



# Creating and Cultivating Equity: **Activism in Practice**





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## President's Welcome Message



Welcome to Myrtle Beach, South Carolina for the 2018 Southern Association for Counselor Education and Supervision Conference! We are thrilled to host the SACES conference in South Carolina for the first time. South Carolina has undergone various changes in the last 10 years as a result of numerous advocacy efforts by individual, state, and national organizations. For example, the removal of the Confederate flag in 2015 from the State House and NAACP's decision to end their 15 year boycott and to persist in their presence and advocacy efforts in South Carolina. Hence the theme of the 2016 SACES conference is "Creating and Cultivating Equity: Activism in Practice." We realize that injustice and inequity continue to persist as evidenced by recent acts of violence in South Carolina and around the country as well as recent legislation designed to uphold and maintain the status quo, which overwhelmingly negatively impacts marginalized populations. Consequently, we believe that counselor educators, practitioners, and supervisors, have the capacity and ethical mandate to serve as advocates and social justice change agents to cultivate equity in our communities and universities.

It is my hope that we utilize this conference to cultivate an environment where we seek to challenge ourselves and encourage one another to continue to create spaces where we can support one another in this challenging work. To this aim, we are offering several preconference sessions as well as over 500 educational, poster, and round table sessions to create opportunities to dialogue and develop future collaborations. The conference team has worked diligently to create a conference experience that offers something for everyone, from our first every Day of Service; which takes place on Thursday, October 11th, our First Timers Meeting and our Graduate Student Networking Event, to our timely and innovative conference sessions. I appreciate the support of our past presidents Dr. Melanie Iarussi (2016-2017) and Casey Barrio-Minton (2017-2018) where instrumental in selecting the location and making sure that we have the backdrop of the beautiful beach as we conferenced this year. I greatly appreciate all of Dr. Barrio-Minton contributions, including chairing the research awards, elections and nominations, and the Emerging Leaders program. She has been central in the buildout of the program as this will be the first year we expand the program from a one-time conference event to a two-year leadership mentor program. Moreover, Dr. Cheryl Wolf, SACES Treasurer and webmaster has invaluable and a considerable support. She has spent numerous hours managing our new registration and program scheduling system OpenWater, troubleshooting membership issues along with Dr. Christopher Belser, and ensuring that we fiscally responsible, which is greatly appreciated. In addition, Dr. Elizabeth Villares, president-elect, has been indispensable in the planning of sessions and making sure that we can accommodate all of our presenters scheduling needs, she has been amazing and has been my right hand throughout the planning process.

This year I have had the great pleasure of working with two awesome conference coordinators, Dr. S. Kent Butler and Mrs. Latrina Raddler who have stepped up to the plate and have made my job significantly more manageable, your service is greatly appreciated. I would also like to thank all of the rest of the conference team, who have made this conference possible: Registration Coordinators, Dana Griffin and Lauren Downey; Volunteer Coordinators, Amanda Johns and Terah Davis; Career Connection Coordinators, Margaux Brown and Christian Chan; Sponsors and Exhibitors Coordinator, Leonissa Johnson; Awards Chair, Lacey Ricks; Day of Service Chairs, Nathaniel Brown and Candice Norris-Brown, Accessibility Coordinator, Kelley Mautz, and Continuing Education Coordinator, Michael Jones. I am overjoyed to be able to spend the next few days with you and we hope that you enjoy the conference and join us on Friday night for some karaoke!

**- Natoya Hill Haskins, SACES President 2018-2019**







# Conference Information

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## Thursday, October 11

|                    |   |
|--------------------|---|
| 7:00 AM - 5:00 PM  | Day of Service  |
| 8:00 AM - 5:00 PM  | Registration  |
| 9:00 AM - 5:00 PM  | How to Write a CACREP Self-Study                              |
| 8:30 AM - 11:30 AM | Preconference Sessions 1, 2, 3                                |
| 11:30 AM - 5:00 PM | Emerging Leaders Luncheon and Workshop (Invitation only)      |
| 1:00 PM - 4:00 PM  | Preconference Sessions 4, 5, 6                                |
| 4:30 PM - 5:30 PM  | First Timers Welcome Meeting                                  |
| 5:30 PM - 7:00 PM  | Opening Reception (Beer/Wine is on the house for the 1st hr.) |

## Friday, October 12

|                    |  |
|--------------------|--|
| 7:00 AM - 7:50 AM  | Morning Yoga   |
| 7:50 AM            | Coffee Break   |
| 8:00 AM - 8:50 AM  | Leadership Breakfast (Invitation only)                       |
| 8:00 AM - 5:00 PM  | Registration, Exhibitors Available, Career Connection        |
| 8:00 AM - 11:50 AM | Content, Roundtable, and Poster Sessions                     |
| 12:00 PM - 2:00 PM | Awards Luncheon and Business Meeting                         |
| 2:00 PM - 5:00 PM  | Content, Roundtable, and Poster Sessions                     |
| 4:00 PM - 5:00 PM  | Graduate Student Networking                                  |
| 5:30 PM - 7:00 PM  | President's Reception  |
| 8:00 PM - 10:00 PM | Friday Night Social (enjoy karaoke, friends, and networking) |

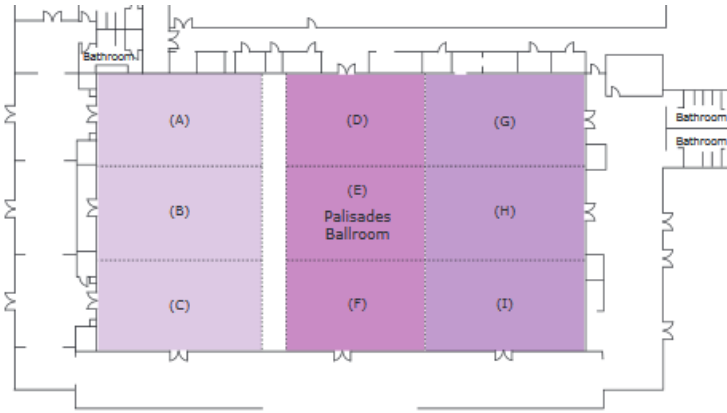
## Saturday, October 13

|                    |   |
|--------------------|---|
| 7:50 AM            | Coffee Break  |
| 8:00 AM - 5:00 PM  | Registration  |
| 8:00 AM - 5:00 PM  | Exhibitors Available                                |
| 8:00 AM - 2:00 PM  | Career Connection                                   |
| 8:00 AM - 11:50 AM | Content, Roundtable, and Poster Sessions            |
| 12:00 PM - 1:00 PM | ACES Townhall meeting                               |
| 12:00 PM - 1:00 PM | Lunch on your own or grab your reserved boxed lunch |
| 12:50 PM           | Coffee Break  |
| 1:00 PM - 5:00 PM  | Content, Roundtable, and Poster Sessions            |
| 2:00 PM - 2:50 PM  | State Leaders Meeting (Invitation only)             |

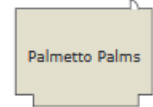


# Venue Map

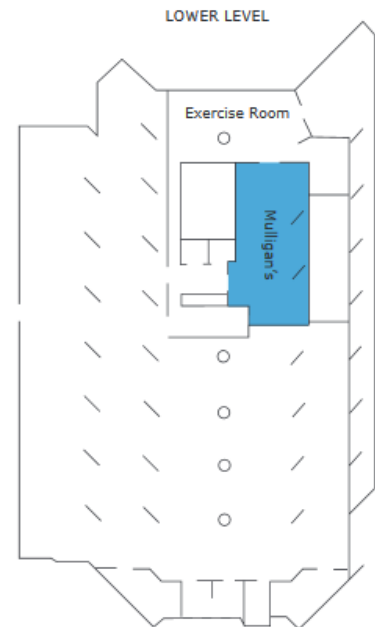
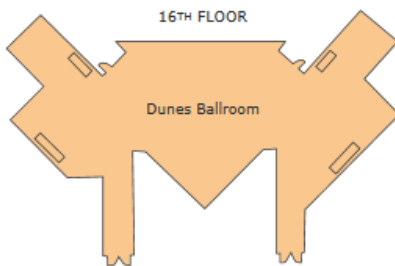
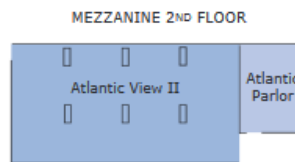
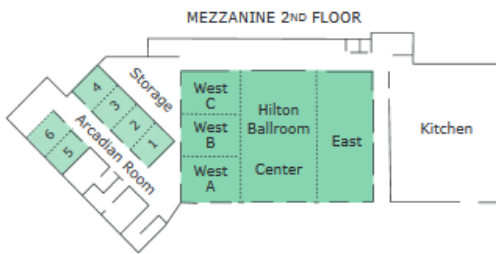
## Hilton Myrtle Beach



MEETING ROOMS LOCATED IN ROYALE PALMS TOWER



## FLOOR PLAN





# News and Events

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## Registration Information

- The registration desk is located in the Palisades conference center.
- Registration hours are **Thursday, Friday, and Saturday from 8:00 AM – 5:00 PM.**

## Day of Service

- SACES has chosen to partner with Family Justice Center in Myrtle Beach and there are three ways members/attendees can join in to serve our partner and their clients.
  1. Donate to the Online Fundraiser for the Family Justice Center now through **Saturday, October 13, 2018 at 5:00 PM** at <https://www.paypal.com/us/fundraiser/charity/1995661> or donate during the Empty Plate fundraiser during the Awards Luncheon on **Friday, Oct. 12, 2018 from 12:00 PM – 2:00 PM.**
  2. Join the SACES members in the Azalea room on **Thursday, Oct. 11, 2018 from 9:00 AM – 3:00 PM** to assemble care package for the clients served by the Family Justice Center.
  3. Join the SACES members from **7:00 AM – 11:30 AM** on a beautification project for the Children's Recovery Center.
- The professional development training for trauma and crisis will be held in room West B and West C.

## Exhibits

- Exhibits are located on the Palisades Foyer and will be open **Friday and Saturday from 8:00 AM – 5:00 PM.**

## Career Connection

- The Career Connection will be located in the Dunes, on the 16th floor of the Hilton Beach Resort.
- 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 8:00 AM – 5:00 PM and Saturday from 8:00 AM – 2:00 PM.**

## Opening Reception

- The opening reception will be held on **Thursday from 5:30 PM - 7:00 PM** on the beach. If the weather prohibits us from holding the event outside, the reception will be relocated to the Palisades Ballroom. Everyone is welcome!

## Morning Yoga

- Start your morning with a total body stretch and feel energized throughout the day. Bring your mat and/or towel and head out to the beach for morning yoga from **7:00 AM – 7:50 AM.**

## 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 Palisades Ballroom.
- Due to hotel seating limits, this is a ticketed event.

## President's Reception

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

## Friday Night Social

- A Friday night social has been added this year, come to enjoy karaoke, friends, and networking in the Palisades Ballroom from **8 PM – 10 PM.**



# News and Events

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## **Saturday Lunch and ACES Town Hall**

- The ACES President, Dr. Melissa Luke, will be hosting a town hall Saturday from **12:00 PM – 1:00 PM** in the Palisades Ballroom.
- Box lunches will be provided to those who preregistered for the meal.

## **Onsite Contacts**

- The list of conference coordinators is located on page 13. Please feel free to contact coordinators if you need assistance during the conference.

## **Conference App**

- We are using Sched.com as a conference app. The app can be accessed through a desktop, mobile browser, or through the Sched.com global app downloadable from the Apple App Store or Google Play.
- All sessions, presenters, and attendees can be located in the app.
- Attendees email addresses match the emails provided when you registered for the conference.

## **WIFI**

- All guests have WIFI in the hotel common areas and in your guest rooms.
- WIFI is available in the meeting rooms for a fee only or through your personal hotspot connection.

## **Special Services**

- Please visit the registration desk to receive access to a private room for lactation.







# NBCC Approved Continuing Education (CE) Hours

Please follow the steps listed below to track and submit your continuing education hours. You may 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 or other meetings.**

**Step 1:** Stop by the registration desk to pick up your CE Tracking Form.

**Step 2:** Review the Conference Program, noting session types. Pre-conference sessions are 3 CEs. All other content and roundtable sessions are 1 CE hour unless otherwise noted. Sessions designated for Ethics and Supervision hours are also indicated in the conference program.

**Step 3:** Complete your CE Tracking Form throughout the conference, noting session dates, times, program IDs, titles, and ratings for each session to make it easy to complete the evaluations later. **Keep this form after the conference!**

**Step 4:** Access the Feedback Education Survey at [saces.org/ce](https://saces.org/ce), linked to your account in OpenWater, or through the Sched.com conference app.

**Step 5: Complete a Session Evaluation Survey for EACH eligible session you attend.** The program ID number is located in the conference program and in the session details (near the bottom) in the conference app. You can easily search for the session with the program ID and most session information will automatically populate. Complete the ratings and provide helpful comments and then click Save and Finalize.

**Step 6: Complete an Overall Conference Evaluation** and rate the activities in which you participated or select N/A for those you did not attend. Click Save and Finalize.

**Step 7: Complete the online CE Form by October 30, 2018 and your certificate will be immediately available for download in pdf from your account.**

**Failure to complete the online form will result in loss of credit for CE credit hours.**

For additional information on the CE process, please contact the CE Coordinator, **Michael Jones** at [msjones@messiah.edu](mailto:msjones@messiah.edu)



According to their guidelines «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.



# SACES Interest Networks

The purpose of SACES Interest Networks is to connect SACES members who have similar professional interests within counselor education and supervision. Interest networks (IN) 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, feel free to attend any of the scheduled meetings or join an IN by contacting the Chair listed below.

Azalea

Oct 12 Fri 9:00-9:50am

## **ACES Qualitative Interest Network IN**

Azalea

Oct 12 Fri 10:00-10:50am

## **Distance/Online Counselor Education IN**

Andrew Burck

Azalea

Oct 12 Fri 11:00-11:50am

## **Ethics and Professional Development IN**

Janee' Avent Harris

Lonika Crumb

Azalea

Oct 12 Fri 2:00-2:50pm

## **Social Justice and Human Rights IN**

Regina Finan

Malti Tuttle

Azalea

Oct 12 Fri 3:00-3:50pm

## **Supervision IN**

Seth Hayden

Raul Machuca

Azalea

Oct 12 Fri 3:00-3:50pm

## **Women's IN**

Caroline Perjessy

Noelle St. Germain-Sehr

Palisades G

Oct 12 Fri 3:00-3:50pm

## **Clinical Mental Health Counseling IN**

Tony Michael

Palisades H

Oct 12 Fri 4:00-4:50pm

## **Graduate Student IN**

Jose «Joey» Tapia-Fuselier

C. Missy Butts

Palisades G

Oct 12 Fri 4:00-4:50pm

## **School Counseling IN**

Clare Merlin-Knoblich

Christy Land

Palisades H

Oct 12 Fri 4:00-4:50pm

## **College Counseling IN**

Marcella Stark

Azalea

Oct 13 Sat 9:00-9:50am

## **Technology IN**

Panagiotis Markopoulo

Azalea

Oct 13 Sat 10:00-10:50am

## **Multicultural Counseling IN**

Dilani Perera

Edith Gonzalez

Azalea

Oct 13 Sat 11:00-11:50am

## **Service Learning IN**

Lacey Ricks

Laura Pignato

Azalea

Oct 13 Sat 1:00-1:50pm

## **ACES Advocacy IN**

Aradian 5

Oct 13 Sat 2:00-2:50pm

## **International Counseling IN**

Shuhui Fan

Amanuel Asfaw





## William & Mary School of Education

**BECOME AN  
ADVOCATE AND  
AN AGENT OF  
CHANGE.**

### OUR PROGRAMS

#### *On-Campus:*

M.Ed. – Clinical Mental Health  
Counseling

M.Ed. – Clinical Mental Health  
& Addictions Counseling

M.Ed. – Couples, Marriage and  
Family Counseling

M.Ed. – School Counseling

Ph.D. – Counselor Education

#### *Online:*

M.Ed. – Clinical Mental Health  
Counseling

M.Ed. – School Counseling

### Counselor Education at William & Mary

William & Mary's CACREP-accredited counseling programs are preparing tomorrow's leaders with degree programs that offer rigorous curriculum, innovative research on current trends, and hands-on experience. Through the integration of theory, research and practice, and with sensitivity to multicultural concerns, students learn to help others improve their well-being, alleviate distress and resolve crises.

[education.wm.edu](http://education.wm.edu)



# 2018 – 2019 SACES Leadership

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## Executive Committee

**President**  
Natoya Haskins

**President-Elect**  
Elizabeth Villares

**Past-President**  
Casey Barrio Minton

**Treasurer**  
Cheryl Wolf

**Secretary**  
Janelle Bettis

## Standing Committee Chairs

**Awards**  
Ken Shell  
Lacey Ricks

**Membership**  
Christopher Belser  
Christine Ebrahim

**Budget & Finance**  
Cheryl Wolf

**Newsletter Editors**  
Brandee Appling  
Andrea Kirk Jenkins

**Bylaws & Resolutions**  
Casey Barrio Minton

**Nominations & Elections**  
Casey Barrio Minton

**Conference**  
Natoya Haskins

**Research & Practice Grants**  
Casey Barrio Minton

**Emerging Leaders**  
Casey Barrio Minton

**Social Media**  
Panagiotis Markopoulos  
Erin Abigail Marden

**Graduate Students**  
Jose «Joey» Tapia-Fuselier  
C. Missy Butts

**Webmaster**  
Cheryl Wolf

## Special Committee Chairs

**Teaching and Supervision in Counseling, Journal Editor**  
Kelly Wester

**Webinars**  
Susan Foster







# SACES 2018 Conference Committee

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|   |   |
|---|---|
| <b>Conference Coordinator</b>               | Natoya Haskins                                  |
| <b>Conference Coordinator Co-Chairs</b>     | S. Kent Butler<br>Latrina Raddler               |
| <b>Program Chair</b>                        | Elizabeth Villares                              |
| <b>Budget &amp; Finance Chair</b>           | Cheryl Wolf                                     |
| <b>Registration Coordinators</b>            | Lauren Downey<br>Dana Griffin                   |
| <b>Volunteer Coordinators</b>               | Amanda Johns<br>Terah Davis                     |
| <b>Sponsorship and Exhibits Coordinator</b> | Leonissa Johnson                                |
| <b>Emerging Leaders Coordinator</b>         | Casey Barrio-Minton                             |
| <b>Career Connection Coordinators</b>       | Margaux Brown<br>Christian Chan                 |
| <b>Continuing Education Coordinator</b>     | Michael Jones                                   |
| <b>Accessibility Coordinator</b>            | Kelley Mautz                                    |
| <b>Photographers</b>                        | Panagiotis Markopoulos<br>Maria Haiyasoso       |
| <b>Local Conference Coordinators</b>        | Thommi Lawson<br>Jennifer Jordan<br>Diane Clark |
| <b>Day of Service Chairs</b>                | Candice Norris-Brown<br>Nathaniel Brown         |



# 2018 Conference Program Reviewers

## Program Co-Chairs

Elizabeth Villares, Laura Haddock, David Ford, and Kriti Vashisht

## Program Reviewers

|                             |                       |                        |
|-----------------------------|-----------------------|------------------------|
| S Anandavalli               | Kelly Emelianchik-Key | Travis McKie-Voerste   |
| Sara Andrews                | Hulya Ermis           | Christine McNichols    |
| Nicole Arcuri Sanders       | Cassandra Ferreira    | Shekila Melchior       |
| Korinne Babel               | Linda Foster          | Kathryn Miller         |
| Carrie Lynn Bailey          | Beth Gilfillan        | Karlesia Montague      |
| Eric Baltrinic              | Joshua Gold           | Chanta Moore           |
| Na Mi Bang                  | Jennifer Greene       | Robert Moore           |
| Christopher Belser          | Lee Grimes            | Kristen Moran          |
| Janelle Bettis              | John Harrichand       | Eleanor Mosholder      |
| Kenya Bledsoe               | Pamela Harris         | Jayna Mumbauer         |
| Rawn Boulden                | Kristel Headley       | Sean Newhart           |
| Sarah Brant-Rajahn          | Susan Henderson       | Melissa ONeill         |
| Lisa Burton                 | Laura Hodges          | Carol Parker           |
| Cary Butts                  | Alisa Houseknecht     | Kimberly Peebles       |
| Brandi Chamberlin           | Natalie Indelicato    | Dilani Perera-Diltz    |
| Christian Chan              | Eric Jett             | Jennifer Perry         |
| Kristy Christopher-Holloway | David Jones           | Alyson Pompeo-Fargnoli |
| Mijin Chung                 | Nayoung Kim           | Maureen Ponce          |
| Diane Clark                 | Andrea Kirk-Jenkins   | Erin Popejoy           |
| Raven Cokley                | Veronica M.Kirkland   | Autumn Randell         |
| Savannah Cormier            | Bethany Lanier        | Abdul Rauf Farhan      |
| Valerie Couture             | Kasie Lee             | Dustin Reed            |
| Jamie Crockett              | Ian Lertora           | Jonathan Ricks         |
| Alexis Croffie              | Dodie Limberg         | Ariann Robino          |
| Gloria Dansby-Giles         | Sandra Logan-McKibben | Ajita Robinson         |
| Amy Davis                   | Eugenie Looby         | Tiffany Rogers         |
| Claire Dempsey              | Ye Luo                | Amanda Rumsey          |
| Katherine DeWitt            | Megan Mahon           | Christine Sacco Bene   |
| Kevin Doyle                 | Jessica Martin        | Rachel Saunders        |
| Olga Duchrow                | Melissa McCarthy      | Laurel Shaler          |
| Joshua Elliott              | Shannon McCarthy      | Jyotsana Sharma        |
| Nikki Elston                | Juawice McCormick     | Derrick Shepard        |
| Sharon Silverberg           | Sandra Terneus        | Naomi Wheeler          |
| Wayne Smith                 | Alayna Thomas         | Jonathan Wiley         |
| Lisa Sosin                  | Jessica Tyler         | Tyler Wilkinson        |
| Allison Spargo              | Dana Unger            | Sheila Witherspoon     |
| Natalie Spencer             | Tiffany Vastardis     | Amanda Wolfe           |
| LoriAnn Stretch             | Elizabeth Vincent     | Leonis Wright          |
| LaTonya Summers             | Michelle Wade         | Kathy Ybanez-Llorente  |
| Tiffanie Sutherlin          | Jeffrey Warren        | Robert Zeglin          |
| Saundra Tabet               | Jennifer Watkinson    | Elizabeth Zimmerman    |
| Jose Tapia-Fuselier         | Dayna Watson          |                        |
| Angelica Tello              | Olivia Wedel          |                        |





## Pre-conference sessions

**Thursday, October 11, 8:30 AM - 11:30 AM - Program ID = A1**

**West A**

### **Courageous Conversations, Actions and Advocacy in Counselor Education and the Classroom: Lessons Learned from the Duke and Duchess of Sussex**

*Michelle Mitcham, Florida Agricultural & Mechanical University*

*Carly Paro, Nova Southeastern University*

Courageous conversations, actions and advocacy will address not only strategies for enhancing the multicultural counseling course, but address tools for increasing awareness of microaggressions. Examples from everyday life are compared to congruence as counselors and counselor educators. This session 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. This process-oriented approach will be presented in an interactive and transformational format to include a demonstration, pair-share activities and question and answer. Attendees will have a unique opportunity add to their Multicultural Toolbox.

**Note: Ethics (qualifies for special designation)**

**Thursday, October 11, 8:30 AM - 11:30 AM - Program ID = A2**

**Palisades H**

### **The Growing Edge of Online Learning in Counselor Education**

*Matthew Lyons, University of the Cumberland*

*Laura Schmuldt, University of the Cumberland*

*Imelda Bratton, University of the Cumberland*

*Larry Sexton, University of the Cumberland*

The growing edge of online counselor education programs is full of both exciting opportunities and has some persistent challenges. This pre-conference workshop will draw from the literature and our own experience with online programs to engage in an in-depth exploration of the development of online counseling programs. The workshop will address the transition from traditional on-ground to online programs, the use of creativity to engage students in synchronous delivery, building community in online programs, gatekeeping (admission-graduation) and wellness for counselor educators in online programs. Pre-conference will engage attendees in via discussion and hands learning.

**Note: Ethics (qualifies for special designation)**

**Thursday, October 11, 8:30 AM - 11:30 AM - Program ID = A3**

**Palisades I**

### **Teaching New Counselors How to Ethically Navigate Personal and Professional Online Identities**

*Katherine DeWitt, South University - Columbia*

This presentation is a collaborative discussion on sparking meaningful conversations with students and supervisees on ethically navigating personal and professional use of social media platforms. Participants will have opportunities to discuss issues arising from the continued use and integration of social media in society and brainstorm ways to guide students in using professional online identities as tools of advocacy, inclusion, and reducing the stigma of mental health issues.

**Note: Ethics (qualifies for special designation)**



## Pre-conference sessions

**Thursday, October 11, 1:00 PM - 4:00 PM - Program ID = A4**

**West A**

### **Leaders of the New School: Black Male Leadership in Counseling Past to Present**

Shon D. Smith, *University of Florida*

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

S. Kent Butler, *University of Central Florida*

Shawn Spurgeon, *University of Tennessee at Knoxville*

Linwood Vereen, *Shippensburg University*

National Black Male leadership in our profession is at an all-time high, including several Black Males serving on ACA Governing Council and two serving as ACA Division Presidents. While these numbers seem low, such a concentration at this present time is noteworthy. This presentation will present the respective challenges and professional enlightenment will be shared. It is this collection of acquired lessons that will be passed on to audience members in hopes that these insights can be utilized directly.

**Thursday, October 11, 1:00 PM - 4:00 PM - Program ID = A5**

**Palisades H**

### **Exploring Counselor Education Issues and Practices through Digital Media Dialogues**

Marty Jencius, *Kent State University*

Eric Baltrinic, *Winona State University*

The aim of the session is to assist participants in identifying and applying creative digital media to counselor education professional, program, and practice issues. Specific examples of digital media applications to counselor education (CE) are explored. A digital creative approach will be explained, linked to relevant CE professional topics, and demonstrated through an interactive podcast recording. Resources for incorporating digital creativity into practice are provided.

**Thursday, October 11, 1:00 PM - 4:00 PM - Program ID = A6**

**Palisades I**

### **Ethical Guidelines for Counselor Educators in School Counselor Training Programs**

Mary Hermann, *Virginia Commonwealth University*

Donna Dockery, *Virginia Commonwealth University*

Various ethical guidelines inform the work of counselor educators in school counselor training programs. Considering these guidelines, ASCA has proposed ethical standards for counselor educators who train school counselors. Presenters and participants will review these standards as they explore the ethical responsibilities of counselor educators in school counseling programs.

**Note: Ethics (qualifies for special designation)**







## Workshop

**Thursday, October 11, 9:00 AM PM - 5:00 PM**  
**CACREP Self-Study**

**Center**

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.



## 2018 Emerging Leaders Program

**Thursday, October 11, 12:00 PM - 5:00 PM**  
**Luncheon and Workshop**

**East**

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. Casey Barrio Minton, 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,
- a record of participation in state, regional, and/or national organizations (ACES, ACA, etc.) and conferences, and
- their potential to diversify the SACES leadership pipeline.

The following individuals were selected to serve as the **SACES 2018 Emerging Leaders** and will participate in the new two-year leadership mentoring program.

S Anandavalli  
Kristy Christopher-Holloway  
Robert "Tony" Dice  
Natalie Edirmanasinghe  
Joshua Elliot  
David Gosling  
John Harrichand  
Tameeka Hunter  
Bethany Lackey

Amber Norman  
Brean'a Parker  
Jazmone Taylor  
Nancy Thacker  
Tiffany E Vastardis  
Donya Wallace  
Mickey White  
Nicolas Williams  
V. Paige Zeiger



Friday,  
October 12





# Content Sessions

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B1**

**Center**

## **Women Counselor Educators: Strategies for Success in Academia**

Mary Hermann, *Virginia Commonwealth University*

Natalie Indelicato, *Jacksonville University*

Melanie Iarussi, *Nova Southeastern University*

Emeline Eckart, *John Brown University*

In order to achieve gender equity in the academy, it is necessary to understand how traditional gender roles impact university practices and policies. In this session, the presenters and participants will explore the impact of gender norms on women's teaching, research, and service responsibilities. Strategies for successfully navigating the academic culture will be provided. Advocacy activities designed to promote equity in academia will be recommended.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B2**

**East**

## **Integrating Neuroscience into Core Counseling Courses: Implications for Counselor Educators**

Shaywanna Harris, *Texas State University*

This presentation will provide counselor educators with a brief overview of brain development as it relates to emotional and behavioral regulation. Further, this presentation will provide tangible activities for counselor educators to use in core counseling courses to highlight the integration of neurocounseling and brain development. Finally, participants will share activities or lectures they have used in their courses to facilitate the integration of neurocounseling into their classes.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B3**

**West A**

## **SIMPLE STEPS: Training & Supervising Counselors in Empirically Based Suicide Assessment Practices**

Jason McGlothlin, *Kent State University*

Based on a longitudinal study of over 40,000 participants, an evidence-based model for assessing suicide lethality will be presented and discussed. As a result of this research, specific implications for supervision and counselor training will be discussed, which will include, assessment protocols, avoiding malpractice, and documentation. Issues of working with a diverse clientele and treatment planning will also be highlighted in the context of comprehensive suicide assessment.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B4**

**West B**

## **A Content Analysis of CACREP Master's Research Course Syllabi: Findings and Implications**

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

In this content session, the presenter will discuss the results and methodology of a content analysis that seeks to shed light on how CACREP master's counseling programs currently fulfill accreditation standards related to research methods and program evaluation. Implications for future research, training, and practice will be presented. These results may serve to inform and improve master's-level research training in order to promote effective treatment practices used by graduates.



# Content Sessions

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B5**

**West C**

## **Barriers and Support for Help-Seeking Attitudes of College Students Regarding Campus Sexual Assault**

Teri Murphy, *Trevecca Nazarene University*  
Susan Lahey, *Trevecca Nazarene University*

Between 20-33% of undergraduate women and 6% of men are victims of campus sexual assault each year, while only 20% report their assault. Despite the growing knowledge of sexual assault prevalence on college campuses, the disclosure of such events remains low. A comprehensive understanding of what motivates or bars disclosure and help-seeking will be discussed, including clinical and theoretical implications. Specific constructs of compassion, stigma, and rape myth acceptance will be addressed.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B6**

**Arcadian 1**

## **Research by Design: Promoting Mastery of the CACREP Research and Scholarship Doctoral Standards**

Lisa Sosin, *Liberty University*  
Mary Deacon, *Liberty University*

CACREP requires doctoral students to develop research and scholarship knowledge and skills, yet most programs do not explicitly teach these (Jalongo & Hatcher, 2016). This session presents ways programs can promote these competencies. Participants will explore a research and scholarship syllabus, course texts, and course assignments, as well as how to use these tools as a springboard to develop action points for programmatic change and advance their own and their student's scholarly growth.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B7**

**Arcadian 3**

## **Shattering the Glass Ceiling: From the Holler to the Front of the Classroom**

Anna Settle, *Lindsey Wilson College*  
Hannah Coyt, *Lindsey Wilson College*

Growing up in rural Appalachia can create obstacles for students pursuing degrees in higher education. Barriers to higher education can be particularly exacerbated for women in these communities. This workshop will identify common deterrents to achieving an advanced degree for women in rural settings and will introduce ways educators can assist this population in being successful in their educational pursuits. Participant discussion will also be encouraged.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B8**

**Mulligans**

## **Nuestra Oportunidad: Maintaining Familismo in Individualistic Institutions of Higher Education**

Maylee Vazquez, *University of North Carolina at Charlotte*  
Sejal Parikh Foxx, *University of North Carolina at Charlotte*

The Latinx community is a polycultural population whose traditions are deeply rooted in diverse origins. Family-centeredness or familismo is the value of collectiveness as a family unit. It provides opportunities for learning and a gateway to socialize traditional beliefs in younger generations. This presentation will discuss the methods in which students of Latinx populations maintain this cultural identity while transitioning into individualist institutions of higher education.





# Content Sessions

Friday, October 12, 8:00 AM - 8:50 AM - **Program ID = B9**

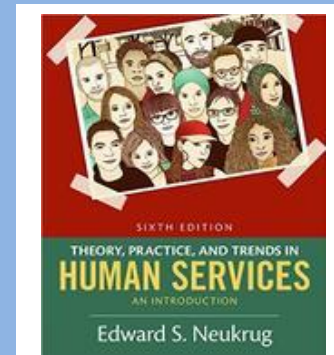
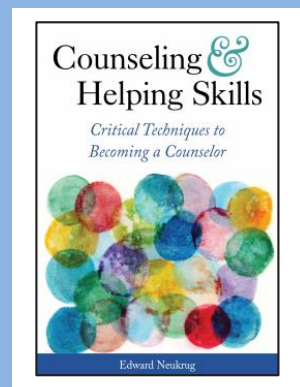
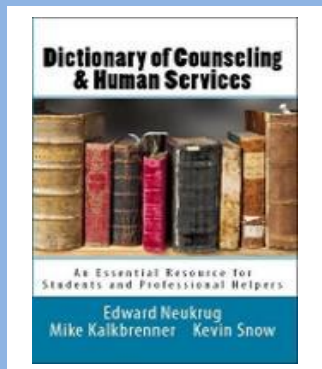
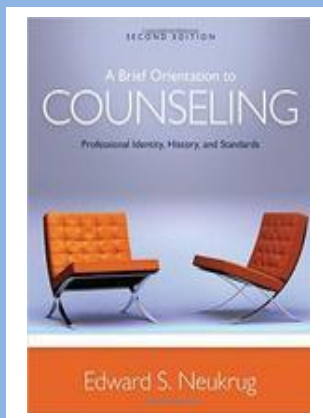
**Palisades I**

## Understanding Impostor Phenomenon: Creating Awareness in the Supervisory Role

Angela Anderson, *Capella University*

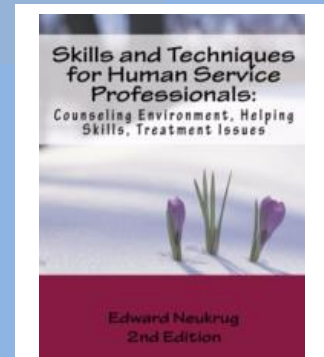
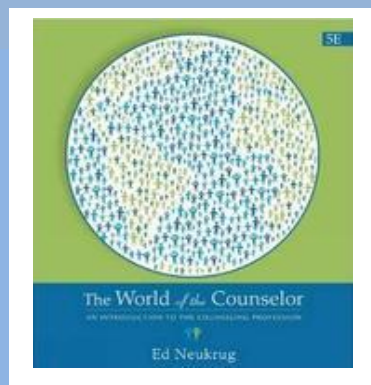
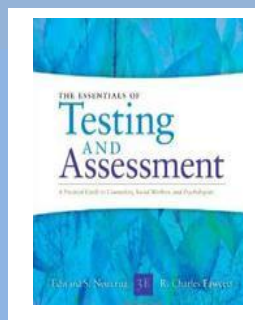
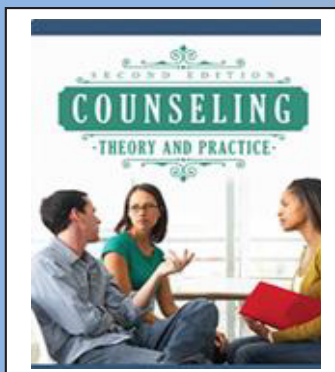
Impostor phenomenon is an experience for some individuals struggling with intense, internalized fear of incompetency despite professional accomplishments and credentials. Current research will be incorporated to further explore the reality of the phenomenon. Participants will be introduced to the Clance IP to assess the individual's potential impostor characteristics on professional role performance. Negative implications and ethical implications will be explored to conclude the session.

**Note: Supervision (qualifies for special designation)**



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# Roundtable Sessions

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B10, Table 1**

**Atlantic View II**

## **Addressing Equity with Counseling Students in Clinical Supervision**

*Ye (Agnes) Luo, Texas A&M University-Corpus Christi*  
*Danielle Pester, Texas A&M University-Corpus Christi*

This session will bring together a panel of four doctoral-level supervisors with different focuses (i.e. cross-cultural, children and adolescents, family reunification with substance use, and school counseling) to discuss equity issues in clinical supervision. The challenges, strategies, and suggestions associated with different clinical settings will be presented based on personal experiences as well as extant literature. Attendees will have the opportunity to participate in a case study discussion.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B11, Table 2**

**Atlantic View II**

## **Counseling Interventions to Support the Career Development of Students in Poverty**

*Na Mi Bang, University of Central Arkansas*  
*Valerie Couture, University of Central Arkansas*  
*Angela Harless, Texas A&M University-Texarkana*

The presenters will share the results of a qualitative research study that explores career counseling interventions that help school counselors to provide effective care and support for students in poverty. School counselors and counselor educators interested in developing the knowledge and skills needed to support students from low socioeconomic statuses (SES) will benefit from this session. Implications and directions for future research will be introduced.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B12, Table 3**

**Atlantic View II**

## **A Model of Credibility & Consistency in Qualitative Assessments for Counselor Education and Practice**

*Stephanie Bell, Delta State University*  
*Kevin Stoltz, The University of North Alabama*

The purpose of the presentation is to propose a model for use in reviewing, conducting, and documenting qualitative assessments in counseling research and practice. By establishing evidence supporting qualitative assessments and processes, counselor educators and counselors can begin to build a record of support. This new evidence can serve counselors in the selection, administration, and documentation of qualitative assessment to demonstrate the efficacy of these processes in counseling.



# Roundtable Sessions

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B13, Table 4**

**Atlantic View II**

## **Creating and Cultivating Equity: A Trauma-Informed Approach to Counseling Law Enforcement Officers**

*Julia Whisenhunt, University of West Georgia*

*Nicole Stargell, The University of North Carolina at Pembroke*

In this presentation, counseling with law enforcement officers (LEOs) is framed within a trauma-informed model. The presenters will address: (a) the definition of trauma-informed care, (b) the definition of trauma and vicarious trauma, (c) trauma screening and assessment, (d) evidence-based trauma interventions for individuals and families, (e) culturally-sensitive approaches for working with LEOs, (f) strengths-based techniques to foster resiliency and protective factors, and (g) psychoeducational resources.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B14, Table 5**

**Atlantic View II**

## **Working Through Faculty Discourse: Resolving Student Issues and Remediation Planning**

*Whitney George, Jacksonville University*

At times resolving student issues as a faculty is tedious, and we do not always agree. This roundtable discussion will be an open dialogue, framed around case studies, to encourage a collective consciousness on the best ethical practices, as well as gatekeeper roles, that we as counselor educators must maintain when remediating a student, especially when all faculty are not in agreement.

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B15, Table 6**

**Atlantic View II**

## **Taking a Creative Approach to Supervision Within the Context of the Discrimination Model**

*Mackenzie Suttles, Georgia State University: Doctoral Student*

*Nic Williams, Georgia State University: Doctoral Student*

Presenters will discuss purposes of using creativity in supervision. Matching activities with different roles and foci of the Discrimination Model, presenters will identify and demonstrate several expressive strategies (i.e. paint, sand-tray, music, etc.) that enhance supervision. The application of these strategies for diverse groups will also be discussed, providing participants with additional tools for supervision with a variety of supervisees.

**Note: Supervision (qualifies for special designation)**

**Friday, October 12, 8:00 AM - 8:50 AM - Program ID = B16, Table 7**

**Atlantic View II**

## **Training Mental Health Counselors for an Integrated Care Environment**

*Brandon Browning, University of South Alabama*

Counselors are being challenged to step out of traditional models of care and engage clients in medical and other settings. Thus, counselor educators need to be informed about and competent in preparing students for integrated care. These settings present different cultures, practices, and models of care that are new and challenging for counselors to adapt to. The presenters will share the lessons learned, the competencies discovered, and the challenges of preparing students for this new territory.



