use of Film in Supervision

Jan Parker, *Eastern Kentucky University*

Ashley Nicole De La Torre-Brooks, *Eastern Kentucky University*

Karin Thompson Van Horn, *Eastern Kentucky University*

The authors present the utilization of film in counselor identity and development, specifically the story of Disney's *Alice in Wonderland*, directed by Tim Burton (2010). A constructivist model of supervision provides the framework for the reflective journey of

the counselor-in-training being examined. The presentation will suggest Alice's story of identity development and inner strength are universal themes, which make it an ideal story for beginning counselors in supervision.

Note: designated supervision session



Saturday, October 8, 11:00-11:50 am

Grand Ballroom A

Teaching Treatment: Using the REPLAN Model to Teach Treatment Planning

Daniel Gutierrez, *University of North Carolina at Charlotte*

Mark E. Young, *University of Central Florida*

Treatment planning is a central component of counselor training and practice. Determining effective treatment strategies is an essential task that every practicing counselor must carry out. However, with more than 200 competing psychotherapeutic approaches, how does a student counselor match the right technique to the right client? The REPLAN model is an effective and easy to apply approach to treatment planning that we believe will greatly benefit counselor educators and supervisors.



Saturday, October 8, 11:00-11:50 am

Grand Ballroom B

Counselors & Counselor Educators Responding to Media Requests

Shawn Spurgeon, *University of Tennessee*

Laura S. Wheat, *University of Tennessee*

Counselors and counselor educators often find themselves responding to calls from the media requesting their expertise on topics related to news events as well as special reports. Despite this relatively common occurrence however, few counselors receive training in how to respond and remain ethical. Presenters will discuss legal and ethical issues surrounding speaking to the media as well as guidelines for helpful response, including dealing with short deadlines and the need for "sound bites."



Saturday, October 8, 11:00-11:50 am

Grand Ballroom C

Building Virtual Communities: Counselor Education in the 21st Century

LoriAnn Sykes Stretch, *The Chicago School of Professional Psychology*

Shon D. Smith, *University of Florida*

The purpose of this presentation is to provide a discussion on the use of virtual communities in blended or web-based learning in counselor education programs. Based upon a description of virtual communities, its potential to support deep and meaningful learning within counselors in training will be addressed. From here, a shift to the need to rethink and restructure the learning experience occurs and its transformative potential is analyzed. Finally, best practices for training of counselor educators are discussed.



Saturday, October 8, 11:00-11:50 am

Iberville

Enhancing the Infusion of Cultural Diversity in Core CACREP Courses

Kassie Terrell, *University of Mississippi*

Jennifer Austin Main, *University of Mississippi*

Sumedha Therthani, *University of Mississippi*

2016 CACREP Standards state that multiculturalism is a fundamental aspect of counseling curriculum; it is essential that counselor educators provide students with learning opportunities to increase awareness of issues faced by diverse clients. Participants will discuss benefits of incorporating multicultural competencies in CACREP curriculum and learn about experiential activities that can be infused into courses that stimulate critical consciousness of personal awareness, knowledge, and empathy.



Saturday, October 8, 11:00-11:50 am

St. Ann

Encouragement-Focused Supervision: Benefits, Challenges, and Interventions

Richard E. Watts, *Sam Houston State University*

Reade Dowda, *Fort Hayes State University*

Supervision is more effective if practiced with an egalitarian structure in which the focus is on supervisee strengths rather than weakness. This focus on strengths, as opposed to liabilities, is replete in both Adlerian and strength-based models of counseling and supervision. This program addresses encouragement-focused supervision, an integration of Adlerian and strength-based supervision models.

Note: designated supervision session



Saturday, October 8, 11:00-11:50 am

St. Charles A

Resiliency, Refuge, and Restoration: Spiritual and Religious Commitment among Counseling Students

Elizabeth A. Maynard, *University of St. Thomas*

Paul H. Smith, III, *University of St. Thomas*

The personal faith and value commitments of counseling students may serve both to promote resiliency and to create challenges in the professional acculturation process. This program focuses on seven common functions of religious and spiritual commitment among counseling students, and the ways in which these dimensions may be mobilized to promote counselor resiliency.



Saturday, October 8, 11:00-11:50 am

St. Louis

Group Supervision: The Six Thinking Hats Technique

Valerie G. Couture, *University of Arkansas*

Kristin Higgins, *University of Arkansas*

Alexandra Meyers, *University of Arkansas*

This educational session will review group supervision fundamentals as well as specific techniques that supervisors can use to engage supervisees. Focus will be on reducing the

anxiety level of supervisees while maintaining a collaborative effort where all of the participants are actively involved. After a review of the group supervision fundamentals, a specific focus on The Six Thinking Hats technique will be explained and audience participation will be needed for a demonstration.

Note: designated supervision session



Saturday, October 8, 11:00-11:50 am

Toulouse A

Put the Clipboard Down: Investigating the Use of Mindfulness and ACT with Counselors-in-Training

Emma Burgin, *University of Tennessee*

This presentation will report preliminary findings of a study that examines a unique approach to clinical supervision, specifically a theory-based approach centered on ACT. Findings will focus on the impact of mindfulness practice on counselors-in-training, specifically on their present moment awareness and experiential avoidance/acceptance. Attendees will be exposed to literature surrounding the topic, findings from the current empirical investigation, as well as a demonstration of the method.



Saturday, October 8, 11:00-11:50 am

Toulouse B

Relational Depth in the Counseling Relationship: Lessons Learned through the Ages

Edward Robinson, *University of Central Florida*

When compared, most therapies seem to be equal in terms of client outcomes. So if therapies are mostly equal, what makes clients better? As Carl Rogers knew decades ago, the therapeutic relationship is essential and accounts for at least 30% of client outcomes in counseling. This presentation will provide a review of the research on the therapeutic relationship through the ages and present new findings on cutting-edge research on relational depth, altruistic caring, and outcome in counseling.



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 11:00-11:50 am

Table 1

The Mentorship Experiences of Resilient Black Women in Counselor Education

Angie D. Wilson, *University of North Texas*

Marcella D. Stark, *Texas Christian University*

Jennifer Boswell, *University of Houston - Victoria*

In this session, presenters will discuss original findings from a qualitative study on the mentorship experiences of female, Black counselor education students and faculty. The themes related to the experiences of these resilient Black women coupled with mentorship suggestions, advocacy tips, and an original mentorship needs instrument will be shared with participants. Attendees will leave the sessions with practical tools and suggestions for initiating and maintaining mentorship relationships.

Saturday, October 8, 11:00-11:50 am

Table 2

Peer Mentoring: An Opportunity for New Counselor Advocacy

Summer Allen, *The University of Texas at San Antonio*

Hannah Cornelius, *The University of Texas at San Antonio*

Michael Graham, *University of Northern Colorado*

Peer mentoring provides opportunities for counselors-in-training to gain useful information regarding the school to work transition, particularly the licensure and supervision process. This roundtable presentation will include a discussion surrounding the current barriers to counselor preparedness while navigating professional transitions and benefits of peer mentoring. Additionally, strategies for implementing a peer mentoring program for master's level counselors-in-training will be provided.



Saturday, October 8, 11:00-11:50 am

Table 3

Crisis Counselor Resilience: Finding Strength for Rural, Socioeconomically Disadvantaged Clients

Justine Bradley, *Lindsey Wilson College*

Crisis counselors in rural, socioeconomically disadvantaged areas are faced with unique challenges. The challenges manifest as disproportionate percentages of the population suffering with mental illness and living in poverty, limited resources/fewer available services for those with the greatest need, and an ever increasing feeling of despair. After time, these challenges also manifest as disenchantment, or cynicism for the counselor. Resilience is of utmost importance for these individuals.



Saturday, October 8, 11:00-11:50 am

Table 5

Best Practices for Writing Your Dissertation in a Timely Manner

Kellie Giorgio Camelford, *Thrive Counseling Center*

Alexis Yankowski, *University of New Orleans*

Catherine McDermott

The presentation will review best practices on writing a dissertation and presenters will share their own personal dissertation journeys. In addition, the presentation will provide organizational and time management tools for doctoral students to utilize in the dissertation writing phase of their graduate programs. The goal of the presentation is for graduate students to walk away with a sense of the steps required for writing a dissertation and tools to utilize in the writing process.



Saturday, October 8, 11:00-11:50 am

Table 6

Beyond Internship: Counselor Educator and School Counselor Collaboration

Deborah K. Buchanan, *Austin Peay State University*

Eva Gibson, *Clarksville-Montgomery County School System*

This presentation will share how one university and school district are engaging in counselor education-school counselor collaborative activities that include the use of

technology as a means for collaboration. Participants will acquire a variety of tools to create counselor educator-school counselor collaborative relationships that will not only impact the university and the schools but the broader community as well.



Saturday, October 8, 11:00-11:50 am

Table 7

Using the Supervisory Relationship to Build Resiliency in Supervisees

Charmaine Caldwell, *Henderson State University*

Teddi Cunningham, *Valdosta State University*

While there are many benefits for those working in the counseling profession, there are also many costs. Teaching supervisees to build and maintain resiliency can help to reduce the costs associated with burnout and compassion fatigue. Assessment of burnout/compassion fatigue, models of supervision that focus on building resiliency, and specific strategies that can be used in the supervisory relationship to build resiliency are addressed in this session.

Note: designated supervision session



Saturday, October 8, 11:00-11:50 am

Table 8

All in This Together: Integrating School-Family-Community Projects into School Counseling Internship

Pamela N. Harris, *The University of North Carolina at Greensboro*

School-family-community (SFC) partnerships allow positive outcomes for students. School counselors play major roles in forming partnerships between schools and communities. Yet, school counselors are not prepared to build partnerships due to lack of training. This presentation discusses the results of a study examining the experiences of school counselors who completed SFC projects as internship requirements. Implications and ideas on adding SFC projects into curricula will also be shared.



Saturday, October 8, 11:00-11:50 am

Table 9

Integrating Mindfulness into Counselor Education Classes: Counselor and Client Benefits

Cheryl L. Fulton, *Texas State University*

There is considerable interest in the integration of mindfulness in counselor education as mindfulness has been associated with many benefits to counselors and their clients. Attendees will learn the latest mindfulness research from counseling, supervision, and neuroscience as well as practical ways that mindfulness can be integrated into a variety of classes including diversity and clinical courses. Participants will be invited to discuss their experiences using mindfulness in the classroom.



Saturday, October 8, 11:00-11:50 am

Table 10

Teaching Theory Through the Lens of Interpersonal Neurobiology

Paul Blisard, *University of Arkansas*

Erin O. Kern, *University of Arkansas*

This workshop is for the new as well as the experienced counselor educator who would like to update their theory course with current information from interpersonal neurobiology. This presentation will provide participants with a working knowledge of how interpersonal neurobiology explains the tenants of some of the major theories of counseling. Participants will receive creative examples of ways to incorporate interpersonal neurobiology into their syllabus and course development.



Poster Sessions – Astor Ballroom III

Many of these posters focus on Professional Identity and/or Ethics

Saturday, October 8, 11:00-11:30 am

Poster 1

A Review of Positive and Negative Aspects of Dual Relationships in Counselor Education

Asher M. Pimpleton-Gray, *Arkansas State University*

Patrick L. Peck, *Arkansas State University*

Dual and/or multiple relationships in supervision and Counselor Education have been ethical concerns for decades. Despite elaborate boundaries and ethical guidelines some multiple/dual relationships are inevitable and can be highly beneficial. The current presentation reviews the literature concerning both positive and negative aspects of multi-layered relationships in counselor education and will highlight the ways to ensure that they do not become exploitive.



Saturday, October 8, 11:00-11:30 am

Poster 2

Implementing a Social Constructivist Ethical Decision Making Model

Melissa Walker Fleming, *University of New Orleans*

A social constructivist ethical decision making model looks at relationships that contribute to the ethical decision at hand. It provides expansive scope to gather information and guidelines for how to best proceed in order to ethical handle a dilemma.



Saturday, October 8, 11:00-11:30 am

Poster 3

Decoding the Code: Social Justice Implications of the ACA Code of Ethics

Kim Lee Hughes, *The University of Texas at San Antonio*

The purpose of this presentation is to explore the influence of the new ethical code on the ways in which counselor educators teach ethical responsibility to their graduate students with a social justice lens. Teaching the new ethical code may be influenced by the adoption of new professional standards as prescribed by CACREP. Additionally, the transmission of these ethical concepts may be influenced by issues of intersectionality. like tenure, regionality, and gender identities.



Saturday, October 8, 11:00-11:30 am

Poster 4

Justified Disclosure: Ethical Considerations for Breaking Confidentiality

Latonya M. Graham, *North Carolina State University*

The American Counseling Association (ACA) Code of Ethics, a guide for the counseling profession, published a revision in 2014. The focal point of this session involves an examination of the ethical considerations related to the revision to confidentiality and privacy, Section B.2.c. Contagious, Life-Threatening Diseases. Participants will obtain greater awareness of pitfalls and strategies for ethical decision-making when addressing clarification of duty to inform.



Saturday, October 8, 11:00-11:30 am

Poster 5

Malpractice Matters: Dodging the Legal Bullet in Your Clinical Practice

Ann M. Ordway, *University of Tennessee at Chattanooga*

Donna S. Sheperis, *Lamar University*

Counselor malpractice is the fear of even the most seasoned counselor. With cases on the rise, counselors must be apprised of the nuances of best practices, the tenets of the Code of Ethics, and legal concepts that open the door to potential law suits. The presenters, including an attorney and a seasoned counselor, will review the relationship between the counselor's behavior, harm to the client, and any damages suffered.



