

2009

# ACES

*Transformative Actions: Expanding Social  
Respect and Relational Consciousness*

*October 14–18, 2009  
San Diego California*



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## PRESIDENT'S WELCOME

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Welcome to the Town and Country Resort and Convention Center in beautiful San Diego, California! Our setting is spacious, the views are breathtaking, and the grounds are meticulously kept! What a wonderful setting in which to meet for this year's national conference. And, what a remarkable opportunity to again demonstrate our commitment to the advancement and improvement of counseling services within the larger helping profession.

I am exceptionally pleased by the membership's response to our conference theme, *"Transformative Actions: Expanding Social Respect and Relational Consciousness."* As you look through the program, you will find well over 500 content sessions addressing diverse and innovative topics related to training, curriculum, research, and supervision.

The attendance of conferences has been and will remain one way in which we celebrate our collective enterprise and professional networks. It is also a time to become involved, a beginning point for social action, an occasion for the renewing of collegial contact with institutional peers, as well as a time to help establish meaningful relationships and connections with other knowledgeable professionals.

It is my personal hope that this year's conference will excite, rekindle, and otherwise open our respective membership to new avenues of organizational involvement, collaboration, personal growth, and added competencies as practicing professionals.

It is with the utmost pleasure and sincerity that I welcome all of you to this year's conference.

Respectfully,

A handwritten signature in black ink, appearing to read 'Thomas Scofield'.

Thomas Scofield, PhD  
ACES President

## OFFICERS

### **President**

Thomas Scofield, PhD, LPC  
Email: scofielt@uwosh.edu

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Deryl Bailey, PhD  
Email: DFBailey@uga.edu

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David M. Kleist, PhD  
Email: kleidavi@isu.edu

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Email: leinbaug@ohio.edu

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Email: bdew@gsu.edu

### **Business Advisor**

Dave Zimpfer, Ed.D.  
Email: dzimpfer@localnet.com

### **Governing Council Representative**

Dale-Elizabeth Pehrsson, Ed.D., NCC,  
ACS, DCC, CLPC  
Email: dale.pehrsson@unlv.edu

### **Graduate Student Representative**

Erin Binkley  
Email: binkerin@isu.edu

### **Graduate Student**

#### **Representative Designee**

Diana Ortiz  
Email: dortiz1@gmu.edu

---

## REGIONAL PRESIDENTS

### **NACES**

#### **President, North Atlantic ACES**

Gail Mears, PhD  
Email: gmears@plymouth.edu

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

Stuart Chen-Hayes, PhD  
Email: stuart.chen-hayes@lehman.  
cuny.edu

### **SACES**

#### **President, Southern ACES**

Kelly Wester, PhD  
Email: klwester@uncg.edu

#### **President-Elect, Southern ACES**

Danica Hays, PhD  
Email: dhays@odu.edu

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#### **President, Rocky Mountain ACES**

David Olguin, PhD, LPC  
Email: dolguin1@unm.edu

#### **President-elect, Rocky Mountain ACES**

Nicole Hill, PhD  
Email: hillnico@isu.edu

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Lori Low, PhD  
Email: lowl@sandiego.edu

#### **President-Elect, Western ACES**

Chris Wood, PhD  
Email: woodc@seattleu.edu

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Delila Owens, PhD, LPC  
Email: owens@wayne.edu

#### **President-elect, North Central ACES**

Christopher Roseman  
Email: roseman@usd.edu

## 2009 ACES Presentation Proposal Reviewers

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David Delmonico  
James Delvin  
Donna J. Dockery  
Jill Duba  
David Duys  
Yolanda V. Edwards  
Dale Elizabeth-Pehrsson  
Ken Engebretson  
Christie Eppler  
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Lea Flowers  
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Fred Gingrich

Tina Marie Glover  
Kenisha Gordon  
Louise Graham  
Mary Graham  
Wendy L. Greenidge  
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Laura Harrawood  
Katrina Harris  
Nadine Hartig  
Amanda Healey  
David Hermon  
Rachel Hoffman  
David Hollingsworth  
Wendy Hoskins  
Monica Hunter  
Susan Huss  
Sachin Jain  
Jean Johnson  
Kara Kaelber  
Jelane Kennedy  
Jason King  
Daniel B. Kissinger  
Nicole Knickmeyer  
William Kolodinsky  
T. Laird  
Ileana Lane  
Allison Langfitt  
Sarah Lanman  
Jungeun Lee  
Linda Leitch-Alford  
Sally Lewis  
Robin Liles  
Claudia Lingertat  
Lori Low  
Yaser Madani  
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Oliver McMahan  
Elizabeth Mellin  
Kenneth Miller  
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Daniel Mitchell  
Michael Mobley  
Zaidy Mohdzain  
Sally Murphy  
Gar Nerd

Kathryn Newton  
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Shawn Parmanand  
Susan Perkins  
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Sandra Pollock  
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Torey L. Portrie-Bethke  
Kent Provost  
Yvonne Quintanilla  
Summer Reiner  
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Lisa Schulz  
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Donna Sheperis  
Angela Shores  
April Sikes  
Merril Simon  
Gloria Sosa  
Tony Strange  
Marty Tamasese  
Faith Teel  
Sandra Terneus  
Casey Tobin  
Catherine Tucker  
Debbie Vernon  
Jennifer Walker  
Jane Webber  
Genevieve Weber  
Brandon Wilde  
George Williams  
Rebecca A. Willow  
Darren Wozny  
Mark Young  
Kumlan Yu



## 2009 ACES Conference Program Planners

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Leah Brew, California State University at Fullerton - Conference Chair  
Dale-Elizabeth Pehrsson, University of Nevada Las Vegas - Conference Program Chair  
Chris Wood, Seattle University- Volunteer  
Lori Low - Volunteer