# Content Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C1**

**Center**

## **Examining the Impact of School Counseling: Program and Ratio Methodology**

*Patrick Akos, University of North Carolina at Chapel Hill*

*Amy Milsom, Clemson University*

*Jeffrey Warren, University of North Carolina at Pembroke*

Counselor educators often seek to examine the impact of counseling. School counselors provide a comprehensive set of services beyond individual counseling that expand the complexity of inquiry. Our panel presents four studies of school counseling impact, with a particular focus on methodological approaches, to examine outcomes associated with comprehensive school counseling programs and school counselor-to-student ratios.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C2**

**East**

## **Designing and Delivering Teaching Instruction Courses in Counselor Education**

*Eric Baltrinic, Winona State University*

*Marty Jencius, Kent State University*

*Heather Fye, Winona State University*

Teaching preparation in counselor education often begins with a teaching instruction course. Factors influencing the design and delivery of teaching instruction courses in counselor education are presented. Resources and tools for assisting counselor educators and counselor education doctoral students in their preparation as future teachers are provided. Findings from a recent qualitative study are linked to the session content along with suggestions for future practice.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C3**

**West A**

## **Psychometric Properties of the Consultation Practice Proficiency Scale (CPPS)**

*Gülşah Kemer, Old Dominion University*

*Zahide Sunal, Old Dominion University*

While consultation is an important aspect of counselors' scope of practice (CACREP, 2015; ACA, 2014), it is an under-researched area of scholarship (e.g., Guiney et al., 2014). The dearth of counseling-specific consultation research may exist due to the lack of a valid measure specifically designed to assess counselors' consultation proficiencies. In this presentation, we will introduce the Consultation Practice Proficiency Scale (CPPS) and present its psychometric properties.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C4**

**West B**

## **Using Participatory Action Research Effectively to Address Cultural Issues, Black Hair, and Wellness**

*Noreal Armstrong, Montreat College*

Qualitative research provides avenues for asking "what" and "how." Specifically, Participatory Action Research (PAR) gathers information from a community with a shared experience to address a problem and create a solution together. In my «Hair»-itage study, I used PAR to ask African American women with natural hair working in the professional setting to address the messages about our hair and how they can affect self-esteem and mental health. This session will expand on PAR, the problem, and the solution.



# Content Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C5**

**West C**

## **To Do No Harm Is Not Enough: Gatekeeping as a Form of Social Justice**

Thommi Lawson, *Webster University - Myrtle Beach*

Leonissa Johnson, *Clark Atlanta University*

Nadia Barnett, *Mercer University - Atlanta, GA*

E. Ken Shell, *Clark Atlanta University*

The 2014 ACA Code of Ethics expanded the gatekeeping role of counselor educators. Gatekeeping practices such as supervision, evaluation, remediation, and dismissal are used to ensure counselors-in-training do no harm to potential clients. What happens when such practices are impacted by pressures from students, administration, and institutional challenges? This presentation will explore the role of gatekeeping as a form of social justice and its associated challenges.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C6**

**Arcadian 1**

## **Journeys of Transformation and Persistence: Empowered Voices of Ethnic Minority Doctoral Students**

Maureen Quiles Ponce, *Liberty University*

John J. S. Harrichand, *Liberty University*

Sally Goh, *Liberty University*

Doctoral attrition rates range from 40–70%. Literature on the retention of ethnic minority doctoral students remains scarce. To address this gap, this session will present themes related to the experiences encountered during three ethnic minority students' doctoral journey and discuss the unique factors contributing to retention. Participants will gain insight into challenges faced by ethnic minority students, as well as sources of strength gleaned from the presenters' self-reflective journals.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C7**

**Arcadian 3**

## **Licensure Portability & an Interstate Compact for Distance Counseling: Beyond National Declarations**

Martin Wesley, *University of the Cumberlands*

Imelda Bratton, *University of the Cumberlands*

Andrea Brooks, *Lindsey Wilson College*

Aparna Ramaswamy, *University of the Cumberlands*

Larry Sexton, *University of the Cumberlands*

This workshop will educate the participant on licensure portability efforts and the obstacles that prevent portability. The presenters will also propose a common-sense template for states to enter into an interstate compact which can be independent or attached to any reciprocity agreement for greater portability. This workshop will give ways in which state counseling boards and associations can take the lead in making portability and a distance counseling interstate compact agreement possible.





## Content Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C8**

**Mulligans**

### **Multidimensional Cultural Humility Scale**

*Katharine Sperandio, William & Mary*

*Edith Gonzalez, William & Mary*

The presentation will review the construct of cultural humility and how it can be emulated within a counseling relationship with diverse clients. The presenters will reveal and discuss a newly constructed instrument, the Multidimensional Cultural Humility Scale, that measures cultural humility from the counselor's point-of-view. A discussion regarding the implications of cultural humility will follow.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C9**

**Palisades I**

### **Worry-free Online Supervision: Ethical and Creative**

*Nicole Arcuri Sanders, Capella University*

As online counselor education programs continue to rise, supervisors have the responsibility to facilitate group supervision via non-traditional methods. In order to actively engage supervisees in this collaborative process, supervisors need to creatively facilitate supervisee reflection, growth, and clinical skills. Participants will participate in experiential activities and walk away with practical strategies that can be used for both online and traditional group supervision formats.

**Note: Supervision (qualifies for special designation)**



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# Roundtable Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C10, Table 1**

**Atlantic View II**

## **Does Gatekeeping Work? Examining the Pattern of Competency Problems from Training to Practice**

*Kathleen Brown-Rice, Sam Houston State University*  
*Susan Furr, University of North Carolina at Charlotte*

Research has shown a pattern of competency problems from students in their master's and doctoral studies to counselor educators and practicing licensed professional counselors. Therefore, the question this roundtable proposes is: "Does gatekeeping really work?" This presentation will present the results of seven empirical studies and explore issues related to the barriers to gatekeeping. Practical solutions for combatting these barriers will be provided to the participants.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C11, Table 2**

**Atlantic View II**

## **Cross-Cultural Field Supervision: A Diverse Approach in Supervision**

*Lotes Nelson, Southern New Hampshire University*  
*Eric Jett, Southern New Hampshire University*

The increasing ethnic diversity in the supervision dyad demands an emphasis on the diversity in the supervisory alliance. The ACA Code of Ethics and the ACES Best Practices demand for supervisors to recognize that each supervisor infuses multicultural considerations into his/her approach. We will review the successful navigation within a cross-cultural relationship and investigate the racial and power dynamics in increasing conversation in multicultural awareness.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C12, Table 3**

**Atlantic View II**

## **Preparing Culturally Competent School Counselors**

*Glenda Johnson, Appalachian State University*

Preparing school counseling interns to deliver culturally competent counseling services to diverse students, parents, faculty, and staff is the focus of this roundtable discussion. A review of the school counseling literature on culturally competent school counseling evidence-based practices and the American School Counseling Ethical Standards (2016) will be discussed. Suggested strategies for use in school counseling specialty courses will be shared.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C13, Table 4**

**Atlantic View II**

## **Teaching Case Formulation: Strategies and Stressors**

*Allison Spargo, Argosy University Atlanta*  
*Tanisha Johnson, Argosy University Atlanta*

This roundtable will create dialogue that allows participants to collaborate with other professionals regarding the use of case conceptualization in counseling and counselor education. Facilitators will engage participants with topics of integration and assessment of case formulation in coursework. A final goal of this roundtable is to provide practical interventions to increase consistency of teaching, using, and assessing case formulation in teaching, practice, and supervision.



# Roundtable Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C14, Table 5**  
**Assessment Tools for Assessing Spirituality in Counseling**

Mark Loftis, *Tennessee Tech University*

Atlantic View II

The American Association for Spiritual, Ethical, and Religious Values in Counseling's (ASERVIC's) core competencies in counseling are very specific in the language that is used to assess a client's spiritual and/or religious values in an important part of the assessment, diagnosis, and treatment process. The ASERVIC Competencies and the ACA Code of Ethics are in complete harmony with this goal. This program aims to equip counselors with tools and methods to develop their personal level of competency in this area.

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C15, Table 6**  
**Supervision as a Developmental Relationship: Promoting Self-Efficacy, Autonomy & Leadership**

TeShaunda Hannor-Walker, *Liberty University*

Atlantic View II

Building a trusting relationship with one's supervisees is an important role of supervision. The Supervisor-Supervisee relationship should be developmental, safe for self-exploration, and transformational (Johnson, Skinner, & Kaskow, 2014). This workshop is designed to help supervisors better identify and work through supervisee confidence and competence issues without jeopardizing the supervisor-supervisee relationship. Practical strategies to overcome these challenges will be discussed.

**Note: Supervision (qualifies for special designation)**

**Friday, October 12, 9:00 AM - 9:50 AM - Program ID = C16, Table 7**  
**The Neuroscience of Meaning Making: Tools for Transforming a Crisis Narrative into a Survival Story**

Lennis Echterling, *James Madison University*

Atlantic View II

Meaning making is crucial for successfully resolving crises. Inspired by the pioneering work of Frankl, researchers have documented that the left hemisphere creates the stories that lend meaning to life. This session summarizes the findings of recent studies and demonstrates two innovative crisis counseling techniques for promoting the meaning-making process of transforming a crisis narrative into a survival story. Handouts include guidelines for using these techniques in a variety of cultures.



# Poster Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 1**

**Palisades Foyer**

## **Student-Athletes: What Makes Them a Unique Population Within the Counseling Field?**

*Lindsay Portela, Auburn University*

*Sarah Flint, Auburn University*

This session will allow counselor educators and counselors to engage in conversation aimed to raise awareness about the student-athlete population. The conversation will be focused on highlighting the unique needs of student-athletes, the stigma surrounding mental health in relation to athletes, and how social media impacts this population. The goal is to identify how to incorporate these findings into the classroom and develop training activities to better prepare future counselors.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 2**

**Palisades Foyer**

## **The Hidden World of Student-Athletes: Preparing Counselors to Work with This Population**

*Cayley Balser, University of Florida*

*Kristina DePue, University of Florida*

This poster will present results from a phenomenological study that we conducted on the experiences of former Division I athletes on wellness during their time in competition. Specifically, there is a focus on the hidden culture within collegiate athletics that fosters mental health risks and the need for understanding the experiences of being «well» for the population. The poster will include recommendations for training college counselors and directions for future research in counselor education.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 3**

**Palisades Foyer**

## **The Black Ceiling: The Conspicuous Absence of African American Females in CEO Positions**

*Sharon Lewis, Liberty University*

What is a double-outsider? In the case of the absence of AA females in the C-suite (CEO), could it be that the difference in gender and ethnicity from the average CEO, who is male and white, creates this double-outsider dynamic, resulting in a black ceiling? This poster session will highlight the often unrealized dynamic of occupational segregation affecting AA females. The idea of utilizing career development theories that could affect this injustice will be explored.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 4**

**Palisades Foyer**

## **The Importance of Empowering Graduate Level Students Through Career Development to Pursue Employment**

*Abigail Holder, Auburn University*

*Lindsay Stokes Harrell, Auburn University*

This discussion session is focused on what counselor educators are doing to prepare counseling graduate students for the application process for employment in the field. We will focus on what type of services are provided to graduate students in preparation for this transition from graduate studies to employment. The purpose of this presentation is to explore areas of need, improvements to the services, and the quality of counseling graduate students' career development.



## Poster Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 5**

**Palisades Foyer**

### **A View into Kuwaiti Women and Career: The Intersection of Gottfredson and Islamic Feminism**

*Aisha Al-Qimlass, Simply Thrive Therapeutic Associates*

This program will present the results of a mixed methods study that sought to understand the intersection of Kuwaiti women's gender identity development (as understood through Islamic feminism) and career development (as understood through Gottfredson's theory of career development) to explain and examine the current gender gap within the Kuwait workforce.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 6**

**Palisades Foyer**

### **Athletic Trainer Views of Mental Illness: Impact and Implications for Counseling and Sports Medicine**

*Daniel Kissinger, University of Nebraska at Omaha*

Athletic trainers (AT) are often exposed to emotionally distressed athletes. While prohibited from providing direct mental health services, AT are ethically mandated to respect, advocate for, and provide competent care specific to the current and long-term health and wellness of all patients. This presentation explores links between AT wellness and their attitudes toward mental illness and details implications for building effective partnerships between the counseling and AT disciplines.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 7**

**Palisades Foyer**

### **Enhancing Yalom's Curative Factors Through Therapeutic Documentation**

*Laura Schmuldt, University of the Cumberlands*

*Imelda Bratton, University of the Cumberlands*

The therapeutic document is a narrative, strength-based approach to writing a case note for a group counseling session. This presentation will provide attendees with an introduction to the therapeutic document with suggestions for implementing it in a Group Counseling course. Data collection on correlations between the therapeutic documentation process and students' perceptions of Yalom's Curative Factors (1995) in a group will be provided.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 8**

**Palisades Foyer**

### **Breaking Barriers One Session at a Time: Promoting Counseling Among Minority College Students**

*Porshia Daniels, University of North Carolina at Pembroke*

*Ki Chae, University of North Carolina at Pembroke*

The obstacles you face are mental barriers which can be broken by adopting a more positive approach (Clarence Blasier). Minority college students are far less likely to ask for help when facing mental health concerns. Counselors working in college settings are in an ideal position to offer support to these students. This presentation will identify barriers preventing minority students from using counseling services and offer strategies for removing barriers to improve counseling outcomes.





## Poster Sessions

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 9**

**Palisades Foyer**

### **This is Different: Supervising Counselors Working with College Student-Athletes**

*Sonja Lund, Old Dominion University*

As student-athlete mental health concerns continue to rise and gain attention, many counselors may find themselves working with this population. The system student-athletes are imbedded within presents specific challenges for counselors and supervisors working with this population. Supervisors, come to this session to understand the unique needs of student-athletes, the power structures of athletic departments, and ethical issues that may arise when working with this population.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 10**

**Palisades Foyer**

### **Assessing Factors Related to Technology Use Beliefs in Evidence-Based Supported Employment Providers**

*Justin Tauscher, University of Florida*

IPS is an established vocational approach shown through multiple randomized controlled trials to be effective. Despite this, only two percent of mental health clients currently have access to IPS services. Technology has shown promise for expanding access to mental health and medical services, though has yet to be incorporated into vocational services. This poster presents results from a national survey exploring IPS stakeholder beliefs about the use of technology in service delivery.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 11**

**Palisades Foyer**

### **A Career Services Framework for Cultivating Competent Counselors and Supervisors**

*Emily Kennelly, Florida State University Career Center*

*Leah Sibbitt, Florida State University Career Center*

How can career professionals best supervise counselors-in-training? For 40 years, the FSU Career Center has successfully trained and supervised counselors in delivering career services. Come to learn effective and innovative practices for individual and group supervision, as well as how to enhance your professional development in this critical area.

**Friday, October 12, 9:00 AM - 9:50 AM - Poster 12**

**Palisades Foyer**

### **Contextualizing Post-disaster Resilience and Student Engagement at Predominately White Institutions**

*Laura Pignato, William & Mary*

There is a growing need to shed light on campus climates and subsequent access to resiliency resources for marginalized students at predominately white institutions in order to engage in culturally responsive practices that address disaster recovery for students of color. This session will provide the knowledge and resources that counselor educators can gain from student affairs. Attendees will be provided with specific culturally responsive strategies using the proposed integrated contextual framework.



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# Content Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D1**

**Center**

## **Current Research on Flipped Learning in Counselor Education: Findings from Three Recent Studies**

Erin Mason, *Georgia State University*

Clare Merlin-Knoblich, *University of North Carolina at Charlotte*

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

Regina Finan, *University of Georgia*

Ramona Grad, *Georgia State University*

Alexandra Huguelet, *University of Georgia & Mary Lin Elementary School*

Vanessa Placeres, *Georgia State University*

Flipped learning is a teaching method in which instructors present material outside of class via video lectures, freeing up class time for application-based activities. The approach is growing in popularity in counselor education and warrants empirical examination. We will present three recent studies about flipped learning in counselor education: a phenomenology, a causal comparative study, and a group comparison study. We will highlight findings and share implications for counselor educators.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D2**

**East**

## **Creative Methods of Supervision**

Erin Binkley, *Wake Forest University*

Nathaniel Ivers, *Wake Forest University*

The use of creativity in supervision may help counseling students and new professionals navigate the transition to professional practice. This presentation will provide a rationale for the use of creative arts in supervision, present various researched and theoretically-based methods for using the creative arts in individual and group supervision, and examine considerations for supervisors. Attendees will be given examples and will have the opportunity to engage in discussion.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D3**

**West A**

## **Free, Valid, & Reliable Assessments for School Counselors-in-Training**

Sandi Logan-McKibben, *Florida International University*

School counselors-in-training often express that many assessments covered in Measurement and Appraisal/Assessment courses are not of use/relevance to the unique work of school counselors. Learn about free, valid, and reliable instruments that can aid school counselors-in-training in making data-driven decisions and advocating for their students' best interests. Copies of assessments will be made available for counselor educators to access.





# Content Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D4**

**West B**

## **Doctoral Students' Research Barriers & Supports: A Longitudinal Analysis**

*L. DiAnne Borders, The University of North Carolina at Greensboro*  
*Kathleen Driscoll, The University of North Carolina at Greensboro*

Drawing from a longitudinal study of researcher identity development, the presenters will describe results of a content analysis of doctoral students' perceived barriers and supports to development of their research skills, self-efficacy, and motivation around conducting research, including a profile of changes across the doctoral program. Implications for research training and mentoring will be discussed.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D5**

**West C**

## **Incorporating Disaster Mental Health Ethics into an Ethical and Professional Identity Course**

*Jean LaFauci Schutt, LaFauci Counselor Consulting*  
*Stephanie Dailey, Hood College*  
*Megan Shaine, Hood College*

As counselors are called to assist following disasters, there is a need for competent, ethical responders. This program provides information on ethical issues unique to disaster mental health and offers ways to infuse the content into an ethics course. Areas to be discussed are professional competence, informed consent, documentation, confidentiality, duty to warn, developmental and cultural considerations, boundaries and advocacy, personal values, counselor impairment, and termination and referrals.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D6**

**Arcadian 1**

## **Building Community: Improving Experiences of Non-Traditional and Culturally Diverse Students**

*Amy McLeod, Argosy University Atlanta*  
*Kelli Ritter, Argosy University Atlanta*

The ACA Code of Ethics (2014) requires counselor educators to recruit and retain a diverse student body, yet many programs struggle with providing high-quality experiences for these students. Non-traditional and culturally diverse students continue to face challenges that can impact progress to degree completion. In this session, presenters discuss creative, research-based ideas for creating a sense of community in the counseling department, thereby improving retention and student experience.



# Content Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D7**

**Arcadian 3**

## **Chi Sigma Iota Chapter Faculty Advisors (CFA) Training**

Peggy Ceballos, *The University of North Texas*  
Raul Machuca, *Barry University*

During this interactive session, experienced CSI Chapter Faculty Advisors will share strategies for building strong and active chapters. The presentation will address topics such as increasing membership, recruiting and mentoring student leaders, fundraising, and involving alumni. CSI research grants, chapter development grants, internships, fellowships, and awards will also be discussed. New CFAs and doctoral students interested in serving as CFAs are encouraged to attend.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D8**

**Mulligans**

## **Understanding the Experiences of Undocumented Clients: Implications for Counselor Educators**

Angelica Tello, *University of Houston-Clear Lake*

Due to anti-immigration rhetoric in the US, the public is often misinformed about the experiences of undocumented individuals. There is also a limited understanding of immigration policy. For counselor educators, it is important that counseling students are prepared to work with diverse clients, including undocumented immigrant communities. This presentation will provide an overview of the experiences of undocumented clients and implications for counselors working in a variety of settings.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D9**

**Palisades I**

## **Exploration of Supervisees' Experiences Prioritizing Information for Clinical Supervision**

Ryan Cook, *The University of Alabama*  
Corrine Sackett, *Clemson University*

The presenters will review the findings from a recent study that examined supervisees' experiences with prioritizing information for clinical supervision, given limited time in supervision, complex caseloads, and minimal direct observation by supervisors. Researchers gained insight into how supervisees maximize their time in supervision and learn what information is most salient to present in supervision. Implications for counselors and supervisors will be discussed.

**Note: Supervision (qualifies for special designation)**





# Roundtable Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D10, Table 1**

**Atlantic View II**

## **School Counselors Cultivating Equitable Practices in Language Brokering**

*Malti Tuttle, Auburn University*

*Leonissa Johnson, Clark Atlanta University*

Language Brokering in schools is the act of multilingual students interpreting and translating between parents/guardians and school personnel. Children and adolescents are often asked to language broker due to understanding school-community culture and having the ability to speak English. Language brokering can yield inequitable outcomes for multilingual youth. The presenters will discuss the impact of language brokering on students and actions counselors can take to prevent inappropriate practice.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D11, Table 2**

**Atlantic View II**

## **Counselors' and Students' Perceptions of Preparedness in Suicide Intervention and Prevention**

*Shelley W. Reed, Troy University*

*Sherrionda Crawford, Troy University*

In 2015, more than 44,000 people died by suicide. Counselor competence in suicide assessment is an essential skill, but minimal attention is paid to crisis preparation in the literature. This presentation will discuss research findings regarding the relationship between counselors' self-efficacy in suicide assessment, intervention, and ethical implications regarding lack of competence. Implications and effective ways to integrate crisis training into curriculum standards will be discussed.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D12, Table 3**

**Atlantic View II**

## **Using the 360 Case Conceptualization Process for Group Supervision: A Continuing Study**

*Meredith Rausch, Augusta University*

*Jennifer Reid, Augusta University*

We have worked with practicum and internship instructors to develop the 360 case conceptualization process. As a result of its development as a visual tool used to help students holistically conceptualize counseling clients, we have researched its efficacy at a CACREP accredited institution in the SACES region. After this research, the process was adjusted and researched using a control group in the RMACES region. The results of this final quantitative research study are presented.

**Note: Supervision (qualifies for special designation)**



# Roundtable Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D13, Table 4**

**Atlantic View II**

## **Integration of Behavioral Health and Primary Care: Lessons Learned from Jackson State University**

Lakitta Johnson, *Jackson State University*

Regina McMurtery, *Jackson State University*

Presenters will discuss the integration of behavioral health and primary care in their counseling programs through “Project HELP! Help, Educate, Learn and Prevent,” which enhances the mental health services of rural, vulnerable and medically underserved communities. This project aims to assist in closing the gap in access to behavioral health services through increasing the number of adequately prepared behavioral health providers entering and practicing with underserved communities.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D14, Table 5**

**Atlantic View II**

## **Are We as Woke as We Think We Are: Exploring Counselor Education’s Multicultural Competence**

Rachelle Redmond Barnes, *Winston-Salem State University*

José A. Villalba, *Wake Forest University*

Counselor education programs stress the importance of multicultural competence. Historically, advocacy for the wellness and lived experiences of our society’s most marginalized populations has been a key part of a strong professional counselor identity. But how self-aware and self-challenging are counselor educators around structural inequities in the profession—how “woke” are we? This question serves as the cornerstone for what is a layered and necessary collaborative experience.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D15, Table 6**

**Atlantic View II**

## **Trauma Informed Supervision: Challenges and Models for Best Practice**

Thomas Murphy, *Georgia State University*

Regina Finan, *University of Georgia*

Jamian Coleman, *Georgia State University*

Through lecture and discussion, participants will be introduced to the fundamental knowledge required to supervise mental health counselors working with the complex dynamics and behavioral manifestation of trauma as the primary presenting problem or co-occurring with other mental health concerns.

**Note: Supervision (qualifies for special designation)**



# Roundtable Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D16, Table 7**

**Atlantic View II**

## **Effective Gatekeeping Practices**

*Andrea Kirk-Jenkins, Western Kentucky University*  
*Cheryl Wolf, 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 characteristics may play a role in the interview process.

**Friday, October 12, 10:00 AM - 10:50 AM - Program ID = D17, Table 8**

**Atlantic View II**

## **Assessment of Professional Orientation and Identity Development**

*Amanda La Guardia, University of Cincinnati*

As the mental health workforce grows and the need for licensure supervision increases, it is important for counselor supervisors and educators to be aware of formal methods to assess professional growth. A validated measure will be presented allowing supervisors to monitor wellness-orientation as well as the professional identity development of counselors-in-training. The presenter will discuss applications for interventions designed to address developmental needs and professional alignment.



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## Poster Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 1**

**Palisades Foyer**

### **Individual Therapy in Inpatient Settings: Rethinking our Approach to Mental Health**

*Melanie Erwin, Lindsey Wilson College-School of Professional Counseling*

*Audra Boggs, Lindsey Wilson College School of Professional Counseling*

Individual therapy in inpatient settings has heavily declined through the years with the introduction and utilization of group therapies. Is this shift beneficial to the patients? Research shows various outcomes with this dilemma. This poster session will provide recent research trends focusing on the benefits of individual therapy. It will also consider different skills and techniques used with patients that can be utilized to reduce recidivism rates.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 2**

**Palisades Foyer**

### **The Spectrum Moral Harm**

*David Gosling, William & Mary*

Research has grown exponentially on the areas of moral distress and moral injury in the past decade. Now recognized as an issue separate and distinct from Post-traumatic Stress Disorder (PTSD), these forms of moral harm nonetheless remain poorly defined, with overlap between terms used by specific professions (i.e. nursing and counseling). This presentation offers a unified theory of moral harm, with terms taken from seminal works on moral emotion, and boundaries that clarify its scope.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 3**

**Palisades Foyer**

### **Shame and Self-Compassion in Individuals Seeking Treatment for an Eating Disorder**

*Melissa O'Neill, Adams State University*

*Carol Cotter, Adams State University*

The purpose of our presentation and proposed research is to explore the correlation between engagement in eating disorder behaviors and endorsement of body image distress, with internalized shame at the onset of seeking eating disorder treatment at a higher level of care than outpatient.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 4**

**Palisades Foyer**

### **The Influence of School-based Mental Health Counseling Services on Elementary Students with IEP's**

*Mary Perleoni, University of Central Florida*

*Viki Kelchner, University of Central Florida*

*Glenn Lambie, University of Central Florida*

*April Chase, University of Central Florida*

*Niko Wilson, University of Central Florida*

The number of students receiving special education services continues to rise, especially in lower SES populations, and 75% of these students receive inadequate counseling services and are at risk of poor academic achievement. This presentation is intended to educate counselor educators on the importance of partnerships between counseling programs and low-income communities, such as Title 1 schools, to provide school-based services as an effective tool in addressing students' mental health needs.



## Poster Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 5**

**Palisades Foyer**

### **Understanding Client Dreams and Nightmares: New Research Findings and Counseling Approaches**

*Alwin Wagener, The University of North Carolina at Greensboro*

Every night people dream, and for many suffering from mental health problems, those dreams take the form of frightening nightmares. These experiences are confusing, upsetting, affect waking decisions and relationships, and may even be traumatizing. In this presentation, we will discuss what is currently understood about dreams and nightmares, how counselors are currently addressing client nightmares, and how Imagery Rehearsal Therapy and other approaches may address those nightmares.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 6**

**Palisades Foyer**

### **Exploring Relationship Change Through the Adjustment to Chronic Illness & Disability (CID) Journey**

*Robert Stevens, Arkansas Tech University*

A person can be diagnosed with a chronic illness and/or disability (CID) at any stage of their life. Therefore, all counselors/counselor educators could use foundational knowledge of what lived experiences of adjustment to life with CID experience may look like for their clients/students. This educational session will look at how people adjusting to life with a CID experienced changes in the following personal relationships: family, close friendships, and intimate partners.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 7**

**Palisades Foyer**

### **#Photoshopped: The Disillusion of Social Media & its Effects on Body Image**

*Kathleen Bazile, Mercer University*

Sociocultural beauty standards have changed drastically over the decades and have reached a point now where women are expected to be unrealistically thin and men larger and more muscular. Concurrently, social media has become the most powerful and pervasive form of communicating these standards. As technology allows for the manipulation of digital images, it perpetuates these unrealistic and unattainable beauty standards. Social media's impact on body image and mental health will be discussed.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 8**

**Palisades Foyer**

### **Addressing Vicarious Trauma and Secondary Traumatic Stress: An Interactive Presentation**

*Nicole Stargell, The University of North Carolina at Pembroke*

*Kelli Scanlon, Florida International University*

*Emily Campbell, Lenoir-Rhyne University*

Professional counselors who have repeated exposure to traumatic details in their daily work with clients can meet the criteria for PTSD, secondary traumatic stress (STS), and/or vicarious trauma (VT), which can lead to compromised clinicians and professional burnout. An overview of STS and VT definitions, symptoms, recent research, and interventions will be provided, and implications for counselors, supervisors, and counselor educators will be explored.





# Poster Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 9**

**Palisades Foyer**

## **Are We Missing the Majority? Preparing Students to Work with Atypical Eating Behaviors**

Saundra M. Tabet, *University of Central Florida*  
W. Bryce Hagedorn, *University of Central Florida*

Eating disorders have the highest rate of mortality of any mental illness; however, there is a current shortage of competently trained counselors able to treat individuals with these concerns. Given the wide range of eating behaviors, not all symptoms fall neatly into DSM criteria, often leaving a gap in understanding and treatment. This presentation will highlight disordered eating behaviors and provide strategies for counselor educators to prepare their students to work with EDS.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 10**

**Palisades Foyer**

## **A Picture Is Worth a 1000 Words: Graphics to Explain ICD-10**

Jerry Mobley, *Fort Valley State University*

The art of mental/nervous diagnosis is more than just collecting symptoms and providing the insurance company with an ICD-10 number. It requires a holistic examination of what is occurring in a person's life and the creative matching of those events to the diagnostic categories and criteria that are offered by DSM-5/ICD-10, which stimulates distinctions among the related disorders on a different level to complement the specifics of diagnostic symptoms.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 11**

**Palisades Foyer**

## **Unspoken Pain: Addressing Suicide in Law Enforcement Officers**

Julia Whisenhunt, *University of West Georgia*  
Catherine Chang, *Georgia State University*  
Laura Shannonhouse, *Georgia State University*

More officers die of suicide than die of shootings and traffic accidents combined (Hara, 2017), but very little attention has been paid to law enforcement officer (LEO) suicide within the research and mental health communities. Accordingly, in this presentation, we will address the following topics: (a) suicide in LEOs, (b) law enforcement culture, (c) occupational hazards, (d) barriers to treatment, and (e) recommendations for addressing suicide with LEOs.

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 12**

**Palisades Foyer**

## **Thinking Ecologically: Teaching Students Ecological Case Conceptualization and Treatment Planning**

Jennifer Rogers, *Wake Forest University*  
Dennis Gilbride, *Georgia State University*

This presentation will describe a case conceptualization and treatment planning strategy based upon Bronfenbrenner's ecological model, aimed at improving students' understanding of the complex factors that lead to and sustain clients' presenting problems, an ever-growing necessity in this systemically complex era. A three-part model for teaching students how to "think ecologically" and a case study of an opioid-dependent client will be presented.



## Poster Sessions

**Friday, October 12, 10:00 AM - 10:50 AM - Poster 13**

**Palisades Foyer**

### **Addressing Student Mental Health Needs in a Multi-Stressed School**

*Dayna Watson, University of Alabama at Birmingham*

In response to the growing need for mental health promotional activities in schools, the aim of this project was to assess the perceived mental health needs of students at the partnership school, assess school faculty and staff attitudes and beliefs about the role of school personnel in addressing student mental health needs, and faculty and staff levels of confidence and competence in addressing the identified needs. Implications for future research and training are highlighted.



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# Content Sessions

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E1**

**Center**

## **From the Ground Up: Building Your Very Own On-Campus Counseling Training Clinic**

*Samantha Klassen-Bolding, University of Texas of the Permian Basin*

*Maria Avalos, University of Texas of the Permian Basin*

Do you want to learn how to construct, coordinate, and staff your very own on-campus training clinic? Join us to discuss strategies for gaining support from educational administrators to obtain the space, materials, and equipment needed for running an on-site clinic, including some options for recording sessions. We'll talk about building a clientele from your local community and leave time for networking with counselor educators who are thinking about building their own on-site clinics.

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E2**

**East**

## **Teaching Career Counseling: Strategies to Engage Students and Promote Career Access**

*Melinda M. Gibbons, The University of Tennessee, Knoxville*

Teaching the career development course can be difficult given students' negative attitudes about the subject. This presentation offers a discussion on important topics to include in a graduate career counseling course and activities designed to engage students and promote positive learning outcomes.

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E3**

**West A**

## **Assessment in Counseling: The Use of Dispositions as a Gatekeeping Tool**

*Shawn Spurgeon, The University of Tennessee, Knoxville*

*Joel Diambra, The University of Tennessee, Knoxville*

*Laura Wheat, The University of Tennessee, Knoxville*

Counselor training programs have been tasked with the responsibility of monitoring and enhancing counselor development and identity. As such, gatekeeping is paramount to the effective assessment of counselor trainees. This session is designed to provide attendees with information about the role dispositions can play in gatekeeping and counselor development. The presenters will delineate an evaluation procedure developed for their program and demonstrate its application to student assessment.

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E4**

**West B**

## **An Experimental Investigation of White Counselors Broaching Race and Racism in an Intake Session**

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

Broaching involves counselors having conversations about race, ethnicity, and culture as well as issues of power and oppression with clients. The current study uses an experimental analogue design to evaluate three variations on broaching in an intake counseling session. Participants evaluated the counselor with respect to several crucial counseling measures, including the working alliance and cultural humility. Results and implications for counselors and counselor educators will be described.



# Content Sessions

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E5**

**West C**

## **Academic Social Networking and Copyright: Legal and Ethical Implications for Counselor Educators**

*Justin Jordan, Virginia Tech*

*Jon Wiley, Virginia Tech*

*Laura Welfare, Virginia*

Academic social networking sites (ASNS) allow counselor educators to establish an online presence and enhance collaborative scholarly relationships. Some of the most popular ASNS include: Academia.edu, Mendeley.com, and ResearchGate.net. While enhancing visibility through these sites, counselor educators are also charged with upholding publishers' copyright policies. Can the world of social networking-enhanced scholarship evolve to benefit both the creators and publishers of journal articles?

**Note: Supervision (qualifies for special designation)**

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E6**

**Arcadian 1**

## **Student Recruiting from a Smaller Pond: How to Help the Fish Swim to You**

*Kimberly Desmond, Indiana University of Pennsylvania*

*Stephanie Gerwick, Indiana University of Pennsylvania*

This presentation will explore the different ways that graduate programs, especially counselor education programs, can find and recruit qualified candidates. Some of the content areas include: website management and development, social media, and marketing strategies. The presenters will also discuss ways they have been able to recruit students to a brand-new Counselor Education program.

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E7**

**Arcadian 3**

## **Mentoring in Counselor Education: Research-Informed Considerations**

*Lucy Purgason, Appalachian State University*

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

Mentoring is a leadership contribution of counselor educators resulting in professional and personal benefits for the mentor and mentee. The impact of mentoring on student matriculation and entrance into the profession necessitates research-informed mentoring considerations. Presenters will provide mentoring components generated by mentoring award recipients in a three-round Delphi study. Attention will be given to multicultural considerations, training and resources, and mentoring evaluation.



# Content Sessions

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E8**

**Mulligans**

## **Teaching Transgender Issues in Multicultural Courses**

Holly DeGrand, *Argosy University*  
Geneva Gray, *Walden University*

Most counselors-in-training report that they received little or no training in their graduate programs about working with transgender clients, and that they lack gender identity competency. This presentation will review the dissertation study findings exploring what impacts counselor educators' teaching of transgender issues, as well as current literature and models on this topic. The presentation will identify resources to assist counselor educators with effectively teaching transgender issues.

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E9**

**Palisades I**

## **Supervision in Play Therapy**

Elsa Soto Leggett, *Houston Baptist University*  
Jennifer Boswell, *University of Houston Victoria*  
Lisa Hand, *Sam Houston State University*

Clinical play therapy supervision provides opportunities for both personal and professional growth. This unique professional relationship supports the play therapy supervisee or counselor as well as the client, families, community, and schools. The responsibilities for the supervisor and the supervisee relationship are complex, grounded in trust and respect. Play therapy supervision is a reflective process with benefits of growth, change, and healing (Mullen, 2015).

**Note: Supervision (qualifies for special designation)**





# Roundtable Sessions

## **Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E10, Table 1** **Impact of Professional Identity Development on Career Development and Progression**

**Atlantic View II**

Thommi Lawson, *Webster University*  
Nadia Barnett, *Mercer University - Atlanta, GA*

This discussion explores the constructs of professional identity and career development. Utilizing three theoretical models that focus on career, supervision, and professional identity, the presenters evaluate professional identity and career development using criteria defined by CACREP as the necessary elements of the ideal counselor. The presenters will highlight a framework that counseling students, counselors, and counselor educators can use in creating individualized career plans.

## **Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E11, Table 2** **Use of Technology to Enhance the Impact of Counselor Supervision**

**Atlantic View II**

Raul Machuca, *Barry University*  
Seth Hayden, *Wake Forest University*

This presentation explores the use of technology, and particularly, the use of technological applications in counselor supervision. This education session focuses on the developments, logistics, methodology, ethics and the multicultural considerations in using technology in counselor supervision. The presenters will use practice-based data to introduce a selection of technological applications particularly suited to support and enhance the supervision process.

**Note: Supervision (qualifies for special designation)**

## **Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E12, Table 3** **Preparing School Counselors to Process Encounters with Aggressive Students**

**Atlantic View II**

Stephanie Pergantis, *University of Northern Colorado*  
Dana Unger, *University of North Carolina at Pembroke*

The K-12 education environment includes students who are aggressive towards educators. School counselors may be the target of student aggression and this can impact both the school counselor's wellness and ability to provide equitable services to students. An interactive discussion will review relevant literature and share teaching and supervision strategies to provide school counselors with effective tools for processing student aggression. Future research directions will be discussed.

## **Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E13, Table 4** **Creating Safe Spaces: Understanding the Importance of Trauma-Informed Care**

**Atlantic View II**

Cynthia Doney, *Liberty University*  
Alison McAllister, *Liberty University*

Trauma is a common thread of human experience. Individual response to personal trauma is dependent on many factors. While resilience plays a role, physiological factors can override the capabilities of even the most resilient people. The literature shows that the damage often follows into adulthood. To help the population, counselors need training in the sustained emotional and cognitive effects of trauma. This provides the best chance of building resiliency and gaining tools for future success.



# Roundtable Sessions

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**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E15, Table 6**

**Atlantic View II**

## **More Than Just Internalized Homophobia: An Examination of Risks to Self-Acceptance**

*Marion E. Toscano, Loyola University Maryland*

*Jesse Fox, Stetson University*

Quantitative research on LGBTQ issues tends to focus on internalized homophobia as a main predictor of negative effect. However, new research indicates that there is more to psychological well-being in LGBTQ persons than just individual aspects. The goal of this session is to examine a new measure that encompasses both internalized homophobia as well as social aspects; thus, this information will add to our understanding of psychological well-being in the LGBTQ community.

**Friday, October 12, 11:00 AM - 11:50 AM - Program ID = E16, Table 7**

**Atlantic View II**

## **Supervisory Working Alliance and Supervisee Attributes in Relation to Nondisclosure in Supervision**

*Johanna Powell, Trevecca Nazarene University*

*Peter Wilson, Trevecca Nazarene University*

This presentation will increase the clinical supervisor's awareness of factors that supervisees bring into clinical supervision. These factors include adult attachment, shame, and perfectionism, along with the possible moderating effect of the supervisory working alliance. The information that supervisees may fail to disclose falls into a variety of categories and may include role ambiguity, conflict in the supervisory relationship, or clinical errors.