Saturday, October 8, 11:00-11:30 am

Poster 6

School Counselor Resilience in Rural Areas: Ethical Dilemmas and Best Practice Responses

SaDohl G. Jones, *Jones Counseling & Consulting*

Lee Edmondson Grimes, *Valdosta State University*

School counselors face unique challenges in the rural setting that range from a lack of educational resources in their schools to the frequent possibility of dual relationships and boundary crossings that can occur in small communities. Understanding the factors that characterize the rural school setting and its people as well as understanding ethical responses to the dilemmas and the contribute to the resilience of rural school counselors will be discussed during this presentation.



Saturday, October 8, 11:00-11:30 am

Poster 7

Policy in the Organization Versus Ethical Considerations in the Field of Counseling

Morgan E. Kiper Riechel, *Mercer University*

The ACA encourages counselor education programs to promote sound ethical practices based upon on the principles outlined by the ACA Code of Ethics. Counselors in the field often find themselves in ethical dilemmas due to the specific policies and practices within their local governing organization. This presentation analyzes the extent to which ethics must be considered in practical workplace scenarios for students in counselor education programs.

Saturday, October 8, 11:00-11:30 am

Poster 8

Exploration of Appropriate and Inappropriate e-Disclosure: A Qualitative Investigation

Katherine DeWitt, *University of South Carolina*

This presentation reports the results of a study that explored how counseling students in CACREP-accredited counselor education programs discerned between appropriate and inappropriate self-disclosure in the digital age. Utilizing a qualitative design, the researcher explored student decision making and understanding of ethical considerations in the personal use of social media.



Saturday, October 8, 11:00-11:30 am

Poster 9

Exploring the Professional Identity Development Process Through Experiential Small Groups

Amanda C. DeDiego, *University of Tennessee*

Professional identity for counselors has been a recent area of focus within the counseling profession. While CACREP requires student learning outcomes related to professional identity development, there is question of how best to evaluate professional identity. This presentation explores dissertation research of professional identity development through experiential small groups. Findings provide opportunity for discussion of evaluating professional identity within counselor education programs.



Saturday October 8, 11:00-11:30 am

Poster 10

Exploring the Hardiness/Resilience of Counselor Educators

Sandra M. Logan, *The University of Alabama*

Exploring the hardiness/resilience of counselor educators is an area that has not been paid ample attention. Yet, the counseling profession operates from a framework of wellness. Thus, this is an area that deserves critical attention if the profession desires to retain counselor educators. Come discuss the findings of an exploratory study that examined the three aspects of hardiness/resilience (control, commitment, and challenge) among a national sample of full-time counselor educators.



Saturday, October 8, 11:00-11:30 am

Poster 11

The Effect of an Experiential Activity on Counselor Trainees' Professional Identity Development

Anya Lainas, *Texas A&M International University*

Bailey MacLeod, *University of North Carolina at Charlotte*

Counselors with strong professional identities are more likely to have ethical performances, improved awareness, and are more likely to promote wellness among other professionals and clients. Join us in a discussion of literature on factors that promote counselor identity development. Presenters will discuss the results of quasi-experimental

control group design conducted to investigate whether experiential activity in the classroom has an effect on students' professional identity development.



Saturday, October 8, 11:00-11:30 am

Poster 12

Does CACREP-Accreditation Have an Effect on Credentialing Exam Scores?

Justin Silvey, *Liberty University*

Does accreditation matter? Does an accredited program produce better candidates? The counseling field can be subjective and difficult to quantify; however, credentialing exams provide a way of determining the knowledge of a counselor. In order to delve deeper, this presentation will explore the effects that CACREP accreditation has on credentialing exams.



Saturday, October 8, 11:00-11:30 am

Poster 13

Counselors Working in Psychiatric Hospitals: Challenges to Professional Identity

Katie Fetzer, *University of New Orleans*

Psychiatric hospitals can provide rich clinical experience for counselors in training. However, working in these settings can be challenging. These counselors face the risk of vicarious traumatization, burnout, and a weakened counselor identity, all which have a negative effect on a counselor's effectiveness and ability to practice long-term. This presentation aims to provide implications for counselor educators and supervisors preparing counselors to work in psychiatric hospital settings.



Saturday, October 8, 11:00-11:30 am

Poster 14

Defining Counseling: Perceptions of First-Semester Graduate Students

Anthony Suarez, *University of Arkansas*

Sophie Houin, *University of Arkansas*

Faith Yam, *University of Arkansas*

This poster presents data from first-semester graduate students based on responses to readings on the definition of counseling. This is the first step of a longitudinal study that will track changes in professional identity of one cohort through pregraduation. Students identified "notable quotes" from Ch. 1 of Introduction to Counseling (Kottler, 2015) and were asked to explain the personal significance of these quotes. Themes from the data and plans for future data collection will be displayed.



Saturday, October 8, 11:00-11:30 am

Poster 15

Igniting Professional Development Through Modeling Leadership

Jennifer M. Gerlach, *Virginia Commonwealth University*

Chi Sigma Iota leaders can serve as mentors to encourage professional development such as presenting at conferences, writing for publication, and research for counseling students. This session will explore strategies used by CSI leaders and counselor educators to introduce and foster professional development for counselors-in-training. It will explore

barriers, challenges and successes in designing, implementing, and assessing an engaging professional development program.



Saturday, October 8, 11:00-11:30 am

Poster 16

The Relationship Between Self-Efficacy, Authenticity, and Impostor Phenomenon in Counselors-In-Training

Therese L. Maxfield, *University of South Carolina*

The purpose of this presentation is to discuss a study conducted to explore the relationship between counselor-in-training (CITs) perceived self-efficacy, authenticity, and degree of Impostor Phenomenon (IP). Examining the relationships of these constructs is valuable to counselor educators in order to identify potential training implications. Future research and implications for counselor-training programs will be discussed.



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Saturday, October 8 - 1:00 pm

Social Justice and Human Rights Interest Network

Royal Board Room

Content Sessions

Saturday, October 8, 1:00-1:50 pm

Astor Ballroom I

Resisting Racism and Remaining Resilient: The Experiences of Master's Level Students of Color

Melanie Varney, *Georgia State University*

Rafe McCullough, *Lewis & Clark College*

Mary Huffstead, *Georgia State University*

Catharina Chang, *Georgia State University*

The purpose of this presentation is to discuss the preliminary findings from a phenomenological study on the experiences of recent master's level graduates of color from counselor education programs. These findings are in response to the following two interview questions: What were your experiences like as a student of color in your counselor preparation program? How have your training experiences as a student of color impacted how you do counseling today?



Saturday, October 8, 1:00-1:50 pm

Astor Ballroom II

They Say I Belong Here: The Experiences of the Black Counselor Education Doctoral Student

Dominique D. Burns, *University of Toledo*

Justyn D. Smith, *Sam Houston State University*

This presentation will highlight experiences of three 1st-year African American students currently enrolled in CACREP accredited counselor education and supervision doctoral programs at three different universities. The presentation will provide an opportunity for attendees to gain insight into the African American student experience, challenges they are confronted with, and suggestions for building resilience within this population.



Saturday, October 8, 1:00-1:50 pm

Bienville

Guarding Against Secondary Trauma: How to Mitigate Trauma's Effect in Supervision

Keith J. Myers, *Mercer University*

Counselor trainees often face a high rate of professional contact with people who are traumatized. This exposure to trauma can impact not only the counseling student but also the counselor supervisor as trauma narratives are shared in supervision. Secondary Traumatic Stress (STS) is one concept that explains this impact of trauma work. Supervisors will be able to identify the risk factors and protective factors related to STS and apply strategies that help mitigate this effect.

Note: designated supervision session



Saturday, October 8, 1:00-1:50 pm

Bourbon

Older Exposure: Reimagining Gerocounseling in Counselor Education

Sara W. Bailey, *The University of North Carolina at Greensboro*

If one is to abide by the ACA Code of Ethics, specifically in the areas of multicultural competence and social justice, the need for counselors competent in gerocounseling is clear. How might counselor education programs better address this need? How does ageism impact counselor education and clinical practice? Join us as we consider how reintegrating gerocounseling into counselor education can enrich counselor development and enhance clinical practice.



Saturday, October 8, 1:00-1:50 pm

Burgundy

What is Embodiment? Findings from a Phenomenological Study and Implications for Counselor Education

Nevine Sultan, *University of St. Thomas - Houston*

Ray Wooten, *St. Mary's University*

Counselors and other clinical practitioners experience somatic phenomena in session. Body psychotherapists are especially attuned to their embodied experiences through training and practice. Understanding embodiment from body psychotherapists' view can demystify the process for clinicians who question its utility. Findings from a heuristic inquiry exploring therapist embodiment are presented. Implications for future research, counselor education/supervision, and clinical practice, are addressed.



Saturday, October 8, 1:00-1:50 pm

Chartres

Perfect Partnership: Integration of Single Case Research Designs (SCRDs) and Qualitative Case Study

Emily Donald, *University of North Carolina at Charlotte*

Adam W. Carter, *University of North Carolina at Charlotte*

SCRDs are gaining ground in the counseling literature. Their flexibility, applicability to practice settings, and ease of interpretation make them an ideal design. Pairing SCRDS with qualitative case study offers the opportunity for a more complete understanding of the phenomenon of interest. This presentation will introduce attendees to this mixed method design. Design elements, as well as benefits and challenges experienced in the conduct of this research design will be explored.



Saturday, October 8, 1:00-1:50 pm

Grand Ballroom A

Cognitive Distortions, Attachment Style, and Supervision of Counseling Students

Jennifer L. Rogers, *Wake Forest University*

Dennis D. Gilbride, *Georgia State University*

The purpose of this presentation is to report on a national pilot study concerning the cognitive distortions of master's level counseling students and the relationship between those distortions and attachment style. There has been a great deal of recent attention on

the difficulty many students have in receiving and effectively utilizing feedback in supervision. The goal of this study was to determine if this difficulty may be related to specific cognitive distortions and/or attachment styles.



Saturday, October 8, 1:00-1:50 pm

Grand Ballroom B

Operationalizing the Multicultural and Social Justice Competencies: Implications for Professionals

Aisha Al-Qimlass, *North Carolina State University*

Jonnie Seay, *North Carolina State University*

Shanita Brown, *North Carolina State University*

Elizabeth Vincent, *North Carolina State University*

This program provides an overview of the Multicultural and Social Justice Counseling Competencies endorsed in 2015 (AMCD; ACA). We will focus on the emergent concept areas of counseling and advocacy interventions and ecological perspectives; along with fluid client-and-counselor marginalized and privileged statuses. Implications for new-and-seasoned counselor training will be explored.



Saturday, October 8, 1:00-1:50 pm

Grand Ballroom C

Using Technology in Counselor Education Training

Andrew M. Burck, *Marshall University*

Sherie Hawkins Malcom, *Admas State University*

Lori Ellison, *Marshall University*

The use of technology is continuing to become a mainstream element of counselor education programs, it is vital for counselor educators to have not only a working knowledge of technology, but also to be at the forefront of this technology. This presentation will provide attendees with information on tools and programs that can be used in online classrooms to enhance learning. Rationale for use, practical examples in online classrooms, and benefits will be discussed.

Note: sponsored Interest Network session



Saturday, October 8, 1:00-1:50 pm

Grand Ballroom D

A Comprehensive Guide to Creating a Process Addictions Course

Kristy L. Carlisle, *Old Dominion University*

Christine Baker, *Regent University & Wayfare Counseling, LLC*

Regina R. Moro, *Boise State University*

Latasha Y. Hicks-Becton, *The University of North Carolina at Greensboro*

Leigh Falls Holman, *University of Memphis*

The IAAOC Process Addictions Committee developed a process addictions (PA) curriculum for counselor educators to utilize in their master's level academic program. This education session will provide counselor educators a how-to guide for implementing a stand-alone PA course. Presenters will suggest both research-based assignments and share collective

experiences/recommendations as professionals who have taught the addictions course and infused PAs into existing curricula.



Saturday, October 8, 1:00-1:50 pm

Iberville

Experiential Supervision Strategies: Practical Approaches for Using Self as Supervisor

J. Scott Young, *The University of North Carolina at Greensboro*

The self as an instrument of change has long been emphasized in models such as Experiential Psychotherapy (Felder & Weiss, 1991). However, less attention has been given to utilizing the self as a strategy to facilitate meaningful learning within the supervisory relationship. The presenters will outline and facilitate discussion of the fundamental elements of an experiential approach to clinical supervision and will describe practical strategies for utilizing this powerful supervision approach.

Note: designated supervision session



Saturday, October 8, 1:00-1:50 pm

St. Ann

Enhancing Positive Emotions to Promote Resilience of Trauma Survivors

Lennis G. Echterling, *James Madison University*

Traumas provoke intense reactions of anxiety, fear, and shame. However, recent research has documented that those survivors who also express positive emotions, such as gratitude and hope, are more likely to achieve long-term resilience. Applying Frederickson's broaden-and-build theory of positive emotions, this session describes and demonstrates innovative trauma-focused counseling techniques for enhancing these positive emotions that are so essential for promoting traumatic resilience.



Saturday, October 8, 1:00-1:50 pm

St. Charles A

School Mobility as a Barrier to Learning & Post-Secondary Success: Implications for SC Educators

Diana Gruman, *Western Washington University*

School Counselors have long known that students who change schools are at greater risk of peer problems, academic deficits, and school drop-out. Recent research also links high mobility with ACES and low aspirations for college. In this session, we will focus on what Counselor Educators can do to prepare trainees to address the individual needs of mobile students. We will also draw from research evidence to suggest how SCs can implement effective school-wide interventions and parent outreach.



Saturday, October 8, 1:00-1:50 pm

St. Louis

Utilizing Digital Storytelling to Enhance Student Self Awareness for Becoming a Counselor

Michael Jones, *Messiah College*

Jeff Cline, *Better Life Counseling Center*

Research shows that there is a connection between self awareness and healthy counselor-client relationships. Counselors that are self aware tend to avoid burnout and unethical

behaviors. New techniques and strategies are needed to help students understand their motivation for entering the field of counseling. We will discuss the process of creating a digital story and how counselor educators can infuse this process in their counseling curriculum.