## ACES Student Volunteers

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Alyse Anekstein, University of Nevada Las Vegas	Brian Enclave, Adams State College	Tiffany Tyler, University of Nevada Las Vegas
La Shawn Bacon, University of Iowa	Stacy England, Oregon State University	Marie Wakefield, University of Nevada Las Vegas
Kerry Bartlett, University of Nevada Las Vegas	Doug Garner, University of Nevada Las Vegas	Nicole Weatherman, University of Nevada Las Vegas
Mark Boschelli, University of New Mexico	Heather Guay, California State University, Fullerton	Michelle Weigel, North Dakota State University
Tara Buckley, University of Northern Colorado	Eric Herrmann, University of Nevada Las Vegas	Julie Wells, California State University, Fullerton
Christina Butler, University of Nevada Las Vegas	Jason King, University of Phoenix	Jessica Young, University of Florida
Jeff Causey, Oregon State University	Konjo Klepper, Laramie, WY	
Maechi Chue, Okland University	Margaret Lamar, Loveland, CO	
Kristin Dahlke, University of Nevada Las Vegas	Amanda Minor, Idaho State University	
Daniel DeCino, University of Northern Colorado	Rebecca Pender, Idaho State University	
	Becki Plute, University of Nevada Las Vegas	
	Ryan Reese, University of Florida	
	Asti Sproul, University of Nevada Las Vegas	

## 2009 ACES Social Justice Summit Committee Members

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Rhonda Bryant	Harriet Glosoff	Richard Watts
Amney Harper	Melissa Odegard	Selma Yznaga
Catharina Chang	Manivong Ratts	Hugh Crethar, Co-Chair
Cher Edwards	Anneliese Singh	Denise Pickering, Co-Chair

## ACES Conference Exhibitors

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A number of exhibitors are scheduled to attend the conference. Be sure to stop by and learn more about the products and services they have to offer. The exhibit hall will be open throughout the conference in the pre-function space outside of the Golden Ballroom.

The exhibits will be open:

**Thursday, October 15**

8:00 am – 6:00 pm

**Friday, October 16**

8:00 am – 6:00 pm

**Saturday, October 17**

8:00 am – 1:00 pm

### **ACA Insurance Trust, Inc. (ACAIT)**

5999 Stevenson Avenue

Alexandria, VA 22304

703-823-9800

[www.ACAIT.com](http://www.ACAIT.com)

ACAIT is an independent partner corporation of the American Counseling Association promoting quality insurance products at competitive rates that are specifically designed for counselors and human development practitioners.

### **American Counseling Association (ACA)**

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Alexandria, VA, 22304-3300

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x222

[www.counseling.org](http://www.counseling.org)

Visit the ACA booth to view and purchase our latest texts including *The ACA Encyclopedia of Counseling*, *Ethics Desk Reference for Counselors*, *A Job Search Manual for Counselors and Counselor Educators*, *Counseling Strategies for Loss and Grief*, and *The Professional Counselor, Fourth Edition*.

### **American Mental Health Counselors Association (AMHCA)**

801 N. Fairfax Street, Suite 304

Alexandria, VA 22314

800-326-2642

[www.amhca.org](http://www.amhca.org)

AMHCA is the national professional organization representing nearly 6,000 members and 40 state chapters seeking to enhance mental health counseling through licensing, advocacy, education and professional development. AMHCA is the only organization working exclusively for mental health counselors.

### **American School Counselor Association (ASCA)**

1101 King Street, Suite 625

Alexandria, VA 22314

703-683-2722

[www.schoolcounselor.org](http://www.schoolcounselor.org)

ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development. ASCA provides professional development, publications and other resources, research and advocacy to more than 25,000 professional school counselors around the globe.

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612-977-4450

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Capella University is an accredited, online university that offers graduate degree programs in human services, counseling, psychology, public safety, public administration, healthcare, education, business, and information technology, and bachelor's degree programs in public administration, public safety, business, and information technology.

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## ACES Ancillary Programs

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### **ACES General Assembly**

Thursday, October 15  
5:15 pm – 6:15 pm  
Pacific Salon 1

### **Graduate Student Luncheon –**

Bring your own lunch  
Thursday, October 15  
12:00 pm – 1:30 pm  
Pacific Salon 1

### **Graduate Student Luncheon**

hosted by ACES  
Friday, October 16  
1:00 pm – 2:30 pm  
Pacific Salon 1

### **RMACES/WACES Joint Reception**

Friday, October 16  
7:00 pm – 9:00 pm  
Tiki Pavillion

## ACES Meetings

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### **Thursday, October 15**

#### **Awards Committee**

8:00 am – 9:00 am  
Stratford Room

#### **Graduate Student Committee**

8:00 am – 9:00 am  
Esquire Room

#### **Membership Committee**

8:00 am – 9:00 am  
Royal Palm 6

#### **State Division Presidents**

8:00 am – 9:00 am  
Garden Salon 1

#### **2011 Conference**

##### **Planning Committee**

8:00 am – 9:00 am  
Sunset Room

##### **Research Grants Committee**

8:00 am – 9:00 am  
Towne Room

##### **Financial Investments Committee**

8:00 am – 9:00 am  
Royal Palm 4

#### **Career Interest Network**

8:00 am – 9:00 am  
Royal Palm 5

#### **International Committee**

9:15 am – 10:15 am  
Royal Palm 5

#### **Product Development Committee**

9:15 am – 10:15 am  
Stratford Room

#### **Social Justice & Human Rights Committee**

9:15 am – 10:15 am  
Sunrise Room

### **Friday, October 16**

#### **NARACES Regional Meeting**

7:30 am – 9:15 am  
Esquire Room

#### **NCACES Regional Meeting**

7:30 am – 9:15 am  
Sunset Room

### **RMACES Regional Meeting**

7:30 am – 9:15 am  
Dover Room

### **SACES Regional Meeting**

7:30 am – 9:15 am  
Sunrise Room

### **WACES Regional Meeting**

7:30 am – 9:15 am  
Towne Room

### **Saturday, October 17**

#### **ACES Luncheon**

12:10 pm – 1:00 pm  
Town & Country Ballroom

## Conference News

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*Name tags must be worn to all Meetings, Conference Functions and Meal Ticketed Events.*

### About the program....

We've tried to make this program as user-friendly as possible. The "Conference-at-a-Glance" gives you an overview of what is happening during each day. There is also a list for Ancillary and Special Highlighted events. Educational programming consists of: Posters, Research Roundtables and Content Sessions. These sessions are listed together by day/date and time. A brief description of each session is also listed.