**Note: Supervision (qualifies for special designation)**



# Poster Sessions

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**Friday, October 12, 11:00 AM - 11:50 AM - Poster 1**

**Palisades Foyer**

## **What Don't We Do? The Lived Experiences of School Counseling Directors**

*Robyn Walsh, Virginia Commonwealth University*

The current literature on school counselor job satisfaction does not address the experiences of school counseling directors. This session will discuss research from a qualitative study about the experiences of school counseling directors, specifically related to job satisfaction and leadership. The participants will learn how to better prepare, train, and advocate for the roles of the school counseling director in schools and counselor education programs.

**Friday, October 12, 11:00 AM - 11:50 AM - Poster 2**

**Palisades Foyer**

## **Digital Addiction in Our Schools: A Protocol Model for School Counselors**

*Bethany Lanier, University of West Georgia*

*Lacey Ricks, Liberty University*

*Julia Chibbaro, University of West Georgia*

As leaders of school counseling programs, school counselors have a responsibility to address the problems of today's schools (ASCA, 2012). With the continued integration of technology into our schools and everyday life, school counselors must be prepared to confront the issues associated with internet addiction (Hagedorn & Young, 2011). This presentation will address the lack of EBP's in schools related to digital addition and propose a model for addressing digital addiction.

**Friday, October 12, 11:00 AM - 11:50 AM - Poster 3**

**Palisades Foyer**

## **Training School Counseling Students in Supervision Models: Implications for Counselor Educators**

*Joseph LeBlanc, The University of North Carolina at Greensboro*

School counselors—both practitioners and students—face issues with pursuing and understanding the value of supervision, given its lack of requirements beyond the master's degree. The presenter will highlight those issues and how introducing students to school counseling supervision models may help begin to address those issues. Suggestions for how to include these supervision models in training will be discussed.



## Poster Sessions

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**Friday, October 12, 11:00 AM - 11:50 AM - Poster 4**

**Palisades Foyer**

**Using Best Practices in Counseling to Promote Self-Efficacy Among Minority College Students**

*Ki Chae, University of North Carolina at Pembroke*

Minority college students face significant barriers throughout the college experience. Self-efficacy is a major factor influencing academic success. Students with high self-efficacy report a stronger sense of life purpose and are better equipped to cope with academic challenges. Counselors are in an ideal position to advocate for and promote self-efficacy in minority students. This presentation will discuss best counseling practices in promoting self-efficacy for minority college students.

**Friday, October 12, 11:00 AM - 11:50 AM - Poster 5**

**Palisades Foyer**

**QuestBridge: Programs to Enhance Equity for Low-Income, High-Achieving, College-Bound Students**

*Heath Stevens, Mississippi School for Mathematics and Science*

QuestBridge is a program that matches high-achieving, low-income students with some of the most reputable institutions of higher learning in the nation. However, it is not the best fit for every student. If you are a school counseling graduate student or counselor educator who assists students with completing college and scholarship applications, or are just interested, then come to discuss with us what we have found successful and what we are continually challenged by regarding QuestBridge.

**Friday, October 12, 11:00 AM - 11:50 AM - Poster 6**

**Palisades Foyer**

**The Issue of Access: Clinical Supervision and the School Counselor**

*Chanta Moore, University of South Carolina*

In the larger counseling community, clinical supervision by a trained counseling supervisor is mandatory. However, for school counselors, clinical supervision is voluntary. This presentation outlines the current realities of supervision for school counselors, identifies the barriers they face in acquiring supervision/qualified supervisors, presents potential ethical and practical consequences, and offers suggestions to reduce impediments to school counselors' access to quality supervision.



## Poster Sessions

**Friday, October 12, 11:00 AM - 11:50 AM - Poster 7**

**Palisades Foyer**

### **Loss of a Faculty Member: Crisis Management for High School Counselors**

*Jonathan Staylor, Virginia Commonwealth University*

*Ila Cartwright, Virginia Commonwealth University*

Crisis management is salient to the work of school counselors. Roles of a school counselor include crisis planning, intervention, and prevention. Presenters will review these roles in response to the death of a faculty member and utilize evidence-based interventions that will facilitate crisis management through the lens of the high school counselor. Implications for counselor educators will be examined.

**Friday, October 12, 11:00 AM - 11:50 AM - Poster 8**

**Palisades Foyer**

### **College and Career Readiness: The Elementary Years**

*Jasmine Knight, Regent University*

*Brandy Richeson, Hampton University*

Current and future school counselors need preparation to promote college and career readiness (CCR) in the school. However, there is a lack of information on promoting CCR at the elementary level. This presentation will share the results of a survey that examined CCR through the lens of elementary school counselors from one southeastern state. Presenters will share ideas on preparing school counseling students and providing professional development to practicing elementary school counselors.

**Friday, October 12, 11:00 AM - 11:50 AM - Poster 9**

**Palisades Foyer**

### **School Counselors & STEM Career Development Program Delivery: Preliminary Findings**

*Christopher Belser, University of New Orleans*

In this session, the presenter will discuss preliminary findings of a national survey of school counselors regarding their attitudes and delivery of STEM career development programming within the context of their career counseling self-efficacy and their ASCA Model program implementation. The presentation will include information about the methodology and instruments used and implications for school counselor preparation and professional development.





# Content Sessions

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F1**

**Center**

## **Career Trajectories in Counselor Education: Determinants of Successful Pathways in Evolving Currents**

Melissa Wheeler, *The University of Phoenix*

Christian C. Chan, *Idaho State University*

Cirecie West-Olatunji, *Xavier University of Louisiana*

Stephen Kennedy, *Chi Sigma Iota Counseling Academic & Professional Honor Society International*

Decoding career development procedures, strategies, and opportunities emerging after the conferral of a doctoral degree in counselor education and supervision requires emotional labor and savviness to increase success in the job market. At the crossroads of empirical and conceptual research, join a co-constructed dialogue to hear from a panel of counselor educators discussing unique employment positions, the language of academia, strategies for the job market, and career development trends.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F2**

**East**

## **A Case for Integrative Care in Counselor Education**

Michael Brubaker, *University of Cincinnati*

Amanda La Guardia, *University of Cincinnati*

Integrative care is growing within mental health and primary care professions across the US. Although counselors collaborate with medical providers, fewer operate within integrative care settings and understand their specialized role. This session will offer a case example of how a counseling program has trained mental health and school counselors available to employ integrative care among diverse populations, with a focus on professional strengths when collaborating within integrative practice settings.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F3**

**West A**

## **Fostering Affective Empathy in Students Working with Addicted Clients**

W. Bryce Hagedorn, *University of Central Florida*

Bethany Russell, *University of Central Florida*

The fostering of affective empathy among students is tantamount to their ability to connect with clients. One particular area where students often struggle with their biases, preconceptions, and own negative experiences is working with clients with addictive disorders. This presentation will briefly discuss the role of affective empathy before moving into an experiential activity designed to help students feel what their addicted clients experience.



# Content Sessions

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F4**

**West B**

## **Investigating Counselor Competency and Client Change in Psychological Disturbance Using SEM**

Caitlyn Bennett, *University of Central Florida*

Glenn Lambie, *University of Central Florida*

This presentation presents the results of an investigation that examined the directional relationship between counselors' levels of counseling competencies (Counseling Competency Scale-Revised, CCS-R) to their clients' change in psychological disturbance scores (Outcome Questionnaire-45.2). Understanding the relationship between counselors' competencies and change in their clients' psychological functionality may assist counselor educators in preparing effective future counselors.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F5**

**West C**

## **Does This Apply to Me? Ethical and Practice Issues Counselors Need to Know but Are Reluctant to Ask**

Lynn Linde, *The American Counseling Association*

John Duggan, *The American Counseling Association*

While all students learn about ethics in their programs, the reality of practicing is different. ACA consults with over 1,000 members every year seeking advice about their ethical and practice dilemmas. This session will discuss the major issues ACA addressed during the past year and will make recommendations for additional training students and counselors need.

**Note: Ethics (qualifies for special designation)**

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F6**

**Arcadian 1**

## **Build It and They Will Come: Building a CACREP Aligned Program From the Ground Up in 24 Months**

Maria D. Avalos, *University of Texas of the Permian Basin*

Samantha Klassen-Bolding, *University of Texas of the Permian Basin*

Do you want to learn how to develop a CACREP Equivalent Program in twenty-four months? Join us to discuss strategies for obtaining support from colleagues and administration, organizing and tackling large program changes, and developing a vision for continued program growth. We'll talk about how UTPB faculty were able to accomplish this goal with only two full-time faculty members, and we will answer questions from those who are thinking about doing the same in their program.



# Content Sessions

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F7**

**Arcadian 3**

## **Did I Hear That? Addressing Micro-Aggressions in Counselor Education Programs**

*Charmaine Conner, University of North Texas*

Counselors in training experience micro-aggressions related to racial, gender, and sexual orientation within their counseling programs. Such experiences can have an adverse impact on the academic, cognitive, and emotional development of marginalized counselors in training (Short & Williams, 2014). Attendees in this presentation will develop an understanding of how to address micro-aggressions with their peers, counselor educators, supervisors, and clients. Join us for an interactive experience.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F8**

**Mulligans**

## **Creatively Cultivating Social Justice with Counselors, Educators, and Supervisors**

*Mercedes Machado, University of Florida*

*Emi Lenes, University of Florida*

Participants will be invited to engage in a creative activity and to formulate feasible equity action steps within one's own sphere of influence. In this experiential presentation, we will be cultivating increased intra- and inter-personal awareness. We will be dialoguing about deconstructing dominant group privileges. We will be critically thinking about how we are serving and supporting individuals we engage with. The embodiment of a social justice framework and orientation will be encouraged.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F9**

**Palisades I**

## **Effectively Assessing Counseling Students' Clinical Skills**

*Angel Dowden, North Carolina A&T State University*

The presentation will discuss the importance of effectively evaluating counseling students' clinical skills in field placement. The presentation will begin with an overview of the attitudes, dispositions, and role of an effective counselor educator university supervisor. Next, emphasis will be placed on the use of a sample rubric to guide areas of evaluation, equitable evaluation of skills, and strategies to provide clear and constructive feedback.



# Roundtable Sessions

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F10, Table 1**

**Atlantic View II**

## **Developing an Intimate Partner Violence Recovery Instrument: Research and Clinical Applications**

*Joy Kelly, The University of North Carolina at Greensboro*

The destructive ramifications of Intimate Partner Violence (IPV) represent a harsh reality for many survivors. However, many survivors also endorse positive, growth-promoting experiences within their recovery process over the long-term. This presentation focuses on the need for the development of an instrument specific to IPV recovery in the long term, including its relevance for research utility and clinical application.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F11, Table 2**

**Atlantic View II**

## **School Counselors and Advocacy: Understanding the Impact of Data-Driven Programs and School Climate**

*Leonis Wright, South Carolina State University*

*Sheila Witherspoon, South Carolina State University*

Advocacy has always been an integral part of effective school counseling (Field & Baker, 2004); however, research regarding its implementation and challenges is limited. This presentation highlights the ASCA model to explain the importance of using data, and it explores how to understand school climate aids in addressing the academic, career, and social-emotional needs of all students. Implications for advocacy and delivering school climate instruction to school counselors-in-training will be shared.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F12, Table 3**

**Atlantic View II**

## **Use of Cognitive Restructuring with Beginning Counselors-in-Training to Address Supervisee Anxiety**

*Hulya Ermis, Texas A&M University-Corpus Christi*

*Joshua Watson, Texas A&M University-Corpus Christi*

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

Beginning counselors-in-training (CITs) experience intense anxiety when working with clients. This presentation benefits attendees by demonstrating how to utilize cognitive restructuring (CR) with beginning CITs who are experiencing intense anxiety due to their dysfunctional beliefs or irrational expectations associated with counseling clients. Participants will also have an opportunity to explore an actual supervisee case study utilizing CR.

**Note: Ethics (qualifies for special designation)**



# Roundtable Sessions

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F13, Table 4**

**Atlantic View II**

## **We Fall Before We Fly: Conversations on Remediation and Growth**

*Evan Smarinsky, University of Arkansas*

*Paul Blisard, University of Arkansas*

*Kristin Higgins, University of Arkansas*

While called for by ACA and CACREP, and generally agreed on as ethically necessary, many programs appear to flounder in their development of formal gatekeeping procedures. This can be problematic, as some take a zero-tolerance approach, negating important opportunities for students to demonstrate growth. We will present one program's formal process of remediation, in a spirit of support, growth, and development, and explore how this gatekeeping system might be implemented in other programs.

**Note: Ethics (qualifies for special designation)**

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F14, Table 5**

**Atlantic View II**

## **The Risk of Vicarious Traumatization in African-American Counselors**

*Zanovia Tucker, Western Michigan University*

Vicarious traumatization was first described in the counseling literature in the early 90's. McCann & Pearlman (1990) described vicarious traumatization (VT) as a process by which a person experiences negative psychological effects as a result of working with trauma victims. Repeated exposure to trauma may cause cognitive distortions in mental health professionals. There has not been much comprehensive and rigorous research on VT specific to clinicians who work in inner-urban cities.

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F15, Table 6**

**Atlantic View II**

## **Virtual Clinical Training Center: "A Telebehavioral Health Training Program"**

*LoriAnn Stretch, The Chicago School of Professional Psychology*

*Susan Foster, The Chicago School of Professional Psychology*

Thanks to the advancements in technology and security, telebehavioral health is a growing modality within the mental health field. The presenters will share program and outcome data from the Virtual Clinical Training Center (VCTC), an integrative telebehavioral health training program, which offers students opportunities to provide telebehavioral health services to medically underserved populations and career services and skills development to students at our institution.





## Roundtable Sessions

**Friday, October 12, 2:00 PM - 2:50 PM - Program ID = F16, Table 7**  
**Training Supervisees in Applying Holistic Wellness into Case Conceptualization**

Angelia Dickens, *Liberty University*

Sola Kippers, *Capella University*

Michelle de la Paz, *Capella University*

**Atlantic View II**

Clients are increasingly concerned with implementing holistic approaches to wellness. Research on wellness, health, and life-satisfaction supports the integration of wellness concepts into conceptualization and treatment planning. Supervisors must help supervisees integrate the concepts. Presenters will provide a supervisory approach to case conceptualization to include case conceptualization, diagnosis, and treatment planning, while highlighting the ethical, legal, and multicultural implications.

**Note: Supervision (qualifies for special designation)**

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## Poster Sessions

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 1**

**Palisades Foyer**

### **Enhancing Advocacy Efforts for Gay Jamaican Male Immigrants**

*Dana Griffin, Southern New Hampshire University*

This presentation centers on the unique cultural experiences of gay Jamaican male immigrants and how counselors can engage in advocacy with this population. In order to enhance advocacy efforts, information on community perceptions, cultural influences, experiences, views on mental health, terms used to describe symptoms and behaviors, and culturally acceptable treatment methods will be presented.

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 2**

**Palisades Foyer**

### **Cultivating Equity Within the Classroom: Social Justice and Advocacy**

*Janelle Bettis, The Chicago School of Professional Psychology*

Social justice and advocacy efforts are vital to the promotion of the clients we serve, ourselves, and the profession. Infusing these efforts within counseling programs is essential for the multicultural competence of students. At times, determining methods to support social justice in the classroom can be challenging. This 50-minute presentation will outline strategies to use in the classroom setting to support the infusion of social justice and advocacy within counseling training programs.

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 3**

**Palisades Foyer**

### **The Impact of Race & Identity on College Student's Mental Health & Academic Self-Concept**

*Nivischi Edwards, Liberty University*

*Thiffany Rambana, Southern Adventist University*

The purpose of this study was to compare the perceptions of racial discrimination (PRD) among all ethnic group members and to investigate if these perceptions had an impact on student's mental health and academic factors. Results indicated that the more one identifies with their ethnicity, the less one experiences PRD, internalized racism, and poor mental health. As counselors, it is imperative to understand how racism impacts the identity development of diverse client populations.

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 4**

**Palisades Foyer**

### **Increasing Low-Income Student Engagement Through Community Centered Strategies**

*Sarah Kitchens, Liberty University*

*Lacey Ricks, University of West Georgia*

This poster focuses on the steps school counselors can take to become social advocates while implementing community-centered activities for increasing positive relationships and engagement with low-income students.



## Poster Sessions

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**Friday, October 12, 2:00 PM - 2:50 PM - Poster 5**

**Palisades Foyer**

**Where Do We Go From Here? Creating Inclusive Spaces for African American Women in CES Programs**

*T'Airra Belcher, Old Dominion University*

When creating a plan to diversify the academy, how often are the opinions of African American women considered? The voices of African American women are often silenced, yet programs are attempting to determine how to tackle the task of diversifying. It is time to ask those that do not feel welcomed what they need. This presentation plans to identify current literature, share the lived experiences of African American women, and identify what they feel they need to be included in their departments.

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 6**

**Palisades Foyer**

**Black Student' Experiences at School and Academic and Social Identity Influence**

*Sarah N. Brant-Rajahn, University of Georgia*

This poster presentation will share preliminary results from the presenter's research around the Black student experience and its influence on academic and social identity development through a critical race theory (CRT) lens. The presenter will facilitate dialogue about the preliminary themes and seek feedback from session attendees.

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 7**

**Palisades Foyer**

**Holistic Admissions: An Approach to Supporting Diversity in Counselor Education**

*Lucy Purgason, Appalachian State University*

*Dominique Hammonds, Appalachian State University*

Standardized test scores and GPA are weighed heavily in admissions decisions, failing to capture students' life experiences and strengths. The concept of holistic admissions broadens the consideration of assets candidates may bring to a program, particularly for students of color and other underrepresented groups. This presentation will outline principles of holistic admissions, ground these principles in research-based theoretical frameworks, and address factors unique to counselor education.



# Poster Sessions

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**Friday, October 12, 2:00 PM - 2:50 PM - Poster 8**

**Palisades Foyer**

**Subtle Bias Among Counselors in Training: A Quantitative Correlational Analysis**

*David Hunt, University of Texas at San Antonio*

In this session, the presenter will summarize research that examined counselor in training perceptions of three groups who often appear in public discussion and may elicit strong reactions from Americans: Muslim Refugees, Transgender Individuals, and White Conservative Christians. Attendees will have the opportunity to hear study results and engage in an often difficult conversation regarding the influence of outside media and politics on counselors in training.

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 9**

**Palisades Foyer**

**Sharing Experiences: An Appreciative Inquiry of a Multicultural Counseling Course in The Bahamas**

*Christine Sacco-Bene, Barry University*

Bias, prejudice, and oppression can manifest in counseling relationships when counselors-in-training do not engage in self-reflection. Therefore, this presentation will share results of an appreciative inquiry, focusing on strengths, values, and hopes of the students who participated in a multicultural counseling course offered in The Bahamas. In addition, this presentation will honor the productive possibilities of the students, as professional counselors, through their personal accounts.

**Friday, October 12, 2:00 PM - 2:50 PM - Poster 10**

**Palisades Foyer**

**Taking Action: Promoting Advocacy in Counselor Education Programs**

*Rebecca Pender Baum, Murray State University*

The mission statement for the ACA Code of Ethics states that as a counseling profession, we should «promote respect for human dignity and diversity» (ACA, 2014, p.2). In addition, there is an entire section devoted to advocacy. This presentation will help counselor educators learn innovative ways to promote advocacy efforts within counselor education programs and assist trainees in developing the necessary skills and passion for engaging in advocacy efforts post-graduation.



# Content Sessions

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G1**

**Center**

## **The Virtual Water Cooler: Managing Collegial Relationships in the Online World**

Robyn Trippany Simmons, *Liberty University*  
Cannon Kristi, *Southern New Hampshire University*  
Esther Benoit, *Southern New Hampshire University*  
Donna Sheperis, *Palo Alto University*

Five counselor educators from three different institutions discuss their experiences with strengthening and maintaining collegial relationships from a distance. The panel will explore how personal and professional relationships can be cultivated in online and traditional settings, how technology can be leveraged to support the maintenance and nurturance of relationships, and how the growing world of online counselor education is shaping professional networking and mentoring in our field.

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G2**

**East**

## **Applying the Competencies for Counseling Military Populations to Counselor Education Curriculum**

Elizabeth Prosek, *University of North Texas*  
Elizabeth Burgin, *University of North Texas*  
Citlali Molina, *University of North Texas*

Counselor educators develop a curriculum that considers the impact of culture on one's worldview. The military community is a cultural group that encompasses several strengths, but also vulnerabilities. In this session, the Military and Government Counseling Association's Competencies for Counseling Military Populations are conceptualized as a resource for incorporating military-competent clinical skills into counselor training programs with specific pedagogical strategies across the curriculum.

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G3**

**West B**

## **Using Standardized Role-Play to Evaluate Counselor Trainee Suicide Intervention Skill Acquisition**

Laura Shannonhouse, *Georgia State University*  
Nikki Elston, *Wake Forest University*  
Mary Chase Breedlove Mize, *Georgia State University*

This quasi-experimental study explored the impact of Applied Suicide Intervention Skills Training (ASIST) on counselor-trainee behavior. Standardized simulations with 20 trainees were recorded before and after receiving ASIST. Skills improved significantly, with trainees more able to: identify invitations/ask about suicide, work with ambivalence about dying, and help the person-at-risk identify reasons for living and supports. Implications are provided for training suicide interventionists.





# Content Sessions

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G4**

**West C**

## **Ethical Use of Technology During Practicum/Internship**

*Tyler Wilkinson, Mercer University*

Counselors need to understand that the appropriate use and impact of technology in counseling is relevant to the current mental health workforce. HIPAA standards, CACREP (2016) standards, and the ACA (2014) Code of Ethics demonstrate the need for counselors to possess the knowledge and skills of appropriate technology used as a clinician. This presentation will discuss ways to infuse learning and best practices of utilizing technology with students during the practicum/internship experience.

**Note: Ethics (qualifies for special designation)**

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G5**

**Arcadian 1**

## **Research with Latinx Population: Implications for Recruitment, Attrition, and Social Advocacy**

*Peggy Ceballos, University of North Texas*

*Natalya Lindo, University of North Texas*

*Monica Rodriguez, University of North Texas*

This interactive workshop will present practical guidelines for researchers to maximize recruitment efforts, minimize attrition rates, and address important Latinx cultural values within the research process. Specifically, presenters will use real case examples to exemplify the impact of Latinx cultural values, the acculturation level, and language on the research process and social justice advocacy for this population.

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G6**

**Arcadian 3**

## **Chi Sigma Iota Chapter Leaders Training**

*Julia Whisenhunt, The University of West Georgia*

*Glenda Johnson, Appalachian State University*

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, fundraising, mentoring, and involving professional members? Would you like to learn about CSI research grants, chapter development grants, internships, fellowships, and awards? Discuss strategies with other CSI leaders in this interactive training and networking session.



# Content Sessions

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G7**

**Mulligans**

## **Counseling Student Perceptions of their Counselor Educators' Multicultural Competence**

*Rose Aucoin, The University of North Carolina at Charlotte*

*Rachel Saunders, The University of North Carolina at Charlotte*

Researchers in counseling and counselor education have encouraged multicultural competence, but little research has addressed student perceptions of their counselor educators' multicultural competence. In this session, the presenters will share a research study in which they examined counseling students' perceptions of their counselor educators' multicultural counseling competencies. They will also review study findings, as well as critical implications for counselor educators and students.

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G8**

**Palisades I**

## **Supervisor Cultural Humility as a Predictor of Supervisee Nondisclosure and Multicultural Competence**

*Ryan Cook, The University of Alabama*

*Connie Jones, The University of North Carolina at Greensboro*

*Laura Welfare, Virginia Tech*

The presenters will review the findings from a recent quantitative study that examined the relationship between supervisor cultural humility, supervisee multicultural competency, and supervisee nondisclosure in a sample of post-masters practicing counselors. Attendees will gain insight into how perceived supervisor cultural humility impacts supervisee nondisclosure and multicultural competency development. Implications for supervisees, supervisors, and counselor educators will be discussed.

**Note: Supervision (qualifies for special designation)**



## Roundtable Sessions

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G9, Table 1**

**Atlantic View II**

### **Trauma-Informed Interventions for Offenders with Mental Illness: A Social Justice Agenda**

*Leigh Falls Holman, The University of Memphis*

The alarming rate of incarceration of offenders with mental illness (OMI) is a social justice issue, which counseling coursework and clinical training do not adequately address. We review literature supporting the need for forensic mental health counseling coursework, discuss how to design a class and develop forensic training sites, and discuss opportunities for OMI research. The presenters will share examples from their work, course and clinical site development, and research on this topic.

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G10, Table 2**

**Atlantic View II**

### **Addressing Challenges of Problematic Behavior within Field Experience**

*Maranda Griffin, Walden University*

*April Crable, Walden University*

*KaRae Carey, Walden University*

Problematic behavior, commonly known as impairment, can impact student performance, academic progress, professional functioning, and threaten student retention. Accreditation standards and ethical codes require that problematic behavior to be addressed. This session will address some of the unique challenges of addressing problematic behavior in field experience.

**Note: Supervision (qualifies for special designation)**

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G11, Table 3**

**Atlantic View II**

### **Multipoint Qualitative Analysis of Counseling Student Learning in Four Group Counseling Exercises**

*Melodie Frick, Western Carolina University*

*Russ Curtis, Western Carolina University*

To further enhance and refine the teaching of group facilitation skills, results from a multipoint qualitative group counseling study will be discussed. Specific recommendations for how to utilize this data to best train students to be effective group facilitators will be shared and discussed.

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G12, Table 4**

**Atlantic View II**

### **Family First: School Counselor Involvement in Partnerships with Families of Color**

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

*Sharon Chung, North Carolina State University*

ASCA asserts that collaborative relationships with families is crucial in building comprehensive school counseling programs. This partnership is vital to the success of students, particularly students of color. Though partnership practices are expected, school counselors are not prepared to create these networks. This presentation discusses the results of a qualitative study that identifies traits school counselors may need to form partnerships. Implications for counselor education will be discussed.



# Roundtable Sessions

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G13, Table 5**

**Atlantic View II**

## **How Can Supervisors Help Supervisees Respond to Microaggressions They May Experience From Clients?**

*Corrine Sackett, Clemson University*

The conceptual framework of the Multicultural and Social Justice Counseling Competencies includes a quadrant to represent a privileged client working with a marginalized counselor (Ratts et al., 2016). Given this, the presenters will facilitate a discussion around how supervisors can supervise counselors-in-training who may encounter microaggressions from clients and how to help them respond in a way that enhances the counseling relationship.

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G14, Table 6**

**Atlantic View II**

## **A Discussion and Application of Ethics on Dual Relationships in Counselor Education**

*Shannon Lollar, The University of North Texas*

*Sarah Agarwal, The University of North Texas*

Counselor educators take on many roles in their profession including counselor, teacher, and supervisor. Dual relationships with students are problematic to navigate. During this roundtable, the presenters will provide resources to guide educators in working with students through varied roles and facilitate discussion to cultivate a professional and educational relationship that abides by ethical standards, educational policies and federal law, including FERPA and Title ix.

**Note: Ethics (qualifies for special designation)**

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G15, Table 7**

**Atlantic View II**

## **Supervisors in Dual Roles and Benefits of External Supervision: Considerations for Supervision**

*Andrea M. Fleming, University of South Carolina*

This presentation has been developed for counselor educators, licensed professional counselors who provide supervision, as well as for licensed professional counselor interns who are recipients. This presentation is designed with the intention of facilitating a discussion surrounding best practices for the clinical supervision process, while examining the roles of dual role supervisors in the workplace, contractual considerations for external supervisors, and the experiences of the supervisees.

**Note: Supervision (qualifies for special designation)**

**Friday, October 12, 3:00 PM - 3:50 PM - Program ID = G16, Table 8**

**Atlantic View II**

## **Introduction to Statistical Analysis of Data Collected Over Time**

*Hideyuki Tanaka, Adolescent and Family Counseling Services, LLC*

This is an introduction to the statistical analyses used for longitudinal data (i.e. data collected over time for each individual). In this presentation, statistical options for analyzing longitudinal data will be introduced briefly. Then, multilevel modeling will be described in more detail to help researchers gain good insight into the nature of «change.» Simple examples and many visual aids will be used to facilitate the audience's understanding.



# Poster Sessions

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 1**

**Palisades Foyer**

## **Stepfamilies and the Life Cycle**

*Ashley Cosentino, The Chicago School of Professional Psychology*

Stepfamily success is dependent on establishing roles and responsibilities that work within the new family. The expected roles of a nuclear family do not apply to step parents. There is a need for clear, concrete roles for each person within the blended family. The therapeutic techniques from a traditional family do not work. Focusing on the developmental cycles of a stepfamily teaches the members how to problem solve while getting their needs met, thus resulting in a successful family unit.

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 2**

**Palisades Foyer**

## **Postpartum Depression: How Do We Treat It?**

*Juliana Radomski, Auburn University*

*Kelly Veal, Auburn University*

This presentation will explore the prevalence of Postpartum Depression (PPD) and Postpartum Anxiety (PPA) and practical ways clinicians can better assess and systematically treat PPD/PPA.

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 3**

**Palisades Foyer**

## **A New Normal: Ethical Considerations for Training Counselors That Work With Stepfamilies**

*Michael E. Deitz, Virginia Commonwealth University*

*Naomi J. Wheeler, Virginia Commonwealth University*

Once considered a special and non-traditional family structure in MCFC, stepfamilies represent a growing majority among the types of family systems in existence and families are more structurally diverse than ever before. Presenters and participants will explore ethical considerations for MCFC counselor educators and supervisors, such as competency and training. Counselor educators will be able to discuss ethical considerations and advocacy issues of counselors working with stepfamilies.

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 4**

**Palisades Foyer**

## **Training Advocacy: Understanding Parental Adjustment Experiences in Late-Child Adoption**

*Cynthia Doney, Liberty University*

*Laurel Shaler, Liberty University*

Many families who participate in late-child adoptions are unprepared for the overwhelming adjustments to parenting these older children. In a crisis, families turn to counselors for assistance. However, without knowledge of the specialized issues and training approaches, counselors are not adequately prepared to assist. This presentation explains parental adoption adjustment experiences, specifically with older children. The discussion promotes advocacy for greater counselor awareness and training.



## Poster Sessions

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 5**

**Palisades Foyer**

### **What Does African American Love Look Like and Why Does It Matter?**

Latisha Woods, *Argosy University Atlanta*  
Allison Spargo, *Argosy University Atlanta*

This roundtable is designed to foster discussion on how culture and ethnicity play a role in African American relationships. Understanding the influence ethnicity has on the relationship quality and expectations of African Americans is key to successfully working with Black couples. Being culturally competent and comfortable with cultural influence on African American couples allows counselor educators, students, and supervisees to be well rounded and better prepared to work with these couples.

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 6**

**Palisades Foyer**

### **Assessing Strengths and Difficulties of Siblings of Persons Born with Lifelong Disabilities**

J. Rufus Wofford, *University of South Carolina (graduated May, 2018)*  
S. Todd Bolin, *University of South Carolina*

This presentation will include the findings of a causal comparative study that quantitatively assesses the strengths and difficulties of siblings (four to seven years of age) of persons born with lifelong disabilities, based on parental perception, in comparison to national norms, as understood within a family systems framework. The analysis examines parent answers to the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997; Youthinmind, n.d.a.).

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 7**

**Palisades Foyer**

### **When the Bully Lives at Home: Perspectives and Interventions for Sibling Aggression**

Viki Kelchner, *University of Central Florida*  
Stephanie Byer, *University of Central Florida*  
Victoria Cunningham, *University of Central Florida*

The most common form of family violence occurs among siblings. This presentation will provide an opportunity for increased awareness of the prevalence and impact of sibling aggression on children and family systems, which is often ignored or undetected. We will define the continuum of severity of sibling aggression, address the importance of recognizing it, and highlight a decision-making model regarding sibling abuse in order to aid in the effective treatment of clients and their families.

**Friday, October 12, 3:00 PM - 3:50 PM - Poster 8**

**Palisades Foyer**

### **Emotion Regulation Among Mothers of Toddlers in the Context of Intensive Mothering**

Alena Prikhidko, *University of Florida*

The purpose of this study was to explore the relationship between intensive parenting attitudes, emotion regulation, and experiences of anger and guilt among mothers of toddlers ( $N = 122$ ). Findings from the study indicated that intensive parenting attitudes correlated with emotion regulation, parent anger, and guilt proneness. Additionally, working status had an impact on anger experiences, and religion was tied to intensive parenting attitudes.





## Poster Sessions

Friday, October 12, 3:00 PM - 3:50 PM - **Poster 9**

Palisades Foyer

### **Families' Perspectives of Barriers in Addressing Childhood Obesity: Implications for Counseling**

Shannon McCarthy, *University of Alabama at Birmingham*

Family factors have been identified as both causal and protective aspects of childhood obesity. This presentation will discuss a qualitative study that examines the perspectives of families affected by childhood obesity concerning perceived barriers to addressing this issue, possible solutions, and systemic social and emotional consequences. Implications for counselors will be highlighted (in particular, the emotional and behavioral needs of these families and the role of therapy in treatment).

Friday, October 12, 3:00 PM - 3:50 PM - **Poster 10**

Palisades Foyer

### **Ecological, Relational, and Cultural Perspectives on Miscarriage**

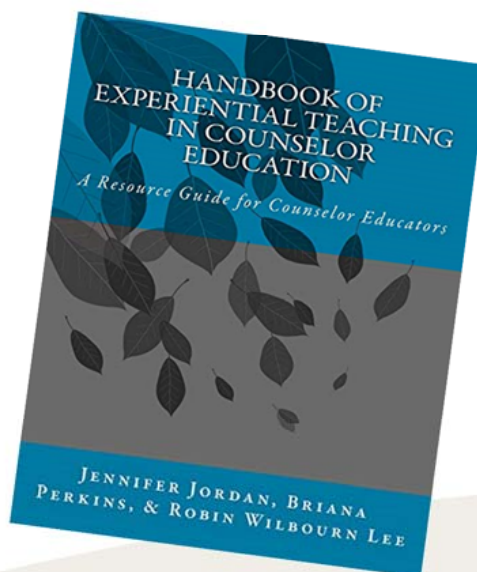
Jennifer Rogers, *Wake Forest University*

Jamie Crockett, *Wake Forest University*

Participants will learn about the biopsychosocial impact of miscarriage, with a focus on ecological, relational, and cultural dimensions. Presenters will describe and identify gaps in the current literature and offer an ecological-relational approach for conceptualizing and working with women and couples who have experienced pregnancy loss. The presentation will also offer theoretically- and empirically-grounded suggestions for counselors, supervisors, educators, and researchers.

### **HANDBOOK OF EXPERIENTIAL TEACHING IN COUNSELOR EDUCATION: A Resource Guide for Counselor Educators**

The Handbook of Experiential Teaching in Counselor Education: A Resource Guide for Counselor Educators is a peer-reviewed guide for teaching CACREP related course content. With 20 chapters covering multiple aspects of the CACREP standards, counselor educators have shared their resources, tips, and classroom techniques for training the next generation of counselors.



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# Content Sessions

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H1**

**Center**

## **If Haidt is Right: Adjusting Counseling Pedagogy to Accommodate Moral Intuitions**

*Kristel Headley, Johnson University*

Jonathan Haidt (2012) identifies six “taste buds” that undergird moral decision making and six values that shape individuals’ moral view of the world. The balance of these six taste receptors differs considerably across conservatives, liberals, and libertarians and can account for inabilities to take on others’ perspectives. This session will introduce these moral foundations as a way to better understand and respect the values and moral decision making of our clients, students, and colleagues.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H2**

**East**

## **Preparing Ethical Neuroscience-Informed Counselors: An Infusion Approach**

*Charmayne Adams, University of Tennessee*

*Chad Luke, Tennessee Tech University*

*Jennifer Moralejo, University of Tennessee, Knoxville*

Neurobiology supports the work of counselors and educators and informs the direction of research and practice. This presentation will offer ways to integrate neurobiological concepts into various CACREP courses and offer information on the ethical integration of neurobiological concepts into practice. Participants will leave with resources and knowledge that can be tailored to the needs of their departments and students regarding the integration of counselor relevant topics in neurobiology.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H3**

**West A**

## **Translation and Cross-Cultural Adaptation of Assessments:**

### **A Primer for Counseling Researchers**

*Joshua Watson, Texas A&M University-Corpus Christi*

As counseling transitions from a Western-based practice to a global phenomenon, having access to reliable and valid measures useful in a number of languages and cultures is critical to the advancement of counseling practice and research. In this session, participants will be introduced to a 6-step process for the translation and cross-cultural adaptation of counseling assessments, using an illustrative example. Instructional handouts and an annotated bibliography of materials will be provided.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H4**

**West B**

## **Politics and Spirituality in Counselor Education:**

### **Values Considerations in Cultural Training**

*Christine Berger, Old Dominion University*

This program will share the results of a phenomenological study that explored the lived experience of conservative and liberal counselors, both politically and spiritually. Over 20 participants shared their experiences and opinions regarding the counseling field, value conflicts, referring clients (ACA standard A.11.b), educational needs, and thoughtful suggestions for ACA, CACREP, and CESNET. The goal of this presentation is to add to the political and ethical discourse within the counseling field.



# Content Sessions

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H5**

**West C**

## **My Smartphone Is My Therapeutic Aid: How to Utilize Technology Therapeutically**

*Michelle Wade, Marymount University*

Jonathan Haidt (2012) identifies six “taste buds” that undergird moral decision making and six Technology abounds in today’s society. Counselors have many more resources to help clients reach their therapeutic goals because of these technologies. This presentation will review potential benefits, risks, and ethical aspects of using (or not using) smartphone applications within a therapeutic setting. Additionally, this presentation will discuss particular smartphone applications that may be beneficial to the therapeutic process.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H6**

**Arcadian 1**

## **Oh the Places Counselors Will Go: 5 Years of Program Data from CACREP-Accredited Programs**

*CACREP Board and/or Staff CACREP Board and/or Staff, CACREP*

This session provides an update on the status of counselor education in CACREP-accredited counseling programs, based on a review of 5 years of data reported by CACREP-accredited programs. It will include information on trends and changes indicated by the data, as well as on contextual factors potentially influencing these trends and changes. Participants will discuss the implications of the data in relation to future directions for counselor education and the counseling profession.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H7**

**Arcadian 3**

## **Intersectionality: Marginalizing and Mental Health in Sexual and Gender Minorities**

*Courtney Potts, University of Alabama*

Historically, sexual and gender minorities have experienced stigma and discrimination, which have prevented these groups from seeking and gaining access to services and benefiting from specialized resources developed for their unique needs. This community experiences unique stressors coupled with fewer sources of social support, due to past and current stigma as well as systemic marginalization. Within the counseling field, this population is still viewed as disadvantaged and under-represented.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H8**

**Mulligans**

## **Understanding and Helping Latinos in Counseling: What You Should Know and How to Enhance Therapy**

*Rachelle Morales, Texas A&M University - Corpus Christi*  
*Julissa Espinoza, Texas A&M University - Corpus Christi*

Having a Spanish Speaking individual come through your doors can sometimes be scary and intimidating. Whether the individual is your client, student, or supervisee, you can bridge the gap that language often creates. This session will provide an overview of the Latino culture and address common barriers often found by the client and professional. Suggestions will be provided on techniques that can be utilized in your sessions.



# Content Sessions

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**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H9**

**Palisades I**

## **Gender and Power: The Ethical Case for Gender Diversity Awareness in Supervision**

*Stephanie Gotay, Arkansas State University*

*Lacy C. Overley, Arkansas State University*

Presenters review gender differences that supervisees and supervisors can experience in the supervisory relationship and how these differences influence the counselor-client relationship. The ACA Code of Ethics (2014) will be used to address two specific issues: 1) the supervisor's responsibility to practice gender diversity awareness, and 2) the integration of gender-sensitive practices into the supervisory relationship. Case presentations are used to discuss the application of gender diversity during supervision.