Saturday, October 8, 1:00-1:50 pm

Toulouse A

Care for the Caregivers: Self-care through Mindfulness Training

SaDohl G. Jones, *Jones Counseling & Consulting, LLC*

Chandra F. Johnson, *Argosy University*

Allison L. Spargo, *Argosy University*

Current CACREP standards call for a professional identity including self-care strategies. A growing body of literature supports the use of Mindfulness techniques to reduce stress and enhance psychological well-being, mental health, and physical health. This presentation will define and clarify symptoms of burnout as well as signs of wellness in mental health caregivers. Presenters will review major tenets of Mindfulness and provide resource for participants.



Saturday, October 8, 1:00-1:50 pm

Toulouse B

Ethical Dilemmas in Supervision: Only Shades of Gray

Erin Dugan, *Louisiana State University Health Sciences Center*

Krystal Vaughn, *Louisiana State University Health Sciences Center*

The ethical codes are fairly clear on how the licensed professional should engage in their ethical practice. However, ethical guidelines for students and advisees are not well outlined in the various ethical codes. Participants can expect to gain a greater understanding of the different roles that are assumed by licensed professionals and their trainees under the same ethical codes and how ethical decision trees can be used to navigate dilemmas when they occur.

Note: designated ethics session, designated supervision session



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 1:00-1:50 pm

Table 1

There's Beauty in Brokenness: Teaching Affective Empathy through Dialogue with Art Works

Nathaniel N. Ivers, *Wake Forest University*

This session presents an exercise designed for a graduate counseling beginning skills course to teach reflection of feeling and offer a diversity of "client" experiences for student practice. Developed in collaboration with the curator of a museum-based exhibition entitled Love and Loss, students worked in triads to dialogue with the exhibition art works. Attendees will receive information to implement the exercise and will be aware of its underlying research base.

Saturday, October 8, 1:00-1:50 pm

Table 2

Discourse Analysis: Innovative Research Method for Counseling and Counselor Education

Melissa J. Fickling, *University of Memphis*

Chloe Lancaster, *University of Memphis*

Discourse is talk and language in action (Wood & Kroger, 2000). As a discipline that relies heavily on talk, discourse analysis (DA) is a research method which can offer the counseling field potentially rich implications for theory, pedagogy, and practice. The presenters will provide an introduction to DA, contrast it with other qualitative methodologies, and share their insights learned from the early stages of an ongoing study examining the college going discourse among school counselors.



Saturday, October 8, 1:00-1:50 pm

Table 3

The Struggles of Counseling in the Trenches: Supervision Needs of In-Home Counselors

Joshua Elliott, *Eastern Kentucky University*

Lauren Downey, *lauren_downey3@mymail.eku.edu*

The therapeutic dynamics of in-home counseling sometimes differ from the traditional office-based, clinical setting. Dissonance may arise as the counselor is caught between their notion of a therapeutic relationship and their lived experiences working in the home. The support of their supervisors is important as these counselors face unique boundary challenges, reoccurring treatment obstacles, and the increased prospect of vicarious traumatization. Please come share your experiences with us!

Note: designated supervision session



Saturday, October 8, 1:00-1:50 pm

Table 4

Journey to the Front of the Classroom: Transitioning from Doctoral Student to Counselor Educator

Peter J. Boccone, *Lynchburg College*

Transitioning from doctoral studies to the role of counselor educator can be a complex experience. Being prepared to navigate this diverse landscape of change can determine a counselor educator's ability to thrive as a newly initiated member of academia. This program will provide an in-depth look at the challenges new educators may face. Included will be issues as they relate to professional identity transition, professional growth, seeking mentorship, navigating new social norms, and more.



Saturday, October 8, 1:00-1:50 pm

Table 5

#BlackLivesMatter: Managing Racial Tension in the Classroom while Teaching Multicultural Competence

Tiffany Brooks, *Lindsey Wilson College*

Korinne Hansing Babel, *Troy University*

Has #BlackLivesMatter affected your classroom? How do you teach about multicultural competence when racial tension exists within the classroom? Come join us in the struggle

of navigating these conversations with counselors in training, so they continue to develop into multicultural competent counselors. We will discuss utilizing the Mindful Inquiry to assist in these conversations, as well as brainstorming other possible ways to create a safe environment for our students.



Saturday, October 8, 1:00-1:50 pm

Table 6

Creativity in Supervision: Exploring What Works

Kelly Moore Spencer, *The University of North Carolina at Greensboro*

Creative approaches to supervision have been increasingly supported throughout the literature as an effective way of meeting the goals of supervision. Together, we will explore the research that has been conducted on the use of creative interventions in supervision while exploring the pros and cons of these modalities. Finally, we will discuss possible creative directives to utilize in supervision with counselors-in-training. Come join in and let's get creative!

Note: designated supervision session



Saturday, October 8, 1:00-1:50 pm

Table 7

Training Graduate Students in Integrated Care: A Model for Counselor Education Programs

Katherine Bacon, *University of Houston - Victoria*

Jennifer Boswell, *University of Houston - Victoria*

Kate Walker, *University of Houston - Victoria*

Linda Autry, *University of Houston - Victoria*

Healthcare reform has increased access to mental health services through the implementation of Integrated Behavioral Healthcare (IBH). This presentation will provide an overview of the training model utilized by UH-Victoria, one of only 11 counseling programs in the country successfully funded to train graduate counseling students in IBH. Attendees will explore methods for integrating IBH curriculum with CACREP standards, potential barriers to integration, and possible solutions.



Saturday, October 8, 1:00-1:50 pm

Table 8

Integrating a Peer Feedback Process to Foster Play Therapy Skill Development

Jacqueline M. Swank, *University of Florida*

It is important for counseling students wanting to work with children to have gradual exposure to children prior to entering practicum. This presentation focuses on the integration of play counseling experiences and a peer feedback model within a play counseling course. Attendees will learn about the feedback model, considerations, and research findings, and will also be invited to share their own experiences.



Saturday, October 8, 1:00-1:50 pm

Table 9

Building Resilience in a New and Growing Counseling Graduate Program

Kerrie K. Fuenfhausen, *Lenoir-Rhyne University, Asheville*

Myra Jordan, *Lenoir-Rhyne University, Asheville*

The challenges of developing a new program go beyond the typical skillset expected of counselor educators. It can be both challenging and rewarding to help shape the culture of a program and establish its credibility in a new community. The presenters will share their experiences as faculty members in a new program, including examples of both successes and missteps. Participants will have opportunities to share perspectives and brainstorm practical ideas for program development.



Poster Sessions – Astor Ballroom III

Many of these posters focus on Trauma

Saturday, October 8, 1:00-1:30 pm

Poster 1

Taking a Closer Look: Does Trauma Affect the Reading Performance of Young African American Males?

Angela M. Powell, *Sam Houston State University*

Young African American males are disproportionately more susceptible to neglect, sexual abuse, physical abuse, and other forms of trauma. Research has shown that children who have been exposed to trauma during early periods would decline in all life experiences, particularly in academic achievement. African Americans continue to lag behind their non-minority counterparts in school achievement. Counselors will learn the impact of trauma and examine its possible impact on the reading performance of young African American males.



Saturday, October 8, 1:00-1:30 pm

Poster 2

Promoting Resilience Among Trauma Survivors: An Integrated Wellness Approach

Kaitlin McIntosh, *Auburn University*

Morgan Jenkins, *Auburn University*

Justin Maki, *Auburn University*

Concepts of wellness and resilience will be explored in the context of working with survivors of sexual trauma to promote healing, empowerment, and resilience, specifically in intimate relationships. Research supports the idea that resilience is a component of wellness, while Trauma Focused Cognitive Behavioral Therapy is currently the standard for trauma treatment. Clients who have experienced sexual trauma may become more resilient when counselors incorporate the wellness model in treatment.



Saturday, October 8, 1:00-1:30 pm

Poster 3

The Exploration of Social Interest, Trauma, and Trauma Resiliency: The Relationship Amongst Concepts

Antwan Le'Ron Player, *Argosy University*

This presentation focuses on social interest and resiliency after a traumatic event. The concepts of trauma, social interest, and trauma resiliency are present in this presentation. This presentation discusses social interest and resiliency impact after a traumatic event. As social interest is defined as an individual's ability to contribute to society, thus creating a sense of fulfillment/happiness, people that experience a trauma have the ability to develop resiliency, through social interests.



Saturday, October 8, 1:00-1:30 pm

Poster 4

Oppression and Trauma: A Strength-Based Approach to Conceptualization and Clinical Interventions

Rachel Kristin Henesy, *University of Florida*

Taneshia Greenidge, *University of Florida*

Sunni S. Lutton, *University of Florida*

Jillian Vella, *University of Florida*

Taimyr Strachan, *The University of Iowa*

Oppression can lead to mental health outcomes such as PTSD, Complex-PTSD, or other Trauma and Stress Related Disorders. Counselors may unintentionally be complicit with oppressive symptoms through misdiagnoses and use of interventions that are not culturally responsive to the needs of diverse clients. In this presentation, we will discuss the link between oppression and trauma, as well as strength-based, culturally responsive approaches to working with clients who have experienced oppression.



Saturday, October 8, 1:00-1:30 pm

Poster 6

Incorporating Yoga into a Group Counseling Treatment for Interpersonal Trauma Survivors

Megan Little, *University of Arkansas*

The statistics of interpersonal violence continue to rise each year with these increases there is a greater need for varied treatment options and adjunct interventions for survivors. The presentation will address utilizing yoga as a treatment options and outcomes that have been achieved.



Saturday, October 8, 1:00-1:30 pm

Poster 7

The Clinical Implications of Trauma Work with the Female Adolescent Population

Madeleine Moore, *University of Nebraska at Omaha*

Childhood trauma and the accompanying neurobiological effects can lead to a variety of detrimental physical and mental health outcomes. This program, based on data from the Adverse Childhood Experiences (ACE) Study and related childhood trauma studies, examines the psychological and behavioral vulnerabilities of at-risk teenage girls and presents evidence-based treatment interventions for working with this susceptible, yet resilient, population.



Saturday, October 8, 1:00-1:30 pm

Poster 8

Social Interest and Meaning Making as Predictors for Posttraumatic Growth

Ramona I. Grad, *Georgia State University*

Melissa Zeligman, *Georgia State University*

Posttraumatic Growth (PTG) refers to positive changes that occur within an individual as a response to trauma. Research informs that PTG can lead to increased psychological health in those who experienced trauma. The purpose of this presentation is to report on a study concerning social interest and meaning making as predictors for PTG in college students following trauma. The session will include training implications and ways to promote resiliency in supervisees, students and clinicians.



Saturday, October 8, 1:00-1:30 pm

Poster 9

Preparing Counselors to Manage in Training for Secondary Trauma in Counseling Practice

Leigh Green, *West Texas A&M University*

Lynn Jennings, *Texas Tech University*

Professional counselors assist their clients in the development of coping strategies to help them manage issues and traumas that arise in their lives which may lead to the counselor experiencing unexpected personal impact, or trauma due to a lack of their own self-awareness to the information that is shared by the client. This presentation will inform counselor educators and supervisors on research and preventative strategies to prepare counselors in training for the peril of secondary trauma.



Saturday, October 8, 1:00-1:30 pm

Poster 10

Post-traumatic Growth and Refugee Resilience: Implication for Counselor Education

Hannah Emma Acquaye, *University of Central Florida*

There is increasing concern over war refugees and migrant issues all over the world. Although refugees encounter various mental health challenges, many also report posttraumatic growth, a process of thriving despite trauma. This presentation will present results from a quantitative study on the effect of trauma on posttraumatic growth in former refugees, and how counselors can foster resilience in refugees of war and other adversities. Contribution will be made to the multicultural discourse.



Saturday, October 8, 1:00-1:30 pm

Poster 11

A Comparison of the Impact of Cyber-Sexual Assault and Physical Assault on the Experience of Trauma

Kristina Nelson, *Texas A&M University-Corpus Christi*

W. Bryce Hagedorn, *University of Central Florida*

There is a paucity of research on cyber sexual assault. The present study assessed for sexual victimization (i.e., childhood sexual assault, adult sexual assault, cyber-sexual assault) and coping skills in efforts to compare varying levels of Depression, PTSD, and

Trauma Guilt for two groups (i.e., cyber-sexual assault, sexual assault). A structural equation model was used to learn whether cyber-sexual assault victims express elevated distress similar to sexual-assault victims.



Saturday, October 8, 1:00-1:30 pm

Poster 13

Understanding Human Trafficking and its Impact on the Counseling Profession

Isaac Burt, *Florida International University*

In recent years, the incidence of human trafficking has risen substantially. Yet, methods available for counselors working with this population have not increased commensurably. Thus, there is a lack of awareness/knowledge of this underserved population. Counselors need to be cognizant of this populace, which is sometimes labeled "invisible." This presentation seeks to promote positive transformation/healing through a social justice framework designated to recognize and work with these clients.



Saturday, October 8, 1:00-1:30 pm

Poster 14

The Phenomenon of Resilience in Refugee Survivors of Torture

Sarah Durant, *The George Washington University*

Kshipra Jain, *The George Washington University*

Quinn Koelfgen Smelser, *The George Washington University*

Refugee survivors of torture face multiple losses on top of the trauma of torture itself. Given the many lasting psychological consequences of torture, it seems impossible one could recover without the aid of professionals. Yet recent studies have shown that resiliency is, in fact, the most common reaction to trauma. This presentation aims to examine the prevalence of resilience in refugee survivors of torture. It will also discuss the implications for clinical practice and further research.



Saturday, October 8, 1:00-1:30 pm

Poster 15

Exploring the Impact of Sexual Assault on the Resiliency of Female Navy Personnel

Patricia Bouldin, *Capella University*

Angelia Dickens, *Capella University*

Military personnel have experienced psychological impact such as stress, general health, depression, and PTSD as a result of sexual assault. The purpose of this presentation is to explore the differences in the psychological impact on female active duty and reserve personnel who have experienced sexual assault while in the service of the Navy. Presenters will also provide information regarding treatment barriers and strategies to improve resilience.