### Registration Hours

Registration is located in the foyer of the Golden Ballroom of the Town and Country Resort & Convention Center. Registration hours are as follows:

#### Wednesday, October 14

3:00 pm – 7:00 pm

#### Thursday, October 15

8:00 am – 6:00 pm

#### Friday, October 16

8:00 am – 6:00 pm

#### Saturday, October 17

8:00 am – 1:00 pm

### CEU's

CEU's will be available for all content sessions and pre-conference workshops held during the ACES 2009 National Conference. The maximum number of CEU's would be 31 hours. You will find a CEU form in your registration packet.

### Opening Session

Come kick off the ACES 2009 National Conference in the Golden Ballroom of the Town and Country Resort & Convention Center. We are honored to have Dana L. Comstock, PhD, L.P.C. as the keynote during the opening session. The Opening Session starts promptly at 10:30 am on Thursday, October 15<sup>th</sup>.

### Ancillary and Standing Committee Meetings

A number of ancillary and standing committee meetings have been scheduled throughout the conference. Check out the Ancillary Programs and ACES Committee Meeting sections for details.

### Onsite Contacts:

Robin Hayes – Conference Planner  
Theresa Holmes – Conference Planner  
Carol Salerno – Registration  
Mary Griffith – Registration

Events Especially for Graduate Students!  
There are many events and programs at this conference especially for graduate students, including:

### Graduate Student Committee Meeting,

Thursday, October 15,

8:00 am – 9:00 am, Esquire room

### Graduate Student Luncheon,

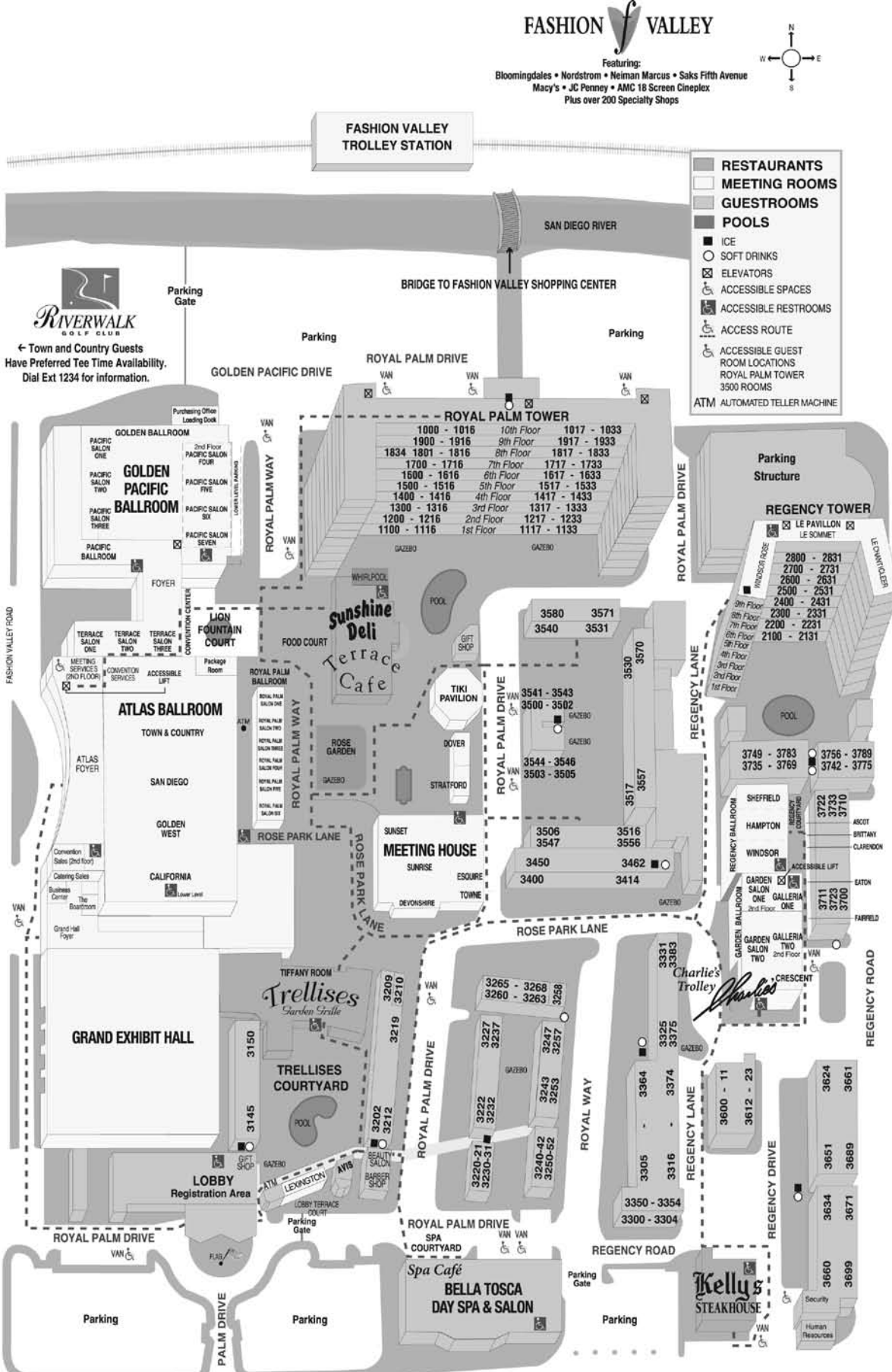
Friday, October 16, 1:00 pm – 2:30 pm

### ACES would like to thank the following sponsors for their support:

Capella University  
National Board of Certified Counselors  
University of Nevada Las Vegas  
Western ACES

### Please Note:

*Every attempt was made to ensure complete and accurate information. Given the volume of detailed information, omissions or errors are possible. Thank you for your consideration.*