**Note: Supervision (qualifies for special designation)**





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# Roundtable Sessions

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H10, Table 1**

**Atlantic View II**

## **Supervising Millennials: Perspectives of a Millennial Supervisor Using a Blended Approach**

*Marisa White, Argosy University*

“Supervising Millennials: Perspectives of a Millennial Supervisor Using a Blended Approach” will begin by reviewing multiple supervision approaches and techniques. Following this, the training will cover key features of millennial supervisees before providing ways to utilize developmental supervision approaches with millennial. Participants will then have the opportunity to ask questions to further understanding of supervision approaches.

**Note: Supervision (qualifies for special designation)**

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H11, Table 2**

**Atlantic View II**

## **Bringing Personal Passion into Early Researcher Development**

*Ariann Robino, Virginia Tech*

*Bethany Lackey, Virginia Tech*

Counselor education students at the master’s and doctoral levels select their research interests through a variety of methods. Passion for research topics is a key component of researcher identity development. This presentation will involve an experiential activity related to the journey of creating a research agenda and a review of the literature, which is associated with cultivating passion for research interests.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H12, Table 3**

**Atlantic View II**

## **The Paradox: Problematic Professional Competence in Counselor Trainees**

*Laura Hodges, Troy University Montgomery*

*Melissa Deroche, Troy University Montgomery*

Counselor educators are responsible for monitoring, assessing, and evaluating counselor trainee behavior and level of competence. However, there is no uniform method of identifying problematic professional competence in counselor trainees. Attendees will participate in a facilitated round table discussion regarding gatekeeping policies and procedures, with the goal of collecting new ideas and approaches to enhance their own programmatic practices.

**Note: Supervision (qualifies for special designation)**





# Roundtable Sessions

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H13, Table 4**

**Atlantic View II**

## **Multicultural Perceptions of Death & Dying: A Didactic Group Therapy Model to Increase Understanding**

*Xavier Page, Campbell University*  
*Jenny Wagstaff, Campbell University*

To be sure, death is life's common denominator and therefore we all owe life a death. Less common is how each person copes with death and dying. This session introduces a didactic group therapy model designed to increase understanding of death and dying from a multicultural perspective. Finding the right words when faced with death and dying is difficult for most. The various strategies for effectively communicating information in ways that are developmentally and culturally appropriate will be discussed.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H14, Table 5**

**Atlantic View II**

## **When Religion Hurts: Supervising Cases of Religious Abuse**

*Paula Swindle, Lenoir-Rhyne University*  
*Craig Cashwell, The University of North Carolina at Greensboro*

Clients who present in therapy having experienced abuse at the hands of a religious leader or religious community pose a unique set of challenges for a therapist. This presentation will define religious abuse and explore nuanced challenges of working with clients who present as survivors of religious abuse. We will discuss ways in which supervisors can use trauma-informed supervision to best support supervisees working with cases of religious abuse.

**Note: Supervision (qualifies for special designation)**

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H15, Table 6**

**Atlantic View II**

## **Behind the Scars: Suggestions for Working With Intimate Partner Violence to Avoid Counselor Biases**

*Mahsa Maghsodui, The University of Texas at San Antonio*

Millions of women are victims of intimate partner violence (IPV) every year. Many die and others end up with deep physical, emotional, and mental scars. Considering the need for mental health support, counselors have an ethical duty to grow their competencies to serve this population. This presentation shares basic information about IPV, common biases, and suggestions for effectively working with survivors.

**Friday, October 12, 4:00 PM - 4:50 PM - Program ID = H16, Table 7**

**Atlantic View II**

## **Family Values and Bullying Behaviors in African American Adolescents**

*Taneshia Greenidge, University of Florida*

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



# Poster Sessions

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 1**

**Palisades Foyer**

## **The Diversity Stress Game of Social Justice**

*Kathleen Jones-Trebatoski, University of the Cumberlands and Houston Baptist University*

Managing stress in a complex and diverse environment is challenging. There is the need for developing self-awareness about your stress reaction and building your sense of mastery over the stressors in your life. Stress is a change that requires you to adapt, with experiences ranging from the extremely negative to the most euphoric. It is how you respond to these experiences that will determine the impact that stress will have on your life. This presentation will provide an experiential creative activity along with reflection and feedback.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 2**

**Palisades Foyer**

## **Personal Resilience and the Supervisory Relationship: Keys to Reducing Counselor Burnout**

*Sara Andrews, University of North Carolina at Charlotte*

Counselors experience professional challenges that leave them susceptible to developing burnout, which can jeopardize counselor well-being and the effectiveness of client care. This program will present original research regarding the correlation between higher levels of personal resilience, higher quality supervisory relationships, and lower levels of counselor burnout. Strategies for increasing personal resilience and improving the quality of supervisory relationships will be provided.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 3**

**Palisades Foyer**

## **How Did I get Here?!?: How Counselor Educators Can Identify and Address Burnout in Our Lives**

*Andrew Burck, Marshall University*

Counselor Educators must be aware of the experiences of stress and burnout that we may face on a daily basis. Therefore, this roundtable presentation will focus on addressing stress and burnout by identifying common causes and triggers that lead to stress and burnout in Counselor Education. We will also integrate the Indivisible Self model in order to reduce and prevent stress and burnout. Finally, practical solutions will be reviewed. Handouts will be provided.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 4**

**Palisades Foyer**

## **How Do Counselor Educators Wellness Levels Impact Wellness Promotion for Counselor-in-Training?**

*Rachael Marshall, The University of Tennessee, Knoxville*

All counselors fall somewhere on the continuum between wellness and impairment, and for ethical practice, must be aware of their place on the spectrum. If well counselors promote well clients, then well counselor educators promote well future counselors. Counselor educators are responsible for educating, modeling, and evaluating wellness in future counselors. The purpose of this presentation is to explore the relationship between wellness levels and wellness promotion behaviors in counselor educators.



## Poster Sessions

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 5**

**Palisades Foyer**

### **Yoga and Mindfulness in Counselor Education: Shared Experiences and Techniques Toward Wellness**

*Serey Bright, Valdosta State University*

*Katelyn Phillips, Valdosta State University*

Yoga and mindfulness practices are beneficial strategies for improving wellness and promoting self-care for counselors and counselor educators. Participants in this session will review research on the impact of yoga and mindfulness practices on wellness and explore how yoga and mindfulness are currently incorporated into counselor education programs. The presenter and participants will share experiences about the use of yoga and mindfulness techniques in professional and personal self-care.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 6**

**Palisades Foyer**

### **Employee Burnout in Youth Residential Facilities: Personality, Stress, and Coping**

*Autumn Randell, Virginia Commonwealth University*

*Michael Deitz, Virginia Commonwealth University*

*Nickolas Spears, Virginia Commonwealth University*

*Lindsay Kozachuk, Virginia Commonwealth University*

*Marsha LeShawn Rutledge, Virginia Commonwealth University*

*Philip Gnilka, Virginia Commonwealth University*

Youth in residential facilities have previously experienced various traumatic events which may lead to them acting aggressively towards employees in residential facilities. This poster explores how various personality characteristics, coping styles, and stress levels may influence burnout rates among employees that serve youth in residential facilities. The poster will also discuss the implications of the study for counselors and counselor educators.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 7**

**Palisades Foyer**

### **Burnout in School Counseling: Implications for School Counselor Educators and Supervisors**

*Nayoung Kim, University of Central Florida*

*Glenn Lambie, University of Central Florida*

This program presents a comprehensive examination of burnout in school counseling, identifying factors that predict and mediate the burnout phenomenon. The presentation offers counselor educators specific strategies that may mitigate future feelings of burnout, as well as discusses areas in school counseling that necessitate systemic change in order to support effective service delivery. This program includes handouts with information related to the reviewed research findings and implications for counselor educators.



## Poster Sessions

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 8**

**Palisades Foyer**

### **The Wellbeing of Counseling Students: A Longitudinal Study of Perfectionism, Stress, and Coping**

Lindsay Kozachuk, *Virginia Commonwealth University*

Amy Sarcinella, *Virginia Commonwealth University*

Philip Gnilka, *Virginia Commonwealth University*

Master's level counseling students are presented with a multitude of stressors throughout their program. This poster looks at the role that perfectionism, coping, and perceived stress have on a counseling student's well-being. Presenters will discuss a longitudinal study that examined these constructs in counseling students. Attendees will engage in dialogue on how counselor educators can better promote wellness in their counseling students with these concepts in mind.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 9**

**Palisades Foyer**

### **Understanding How Modeled Wellness Influences Supervisee Personal Wellness**

Kevin Doyle, *Virginia Tech*

Research has highlighted the benefits of a wellness focus in supervision without examining the influence of modeled wellness traits by the supervisor. In this presentation, we will analyze the role of modeled wellness used as a way for supervisors to influence the multifaceted aspects of supervisee wellness and identify if the supervisory relationship has an effect on this influence. Methodology, findings, and limitations/implications will be discussed.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 10**

**Palisades Foyer**

### **Addiction and Families: Systemic and Individual Wellness Implications**

Daniel Kissinger, *University of Nebraska at Omaha*

Lindsay Vik, *University of Nebraska at Omaha*

Substance-related problems are known deterrents to the present and future well-being of family systems. Within each family system, however, the individual wellness of family members could be uniquely impacted by addiction. This presentation utilizes empirical literature on wellness, family environment, and addictions as the basis for designing intentional wellness-based interventions capable of optimizing family well-being.

**Friday, October 12, 4:00 PM - 4:50 PM - Poster 11**

**Palisades Foyer**

### **Lost in Loss: How Counselor Educators Experience Grief Within Their Programs and Professional Roles**

Mandy Perryman, *University of Mississippi*

Frankum Jana, *University of Mississippi*

The roles and responsibilities of counselor educators are unclear when it comes to how to best assist bereaved students. Similarly, when faculty experience loss, it's typically not addressed beyond arrangements to cover classes. When programs suffer a loss, there is no established protocol or best practices to follow. In this session, research with counselor educators who have experienced grief and loss will be discussed, and activities that encourage wellness and self-care will be provided.



# Poster Sessions

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**Friday, October 12, 4:00 PM - 4:50 PM - Poster 12**

**Palisades Foyer**

**Helping Counselors in Training Support Themselves:  
Wellness Education and Implications**

Stacey Lilley, *Liberty University*

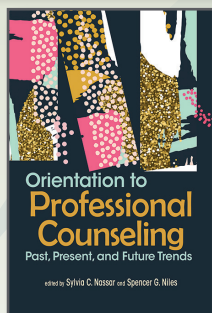
Brandi Chamberlin, *Liberty University*

Angel Golson, *Liberty University*

Ethan Zehr, *Liberty University*

The ACA code of ethics recommends for counselors-in-training to “engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.” This session will examine the ACA standard, reflect on our impairments, and how to support CITs. Implications for educating counseling students, residents in training, current counselors, as well as supervisors needs will be explored.

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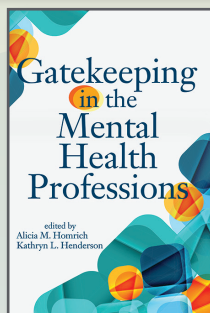
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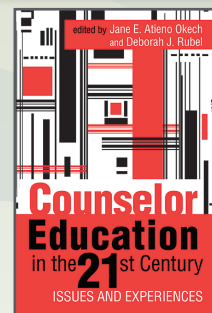
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# Content Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J1**

**Center**

## **Addressing Licensure Portability: Opportunities for Advocacy**

*Kathy Ybanez-Llorente, Texas State University*

State licensing boards are tasked with regulating the profession and issuing licenses to those who are qualified. Practicing counselors are increasingly mobile and seek licensure across states, expecting an easy process. Often, this has not been the case. Calls for portability standards have yielded efforts by associations to develop such a plan. Discussion of portability challenges and opportunities for ongoing advocacy efforts will help counselors play a part in advocating for portability.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J2**

**East**

## **Self-Compassion for Caregivers: A Three-Tiered Mentoring System to Foster Counselor Development**

*Amanda DiLorenzo, University of Central Florida*

*Viki Kelchner, University of Central Florida*

Caregivers of children with unique abilities can endure multiple stressors, which may lead to mental health needs. A self-compassion group of caregivers of children with unique abilities was conducted. A mixed-methods approach was implemented to examine changes in scores over time after participating in counseling, followed by focus groups. This presentation intends to educate counselor educators on the importance of community outreach, training, and supervision through a three-tiered mentorship.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J3**

**West A**

## **Help for the Helper: Mental Health Concerns, Supports, and Stigma in School Counselors**

*Allison Crowe, ECU*

Self-stigma prohibits many from seeking mental health support, and counselors are not immune to this. The following program will present information on stigma from school counselors about seeking help when mental health concerns arise. It includes results from a study on the types of mental health concerns, frequencies and types of professional support, and the relationship between stigma and help-seeking in a sample of 330 school counselors. Implications for practice will be highlighted.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J4**

**West B**

## **Heuristic Inquiry: Honoring the Wholeness of Human Experience in Qualitative Research**

*Nevine Sultan, University of St. Thomas - Houston*

Focused on exploring human experience from a holistic perspective, heuristic inquiry is a unique phenomenologically aligned, experiential, and relational approach to qualitative research that is also rigorous and evidence-based. In this presentation, we discuss some of the distinctive attributes of this research approach through which we may explore questions of human interest that emerge from personal experiences with universal implications and applications.





# Content Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J5**

**West C**

## **Ethical Issues in Remediation: Navigating Gatekeeping and Due Process**

Melvin E. Pride, *Liberty University*

Victor Hinson, *Liberty University*

Ronald E. Hawkins, *Liberty University*

Steven Warren, *Liberty University*

This session emphasizes ethical principles of remediation, clarification of challenges in remediation, and conceptualization of the remediation process. Utilizing a team approach, we will demonstrate the success that can be obtained with shared responsibility by utilizing the strengths of both faculty and administration.

**Note: Ethics (qualifies for special designation)**

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J6**

**Arcadian 1**

## **Mutuality in Doctoral Cohorts for Counselor Education and Supervision Programs**

Meredith Klipple, *University of Texas at San Antonio*

Meara McMains, *University of Texas at San Antonio*

Research shows that attrition rates of doctoral students across academic disciplines in the U. S. are approximated at about 50%, the highest rates being in the humanities and social sciences. There is abundant research regarding numerous psychological benefits of perceived mutuality, including the commitment to goals. This presentation reviews how doctoral counseling students perceive mutuality in their cohorts and how their perceptions affect their adjustment and commitment to the program.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J7**

**Mulligans**

## **Enhancing the Diverse Learner Experience: Training in Consejería Bilingüe**

Mónica Rodrí-guez, *University of North Texas*

Jose Tapia-Fuselier Jr., *University of North Texas*

Attendees will understand barriers and obstacles that bilingual counselors face when providing services to Spanish-speaking clients. Attendees will gain knowledge regarding ways to develop bilingual counselors in training in order to meet the needs of Spanish-speaking clients. The presenters will provide suggestions regarding how to strengthen counselor-training programs to best support bilingual counselors.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J8**

**Palisades C**

## **Young Children Exposed to Repeated Invasive Medical Treatments: Chaos and Trauma Informed Care**

Yvette Getch, *University of South Alabama*

Children with chronic illness often face many medical tests and procedures which can be frightening and/or painful. Repeated hospitalizations due to tests, illnesses, medical procedures, or complications from a chronic medical condition can create chaos and stress for the entire family. Children who experience repeated stressors or chaotic environments (i.e. hospitalizations, repeated medical procedures, etc.) may be at increased risk for anxiety, depression, and stress-related conditions.



# Content Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J9**

**Palisades F**

## **Building Resiliency Within Counselor Education Through Creative Mindfulness Techniques**

*Cori Costello, Counseling, Northwestern University*

This presentation focuses on the vulnerability of new clinicians to trauma exposure during the counseling session. The implications for this hazardous exposure require a proactive response from counselor educators training new counselors. Creative Mindfulness Training is presented as a strategy for promoting awareness, building resilient approaches to wellness, and enhancing self-care approaches among counselors in training.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J10**

**Palisades G**

## **Integrating Intersectionality into the Integrated Developmental Model of Supervision**

*Jennifer Greene, Texas State University*

Intersectionality explains the intersecting nature of aspects of identity and social stratification and oppression. Efforts have been made in the counseling profession to work with clients from a holistic and intersectional approach, but it is unclear how supervisors can infuse this perspective in their work with supervisees. This presentation outlines specific strategies for integrating intersectionality with supervisees using the three levels of the Integrated Developmental Model (IDM) of supervision.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J11**

**Palisades H**

## **Supervision Can Be Fun: Integrating Experiential Activities in Supervision**

*Theresa M. Kascsak, Capella University*

Experiential techniques aid in the development of a growth-oriented supervisory relationship. Drawing from a variety of theoretical approaches, a number of play therapy-based and creative techniques will be presented. This workshop highlights the utility of play-based techniques within the supervisory relationship in service to supervisees and their clients. Attendees will explore techniques designed to foster creative supervision, increase self-awareness, and address supervision issues.

**Note: Supervision (qualifies for special designation)**



# Content Sessions

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**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J12**

**Palisades I**

**Deliberate Practice: Developing Effective Counselors Through Supervision**

*Joshua Castleberry, Georgia State University*

Deliberate Practice (DP) is a specialized type of practice that is purposeful and systematic and can be integrated into the supervisory process as a means to develop expertise and improve supervisee development. Through DP, supervisors can learn to use unique outcome information in providing specific feedback, and how to conduct a priori hypothesis testing to increase supervisee outcomes. Attendees will be provided DP feedback forms as well as outcome measures.

**Note: Supervision (qualifies for special designation)**





# Roundtable Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J13, Table 1**

**Atlantic View II**

## **Doctoral Student Supervisors' Preparedness to Address Secondary Traumatic Stress**

*Dynetta Clark, Western Michigan University*

Secondary traumatic stress (STS) is becoming more common in mental health professionals that work with trauma survivors. Clinical supervision is documented as an effective strategy to reduce STS. A signature component of most counselor education and supervision doctoral programs is the training and preparation of students to provide clinical supervision. This presentation encourages discussion about pertinent training that supervisors may need to prepare students to address STS in supervision.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J14, Table 2**

**Atlantic View II**

## **From Intake to Termination: Assessing Improvement in Counselor Trainee Therapeutic Skills**

*Kimberly Mason Peebles, Mississippi State University*

*E. Joan Looby, Mississippi State University*

Counselors need to understand the appropriate use and the impact of technology in counseling to be relevant to the current mental health workforce. HIPAA standards, CACREP (2016) standards, and the ACA (2014) Code of Ethics demonstrate the need for counselors to possess the knowledge and skills of appropriate technology use as a clinician. This presentation will discuss ways to infuse learning and best practices of utilizing technology with students during the practicum/internship experience.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J15, Table 3**

**Atlantic View II**

## **Sense of School Belonging as a Moderator Between Immigrant Status and Achievement in the U.S.**

*SoRin Kim, Penn State University*

This presentation focuses on the results of a study about the moderation effect of sense of school belonging between immigration status and achievement among adolescents in the U.S. Although the U.S. is regarded as an immigrant country, the isolation and achievement gap of immigrant students has been reported. Linear regression was conducted to examine a research question, using the Programme for International Student Assessment (PISA) data. Practical implications of the study will also be addressed.



# Roundtable Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J16, Table 4**

**Atlantic View II**

## **Exploring the Possibilities: Benefits & Challenges of Group Therapy in Counselor Education Programs**

Heather Geils, *Doctoral Student- University of Central Florida*

Jeongeun Park, *Doctoral Student- University of Central Florida*

Faculty and doctoral students in counselor education programs encounter unique dynamics with master's students when they are tasked with running psychotherapy groups. This roundtable discussion will explore some of the commonly experienced benefits and challenges that this unique group dynamic offers. Participants will have the opportunity to share their stories and hear from others while engaging in informative conversation with other counselor educators.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J17, Table 5**

**Atlantic View II**

## **Clinical Supervision: Office Versus In-Home**

Janelle Bettis, *The Chicago School of Professional Psychology, Washington DC*

A counselor's ability to obtain knowledge and skills depends heavily on the effectiveness of clinical supervision. Efficient supervision results in improved client outcomes, increased professional development, and enhanced quality of life for a supervisee. As such, the paucity of literature related to in-home counseling (in particular, the supervision of in-home counselors) identifies the need to further discuss the topic. During this 50-minute roundtable, clinical supervision strategies will be discussed.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J18, Table 6**

**Atlantic View II**

## **The Influence of Social-Cognitive Factors on College and Career Readiness**

Maureen Quiles Ponce, *Liberty University*

Jacqueline Wirth, *Liberty University*

College and career readiness (CCR) represents competencies required to be successful in non-remedial post-secondary education. Researchers are recognizing that social-cognitive factors are an important influence on CCR. Using a modified choice model of social cognitive career theory (SCCT), research will be presented which examines the perceived role of teacher support and institutional support as a context for the development of academic self-efficacy, academic outcome expectations, and academic interests.



# Roundtable Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J19, Table 7**

**Atlantic View II**

## **Vicarious Trauma and Supervision: Narrative Approaches for Counselor Educators**

*Carol Parker, Texas Southern University*

*Jessica Davis, Texas Southern University*

*Candy Ratliff, Texas Southern University*

This roundtable discussion explores various methods available to counselor educators to meet accreditation requirements for the inclusion of trauma across the curriculum. The presentation includes the expertise of counselor educators in the following: (1) traumatic stress recovery strategies and techniques; (2) traumatic stress signs and symptoms; (3) overcoming trauma via vicarious experiences; (4) what works in private practice and evidence-based research practices.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J20, Table 1**

**Palisades A & B**

## **An Examination of the Relationship between Wellness and Professional Identity in Counseling**

*Yoonsuh Moh, The George Washington University*

*Na Mi Bang, University of Central Arkansas*

Professional identity in counseling and the wellness of counseling professionals are multifaceted psychological constructs that should be understood as a dynamic process. This session will present the findings of a preliminary study designed to examine the relationship between the aforementioned two constructs. The theoretical foundation that guided the study will be discussed, and the audience will be invited to co-construct clinical implications of the study findings.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J21, Table 2**

**Palisades A & B**

## **The Implications of Marijuana Legalization on Substance Abuse Treatment: A Phenomenology**

*Katharine Sperandio, William & Mary*

*Alex Hilert, William & Mary*

*Shuhui Fan, William & Mary*

The recent legalization of marijuana created many implications for society as a whole, but the effects on substance abuse treatment have yet to be thoroughly explored. The presentation will reveal early data collection from a qualitative study that explores whether or not states where marijuana is fully legal, such as Washington and Colorado, have experienced any benefits or challenges within substance abuse treatment due to the recent political movement.



## Roundtable Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J22, Table 3**

**Palisades A & B**

### **Infusing Multicultural Sensitivity, Humility, and Competence into Teaching and Research**

*Dilani Perera-Diltz, University of Houston - Clear Lake*

*Michael Jones, Messiah College*

This roundtable discussion will address the intentional and mindful infusing of multicultural sensitivity, humility, and competence in teaching and research. The participants will have the opportunity to both inquire about as well as share and discuss practices and techniques in infusing multicultural aspects into teaching courses and research in counselor education. Join us to learn more about infusing cultural sensitivity in teaching and research.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J23, Table 4**

**Palisades A & B**

### **Preferred Qualities of Candidates for Faculty Positions in Counselor Education**

*Patrick Mullen, William & Mary*

In this presentation, we will review the findings from our study in which we surveyed counselor educators in CACREP-accredited programs to explore their preferences for assistant level faculty position qualifications. We will discuss the preference of qualifications based on respondents' academic record, type of university, and other demographic qualities. The discussion of these findings will be geared toward individuals seeking a faculty position in counselor education.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J25, Table 6**

**Palisades A & B**

### **Undocumented/DACA-mented Warriors “Strength, Courage, and Hope”**

*Lacretia Dye, Western Kentucky University*

*Robert Martinez, University of North Carolina at Chapel Hill*

Many families with an undocumented member in the U.S. are mixed-status families. There may be one or more undocumented adult, but 38% of those adults live with a U.S.-born child. Deportation orders tear families apart and create hardship in communities. Using a qualitative research study as a source, participants will explore and better understand the strengths, vulnerabilities, and informal community networks of immigrant communities.



## Roundtable Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J26, Table 7**  
**Fostering the Development of International Students' Teaching Knowledge and Skill**

Eric Suddeath, *Mississippi State University-Meridian*  
Sumedha Therthani, *University of Mississippi*  
Alex Kerwin, *University of Mississippi*

Palisades A & B

Are you passionate about teaching and training future counselor educators to teach? Do you work with international students? If yes, this session is for you. This presentation will provide information about culturally-sensitive teaching preparation strategies for supporting international counselor education doctoral students' development of teaching knowledge and skill.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J27, Table 8**  
**Narrative Study of Black Males' Sense of Belonging in Graduate Counseling Programs**

Justin Adams, *University of Arkansas*

Palisades A & B

This roundtable will explore the narratives of Black males' sense of belonging in graduate counseling programs. Using tenets of Critical Race Theory, Narrative Theoretical Foundations, and HBCU Education Model, the presentation will draw connections on how Predominately White Institutions can increase the sense of belonging for Black males. The presentation will also discuss narratives of growing up in America through the lens and voice of Black males.

**Saturday, October 13, 8:00 AM - 8:50 AM - Program ID = J28, Table 9**  
**Activism at Home: Examining and Addressing Incidents of Microaggressions Within Counseling Programs**

Kerrie Fuenfhausen, *Lenoir-Rhyne University*

Palisades A & B

One might assume that the counselor training environment would be relatively free from microaggressions due to CACREP requirements for Multicultural and Social Justice Counseling Competencies within and throughout programs; however, counseling programs are not immune from the impact of systemic oppression. In hopes of combatting this issue, the presenters will provide information from a study to explore the experiences of microaggressions in CACREP-accredited counseling programs.



## Poster Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 1**

**Palisades Foyer**

### **Invisible Wounds: Preventing Vicarious Trauma in Practicing Counselors**

Margaret Taylor, *Auburn University*

Jamie Carney, *Auburn University*

Bethany Lanier, *University of West Georgia*

Sarah Flint, *Auburn University*

Counselors are taught to place themselves in the client's position to better understand their feelings and thoughts. Consequently, hearing extreme details of human distress can cause trauma to counselors, resulting in vicarious trauma. It is essential for counselor educators to identify measures that will lessen the effects of vicarious trauma in counselors. This presentation will provide information on techniques in supervision that are associated with lessening the effects of vicarious trauma.

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 2**

**Palisades Foyer**

### **Higher Ed and Hurricanes: Experiences of a Counselor Educator**

#### **Working in a Natural Disaster Area**

Jennifer Gerlach, *Texas A&M University - Corpus Christi*

Natural disasters provide a critical opportunity for students, practitioners, and counselor educators to become involved with community engagement and activism. The presenter will share her experience of being a counselor educator in a community deeply impacted by Hurricane Harvey. The presenter will provide strategies for working with communities affected by natural disaster, tips for self-care, and ideas for providing sustainable mental health support.

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 3**

**Palisades Foyer**

### **The Roles of Counselors, Educators, and Supervisors in Addressing the Opioid Epidemic**

Dana Ripley, *Virginia Tech*

Justin Jordan, *Virginia Tech*

The proliferation of opioid prescriptions has significantly increased the misuse of these drugs. Opioid overdose is now the leading cause of accidental death in the United States. Counselors have the ability to facilitate prevention, motivation, and recovery in communities impacted by opioid addictions. Supervisors and educators must prepare counselors to address the needs of people with Opioid Use Disorders, including cultivating appropriate skills and knowledge among developing counselors.

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 4**

**Palisades Foyer**

### **Best Practice Guidelines to Facilitate Post Traumatic Growth Among Trauma Counselors**

Jennifer Deaton, *University of South Carolina*

Counselors who experience vicarious trauma have reported growing in self, making a difference, and finding their own ways to process the trauma work (Bartoskova, 2017). This presentation will review constructs of meaning-making, social support, and empathy, to help supervisors facilitate posttraumatic growth among counselors. Attendees will learn predictors of vicarious trauma and posttraumatic growth in counselors, supervision interventions, and best practice guidelines for PTG facilitation.





## Poster Sessions

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 5**

**Palisades Foyer**

### **Substance Use Among College Students Who Survived Childhood Sexual Abuse**

*Maria Haiyasoso, Texas State University*

*Courtney Borsuk, Johns Hopkins University*

*Christine Wong, St. Mary's University*

It is well-documented that substance use is often a coping mechanism for survivors of childhood traumas including child sexual abuse (CSA; Calmes, 2013). Although having a history of CSA does not necessarily lead to substance use in college students, previous research supports that there is a strong association between childhood trauma and substance use. Prevalence, assessment, treatment, and research on substance use among college students who survived CSA will be explored using case examples and discussion.

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 6**

**Palisades Foyer**

### **Pattern of Female Incarceration: The Presence of Abuse and Substance Misuse with Incarcerated Women**

*Abigail Holder, Auburn University*

In recent years, incarceration for substance misuse has increased, while treatment has been limited. Nationwide, the female incarcerated population is the fastest growing correctional population, according to the statistics provided by the Court Services and Offender Supervision Agency (CSOSA) in 2015. The Correctional Association of New York (the CA) also found that the majority of women in prison are survivors of domestic violence and childhood abuse. This presentation focuses on the intersection between substance misuse and abuse within the incarcerated female population.

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 7**

**Palisades Foyer**

### **Addiction Client Perspectives on Use of Technology for Treatment and Recovery Support**

*Justin Tauscher, University of Florida*

Technology-based therapeutic tools show promise for management of substance use disorders. With an abundance of research demonstrating beneficial outcomes of technology-based approaches, it is important to understand how appealing these interventions are for clients in addiction treatment. This survey-based study explores current technology use of individuals engaged in addiction treatment, areas of recovery for which technology can be helpful, and barriers to use of technology for recovery.

**Saturday, October 13, 8:00 AM - 8:50 AM - Poster 8**

**Palisades Foyer**

### **Multicultural Concerns in Trauma Counseling: A Global Call to Action**

*Rebecca M. Cash, The University of North Carolina at Greensboro*

*Madeleine G. Morris, The University of North Carolina at Greensboro*

With staggering statistics on the prevalence of multiple forms of trauma, clinicians are faced with an overwhelming need for trauma-informed care. Though there are clear standards for multicultural considerations in counseling, there is a lack of consensus on how best to treat trauma-related concerns. Presenters review relevant literature, provide vignettes regarding multiculturalism in trauma care, and advocate for the inclusion of multicultural considerations in future trauma competencies.



# Content Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K1**

**Center**

## **What is Your Job Like? Experiences of Counselor Educators across Various Positions**

*Cheryl Wolf, Western Kentucky University*

*C. Missy Butts, University of North Carolina at Charlotte*

*Rabeena Alli, Loyola University, Maryland*

*Janelle Bettis, The Chicago School of Professional Psychology*

*Melanie Iarussi, Nova Southeastern University*

*Panagiotis Markopoulos, University of New Orleans*

*Shawn Spurgeon, The University of Tennessee, Knoxville*

*Elizabeth Villares, Florida Atlantic University*

*Cirecie West-Olatunji, Xavier University of Louisiana*

A panel of counselor educators in a variety of academic positions will provide insight into their teaching, research, and service expectations; promotion and tenure guidelines; and more. Panelist positions range from adjunct to full-time tenure positions, public to private universities, research-intensive to teaching schools, masters- to doctoral-level programs, traditional to online programs, and from a single university to transitioning across multiple universities.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K2**

**East**

## **BaFa BaFa: Foundational Diversity Training in Counselor Education**

*Michael Brubaker, University of Cincinnati*

*Dy'an Marinos, University of Cincinnati*

Are you interested in using diversity simulation training in your counselor education program? This session will explore the benefits and limitations of the simulation game BaFa BaFa, used as a foundational experience for all students and faculty. Presenters will share practical tips for implementing such a program as well as outcome data related to cross-cultural counseling competencies. Come and see how to use this engaging and impactful game in your program!

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K3**

**West A**

## **Voices of Rural School Counselors: A Study of Creating Safe Zones for LGBTQ Students**

*Valerie Couture, University of Central Arkansas*

This phenomenological study explored the experiences of rural school counselors as creators of safe zones for the LGBTQ student population. The researcher interviewed nine school counselors who worked in rural school districts in a Southern state. The data was analyzed using content analysis and common themes were found. Counselor educators and school counselors interested in understanding the best practices and challenges of creating safe zones in rural schools will benefit from this session.



# Content Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K4**

**West B**

## **Concept Mapping: A Constructive Mixed-Methods Research Design**

*Amber Pope, Old Dominion University*

*Gülşah Kemer, Old Dominion University*

Concept Mapping (CM), a structured, mixed-methods design, is an increasingly utilized research methodology in our field. Researchers have been using CM to develop conceptual frameworks and advance the theoretical development of complex abstract constructs (e.g., cognitions or moral commitment; Kane & Trochim, 2007). CM is a promising design for research studies examine the nuanced and idiosyncratic nature of the counseling and supervision practices.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K5**

**West C**

## **Learning to Be a Supervisor: Supervision-of-Supervision as a Reflexive Transforming Process**

*Pamela E. Brott, The University of Tennessee, Knoxville*

*Arden A. Szepe, The University of Tennessee, Knoxville*

Doctoral interns engage in an experiential learning process to integrate their thinking, doing, and becoming a supervisor. As a developmental process, individual supervision-of-supervision (iSoS) can move beyond skill development and tape reviews. The faculty-intern reflexive alliance nurtures the ebb and flow of a transforming process. The presenters will review the current literature, present a guiding framework, and engage in a dialogical conversation of their iSoS transforming process.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K6**

**Arcadian 1**

## **CACREP Table Talk**

*CACREP Board and/or Staff, CACREP*

This interactive session is an opportunity for representatives from CACREP-accredited counselor preparation programs and from programs interested in the CACREP accreditation process to interact with CACREP representatives to ask questions and share information about what is occurring in your program, institution, and/or state that is influencing counselor preparation and counseling practice.



# Content Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K7**

**Arcadian 3**

## **Moving Towards Action: How the Social Determinants of Mental Health**

### **Inform Social Justice Efforts**

David Jones, *Regent University*

Neil Duchac, *Kennesaw State University*

Jacquee Smith, *Regent University*

Professionals in the field of counseling are called to advocate and prevent poor mental health outcomes for both clients and their community. Moreover, the World Health Organization (WHO) suggests that the primary determinants of mental health outcomes are social (economic, political, and environmental). To address these poor outcomes, it is imperative that we have a comprehensive framework, such as the social determinants of mental health, for action to bring about equality in mental health outcomes.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K8**

**Mulligans**

## **Exploring Racial Microaggressions as a Strategy for Equity in**

### **Multicultural Counseling Classes**

Regina Finan, *University of Georgia*

Sarah Brant-Rajahn, *University of Georgia*

Alexandra Huguelet, *University of Georgia*

A paucity of literature explores racial microaggressions that Black students experience in multicultural counseling classes. A core component of counselor educator identity is multicultural competence; thus, it is important to examine our training environment for evidence that we are effectively incorporating and enacting multicultural principles into the classroom. Our presentation will review relevant literature, share the methodology and initial findings of a study, and discuss implications.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K9**

**Palisades C**

## **Advocating for Equity in the African American Community:**

### **Trauma Informed Perspective & Practice**

Tanisha Sapp, *Argosy University Atlanta*

Michelle Mitchell, *Clark Atlanta University/Argosy University Atlanta*

Jacqueline Morgan, *Argosy University Atlanta*

Participants will explore the need for a specialization in the treatment of trauma among African Americans. Participants will examine the psyche of African American males who have experienced trauma, while also being impacted by racism, hegemonic masculinity, mental health stigma, and cultural views of mental illness. Participants will explore how counselors engage in trauma counseling, enhance the instruction of trauma counseling, and enrich the supervision provided to newly licensed counselors.



# Content Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K10**

**Palisades F**

## **Suicidality: College Students' Attitudes and Behaviors**

*Sherrionda Crawford, Troy University*

*Shelley Reed, Troy University*

*Kanessa Miller Doss, Troy University*

Suicidal behaviors are a concern for colleges/universities, with an increased interest in campuses serving non-traditional students, who may have additional stressors, such as full-time work, dependents, and/or financial obligations. This presentation will discuss research findings of students' attitudes and behaviors concerning suicide, explore implications for educational training at campuses that serve non-traditional students, and provide national/regional resources.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K11**

**Palisades G**

## **Connecting Body and Soul: A Creative Arts Supervision Approach**

*Charles Myers, Eastern Kentucky University*

*Ken Enggretson, Eastern Kentucky University*

Creative arts open new pathways to awareness and being. Using creative arts activities in supervision and class generates counselors-in-training self-awareness, empathy, use of theory in practice, and ability to identify underlying themes. Supervisors can use creative arts to facilitate student counselors' professional identity development, presence in the counseling room, client relationships, and ultimately therapeutic movement.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K12**

**Palisades H**

## **Enhancing Counselor Identity Development: A Mindfulness Approach to Supervision**

*Jennifer Scaturro Watkinson, Loyola University Maryland*

*Gayle Cicero, Loyola University Maryland*

Counselors in training (CIT) begin a developmental journey that includes learning how to attend to clients and navigate anxiety associated with learning. Drawing from a phenomenological study, participants explore the benefits of a mindfulness approach to supervision at the early stages of counselor development, along with implications for practice. Lastly, participants will leave with several mindfulness-based reflective activities they can adapt to fit their own supervision style.

**Note: Supervision (qualifies for special designation)**



# Content Sessions

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**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K13**

**Palisades I**

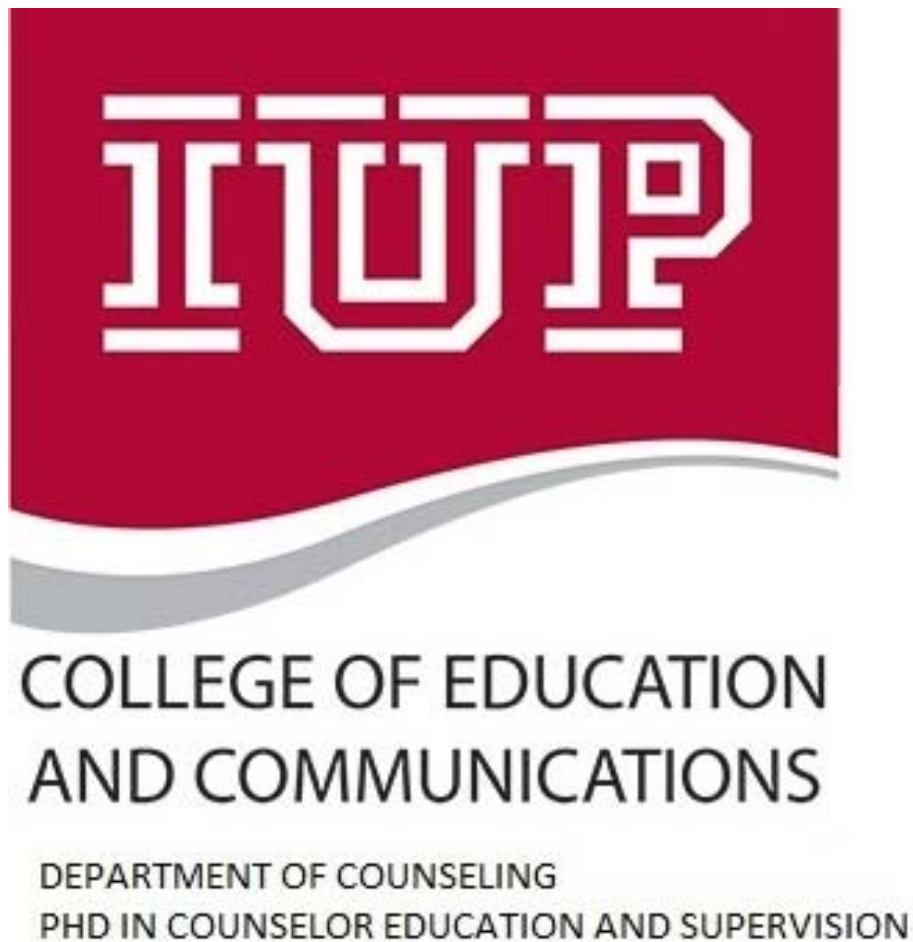
**Addiction Counseling Supervision: Legal and Ethical Issues and Considerations**

*Stephanie Robinson, University of Holy Cross New Orleans*

The objective of this presentation is to provide an overview of the complexities and challenges associated with supervising counselors working in the addiction field. Topics we will explore are professional boundaries, self-disclosure, relapse, self-care, managing personal bias, and dual relationships. Additionally, participants will be exposed to case studies involving common ethical dilemmas in addiction counseling that supervisors experience.