Saturday, October 8, 1:00-1:30 pm

Poster 16

Stories from the Field: A Narrative Inquiry of Emergency Medical Services Providers' Experiences

Amanda C. DeDiego, *University of Tennessee*

Evan M. Burns, *University of Tennessee*

First responders face vicarious trauma when providing crisis support for the community. This interactive presentation will feature stories and preliminary themes from narrative interviews constructed with first responders. This research used a narrative framework to explore resilience through the voices of EMS personnel. Discussion of burnout and PTSD prevention can inform counselors and advocate for increased counseling supports for the EMS population.



Saturday, October 8 - 2:00 pm

Supervision Interest Network

Royal Board Room

Content Sessions

Saturday, October 8, 2:00 - 2:50pm

Astor Ballroom I

Going Back to Basics: Classroom Management Strategies for the Novice Counselor Educator

M. Ann Shillingford, *University of Central Florida*

Have you questioned your readiness for teaching? Do you sometimes feel uncertain of pedagogical strategies to manage your classroom? Being in-front of a higher education classroom can be quite daunting and has been the cause of tremendous stress. This presentation will include classroom strategies found to be useful in supporting educators in the classroom. Techniques for before, during, and after the classroom experience will be discussed.



Saturday, October 8, 2:00 - 2:50pm

Astor Ballroom II

Clinical Mental Health Counseling Skills Assessment across the Curriculum

Lori L. Soli, *The Chicago School of Professional Psychology*

LoriAnn Sykes Stretch, *The Chicago School of Professional Psychology*

Counselor Education programs must have a documented, empirically based plan for systematically evaluating student learning (CACREP, 2016, Sec. 4, Standard A.). The Dispositions and Skills Assessment Rubric comprehensively assesses student's development throughout the program and is grounded in current research, the 2016 CACREP Standards, the ACA Code of Ethics, and the Multicultural Competencies. The development of the assessment plan and initial data from pilot will be reviewed.



Saturday, October 8, 2:00 - 2:50pm

Bienville

From Sanford to Ferguson: Exploring Counselor Educators' Social Justice Roles via #BlackLivesMatter

Nevin Heard, *University of Central Florida*

Richelle Joe, *University of Central Florida*

Yvette Saliba, *University of Central Florida*

Social justice promotion is a fundamental part of the omnipresent counseling force, multiculturalism, and counseling identity. This program advances multicultural competence by facilitating the learning of: history and purpose of Black Lives Matter, counseling professionals' social justice roles historically and self, current issues facing Black clients, and informed practices. This program utilizes didactic presentation, case examples, and discussion to edify the attendees of the subject matter



Saturday, October 8, 2:00-2:50pm

Bourbon

Got the Feels?: Creative, Innovative, & Effective Techniques for Clients and Counselors-in-Training

Heath Stevens, *Mississippi School for Mathematics and Science*

Ever since Rogers published his work on the necessary therapeutic conditions, counselors have sought to improve the therapeutic relationship. Research supports using basic counseling skills to enhance the professional relationship. This presentation will show counselor educators creative techniques to help students more deeply understand how these skills foster the therapeutic relationship. In addition, students will learn how to adapt these approaches to assist clients gain insight.



Saturday, October 8, 2:00 - 2:50pm

Burgundy

Follow the Solution-Focused Road: Promoting Supervisee Resiliency and Professional Competence

G. Gail Rouse, *Argosy University, Atlanta*

Lesley D. Riley, *Argosy University, Atlanta*

Natasha Barnes, *Argosy University, Atlanta*

As licensing boards begin to require entry-level counselors to engage in clinical supervision prior to licensure, effective supervision is an integral component to this process. Using a common fairy tale, The Wizard of Oz as an accessible framework to address supervision practices, this session will demonstrate the use of the solution-focused approach in promoting resiliency and professional competence of the supervisee, emphasising ethical responsibility within the supervision relationship.

Note: designated supervision session



Saturday, October 8, 2:00 - 2:50pm

Chartres

Google+: A Platform for Ongoing Networking & Collaboration for Counselor Educator

Christy Land, *University of West Georgia*

Clare Merlin, *University of North Carolina at Charlotte*

Lauren J. Moss, *Kutztown University of Pennsylvania*

Networking, ongoing collaboration, and support are integral pieces in the development of a strong counselor educator identity. In this session, participants will be introduced to a variety of ways to use Google+ as a platform to enhance communication and connection among counselor educators for professional development in the areas of research, writing projects, and curriculum and program development. Participants will view and explore the SACES School Counseling Interest Network Google+ community.

Note: sponsored Interest Network session



Saturday, October 8, 2:00 - 2:50pm

Grand Ballroom A

Leading Counselor Education Students and Alumni in Disaster Response Play Therapy

Jennifer Baggerly, *University of North Texas at Dallas*

Leading disaster response allows counselor educators to facilitate service learning with students and university engagement with alumni. In this session, an innovative project of a counselor educator leading students and alumni in Disaster Response Play Therapy will be described. Participants will learn (a) rationale for engaging students and alumni in Disaster Response, (b) how to organize disaster response opportunities, and (c) Disaster Response Play Therapy protocol. Videos will be shown.



Saturday, October 8, 2:00 - 2:50pm

Grand Ballroom B

Keystone: Emphasizing Wellness and Resiliency in Counselor Education and Clinical Supervision

Jeff Cline, *Better Life Counseling Center*

Michael Jones, *Regent University*

As leaders of the counseling profession, counselor educators and supervisors play a significant role in teaching and modeling behaviors that support emerging professionals' personal and professional quality of life. This informative presentation will highlight the significant influence of holistic wellness on professional counselor identity and provide strategies that support counselor well-being. Further, it will review recent research that supports the efficacy of wellness-based approaches.



Saturday, October 8, 2:00 - 2:50pm

Grand Ballroom C

Teaching Social Justice Advocacy: Activities to Foster Students' Growth as Advocates

Peggy L. Ceballos, *University of North Texas*

Natalya A. Lindo, *University of North Texas*

Charmaine Conner, *University of North Texas*

This interactive workshop will present experiential activities and assignments that can be integrated in content and clinical classes to foster students' personal motivation and professional skills as social justice advocates. Presenters will share real classroom examples, ethical considerations, as well as personal challenges and remedies they have experienced when integrating these activities into the classroom learning experience.



Saturday, October 8, 2:00 - 2:50pm

Grand Ballroom D

Gatekeeping in Admissions and Beyond

Andrea J. Kirk-Jenkins, *Western Kentucky University*

Cheryl P. Wolf, *Western Kentucky University*

Jill Duba Sauerheber, *Western Kentucky University*

Gatekeeping is a vital component of the counseling profession and starts when a student expresses interest in entering the counseling field. This presentation will examine the definition of gatekeeping, how gatekeeping impacts the admission process, current screening measures, the controversy of conducting background checks as well as how an individual's personality may play a role in the interview process.



Saturday, October 8, 2:00 - 2:50pm

Iberville

Using Archival Research Assignments to Teach Cultural and Developmental Counseling

Samuel T. Gladding, *Wake Forest University*

Archives are rich repositories of individual, community, and institutional historical experience. Their contents can support cultural competence and developmental context for counselor practice and identity. Attendees will receive information on accessing archives, preparing oneself and students to visit a physical or electronic archive, and considering ethical archival research. The presenters will provide three example archive-based and CACREP-aligned student assignments as well a resource list.



Saturday, October 8, 2:00 - 2:50pm

St. Ann

Applying MI as a Supervisory Model: Addressing Resistance and Remediation with Counselor Trainees

Melanie M. Iarussi, *Auburn University*

Keith J. Myers, *Mercer University*

Motivational Interviewing (MI) is an evidence-based practice that is utilized in various clinical contexts. Recently, MI has been applied to counselor supervision as a framework for encouraging supervisees' growth. In this interactive content session, presenters will illustrate how MI can be useful in clinical supervision as well as in student remediation, especially with students who express resistance or ambivalence to changing their behaviors. Specific case examples will be discussed.

Note: designated supervision session



Saturday, October 8, 2:00 - 2:50pm

St. Charles A

Teaching Research and Program Evaluation in Counseling Using Bloom's Taxonomy

Keith M. Davis, *Radford University*

Many counselor educators find that teaching research and program evaluation is a challenge. In this program, a counselor educator will share an innovative approach to teaching this important CACREP-core course. Using the principles of Bloom's Taxonomy as a learning theory, first year counseling students designed an original program evaluation survey to administer to second year students. Students analyzed the data and recommendations were presented to counseling faculty for program improvement.



Saturday, October 8, 2:00 - 2:50pm

St. Louis

Meeting the Unique Needs of School Counselors-in-Training: What Supervisors Need to Know

Matthew L. Lyons, *University of New Orleans*

Anita M. Pool, *University of New Orleans*

The supervision of school counselors-in-training (SCITs) is complex and involves multiple systems. This session will present the results of a qualitative study that explored the factors that influence the supervision experiences of school counselors-in-training, including the supervisor's background, relevant supervision training, supervision model, and knowledge and implementation of the ASCA National Model. Session will discuss results and strategies for improving supervision practices for school counselors.

Note: designated supervision session



Saturday, October 8, 2:00 - 2:50pm

Toulouse A

Help! I Was Harmed In Supervision, But I Still Want To Grow

Alessandra Rhinehart, *Northern Kentucky University*

Considering the inherent vulnerability experienced by beginning supervisees, fostering resilience is paramount. The results of a phenomenological investigation of harmful supervision illuminate supervisees' potential to survive damaging supervisory relationships and advocate for the opportunity to grow during clinical training. Concrete strategies for fostering resilience, promoting professional development, and navigating relationships with supervisors identified as ineffective are offered.

Note: designated supervision session



Saturday, October 8, 2:00 - 2:50pm

Toulouse B

Influential Women Who Have Shaped Our Profession

Teresa J. Haase, *Eastern Mennonite University*

Cheree Hammond, *Eastern Mennonite University*

A. Renee Staton, *James Madison University*

In answer to the profession's emphasis on social justice and multicultural competency as a foundational ethic it becomes crucial to highlight and lift out of the shadows the

contribution of women writers, practitioners, and scholars throughout the history of our profession and its various seasons. In this session, prominent women psychologists and counselor educators will be introduced and contributions explored, along with recommendations and ideas to support women currently in the profession.



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 2:00-2:50 pm

Table 1

Intercultural Supervision: Embracing the Challenges from the 21st Century Global Village

Fangzhou Yu, *Mississippi College*

Dannette Patterson, *Argosy University*

This program is designed to engage participants in an interactive collaborative exchange on utilizing intercultural approach to embrace the unique challenges of counselor supervision in the 21st century. A proposed integrated supervision model will be presented. This new supervision model has a foundation in Lead Management of Reality Therapy and UNESCO learning model with a focus on developing intercultural competency through building bidirectional and interdependent supervisory relationships.

Note: designated supervision session



Saturday, October 8, 2:00-2:50 pm

Table 2

To the Other Side of the Desk: The Transition from Doctoral Candidate to Assistant Professor

Joshua M. Gold, *University of South Carolina*

This discussion will focus on the post-degree completion plans of doctoral students, directing them to plan proactively to seek an ideal type of faculty post, to read program materials analytically, to consider all factors in position negotiation and how to begin to navigate the tenure and promotion process.



Saturday, October 8, 2:00-2:50 pm

Table 3

Helping Counselors Develop Multicultural Competence: The Importance of Bilingualism and Culture

Julietta Rubio, *The University of Texas at San Antonio*

The Multicultural and Social Justice Counseling Competencies (2015) accentuate the interconnectedness of societal and multicultural issues. Spanish-speaking clients encounter challenges in U.S. society due to language barriers, cultural differences, and social justice issues. Discussing the influence society and culture have on Spanish-speaking clients can help counselors develop their proficiency in attitudes and beliefs, knowledge, skills, and action (AKSA).



Saturday, October 8, 2:00-2:50 pm

Table 4

The Impact of Identity on Multicultural Counseling Competence: A Need for Differentiation

Heidi Henry, *Sam Houston State University*

LaKeitha Poole, *Louisiana State University*

Multicultural counseling competency (MCC) is impacted by many factors, including a counselor's own cultural identity. How can counselor educators meet the needs of diverse student populations in multicultural counseling courses? This presentation will discuss how the cultural identities of counselors-in-training, such as race, ethnicity, sexual orientation, and religious identity, affect MCC. Differentiation strategies for multicultural counseling education will also be discussed.



Saturday, October 8, 2:00-2:50 pm

Table 5

Celebrating Love: A Father & Son Journey Through the Coming Out Process

Gregory R. Sandman, *University of Wyoming*

Jacob Sandman

This presentation examines the lived experience of an Evangelical Christian pastor whose son came out of the closet as a gay man. The lead presenter discusses his movement from an adversarial position against LGBTQ individuals to an advocacy position for LGBTQ individuals. The intersection of Christianity and homosexuality is reviewed. The author's evolving theological and personal views are discussed as are the stances of some sections of the Christian church.



Saturday, October 8, 2:00-2:50 pm

Table 6

Counseling & Clinical Supervision: Overcoming Challenges of Spiritual Integration

Sonja Sutherland, *Richmont Graduate University*

Profession-wide concerns surrounding personal values and the ethical and unbiased integration of spirituality in clinical work has increasingly been in the forefront of discourse within the field. Religion and spirituality are widely practiced in the United States and beyond. For many, these provide an important framework in responding to various life experiences. Research supports the incorporation of spiritual and religious issues as a natural part of a holistic approach to overall client health and supervisee professional development. Yet clinicians and supervisors are often apprehensive about addressing issues related to religion and spirituality in their clinical and supervision relationships. This workshop explores ways clinicians and supervisors can build powerful and effective relationships with clients and supervisees that incorporate varying spiritual and religious traditions. Obstacles to effectively addressing issues related to spirituality and religion in supervision and clinical work will be identified, along with requisites for developing ongoing cultural competence as supervisors and counselors. Specific tools and evidence-based practices for developing powerful and effective counseling and supervision relationships that also incorporate spirituality and religion will be considered.