## Tuesday, October 13

3:00 pm – 5:00 pm	Women's Retreat	Will be held off site
-------------------	-----------------	-----------------------

## Wednesday, October 14

8:00 am – 5:00 pm	ACES Inform 2009	Pacific 2
9:00 am – 5:00 pm	Women's Retreat	Will be held off site
9:00 am – 5:00 pm	ALGBTIC Board Meeting	Pacific Salon 4
9:00 am – 5:00 pm	Research Institute	Golden Ballroom
9:00 am – 3:00 pm	CACREP Team Member Training	Pacific Salon 1
9:00 am – 5:00 pm	CACREP How to Write a Self-Study	Pacific Salon 6
1:00 pm – 5:00 pm	Chair's Workshop	Pacific Salon 7
1:00 pm – 6:00 pm	Small Men's Private Meeting Group	Eaton Room
1:30 pm – 6:00 pm	Emerging Leaders Workshop	Pacific Salon 3
3:00 pm – 7:00 pm	Registration	Golden Pacific Foyer

## Thursday, October 15

9:00 am – 11:00 am	Women's Retreat	Will be held off site
7:00 am – 10:30 am	CACREP Team Chair Breakfast	Dover Room
8:00 am – 6:00 pm	Registration & Exhibitors	Golden Pacific Foyer
8:00 am – 9:00 am	Awards Committee	Stratford Room
8:00 am – 9:00 am	Graduate Student Committee	Esquire Room
8:00 am – 9:00 am	Membership Committee	Royal Palm 6
8:00 am – 9:00 am	State Division Presidents	Garden Salon 1
8:00 am – 9:00 am	2011 Conference Planning Committee	Sunset Room
8:00 am – 9:00 am	Research Grants Committee	Towne Room
8:00 am – 9:00 am	Financial Investments Committee	Royal Palm 4
8:00 am – 9:00 am	Career Interest Network	Royal Palm 5
8:00 am – 10:00 am	ACES/NCDA Joint Commission	Tiki Pavilion
9:15 am – 10:15 am	International Committee	Royal Palm 5
9:15 am – 10:15 am	Product Development Committee	Stratford Room
9:15 am – 10:15 am	Chi Sigma Iota Faculty Advisors	Esquire Room
9:15 am – 10:15 am	Social Justice & Human Rights Committee	Sunrise Room
9:15 am – 10:15 am	California Counseling Association Meeting	Garden Salon 1
10:30 am – 12:00 pm	Opening Session	Golden Ballroom
12:00 pm – 1:30 pm	Graduate Student Luncheon [bring your own lunch]	Pacific Salon 1
1:30 pm – 5:30 pm	Education Sessions	Various Breakouts
5:15 pm – 6:15 pm	Chi Sigma Iota Networking	Sunrise Room
5:15 pm – 6:15 pm	CES Journal Editorial Board	Stratford Room
5:15 pm – 6:15 pm	General Assembly	Pacific 1
6:30 pm – 9:00 pm	Welcome Reception	Tiki Pavillion

## Friday, October 16

8:00 am – 6:00 pm	Registration & Exhibitors	Golden Pacific Foyer
7:30 am – 9:15 am	NARACES Regional Meeting	Esquire Room
7:30 am – 9:15 am	NCACES Regional Meeting	Sunset Room
7:30 am – 9:15 am	RMACES Regional Meeting	Dover Room
7:30 am – 9:15 am	SACES Regional Meeting	Sunrise Room
7:30 am – 9:15 am	WACES Regional Meeting	Towne Room
9:30 am – 1:00 pm	Education Sessions	Various Breakouts



1:00 pm – 2:30 pm  
2:30 pm – 6:30 pm  
7:00 pm – 9:00 pm

Graduate Student Luncheon  
Social Justice Summit  
RMACES/WACES Joint Reception

Pacific Salon 1  
Golden Ballroom  
Tiki Pavillion

## Saturday, October 17

8:00 am – 1:00 pm  
8:00 am – 5:30 pm  
12:00 pm – 1:30 pm  
4:30 pm – 6:30 pm  
5:30 pm – 6:30 pm  
5:30 pm – 6:30 pm  
5:30 pm – 7:30 pm  
5:30 pm – 7:30 pm

Registration & Exhibitors  
Education Sessions  
ACES Luncheon  
CACREP Table Talk  
Risk Management by HPSO  
NOSCA-CSCOR Fellow Program  
Social Justice Leaders Forum  
Risky Business: Legal/Ethical Case  
Studies for the Classroom  
Clinical Supervision  
“How to” of Successful CSI Chapters

Golden Pacific Foyer  
Various Breakouts  
Town & Country/Ballroom  
Sunrise Room  
Sunset Room  
Towne Room  
Esquire Room  
Dover Room  
  
Garden Salon 1  
Garden Salon 2

## Sunday, October 18

7:30 am – 12:15 pm

Education Sessions

Various Breakouts

# Join Us in Pittsburgh for the Largest Conference in Counseling

- **Pre-conference Learning Institutes: March 18-19**
- **Education Sessions: March 20-22**
- **Exposition: March 19-21**



## Keynote Speaker

**Gerald Corey, Ed.D.**

Diplomate in Counseling Psychology, ABPP  
Professor Emeritus, Human Services  
and Counseling  
California State University, Fullerton



## Keynote Speaker

**Patti Digh**

Diversity and leadership expert,  
author, and co-founder,  
The Circle Project



**Register by Monday  
November 30 at midnight!**

	Super Saver Rate Sept. 1 – Nov. 30, 2009	Advance Rate Dec. 1, 2009 – Feb. 15, 2010	Onsite Rate Feb. 16 – Mar. 22, 2010
ACA Members Professional/Regular	\$300	\$355	\$410
New Professional/ Student/Retiree	\$200	\$245	\$275
Non-Members General Attendees	\$490	\$535	\$565
Non-Member Student	\$315	\$445	\$465

**Online:** [counseling.org/conference](http://counseling.org/conference)  
**Phone:** 703-823-9800 x222  
800-347-6647 x222  
(M-F, 8 am to 7 pm ET)



AMERICAN COUNSELING ASSOCIATION



## Special Highlights and Events

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### **ACES INFORM 2009: Pre-conference Institute on Research Mentorship (details on pages 15–19)**

**Wednesday, October 14 • 8:00 am – 5:00 pm**

*Dr. Dale Elizabeth Pehrsson*

ACES INFORM 2009 is the first pre-conference institute offered by counselor researchers for emerging researchers or researchers in transition who wish to advance their skills or change direction. Our dream is to help advance the scholarship of our profession. There is no charge for the institute but participants are expected to pre-register. Lunch is provided by a sponsor. In the spirit of advocacy and mentorship all presenters have donated their time.