**Note: Supervision (qualifies for special designation)**





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or contact Dr. Kim Desmond,  
Doctoral Program Coordinator at [kdesmond@iup.edu](mailto:kdesmond@iup.edu).



# Roundtable Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K14, Table 1**

**Atlantic View II**

## **Counselors-in-Training Perceptions of Supervisor Responses to Client Sexualized Behaviors**

*Caroline Bravo, Tennessee Technological University*

*Charles Luke, Tennessee Technological University*

Addressing inappropriate client sexualized behaviors within supervision is an uncomfortable experience for counselors-in-training, and overlooking these interactions may be harmful to their clinical development. This research highlights the prevalence of these occurrences, the extent to which counselors-in-training seek support, and the extent to which they feel supported by their supervisor's response. The results from this study have the potential to enhance both client and counselor welfare.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K15, Table 2**

**Atlantic View II**

## **Supervisors, Are Your Supervisees Ready To Intervene With Clients At Risk Of Suicide?**

*Nikki Elston, Wake Forest University*

*Dennis Gilbride, Georgia State University*

*Laura Shannonhouse, Georgia State University*

Counselor Trainees (CITs) report receiving little to no suicide intervention training in their preparatory programs, so it is unclear what skills and interventions they use in working with clients at risk. This quasi-experimental, longitudinal study collected data at five-time points during a semester and examined the differences between CITs trained in ASIST versus control (training as usual) during their first clinical experience. Study rationale, results, and implications will be discussed.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K16, Table 3**

**Atlantic View II**

## **Experience and Reflection: Doctoral Students Share Their Transition to Counselor Educator Supervisor**

*Caroline Perjessy, Argosy University, Tampa/Sarasota*

*Marina Bunch, Argosy University, Sarasota*

*Michele Pinellas, Argosy University Sarasota*

*Maria Giuliana, Argosy University, Sarasota*

Literature in the area of clinical supervision has increased; however, there is still little attention specific to training, preparation, and clinicians' transition to clinical supervision. This roundtable seeks to offer the experiences of doctoral students with different backgrounds, along with a counselor educator, to facilitate a conversation about the challenges and achievements of supervisory identity development.

**Note: Supervision (qualifies for special designation)**



# Roundtable Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K17, Table 4**

**Atlantic View II**

## **Single in Academia: The Ethics of Dating Apps**

*Michelle Wade, Marymount University*

Dating in the 21st century entails the use of technology to meet individuals you may not otherwise meet. However, as an academic, the dating world can be much smaller than expected. One must consider what information to put out there for public consumption while trying to also make oneself «marketable» to other eligible singles. Additionally, what happens when your «match» is a fellow colleague or student? This presentation will explore the ethical conundrums that face single academics.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K18, Table 5**

**Atlantic View II**

## **(Not) Making the Grade: How Course Work Reveal Students' Superficial Commitments to Social Justice**

*Dana Griffin, The University of North Carolina at Chapel Hill*

This session describes a critical encounter in a master's level multicultural counseling class, in which students seemed receptive to and actively engaged in examining their privileges, lived experiences, and dispositions. However, when students received their scores on a Cultural Identity paper assignment, instructors received vehement opposition. By sharing our experiences in the multicultural class setting, we hope to engage the experiences and ideas of other counselor educators.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K19, Table 6**

**Atlantic View II**

## **Bereavement Needs of Men: Social and Systemic Considerations**

*Paul Smith, University of St. Thomas*

During the presentation, the grieving needs of men will be reviewed and explored. Research from focus groups with grieving men will provide an outline to the conversation and a framework for discussing the unique experiences and therapeutic needs of grieving men due to a variety of social and systemic influences.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K20, Table 7**

**Atlantic View II**

## **Creating a Culture of Activism When Teaching Career Counseling**

*Aaron Oberman, The Citadel*

*Seth Hayden, Wake Forest University*

This session will focus on strategies and activities that strengthen the career development of counselor trainees whether in the classroom or online environment. The presenters will share sample assignments that build upon a model of activism in practice that help to demonstrate the wide scope and impact of career counseling within the overall counseling process. Sample activities will be shared by the presenters, such as a vocational privilege walk and career collage.



# Roundtable Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K21, Table 8**

**Atlantic View II**

## **Ethical Issues with Grief Counseling**

Connie Mitchell, *Mercer University*  
Kenyon Knapp, *Liberty University*

Participants will learn numerous ethical principles as they relate to grief counseling. We will discuss grief counseling ethics regarding individual, family, community, and grief. Participants will also review some grief counseling ethical case studies and will have group discussions about not only their decisions on ethical dilemmas, but the process of arriving at those decisions. Ethical issues related to palliative care, end of life decisions, and similar topics will be discussed.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K23, Table 2**

**Palisades A & B**

## **Navigating the Faculty Job Search as a Person of Color**

Robert Casares, *Wake Forest University*  
Michelle Ghoston, *Wake Forest University*

Obtaining a full-time faculty position is a daunting and protracted process. Applicants from minority groups commonly face challenges as they seek to secure meaningful mentorship, identify promising opportunities through program research and networking, and navigate multiple rounds of interviews. Drawing from their recent successful job searches, the presenters will offer anecdotes, insights, and resources for applicants of color seeking to obtain a faculty position in Counselor Education.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K24, Table 3**

**Palisades A & B**

## **Counseling Skills in Student Affairs? Survey Says: Essential AND Expected!**

Marcella Stark, *Texas Christian University*  
Elizabeth Likis-Werle, *East Tennessee State University*  
Olivia Wedel, *Texas Christian University*

College student affairs practitioners often come from programs outside of counselor preparation and are not trained in counseling skills. In this roundtable discussion, the results of a mixed-method study will be discussed, in which beginning-to-mid-level student affairs practitioners explained the need for counseling skills, and senior administrators reported an expectation for it. Counselor educators are positioned to provide this training and bridge the gap for student success.



# Roundtable Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K25, Table 4**

**Atlantic View II**

## **More Than a Day on the Hill: Flipping the Script for Advocacy**

*Robyn Trippany Simmons, Walden University*

*Marilyn Haight, Walden University*

*Savitri Dixon-Saxon, Walden University*

This session will feature a discussion of how counselor educators can flip the advocacy script by identifying curricular activities which extend beyond legislative advocacy efforts. A creative instructional approach will be shared. Participants will have the opportunity to discuss methods they use to move beyond traditional advocacy instruction.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K26, Table 5**

**Palisades A & B**

## **"She's so \_\_\_\_ for her age!" Microaggressions Related to Age and Gender in CES**

*Savannah Cormier, University of Northern Colorado*

*Jessica Manson, University of Northern Colorado*

This presentation focuses on the experiences of women in CES careers navigating their professional roles amidst daily microaggressions made regarding their gender and perceived age. Through autoethnographic photography, presenters will share their experiences while providing opportunities for participants to self-reflect on personal experiences and implications. Additionally, preliminary findings from a phenomenological study of this topic will be presented.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K27, Table 6**

**Palisades A & B**

## **It's Time to Talk About Porn Addiction: Implications for Counselor Educators & Supervisors**

*Simona Niculaes, Auburn University*

*Marina Green, Auburn University*

*Morgan Jenkins, Auburn University*

Pornography addiction has become an epidemic, one that is not only negatively impacting those who are addicted, but also their partners. This roundtable discussion is aimed at exploring the detrimental effects of pornography use on mental health and relationship functioning, as well as barriers to quality treatment. Due to the rising need for counselors to effectively serve this population and those closely affected, implications for counselor educators and supervisors will be discussed.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K28, Table 7**

**Palisades A & B**

## **Struggling Well: A Conversation on Relational Health With Students, Supervisors, and Faculty**

*John T. Super, University of Florida*

Managing the complexities of establishing and maintaining effective field experiences is no simple task, and counselor educators need effective ways to cope and help students cope. The goals of this presentation are to create space for a conversation about the challenges inherent in the administration of field experiences, and the ways in which all involved struggle. The presenters will focus the conversation on the strength of relationship building within the program and the community.



# Roundtable Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K29, Table 8**

**Atlantic View II**

## **Exploring Millennial Activism and Racial Equity Interventions in Ferguson, Missouri**

Jessica Haas, *Nova Southeastern University*

Hope Schuermann, *University of Florida*

Marion E. Toscano, *Loyola University Maryland*

Chun Shin Taylor, *Loyola University Maryland*

The Black Lives Matter movement flipped the script on civil rights activism. In an age of social media, millennial activism, and civil uprising, counselors must update ideals of professional advocacy in practice and understand the specific counseling needs of citizens effected by racism trauma and civil uprising. Exploring stakeholder experiences in Ferguson, MO revealed insights into cultivating racial equity in and out of the counseling room and classroom.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K30, Table 9**

**Palisades A & B**

## **Wellness Kungfu: How Counselor Wellness is Related to EQ**

Erica Merrill, *University of North Carolina at Charlotte*

Using Shaolin Monks' understanding of training, spirituality and mental control, this presentation applies the use of trait emotional intelligence to counselor preparation. This session provides a balanced understanding of wellness, reviews the appraisal process, and examines data from counselors-in-training. It will provide insight into building an EI-based wellness plan and review the difference between counselors who know how to make a wellness plan and those who have mastered wellness.

**Saturday, October 13, 9:00 AM - 9:50 AM - Program ID = K31, Table 10**

**Palisades A & B**

## **Black-ish: Counseling Implications When Race and Socioeconomic Status Intersect**

Rachelle Redmond Barnes, *Winston-Salem State University*

Robyn Lowery, *Walden University*

Historically, research in several domains has focused on the experiences of Black Americans who live in poverty. Although the intersectionality of race and socioeconomic status is important, little emphasis has been given to the lived experiences of the middle class and upper-middle-class Black Americans. The purpose of this presentation is to provide a unique vantage point and highlight the related counseling implications. Additional variables, including age and gender, also will be discussed.





# Poster Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 1**

**Palisades Foyer**

## **Love Languages Across the Lifespan**

Ashley Cosentino, *The Chicago School of Professional Psychology*

People have a love tank that is fueled by their love language(s). When a person's love tank is full, they feel genuinely loved by those around them. Children and teenagers with full love tanks grow up to be well-adjusted adults. An empty love tank can lead to internal struggles causing children to look for love in the wrong places. Today's problems stem from a lack of feeling loved within relationships. Learning to speak a person's love language can offer a positive solution to those problems.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 2**

**Palisades Foyer**

## **Salient Attachment Relationships: Childhood to Adolescence**

Margaux Brown, *Augusta University*

Ari-Elle West, *Augusta University*

The researchers will deliver an integrative summary of current attachment theory research, emphasizing the shift in the most salient attachment figure as the child develops. Specifically, as children develop competencies, dependency on parents decreases, and children begin to rely on peers in middle childhood, and then later, on romantic partners to meet attachment needs. Case examples highlight attachment behaviors and interventions to be implemented in school and with families at each stage.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 3**

**Palisades Foyer**

## **Improving Counseling Services for Urban Youth: Leadership Groups vs. Traditional Anger Management**

Isaac Burt, *Florida International University*

This study explored whether leadership is necessary when working with angry youth. Fifty middle school-aged adolescents served as participants. Eighteen received a strength-based, leadership-driven anger management group, while 18 participants received the same anger management group, devoid of the leadership component. Sixteen participants served as a control group and did not receive either of the two treatments. Results indicated the leadership-driven group had the most reduction in overall anger.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 4**

**Palisades Foyer**

## **Supervision Experiences Related to Secondary Traumatic Stress When Treating Sexual Abuse Survivors**

Brooke Wymer, *University of South Carolina*

The study sought to examine the supervision experiences of counselors providing treatment to child sexual abuse survivors related to Secondary Traumatic Stress. The consensual qualitative research methodology was utilized to capture the experiences of counselors undergoing the phenomena. Domains, core ideas, and cross-analyses results derived from the data will be reported. Implications for future research, counselor educators, and clinical supervisors will be discussed.



# Poster Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 5**

**Palisades Foyer**

## **Equity Through Understanding: Using Science Fiction and Fantasy to Enhance Empathy**

*Heath Stevens, Mississippi School for Mathematics and Science*

Empathy is critical for developing positive social relationships, so how can school counselors facilitate this growth in an appealing manner for students? One way would be by using science fiction and fantasy. Join us to discuss such works as Doctor Who, Star Trek, Buffy the Vampire Slayer, The Twilight Zone, etc., and how they can help enhance empathy to increase equity. Whether you prefer to beam up or roam cemeteries late at night, you are sure to have a good time!

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 6**

**Palisades Foyer**

## **Counselors' Experiences Working with Children Exhibiting Externalized Behaviors: A Qualitative Study**

*Jessie Guest, University of South Carolina*

The purpose of this poster is to present the findings of a qualitative study examining the experiences of counselors working with children who exhibit externalized or aggressive behaviors in session. Counselors may experience higher levels of stress during these sessions, which may potentially influence their work with clients. Utilizing Thematic Analysis (TA), common themes found in this study are explored and illustrated.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 7**

**Palisades Foyer**

## **The Evolution of Autism and Asperger Syndrome: Where From Here?**

*Pamela Riley, Walden University*

This presentation will provide participants with an overview of the changes to the Asperger's Syndrome and autism diagnoses since the release of the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The presenter will highlight the diagnoses history, the DSM-5 changes/rationalization, the importance of diagnostic accuracy, and public health policy and funding concerns. Participants will receive tools/information for supporting stakeholders at various levels.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 8**

**Palisades Foyer**

## **Exploring the Impact of 30 minutes of Aerobic Exercise on the Symptoms of ADHD in Adults**

*Kelly Owenby, Kaplan University*

The mental health community has begun to recognize ADHD as a disorder that affects adults as well as children. Even though this realization has been made, research associated with adult ADHD is still lacking. Numerous research studies have been conducted to explore the impact of exercise on the symptoms of ADHD; however, the primary focus of these studies have been on children. The research study in this poster session explored the impact of exercise on the symptoms of ADHD in adults.



## Poster Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 9**

**Palisades Foyer**

### **Essential Awareness and Knowledge for Children With Disabilities in Play Therapy**

Josh Hawkins, *Texas A&M University-Commerce*

Matthew Fish, *Texas A&M University-Commerce*

There are gaps in counselor education, play therapy classes, and advocating for awareness when working with children with physical and mental disabilities. This program advocates for generating awareness of the disabled population and increasing knowledge in play therapy education, as well as offers practical adjustments to playrooms that can help play therapists become culturally competent when working with the physically and developmentally disabled population.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 10**

**Palisades Foyer**

### **Supervision in the Opioid Epidemic**

Brandy Smith, *Virginia Tech*

Dana Ripley, *Virginia Tech*

Despite decreases in opioid prescribing, opioid abuse and opioid related deaths continue to rise in the United States. Addiction, as we know, not only affects the individual, but ripples out to family, friends, and communities. As educators and supervisors, it is important that we prepare counselors-in-training to serve this population. This presentation will discuss considerations for supervisors working with those in school and community settings.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 11**

**Palisades Foyer**

### **Impact of Social Capital on Family Relationships for Low-Income Couples**

Ryan Carlson, *University of South Carolina*

Naomi Wheeler, *Virginia Commonwealth University*

Low-income and ethnically diverse individuals face unique barriers to maintaining family stability. Social capital describes the benefit that support networks provide for family functioning. We examined the influence of income and social capital on family functioning for low-income, ethnically diverse, individuals who attended relationship education. We present results from the SEM and actor-partner interdependence models, as well as discuss implications for counseling practice and research.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 12**

**Palisades Foyer**

### **Utilizing Relational Cultural Theory to Inform Career Counseling with Autism Spectrum Disorders**

Terri Howe, *Texas A&M University Corpus Christi*

Shanice Armstrong, *Henderson State University*

This poster session will introduce RCT as a method for exploring, assessing, and utilizing the growth-fostering relationships to foster career development, exploration, and global well-being among individuals with Autism Spectrum Disorder. The integration of relational cultural theory (Miller, 1976) into career theory and counseling presents a conceptual framework for holistic introspection of career progress and process.



# Poster Sessions

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 13**

**Palisades Foyer**

**Guardianship and Guardianship Alternatives: Implications for Counseling Education and Supervision**

*Richard Chapman, University of South Florida*

There is an increased need for counselors to work with a diverse clientele and diverse issues. A common issue affecting individuals with disabilities is guardianship. The issue of guardianship has been neglected in the conversation inside the counseling profession. The purpose of this presentation is to provide an overview of guardianship and guardianship alternatives for counselor educators and discuss how to integrate these topics in the counseling education classroom.

**Saturday, October 13, 9:00 AM - 9:50 AM - Poster 14**

**Palisades Foyer**

**Equity Begins in Infancy: Bringing Awareness to Infant and Toddler Mental Health**

*Nina Medyk, University of Florida*

*Jo Lauren Weaver, University of Florida*

Infancy and toddlerhood are sometimes overlooked in the mental health field, as the effectiveness when working with this population are often difficult to measure. However, preventative measures should not be underestimated. This poster presentation will explain early brain development as it relates to mental health, discuss the current research linking early experiences to later maladaptive behaviors, and explore the efficacy of preventative interventions during infancy.

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# Content Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L1**

**Center**

## **Cultural Humility in Trauma Treatment & Disaster Mental Health**

Jyotsana Sharma, *Virginia Tech*  
Gerard Lawson, *Virginia Tech*

Cultural humility is, “one’s ability to maintain an other-oriented interpersonal stance, even under the strain of cultural differences between the client and counselor” (Davis, et al., 2014, p. 483). This stance in trauma treatment and disaster response is critical when other strains challenge the client and the relationship. This session will present concrete examples of do’s and don’ts in trauma treatment and disaster management that can help facilitate and maintain equity in these areas.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L2**

**East**

## **Teaching Spirituality in Counselor Education**

Clay Rowell, *University of North Georgia*  
Scott Young, *The University of North Carolina at Greensboro*  
Craig Cashwell, *The University of North Carolina at Greensboro*

The Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) promotes competencies for counselors that are designed to give counselors and counselor educators guidelines for incorporating psycho-spiritual practices with clients. The presenters will offer their experiences in teaching spirituality in counseling by sharing course content, pedagogy, and techniques designed to facilitate counseling students’ learning in this arena.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L3**

**West A**

## **A STEM Achievement Motivation Program for Hispanic Elementary Students: A Mixed-Method Approach**

Hulya Ermis, *Texas A&M University - Corpus Christi*  
Robert L. Smith, *Texas A&M University - Corpus Christi*  
Ajitha Chandrika Prasanna, *Texas A&M University - Corpus Christi*

This session benefits school counselors and counselor educators by enhancing their knowledge of achievement motivation and STEM programs for elementary-school-aged Hispanic students. Attendees will be provided with the mixed-method research results of a successfully implemented creative program that focused on exploring students’ perceptions of STEM-related subjects as well as increasing their level of achievement motivation, along with their interest and confidence in mastering STEM fields.





# Content Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L4**

**West B**

## **Making Research Relevant: Helping Students Apply Research to Practice**

*Carrie Wachter Morris, The University of North Carolina at Greensboro*  
*Kelly L. Wester, The University of North Carolina at Greensboro*

Making research relevant? Counseling students, particularly those at the master's level, often feel disengaged with the research process. Yet, as we get deeper into the era of accountability, using research to demonstrate clinical effectiveness has never been more important for counseling practitioners across settings. Help forge the future of professional counseling by helping students establish a firm foundation built on practitioner research and client outcomes.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L5**

**West C**

## **Positive Gatekeeping: Helping Student Through the Gate**

*Keesha Kerns, Norfolk State University*  
*David Ford, James Madison University*  
*Sophia Tailor, Liberty University*  
*Jennifer Perry, University of North Carolina at Charlotte*

Gate keeping is an ethical mandate. Counselor educators have a unique role to prepare and teach those entering the gate. This presentation will review various tools/practices faculty can implement and how these tools can be used in an ethical manner to manage the progression of students to professional counselors.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L6**

**Arcadian 1**

## **How Do Black Female Faculty Define Success in Higher Education?**

*Nivischi N. Edwards, Liberty University*  
*Joy Mwendwa, Liberty University*  
*Arleezah Marrah, Liberty University*  
*Ann Shillingford Butler, University of Central Florida*

This session will present a study on the complexity of success for Black female faculty and the challenge of navigating the journey through the professorate. Presenters will provide an overview of research findings and potential implications. At the conclusion of this program, participants will understand the importance of cultural sensitivity and determination. They will also gain an enhanced awareness of the unique challenges associated with being Black and female in higher education.



# Content Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L7**

**Arcadian 3**

## **“PRAY IT AWAY!” The Black Church and Mental Health—Advocacy in Motion**

E. Joan Looby, *Mississippi State University*  
Kimberly Peeples, *Mississippi State University*

Research delineates inadequate mental health services, disparities, and premature treatment termination for African Americans (Avent & Cashwell, 2009; Leong, 2011). Research also points to Black clergy as the support that African Americans access instead of mental health professionals (Allen, Davey & Davey, 2009). This presentation details how the Black church and mental health agencies can engage collaboratively to advocate for culturally sensitive care for African American clients.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L8**

**Mulligans**

## **Racial Injustice in the Media: Effects of Exposure on Substance Use**

Amanda Giordano, *The University of North Texas*  
Elizabeth Prosek, *The University of North Texas*  
Sarah Agarwal, *The University of North Texas*  
Lisa Beijan, *The University of North Texas*  
Citlali Molina, *The University of North Texas*

An association exists between direct experiences of racial discrimination and substance use, however, less is known about the effects of vicarious or indirect exposure to racial injustice. In this presentation, we will explore the impact of viewing racial injustice in the media on substance use among people of color. We will highlight considerations for educators, supervisors, and clinicians related to the effects of vicarious racial trauma on substance use.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L9**

**Palisades C**

## **Brain-Based Trauma Treatment**

Linda Ouellette, *Troy University*

Counselors must understand the latest brain-based trauma research and how it informs trauma theory, assessment, and treatment. This presentation will provide counselor educators and supervisors with information on the neurobiological systems affected by trauma and how to help students and supervisees apply this research to help clients interrupt the trauma response and begin to recover from trauma.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L10**

**Palisades F**

## **“Chameleonic” Identity: Multi-layered biculturalism and Foreign-born Doctoral Counseling Students**

Claudia Interiano-Shiverdecker, *University of North Carolina at Charlotte*

This study explored the interplay between a multidimensional model of acculturation and professional identity development among eight foreign-born doctoral students in counselor education. An interpretive phenomenological analysis revealed that while trying to acculturate to the Euro-American counseling cultural context, participants experienced a sense of conflict, loss, and grief, resulting in what they called a “chameleonic” professional identity. Further implications will be discussed.



# Content Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L11**

**Palisades G**

## **What Supervisors Need to Know About How Supervisees Process Constructive Feedback**

*W. Bradley McKibben, Nova Southeastern University*

When a supervisor offers constructive feedback, how does a supervisee perceive the feedback? Does attachment play a role? What are the implications for the supervisory relationship? In this session, the presenters offer findings from a content analysis study of supervisors' constructive feedback from supervisees' perspectives and discuss the interplay of processing feedback through an attachment lens. Implications for providing constructive feedback will be discussed.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L12**

**Palisades H**

## **Practicing What We Preach: A Critical Look at Ideology in Counselor Education**

*John Dewell, Loyola University New Orleans*

If counselors want to offer more than the frightened polarized debates that plague our country, they must take a critical look at the cultural, political, and professional processes and practices they are engaged in. This presentation will take a critical look at several areas in the field that are ideologically incongruent, the danger of remaining so, and the importance of training future counselors to engage in a critical perspective. Finally, it will facilitate a dialog on being ideologically congruent.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L13**

**Palisades I**

## **Navigating Broaching Behaviors in Clinical Supervision: White Doctoral Supervisors' Experiences**

*Connie Jones, The University of North Carolina at Greensboro*

*L. DiAnne Borders, The University of North Carolina at Greensboro*

*Susan Branco, TCSPP*

Six white, women doctoral supervisors described intentions and efforts to broach culture during clinical supervision. Following a CQR protocol, four domains emerged: (1) supervisors' initial intentions and hesitations about broaching; (2) characteristics of four broaching events; (3) supervisors' evolving self-efficacy about broaching; and (4) supervisors' suggestions for more effective training. Implications for supervision training and research will be discussed.



## Roundtable Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L14, Table 1**

**Atlantic View II**

### **Maybe You CAN Teach an Old Dog New Tricks: Creating an Animal Assisted Therapy Class**

Leigh Falls Holman, *The University of Memphis*

Paul Dunaway, *The University of Memphis*

Animal Assisted Therapy (AAT) is a creative, neurosequential, and trauma-informed intervention, demonstrating efficacy with a variety of mental health issues. However, it requires special training to be practiced ethically. We discuss the development of an AAT course, and provide a course description, suggested texts, and supplemental reading material and evaluation methods leading to AAT certification, integrating both didactic and experiential activities for a well-rounded pedagogical approach. A sample syllabus is provided.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L15, Table 2**

**Atlantic View II**

### **Fostering Resiliency in an At-Risk Elementary School Through Child Teacher Relationship Training**

Phyllis Post, *University of North Carolina at Charlotte*

Amy Grybush, *University of North Carolina at Charlotte*

Abdelaziz Elmadani, *University of North Carolina at Charlotte*

This workshop will describe a 2½ year Child-Teacher Relationship Training (CTRT) project with teachers in a low-functioning, high-poverty elementary school. The CTRT model was adapted to increase teachers' awareness of the impact of trauma on the developing brains of young children, and to infuse elements of social justice. This workshop will describe the details of the project, how we received "buy-in" from the stakeholders, and how we are assessing effectiveness.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L16, Table 3**

**Atlantic View II**

### **You Belong: Recruitment and Retention of Diverse Populations Within Counseling Programs**

Marlon Johnson, *The University of Tennessee, Knoxville*

Casey Barrio Minton, *The University of Tennessee, Knoxville*

CACREP accreditation standards require that programs make continuous and systematic efforts to attract, enroll, and retain a diverse group of students. This presentation will feature a review of the literature regarding retention and recruitment of students with historically marginalized identities. Presenters will explore potential needs of diverse students within counseling programs, share case examples from one program, and facilitate dialogue regarding implications for practice.



# Roundtable Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L17, Table 4**  
**The Implications of Adverse Childhood Experiences Research on Counseling Students**

*Charlotte Hamilton, South University - Columbia*

**Atlantic View II**

The Implications of Adverse Childhood Experiences Research on Counseling Students will discuss the issue of the «wounded healer.» Research has suggested students enrolling into a graduate counseling program may be trying to heal themselves, come to terms with childhood trauma, and/or reliving an event and would like to become a part of the process that shaped their lives.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L18, Table 5**  
**Career and Educational Equity and Access for Rural Appalachian Youth**

*Melinda M. Gibbons, University of Tennessee, Knoxville*  
*Jessica Marzi, University of Tennessee, Knoxville*

**Atlantic View II**

Information on addressing career and educational access for the rural Appalachians is sparse. Given that the Appalachian region includes 13 states, 10 of which are in the SACES region, it is vital that counselors-in-training understand the unique barriers faced by this group. We will discuss how to build on community strengths to best address issues of equity and access for rural Appalachians.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L19, Table 6**  
**Supervision, Diversity Awareness, and Practice: The Ethical Case for Cultural Competence**

*Lacy C. Overley, Arkansas State University*  
*Stephanie Gotay, Arkansas State University*

**Atlantic View II**

Presenters review counselor supervisors' ethical obligation to foster meaningful relationships and promote the development of supervisees, as identified in the ACA Code of Ethics (2014). The Code will be used to address (1) supervisors' responsibilities to promote diversity awareness among supervisees and (2) integrating multicultural concepts into the supervisory relationship. Case presentations will be used to discuss the application of diversity awareness during supervision.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L20, Table 7**  
**The Synergy of Neuroscience and Counseling: Past, Present, and Future Applications in Our Field**

*Wesley Webber, The University of Alabama*  
*Courtney Potts, The University of Alabama*

**Atlantic View II**

Neuroscience findings and concepts have been used as a new means of describing counseling processes and informing treatments. Our professional values are associated with such efforts, but in these early stages of integrating neuroscience research, our values should also lead us to be cautious and reflective. Attendees will learn about current issues in neuroscience research, assess our field's efforts thus far at incorporating neuroscience findings, and consider future improvements we can make.



# Roundtable Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L21, Table 8**  
**Helping Prepare Students to Succeed With the CPCE and NCE**

**Atlantic View II**

Rosario Ortiz, *St. Mary's University*  
Melanie Harper, *St. Mary's University*

The Counselor Preparation Comprehensive Examination (CPCE) and National Counselor Examination (NCE) are high stakes exams, for which failure delays attainment of goals. At universities where the CPCE is the final gate to graduation, some students are delayed or denied graduation due to failure on this examination, and in most states, failure on the NCE results in delay or denial of a license. This presentation explores ways to help students prepare for success on these examinations.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L22, Table 1**  
**Understanding Poverty: Reducing Barriers and Creating Opportunities**

**Palisades A & B**

Linda Foster, *Walden University*  
Jeannie Falkner, *Walden University*

Higher education is touted as a way to achieve the American dream. We help students achieve their dreams, but do we recognize the impact of poverty and explore it as a cultural consideration? Social justice is a hallmark of our profession, so as we challenge injustice and advocate for those in poverty, we seek to create effective learning environments for those students. Our goal is to create awareness about the barriers to learning and the cultural influence of poverty on students' lives and learning.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L23, Table 2**  
**Advocate for Your Academic Future: Tenure Strategies for Counselor Education Faculty**

**Palisades A & B**

Isaac Burt, *Florida International University*

Achieving tenure is a stressful event. Further exacerbating the situation is that many universities rely heavily on impact factors for tenure decisions. The number of ACA journals with impact factors is low in number. Many Counselor Educators may be unfamiliar with these metrics and overlook how critical they are when preparing for tenure. This presentation will highlight these metrics and help Counselor Educators employ strategies, methods, and procedures to present their materials.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L24, Table 3**  
**How to Navigate Difficult Classroom Conversations: Am I Prepared?**

**Palisades A & B**

Melissa Glover McCarthy, *Texas A&M - Commerce*

Oftentimes, educators are ill-prepared to deal with the potentially explosive nature of racial interactions; they do not recognize racial microaggressions, feel uncomfortable with emotionally charged topics, and lack the skills needed to facilitate difficult dialogues (Young, 2003). Participants will learn what the APA Ethics (2014) and the CACREP Standards (2016) require of Counselor Educators and will be given strategies to skillfully navigate difficult classroom conversations.





## Roundtable Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L25, Table 4**

**Palisades A & B**

### **Promoting Research Collaboration: Using Consensual Qualitative Research in Counselor Education**

*C. Missy Butts, University of North Carolina at Charlotte*

Research suggests that Consensual Qualitative Research (CQR) is infrequently used in counseling research. CQR is a qualitative research method that uses a collaborative process where researchers reach consensus through systematic data analysis strategies. With an emphasis on research teams and scientific rigor, CQR encourages research collaboration among counseling researchers. The purpose of this program is to outline the procedures of CQR and provide suggestions for use in counseling research.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L26, Table 5**

**Palisades A & B**

### **Examining the Impact of a Couple's Intervention on Parental Outcomes**

*Dalena Dillman Taylor, University of Central Florida*

*Ryan Carlson, University of South Carolina*

This presentation highlights a federally funded randomized control trial project that evaluates the effectiveness of a couple's intervention on parental outcomes. The presenter will discuss (1) previous research on couple interventions that examined the "spill-over effect" into parental outcomes, (2) Project Harmony's research findings with 500+ couples, and (3) future research needs in the area of couple interventions and parental outcomes.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L27, Table 6**

**Palisades A & B**

### **Self-Compassion and Compassion Among Counseling Students: A Correlational Study**

*Andressa Marques Paiva, University of St. Thomas Houston*

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

The development of self-compassion promotes psychological well-being while reduces anxiety, depression, and other psychopathologies. However, the lack of self-compassion appears to result in compassion fatigue and burnout among healthcare professionals as nurses, psychologists, and counselors. Therefore, this study explored the relationship between counseling students' understanding of compassion toward self and others.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L28, Table 7**

**Palisades A & B**

### **Then Came the Election: Hurt and Healing in Politically Divided Relationships**

*Olga Dietlin, Palm Beach Atlantic University*

Following what may be one of the most divisive elections in recent American history, our politically diverse research team conducted a study on how political differences affect significant relationships. In the session, attendees will reflect on the dynamics of rupture and repair in politically divided-relationships and will explore how to work through politically charged conversations. Strategies for handling such differences within various professional and personal contexts will be discussed.



## Roundtable Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L29, Table 7**

**Palisades A & B**

### **Creative Teaching Strategies and Clinical Techniques to Enhance Career Counseling**

Ashley Tolleson, *Georgia State University*  
Mackenzie Suttles, *Georgia State University*  
Ramona Grad, *Georgia State University*

This program introduces creative activities and approaches to teaching career counseling courses. Additionally, the session addresses strategies and interventions for providing career counseling services. The discussion will emphasize the need to introduce alternative ways to increase interest in and understanding of career counseling. Handouts including various career-related experiential activities with accompanying CACREP standards will be provided.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L30, Table 9**

**Palisades A & B**

### **“You’re atheist, I’m a theist”. Privilege and Marginalization in the Bible Belt**

Travis McKie-Voerste, *University of Georgia*  
Sarah Brant-Rajahn, *University of Georgia*

While demographics of religious belief vary between states, the highest concentration of those who identify as religious is in the southern United States. In this part of the country, many counselors advertise their religious affiliation, making it difficult for some clients to find counselors they feel would be accepting of their worldview that does not include belief in God(s). This session will focus on religion, race, marginalization, and privilege experienced in the counseling relationship.

**Saturday, October 13, 10:00 AM - 10:50 AM - Program ID = L31, Table 10**

**Palisades A & B**

### **Unique Strategies Utilized by Online Counselor Educators to Ensure Gatekeeping of the Profession**

Claire W. Dempsey, *The University of Tennessee at Martin*  
Tabitha Cude, *The University of Tennessee at Martin*

Two online counselor educators will discuss journaled experiences of checkpoints, collaboration, and other measures used as a gatekeeper of the profession in an online environment. In order to fulfill gatekeeping duties, online counselor educators must develop strategies within their program. Thus, through journaled experiences, two counselor educators will discuss how they have developed and/or utilized strategies to enhance their effectiveness as gatekeepers of the counseling profession.



# Poster Sessions

## **Saturday, October 13, 10:00 AM - 10:50 AM - Poster 1** **Counselor Preparation with Gender Minorities**

**Palisades Foyer**

*Veronica M. Kirkland, Walden University*

The goal of this presentation is to provide a critical review of the literature regarding the substantive progress made towards affirmative counseling with gender minorities and implications for growth with a focus on counselor preparation. Topics covered will include the deficits in counselor preparation that perpetuate a lack of change and implications for future research, as well as social change in the counseling profession regarding treatment with gender minorities.

## **Saturday, October 13, 10:00 AM - 10:50 AM - Poster 2** **Internships in Integrated Care: Program Development for Counselor Educators and Supervisors**

**Palisades Foyer**

*Marcia McCall, The University of North Carolina at Greensboro*

Medical providers are adopting integrated care, with mental health clinicians joining multi-disciplinary medical teams. Counselors who intern in integrated care are more competitive for employment in this field. This talk will describe how two internship programs in an academic medical center, inpatient and ambulatory, were planned, implemented, supervised and evaluated. Counselor educators and supervisors will gain a roadmap for developing their own integrated care internship programs.

## **Saturday, October 13, 10:00 AM - 10:50 AM - Poster 3** **Helping Supervisees in Understanding Clinical Fear and Using CBT to Work with Suicidal Clients**

**Palisades Foyer**

*Jessica Tyler, Auburn University*

*Dixie Powers, Auburn University*

Working with suicidal clients can be anxiety-provoking and stressful. With doubts about competence and ethical concerns high, treatment of this population can be a complicated and isolating process. By using a framework to understand suicide desire and behavior integrated with CBT strategies, students can feel increased competence to treat high-risk clients. This program addresses student fears about working with suicidal clients, and long-term treatment strategies beyond risk-reduction.

## **Saturday, October 13, 10:00 AM - 10:50 AM - Poster 4** **The Intersection Between Deeply Held Beliefs & Professional Values: Bridging the Gap**

**Palisades Foyer**

*Denise Daniel, Liberty University*

*Mary Deacon, Liberty University*

Counselor Educators are sometimes faced with trainees whose deeply held beliefs conflict with the profession's values. This intersection is both troubling for the trainee, who must find a way to rectify deeply held beliefs and values, and the counselor educator who must weigh the rights of the trainee with the good of the client. This session will address how one CACREP accredited program assists trainees through a semester-long process of examining personal values/beliefs.



## Poster Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 5**

**Palisades Foyer**

### **School Counselor Preparation: How Can We Include Immigrants' Needs?**

*Natalie Edirmanasinghe, University of Georgia*

Many school counselor preparation programs have little or no emphasis on the content related to barriers that immigrant populations face in K-12 studies, although the number of foreign-born students and students with foreign-born parents is rising. The purpose of this roundtable is to discuss ideas or strategies of incorporating content into school counselor preparation that can provide school counselors in training with a skill set to advocate, support, and collaborate with immigrant populations.

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 6**

**Palisades Foyer**

### **Design Thinking in Counselor Education and Supervision**

*Jon Wiley, Virginia Tech*

Design thinking offers important pathways for shaping the growth, agility, and responsivity of counselors through empathic social innovation. This presentation will introduce counselor educators and supervisors to design thinking, a collaborative, optimistic, and experiential approach to knowledge and solution generation. From trauma to health inequities to climate change, how might we prepare counselors to address the world's most complex problems?

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 7**

**Palisades Foyer**

### **School Counselor Preparation for Social Justice Advocacy**

*Christi Jones, Faulkner University*

Counselor education programs have the opportunity to prepare school counselors-in-training to serve as social justice advocacy leaders by providing advocacy training paired with experiential learning opportunities during practicum placements. 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 the promise of removing barriers and fostering resilience.

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 8**

**Palisades Foyer**

### **Counselor Educators in Academic Medical Settings: Expanding Counseling Specialty Areas**

*Caroline Bertolet, Eastern Virginia Medical School*

*Dan St. John, Eastern Virginia Medical School*

The field of academic medicine has been recently mandated that physician-resident training programs and medical schools must demonstrate how they address burn-out, stress, and resilience within their curriculum. Counselor educators at our institution are heavily involved in the development and delivery of the well-being programs. The unique roles of counselors in medical educational settings will be discussed and video vignettes will be used to generate interactive group discussions.



## Poster Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 9**

**Palisades Foyer**

### **Responding to Community Uprisings: A Crisis Response and Activism Model**

*Carrie Lynn Bailey, Walden University*

*Karena J. Heyward, Lynchburg College and Walden University*

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

Activism in practice includes responding to communities in need. How can counselor educators integrate crisis intervention training to foster understanding of the root causes of public unrest and increase community resilience to the repercussions of racial tensions? This presentation explores those areas and provides a model for curriculum development, innovative counseling interventions, and advocacy strategies based on the ACA Disaster Impact and Recovery Model (2009).