Note: designated supervision session

Saturday, October 8, 2:00-2:50 pm

Table 7

Community Uprising: The Spheres of Influence and Change-Building Resiliency

Katherine M. Hermann, *University of Louisiana at Lafayette*

Karena J. Heyward, *Lynchburg College and Walden University*

Carrie Lynn Bailey, *Walden University*

Ferguson riots, Baltimore uprising, marches on the White House! How can we as counselor educators incorporate crisis intervention training into our curriculum, implement preventative measures to public unrest, and increase community resilience to avoid the violent repercussions of racial tensions? This presentation explores common precursors to racially charged unrest and innovative counseling interventions as well as advocacy tools to nurture sustained community change.



Saturday, October 8, 2:00-2:50 pm

Table 8

Training the Reflective Practitioner: Reflective Journaling in Counselor Education

Deborah K. Buchanan, *Austin Peay State University*

Becoming a reflective practitioner is essential to the counseling profession, and it is a skill that needs to be developed early in a counselor's training. This presentation looks at how reflective journaling was used in a Counseling Techniques course to develop reflective practice in counselors-in-training; and how reflective journaling can be used by counselor educators to understand how their students are thinking about and process their counseling skills development.



Saturday, October 8, 2:00-2:50 pm

Table 9

Onsite Prepracticum Service Learning: A Model for Skills Training and Advocacy

Jennifer Jordan, *Winthrop University*

In this program we will share the model used at Winthrop University for a service learning practicum experience. We will share our experiences with joining our students in a live supervision experience in a variety of schools and agencies in our community. We will discuss the service learning aspect of this model as well as the importance of modeling advocacy efforts to our students. We have used this model in homeless shelters, schools, nursing homes, assisted living facilities, and preschools.



Saturday, October 8, 2:00-2:50 pm

Table 10

Helping School Counselors Promote Self-Efficacy through Athletic Participation

Courtland C. Lee, *The Chicago School of Professional Psychology - DC*

Verna Oliva, *The Chicago School of Professional Psychology - DC*

Michael Borenstein, *The Chicago School of Professional Psychology - DC*

The purpose of this session is to review research associated with increasing self-efficacy among high school students through athletic participation. Implications from the research for the preparation of high school counselors to work with student-athletes will be presented.

Poster Sessions – Astor Ballroom III
Many of these posters focus on International and Multicultural Issues

Saturday, October 8, 2:00-2:30 pm

Poster 1

Building Career Network for International Students

Sunhee Jang, *Pennsylvania University*

Korean international students are third the most population among international college students. They search for jobs in US but face the reality that they have thin network in American for job searching. In this presentation, the data analysis on acculturation, capability of building network, current job-related network, and their influence to career decision making self-efficacy will be presented. The discussion on how to help them to develop network in US will be followed.



Saturday, October 8, 2:00-2:30 pm

Poster 2

A Developmental Perspective on Resiliency Factors in Acculturation for Immigrant/Refugee Populations

Kshipra Jain, *The George Washington University*

Diona Emmanuel, *The George Washington University*

The process of acculturation can be stressful for immigrant and refugee populations; however, recent literature has shown that there can be variations in the experience of acculturative stress. This presentation aims to provide an overview of these differences, focusing on factors of resiliency and risk as described by current research, which may vary depending on pattern of migration and developmental stage of migrant. Clinical implications and need for future research will also be discussed.



Saturday, October 8, 2:00-2:30 pm

Poster 3

Voices of Immigrant/international Students in Counselor Education Programs: A Case Study

Claudia G. Interiano, *University of North Carolina at Charlotte*

The program will explore a phenomenological case study adopted to examine lived experiences of immigrant/international students' in a counselor education doctoral degree. Specifically, it will explore experiences this particular student population believes has contributed to their personal resiliency and academic success. This program will also explore the contribution of acculturation in their professional identity development as counselor educators.



Saturday, October 8, 2:00-2:30 pm

Poster 4

International Experiences: How They Impact Multicultural Competence for Counselors-in-Training

Steven Wright, *Auburn University*

International individuals are underserved by the counseling profession. It is imperative that counselors increase their competency in providing services to this neglected population. One method to address MCC when working with international people is by exploring the impact of experiential learning through international experiences. This presentation will observe current best practices and make practical recommendations for counselor educators in effectively training culturally competent students



Saturday, October 8, 2:00-2:30 pm

Poster 5

The Experiences of Counselors who Work with Spanish-Speaking Clients

Daniel Romero, *Lindsey Wilson College*

While bilingual counselors are often matched with Spanish-speaking clients, there are concerns regarding their linguistic and cultural competence. Furthermore, there is little consensus in training programs about how to best prepare students for work with Spanish-speaking clients. This poster session is based on the presenter's completed dissertation research, a qualitative study of counselors who work with Spanish-speaking clients and the implications for counselor training and supervision.



Saturday, October 8, 2:00-2:30 pm

Poster 6

Counseling Children from Developing Countries

Gabrielle Jackson, *University of Southern Mississippi*

Over 200 million children in developing countries are exposed to multiple risks including poverty, malnutrition, poor health, and un-stimulating home environments, which detrimentally affect their cognitive, motor, and socio-emotional development (Grantham, 2007). Education, environment, and experiences have a stronger influence in later childhood than in infancy. In this presentation we will discuss the difficulties of adolescents in developing countries and how counselors, can better serve.



Saturday, October 8, 2:00-2:30 pm

Poster 7

Creating Study Abroad Opportunities for Counselors in Training

Megan Little, *University of Arkansas*

The benefits of study abroad opportunities have proven to be beneficial in numerous fields. As future counselors students need experiences that will impact their intrapersonal and interpersonal development. What better way to challenge student's values and beliefs than immersing them into a foreign culture?



Saturday, October 8, 2:00-2:30 pm

Poster 8

Exploring Multicultural Counseling Training in Counselor Education in South Korea and Taiwan

Pei-Chun (Olivia) Chen, *University of Northern Iowa*

Ying Yang, *University of Pennsylvania*

The international counseling community recognizes multicultural counseling as the essence of mental health services. It is the ethical responsibility of counselor educators to cultivate multiculturally competent professionals. However, little is known how counseling training programs in South Korea and Taiwan prepare their students for working with indigenous diverse clientele. The purpose of the presentation is to explore the current multicultural counseling training in South Korea and Taiwan.



Saturday, October 8, 2:00-2:30 pm

Poster 9

The Role of Resilience Leadership in Developing Racial Equity in Ferguson, MO

Jesse Fox, *Loyola University Maryland*

Marion E. Toscano, *Loyola University Maryland*

Chun-Shin Taylor, *Loyola University Maryland*

Racial tensions between police forces and local communities have been spotlighted with increased attention and frequency in the past year. These incidents have demonstrated the need for racial reconciliation to restore unity within the affected communities and dignity to the African American peoples who have been the target of lethal discriminatory acts. This presentation explores the role of resilience in reconciliation as evidenced in Ferguson, MO through the Ferguson Trust-Building Forum.



Saturday, October 8, 2:00-2:30 pm

Poster 10

Speaking their Language: Bilingual Counseling and Supervision

Edith Gonzalez, *College of William & Mary*

Victor E. Tuazon, *College of William & Mary*

There is a greater need for Bilingual/Multilingual counselors with today's growing diverse population. Research shows that counselors who speak a client's primary language are more effective in understanding and meeting client needs than when providing a translator in the counseling session. This presentation seeks to identify the strengths and challenges of bilingual counseling, the dynamics of supervising bilingual counseling, and the implications for counselor educators.



Saturday, October 8, 2:00-2:30 pm

Poster 11

Body Image and Eating Disorders: Towards a More Culturally Inclusive Perspective

Eleanor B. McAuliffe, *University of New Orleans*

Angela E. James, *University of New Orleans*

Research and discussion of eating disorders has largely centered upon the demographic of adolescents and women of White European decent and focused on a narrow view of eating disorders, primarily Anorexia and Bulimia Nervosa. As the DSM-5 recognizes other eating disorders, a broader discussion involving race, ethnicity, and social and cultural identity is needed. This session will focus on expanding the discussion to social and cultural perspectives on body image and disordered eating.



Saturday, October 8, 2:00-2:30 pm

Poster 12

The Strong Black Woman Syndrome: Its Protective Nature and Psychological Burden On My Sisters and Me

Candice Epps Jackson , *The University of North Carolina at Greensboro*

Latasha Y. Becton, *The University of North Carolina at Greensboro*

Crystal Gray , *The University of North Carolina at Greensboro*

The presenters will explore Black Counseling and Counselor Education graduate students' experiences at PWIs with racially-derived stressors by examining ways this population has utilized the Strong Black Woman (SBW) Syndrome to cope despite obstacles and endemic racism. Referencing pervasive images of Black women in mainstream media, they will explore the protective nature of SBW Syndrome on buffering against race-related stressors and the psychological burden of striving to be a SBW daily.



Saturday, October 8, 2:00-2:30 pm

Poster 13

Men, Women, and Colored: Examining the Psychological Effects of Jim Crow on Elder African Americans

Janelle Renee Carter, *Alabama A&M University*

Willie F. Diggs, II, *Alabama A&M University*

African Americans endured nearly 100 years of Jim Crow laws following slavery. Although literature regarding the effects of racism and discrimination is abundant, little attention has been given to the psychological and social effects of exposure to constant and legal racism that occurred during the Jim Crow era. This presentation will enhance counselors' understanding of racism and the transgenerational effects of historical trauma when working with elder African Americans.



Saturday, October 8, 2:00-2:30 pm

Poster 14

Counselor Educators' Multicultural Competencies: Race and Ethnic Identity Awareness

Ariel Winston, *South University - Savannah*

This presentation presents findings from a study examining the relationship among race, ethnic identity awareness, and multicultural competence in counselor educators. Ninety self-identified counselor educators currently employed in CACREP-accredited counseling programs completed online surveys containing questions concerning racial classification, adapted questions from the MCKAS, and questions from the MEIM.



Saturday, October 8, 2:00-2:30 pm

Poster 15

Cultural Considerations in Counseling: Preparing Counselors to Work with Asian Americans

Yi-Wen Su, *University of Florida*

Christopher W. Cheung, *University of Florida*

Asian Americans are one of the fastest growing population in the United States. This increase necessitates (school) counselors to be effective in providing culturally responsive

counseling services to Asian American youths. In this presentation, we will discuss the common barriers counselors encounter when working with Asian American clients, and will highlight important cultural considerations. Practical counseling skills will be provided to explore and utilize clients' cultural strengths.



Saturday, October 8, 2:00-2:30 pm

Poster 16

Disability in Multicultural Training: A Phenomenological Study of Counselors' Lived Experiences

Michele Rivas, *Syracuse University*

Nicole R. Hill, *Syracuse University*

Multicultural training has been emphasized in Counselor Education for a long time, yet educators have expressed the need for additional efforts to increase awareness, knowledge, and skills in counseling clients with disabilities. This phenomenological study explores trainee's experience of training to serve clients with disabilities. The presenters will generate discussions about pedagogical and clinical implications and to identify training strategies for individual and collective competence.



Saturday, October 8 - 3:00 pm

**State ACES President/President-Elect Meeting
Technology Interest Network**

**Astor Ballroom II
Royal Board Room**

Content Sessions

Saturday, October 8, 3:00-3:50 pm

Bienville

Human-Animal Relational Theory: A Guide for Supervision of Animal-Assisted Counseling

Cynthia K. Chandler, *University of North Texas*

Animal-assisted counseling (AAC) is a modality that has been growing in popularity, yet until now there was no theory to guide practice and supervision. The presenter, who is a well-known expert in the field, developed Human-Animal Relational Theory (HART). This ground-breaking model explains how AAC is effective and serves as a guide for practice and supervision as well as a curriculum for teaching. HART constructs are consistent with known neurobiological effects of human-animal interaction.

Note: designated supervision session



Saturday, October 8, 3:00-3:50 pm

Bourbon

A Unifying Body of Counseling: Inclusion of Disability Across the Counselor Education Curriculum

Melissa D. Deroche, *University of New Orleans*

Rose Angelocci, *University of New Orleans*

The aim of this presentation is to equip counselor educators with the necessary tools to address the needs of individuals with disabilities and to integrate this information throughout counseling core curriculum. Presenters will discuss effective strategies for communicating with and providing accommodations to individuals with disabilities. Specific teaching modalities and methods will also be introduced. Presenters will use a lecture style format, combined with interactive discussions.



Saturday, October 8, 3:00-3:50 pm

Chartres

Advanced Regression Analysis with Categorical DV(s): Logistic Regression and Discriminant Analysis

Hideyuki Tanaka, *Bayou Oaks Health Services, LLC*

Do you need to predict categorical dependent variable (e.g., clients who completed the intervention vs. clients who dropped out prematurely) from a set of independent variables (e.g., age, SES, symptom severity)? Then, you have to use advanced forms of regression analysis such as Logistic Regression and Discriminant Analysis. This presentation provide introduction to these analyses. Simple examples are used to illuminate the concepts with many visual representations.



Saturday, October 8, 3:00-3:50 pm

Grand Ballroom A

Success on the CPCE: An Analysis of Predictor Variables

Shelley W. Reed, *Troy University*

Sherrionda Crawford, *Troy University*

According to the Center for Credentialing and Education (n.d.), the CPCE is utilized as a comprehensive examination in over 370 Universities and colleges to assess counseling student's knowledge of counseling information. Determining predictor variables of successful completion of this test can be critical to counselor education. This presentation will review the study conducted by the presenters looking at a number of variables and how they do or do not predict successful completion of the CPCE.