### **Emerging Leaders Workshop**

**Wednesday, October 14 • 1:30 pm – 5:00 pm – Pacific 3**

*Gerald Lawson, PhD*

ACES is offering a half-day leadership development workshop for students and new professionals. Participation in this workshop is limited to 50 people who must be pre-registered for the workshop. Goals for the workshop are to help newer ACES members; increase their awareness of their own leadership potential; gain a greater understanding of diversity issues related to effective leadership; make connections that can lead to active involvement in ACES and its regional branches. ACES would to recognize NBCC for their generous support of the Emerging Leaders Fellowship Program. We are extraordinarily grateful for their financial support and NBCC's investment in the future of the counseling profession.

## **Aces Opening Session**

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### **Welcome Remarks**

Dr. Thomas Scofield – ACES President

### **Keynote Speaker**

Saturday, October 17 • 10:30 am 12:00 noon –  
Town & Country Ballroom



Dana L. Comstock, PhD, L.P.C. is a full Professor of Counseling and Chair of the Department of Counseling and Human Services at St. Mary's University, San Antonio, TX where she has taught since 1991. Dr. Comstock has extensive training in Relational-Cultural theory (RCT). She completed

the Jean Baker Miller Training Institute's Practitioner's Program under the supervision of Dr. Judith Jordan in 2003 and serves as a teaching faculty for the Jean Baker Miller Summer Advanced Training Institutes. She is the editor of *Diversity in Development: Critical Contexts that Shape Our Lives and Relationships*, the first RCT based counseling text published in 2005 by Wadsworth/Brooks-Cole. Among her many publications, Dr. Comstock is featured in the first RCT casebook *How Connection Heal: Stories from Relational-Cultural Therapy* and *The Complete Guide to Mental Health for Women*. Most recently she was featured in a special issue of the *Journal for Counseling and Development* (summer, 2008) dedicated to multicultural counseling. In her keynote address, Dr. Comstock will present how acting as a "Dignitarian" can transform our increasingly global community. Dignitarians promote peace, social respect and relational consciousness by deconstructing "rankism." In her talk, she will discuss the work of the Human Dignity Humiliation Studies Organization ([www.humiliationstudies.org](http://www.humiliationstudies.org)), new research on the neurobiology social exclusion and the destructive fallout of humiliation. Lastly, she will address relational competencies specific to dignitarians and the challenges counselor educators and mental health professionals face in eradicating rankism.

### **ACES Welcome Reception**

**Thursday, October 15 • 6:30 pm – 9:00 pm – Tiki Pavilion**

### **ACES Career Connection II**

**Thursday, October 15 & Friday, October 16**

In an effort to facilitate the paring of faculty positions in Counselor Education with qualified professionals and doctoral students in the field, ACES is once again offering this free service. Many positions are listed this year, and many candidates have listed vitae with us as well. Stop by the booth in the Terrace Salon 3, peruse the positions, begin taking charge of your future as Counselor Educators. Employers and candidates are available to meet during the conference.

The ACES Career Connection will be located in Terrace Salon 3, near the registration area at the Town and Country Resort & Convention Center.

*Jane Rheineck, Faculty, Northern Illinois University, Co-Chair*

*Catherine Roland, Faculty, Montclair State University, Co-Chair*

### **ACES Invited Presidential Sessions**

**Thursday, October 15 1:30 pm – 2:30 pm – Crescent**

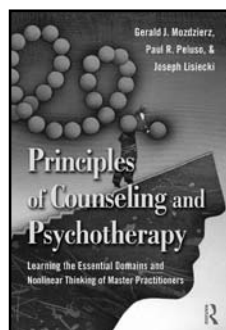
### **Counselor Educators and NBCC: A New Journal, A National Award, and The NCC for Professors**

*Thomas W. Clawson, EdD, NCC, NCSC, LPC, National Board of Certified Counselors ; Linda H. Foster; J. Scott Hinkle*

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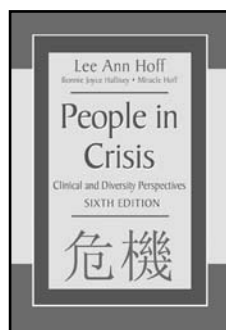
Gerald J. Mozdierz, Paul R. Peluso and Joseph Lisiecki

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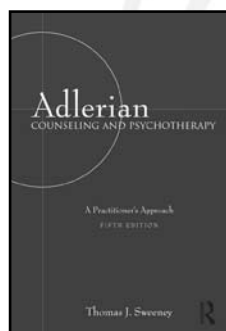
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"In this superbly written third edition, the authors have significantly enriched their unique and invaluable developmental approach to supervision. They do a masterful job in providing a lucid description of their integrative developmental model of supervision and its rich theoretical grounding." - Nadine J. Kaslow, PhD, ABPP, Professor and Chief Psychologist, Emory Department of Psychiatry and Behavioral Sciences, Grady Health System

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three exciting new opportunities for counselor educators. We are launching the official scholarly journal of NBCC, The Professional Counselor: Research and Practice, giving authors a new innovative venue for publications. We also are happy to honor counselor education programs that promote professional identity with a distinguishing award. Finally, NBCC invites counselor educators to participate in a new administration of the National Counselor Examination for educational purposes and the National Certified Counselor credential.