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 10**

**Palisades Foyer**

### **Supervising Cultural Consciousness Development of Counselor-Trainees Working with Children of Color**

*Taryne Mingo, Missouri State University*

The goal of this presentation is to explore how white school counselor-trainees were prepared to examine racial identity development among elementary students of color through an expressive arts activity. A secondary goal of the study is to gain a better understanding of how white school counselor trainees perceived their own cultural consciousness development as a result of their interactions with elementary students of color after the conclusion of the expressive arts activity.

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 11**

**Palisades Foyer**

### **Implementation of Counselor Training Program for At-Risk Children, Adolescents, and Families**

*Jonathan Ohrt, University of South Carolina*

*Jennifer Deaton, University of South Carolina*

This program presents the components of a federally funded, pre-service training program to prepare counselors for working with at-risk children, adolescents, and families. We will discuss the preparation, implementation, and evaluation of the training program, which included a focus on evidence-based practices, interdisciplinary collaboration, primary care integration, and action research. We will discuss implications for counselor education training programs, thematic analysis, and evaluation.



# Poster Sessions

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 12**

**Palisades Foyer**

## **A Qualitative Investigation of Using Virtual Reality in Counselor Student Skills Training**

*Tyler Wilkinson, Mercer University*

*Morgan Kiper Riechel, Mercer University*

*Kathleen Bazile, Mercer University*

Using virtual reality equipment, we exposed students to custom virtual reality videos of volunteer clients roleplaying various counseling situations (e.g. suicidal ideation, trauma). We will share preliminary themes from a phenomenological investigation of counseling students experiencing these virtual counseling situations. Preliminary themes and findings of the qualitative data will be shared. The integration of these findings into ongoing research and counselor education will be discussed.

**Saturday, October 13, 10:00 AM - 10:50 AM - Poster 13**

**Palisades Foyer**

## **Equipping Intern Counselors to Address Poverty and Social Inequity**

*Justin Brogan, Murray State University*

*Rebecca Pender Baum, Murray State University*

Clients' narratives of their lives include stories of social injustice and inequity experiences; however, counselors interpret those experiences through their own lens. That lens may not fully understand the complete ramifications of a client's story. Furthermore, counselors may not be aware of the blind spots they have towards clients who live and experience poverty and inequity. This session will focus on gaining a personal awareness of how poverty and inequity issues impact client systems.



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# Content Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M1**

**Center**

## **Integrating Wellness in Dating and Intimate Relationships Within Counselor Education**

*John J. S. Harrichand, The College at Brockport, State University of New York*

*Christian C. Chan, Idaho State University*

*Michelle E. Wade, Marymount University*

*Nathaniel O. Brown, Lewis and Clark College*

*David Ford, James Madison University*

Counselors operate under an imperative steeped in counselor professional identity and the ACA Code of Ethics (2014) to implement, emphasize, and employ wellness practices to minimize stress and burnout. Strategies to mitigate burnout involve varying, yet complex, negotiations with contemporary technology practices, intimate partners, and social interactions. Involving in-depth group dialogues, the presenters examine dating, intimate relationships, and wellness in counselor education.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M2**

**East**

## **Increasing Research Competency Among Counseling Students Using the 3EM Model**

*Jason Branch, Monmouth University*

*Melanie Iarussi, Nova Southeastern University*

Research is essential to the counseling profession, and counselor educators strive to inspire students to value research and to develop research-related skills, including how to read, understand apply, and conduct research studies in the counseling profession. The 3EM model involves providing students with intentional Exposure, Education, Engagement, and Mentorship (3EM) related to research. This session provides a comprehensive approach to increase research competency among graduate students.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M3**

**West A**

## **Integrating Trauma Sensitivity and Education into School Counselor Training**

*Amanda Rumsey, Clemson University*

Awareness of the impact trauma has on psychological, social, and cognitive development has generated a push for schools to create trauma-informed practices. School counselors play a key role in advocating and providing care to children and families while also supporting the development of academic, career, and social/emotional programs. This presentation provides a review of research on trauma informed schools and strategies for integrating trauma into coursework for counselors in training.



# Content Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M4**

**West B**

## **ANOVAs, Correlations, and Regressions, Oh My! Managing Student Anxiety when Learning Statistics**

*Suzanne Dugger, Augusta University*

*Sumedha Therthani, The University of Mississippi*

Student learning and performance can be impaired by excessive levels of anxiety. Such is often the case for counselor education students enrolled in coursework involving statistics. This session will provide counselor educators with numerous techniques to help students manage their anxiety strategies in order to effectively support them in developing the knowledge and skills needed to utilize statistics when consuming and/or conducting research or assessment.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M5**

**West C**

## **Effectiveness, Privacy, and Safety Concerns About the Supplemental Use of Mobile Apps in Counseling**

*Kathleen Palmer, University of Detroit Mercy*

The effectiveness, safety, and supplemental use of apps in counseling is a growing concern in the mental health field. There is a proliferation of mental health-related mobile apps, but they are rarely tested for effectiveness and safety and the majority of the apps developers are not affiliated with the mental health field. Without a single regulatory system that oversees the apps, there is an increased concern about the privacy and safety of client data.

**Note: Ethics (qualifies for special designation)**

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M6**

**Arcadian 1**

## **Ready for a New Job? Start Early to Successfully Negotiate Your Best Academic Job Package**

*Cheryl Wolf, Western Kentucky University*

*Andrea Jenkins, Western Kentucky University*

*Lacretia Dye, Western Kentucky University*

It is important to begin thinking about your negotiation strategy early when finding a new job. Successfully negotiating an academic package can add up to significant income and benefits over a career. This presentation will explore the empirical results of a study on counselor educators' experiences with negotiating and share helpful tips for preparation, regarding when you might expect negotiations to begin; what salary and benefits you should consider; potential fears, regrets, and concerns; and more.



# Content Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M7**

**Arcadian 3**

## **Pre-Service Counselor Identity Development**

*Dilani Perera-Diltz, University of Houston-Clear Lake*  
*Angelica Tello, University of Houston - Clear Lake*

This presentation is on the development of desired counselor characteristics of pre-service counselors. You will learn how to use student-centered High Impact Practices (HIPs) and service learning to improve critical thinking, problem-solving, and communication skills, as well as how to increase student engagement and intrinsic motivation to learn. Come and find out how to engage in pre-service counseling student development of desired characteristics for counselors.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M8**

**Mulligans**

## **Training Students and Supervisees in a Unique Model to Understand Diverse Clients**

*Jerry Vuncannon Jr., Liberty University*  
*Angelia Dickens, Liberty University*

Many students and supervisees are often insecure about working with diverse clients despite the need to develop multicultural competencies. Today's multicultural focus utilizes prescriptive approaches based on cultural groups, but does not consider individual differences within those groups. This presentation will help counselor educators and supervisors to teach students and supervisees to apply a model that allows for addressing individual nuances within larger groups.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M9**

**Palisades C**

## **Mindful Self-Compassion Techniques for Counselors in Training**

*Jo Lauren Weaver, University of Florida*  
*Nina Medyk, University of Florida*  
*Ken Myers, University of Florida*

Counselors are at a high risk for compassion fatigue that can lead to burnout. Yet, these stressors are not confined to seasoned professionals, but to counselors in training as well. Compassion satisfaction and mindfulness have been shown to positively impact counselors and prevent burnout. Therefore, this didactic, experiential presentation will introduce and demonstrate mindful self-compassion techniques for counselor educators to utilize when teaching self-care to counselors in training.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M10**

**Palisades F**

## **Mindfulness for Counselors: Personal and Self-Care Applications**

*Alan Forrest, Radford University*

Mindfulness is about being fully aware of moment-to-moment thoughts, emotions, and bodily sensations in regard to whatever is happening without the lens of judgment. Meditation is an effective tool for taking care of your mind and heart, and for connecting with your deepest wisdom. This highly experiential training program will examine how mindfulness, as both a practice and therapeutic intervention, can be used for your own self-compassion and personal growth.



# Content Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M11**

**Palisades G**

## **Working with Court-Ordered Families in Chaos, Conflict, and Crisis: What Supervisors Need to Know**

*Ruth Ouzts Moore, Southern New Hampshire University*

This presentation will explore discretionary confidentiality, as well as other legal and ethical issues that arise, when working with families who are court ordered to attend counseling. The presenters will outline specific strategies that can be implemented with court-ordered families to protect supervisors and their supervisees from liability. Particular emphasis will be given to supervision theory and the role of the supervisor in providing direction to the supervisee.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M12**

**Palisades H**

## **Infusing Case Conceptualization into the Counseling Practicum and Internship Learning Experience**

*Jon Sperry, Lynn University*

*Ali Cunningham, Lynn University*

*Debra Ainbinder, Lynn University*

Case conceptualization is considered by many to be the most important competency expected in clinical practice today. This presentation will review the process of infusing case conceptualization and treatment planning in practicum and internship courses. The information that will be presented and illustrated in this session will include a review of case conceptualization, practicum and internship assignments, exemplar case conceptualization reports, and evaluation rubrics.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M13**

**Palisades I**

## **Cross-Cultural Supervision: Broaching Race, Gender, and Culture in the Supervisory Relationship**

*LaTonya M. Summers, The University of North Carolina at Charlotte*

*Sara E. Andrews, The University of North Carolina at Charlotte*

Although ethical guidelines call for supervisors to address diversity issues within the supervisory relationship, research indicates that supervisors are inconsistent in broaching cultural differences in cross-cultural supervision. This program will review empirical research on cross-cultural supervision, examine supervisory broaching styles, and present practical strategies to broach cultural differences within the supervisory relationship in order to enhance cross-cultural supervision.

**Note: Supervision (qualifies for special designation)**





# Roundtable Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M14, Table 1**

**Atlantic View II**

## **Facilitating Social Justice Advocacy Experiences Within Counselor Education Programs**

*Alisa Houseknecht, University of Florida*

*Kate Williams, University of Florida*

*Jacqueline Swank, University of Florida*

Fostering the development of social justice competency among counseling students is an important component of counselor preparation programs that requires experiences that extend beyond classroom lectures and in-class discussions and activities. This roundtable discussion focuses on the integration of experiential activities within counselor preparation programs aimed to foster the development of social justice advocacy, including advocating on Capitol Hill and visits to legislators.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M15, Table 2**

**Atlantic View II**

## **Teaching a Service-Learning Course on Grief, Loss, and Trauma**

*Nancy Thacker, University of Tennessee*

*Jillian Blueford, University of Tennessee*

Grief is a universal phenomenon that all counselors encounter in their professional practice. It is important for counselors to have theoretical and applied knowledge of helping grieving individuals. The presenters will review the need for focused training on grief, loss, and trauma, discuss how service-learning can impact student learning and helping practice, share personal experiences from teaching, and provide instructional strategies and activities for the classroom.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M16, Table 3**

**Atlantic View II**

## **A Systems Lens: Implications for Pre-Service School Counselor Supervisors**

*Dayna Watson, University of Alabama at Birmingham*

*Shannon McCarthy, University of Alabama at Birmingham*

While the ASCA Model requires school counselors to build collaborative relationships with students' families, for pre-service school counselors, the practicum is the first exposure to the intersection of family and school. In this roundtable session, participants will learn more about the benefits of incorporating family systems theory into school counseling supervision, challenges to incorporating this perspective, and strategies for including family systems in school counselor supervision.

**Note: Supervision (qualifies for special designation)**





## Roundtable Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M17, Table 4**  
**Creating and Cultivating Equity Through the Use of Case Studies and Genograms**

*Karen Raymond, Virginia Tech*

**Atlantic View II**

Utilizing case studies which reflect a multitude of representations of clients can help to create and cultivate a climate of equity for counselors-in-training. Genograms aid in creatively exploring treatment and advocacy options. By exploring potential situations through various types of client situations which may more truly represent the diversity of populations served via case studies and genograms, counselor competency and advocacy can be strengthened.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M18, Table 5**  
**Special Attention: Helping Student Parents Succeed in Counseling Programs**

*Julissa Espinoza, Texas A&M University - Corpus Christi*  
*Ye Luo, Texas A&M University - Corpus Christi*

**Atlantic View II**

Student parents are a special group as they face unique barriers in carrying out their roles as both student and parent. The challenges they face, along with a lack of support, leads to high attrition rates for this group. In counseling programs, there are many student parents who struggle to earn their degrees. This session will present the features and special needs of student parents and provide recommendations for college counselors and counselor educators in helping this student body.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M19, Table 6**  
**Counselor Educators & STEM Career Initiatives: Implications for Research, Practice, & Training**

*Christopher Belser, University of New Orleans*

**Atlantic View II**

The U.S. faces low rates of undergraduates declaring and matriculating through STEM degrees despite much job growth within these fields. The presenter will highlight findings from research involving counselors and counselor educators on undergraduate STEM career initiatives. The presenter will also give implications for research and practice at the secondary and post-secondary levels and will provide implications for counselor educators regarding the training and practice of counselors.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M20, Table 7**  
**Left Behind Suicide Survivors: Effectively Helping with the “Why”**

*Dontay Williams, Mercer University*  
*Connie Mitchell, Mercer University*

**Atlantic View II**

Suicide survivors are most often left with a lifetime quest seeking answers to WHY their loved ones die by suicide. How a suicide survivor processes the death and searches for the reasons “why” will greatly determine their ability to accept the death and continue living healthy lives. Therefore, it is critical for therapists to recognize and take into consideration the unique issues related to a death by suicide. Proven techniques and theories are available.



# Roundtable Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M21, Table 8**

**Atlantic View II**

## **Understanding Counselor Licensure Boards: Advocating for Change in Your State**

*Robin Lee, Middle Tennessee State University*

*Jennifer Jordan, Winthrop University*

Are you interested in learning about the licensure board process? This session will offer an in-depth discussion about the licensure board process based on the experience of the presenters, who are both involved with their licensing boards in their states. Participants will learn about the difference between the statutes and the board rules, as well as develop an understanding of the role of board members, the process of proposing changes to statutes and rules, and the risks involved.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M22, Table 1**

**Palisades A & B**

## **Combating Isolation in Online Academia**

*Ami Crowley, The Chicago School of Professional Psychology*

Do faculty members feel connected to their programs, students, and fellow faculty members? Utilization of online courses increases, and subsequently, the demand for online faculty members increases as well. The rich experience a diverse faculty located worldwide can bring is ideal to many programs of study; however, the ties that bind a faculty member to their institution are often loose, at best. An exploration of these challenges, as well as opportunities for improvements, will be discussed.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M23, Table 2**

**Palisades A & B**

## **Training Allies: A Developmental Model Through the Lens of the MSJCC**

*Amy W. Upton, University of South Alabama*

*Anita A. Neuer Colburn, The Family Institute at Northwestern University*

Counselor educators and supervisors are charged with training students to be culturally competent in all aspects of client diversity. Diversity around gender identity and sexual orientation have proven to be especially challenging topics. We will present a developmental model utilizing the MSJCC for counselor educators/supervisors to be able to help students improve their competencies when working with gender and sexual diversity.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M24, Table 3**

**Palisades A & B**

## **Salud Mental: Mental Health Among Undocumented Mexican Immigrants**

*Edith Gonzalez, William & Mary*

Undocumented individuals report a significantly greater number of psychological stressors than legal residents and U.S.-born citizens (Kriz, Slayter, Iannicelli, & Lourie, 2012). However, even in distress, undocumented immigrants are not likely to seek mental health services. This presentation will present a qualitative study that explores how undocumented Mexican immigrants perceive and experience mental health within the current political climate.



# Roundtable Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M25, Table 4**

**Palisades A & B**

## **Podcasting a Wide Net: Opportunities for Enhancing Pedagogy and Promoting Equity**

Robert Casares, *Wake Forest University*

Bob Nations, *Wake Forest University*

Shannon Warden, *Wake Forest University*

The digital audio platform of podcasting has recently experienced a tremendous rise in popularity, providing listeners with free and convenient access to a vast library of engaging content. This presentation will highlight opportunities for counselor educators to utilize existing mental health podcasts and to produce new content, which can serve as resources for enhancing pedagogy, advocating for timely mental health issues, or expanding accessibility to current developments in counseling research.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M26, Table 5**

**Palisades A & B**

## **Developing Emotional Intelligence in Counselors: A Post Traumatic Slavery Disorder Lens**

Nickolas Spears, *Virginia Commonwealth University*

Autumn Randell, *Virginia Commonwealth University*

The presenters will discuss historical and contemporary factors experienced by African Americans that contribute to the untreated exposure to multi-generational trauma. Counselors and counselor educators benefit from understanding the effect of trauma as it relates to the West-African diaspora and present-day African Americans.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M27, Table 6**

**Palisades A & B**

## **Training Students to Properly Identify and Conceptualize Teen Dating Violence**

Kelly Emelianchik-Key, *Florida Atlantic University*

Ashley Cooper, *Florida Atlantic University*

Attendees will learn about the ongoing epidemic of teen dating violence (TDV), and the ways conceptualization of violence can impact client outcomes. The gender variances in the presentation of violence within teen relationships will be examined, along with resources to assist in identifying signs of TDV. Recent findings investigating the way counselors in training conceptualize TDV will be highlighted.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M28, Table 7**

**Palisades A & B**

## **Pre-Tenure Counselor Educators' "Think Tank" for ePortfolios: Learn, Share, & Discuss**

Mary Bess Pannel, *Delta State University*

Are you a new counselor educator and curious about ePortfolios? The presenter will share her recent experience of creating her two-year pre-tenure ePortfolio. Various ePortfolios approaches and resources will be discussed. Accompanying software and services connected to ePortfolio construction and organization will be also addressed. Attendees are encouraged to bring tablets, laptops, and share tips and best practices for showcasing work examples.



# Roundtable Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M29, Table 8**

**Palisades A & B**

## **Child & Adolescent Career Construction: An Expressive Arts Group Model for the School and Community**

*Natalya Lindo, University of North Texas*

*Peggy Ceballos, University of North Texas*

*Nicole Allen, University of North Texas*

*Charmaine Conner, University of North Texas*

Utilizing expressive arts, the Child and Adolescent Career Construction Intervention (CACCI) facilitates the developmental need to navigate between concrete and abstract thoughts, providing nonverbal ways of communicating occupational identity and awareness. The model includes a socio-emotional emphasis; clients are encouraged to explore self-concept and life themes. Because of the integration of personal and career identity, the intervention applies to mental health and career counseling.

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M30, Table 9**

**Palisades A & B**

## **Just Out Here: Black Women's Early Experiences in Counselor Education Doctoral Programs**

*Raven Cokley, University of Georgia*

*Zyer Beaty, University of Georgia*

*Brean'a Parker, University of Georgia*

This roundtable highlights the early experiences of three Black first-generation doctoral women in counselor training programs. Via critical processes of individual and group writing, reflection, and analysis, this roundtable explores the pertinent findings of a Nkwaethnography (African-centered autoethnography), where we examine the critical need to intentionally center, affirm, and validate Black women's experiences in counselor education and training programs (Haskins & Singh, 2015).

**Saturday, October 13, 11:00 AM - 11:50 AM - Program ID = M31, Table 10**

**Palisades A & B**

## **Working with Survivors of Intimate Partner Violence as they Navigate New Relationships**

*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 delve into IPV recovery and present findings from a qualitative study on survivors of IPV who navigated new relationships and dating post-IPV. Implications and recommendations will be discussed.



# Poster Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 1**

**Palisades Foyer**

## **An Exploration of the Experiences of Counselor Education Doctoral Students Supervising Across Tracks**

Christopher Hipp, *University of South Carolina*

Jessie D. Guest, *University of South Carolina*

Brooke Wymer, *University of South Carolina*

Donya Wallace, *University of South Carolina*

Dodie Limberg, *University of South Carolina*

The focus of this presentation is on the growing trend of doctoral students providing supervision to multiple graduate-level students from different tracks than the doctoral students' counseling experience and/or educational background. This phenomenological look at the subjective nature of these doctoral students expands insight into how doctoral-level student supervisors navigate their cross-track supervision experiences.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 2**

**Palisades Foyer**

## **Developmental Supervision: Advancing Multicultural & Social Justice Counseling Competence**

Alexander Hilert, *Doctoral Student, William & Mary*

Counseling supervision plays a critical role in the development of future counselors. Given the growing emphasis on multiculturalism and social justice, it is important for models of supervision to include a clear and specific focus on promoting cultural awareness, humility, responsiveness, and social action in counselors. This presentation will introduce a model of supervision which utilizes developmental theory in conjunction with the multicultural counseling and social justice competencies.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 3**

**Palisades Foyer**

## **The Impact of Supervision on Counselor Self-Efficacy: Working with Suicidal Clients**

Dixie Powers, *Auburn University*

Given that suicide rates have increased by 60% in the last 50 years, counselors must be trained in risk assessments and feel confident in effectively providing care to individuals who are suicidal. Supervision has been found to promote counselor self-efficacy, but limited research has studied this relationship in regard to working with suicidal clients. This program examines the relationship between elements of supervision on counselor's self-efficacy when working with suicidal clients.



## Poster Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 4**

**Palisades Foyer**

### **Multi-Level, Multi-Modal Training Supervisory Approach for Developing Counselors in Training**

*Christina McGrath Fair, University of Florida*

*Daniel Melear, University of Florida*

Creating an efficient model of supervision that utilizes resources to save time and energy is necessary. Educators supervising both master's students in their practicum/internship experiences, as well as doctoral student supervisors, may become over-worked and overburdened by this responsibility. This presentation shares the lived experiences of participants in a multi-level model and the relationships experienced isomorphically by both the counselors in training and the supervisors in training.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 5**

**Palisades Foyer**

### **The Supervision House: A Developmental Tool for Group Supervision**

*Helen Lupton-Smith, North Carolina State University*

*Courtney Walters, North Carolina State University*

*Angie Smith, North Carolina State University*

This program introduces the Supervision House, a technique used in the group supervision of doctoral student supervisors who are supervising masters counseling students. The Supervision House serves as a metaphor/tool to address factors that impact the supervisor as well as the developmental tasks of the supervisor. The presenters will demonstrate ways to use the technique in group supervision.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 6**

**Palisades Foyer**

### **Are You a Woke Supervisor? Using a Relational-Cultural and Solution-Focused Approach to Supervision**

*Patrice Leopold, University of Florida*

*Stevie VanAusdale, University of Florida*

This presentation focuses on facilitating supervision with a relational cultural therapy approach and emphasis of solution-focused supervision to assist with broaching intersectionality in supervision to foster growth amongst the supervisor-supervisee alliance. Attendees will learn how to facilitate creating a safe space to help supervisees authentically become more self-aware when working with clients of diverse populations.





## Poster Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 7**

**Palisades Foyer**

### **Ensuring Beneficial Doctoral Practicum Supervision Amidst Inequity of Experience**

Susan Lahey, *Trevecca Nazarene University*  
Alice Sanderlin, *Trevecca Nazarene University*  
Kristi Lorenz, *Trevecca Nazarene University*

Doctoral practicum supervision can be challenging partially due to the inequity of the experience of the group members. By the time doctoral students enter the practicum, some may already be licensed while others may have just begun their post-masters experience. Effective strategies and insights from experiences in group supervision during the doctoral practicum will be discussed. Specific focus will be on providing strategies to diminish the variance between skills level and insight.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 8**

**Palisades Foyer**

### **Animal Assisted Interventions in Supervision: Review, Research, and Implications**

Connie Couch, *University of Northern Colorado*

Robust literature exists in support of the inclusion of Animal Assisted Interventions (AAI) in therapy settings, yet little is known about the effects of AAI in the context of supervision. Recent conceptual literature has promoted the potential benefits of the inclusion of AAI in supervision. This session will review conceptual support for integrating AAI in supervision and discuss results of a recent case study on AAI in supervision. Implications and future research will be described.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 9**

**Palisades Foyer**

### **Multicultural Supervision and Competency Across the Clinical Lifespan**

Marlon Johnson, *The University of Tennessee, Knoxville*

Counselors are tasked with the responsibility of remaining culturally competent in an ever-changing counseling field. While there is an inherent implication to pursue continuing multicultural education after graduation and licensure, no formal accountability structure exists for counselors to develop their self-awareness and cultural humility. This session will provide a rationale for longitudinal multicultural education throughout the clinical lifespan, providing a brief model for implementation.



# Poster Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 10**

**Palisades Foyer**

## **Assessing Supervision Outcomes Using Single Case Research Design**

*Quentin Hunter, University of Louisville*

Single case research design (SCRD) is being used increasingly in research on evidence-based practices in counseling. This session introduces SCRD and its applications for clinical supervision and improved supervisee outcomes. Suggestions for SCRD-supported group supervision and site supervision for both school and clinical mental health supervisees will be presented.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 11**

**Palisades Foyer**

## **Teaching Self-Care to Future Counselors: Importance, Implications, and Impact**

*Kathleen Brown, Old Dominion University*

*Betsy Zimmerman, Old Dominion University*

Counselors-in-training are exposed to years of rigorous study, skills training, and experiential learning. However, self-care often falls by the wayside during their graduate studies. Come to learn about the gap in teaching the helper to help themselves while addressing the need for coursework relating to counselor self-care. Leave this presentation with insights and practical application of counseling pedagogy that you can infuse within your graduate program to benefit future counselors.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 12**

**Palisades Foyer**

## **Considerations for Supervisors Working with Counselors New to Integrated Healthcare Settings**

*Mercedes Ingram, The University of Texas at San Antonio*

Researchers have found that counselors need additional training to work in an integrated healthcare setting (Glueck, 2015). Additional training in health comorbidities, psychopharmacology, behavioral health consultations, and various ethical/legal considerations may be necessary. Topics regarding specialized supervision in these areas will be discussed, as it related to appropriate training, consultation, and evaluation of these skills and practices for counselors new to the integrated care model.



# Poster Sessions

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 13**

**Palisades Foyer**

## **Promoting Safety in the Supervision of Difficult Cultural Experiences**

*Justin Brogan, Murray State University*

Understanding how to create a safe environment where counselor supervisees feel encouraged to discuss challenging conversations is a hallmark of quality supervision. Supervisees experience barriers, such as not wanting to seem incompetent or feeling ashamed and uncertain of their ability to share honest feelings. This workshop will discuss the conditions necessary for creating safe spaces to encourage challenging dialogue and brave spaces to promote mutually beneficial supervisory experiences.

**Saturday, October 13, 11:00 AM - 11:50 AM - Poster 14**

**Palisades Foyer**

## **Supervisees' Inherent Qualities and Their Impact in Supervision**

*Latonia Cox, Trevecca Nazarene University*

Inherent supervisee qualities, such as self-differentiation and shame, can negatively impact the working relationship in supervision. This presentation addresses these constructs and summarizes key literature that focuses on addressing how supervisors that are attuned to their trainees' unique and individual qualities may allow better supervision experiences and facilitate a better working relationship. Strategies for helping supervisors to maximize the working alliance will also be highlighted.

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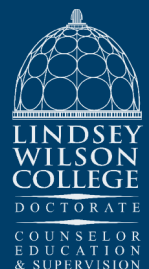
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Students in this sequence take 2 classes each semester over a period of four years. This sequence is recommended for working adults and others with significant time commitments outside the doctoral program.

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# Content Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N1**

**Center**

## **The Secret Life of Doctoral Students: A Photovoice Study**

Sydney Novoa, *University of Texas at San Antonio*

Jessenia Garcia, *University of Texas at San Antonio*

Mahsa Maghsoudi, *University of Texas at San Antonio*

Heather Trepal, *University of Texas at San Antonio*

Entering a doctoral program can encompass various emotions and thought processes. Students from a Counselor Education and Supervision doctoral program participated in a photovoice study describing their first semester experiences. This presentation will serve as a forum for doctoral students to discuss their experiences as well as provide insight for counselor educators on how to support and advocate for their students.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N2**

**East**

## **Putting the “Educator” in Counselor Educator: Training Doctoral Students to be Competent Teachers**

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

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

Teaching has emerged as a primary focus in Counselor Education and is one of five doctoral core areas identified by the CACREP 2016 Standards. In this presentation, participants will learn about a developmental approach to training doctoral students to teach that builds off recent research and is responsive to the individual needs of doctoral students. Participants will leave with ideas and activities and engage in facilitated discussion about how to enhance their own training programs.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N3**

**West A**

## **The Relationship Between School Counselor Practices and Burnout: Implications for CES**

Heather Fye, *Winona State University*

School counselors engage in a variety of roles, making them susceptible to job stress and burnout. School counselors from a national sample were surveyed to determine the relationship between practice variables (i.e., demographics, supervisory relationship, ASCA National Model implementation, role conflict and ambiguity, and job stress and satisfaction) and job burnout. Results, implications for CES, and tips for safeguarding against burnout will be discussed.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N4**

**West B**

## **The Use of Photovoice as a Qualitative Methodology in Counseling**

Kelly Moore Spencer, *Mars Hill University*

Paula Swindle, *Lenoir Rhyne University*

Wang and Burris (1997), the founders of Photovoice, stated that this research approach may be “particularly powerful for...people with socially stigmatized health conditions or status” (p. 370). During this content session, the presenters will explore how to implement Photovoice in counseling research, specifically with marginalized and stigmatized populations. Presenters will also encourage participants to brainstorm ways to use Photovoice both in counseling and in counselor education courses.



# Content Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N5**

**West C**

## **Creating and Cultivating Equity: An Internship Project for Medically Underserved Communities**

Angie Cartwright, *University of North Texas*

Chandra Carey, *University of North Texas*

Mickey White, *University of North Texas*

Are you looking for ways to foster cultural competence for your internship students? If so, please join us for an interactive presentation on integrated care and behavioral health services for medically underserved communities (MUCs). In this session, attendees will learn creative ways to transform internship experiences for their students by learning techniques to establish new clinical partnership sites and ways to equip counselors in training with skills to reach MUCs and diverse populations.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N6**

**Arcadian 1**

## **More Bang for Your Buck: Using Service Grants for Student Recruitment and Research Productivity**

Kristin Higgins, *University of Arkansas*

This presentation focuses on ways to address increasing demands- teaching, research, and service for tenure-track faculty with a counseling program demands of recruiting high caliber students for the MS and Ph.D. tracks. Shared experiences of how one program secured a large service grant and used this to increase research productivity and student recruitment will highlight creative ways to combine these tenure demands with programmatic demands as well.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N7**

**Arcadian 3**

## **The Road to Engaged Research: Developing Students to Become Future Researchers**

Paul Dunaway, *University of Memphis*

A member of the Crisis Research Team at the University of Memphis will discuss his development as a leader and future counselor educator through the Engaged Research model. He will begin by discussing his journey. He will then define engaged research and provide best practices for university-community partnerships when engaged in community-based programs.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N8**

**Mulligans**

## **Preparing Counselors to Work with Clients in Poverty: Enhancing Multicultural Competence**

Sarah Tucker, *University of North Texas*

Amanda Giordano, *University of North Texas*

Elliott Woehler, *University of North Texas*

Poverty is a prevalent experience in America with far-reaching mental health implications. Counselor educators are tasked with preparing counselors to address the unique needs of diverse populations, yet poverty is inconsistently addressed within counselor training programs. In this presentation, we will explore ethical and multicultural considerations for clinical work with clients in poverty and provide examples as to how to integrate this topic into counselor-training programs.





# Content Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N9**

**Palisades C**

## **Trauma Informed Supervision: Considerations for Counselors of Color/ Marginalized Identities**

*Susan Branco, The Chicago School of Professional Psychology Washington DC*

While Trauma Informed Care (TIC) is recognized as a best practice for trauma treatment, much less is known about providing Trauma Informed Supervision (TIS). In this session, the core tenets of TIC will be reviewed, followed by an exploration of how to implement TIS in practice. Emphasis will be placed on how TIS addresses the unique challenges that counselors of color and those from marginalized identities may encounter in clinical practice.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N10**

**Palisades F**

## **Using Spiritual Disciplines to Reduce Compassion Fatigue**

*Jeff Logue, Liberty University*

Compassion fatigue can create a state of detachment and isolation in counselors who frequently engage with their clients' distress. Doing so can reduce ones' ability to empathize and even create tension. This workshop discusses the topic of compassion fatigue among counselors and explores how specific spiritual disciplines can help to reduce the effects of compassion fatigue.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N11**

**Palisades H**

## **School Counselors Need Supervision Too: Addressing Unique Aspects of School Counselor Supervision**

*Amanda Stuckey, University of Arkansas*

*Kristi Perryman, University of Arkansas*

*Elizabeth Keller-Dupree, Northeastern State University*

Effective supervision is vital to the development of all counselors. Models like the Discrimination Model (DM) were developed to address the needs of clinical mental health counselors. In 2006, Luke and Bernard (2006) modified the DM and created the School Counseling Supervision Model (SCSM) to address unique aspects involved in supervising school counselors. In this presentation, participants will be exposed to an updated version of the SCSM, including new language, as well as the ASCA Mindsets & Behaviors.





# Content Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N12**

**Palisades I**

## **Acculturation and Racial Identity in Multicultural Supervision Dyads**

Keisha Rogers, *Winston-Salem State University*  
Christan Horton, *Winston-Salem State University*  
Tammara Thomas, *Winston-Salem State University*

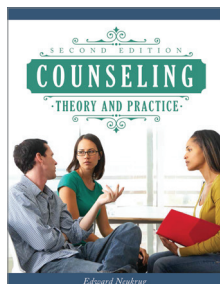
Acculturation refers to how minority populations relate to the dominant culture. Racial identity development considers the connection between racial views of others and self. Clinical supervision is an essential component for the preparation of new counselors. Little information exists examining dynamics of the supervisory relationships among Persons of Color. This presentation examines acculturation, racial identity models with a focus on the impact of supervision dyads with People of Color.

**Note: Supervision (qualifies for special designation)**

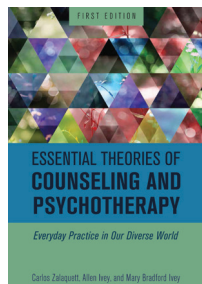


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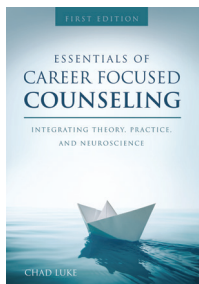
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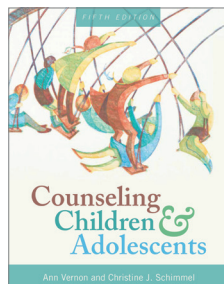
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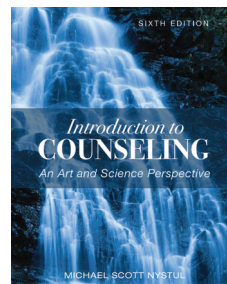
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Mary Bradford Ivey



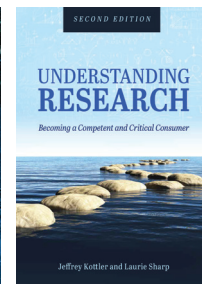
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# Roundtable Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N13, Table 1**

**Atlantic View II**

## **Infusing the ASCA Model and Data-Driven Practices into School Counseling Internship Supervision**

Melanie Burgess, *Old Dominion University*  
Stephanie Smith-Durkin, *Old Dominion University*

Internship is a critical component in preparing future school counselors; therefore, it is important to structure school counseling supervision in a way that meaningfully meets the needs of interns. Through a semester-long internship assignment that integrated the ASCA Model and data-driven, evidence-based practices, interns maximized their learning experiences in real-world contexts. Come hear instructor/intern perspectives and leave this session with practical tools to use with your interns.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N14, Table 2**

**Atlantic View II**

## **Removing School Counselors from Isolation: How Can We Provide Them with More Effective Supervision?**

Stephanie Gerwick, *Indiana University of Pennsylvania*  
Kimberly Desmond, *Indiana University of Pennsylvania*

This presentation will address the lack of supervision for school counselors and implications for practice. The presenters will review research regarding supervision models and school counselor efficacy. Attendees will be encouraged to share their ideas for future research and suggestions as to how supervisors could assist school counselors. The main goal of this presentation is to investigate ways to support the school counselors in our communities and provide more effective support services.

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N15, Table 3**

**Atlantic View II**

## **Developing a Virtual Reality Therapy Environment for Children Diagnosed with Autism**

Panagiotis Markopoulos, *University of New Orleans*

This session will briefly describe the history of autism and traditional counseling approaches used with children diagnosed with autism. Specific focus will be given to introducing an advanced virtual reality environment developed by the researcher. Additionally, the presenter will demonstrate how this cutting-edge technology can be used in clinical practice in helping children with their social and communication skills development.



# Roundtable Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N16, Table 4**

**Atlantic View II**

## **Adverse Childhood Experiences: Implications for Counselors Working with At-risk Children and Youth**

*Shawn Spurgeon, The University of Tennessee, Knoxville*

This presentation is designed to provide practitioners with important and relevant information about the Adverse Childhood Experiences (ACES) of children in the foster care system and how those experiences affect their development. Participants will learn effective treatment protocols and strategies for helping foster parents, counselors, and other human service providers help children who have experienced traumatic problems during their development.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N17, Table 5**

**Atlantic View II**

## **The Unspoken: Male CSA Survivors' Disclosure Experiences in Counseling & Suggestions for Practice**

*David Schlosz, University of Texas - San Antonio*

Male survivors of childhood sexual abuse are a minority in the counseling field. There are few published research studies about this vulnerable population's experience in counseling and how they are perceived by their counselors. There are some obstacles that prevent them from disclosing their experience to their counselors. This proposal examines the male childhood sexual abuse survivors' experience with their counselors' attitudes toward them and its impact on their willingness to disclose.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N18, Table 6**

**Atlantic View II**

## **Supporting the Therapeutic Alliance with African American Clients Using a Critical Race Approach**

*Jessica Fripp, Austin Peay State University*

Unique challenges prevent African Americans from entering into counseling relationships. Furthermore, fear of discrimination and racial trauma in counseling settings make seeking a culturally competent counselor difficult. One theoretical approach, Critical Race Theory, can be used to support counselors in navigating difficult conversations about racism and trauma with clients. Implications for practice are provided to increase the opportunity for dialogue about racism in the clinical setting.



# Roundtable Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N19, Table 7**

**Atlantic View II**

## **Essentially Existential: An Existential Approach to Career Counseling and Development**

Linda Greene, *Gardner-Webb University*

Laura Carscaddon, *Gardner-Webb University*

Sharon Webb, *Gardner-Webb University*

Kimberly Williams-Thompson, *Gardner-Webb University*

David Carscaddon, *Gardner-Webb University*

Lorell Gordon, *Gardner-Webb University*

While existential theories of counseling suggest that the search for meaning is a driving force in all of our lives, there is relatively little attention to the role of existential theory in career counseling and development. An existential model of career development will be presented that includes theoretical foundations as well as specific meaning-focused counseling strategies and activities for use in both school and clinical mental health settings.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N20, Table 8**

**Atlantic View II**

## **Implementing a Standardized-Simulated Client Pedagogy in Counselor Education**

Tony Michael, *Tennessee Tech University*

This presentation will examine the rationale for using a Standardized Simulated Client pedagogy by using undergraduate students as the SSC and graduate students as the helper. In particular, the presentation will review the results from a study, and conclude with a discussion on how the SSC pedagogy helps students explore their career choices.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N21, Table 1**

**Palisades A & B**

## **The Protective Circle: Queer Fathers and Counselors**

Harvey Charles Peters, *Syracuse University*

Despite the growing number of queer fathers, families, and scholarship worldwide, there is a major dearth in the counseling scholarship and practice related to queer families at large, especially for queer fathers. This presentation will review the experiences and needs of queer fathers and families while using the concept of a “protective circle” to identify the roles and functions of professional counselors. Implications for counselors, counselor educators, and supervisors will be discussed.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N22, Table 2**

**Palisades A & B**

## **Career Development in Adolescents: Illustrating Activism Through Metaphor**

Natasha U. Barnes, *Delta State University*

This presentation will provide an understanding of the importance of activism and support for career development in the adolescent population. The presenter will utilize characters from «Sesame Street» to metaphorically describe the career development of adolescents. The presentation will also encompass a discussion of theoretical perspectives relative to the given population, with a review of ethical considerations and counselor implications for individuals working with this population.