Saturday, October 8, 3:00-3:50 pm

Grand Ballroom B

R&R: Resiliency and Remediation

Roxane L. Dufrene, *University of New Orleans*

Kathryn L. Henderson, *Augusta University*

Eleanor B. McAuliffe, *University of New Orleans*

Students are typically taught how to incorporate resiliency factors with clients in crisis. Similar to clients, resiliency can assist students when they are in crisis. Most often, students' perceptions of remediation are negative and viewed as an obstacle that can result in a crisis for students. This presentation seeks to show how resilience can become a key factor in remediation and help students overcome perceived obstacles. Suggestions for counseling programs and research will be offered.



Saturday, October 8, 3:00-3:50 pm

Grand Ballroom C

The Balancing Act of Student Needs, Accreditation Requirements, and Institutional Procedures

Robyn Trippany Simmons, *Walden University*

Kelly Coker, *Walden University*

Kristi Cannon, *Walden University*

Counselor training in the online world encompasses more than excellent pedagogical style and solid learning resources. The behind-the-scenes operational functioning of a virtual learning environment has great responsibility for the product it yields. The goal of this session is to provide a discussion of how to respond to the current demand for online learning and prepare students for the field of counseling within the parameters of a virtual environment.



Saturday, October 8, 3:00-3:50 pm

Grand Ballroom D

The Master's Level Cohort: Implementation and Evaluation of a Structured, Developmental Curriculum

Stephanie C. Bell, *Delta State University*

Bryon Pickens, *Delta State University*

Very little literature exists on the structure and format of master's level counseling programs. This presentation will include a description of a developmental course sequence as a cohort model for master's counseling students that was implemented at a small university in the southeast. The rationale, implementation, and potential program evaluation methods will be discussed.



Saturday, October 8, 3:00-3:50 pm

Iberville

Results of the 2015 School Counseling Research Delphi Study

Elizabeth Villares, *Florida Atlantic University*

A nationwide expert panel of school counseling counselor educators, practitioners, and organizational leaders participated in a Delphi research study. The study involved three web-based surveys designed to identify the most critical research topics and themes in the profession. Participants will learn the results, including the identified research priorities, and have the chance to discuss how these findings can be used in their own school counselor education practices.



Saturday, October 8, 3:00-3:50 pm

St. Ann

Level of Disclosure in Supervision: The Supervisee's Perspective of the Supervisory Relationship

Chelsey L. Hess-Holden, *Mississippi State University*

The supervisory relationship is an important bond with many influential factors. This research investigates the supervisee's perspective of the supervisory relationship by examining how the supervisory working alliance, the supervisor's style, and the

supervisee's counseling self-efficacy are related to the amount of disclosure the supervisee chooses to engage in with the supervisor. Implications for clinical supervision and application of relevant supervisory models will be discussed.

Note: designated supervision session



Saturday, October 8, 3:00-3:50 pm

St. Charles A

Towards Best Practice in Training for Suicide Prevention

Julia L. Whisenhunt, *University of West Georgia*

Laura R. Shannonhouse, *Georgia State University*

Caroline Perjessy, *Argosy University, Sarasota/Tampa*

In this presentation, we seek to define training practices that most effectively support CITs' accurate knowledge of suicide risk factors, and skill in assessing for and minimizing suicide risk. We will discuss general guidelines regarding the most effective practices in training for suicide prevention. In addition, we will present both knowledge-based and experiential learning activities to support CIT training in suicide prevention that participants can implement in their own work with CITs.



Saturday, October 8, 3:00-3:50 pm

St. Charles B

Til Death or Doc Do Us Part: Spouses' Perspectives of Challenges That Face Married Doctoral Students

Anthony Suarez, *University of Arkansas*

Faith Yam, *University of Arkansas*

Chris L. Carver, *Northeastern State University*

For doctoral students, academic challenges can be difficult. The same is true about the day-to-day issues of married/partnered life. When combined, a set of unique circumstances are created that students must learn to navigate. While programs cater to students' needs, the needs of their partners are often neglected. This session will introduce qualitative data obtained from the partners of students in counselor education that highlight challenges, as well as strategies for managing these issues.



Saturday, October 8, 3:00-3:50 pm

St. Louis

Addiction as Relational Trauma: Neuroscience in Counseling Practice

Chad Luke, *Tennessee Tech University*

Innumerable explanations and treatment models have been proffered for addressing addictions and addictive behaviors in our current era. Advances in behavioral and affective neuroscience have significantly advanced these endeavors. The purpose of this session is to explore the neurobiological underpinnings of addiction, namely relational trauma, and effective treatment for both.



Saturday, October 8, 3:00-3:50 pm

Toulouse A

Resilient Learning: Combining Constructivism and Educational Neuroscience for Effective Classrooms

Lisa L. Beijan, *University of North Texas*

This presentation will draw upon Constructivist Learning Theory and Educational Neuroscience to teach counselor educators how to use our growing knowledge of the brain to enhance learning in the classroom. The presentation will include both foundational pedagogy and hands-on techniques.



Saturday, October 8, 3:00-3:50 pm

Toulouse B

Walking the Walk: Multicultural Perspectives on Program Development and Assessment

Dominique S. Hammonds, *Appalachian State University*

Janee' R. Avent, *East Carolina University*

Lucy Lewis Purgason, *Western Washington University*

Institutions often strive to address diversity and culture by acknowledging the enrollment or hiring of diverse people (Posselt, 2014); however, this does little to address systemic influences of ethnocentric monoculturalism and other culturally bound isms. Beyond surface level inclusion, how might counselor educators begin to structurally address diversity through program development and assessment? This presentation explores suggestions for working toward culturally competent programs.



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 3:00-3:50 pm

Table 1

Promoting Resiliency of Counselor Education Students from Economically Disadvantaged Backgrounds

Loni Crumb, *East Carolina University*

Often, discussions of intersectionality fail to examine the subjective experiences of social class. This session will focus on how a working-class social class status affects students as they navigate counselor education programs and how honoring social class statuses can serve to enhance the understanding of students' experiences more completely. Presenters will discuss research-based strategies that promote resiliency and persistence of students from economically disadvantaged backgrounds.



Saturday, October 8, 3:00-3:50 pm

Table 2

Revitalizing a Counseling Training Clinic: Meeting Community and Student Needs

Susan Branco, *Loyola University*

Training clinics are integral to comprehensive preparation within counselor education programs. This session will describe the history of counselor education training clinics, review research that guides the development and growth of clinics, and describe the

presenter's experiences rebuilding a pastoral counseling presence within two university supported clinics. The session will address interdepartmental collaboration, social justice efforts, and practical strategies to revitalize the clinic.



Saturday, October 8, 3:00-3:50 pm

Table 3

Enhancing Scholarship through Context: A Model for Interpersonal Scholarly Productivity

Seth C. W. Hayden, *Wake Forest University*

Academia presents unique challenges to faculty members as they aim to engage in a balance of scholarship, teaching, and service responsibilities. In response to these challenges, the Interpersonal Scholarly Productivity Model was created as a means of increasing scholarly production. The model will be presented, and attendees will engage in discussion surrounding methods of scholarly productivity.



Saturday, October 8, 3:00-3:50 pm

Table 4

A Meaningful Dialogue on Race

W. P. Anderson Jr., *University of Virginia*

Derick Williams, *University of Virginia*

Meaningful dialogue leads to mutual understanding. By this measure, the recent results of our national dialogue on race are frustrating. We believe racial stereotypes like those of the Southern white racist and the angry black person are a big part of the problem because they sabotage dialogue when applied to people they don't fit. Our presentation highlights a case in point in hopes of stimulating a meaningful dialogue on race among everyone present.



Saturday, October 8, 3:00-3:50 pm

Table 5

Spiritual Disclosure in Supervision: Enhancing Counselor Competence of Spiritual/Religious Issues

Noelle R. St. Germain-Sehr, *Argosy University, Dallas*

Amanda M. St. Germain-Sehr

Although religion and spirituality have a significant impact on psychological well-being and promote resiliency in the face of adversity, there is a lack of inclusion of such issues in clinical supervision. Creating a safe, accepting environment for counseling students to explore issues of spirituality can help increase self-awareness and competence. This roundtable discussion will present participants with approaches to incorporating spiritual disclosure in counselor education and supervision.

Note: designated supervision session



Saturday, October 8, 3:00-3:50 pm

Table 6

Being Aware of What You Say: Microaggressions in the Supervisory Relationship

Kimberly Mason Peebles, *Mississippi State University*

E. Joan Looby, *Mississippi State University*

Microaggressions are "brief, everyday exchanges that send denigrating messages" to a target group like people of color, women, and members of the LGBTQI population (Sue et al., 2007). Microaggressions are conveyed in a variety of contexts: verbal, nonverbal, visual, and behavioral. Microaggressions appear in the therapeutic relationship, whether consciously or unconsciously, and may be exhibited by supervisees and counseling supervisors. In whatever context, microaggressions are detrimental.

Note: designated supervision session



Saturday, October 8, 3:00-3:50 pm

Table 7

Emancipatory Communitarianism and its Integration into Counselor Education to Promote Resilience

Christina R. Washington , *University of Pennsylvania*

Danielle F. Marks , *Sam Houston State University*

Emancipatory communitarianism (EC) is a social justice paradigm in which interventions are designed to promote resilience and change within individuals and social systems (Blustein, McWhirter, & Perry, 2005). Counselor educators are called upon to integrate social justice pedagogy, but the literature is scarce when it comes to strategies for implementation (Brubaker, Puig, Reese, & Young, 2010). This program will assist participants in integrating EC principles into counselor training courses.



Saturday, October 8, 3:00-3:50 pm

Table 8

Advocating for Ourselves: Beyond Advocating for Clients and Profession

Asha S. Dickerson, *Argosy University, Atlanta*

Reshonda Cross, *Argosy University, Atlanta*

Montakia Dance, *Argosy University, Atlanta*

Social Justice and advocacy are considered a central part of the counseling field, but how can counselors, students, and educators be effective advocates and simultaneously exist silently in situations where they are not respected by colleagues or professors? This session will explore reported experiences of students and counselors of color.



Saturday, October 8, 3:00-3:50 pm

Table 9

Implications for Counselor Educators in Working with First-Generation Graduate Students

Simone May, *Auburn University*

There has been an extensive amount of literature dedicated to the experience of first-generation college students. However, there is a paucity of research that addresses the academic barriers to success for these students. This presentation will inform present and future counselor educators about the barriers that might impede retention and attrition of first-generation graduate students. Attendees will also discuss implications for counselor educators and counseling programs.



Saturday, October 8, 3:00-3:50 pm

Table 10

A Creative Strategy for Teaching Counseling Skills Using Photography as a Metaphor

Ramona I. Grad, *Georgia State University*

This presentation will introduce counselor educators to a creative method for teaching counselors-in-training the concept of counseling using the metaphor of photography. The format will outline the steps of taking pictures and how they can be used to alter the abstract concept of counseling into something more concrete and tangible for students in a counseling program. Handouts with five components of photography as a metaphor for counseling will be provided.



Poster Sessions – Astor Ballroom III

Many of these posters focus on LGBTQ and Multicultural Issues

Saturday, October 8, 3:00-3:30 pm

Poster 1

Korean Americans' Self-Directed Career Choice: The Influence of Acculturation

Sunhee Jang, *Pennsylvania State University*

Yuanying Jin, *Korea University*

Eunjoo Kim, *Korea University*

Joungwha Lee, *Korea University*

Every year, there are increasing number of international students but their career development issues are not addressed enough in college career counseling settings. The presentation will discuss cultural difficulties that Korean American / international students are experiencing, representing as higher level of influence from parents' work value to their child's. The role of acculturation is investigated in the context of work value inheritance among Korean American / international students.



Saturday, October 8, 3:00-3:30 pm

Poster 2

Empowering and Advocating Towards Resilience for Transgender IPV Clients in Clinics and Classrooms

Kevin C. Snow, *Texas A&M University-Commerce*

Gregory R. Sandman, *University of Wyoming*

Interpersonal violence is a silent epidemic that doesn't distinguish between gender identities, yet many clinicians and educators are underprepared on this topic. Who can transgender clients turn to when facing IPV? How can we include transgender IPV training in classrooms? This collaborative presentation brings awareness of transgender IPV, offers clinical and pedagogical skills to address it, and provides critical resources to locate safe spaces for clients towards promoting client resilience.



Saturday, October 8, 3:00-3:30 pm

Poster 3

Clinical Use of Values Clarification: Fostering Personal Growth in LGBTQ Clients

Ashley C. W. Laws

Keshanda Garland

Research connects values clarification with personal growth, identity achievement, maturity, and overall self-actualization. LGBTQ clients (and clients from other marginalized groups) are challenged to understand and give voice to their own values. We will review values development and offer specific techniques and strategies designed to enhance values clarification. Further, we will discuss how we have learned to navigate values with clients in order to provide ethical provision of services.



Saturday, October 8, 3:00-3:30 pm

Poster 4

Coming out: Using DBT and Radical Acceptance with LGBT Clients During Sexual Identity Enactment

Jennifer L. Cannon, *The University of North Carolina at Greensboro*

LGBT clients face a number of challenges during the coming out process. Relationships with family and friends are redefined, "second" families are established, and new communities are discovered. Along with this time of discovery often come issues with acceptance and finding one's place within a heterocentric society. This presentation will provide an introduction to DBT and distress tolerance skills and demonstrate how techniques of Radical Acceptance can be used when counseling LGBT clients.



Saturday, October 8, 3:00-3:30 pm

Poster 5

Born LGBT: How Conceptualizations of Sexual Orientation Causation Affect Counseling and Advocacy

Peter J. Boccone, *Lynchburg College*

Essential and Social Construct theories have risen to the forefront of how we conceptualize sexual orientation and gender causation. Although possible to provide affirmative services without having taken a position, the way sexual orientation is conceptualized can have a major impact on the therapeutic process. This program will analyze that impact and give special attention to issues related to identity enactment, social support, resilience, and legal/advocacy considerations.