**Saturday, October 17 5:30 pm – 7:30 pm – Pacific 3**

## Creating Lucky Counselors

John Krumboltz, PhD, Professor of Education and Psychology at Stanford University

The ACES/NCDA Commission for the Preparation of Career Counselors is delighted to present Dr. John Krumboltz who was designated by ACA as a Living Legend in Counseling in 2004. In addition to discussing new book Luck is No Accident, Dr. Krumboltz will invite participants to share ideas with him about some radical, but common sense, notions of how we train counselors. Some of the topics that will be addressed include:

1. Helping clients learn to take actions that will create more satisfying lives for themselves;
2. Using assessment instruments as learning tools for clients so they could identify and improve their own strengths and skills;
3. Exploring what counselors should be doing to help clients improve;
4. Measuring client accomplishments in the real world after the counseling session itself is over.

## ACES Social Justice Summit

**Friday, October 16 • 2:30 pm – 6:30 pm – Golden Ballroom**

Connect with counselor educators, supervisors, and advocates interested in social justice at the ACES Social Justice Summit. Come join your colleagues to:

- discuss ACES history to date with regards to social justice; address issues related to social justice transformation in the profession including difficult dialogues;
- address social justice needs as they relate to counseling programs and community needs
- identify personal next steps for social justice enhancement
- Join in creating a wonderful opportunity for transformation in our profession by attending the 2009 ACES Social Justice Summit.

## ACES Sponsored Coffee Breaks

**Thursday, October 15 thru Sunday, October 18  
Outside of the Meeting House**

**7:00 am – 9:00 am**

Let ACES treat you to your morning coffee during the conference! Complimentary coffee will be available in a lovely outdoor setting from 7am to 9am. Feel free to take your coffee to go as you head off to your first session or just hang out and enjoy the great San Diego weather. *Please note: coffee will not be supplied on Saturday, October 17th.*

See Appendix B – p. 155 for more Special Highlights

### A Pre-Conference Institute for Research Mentorship

Wednesday, October 14, 8:00 am – 5:00 pm

ACES INFORM 2009 is the first pre-conference institute offered by counselor researchers for emerging researchers or researchers in transition who wish to advance their skills or change direction. Our dream is to help advance the scholarship of our profession. There is no charge for the institute but participants are expected to pre-register. Lunch is provided by a sponsor. In the spirit of advocacy and mentorship all presenters have donated their time.

*Contained below is a 'preview' of the research programs being offered at the pre-conference institute:*

- Grounded Theory Data Analysis
- Being a Qualitative Researcher
- Understanding Statistical Power:
- How to Conduct an Evidence-Based Intervention Research Design
- Promoting the Quality and Worthiness for Publication of Survey Research
- Providing a Road Map for Quantitative Dissertations: A Writing Template
- Applying Research with Children
- Writing your Quantitative Results for Experimental and Correlational Research
- Conducting Single Case Experimental Research in Counseling
- Statistical, Practical, and Clinical Significance in Counseling Research
- Have Your Research Take Flight: Strategies for Your Launch
- Designing Research: Selecting the Appropriate Paradigm
- From Concept to Completion: Transforming Ideas into Scholarship
- Collecting and Managing Research Data On-Line
- A+B Does Not Equal C: Learn The Common Types of Faulty Logic Used to Support the Rationale for a Study
- The Peer Review Process: Preparing your Manuscript for Successful Editorial Board Review
- Why Should We Believe You?: Maximizing Trustworthiness in Qualitative Research
- Creating an Effective Collaborative for Qualitative Research

#### Committee Chair

Dale-Elizabeth Pehrsson – UNLV

#### Planning Committee

Randy Astramovich UNLV

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## Opening Panel Session

**Wednesday, October 14 • 8:00 am – 9:00 am - Pacific 2**

Overview, History and Welcome

*Program Chair, Dale-Elizabeth Pehrsson*

### **The State of our Research and our Dreams and Needs for the Future**

*Cynthia Briggs, James Devlin, Denny Engels, Sue Bratton, Dee Ray, Leanne Schamp*

A brief history of the inception and creation of **ACES INFORM 2009** will be revisited and thanks given to all those who have served the profession in their contributions and development of this institute. See *Appendix A*, page 154

**Wednesday, October 14 • 9:00 am – 10:00 am**

Fairfield / Breakout Sessions: 11:00 am – 12:00 pm  
& 3:30 pm – 4:30 pm - Clarendon

### **Applying Research with Children: A Guide to Assist Counselor Educators Conducting Collaborative Research with Children in Schools**

*Pedro J. Blanco & Mei-Hsiang Tsai*

Conducting research in the school setting can be challenging. This presentation will inform participants how to establish a research project within an elementary school setting. The presentation will explore the rationale for developing collaborations, and will offer suggestions and strategies to make the creation of such a program easier. Presenters will share current school based collaborative research experiences, including possible pitfalls and challenges in conducting these studies. The sectional will include how to approach hurdles from the university system as well as obstacles in the schools, in order to conduct research more effectively. In addition, presenters will provide a handout and checklist of considerations in implementing such a project. This handout will include an instructional timeline to help future researchers develop such a program.

**Wednesday, October 14 • 9:00 am – 10:00 am**

Crescent / Breakout Session: 2:30 pm – 3:30 pm - Brittany

### **Collecting and Managing Research Data On-line**

*Paul Granello*

This presentation and group will discuss the process of collecting and managing research data through the web. Tips for designing useful databases, web surveys, and secure web interfaces will be given from the presenter's experience. Group members will be encouraged to share ideas and tips with each other. A handout of tips will be provided.

**Wednesday, October 14 • 9:00 am – 10:00 am**

Eaton / Breakout Sessions: 10:00 am – 11:00 am - Crescent

### **Conclusion Validity: Determining Whether Your Results are Reasonable**

*Kelly L. Wester*

Typically when analyzing data, our hope is to find a significant relationship – connecting the two or three variables that we hypothesized were related. Once we find this relationship, typically we report it and infer an application from the finding (e.g., adjusting counselor training, altering something within a counseling session). Rarely do we as researchers go back to our methodology and study design to determine if this finding is reasonable. When in fact, depending on the strengths or limitations of the study itself, we may end up with a false relationship (Type I error) or not find a relationship, when in fact one does exist (Type II error). Determining whether our finding is reasonable is conclusion validity (a form of validity rarely talked about). Aspects of study design impact conclusion validity, including power, instrument psychometrics, and the data analysis procedures. This presentation will discuss the elements of a study that impact conclusion validity; provide a definition and examples of conclusion validity; and point out ways to strengthen conclusion validity.