# Roundtable Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N23, Table 3**

**Palisades A & B**

## **Playing Together: Using Improv Principles to Enhance Family Counseling**

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

During improvisational comedy (improv), teams act out spontaneous scenes. Similar to family life, there are no scripts or prior knowledge of what will unfold. Actors must learn to trust each other and themselves. Using an “on stage” approach, participants will learn basic improv principles and how these intersect with central family counseling goals and processes. Participants will also practice several improv games that can be used in family counseling.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N24, Table 4**

**Palisades A & B**

## **Strategies to Effectively Assess Counselors-in-Training in CACREP Accredited Programs**

*Andrew Burck, Marshall University*

CACREP standards (2016) require counseling programs to evaluate counselors-in-training throughout the program. In this roundtable presentation, we will discuss methods to assess students throughout the counseling program including a discussion of the process in which a specific CACREP-accredited program assesses counselors-in-training. The presentation will review the assessment instruments effectiveness and will provide suggestions based off of personal experiences.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N25, Table 5**

**Palisades A & B**

## **Maximizing Learning for All Students: How to Use Universal Design in Counselor Education**

*Melissa D. Deroche, Troy University*

*Chantrelle D. Varnado-Johnson, The University of New Orleans*

Universal design of instruction (UDI) is a pedagogical tool which enables counselor educators to proactively create a learning environment that is accessible to all students regardless of ability, learning style, or any other aspect of diversity. Presenters will use an interactive format to discuss the tenants of UDI and strategies for their implementation in traditional face-to-face classroom learning environments and online instruction.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N26, Table 6**

**Palisades A & B**

## **Creating Visibility: Unveiling the Brain, Stress, and Discrimination for Counselor Educators**

*Michelle Mitchell, University of Central Florida*

*Caitlyn Mckinzie Bennett, University of Central Florida*

Both stress and discrimination have physiological implications, including the release of cortisol and other stress hormones. Discrimination is differential treatment not based upon behavior or qualifications, which has been linked to symptoms of depression and anxiety disorders. Counselor educators are charged with obtaining knowledge about the biological basis of stress and bigotry as well as being equipped to provide support and resources to assist diverse students.



# Roundtable Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N27, Table 7**

**Palisades A & B**

## **Imposter Syndrome in Counselor Educators**

*Shreya Vaishnav, The University of North Carolina at Greensboro*

*Jordan Austin, The University of North Carolina at Greensboro*

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

Imposter syndrome (IS) is prevalent among faculty in academia, and negatively impacts job satisfaction, self-efficacy, and wellbeing. While this is known, little has been explored regarding research productivity, a factor that weighs heavily in promotion and tenure among counseling faculty. Results from a study exploring how IS impacts counselor education research self-efficacy and scholarly productivity will be provided, along with aspects that mediate the impact of IS for counselor educators.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N28, Table 8**

**Palisades A & B**

## **Postcolonial Thought: An Invitation to Reimagine Professional Relationships in Counselor Education**

*Paul Smith, University of St. Thomas*

In this presentation, the importance of using theory to inform how counselors and educators develop relationships with other professionals will be explored. Postcolonial theory offers a framework for understanding these relationships by placing them in the context of various historical events and within a power and privilege paradigm. While the theory has been used to inform much of the functions of counselors, professional relationship building has been largely ignored.

**Saturday, October 13, 1:00 PM - 1:50 PM - Program ID = N29, Table 9**

**Palisades A & B**

## **Ways to Promote Leadership and Social Justice in Action During Counselor Education Coursework**

*Donna Dockery, Virginia Commonwealth University*

Join this roundtable to discuss effective ways to incorporate leadership, social justice, and advocacy activities for students enrolled in counselor education classes. Bring ideas and share challenges faced when attempting to foster students taking action steps, rather than simply exposing students to social justice and leadership content. Handouts of sample assignments and resources will be shared.





# Poster Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 1**

**Palisades Foyer**

## **Religion and Spirituality in Counseling: Implications for Counselor Educators and Supervisors**

*Connie Elkins, Lindsey Wilson College*

This presentation includes a discussion of ACA Ethical Codes and established ASERVIC competencies for the integration of religion and spirituality in counseling. The presenter will facilitate a discussion of the benefits, challenges, and models of training counselors for the integration of religion and spirituality in counseling practice.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 2**

**Palisades Foyer**

## **Professional Identity Development of Counselors in Training**

*Mary Katalinic, Walden University*

Development of an individual's professional identity (PID) is essential, as identity impacts the professional, society, and the counseling community. Specifically, PID is the integration of personal and professional parts of an individual. Counselor educators can foster PID through specific tasks and experiences. The purpose of the present lecture is to describe PID, differences in PID across populations, and specific ways in which counselor educators can foster the PID of students.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 3**

**Palisades Foyer**

## **Innovativeness in Counselor Education: A Grounded Theory**

*Elizabeth Vincent, Campbell University*

Using a constructivist grounded theory approach, the researchers describe a model of counselor educator innovativeness. The model describes how two categories, (a) individual traits and experiences and (b) environmental and contextual influences, interact to influence the experiences of being an innovative counselor educator.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 4**

**Palisades Foyer**

## **Teaching Counseling Assessment Utilizing Experiential and Service Learning Approaches**

*Jonathan Ricks, University of North Carolina at Pembroke*

*Ki Chae, University of North Carolina at Pembroke*

Many students in counseling programs fear the Assessment course and often dread engaging in this part of the counseling curriculum. One way to make the material in this course rewarding and enjoyable is to incorporate experiential and service learning activities to help students effectively process and integrate complex material. This session will provide specific engaging activities used in a research study and the impact these methods had on the student experience.



# Poster Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 5**

**Palisades Foyer**

## **Infusing Trauma Treatment in Counselor Education**

Stevie VanAusdale, *University of Florida*

Patrice Leopold, *University of Florida*

There has been a growing understanding of the prevalence of traumatic experiences among the worldwide population's demands for trauma competent clinicians. This presentation evaluates current research on trauma, trauma-informed care, and how trauma-informed care is taught to masters' level counselor education students, as well as provides a conceptual plan to infuse trauma-informed care into four CACREP courses.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 6**

**Palisades Foyer**

## **Supervising International Counseling Students**

Shuhui Fan, *William & Mary*

Natoya Haskins, *William & Mary*

International counseling students, who are unfamiliar with the dominant culture in the U.S., experience unique challenges related to their daily lives and clinical work. However, as counselor educators, we frequently neglect this population. Therefore, this supervision model illuminates how adding culturally responsive components to traditional supervision models can better serve international counseling students.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 7**

**Palisades Foyer**

## **Pedagogical Strategy for Integrating Human Development Models into Diagnosis and Treatment Planning**

David Johnson, *Wake Forest University*

Philip Clarke, *Wake Forest University*

The integration of human development and diagnosis is underrepresented in the counselor education literature, despite development being a core component of the counseling profession and diagnosis being a necessary (however, frequently derided) task for many counselors. In this content session, the presenters share a rationale and pedagogical activity used to help counselors in training incorporate developmental concepts into diagnosis to yield holistic case conceptualizations and treatment plans.



## Poster Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 8**

**Palisades Foyer**

**Are You Really Gone? Attachment and Grief**

Charmayne Adams, *University of Tennessee*

Jillian Blueford, *University of Tennessee*

This presentation will explore the implications of conceptualizing grief through Attachment Theory. Participants will be exposed to a workshop created by the presenters that can be implemented in Counselor Education programs to promote competence in working with individuals experiencing grief. This presentation will emphasize strategies that can be utilized by counselor educators in supervision and in the classroom to increase knowledge and competency in working with clients who are grieving.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 9**

**Palisades Foyer**

**Understanding the Veteran Student and Helping Them Succeed in Counselor Education**

Emeline Eckart, *John Brown University*

Veteran students bring a unique perspective to the classroom that can help them, but those military values can also present a challenge for them. This session will focus on how counselor educators can help veterans take on their new role of the student by creating a culture of support and equity. Implications for teaching, mentoring, and advising will be discussed.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 10**

**Palisades Foyer**

**Doctoral-Level Teaching Preparation and Teaching Self-Efficacy: Supporting Best Practices**

Eric Suddeath, *Mississippi State University-Meridian*

Suzanne Dugger, *University of Mississippi*

Although they spend the greatest percentage of their time in teaching-related activities (Davis et al., 2006), many new counselor educators report that they were not adequately prepared for this responsibility (Magnuson et al., 2004). This session will provide information about emerging best practices in teaching preparation in counselor education doctoral programs and facilitate a discussion of the use of such research to support the future of counselor education.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 11**

**Palisades Foyer**

**Counselors from Faith Based Programs: Expectation and “Real World” Secular Post-Graduate Experiences**

Rosalind Goodrich, *Southeastern University*

The goal of counselor education programs is to provide students with instruction and experience to develop effective practice, regardless of setting. When students attend a faith-based institution, their academic and practice opportunities in that setting may be an experiential contrast to their work in the field. This presentation examines student, employer, and supervisor feedback that inform best practices in bridging faith-based program practice with practice in the broader community.



## Poster Sessions

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 12**

**Palisades Foyer**

### **Teaching the ASCA Model and the School Counselor-in-Training**

Aaron Oberman, *The Citadel*

This session will focus on strategies and best practices for helping counselor trainees learn about and implement the four components of the ASCA National Model as part of their training and development. The assignment/group project will be discussed in detail and shared with participants. Sample work and course syllabi will be provided to help participants implement these strategies in their program planning coursework.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 13**

**Palisades Foyer**

### **Teaching and Leadership: Mentoring Non-Traditional Counselor Education Doctoral Students**

Gerald Spangler, *The University of Tennessee, Knoxville*

Wes Allen, *The University of Tennessee, Knoxville*

The mentorship of non-traditional counselor education doctoral students supports the tenets of teaching and leadership within the profession. This poster session will offer considerations and implications that support the need to mentor non-traditional doctoral students. The session will incorporate existing research about mentorship in related fields and provide literature to increase awareness concerning mentorship and non-traditional students within Counselor Education Doctoral Programs.

**Saturday, October 13, 1:00 PM - 1:50 PM - Poster 14**

**Palisades Foyer**

### **The Effects of Live Supervision on Counselor in Training Self-Efficacy When They Graduate**

John T. Super, *University of Florida*

Kathryn M. Williams, *University of Florida*

Daniel C. Melear, *University of Florida*

Counselor educators have flexibility in applying CACREP standards that require counseling students to engage in professional practice (practicum and internship; CACREP, 2016), while striving to reduce anxiety and bolster self-confidence in a stressful environment (Cashwell & Dooley, 2001). This poster shares the effect of live supervision on anxiety and self-efficacy and presents results from analyzing data from CITs at graduation.



# Content Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P1**

**Center**

## **Go the Distance: If You Build It, They Will Come**

*Lisa Burton, Marshall University*

*Bob Rubenstein, Marshall University*

*Jonathan Lent, Marshall University*

Distance education, online learning, and virtual classrooms have created a new ballgame for counselor educators. Due to rapidly developing new technologies, coupled with challenging societal issues and diverse learner needs, programs need flexible and innovative strategies to maintain program viability and appeal. Creative and proven methods for synchronous and asynchronous online instruction will be covered along with ideas for developing virtual classrooms and personal learning spaces.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P2**

**East**

## **Empathy Training: The Efficacy of Short-Term Empathy Training Workshops on Counselor Trainees**

*Anita Knight, Liberty University*

*Steve Warren, Liberty University*

*Alex Gantt, Liberty University*

*YaTiwaa Offei Darko, Liberty University*

*Keaghan Macon, Liberty University*

The relationship between empathy and counseling skill development is explored and the current literature is reviewed. The efficacy of a two-session empathy building workshop in increasing empathy in a population of counseling students is discussed. Experiential exercises are also explained and conducted. Research findings will be explored and implications for counseling and counselor education will be discussed.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P3**

**West A**

## **Be SMART with Project-Based Learning for School Counselor Preparation**

*Pamelia E. Brott, The University of Tennessee, Knoxville*

Project-based learning (PBL) in a one-semester “Fundamentals of School Counseling” course help students answer the question, “How do I develop, manage, and deliver an effective school counseling program?” Course modules engage students in hands-on activities to increase knowledge of and apply school counseling principles to guide a program, become proficient in technology use, and construct a professional portfolio. Activities are mapped to learning outcomes and CACREP Standards.



# Content Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P4**

**West B**

## **Survey Research Methods: A Discussion on Best Practices and Strategies for Counselor Educators**

*Patrick Mullen, William & Mary*

Survey research is common in educational and social science inquiry. This session presents some best practice strategies for conducting different forms of survey research methods in counselor education. Attendees will learn approaches for sample generation, survey facilitation, communication formatting, and incentive management. Handouts and sample materials will be provided to attendees.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P5**

**West C**

## **The Weinstein Effect: Evolving Ideas Around Feminism in Counselor Education and Supervision**

*Mary Gay, Argosy University Atlanta*

*Chinwe Williams, Argosy University Atlanta*

*Mary Kate Reese, Argosy University Atlanta*

*Anisha Cooper, Argosy University Atlanta*

Recent media attention has highlighted personal narratives of abuse of power and sex, which has led to the coining of the term “The Weinstein Effect.” The presenters propose that these current events provide a unique opportunity for this generation of counselors to explore feminist philosophy. The goal of this presentation is to discuss how counselor educators and supervisors can promote meaningful conversations with emerging counselors who may have not explored feminist ideas before.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P6**

**Arcadian 1**

## **Forging Counselor Identity Formation: A Liminal Journey**

*Melanie Drake Wallace, Jacksonville State University*

*Christina Rosen, Appalachian State University*

This interactive presentation is designed to introduce the anthropological concept of the liminal journey and to explore how it parallels the developmental journey of becoming a professional counselor. Professional identity formation, ambiguity tolerance, and existential anxiety among practicum and intern students will also be addressed. Finally, implications for counselor educators and supervisors will be discussed and creative activity ideas will be provided for participants.





# Content Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P7**

**Arcadian 3**

## **A Tale of Two Families: Helping Military Couples Understand and Accept a Soldier's "Unit Family"**

Rip McAdams, *William & Mary*

Victoria Foster, *William & Mary*

David Gosling, *William & Mary*

This session will examine the family-like bond that can develop between soldiers and members of their military unit and the potential impact this "unit family" can have on a soldier's reintegration with natural family following deployment. Participants will explore the ordinary and extraordinary features of the unit family system and how counseling approaches with blended families can be applied to assist military couples and families in successfully navigating divided family loyalties.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P8**

**Mulligans**

## **Working with Spanish Speaking Populations: Cultural Competence and Helping Strategies**

Syntia Santos Dietz, *East Carolina University*

Maylee Vazquez, *University of North Carolina at Charlotte*

People of Hispanic origin constituted 17.8% of the nation's population and is projected to increase (U.S. Census Bureau, 2017). Counselors must be prepared to effectively serve these culturally and linguistically diverse communities. Participants will engage in a discussion on best practices in working with Latinx communities, focusing on culture, language, and advocacy. An overview of relevant literature and helping strategies will be presented. Reflection and discussion will be encouraged.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P9**

**Palisades C**

## **Mitigating Vicarious Trauma: Teaching Protective Strategies and Vicarious Resilience**

Melinda Paige, *Argosy University Atlanta*

Kelli Ritter, *Argosy University Atlanta*

Standardized trauma-based curriculum designed to inform the supervision of counselors have yet to be integrated into counselor education, despite the fact that researchers report high trauma-exposure rates among United States residents. Further, mental health settings can have a negative impact on supervisees if there is a lack of training in protective strategies. We apply elements of trauma-specific supervision (Etherington, 2009) to mitigate vicarious and secondary trauma in novice counselors.



# Content Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P10**

**Palisades F**

## **Coming of Age in Counselor Education: How Age Perception Impacts Counselor and Client Wellness**

Matthew Fullen, *Virginia Tech*

Sara Bailey, *The University of North Carolina at Greensboro*

The wellness paradigm is regarded as one of the cornerstones of the counseling profession. Using a developmental perspective, this presentation will examine how attitudes about aging impact counselor and client wellness. The presenters will review existing research on the relationship between age perception and well-being (e.g. Levy's stereotype embodiment theory), introduce original findings related to wellness and age perception, and discuss implications for counselor education.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P11**

**Palisades G**

## **Becoming an Advocate for Clients and Counselors**

Frankie Fachilla, *Trevecca Nazarene University*

Melissa McGee, *Trevecca Nazarene University*

Societal problems demand our attention, as culturally competent counselors. Our profession is vulnerable to the political and cultural systems in which we, as counselors, reside. In this presentation, you will learn how to effectively advocate for our field with government officials, in an effort to change unjust cultural realities and to ensure that our services remain relevant, accessible, and useful to the clients we serve.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P12**

**Palisades H**

## **The Experiences of Parents of Self-Harming Adolescent Children**

Nikki Russell, *Nikki Russell Counseling Services*

Laura Haddock, *Southern New Hampshire University*

Adolescent self-harm is a growing epidemic in the United States. What the statistics do not show is the impact adolescent self-harm has on parents. This session will include an overview of six themes common to parents of adolescent who self-harm. Attendees will learn clinical tools that empower therapists to assist parents in reducing distress caused by self-harm, as well as strategies for how to be more inclusive when working with parents of self-harming adolescent children.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P13**

**Palisades I**

## **Racial Bias Within Clinical Supervisory Relationships: Experiences of Supervisees of Color**

Tonya Davis, *Northwestern University*

Teresa A. Fisher, *Northern Illinois University*

The historical climate pertaining to racial bias in the United States is longstanding. This session looks at how racial bias has been experienced within the clinical supervisory relationship through the lens of supervisees of color. We will also explore the impact of power differentials within the clinical supervisory relationship and how relationships between client and counselor may be affected. Presenters will provide implications and future research that emerged from this study.



## Roundtable Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P14, Table 1**

**Atlantic View II**

### **Across the Miles: Paramount Education**

*Nicole Arcuri Sanders, Capella University*

Counselor educator understanding creating an environment which fosters learning is imperative to promoting student success as well as the future successes of the profession. Online course rooms provide a multitude of barriers for educators; navigating these is a necessity in today's technological world. The intention of this program is to offer participants practical strategies to succeed in breaking the barriers set by distance for their online students.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P15, Table 2**

**Atlantic View II**

### **A Recommendation for Training School Counselor Site Supervisors**

*Carleton Brown, University of Texas at El Paso*

If you've been looking for a successful supervision training for your school counselor site-supervisors, this session may be helpful! The presenter will introduce participants to an evidence-informed 4-hour supervision workshop based on the School Counselor Supervision Model (SCSM; Luke & Bernard, 2006), and will equip participants to organize an effective supervision training for school counselor site supervisors.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P16, Table 3**

**Atlantic View II**

### **Using Geographic Information Systems to Address Health Inequities**

*David Jones, Regent University*

*Neil Duchac, Kennesaw State University*

The professional counseling field is called to advocate and prevent poor mental health outcomes for our clients and their community. To gain an understanding of the community risk and protective factors, geographic information systems provide professional counselors with a tool to understand the community/contextual factors influencing mental health outcomes. Moreover, by integrating GIS into the field of counseling, it allows for examination, concomitantly, of individual and community level factors.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P17, Table 4**

**Atlantic View II**

### **Implementing and Supervising Data-Driven Practices During the Internship Experience**

*Mary Bess Pannel, Delta State University*

Implementing SMART goals during the internship experience, counselor educators can provide framework and supervision for students to integrate components of a comprehensive school counseling program. This experience provides interns with the opportunity to make a difference at their internship sites while providing positive momentum into their careers as professional school counselors. Examples of student implemented SMART goals will be shared along with procedural logistics.



# Roundtable Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P18, Table 5**

**Atlantic View II**

## **Fostering Creativity, Engagement, and Wellness in an Introduction to Counseling Course**

Jayna Mumbauer, *University of Central Florida*

Nayoung Kim, *University of Central Florida*

Although the “Introduction to Counseling Course” covers a wide breadth of content, including the history of the profession, ethics, theories, and applications strategies, there is considerable opportunity to engage students in learning experiences that set the stage for a successful counseling program. This presentation provides attendees with creative and engaging learning strategies designed to orient beginning graduate students to the meaning of graduate school and the counseling profession.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P19, Table 6**

**Atlantic View II**

## **Supporting Counselor Trainees in Developing a Personal Counseling Theory**

Laura Hodges, *Troy University Montgomery*

Lynn Boyd, *Troy University Montgomery*

Choosing a theory of counseling is an uncertain and daunting task for many counseling graduate students. To support graduate counseling students in this journey, it is important to consider their developmental stage as a graduate counseling student, and their life experiences before graduate training. It is critical for counselor educators and beneficial for graduate counseling students when these factors are considered within a framework of theory development.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P21, Table 8**

**Atlantic View II**

## **Nontraditional Students: Who are They and How Can We Help Them Get the Most from Graduate Study?**

Suzanne Hart, *Virginia Commonwealth University*

If you consider yourself a nontraditional student or would like to discuss ways to better serve those who do, come to be a part of the conversation. In this session, we will discuss: What is the definition of a nontraditional student? Is it based on ethnicity, gender, age, full-time or part-time status? Does it depend on the institution?



# Roundtable Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P22, Table 1**

**Palisades A & B**

## **Wagging Tails and College Students: Animal-Assisted Interventions in Higher Education Settings**

*Ariann Robino, Virginia Tech*

Animal-assisted interventions on college campuses have been found to promote college student development. Counselor educators have a duty to ensure counseling students are aware of this creative intervention and how it relates to the needs of the college student population. This presentation will include activities related to the integration of animals on college campuses and the role counselors can play in this process.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P23, Table 2**

**Palisades A & B**

## **African-American Female Faculty Research Mentorship Experiences in Counselor Education**

*Chantrelle Varnado-Johnson, The University of New Orleans*

This roundtable highlights the results from a study that examined narratives of African-American women who received research mentorship while working towards tenure in counselor education. The roundtable will generate discussion about opportunities, benefits, and hindrances experienced by African-American female junior faculty in their research mentorship relationships. Attendees are invited to engage in discussion and share suggestions for fostering successful research mentorship experiences.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P24, Table 3**

**Palisades A & B**

## **Exploring the Benefits and Challenges of Implementing a Developmental Cohort Model**

*Stephanie Bell, Delta State University*

*George Beals, Delta State University*

This presentation will describe the rationale behind the implementation of a developmental cohort model for master's students in a CACREP accredited counseling program at a small university in a rural community with a diverse student population. The discussion will include the practical benefits and challenges presented by the implementation of a new matriculation plan for students, and assessment procedures used to address the successes and areas for improvement in the current plan.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P25, Table 4**

**Palisades A & B**

## **Activism in Practice: Basic Helping Skills for LGBTQ+-Affirmative Practices in Schools and Community**

*Nicole Stargell, The University of North Carolina at Pembroke*

*Shenika Jones, The University of North Carolina at Pembroke*

Despite the best efforts of support personnel, students who identify as LGBTQ+ experience lower academic achievement than their heterosexual/cisgender peers. The presenters developed and delivered a workshop to teach basic helping skills to undergraduate student teachers and school administration students, which significantly increased the affirmative practice beliefs of the students. Implications for counselors, supervisors, and counselor educators are provided.



# Roundtable Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P26, Table 5**

**Palisades A & B**

## **Using Music and Song Lyrics for Theoretical Conceptualization Activities in Counselor Education**

*Eric Davis, University of South Florida*

*Richard Chapman, University of South Florida*

*Aaron Norton, University of South Florida*

There is an increased need for counselors to work with a diverse selection of clients and issues. Counselor education programs must be able to provide effective experiential educational opportunities for counselors-in-training to apply theoretical conceptualizations. The presenters will share results of a research study utilizing music as a creative method for exploring counseling issues with counselors-in-training to develop their understanding and application of theoretical orientation.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P27, Table 6**

**Palisades A & B**

## **Do Counselor Education Programs in HBCU's Promote Wellness in Their Students?**

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

*Shalini Mathew, North Carolina A&T State University*

*Yasmin Gay, North Carolina A&T State University*

Counseling can be a stressful and demanding profession, often resulting in counselor impairment and burnout. While there are various constructs for this, supporting practices that will deter such is vital. Personal wellness and self-care are essential elements needed for the preservation of the counseling profession and a standard in the ACA Code of Ethics (2014). This session will disseminate the research findings on how counselor education programs in HBCUs promote wellness in their students.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P28, Table 7**

**Palisades A & B**

## **The Use of Mindfulness Training to Support Counselor Development**

*Andrew Campbell, Hood College*

*Megan Shaine, Hood College*

*Stephanie Dailey, Hood College*

Mindfulness practice has been shown to help a range of mental health issues. Such practice is a natural fit in the training of new counselors. According to the Integrated Developmental Model, training counselors must develop across a range of constructs, including in their self-other awareness, in order to become successful therapists. Mindfulness can support this awareness, and faculty can use such training in courses or during student experiential training to aid in their development.





# Roundtable Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P29, Table 8**

**Palisades A & B**

## **Practicum & Internship: Supporting School Counselors-in-Training in a Supervisory Relationship**

*Tiffany Simon, Our Lady of the Lake University*

Looking for effective strategies to use when working with school counselors-in-training? We will discuss the use of technology, role play, case studies, and counselor-in-training self-analysis modules within the practicum/internship courses. By focusing on the use of theoretically based strategies and interventions, school counselors-in-training may develop a stronger professional identity and be more effective in their application of comprehensive school counseling programs on their campuses.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P30, Table 9**

**Palisades A & B**

## **Bridging the Gap Between the Mental Health Community and The Black Church**

*Tiffanie Sutherlin, James Madison University*

Compared to the majority group and other racial and ethnic populations, African-Americans tend to utilize professional counseling at a much lower rate (Ayalon & Young, 2005). Instead, it has been shown that African-Americans rely on their religion and spirituality to cope when in difficult situations. This presentation specifically looks at the Pastor's role and experiences as an intervener when faced with mental health needs of the congregation.

**Saturday, October 13, 2:00 PM - 2:50 PM - Program ID = P31, Table 10**

**Palisades A & B**

## **The "Angry Black Woman": The Media's Influence on Romantic Relationships for Black Women**

*Taneshia Greenidge, University of Florida*

This program is designed to educate Marriage and Family Therapists on how African American women's portrayal in the media impacts their romantic relationships. This presentation is focused on providing an overview of the media and how traits of strength and resiliency impact African American women's romantic relationships. Interventions will also be provided. The presenter will provide handouts to attendees to help attendees gain knowledge of interventions for working with African American women.



# Poster Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 1**

**Palisades Foyer**

## **Higher Education Mentorship in Counseling: A 20-Year Content Analysis**

Meredith Rausch, *Augusta University*

Jennifer Reid, *Augusta University*

This presentation provides the results of a content analysis which includes 304 mentorship articles published across 32 professional counseling journals over the past 20 years. Articles were coded as research or non-research, separated into 4 types of research with 15 methodologies, and arranged according to their areas of focus. The results of the analysis are presented, along with implications for counseling practice and research.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 2**

**Palisades Foyer**

## **Court Preparedness for Pre-Credentialed Play Therapists**

Morgan Jenkins, *Auburn University*

Korinne Babel, *Troy University - Phenix City*

The researchers conducted a study that investigated pre-credentialed clinicians' level of preparedness related to testifying in court. The results of this study will be explored, as well as how those results can be implemented in counseling programs or trainings.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 3**

**Palisades Foyer**

## **Cutting to the Chase: Counselor Interns' Preparedness for Counseling Clients Who Self-Injure**

Donna Scheffler, *Candidate, Capella University*

Lucinda West, *Capella University*

It is crucial counselors receive accurate information and adequate training to protect their professional identity and welfare of clients. 42% to 64% of clients present with self-injurious behaviors. Ten counselor interns were interviewed in a generic qualitative inquiry, sharing experiences and insight into perceived preparation by their master's program for working with this specialized population. Results of this study and implications for counseling programs are presented.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 4**

**Palisades Foyer**

## **Development of a Measure of Intervention Skills in Counselor Education Students Using the IDM**

Colin Vaughn, *William & Mary*

Sean Newhart, *William & Mary*

Presenters will describe the construction and validation of an instrument measuring the intervention skills of counseling students based on the Integrated Developmental Model of supervision. Presenters will explore in-depth the methods of test construction, reliability and validity procedures, and subsequent psychometric properties of the instrument. Presenters will discuss the implications, limitations, and future directions of their research and the instrument.



## Poster Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 5**

**Palisades Foyer**

### **Research Informs Practice in Counselor Education: A Content Analysis of Top ACA Journals**

Amanda Evans, *Auburn University*  
Chippewa Thomas, *Auburn University*  
Katherine Barker, *Auburn University*

Who are the top academic writers in counselor education? This presentation will share data collected over seventeen years (2000 to 2017) of ACA-endorsed, peer-reviewed academic journals. Findings from this presentation can be used in the classroom to inform counseling students and new faculty on professional trends, collegial productivity, and affiliations.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 6**

**Palisades Foyer**

### **Lessons from the Road: Community-Based Counseling Intervention Research**

Kim Coggins, *Austin Peay State University*  
Kristie Opiola, *University of North Carolina Charlotte*

In a profession with an ever-increasing emphasis utilizing empirically validated treatments, intervention research plays a vital role in building an evidence base for counseling interventions. However, this type of research comes with its own set of struggles for researchers. In this presentation, participants will learn about specific benefits of and barriers to community-based intervention research and will discuss ways to overcome these barriers to conduct meaningful intervention research.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 7**

**Palisades Foyer**

### **Dialectical Behavioral Therapy (DBT) Interventions with Youth in Alternative to Suspension Programs**

Ang'elita Dawkins, *Capella University*

This multiple case study describes the effectiveness of Dialectical Behavior Therapy (DBT) emotion regulation interventions with youth in an alternative to suspension (ATS) program. Participants received DBT interventions for the duration of their suspension (3–10 days). The Cognitive Emotion Regulation Questionnaire (CERQ) was administered to measure emotional regulation skills growth. Results inform best practice for short-term emotional regulation intervention with adolescents.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 8**

**Palisades Foyer**

### **Autoethnography as Method for Facilitating Researcher Identity Development**

Connie Couch, *University of Northern Colorado*  
Charlotte Daughhetee, *University of Montevallo*

Understanding of researcher identity development is essential in the preparation and mentoring of CES professionals and students. Presenters propose autoethnography, a qualitative method of examining personal experiences as they relate to sociocultural issues, as a promising tool for promoting self-reflection and facilitation of the development of researcher identity in novice researchers.



## Poster Sessions

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 9**

**Palisades Foyer**

### **Exploring Racism Trauma and Hope Narrative in the Baltimore City Uprising**

Jessica Haas, *Nova Southeastern University*

Jesse Fox, *Stetson University*

Susan F. Branco, *The Chicago School of Professional Psychology/Washington DC Campus*

Cirecie West-Olatunji, *Xavier University of Louisiana*

Public demonstrations and media coverage renewed national attention to the treatment of racial minorities in the American justice system. This study explored experiences of community stakeholders in Baltimore City to inform the development of essential cultural competency within the context of counselor training and the practice of psychotherapy. Noting substantial shifts in millennial activism, hope narratives and resilience development findings, useful to counseling and advocacy, are shared.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 10**

**Palisades Foyer**

### **Examining Self-compassion as a Mediator Between Personal Factors and Counselor Development Outcomes**

Sarah Criss, *Trevecca Nazarene University*

James Schut, *Trevecca Nazarene University*

Data will be presented from a doctoral dissertation study being completed at a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited institution in the South East examining self-compassion as a potential mediator in counselor identity development. Literature and data regarding self-compassion as a mediator of the potential negative effects of childhood experiences on the development of counselor self-efficacy (CSE) and emotion regulation will be discussed.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 11**

**Palisades Foyer**

### **Behaviors and Barriers: Counselors' Experiences with Reporting Suspected Child Abuse**

Jennifer Gerlach, *Texas A&M University - Corpus Christi*

Counselors are mandated by law to report suspected child abuse, yet many face challenges that hinder the process, such as uncertainty about the reporting process, fear of rupturing the therapeutic alliance, and distrust of child protective services. The presenters will share results of their mixed method study on reporting behaviors of counselors and provide recommendations for counselors, supervisors, and counselor educators on issues of child abuse training and reporting.

**Saturday, October 13, 2:00 PM - 2:50 PM - Poster 12**

**Palisades Foyer**

### **The Relationship Between Adverse Childhood Experiences, Attachment, Alexithymia, and Suicide Risk**

Mark Loftis, *Tennessee Tech University*

Second to unintentional injury, suicide claims more lives of college-aged students in the U.S. than any other factor. The purpose of this presentation will be to discuss the research findings from a recent study on 400 college students. Participants will be informed on the importance of assessing for trait-based factors within suicide risk, and practical considerations will be discussed.



# Content Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q1**

**Center**

## **Infusing the Use of Creativity to Ensuring Diversity and Inclusion in Online Counselor Education**

Eric Jett, *Southern New Hampshire University*

Lotes Nelson, *Southern New Hampshire University*

Metoka Welch, *Southern New Hampshire University*

Susan Foster, *The Chicago School of Professional Psychology*

Creative approaches to online education ensure that we engage every learning style, encourage meaningful discussion, and challenge our students from culturally diverse backgrounds. This presentation will highlight the benefits of these approaches, provide techniques to participants, and discuss creative strategies to promote culturally diverse and inclusive content. As the demand for online education increases, Counselor Educators will need to be equipped to meet the needs of these students.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q2**

**East**

## **Strengths-Based Supervision and Students with Disabilities**

Jessica Guess, *University of Cincinnati*

Students with disabilities in higher education often have additional challenges compared to those without disabilities (Mamiseishvili & Koch, 2011). This presentation will address how using strengths-based supervision can meet the unique needs of counselors in training (CITs) with disabilities by helping them identify and utilize their strengths to capitalize on their potential and increase effectiveness (Wade & Jones, 2015).

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q3**

**West A**

## **Preparing School Counselors to Work with Students in Poverty**

Erin West, *University of Texas at Tyler*

Randall Moate, *University of Texas at Tyler*

Presenters will review considerations for preparing school counselors to meet the needs of students in poverty, based on results from a recent qualitative study which explored experiences of novice school counselors working to meet the academic and mental health needs of students in poverty. Suggestions for counselor educators, including learning experiences, assignments, and classroom activities designed to prepare school counselors to meet the needs of this population, will be covered.



# Content Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q4**

**West B**

## **Lived Experiences of First Generation College Students Across the Higher Education Continuum**

*Ne'Shaun Borden, Old Dominion University*

*Natalie Indelicato, Jacksonville University*

For counselors to provide appropriate and needed support to first-generation college students, understanding students' lived experiences as they navigate the higher education continuum is essential. This session will focus on findings of a FGCS support group and a phenomenological study of first-generation doctoral students of color. Recommendations for including their experiences in the counselor education curriculum, as well as advocacy strategies to create and cultivate equity, will be discussed.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q5**

**West C**

## **Understanding the Experiences of Religious Abuse**

*Paula Swindle, Lenoir-Rhyne University*

*Kelly Spencer, Mars Hill University*

Although counselors typically assess for a spiritual or religious worldview, there is very little information available to guide counselors when clients present with an experience of abuse with a religious context. This presentation will help counselors understand what defines religious abuse and the typical issues that may arise in the counseling process.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q6**

**Arcadian 3**

## **Relational-Cultural Supervision with Counselors-in-Training**

*Mickey White, University of North Texas*

*Nicki Allen, University of North Texas*

The influence and necessity of a social justice approach to supervision are especially relevant in today's sociopolitical climate. In this experientially-based session, participants will learn ways to utilize Relational-Cultural Theory (RCT) in supervision with master's level counselors-in-training. The presenters (both doctoral-level supervisors) will briefly review RCT and provide examples of utilizing RCT in supervision with counselors-in-training in pre-practicum, practicum, and internship.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q7**

**Mulligans**

## **Overcoming Guilt and Defensiveness: Assisting Students in Engaging in Multicultural Courses**

*Shanice Armstrong, Henderson State University*

*Rochelle Moss, Henderson State University*

Defensiveness, guilt, and a color-blind ethos form the greatest hindrances to the development of multicultural competence and cultural humility. As a practice requiring constant work, study, and development, multicultural competence is a process that requires a strong foundational introduction to inspire lifelong commitment. In this session, the presenters will introduce novel and experiential activities to assist counselor educators in obtaining and maintaining multicultural competence.





# Content Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q8**

**Palisades C**

## **Taking It to the Streets: Examining Posttraumatic Growth and Protesting**

*Erica Merrill, University of North Carolina at Charlotte*

The concept of making meaning and undergoing positive change, in spite of intense, life-altering crisis, is called Posttraumatic Growth (PTG). This presentation will explore research examining a brief history of PTG and its observation among multicultural settings. This session will examine a mixed-methods study in which PTG has been researched among minority populations and discuss the impact of protesting when addressing trauma in both an individual and community settings.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q9**

**Palisades F**

## **Women, Work, and Caregiving: Fostering Wellness and Equity**

*Amie Manis, Capella University*

The presenter will provide an overview of the intersection of work and adult caregiving for women across the lifespan that is grounded in theory, research, and experience. Resources to support wellness for caregivers (whether clients or self), workplace policy innovation, and advocacy strategies will be addressed.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q10**

**Palisades G**

## **Advocacy Choices and Actions Among Counseling Leaders**

*Isabel Farrell, The University of Tennessee, Knoxville*

*Casey Barrio Minton, The University of Tennessee, Knoxville*

Social/political professional advocacy is a vital component of professional counseling identity and essential for attaining the 20/20 vision. This presentation will include highlights of literature regarding professional advocacy and results of a grounded theory study that investigated social/political professional advocacy among leaders in state and national organizations. The presentation will include ample discussion of findings and exploration of implications for counselor preparation.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q11**

**Palisades H**

## **The Myth of Gay Rape and Implications for College Counseling Centers**

*Christina McGrath Fair, University of Florida*

This presentation will address the topics of rape culture and minimization of sexual assault through dominant discourse. Discussion will focus on what universities are currently doing to explore and change the sexual culture on campuses, what is working and what is not, as well as future directions through the lens of feminist theory. The impact that sexual culture on campus and university policies have on counselor educators and supervisors, as well as counselors in training, will be addressed.



# Roundtable Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q12, Table 1**

**Atlantic View II**

## **Finding Fit Roundtable: Work-Life Balance in Counselor Education**

David Hermon, *Marshall University*  
Jonathan Lent, *Marshall University*  
Joy Burnham, *University of Alabama*

This roundtable discussion will be targeted to doctoral students seeking their first position and for current faculty members exploring new opportunities. The discussion will be on finding a good match in terms of teaching, research, and service, with a focus on the wellness aspects of work-life balance.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q13, Table 2**

**Atlantic View II**

## **Women's Experience of Infertility and Disenfranchised Grief**

Tristan McBain, *Western Michigan University*

This content session will present the results of a phenomenological study exploring how women's grief experiences related to infertility have been disenfranchised. The results identify the losses associated with infertility, how the loss fails to follow social norms, accounts of how others have invalidated their grief, and how the women sought adequate support. The discussion will include an adaptation of traditional grief models and how to effectively maximize counseling.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q14, Table 3**

**Atlantic View II**

## **The Ethical, Legal, and Practical Implications of Distance Counseling**

Jeff Parsons, *Lindsey Wilson College*

The 21st-century counselor faces a variety of challenges as he or she finds ways to effectively serve each client's unique needs. Technology offers new avenues to bridge geographic divides, economic challenges, and language barriers. However, it comes with unique considerations. This distinguished expert panel will explore distance counseling challenges and solutions.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q15, Table 4**

**Atlantic View II**

## **School Counseling Site Supervisors: Their Perceptions of Effective Characteristics and Practices**

Erin Booher, *Texas Christian University*  
Marcella Stark, *Texas Christian University*

Providing appropriate school counseling site supervision for student interns can be a daunting responsibility. Although ASCA provides a model and ACES provides best practices for supervision, balancing the two is complicated, especially for site supervisors who receive minimal, if any, supervisory training. In this session, presenters will discuss preliminary findings of a qualitative study that examines the characteristics and practices of effective school counseling site supervisors.