Saturday, October 8, 3:00-3:30 pm

Poster 6

Strengthening Resilience within the LGBT Community

Justin Maki, *Auburn University*

Members of the LGBTQ population have always relied heavily on each other to promote and instill resilience as a way to increase understanding, support, legal rights, safety, and equality within and out of group. Advocates have strived to encourage researchers to focus on the many strengths and accomplishments of the community, rather than the pathology

and abnormalities. This session will focus on how counselors can support LGBTQ clients in strengthening their individual and group resilience.



Saturday, October 8, 3:00-3:30 pm

Poster 7

Queer Discourses of Inclusion: Gay Latino Experiences in the Mainstream

Cory Gerwe, *Old Dominion University*

The intent of this study was to learn more about gay Latino men, their experiences, and the nature of their social environment. We aimed to explore gay Latino perceptions of inclusion in the context of mainstream gay culture. Research was conducted using a phenomenological tradition and an intersectionality theory paradigm. It is our hope that through this research, we can begin to gain a better understanding of ways that issues of oppression can be more effectively addressed in counseling.



Saturday, October 8, 3:00-3:30 pm

Poster 8

Attachment, Well-being, Distress, and Spirituality in Celibate Gay Christians

Christine Baker, *Regent University*

Olya Zaporozhets, *Regent University*

The purpose of this program is to provide further understanding of the relationship between some psychological factors and spirituality of celibate gay Christians. Some researchers have previously indicated the inner turmoil that occurs at the intersection of Christian faith and sexual orientation. However, the psychological and spiritual outcomes have not been previously researched in those who arrive at the decision to be celibate in the midst of their same-sex attraction.



Saturday, October 8, 3:00-3:30 pm

Poster 9

African-American, Homosexual, and a Christian: How To Counsel Culturally Diverse Individuals

Tiffanie Sutherlin, *James Madison University*

As the counseling field moves to becoming multiculturally competent, what defines multiculturalism continues to change. We not only counsel individuals from different ethnicities, generations and genders but also those with different sexualities, racial groups or spiritual affiliations. When addressing the client's needs, the counselor must look at the client's situation holistically and how each component such as race, sexual identity, and religion may intersect creating disarray for the client



Saturday, October 8, 3:00-3:30 pm

Poster 10

Using the F Word in Counselor Education: Connecting Feminism & Self-Efficacy in Young Adults

Tiffany L. Rogers, *Clemson University*

Sabrina Johnson, *University of South Carolina*

The current study utilizes quantitative survey data from young adults in order to examine the effect of feminist self-identification and feminist perspectives on young adults' self-efficacy. This presentation will include: (a) an overview of previous literature, (b) a description of research design, methods, and results for the current study, and (c) implications for counselor educators, counselors, counselors-in-training, and supervisors.



Saturday, October 8, 3:00-3:30 pm

Poster 11

Emotional Learning: Research on the Affective Experience of Multicultural Training for Counselors

Kelly M. King, *The University of North Carolina at Greensboro*

Multicultural counseling courses provide a necessary foundation for competently working with diverse clients. There is some evidence to suggest that emotions have a role in either promoting or hindering our multicultural development. This poster provides an overview of existing research on the variety of emotions connected to cultural conversations, the experience of involved parties, and the impact of emotions on counselors' multicultural attitudes and development.



Saturday, October 8, 3:00-3:30 pm

Poster 12

Developmentally Meeting the Client Where They Are: Understanding the Importance of Slang

Isaac Burt, *Florida International University*

The use of slang in counseling is increasingly receiving more awareness and interest in understanding how young adults (YA) relate and communicate (Hopkins, Clegg, & Stackhouse, 2016). For example, commonly used terms by YAs, such as OTP, Netflix and Chill, Snatched, and On Point have powerful connotations, and understanding the framework and situations in which the terms occur can help not only in understanding the client, but also to build a stronger therapeutic relationship.



Saturday, October 8, 3:00-3:30 pm

Poster 13

Exploring the Influence of Attitude and Stigma in Counseling Among African Americans and Latinos

Jessica A. Fripp, *Auburn University*

Research shows that ethnically diverse groups are underrepresented in treatment. Factors such as disparities and stigma prevent them from accessing mental health services. However, little is understood about how attitude affects engagement. Workshop attendees will (a) learn current literature on participation of African Americans and Latinos in mental health settings, (b) learn how attitudes and stigma uniquely contribute to engagement, and (c) recommend strategies for recruitment and retention.



Saturday, October 8, 3:00-3:30 pm

Poster 14

Nurturing Resilience: Culturally Competent Strategies for Counselor Educators

Heather Mayton, *The University of North Carolina at Greensboro*

With the rapidly changing composition of our society, multicultural considerations in counseling are more important than ever. As counselor educators, we need to be well-informed regarding the challenges and barriers faced by the Latino immigrant/refugee population so as to teach our students culturally appropriate interventions and strategies to employ in session. The tool we will focus on is the Cultural Formulation Interview which is a narrative interview which gathers cultural information.



Saturday, October 8, 3:00-3:30 pm

Poster 15

Contested Narratives in Counselor Education: Multicultural Humanism or Humanism in the Global South

Michele Rivas, *Syracuse University*

Harvey Peters, *Syracuse University*

Humanism has been essential to the identity and progression of the counseling profession. Due to the synonymic nature of humanism and counseling, its guiding concepts reinforce the importance of multicultural competence within the profession. Gergen (2015) and Ratts et al. (2016) call for critical multicultural practice in counseling as a catalyst for social change. This presentation addresses the Global South within multicultural counseling and examines the possibilities for social justice.



Saturday, October 8, 3:00-3:30 pm

Poster 16

A National Survey on Multicultural Competence for Professional Counselors: A Replication Study

Jennifer J. Matthews, *Oakland University*

Sejal M. Barden, *University of Central Florida*

This presentation provides results from a national survey of professional counselors regarding their perceived multicultural competence (N = 171). Overall, study results indicated significant relationships between self-perceptions of multicultural competence for professional counselors, counselor training, and demographic information. Limitations, study implications, and areas for future research will be discussed.



Saturday, October 8, 3:00-3:30 pm

Poster 17

Role Stress in Multicultural Supervision Dyads: Useful Strategies in Supervision

Latonia Cox, *Trevecca Nazarene University*

Lois C. Kirk, *Trevecca Nazarene University*

Role stress among counselors in training, such as unclear expectations and conflict in supervision, can negatively affect the supervisor-supervisee working alliance. This presentation addresses role stress in cross-cultural supervision, summarizing key literature that focuses on cultural biases in the supervisory relationship and effects on trainees. Strategies for helping supervisors and supervisees maximize the working alliance will also be highlighted.



Saturday, October 8 - 4:00 pm

Content Sessions

Saturday, October 8, 4:00-4:50 pm

Astor Ballroom I

Defining Key Dispositions in Master's and Doctoral Counseling Programs for CACREP Standards

Bethany A. Lanier, *Auburn University*

Jamie Carney, *Auburn University*

Kaitlin McIntosh, *Auburn University*

Margaret A. Taylor, *Auburn University*

Kelly J. Veal, *LaGrange College*

CACREP standards (2016) have expanded the assessment of student outcomes to include dispositions. The new standards will require programs to identify and assess key dispositions for students in Master's and Doctoral programs. This session focuses on the development of dispositions with consideration of identification, evaluation, and disposition assessment and remediation planning. This will also include integration of research and methods for integrating dispositions into current programs.



Saturday, October 8, 4:00-4:50 pm

Astor Ballroom II

Teaching Resilience as a Key Career Competency: Unemployment, Underemployment, and Mental Health

Melissa J. Fickling, *University of Memphis*

Eraina Schauss, *University of Memphis*

Long-term unemployment and underemployment negatively impact mental health for millions of workers. Since the Great Recession, the world of work has shifted in significant ways which require high levels of adaptability and resilience, even in times of low unemployment. Presenters will encourage attendees to infuse work & mental health across the counseling curriculum by reviewing the empirical literature related to employment disparities and the work-mental health connection.



Saturday, October 8, 4:00-4:50 pm

Bienville

The Graying of America: Preparing Counselors to Support our Aging Population

Amanda Rumsey, *Georgia State University*

Laura R. Shannonhouse, *Georgia State University*

Mary Chase Breedlove Mize, *Georgia State University*

The field of counseling has acknowledged the increasing need of providing competent services to older persons. Though this age cohort is rapidly growing, the commitment of our profession to train counselors to work with older persons has waned since the development of geriatric counseling competencies 35 years ago. Changing age demographics, along with issues of ageism and caregiving, will be covered. Strategies for combatting ageism and supporting older persons will be presented.



Saturday, October 8, 4:00-4:50 pm

Bourbon

Training Counselors to Work in Integrated Care Medical Clinics

Alwin E. Wagener, *Lamar University*

Challenges for counselors entering integrated care settings include maintaining a counselor identity and perspective while communicating and treating clients from within the medical model, consulting with physicians, being conversant in psychotropic medications, and confidentiality. This presentation describes these challenges and approaches to addressing them within counselor education. Audience participation will be solicited to expand on the recommendations and their implementation.



Saturday, October 8, 4:00-4:50 pm

Burgundy

Building Resilient School Counseling Programs through High Standards

Stephanie Eberts, *Louisiana State University*

Gail Roaten, *Tarleton State University*

The 2016 CACREP standards call for school counseling programs to move to 60-hours. This session will be focused on ways in which school counselor educators can advocate for higher training standards at universities and within colleges in states whose certification/licensure requirements do not yet align with CACREP standards (require less hours). The presenters will share successful tools for advocacy at the district, university, and legislative levels.



Saturday, October 8, 4:00-4:50 pm

Grand Ballroom B

Using Cognitive Behavioral Techniques in Supervision for the Prevention of Counselor Burnout

Samantha Airhart-Larraga, *The University of Texas at San Antonio*

The presentation will focus on introducing five cognitive behavioral techniques that can be implemented in the supervision process to help the supervisee be aware of the potential of counselor burnout, work on managing the anxiety and stress that comes with counseling, and learn skills necessary to prevent counselor burnout.

Note: designated supervision session



Saturday, October 8, 4:00-4:50 pm

Grand Ballroom C

Best Practices to Use with Christian Trainees Conflicted about LGBT-Affirmation

Gena M. Minnix, *Seminary of the Southwest*

This session provides participants with practical strategies for educators and supervisors working with Christian trainees who feel conflicted about LGBT affirmation. The presenter will share research findings on how trainees tend to go about successfully reconciling this conflict to become LGBT affirming. Participants will leave knowing key stages in the reconciliation process, helpful factors, and tips to keep in mind when educating or supervising with conflicted Christian trainees.

Saturday, October 8, 4:00-4:50 pm

Grand Ballroom D

Building Relationships with Licensing Boards: An Issue of Professional Identity

Kathy Ybañez-Llorente, *Texas State University*

Elsa Soto Leggett, *University of Houston - Victoria*

A review of state licensing boards across the nation reveals differences in board composition, as well as responsibilities of board members. Presenters will discuss these differences, as well as experiences related to rebuilding a relationship with one state's licensing board. Attendees will be encouraged to participate in the discussion of opportunities, challenges, and ongoing efforts related to professional identity and relationship development with licensing boards.



Saturday, October 8, 4:00-4:50 pm

Iberville

Reciprocal Mentoring in Counselor Education & Supervision: Preventing Leadership Burnout

Kathryn M. Williams, *University of Florida*

Cirecie A. West-Olatunji, *Xavier University of Louisiana*

Christian D. Chan, *The George Washington University*

As the counseling profession continues to crystallize its identity, the need to more clearly define and actualize the mentoring experience is needed. The session presenters provide an overview of the effectiveness of mentoring in leadership and social justice implications in the mentoring relationship. They highlight the benefits of reciprocal mentoring as a prevention tool for leadership burnout in counseling.



Saturday, October 8, 4:00-4:50 pm

St. Ann

Spirituality and Resiliency: Helping Supervisees Work with Clients' Spirituality in Counseling

Richard E. Watts, *Sam Houston State University*

Jill Duba Sauerheber, *Western Kentucky University*

Supervisees are often ill prepared and, consequently, uncomfortable addressing clients' spirituality issues in counseling. This program addresses the ethical and clinical importance of clients' spirituality as a resiliency resource in counseling and provides supervisors with strategies for helping their supervisees become more comfortable and competent in usefully attending to and drawing upon clients' spirituality in the counseling process.

Note: designated supervision session



Saturday, October 8, 4:00-4:50 pm

St. Louis

Using Content Analysis in Counseling Research: Everything You Ever Wanted to Know

W. Bradley McKibben, *The University of Alabama*

Wesley B. Webber, *The University of Alabama*

If you have a research question that seems destined to go unanswered, we may be able to help. Join us to learn what content analysis is used for, how it is implemented, and how counselors are using it to answer a wide variety of research questions. We will explain the methodology from beginning to end and will show you examples of how researchers have used it in many ways, including analysis of journal articles, narratives from specific groups of people, and counseling and supervision processes.



Saturday, October 8, 4:00-4:50 pm

Toulouse A

Preparing Practicum Students for the Supervision Experience

Joseph G. Kirby, *University of Memphis*

Jennifer A. Drabowicz, *University of Memphis*

Clay A. Woemmel, *University of Memphis*

Practicum students entering clinical supervision for the first time typically have a limited understanding of what to expect from the supervision process. This often results in difficulties within the supervisory relationship while the supervisee develops a clearer understanding of the duties, roles, and expectations of his or her supervisor. Attendees will be introduced to a guide developed by the presenters to prepare practicum students for the supervision experience more effectively.