**Wednesday, October 14 • 9:00 am – 10:00 am**

Pacific 2 / Breakout Sessions: 10:00 am – 11:00 am  
& 3:30 pm – 4:30 pm – Pacific 2

### **Conducting Single Case Experimental Research in Counseling**

*April A. Schottelkorb*

The single case research design is acknowledged as one of the two types of designs researchers should utilize when determining evidence-based practice. In this presentation, we will review:

- 1) the criteria necessary in conducting evidence-based single case design experiments,
- 2) the differences between single case design and case studies,
- 3) the features necessary in conducting this research,
- 4) quantitative and qualitative analysis of single case data, and
- 5) implications for using single case design in counseling research. The presenter will share her own experience conducting single case research in the school setting.

**Wednesday, October 14 • 9:00 am – 10:00 am**

Pacific 5 / Breakout Sessions: 2:30 pm – 3:30 pm  
& 3:30 pm – 4:30 pm - Crescent

### **Designing Research: Selecting the Appropriate Paradigm**

*Robert L. Smith, James Devlin, William B. Kline, Brande' Flamez, Stephen Southern & Cher Edwards*

Participants are first taken through the stages of a scientific research design. Presenters discuss when to use the following paradigms: Quantitative, Qualitative, and Mixed Designs. The relevance of power and the importance of reporting effect size when publishing findings conclude this presentation.



**Wednesday, October 14 • 9:00 am – 10:00 am**

Clarendon / Breakout Session: 2:30 pm – 3:30 pm  
Clarendon

**From Concept to Completion:  
Transforming Ideas into Scholarship**

*L. L. Black & H. M. Helm*

Scholarship, at its core, represents the voice and vision of a profession. In this presentation, participants will engage in a dynamic interaction that will aid them in recognizing and amplifying their voice of inquiry and vision related to scholarship in counselor education. In an informative and supportive setting, participants will learn a process for determining the practicality and rigor of their ideas (concept evaluation, research design (research/guiding questions, sampling issues, and qualitative or quantitative measurement concerns, and the projected relevance or contribution to the field); suggestions for managing their project; and specific recommendations to transform those ideas into action and ultimately into a piece of quality scholarship (e.g., presentation, manuscript, book). Participants are strongly encouraged to attend this session prepared to discuss their ideas/projects currently under consideration or development.

**Wednesday, October 14 • 9:00 am – 10:00 am**

Ascot / Breakout Session: 2:30 pm – 3:30 pm - Ascot

**Being a Qualitative Researcher: The Importance  
of Relational Congruence Between the Researcher  
and the Research Process**

*William B. Kline & David Kleist*

The goal of this presentation is to explore the centrality of the role of the researcher in the research process of various qualitative approaches. More specifically, the presentation will describe the implications of researchers' assumptions about reality, knowledge, and the process of attaining knowledge. These implications include issues associated with not acknowledging or being unaware of the impact of these assumptions and the benefits of understanding and acting in awareness of these assumptions. The presenters will describe the potential benefits of intentionally incorporating researchers' assumptions in the process of framing research questions, selecting a qualitative approach, collecting and analyzing data, and writing results. Presenters will also address the impact of researchers' counseling value systems on the qualitative research process. Finally, the presenters will provide participants with reflective experiences and guidelines that will assist them in developing greater clarity about relevant assumptions, the development of research questions, and the selection of a qualitative method. To accomplish these goals the presenters will discuss essential information but will emphasize experiential learning procedures that focus on involving participants in reflection and guided small and large group interaction.

**Wednesday, October 14 • 9:00 am – 11:00 am - Brittany**

**Understanding Statistical Power: How to Ensure a  
Sufficient Sample Size for your Study!**

*Richard S. Balkin & Carl J. Sheperis*

In this presentation we will review the concept of statistical power and how to use power analysis to determine an appropriate sample size for quantitative research. Three types of power analyses will be defined and demonstrated: (a) an a priori analysis to determine an appropriate sample size before any data is collected; (b) a post hoc power analysis to demonstrate the likelihood of making a type II-error (failing to find a statistical relationship when one actually exists); (c) a sensitivity analysis to determine how large of a relationship can be detected. The roles and limitations of identifying statistical significance will also be addressed.

**Wednesday, October 14 • 10:00 am – 11:00 am**

Clarendon / Breakout Sessions: 11:00 am – 12:00 pm –  
Brittany & 1:30 pm – 2:30 pm - Clarendon

**Creating an Effective Collaborative  
for Qualitative Research**

*Collette T. Dollarhide & Brenda O'Beirne*

By its nature, qualitative research is most effective when it is conducted by a research collaborative of trusted colleagues. Opportunities to share ideas, to work through various interpretations of the data, and to develop creative and innovative insights from the results are most likely to emerge through collaboration. In this session, participants will discuss various contexts in qualitative research in which to develop productive collaboratives.

**Wednesday, October 14 • 10:00 am – 11:00 am**

Crescent / Breakout Session: 1:30 pm – 2:30 pm - Crescent

**Grounded Theory Data Analysis: Navigating  
the Intrapersonal and Interpersonal Process  
of Developing Theory**

*Deborah Rubel & Jennifer Pepperell*

The literature on qualitative research presents data analysis as a flexible, creative, and ambiguous process. While the grounded theory literature provides some of the most descriptive and specific guidelines for analysis of all the qualitative methods, creating grounded theory can still be physically, cognitively, and emotionally taxing. The presenters are passionate about conducting, mentoring, and teaching grounded theory. In this presentation they will offer their knowledge, experiences and perspectives to demystify grounded theory data analysis so it can become the exciting, enriching, fruitful, and FUN process it has the potential to be. In addition to illustrating and clarifying key data analysis concepts, such as theoretical sampling, open coding, axial coding, and selective coding, the presenters will also address the cognitive, emotional, and interpersonal pitfalls that can cause researchers to become 'stuck'. The presentation will be a 'little' lecture, moderate



amounts of story -telling and discussion, and a LOT of hands on experience and practical advice. Budding and experienced researchers may benefit from these unique perspectives in both their research and mentoring of other researchers.