**Note: Supervision (qualifies for special designation)**



# Roundtable Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q16, Table 5**

**Atlantic View II**

## **Migration Trauma & the Script-Based Self: Guiding Transactional Analysis Work with Immigrants**

Jacob Blackstock, *The University of North Carolina at Greensboro*

Shreya Vaishnav, *The University of North Carolina at Greensboro*

Transactional Analysis (TA) is designed to provide an approachable take on therapy, giving clients the chance to learn about themselves and their internal world. This program will prepare supervisors and counselor educators to guide counselors in their implementation of TA with immigrant populations. Understanding ego states, existential positions, and script messages are all part of typical work in TA, but here particular attention is paid to power, privilege, and partnership.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q17, Table 6**

**Atlantic View II**

## **Equity for Older Adults: Developing the AgeWell Initiative at a CACREP-Accredited Institution**

Matthew Fullen, *Virginia Tech*

Jyotsana Sharma, *Virginia Tech*

The AgeWell initiative was recently developed at a CACREP-accredited counseling program with the goal of creating a national model for the integration of counselor education and gerontology. Using a case study approach, this session highlights the role that counseling programs play in expanding older adults' access to mental health services. The presenters will describe the development of AgeWell, current community partnerships, and how the initiative incorporates graduate students.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q18, Table 1**

**Palisades A & B**

## **Advocacy in Action: What Do We Need to Know, to Be, and to Do?**

Candice Norris-Brown, *Indiana Wesleyan University*

Natasha Moon, *Liberty University*

TeShaunda Hannor-Walker, *Liberty University*

Meaningful advocacy is something that is ongoing and fluid; as social justice advocates, we are charged with facilitating change and eliminating societal barriers that impact groups that experience marginalization. Advocacy is constantly evolving and changing to meet the unique needs of those we serve. This interactive roundtable addresses ways to integrate the Multicultural and Social Justice Counseling Competencies in our everyday interactions.



# Roundtable Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q19, Table 2**

**Palisades A & B**

**Intergroup Forgiveness of Race-Related Offenses and Stigma Associated with Seeking Counseling Services**

*Vanessa Placeres, Georgia State University*

In this presentation, the presenter will report the results of a quantitative study of race-related offenses, intergroup forgiveness, and how stigma prevents racial/ethnic minorities from seeking mental health services. The presentation is aimed to shed light on racial injustices, look at ways individuals cope with race-related offenses, and identify barriers to treatment. Educational strategies, including practical implications for addressing the barriers, will also be discussed.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q20, Table 3**

**Palisades A & B**

**Activism for Mental Health Issues of Children in Military Families**

*Natasha U. Barnes, Delta State University*

This presentation will address the impact of military culture on depression and anxiety in children raised in a military family. It will identify contributing factors and discuss the connection between the systems of the social-ecological model and depression and anxiety in children raised in a military family. Implications for professional practitioners in the field of counseling who work with children in military families will also be discussed.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q21, Table 4**

**Palisades A & B**

**Mentoring Teaching/Teaching Mentoring: Joining Together to Facilitate Pedagogical Growth**

*Lori Ellison, Marshall University*

*Rieko Miyakuni, Marshall University*

Research highlighting mentoring new faculty and doctoral students has often centered around research, but Counselor Educators have often stated that they wish they had more support in teaching (Waalkes, 2018). The presenters took an opportunity to develop a mentor/mentee relationship around the building and co-teaching of a class, and the experience proved beneficial to both mentor and mentee. This program will discuss models of mentorship and the experience of developing that relationship.



# Roundtable Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q22, Table 5**

**Palisades A & B**

## **An Experiential Approach to Facilitate Ethical Multicultural Counseling, Education, and Supervision**

*Sharon Webb, Gardner-Webb University*

*Kimberly Williams-Thompson, Gardner-Webb University*

*Lorell Gordon, Gardner-Webb University*

There is continued research-based evidence to indicate the ongoing necessity for increased awareness and knowledge for effective practice with diverse populations. The presenters will utilize experiential activities to help counselors, educators, and supervisors practice multicultural intentionality, including a review of applicable ACA ethical codes and AMCD competencies for effective practice. Open dialogue is encouraged.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q23, Table 6**

**Palisades A & B**

## **The Do's and Don'ts of Collaboration: Lessons Learned as Doc Students and New Professionals**

*Amanda Rumsey, Clemson University*

*Yoonsuh Moh, The George Washington University*

We're all in this together. The pressure to produce research, apply for grants, and publish begins early in the process of doctoral studies. While many universities align students with faculty mentors and provide support through research teams, direction about how to maximize collaboration efforts in a way that supports your goals may not be clear. Sharing challenges, successes, and lessons learned along the way can better inform us all as we develop in the field of counselor education.

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q24, Table 7**

**Palisades A & B**

## **Loss in Late Life: Instructional Approaches for Teaching Students About Bereavement and Aging**

*Yvette Saliba, Adventist University of Health Sciences*

The U.S. is undergoing a substantial shift toward an aging society. The demand for counseling services continues to increase, as aging adults experience successive losses and as suicide rates rise among this demographic. Counselors are advised to become better informed about the needs of bereaved older adults and to learn strategies for counseling this population. The purpose of this roundtable is to discuss instructional strategies for teaching counselors-in-training about a loss in older adulthood.



## Roundtable Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Program ID = Q26, Table 9**

**Palisades A & B**

### **The Shadow Side of Self Care**

Laura Haddock, *Southern New Hampshire University*

Kristi Cannon, *Southern New Hampshire University*

Counseling professionals routinely work in high-stress environments. Challenging clients or students and high workloads can challenge even resilient professionals. Self-care is emphasized in counseling literature, though the focus is often on relaxation or self-pampering. Alternately, wellness includes establishing boundaries or saying «no,» which can create distress for those who identify as helpers. This session is designed to promote wellness balance through a four-step self-care plan.



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# Poster Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 1**

**Palisades Foyer**

## **Where Is the Metaphor? How Allegories Are Utilized in Counselor Education and Social Justice**

*Kathleen Jones-Trebatoski, University of the Cumberlands and Houston Baptist University*

*Tracy Calley, Texas State University*

*Liesl Strauss, Texas A&M University - Corpus Christi*

Creativity is natural, playful, and non-threatening. It enables one to create a cosmos out of chaos. It is humanistic in approach, a means to be accepted and valued. It is effective in helping the client, student, and counselor-educator to identify a pressing issue, monitor the progress of finding strategies, and implement strategies.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 2**

**Palisades Foyer**

## **Developmental Networks and Interpersonal Support of Beginning Counselors**

*Nathan West, University of Tennessee*

*Joel Diambra, University of Tennessee*

*Laura Wheat, University of Tennessee*

As new counselors leave the structured support of graduate school and enter the workplace, they often experience a turbulent transition. Their network of professional and personal relationships is pivotal, as they navigate demands of early practice. This presentation will focus on beginning counselors' supportive networks, including discussion of findings from a qualitative study involving interviews with beginning counselors. Presenters will provide study results and facilitate group discussion.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 3**

**Palisades Foyer**

## **Vicarious Trauma among Counselors: Training for Supervisors and Counselor Educators**

*Bethany Lanier, University of West Georgia*

*Jamie Carney, Auburn University*

*Margaret Taylor, Auburn University*

This presentation will outline preventative strategies that supervisors can implement to address vicarious trauma and ways to identify and address vicarious trauma in supervisees. Additionally, it will propose the development of a training workshop that can be utilized by counselor educators to train site supervisors on signs and symptoms of vicarious trauma.



# Poster Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 4**

**Palisades Foyer**

## **Academia & Private Practice: Considerations for Counselor Educators and Supervisors**

Jessica Tyler, *Auburn University*

Korinne Babel, *Troy University - Phoenix City*

Simona Niculaes, *Auburn University*

Marina Green, *Auburn University*

This presentation discusses the challenges and rewards of being a private practitioner and training implications for counselor educators and supervisors. Recommendations to teach students how to maintain cohesion and avoid role strain, grow a successful practice while executing best practices, build a collaborative network, sustain counselor self-efficacy, exercise self-care, and execute a successful intersection between academia and private practice in curriculum modifications will be reviewed.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 5**

**Palisades Foyer**

## **Beyond Multiculturalism in Counseling: Incorporating Case Management, Advocacy, and Empowerment**

Holly Johnson, *Liberty University*

This session will impart knowledge and provide insights to move beyond multiculturalism and effectively incorporate advocacy, case management, and empowerment strategies into counseling practice. Maximizing the vehicle of case management, participants will be equipped to promote social justice and client empowerment. Participants will discover practical tools for coordinating the overall care delivered to historically marginalized clients based on their individual needs, issues, and interests.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 6**

**Palisades Foyer**

## **Navigating Dual Roles as Doctoral Students and the Importance of Counselor Educators Supervision**

Mary Perleoni, *University of Central Florida*

Jayna Mumbauer, *University of Central Florida*

Saundra Tabet, *University of Central Florida*

Jon Borland, *University of Central Florida*

Gelawdiyos Haile, *University of Central Florida*

Within counseling programs, doctoral students have the potential to take on multiple roles with counselors-in-training, which have the potential for considerable ethical dilemmas, both in clinical and educational settings. This poster is intended to apply Forester-Miller and Davis' Ethical Decision Making Model as a framework to address complex ethical dilemmas concerning the multiple roles that are taken on by doctoral students. Implications for counselor educators as mentors will be discussed.



# Poster Sessions

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**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 7**

**Palisades Foyer**

## **Facilitating School Counseling Student's Professional Identity**

Brandee Appling, *Auburn University*

Malti Tuttle, *Auburn University*

This session is geared toward school counseling counselor educators to discuss practical and effective ways to enhance school counselor professional identity through pedagogy, ethical considerations, curricula design, and active learning. Participants will engage with each other, as well as with the presenters, to discuss current school counseling professional identity development opportunities, while collaborating to further enhance processes for encouraging a strong professional identity.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 8**

**Palisades Foyer**

## **The Impact of Empathy & Shame on Counselor & Counselor Educators' Professional Identity Development**

Angie O'Gieblyn, *Lynn University*

Jonathon Roy, *Trevecca Nazarene University*

Ashley Kaufman, *Lynn University*

Developing healthy and clinically skilled therapists is the main goal of many counselor educators and supervisors. The aim of this presentation is to explore both the empirical and applied impact of shame and empathy on the professional identity development of counselors, counselor educators, and supervisors. Our aim is to provide both scientific and personal examples of how we can limit the inhibitory power of shame and harness the healing power of empathy.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 9**

**Palisades Foyer**

## **Mindful Ethics**

Jamie Crockett, *Wake Forest University*

In this presentation, participants will learn about Mindful Ethics for counselors and counselor educators. The presenter will describe a conceptual framework drawing from both ethics philosophy and contemplative practices, with an emphasis on the cultivation of mindful disposition and decision-making. Participants will have the opportunity engage in experiential activities and to discuss related clinical and educational implications.



# Poster Sessions

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 10**

**Palisades Foyer**

## **It Takes a Village: Promoting Professional Counselor Identity**

Ashley Smith, *Argosy University Atlanta Campus*

Tanisha Johnson, *Argosy University Atlanta Campus*

The counseling field continues to thrive and the identity of those in training stands as a necessary focus to promote continued growth in the field. Personal identity merging with counselor identity presents a myriad of complexities. This poster session will process the complexities of this task for students and counselor educators. Ethical consideration will be presented. Attendees will receive information on resources and strategies to implement and promote counselor identity.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 11**

**Palisades Foyer**

## **How Exemplar Counselor Advocates Develop a Social Justice Interest**

Dodie Limberg, *University of South Carolina*

Given the importance of social justice advocacy, the purpose of this presentation is to (a) gain a better understanding of how exemplar counselor advocates develop a social justice interest, and (b) identify specific strategies on how counselor educators can enhance student social justice interest. A model of counselor advocate development, grounded to theory, will be presented.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 12**

**Palisades Foyer**

## **Exploring Immigrant Counselors' Professional Identity Development**

Mina Attia, *James Madison University*

The counseling profession continues to lack diversity. Immigrants comprise 13% of the United States population and have unique mental health challenges. The lack of minority counselors continues to be an identified barrier for this population to receive counseling. It is critical to examine the professional identity development of immigrant counselors, as compared to their majority counterparts, in order to gain an understanding that can inform the training and pedagogy of this population.

**Saturday, October 13, 3:00 PM - 3:50 PM - Poster 13**

**Palisades Foyer**

## **Court Survival Guide: Helping Yourself and Your Supervisees to Prepare for Criminal Court**

Sinem Akay-Sullivan, *Sam Houston State University*

Jeffrey Sullivan, *Sam Houston State University*

Although many child counselors are equipped to work with children to provide trauma treatment, most of them are underprepared for being subpoenaed to testify in court. This presentation will help counselors and counselor supervisors to gain knowledge about preparing for abuse and neglect outcries in session and testifying in court. The presenters will also provide information about best practices to document abuse and neglect for possible subpoenas.



# Content Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R1**

**Center**

## **Strategies for Effectively Teaching Online Within the Helping Professions**

*Angie Smith, North Carolina State University*

*Jeffrey Warren, University of North Carolina at Pembroke*

Online education is now a global phenomenon. In counselor training programs, online teaching and learning continue to evolve. As a result, counseling faculty must remain current, not only in the counseling literature and pedagogy, but also with the use of technology. This session is offered for faculty and doctoral students at all levels who are interested in learning concrete strategies for effectively teaching counseling courses online using both asynchronous and synchronous platforms.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R2**

**East**

## **Challenges in Supervision: When Supervisees Cannot Record Their Sessions**

*Patrick Powell, Nova Southeastern University*

Clinical supervision typically involves watching tapes or listening to audio recordings in an effort to provide feedback. However, some clinical sites do not allow recording, thus leaving a supervisor only able to provide feedback regarding case conceptualization. This training is meant to acknowledge that challenging supervision scenario and to provide recommendations for how to provide feedback on an individual's performance when he or she cannot record.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R3**

**West A**

## **Educator Sexual Misconduct in Schools: Counselor Educators' Responsibilities**

*Jessica Davis, Texas Southern University*

*Carol Hightower, Texas Southern University*

*Candy Ratliff, Texas Southern University*

This interactive session will provide prevention, intervention, and training for use by counselors to counter the negative impact of educator sexual misconduct with students in schools. The session will review the ASCA Standards, Texas Penal Code (improper relationships), ACA Code of Ethics, and Texas LPC rules for use with students, clients, families, and teacher/staff, in comparison with the other states in the SACES region. A model for prevention and interventions plus strategies will be presented.



# Content Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R4**

**West B**

## **School Counselors as Social Change Agents: ‘Counselor Educators’ Role in Promoting Equity**

Maegan J. Tatum, *University of Mississippi*

Amy M. King, *University of Mississippi*

Lacy J. Bailey, *University of Mississippi*

The focus of this session will be to explore advocacy, multiculturalism, and social justice provided by school counselors. The importance of school counselor training and supervision, as it relates to insuring equity in practice, will also be addressed. The presenters will examine the ASCA (2012) position, which states, “school counselors strive to value all students and groups equally [and] advocate for the equitable treatment of all students in the school and in the community.”

**Note: Supervision (qualifies for special designation)**

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R5**

**West C**

## **#BlackLivesMatter: A Framework for Culturally-Conscious Counselor Education Practice**

Raven Cokley, *University of Georgia*

Zyer Beaty, *University of Georgia*

Brean’a Parker, *University of Georgia*

The #BlackLivesMatter Movement has been misunderstood by students, professionals, and communities around the nation. We will provide an overview of this movement’s history and relevance to counselor education, in addition to recommendations for applying the BLM framework in counseling and training practice. This presentation is a call for counselors and counselor educators to move beyond acknowledging issues of injustice, towards a praxis of activism in counseling, teaching, and training.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R6**

**Palisades C**

## **Wellness in Rural Counselor Education and Supervision**

Cat Vincent, *Delta State University*

Counselor educators and supervisors are charged with fostering the wellness of their counseling students. How can we bolster student and supervisee wellness in areas that are rural, low in resources, and economically disadvantaged? A brief report of the presenter’s research on wellness in counseling students from rural, low-income areas will be shared. The presenter will provide several creative strategies and best practices in building wellness in counselor education and supervision.





# Content Sessions

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**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R7**

**Palisades F**

## **Family of Origin Resource Inquiry: A Training Approach**

*Cristina Braga, North Carolina State University*

*Russell Haber, University of South Carolina*

*John Benda, Former College Professor in State University System of Minnesota*

The authors will present a four-phase experiential procedure called “Family of Origin Resource Inquiry,” where the family of origin participates as a resource for professional development to the therapist in training; this will strengthen the flexibility in divergent family systems, thus, enhancing the ability to form a healthy therapeutic alliance. The approach can be applied in training and/or supervision in order to support the personal differentiation and the cultural awareness of counselors.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R8**

**Palisades I**

## **Who Am I, and Why Does That Matter? Exploring Identity in Counselor Supervision**

*Courtney Walters, North Carolina State University*

Counselor educators and supervisors aim to produce and develop culturally competent counselors. The MSJCC provide a framework for addressing the multiple identities that both counselors and clients bring into the therapeutic relationship. Students are being exposed to multicultural and diversity issues in their courses, but how are we addressing this in supervision? This presentation will review the importance of, as well as ideas of how, to explore identity in counselor supervision.

**Note: Supervision (qualifies for special designation)**



## Roundtable Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R9, Table 1**

**Palisades A & B**

### **Exploring Teaching Competencies within Counselor Education**

Jacqueline Swank, *University of Florida*  
Alisa Houseknecht, *University of Florida*

Counselor educators are responsible for training counseling students to be ethical, professional counselors. Therefore, it is crucial that doctoral students receive training that fosters the development of teaching competencies. This presentation focuses on discussing key areas of teaching competency that are crucial for doctoral students and counselor educators.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R10, Table 2**

**Palisades A & B**

### **Improving Research Self-Efficacy: A Means of Cultivating Equality**

Nicole Snyder, *Old Dominion University*  
Jesse Fox, *Stetson University*

Master-level students' enthusiasm for research often contrasts with CACREP standards that call counselors to engage in research knowledgeably and to apply research judiciously. During this roundtable session, the presenter will facilitate a conversation on pedagogical options, including historical influences, potential means to increase students' research self-efficacy, and possible ways to bridge theory in the clinical setting.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R11, Table 3**

**Palisades A & B**

### **Counseling Women with Unresolved Grief from Pregnancy Loss**

Tristan McBain, *Western Michigan University*

This roundtable discussion will examine considerations for counseling women affected by miscarriage or stillbirth. Women who do not resolve this grief may face difficult adjustment and minimal closure. This discussion will provide attendees a place to converse about their familiarity with pregnancy loss-related client issues, identify associated losses, discuss grief and loss frameworks in which pregnancy loss can be situated, and explore current interventions of best practice.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R12, Table 4**

**Palisades A & B**

### **Doctoral Student Marriages: Recommendations for Students, Spouses, and Counselor Educators**

Anthony Suarez, *Valparaiso University*  
Bonni Behrend, *University of Arkansas*

Married doctoral students face a unique set of challenges that they must learn to effectively navigate. If not addressed, these challenges may threaten marital stability and affect academic progress. Counselor educators should be aware of these challenges and look for ways to be more supportive. Through a discussion of research findings on married doctoral students, this program will address the needs of married students and include recommendations for counselor educators to best support them.



## Roundtable Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R13, Table 5**

**Palisades A & B**

### **The Counselor Educator's Role in Cultivating Health Equity with Low-Income Populations**

*Naomi Wheeler, Virginia Commonwealth University*

*Sandy-Ann Griffith, Texas A&M University - Corpus Christi*

Depression will be the leading cause of chronic illness by 2030. Additionally, a higher risk of depression and poor health occur for individuals with economic disadvantage. Thus, opportunities for social justice in action exist through a holistic understanding of income-based disparities in health (physical and mental) and preparation for work in inter-professional settings to improve accessibility. This session will discuss the aforementioned associations and opportunities for counselor education.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R14, Table 6**

**Palisades A & B**

### **In Search of Free Pizza: Financial Struggles of Graduate Students in Counselor Ed**

*Kendra Shoge, University of Arkansas*

*Evan Smarinsky, University of Arkansas*

The number of adults between the ages of 25 and 34 living with their parents has greatly increased in just the last year. Individuals living below the poverty line reside more in Southern states than other regions of the U.S. Coping with financial stress is an important part of overall wellness, especially for graduate students whose income falls below the U.S. Poverty Threshold.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R15, Table 7**

**Palisades A & B**

### **The Collegial, Competent, and Consultative Model of Supervision for Professional School Counselors**

*Nancy Chae, William & Mary*

The Collegial, Competent, and Consultative model of supervision is a peer approach for school counselors to receive post-graduate clinical supervision. The framework is based on Cheston's (2000) Ways Paradigm and Ronnestad and Skovholt's (2013) model of development with a peer consultation style. Attendees will learn about the benefit of post-graduate clinical supervision for school counselors, and a promising approach for school counselors to participate in simple and effective supervision.

**Note: Supervision (qualifies for special designation)**



# Roundtable Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R16, Table 8**

**Palisades A & B**

## **Examining Mental Health and Academic Concerns of Student Parents in Counselor Education Programs**

*Brandee Appling, Auburn University*

*Hillary Ellerman, Auburn University*

This roundtable session is geared toward counselor educators to discuss and explore mental health and academic concerns of student parents in a Counselor Education program. Participants will engage with the presenters and other students and educators to identify existing programs geared toward helping the student parent population in Counselor Education programs as well as developing strategies to address the mental health and academic concerns.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R17, Table 9**

**Palisades A & B**

## **Transitioning to the Professoriate: Unspoken Expectations, What You Didn't Learn in Your Doc Program**

*Kassie Terrell, University of North Florida*

In many ways, CACREP Standards prepare students for a successful transition to the profession of counselor education. However, there are many nuances of teaching, research, and service that often don't get covered in doc programs. These gaps in training programs, coupled with employer's expectations of proficiency, make the transition for new professors difficult to navigate. This session will discuss strategies for bridging the gap between training programs and expectations of new professors.

**Saturday, October 13, 4:00 PM - 4:50 PM - Program ID = R18, Table 10**

**Palisades A & B**

## **Inescapable Self-Disclosure: The Lived Experiences of Pregnant Sex Offender Counselors**

*Angie Cartwright, University of North Texas*

*Marcella Stark, Texas Christian University*

*Jennafer Mountain, Texas A&M University - Commerce*

In this presentation, participants will learn about a recent qualitative study investigating the lived experiences of female counselors who provided sex offender counseling through their pregnancies. Implications for dealing with countertransference and self-disclosure during pregnancy will be shared. Additionally, recommendations for consultation, supervision, and clinical practice will be disseminated.



# Poster Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 1**

**Palisades Foyer**

**Addressing Privilege and Oppression with Counselor Trainees:  
Tools for Counselor Educators**

*Danielle Pester, Texas A&M University- Corpus Christi*

This poster session will lay a foundation for the current body of counseling literature on the constructs of privilege and oppression, the CACREP standards related to social and cultural diversity, and the newly adopted Multicultural and Social Justice Counseling Competencies. Attendees will be engaged in a discussion on the topics of privilege and oppression and their impact on counselor education. Tangible curriculum and assignment tools that address these constructs will be provided.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 2**

**Palisades Foyer**

**Successfully Mentoring Online Counseling Faculty**

*Laurel Shaler, Liberty University*

*Patti Hinkley, Liberty University*

*Kevin Van Wynsberg, Liberty University*

*Steve Johnson, Liberty University*

Counselor Education faculty members need mentoring, which involves guiding them to become impactful instructors, advisors, and supervisors. This proposal comes from four former department chairs in a large online program that have worked extensively with Instructional Mentors, who each have teams of faculty members that they mentor. This workshop is presented to assist online counselor education leadership in developing meaningful mentoring programs for their faculty.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 3**

**Palisades Foyer**

**Exploring Crisis Preparation Training in CACREP-Accredited Programs**

*Karlesia Montague, University of North Carolina at Charlotte*

The prevalence of crisis situations faced by counselors has increased tremendously in today's society. Crises range from school and mass shootings to suicide, bullying, and natural disasters. The 2016 CACREP standards suggest that counselors should possess the knowledge of crisis intervention and its impact. This exploration of CACREP counseling programs examined how counselor educators are preparing master's level counseling students to address crises.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 4**

**Palisades Foyer**

**Integrating and Accelerating Behavioral Health Services in Rural  
Communities**

*Loni Crumb, East Carolina University*

*Allison Crowe, East Carolina University*

Rural residents have difficulty accessing and receiving quality mental health services. The course, Integrated Behavioral Health with Rural Communities, was developed to train master's students to provide culturally-responsive services in rural areas using an integrated approach. Presenters will discuss experiences and lessons learned as well as clinical implications for counselors.



## Poster Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 5**

**Palisades Foyer**

### **Wait, I'm Not Perfect? Applying Self-Compassion Training to Improve Student Outcomes**

Allison Forti, *Wake Forest University*

Tammy Cashwell, *Wake Forest University*

Cheyenne Carter, *Wake Forest University*

While being a student can be a fulfilling and growth-filled experience, it also can be rife with growing edges that include making mistakes, experiencing failures, and receiving constructive feedback. These emotional challenges can sometimes impede students' abilities to learn. Self-compassion training is a tool to help students cope. This presentation will include ways to incorporate self-compassion training into courses and department culture as a way to improve graduate training.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 6**

**Palisades Foyer**

### **You Want Me to Teach What? The Challenge of Infusing Trauma-Informed Methods in the Curriculum**

Lori Ellison, *Marshall University*

With eight CACREP curricular standards mentioning the impact, treatment, and assessment of trauma, Counselor Education programs must address this work in their curriculum. With the rising and pervasive needs of traumatized individuals in the communities that counseling graduates serve, students must be both familiar with trauma work and prepared to undertake it. This session will discuss strategies and challenges in the effort to infuse trauma work throughout the curriculum in counselor education.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 7**

**Palisades Foyer**

### **Creating and Cultivating Equity in an Online Course: Activism in Practice**

Sharon Chung, *North Carolina State University*

Erik Messinger, *North Carolina State University*

Distance education continues to be a growing option for the counseling field. Prospective students have the option of enrolling in synchronous and/or asynchronous online courses when training to be counselors. This presentation will highlight benefits, challenges, and methods in offering a curriculum that mimics an on-campus experience for counseling students. Presenters will provide practical guidelines and tips on how to engage students of all backgrounds in an online format.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 8**

**Palisades Foyer**

### **Using Mindfulness to Create Equitable and Therapeutic Relationships: Review of Research and Practice**

David Johnson, *Wake Forest University*

Nathaniel Ivers, *Wake Forest University*

Mindfulness practices have become a popular pedagogical activity to help counseling students foster engaged and equitable relationships with clients. In this roundtable, the authors will share their collective research findings regarding mindfulness, empathy, therapeutic relationships, and multicultural competencies, as well as practical strategies for classroom and supervision application. Participants will discuss and share experiences using mindfulness practices in counselor education.





## Poster Sessions

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 9**

**Palisades Foyer**

### **The Great Paradigm Shift: Counselor Educators Transition from Land-Based to Online Education**

*Geneva Gray, Walden University*

*Natalie Hale, Walden University*

This interactive education session will provide attendees with information on challenges and issues associated with instructor transition from land-based to online course delivery in counseling training programs. Presenters provide useful techniques for making the transition from land-based educational instruction to online course delivery, as well as provide materials to enhance online instruction in the areas of facilitation, instructional design, socializing, use of technology, and mentoring.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 10**

**Palisades Foyer**

### **Redesigning and Implementing a Multicultural Counseling Course: Implications for Counseling Programs**

*Jessica Fripp, Austin Peay State University*

*Kimberly Coggins, Austin Peay State University*

*Katelyn Felts, Austin Peay State University*

Despite an emphasis on multicultural competence in counseling graduate programs, many students feel ill-equipped to work with clients from marginalized populations, and instructors who facilitate such content often experience resistance. To explore ways to navigate these concerns, presenters will address barriers to teaching multicultural course content, introduce a revised structure for course material, and recommend strategies for implementing teaching methods to increase student preparation.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 11**

**Palisades Foyer**

### **Designing a Counselor Education Course on Complementary and Integrative Therapies for Mental Health**

*Christine Berger, Old Dominion University*

Complementary and integrative therapies (CIT) are wellness approaches such as yoga, acupuncture, mindfulness/meditation, Reiki, nutrition/dietary supplements, and acupressure such as EFT. Evidence suggests that these approaches can assist in mental health treatment, specifically trauma, and counselors would benefit from learning more about CIT. This session will present CIT mental health research and offer ethical and effective methods to include a course on this topic in a CES program.

**Saturday, October 13, 4:00 PM - 4:50 PM - Poster 12**

**Palisades Foyer**

### **The School Counselor and Counselor Educator's Role in Self-Advocacy**

*Jennifer Perry, University of North Carolina at Charlotte*

School counselors face unique challenges and ethical dilemmas. They often encounter a conflict when choosing the best approaches to support their students while adhering to ethical guidelines and laws. When they have a lack of support for this process, school counselors can feel helpless. In this poster, I will present how counselor educators can empower counselors with a self-advocacy mentality when in ethical dilemmas.



# 2018 Association for Counselor Education and Supervision Awards



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## OUTSTANDING GRADUATE STUDENT LEADERSHIP AWARD

Mary Huffstead, *Georgia State University*

## OUTSTANDING DISSERTATION AWARD

Jessica Haas, *Nova Southeastern University*

## OUTSTANDING TEACHING AWARD

Grace Mims, *University of Nebraska at Kearney (UNK)*

## LOCKE-PAISLEY OUTSTANDING MENTOR AWARD

Joshua C. Watson, *Texas A&M University-Corpus Christi*

## THE ACES SUPERVISION AWARD

Dominique Hammonds, *Appalachian State University*

## PUBLICATION IN COUNSELOR EDUCATION AND SUPERVISION AWARD

Melissa Swartz, *Firm Foundations Counseling & Wellness*  
Dodie Limberg and Joshua Gold, *University of South Carolina*

## ROBERT O. STRIPLING AWARD FOR EXCELLENCE IN STANDARDS

M. Janelle Disney, *Argosy University, Atlanta Campus*

## COUNSELING VISION AND INNOVATION AWARD

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

## DISTINGUISHED PROFESSIONAL SERVICE AWARD - Counselor Educator

Jennifer L. Parzych, *Southern Connecticut State University*

## DISTINGUISHED PROFESSIONAL SERVICE AWARD – Supervisor

SaDohl Jones, *Argosy University*

## PROFESSIONAL LEADERSHIP AWARD

Angie Cartwright, *University of North Texas*

## ROBERT FRANK OUTSTANDING COUNSELOR EDUCATION PROGRAM AWARD - Masters Program

*University of Texas at San Antonio (UTSA)*

## ROBERT FRANK OUTSTANDING COUNSELOR EDUCATION PROGRAM AWARD - Doctoral Program

*University of South Carolina*

## Outstanding Counselor Education and Supervision Article of the Year

Avent Harris, J. R., Robertson, D. L., Jones, B., & Prado, A. M. (2017).  
Faith, race, and LGB affirmation: Experiences of African American  
counselors-in-training. *Counselor Education and Supervision*, 56, 145-158.





# Teaching and Supervision in Counseling (TSC)



*Teaching and Supervision in Counseling* (TSC) is the official journal of the Southern Association for Counselor Education and Supervision (SACES), a region of the Association for Counselor Education and Supervision (ACES). The mission of SACES is to empower and support diverse counselor educators and supervisors in scholarship, advocacy, community, education, and supervision.

The aim of TSC is to publish high quality scholarship that informs teaching, supervision, and mentoring in educational and clinical settings. Articles may be empirical, conceptual or theoretical, or based on current issues; with an emphasis on empirical research. Articles must be scholarly, grounded in existing literature, and have implications for the counseling profession including, but not limited to, counselor education, supervisory practice,

clinical training, pedagogy, mentoring, or advocacy and public policy. Additionally, a goal of TSC is to provide mentoring to graduate students in the area of peer review and writing. All manuscripts are submitted to a blind peer-review process.

*The Teaching and Supervision in Counseling* journal will be open access, peer-reviewed, and available to all SACES members as well as all others, including general public. You can access TSC on its website <http://trace.tennessee.edu/tsc/>, where you can read the articles from the most recent issue (when published), submit manuscripts, and correspond with the editors. You can also access TSC through the SACES website <http://www.saces.org/journal> or on its official Facebook page <https://www.facebook.com/TSCjournal/>



## Call for manuscripts!

*Teaching and Supervision in Counseling* is now open for business! We are looking for manuscripts that meet the stated aims of the journal, and fit within one of the four categories noted for manuscript submissions! Please consider submitting to TSC with the possibility of being one of the first articles in our first issue!

Please keep in mind that our aim is to market your work. TSC is an academic journal, with high quality research that is selected through a blind peer review process. However, given the open access nature of the journal, your research has the ability to have a wide reaching impact. We aim to help you have this impact through the use of social media and asking authors to engage in brief video interviews with the editorial staff once their article has been submitted. Ask one of the editors for more information!



# Call for manuscripts!

## TSC Submission Categories

Manuscripts submitted to TSC fall within one of four categories, although other kinds of submissions may be considered:

1. **Teaching.** Pedagogy includes the art, the science, and the practice of teaching. Manuscripts within this section can be research based or theoretical in nature, with emphasis on aspects of counselor preparation and teaching, and specifically how these influence student learning. This may include application of theory, innovative techniques or interventions, and factors related to the practice and implementation of teaching in counselor education. Implementation of any classroom based intervention or technique should be grounded in existing literature and supported with empirical data from the authors on the effectiveness of the technique or intervention.
2. **Supervision.** Clinical supervision is defined as a formal and disciplined working alliance in individual, triadic, or group settings that focus on a supervisee's clinical work. The manuscripts within this section can be research based or theoretical in nature, with emphasis on aspects of supervision. This may include application of theory, innovative techniques or interventions, and factors related to the practice and implementation of clinical supervision. Implementation of any supervision intervention or technique should be grounded in existing literature and supported with empirical data from the authors on the effectiveness of the technique or intervention.
3. **Mentorship.** Mentorship, a hallmark of a healthy community, is a relationship in which a more experienced or knowledgeable individual helps a person who may be less experienced or knowledgeable in one or more areas. Mentoring can occur in many settings and relationships and can include mentoring of faculty, students, supervisors, practitioners, or administrators within the counseling profession. Manuscripts submitted within this section should be empirically based or theoretical in nature, advancing the knowledge and understanding of mentoring.
4. **Current Issues and Topics Relevant to the Southern Region of ACES.** This section includes manuscripts that may be empirical or theory based, but can also include current issues specific to the southern region of ACES that may have implications for advocacy and practice of counseling at the practitioner or academic level. Manuscripts might also explore the impact of culture in the southern region on mentorship, advocacy, education, and supervision in counseling. All manuscripts in this section should be grounded in existing literature. Research and theory oriented manuscripts follow the typical manuscript requirements and guidelines, while current issue manuscripts should be brief (i.e., 10 to 15 pages).

## TSC Editorial Board

Finally we would like to thank our inaugural editorial board. For more information, please contact the Editor or Associate Editor for more information.

**Editor:** Kelly L Wester, University of North Carolina at Greensboro, [klwester@uncg.edu](mailto:klwester@uncg.edu)

**Associate Editor:** W. Bradley McKibben, Nova Southeastern University, [wmckibben@nova.edu](mailto:wmckibben@nova.edu)

**Editorial Assistant:** Patricia Hickham, University of North Carolina at Greensboro

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## Overall Conference and Session Evaluation Tracking Form

**Conference CE Evaluations will be online during and after the conference; completion of the Overall Conference Evaluation and a Session Evaluation Form for EACH session you attended are required to receive credit for completed hours.** You must have a completed registration and attend the conference to be eligible for CE credit. Upon completion of the online surveys, you will receive access to your CE Certificate in the online CE portal (visit [saces.org/CE](http://saces.org/CE) for link).

This tracking form is available to help you remember the details and ratings for each of your sessions. Only content and round table sessions are eligible for CE credit; poster sessions or other meetings are not eligible. A maximum of 21 CE credits are available (6 Thu; 7 Fri; 8 Sat). All sessions are 1 CE hour unless otherwise noted. Sessions designated for Ethics and Supervision CEs are indicated in the conference program and will automatically be identified on your CE certificate. **All CE Evaluation Surveys must be completed by October 30, 2018** to receive NBCC approved Continuing Education Hours. For additional information on the CE process, please contact Michael Jones at [msjones@messiah.edu](mailto:msjones@messiah.edu).

### Overall Conference Evaluation Tracking Form

*On a scale from 1 (very unsatisfactory) to 5 (very satisfactory), how would you rate or answer the following?*

|  |  |
|--|--|
| Conference organization                  |  |
| Registration                             |  |
| Preconference Sessions                   |  |
| Career Connection Events                 |  |
| Sponsors / Exhibitors                    |  |
| Opening Reception (Thu)                  |  |
| Awards Luncheon (Fri)                    |  |
| President's Reception (Fri)              |  |
| Friday Night Social                      |  |
| Boxed lunch (Sat)                        |  |
| Hotel venue & facilities                 |  |
| Conference website                       |  |
| Conference program                       |  |
| Conference app                           |  |
| Overall relevance of topics to your work |  |
| Overall satisfaction with the conference |  |

|  |
|--|
| What other topics would you like SACES to cover at future conferences or webinars?                               |
| What did you find most useful or helpful at the conference?  |
| What did you find least useful in the conference? (Please indicate any comments and suggestions for improvement) |
| Additional comments or suggestions?  |



# Session Evaluation Tracking Form

On a scale from 1 (very unsatisfactory) to 5 (very satisfactory), how would you rate each session?

| Day & Time<br>(Oct 11-13, 2018) | Program ID # | Program Name   | The trainer demonstrated good knowledge of the training content. | The trainer demonstrated good presentation skills. | The trainer engaged the participants and was open to questions. | This training met the objective as identified in the program agenda. | This training was well organized. | The content was delivered in a clear and understandable manner. | The training provided useful and/or new information relevant to my work. | I would recommend this training to others. (Yes/Maybe/No) | I would recommend this training for the SACES webinar series (Y/M/N) | Comments |
|---------------------------------|--------------|----------------|--|--|---|--|-----------------------------------|---|--|---|--|----------|
| Th 8 <sup>30am</sup>            |              | Preconf (3cr): |  |  |   |  |                                   |   |  |   |  |          |
| Th 1 <sup>pm</sup>              |              | Preconf (3cr): |  |  |   |  |                                   |   |  |   |  |          |
| Fr 8 <sup>am</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Fr 9 <sup>am</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Fr 10 <sup>am</sup>             |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Fr 11 <sup>am</sup>             |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Fr 2 <sup>pm</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Fr 3 <sup>pm</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Fr 4 <sup>pm</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 8 <sup>am</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 9 <sup>am</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 10 <sup>am</sup>             |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 11 <sup>am</sup>             |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 1 <sup>pm</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 2 <sup>pm</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 3 <sup>pm</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |
| Sa 4 <sup>pm</sup>              |              |                |  |  |   |  |                                   |   |  |   |  |          |







# ACES

## 2019 SEATTLE CONFERENCE

**October  
10-13**

Seattle  
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