Note: designated supervision session



Saturday, October 8, 4:00-4:50 pm

Toulouse B

The Power of Resilience: Teaching Counseling Students how to Build Resilience among Clients

Donna S. Sheperis, *Lamar University*

Mary Bartlett, *Air University*

This session will take participants on a didactic and experiential journey into the world of resilience with a focus on teaching students the strengths-based treatment of mental health conditions. Specific resilience-based assessments will be introduced and evidence-based and practical interventions will be presented. The session will be designed so that educators will leave with a renewed sense of hope for their students and the clients they serve.



Roundtable Sessions – Astor Ballroom III

Saturday, October 8, 4:00-4:50 pm

Table 1

A Social Constructivist Approach to Preparing School Counselors to Work Effectively in Urban School

Robert R. Martinez Jr., *The University of North Carolina at Chapel Hill*

Lacretia Dye, *Western Kentucky University*

Laura Gonzalez, *The University of North Carolina at Greensboro*

In a national survey, 75% of school counselors identified as White, 10% as Latino, 8% as African American, and 7% as other. Meanwhile, the student population of urban schools in the 2011-12 school year was 19% White, 39% Latino, and 31% African American, with 68% of students being eligible for free and reduced lunches. It is critical that school counselors are well trained to address and understand these differences and are prepared for high need and high diversity settings.



Saturday, October 8, 4:00-4:50 pm

Table 2

The Spiritually Resilient Individual: A Dialogue on Inclusive Spirituality in Counseling

Kevin C. Snow, *Texas A&M University-Commerce*

Spirituality remains an untapped resilience factor that promotes positive outcomes and improved well-being for clients. Counselors/educators often lack the resources, knowledge, and tools to teach trainees about spirituality competencies. In this session, we will address ethical integration of inclusive spirituality and spiritual competence in classrooms and clinics, and present teaching strategies and resources to promote counselor competency and client resilience using inclusive spirituality.



Saturday, October 8, 4:00-4:50 pm

Table 4

Help, I am a Counselor Educator and I Don't Like to Write: How Can I Make it?

Jennifer Jordan, *Winthrop University*

Ever wonder if counselor education is the right fit for you? Have you struggled with your identity as a researcher and writer but felt confident as a counselor and teacher? Do you feel like the only thing that really matters in academia is writing and research? If so this presentation is for you. We will discuss the anxieties around academic expectations and share personal experiences of how you can overcome these fears and anxieties and show you ways to increase your confidence in this area.



Saturday, October 8, 4:00-4:50 pm

Table 5

It's Hard Out Here for a Black Man: Dehumanized Yet Resilient

Candice Epps Jackson, *The University of North Carolina at Greensboro*

The presenter will utilize Spencer's Phenomenological Variant of Ecological Systems Theory model to examine Black males' experiences with mental health, racially-derived stressors, and racial/gender identity. She will call for counselors and counselor educators to take a public health approach to this population's mental health needs by calling for them to do more to address systemic flaws at PWIs. Cautioning against pathologizing this population, the presenter will recognize their strengths.



Saturday, October 8, 4:00-4:50 pm

Table 6

Activating and Encouraging Creativity and Intuition Within Clinical Supervisory Relationships

Yvette R. Tolbert, *Kent State University*

Clinical supervisors are in an appropriate position from which to share information about creativity, intuition, and the uses of both (in counseling) with supervisees (Carson & Becker, 2004; Jeffrey, 2011; Jeffrey & Stone Fish, 2011). Supervisors can also assist supervisees with overcoming obstacles and stumbling blocks to using creativity and intuition in clinical settings with clients to positive effect (Jeffrey, 2011; Jeffrey & Stone Fish, 2011).

Note: designated supervision session



Saturday, October 8, 4:00-4:50 pm

Table 7

Supervising the NonTraditional Student: The Role & Psychological Impact of Perfectionism & Self-Care

Thommi Lawson, *Webster University*

Nadia G. Barnett, *Mercer University - Atlanta*

This workshop will discuss the impact of perfectionism among non-traditional students and its implications for supervision for counselors-in-training. The challenges of balancing work, education, and family life may present conflict, resulting in psychological stress. Helping the counselor-in-training understand the risk factors for impairment are necessary to protect the well-being of the client. Supervisors will gain insight into the need to assess for perfectionism and wellness practices.

Note: designated supervision session



Saturday, October 8, 4:00-4:50 pm

Table 8

Using Personal Photographs to Enhance Students' Learning Processes

Pamela Wells, *Georgia Southern University*

Kristen N. Dickens, *Georgia Southern University*

Recognizing that students learn and develop in a variety of ways, this roundtable discussion explores the utilization of media as part of a weekly reflection journal in an introductory techniques and skills counseling course. Facilitators will discuss their use of requiring students to incorporate original photography and/or video into their weekly reflection of their progression and development in the counseling techniques and skills course, and student feedback about the assignment.



Saturday, October 8, 4:00-4:50 pm

Table 9

LGBTQ Counseling Students: Does Site Matter?

Fawn Hyland Keen, *Mississippi State University*

LGBTQ students are placed in sites for their internship experience each year. Do students feel welcomed at these sites or have they been bullied about their sexuality? Do students feel their sexuality must be kept in secret for them to be treated fairly? Are there sites where they will feel accepted and allowed to work without

Cancelled

discrimination? This session will answer these questions and many others as we explore the topic of sites for our students.



Saturday, October 8, 4:00-4:50 pm

Table 10

Courage, Resilience, and Emotional Intelligence in Flourishing Young Adults

Kelli B. Ritter, *Argosy University, Atlanta*

Amy McLeod, *Argosy University, Atlanta*

Presenters will discuss initial findings from a grounded theory exploration of the growing up experiences of flourishing young adults that contribute to courage and resilience. Combining ideas from individual psychology, positive psychology, and research on whole heartedness, researchers explore developmental experiences that cultivate flourishing. Research themes will be presented, along with multicultural considerations, and implications for counselors and counselor educators.



Poster Sessions – Astor Ballroom III

Many of these posters focus on Spirituality and/or Clinical Issues

Saturday, October 8, 4:00-4:30 pm

Poster 1

Gender Dysphoria While Incarcerated: Imprisoned by More Than Just Walls

Amanda Hinds, *University of Tennessee*

Shawn Spurgeon, *University of Tennessee*

Gender Dysphoria is a new diagnosis in the DSM 5. It is important that professional counselors understand how this diagnosis can affect mental health treatment and policy. This presentation will explain the current diagnostic criteria for Gender Dysphoria and will provide research related to its prevalence in the prison population. The presenters will provide information about the common experiences and mental health challenges of incarcerated adult males diagnosed with gender dysphoria.



Saturday, October 8, 4:00-4:30 pm

Poster 2

Promoting Resilience: The Power of Healing Through Writing

Kristopher Garza, *Texas A&M University - Kingsville*

Wayne D. Smith, *University of Houston - Victoria*

The presentation will focus on the power of journaling as a healing source for clients who experience numerous problems and psychological disorders on a daily basis. Participants will be introduced to therapeutic journaling and the potential benefits from its use, along with how to implement journaling into treatment plans. The presenters will also address potential challenging situations in which journaling may cause resistance, effect privacy issues, and protection of client material.



Saturday, October 8, 4:00-4:30 pm

Poster 3

Mischief Managed: Using Pop Culture to Build Resilience

Courtney Leak, *Winthrop University*

Gretchen Baldwin, *Winthrop University*

Resilience is not an innate trait that we all possess. It is a skill that we must learn and develop through life. Recently, there has been a decline in resilience in our youth. This program explores how to build resilience in our youth through the use of pop culture. This program specifically addresses the use of Harry Potter references used in a group therapy format in order to educate on the importance of resilience and utilize skills to increase the level of resilience in college youth.



Saturday, October 8, 4:00-4:30 pm

Poster 4

The Need for More Inpatient Treatment Facilities for People Diagnosed with Serious Mental Illnesses

Pat Green, *Jackson State University*

Chaiqua A. Harris, *Jackson State University*

Regina Fults-McMurtery, *Jackson State University*

Lakitta Johnson, *Jackson State University*

Alfonso Haralson, *Jackson State University*

Clients who are diagnosed with serious mental illness (SMI) in southern states are seriously suffering. There is an enormous shortage of hospital beds and people with mental health issues who are not receiving proper treatment. Unfortunately, many of these individuals are being placed in prison opposed to proper treatment facilities because of inadequate health care and misdiagnosis. There are multiple issues pertaining to people with SMI who are facing inadequate health care in southern states.



Saturday, October 8, 4:00-4:30 pm

Poster 5

Promoting Resiliency Through Emotional Transformation Therapy™

Julie E. Merriman, *Tarleton State University*

Emotional Transformation Therapy(TM) [ETT] was developed in the 1990s and is becoming more prominent as neuroscience and brain research continues to expand. The premise of ETT is that light stimulation is utilized to change brain activity. Applications of this therapy include: emotional stress, physical pain, trauma, PTSD, SAD, sleep and eating disorders, anxiety, and depression. Many clients report improving their coping skills as well as increasing their resiliency with ETT.



Saturday, October 8, 4:00-4:30 pm

Poster 6

Incorporating Expressive Arts into Resilience Building with HIV Populations

Michael B. Drew, *University of Georgia*

People affected by HIV-AIDS are subject to social stigma resulting in extreme isolation. This presentation reflects the role of creative art expression in building resiliency with HIV-

AIDS in a group counseling context. Topics include overcoming HIV-related stigma, accessing services, and creating space for counter narratives by way of creative expression. This presentation includes themes of personal resilience among a new group of socially constructed supports.



Saturday, October 8, 4:00-4:30 pm

Poster 7

Creating a New Story: Using Narrative Therapy to Promote Healing in Families of Injured Loved Ones

Lacey Ricks, *University of West Georgia*

Elizabeth Hancock, *Troy University*

Family members of an individual with a newly acquired disability may experience physical and emotional distress. Narrative Therapy can provide a supportive outlet for family members to discuss their reactions and to explore future life scripts that incorporate their loved ones disability. This session will explore types of Narrative techniques that can be used to increase acceptance of disabilities within families.



Saturday, October 8, 4:00-4:30 pm

Poster 8

What You Need to Know When Counseling the Geriatric Population

Whitney Humphrey, *The University of Texas at San Antonio*

Researchers argue mental health professionals working with the geriatric population lack education and training to provide effective counseling. Although more than one third of this population struggles with mental health issues, geriatric persons are not receiving appropriate mental health care. This presentation aims to inform counselors on evidence-based treatments, required counselor competencies, ethical issues, and areas of future research needed for working with this special population.



Saturday, October 8, 4:00-4:30 pm

Poster 9

Neuroscience Technology in Counseling

Kathleen E. Bazile, *Mercer University*

Based on the recent emergence of integrating neuroscience and counseling there is a need to educate counseling practitioners and researchers of the technology and its relevance to clinical interventions that would be most effective for the counseling field. This will help decrease the mystery out of neuroscience and by showing its benefit to counseling, eventually increasing research that will provide clients with a new and advanced approach.



Saturday, October 8, 4:00-4:30 pm

Poster 10

Invisible Grief: Issues of Early Pregnancy Loss in Counseling and Counselor Education

Jamie E. Crockett, *Wake Forest University*

Jennifer L. Rogers, *Wake Forest University*

In this presentation participants will learn about the key processes as well as the psychobiological and cultural issues common in early pregnancy loss including types of loss, grief, physical recovery, isolation, stigma, and couples issues. Participants will have the opportunity to share related clinical and educational experiences and insights. The biopsychosocial implications for counseling practice and counselor education will be discussed.



Saturday, October 8, 4:00-4:30 pm

Poster 11

Understanding Mental Illness Stigma, Psychological Resilience, and Helpseeking

Allison Crowe, *East Carolina University*

While the concepts of mental illness stigma, resilience, and help seeking are well established, scholars are only beginning to explore how these might be related. This presentation will highlight results of a qualitative study exploring the relationships between stigma, resilience, and help seeking using a focus group design.



Saturday, October 8, 4:00-4:30 pm

Poster 12

Integrating Critical Race Theory and Storytelling to Engage African Americans in Counseling

Jessica A. Fripp, *Auburn University*

Conceptualization and theoretical orientation drive the treatment planning process and therapeutic engagement of the clinician and client; yet, few approaches are derived from a social justice orientation. Workshop attendees will address the effectiveness of existing theoretical models and its use with African Americans, introduce Critical Race Theory (CRT) and recommend strategies for using CRT along with the technique of Storytelling to engage African Americans in Counseling.



Saturday, October 8, 4:00-4:30 pm

Poster 14

Cultural, Religious/Spiritual, and Transgression-Related Predictors of Forgiveness

Dominique Adkins, *Marymount University*

A dissertation study was completed that examined the cultural factors, religious/spiritual factors, and transgression-related factors as predictors of forgiveness among African Americans. Additionally, the study explored the additional factors that impact the motivation to forgive among African Americans. The results lead to several implications and recommendations for future research and practice that will be discussed.



Saturday, October 8, 4:00-4:30 pm

Poster 15

Career Development Factors of Kuwaiti Women: Reflections of Islamic Feminism and Gottfredson

Aisha Al-Qimlass, *North Carolina State University*

A mixed methods research study that utilizes the theories of Islamic feminism and Gottfredson's Theory of Career Development to conceptualize factors contributing to

Kuwaiti women's decisions of whether or not to enter the workforce will be reviewed and discussed. Methodology and current findings will be presented, along with limitations and strategies for conducting international research.



Saturday, October 8, 4:00-4:30 pm

Poster 17

Atheist Identities: Exploring Implications for Counseling and Supervision

Travis McKie-Voerste, *University of Georgia*

After a review of current literature about atheism in counseling and supervision, attendees will explore terminology related to the topic. This will be followed by a discussion about the need for research related to clients and supervisees who identify as agnostic, atheist, or do not identify with theistic belief systems. Participants will be invited to participate in defining terms and to add their experiences about working with clients and supervisees that identify as atheist.

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