**Wednesday, October 14 • 10:00 am – 11:00 am**

Pacific 5 / Breakout Sessions: 11:00 am – 12:00 pm  
& 3:30 pm – 4:30 pm – Pacific 5

**Statistical, Practical, and Clinical Significance in Counseling Research**

*Stephen A. Armstrong*

Prior to the last decade, social scientists typically demonstrated the importance of their findings by declaring them to be statistically significant. Generally, readers of peer-reviewed journals accepted this measure of importance as a sufficient determinant of legitimacy. However, many authors have challenged this standard and posited that practical significance and clinical significance are not reflected in the “statistical” significance of research results (Henson, 2006; Thompson, 2002). Henson (2006) described the importance of researchers reporting effect sizes in addition to p values and F statistics. Henson also noted that effect sizes tell the reader about the strength of relationships and the magnitude of differences in research studies. This presentation will provide participants with tools that will assist them in sifting through the myriad numbers reported by counseling researchers. Participants will gain a better understanding of how to determine the meaningfulness of findings and will learn how to evaluate the practical and clinical importance of those findings. Examples of effect sizes and confidence intervals will be provided and specific studies will be discussed. The limitations of statistical significance will be clarified so that participants will be better informed as readers of counseling research.

**Wednesday, October 14 • 10:00 am – 11:00 am**

Fairfield / Available for questions after session

**Why Should We Believe You?: Maximizing Trustworthiness in Qualitative Research**

*Danica Hayes & Anneliese A. Singh*

The rigor of qualitative research is a hotly debated topic in counseling and other disciplines. Whether you refer to validity in qualitative research as trustworthiness, credibility, rigor, or authenticity (to name a few), it remains one of the most important components of qualitative inquiry as it affects the research design from a project inception to report writing. Presenters will discuss four proposals in the literature for evaluating the quality of qualitative research, the threats (and benefits) of the researcher, and 10 criteria and approximately 20 strategies for maximizing trustworthiness. Finally, facilitators will identify several considerations for both the novice and seasoned counseling researcher. Attendees will leave with a more comprehensive understanding of designing, writing up, and evaluating qualitative research in counseling. Handouts will be provided.

**Wednesday, October 14 • 11:00 am – 12:00 pm – Fairfield**

**A+B Does Not Equal C**

*L. DiAnne Borders*

Participants will be given some specific guidelines for identifying a viable, substantive, and meaningful gap in the literature that needs to be addressed, and will learn some common types of faulty logic used to state the rationale for a study.

**Wednesday, October 14 • 11:00 am – 12:00 pm**

Pacific 2

**Promoting the Quality and Worthiness for Publication of Survey Research**

*Nicole R. Hill*

As survey research in counselor education and supervision encounters more scrutiny, it is imperative that issues of quality and worthiness for publication be explored and addressed. There is an array of survey research currently being generated in paper and electronic formats; this demands that researchers are intentional and proactive in their design and methodological processes. Survey research poses multiple challenges, and this presentation will identify such challenges as a springboard for developing methodologically sound practices. Sampling issues, item construction processes, response rate factors, and internet-based matters will be explored. A foundation of best practices for survey research in counselor education and supervision will be developed.

**Wednesday, October 14 • Lunch Presentation**

12:00 pm – 1:30 pm - Pacific 2

**Have Your Research Take Flight: Strategies for Your Launch**

*Cynthia Briggs & Kelly Webster*

Lunch will include a motivational talk more than an educational one (although some of the latter will be there). Emphasis will include “everyone is a researcher” perspective and give some case examples of how we technically already “do” research, but do not formalize it - and thus, how to formalize it more to help move our profession forward (And how to formalize it in a quality way). We will very BRIEFLY highlight/mention single case study approaches, qualitative approaches, and some more quantitative approaches - including building self-efficacy among ourselves, doc students and master’s students in ways that will specifically build research self-efficacy. With that in mind, we also may highlight or mention the research mentorship guidelines and/or distribute those during the luncheon.

We thought we would try and talk for 30 MAX of 40 minutes while allowing the room for discussion at their lunch tables \*(unless you had built in time for that outside of the 1 hour you have given us).

**Wednesday, October 14 • 1:30 pm – 2:30 pm**

Brittany / Breakout Session: 3:30 pm – 4:30 pm - Brittany

**How to Conduct an Evidence-Based Intervention Research Design***Dee Ray*

The evidence-based movement requires counselors to provide empirical support to use counseling techniques and modalities. The counseling field struggles with providing evidence to support its interventions and historically, counseling journals publish very few intervention studies. Yet, counselors continue to develop new methods of working with clients. The purpose of this workshop is to provide a step by step outline of how to design, implement, analyze, interpret and publish an evidence-based intervention study. Participants will learn how to carry out a study from inception to publication, including how to overcome typical challenges related to counseling intervention research. Specific emphasis will be placed on meeting criteria for evidence based inclusion. Topics will also include how to overcome common threats to internal and external validity which often contribute to the exclusion of studies in the evidence based movement. Presenter will address practical ideas regarding design, data analysis, and interpretation leading participants to a clear plan on how to successfully research specific interventions with empirical support.

**Wednesday, October 14 • 1:30 pm – 2:30 pm**

Ascot / Breakout Session: 3:30 pm – 4:30 pm - Ascot

**The Peer Review Process: Preparing Your Manuscript for Successful Editorial Board Review***Randy Astramovich & Wendy J. Hoskins*

Publication in esteemed counseling journals requires researchers to have their work positively reviewed by editors and editorial boards. In this presentation, participants will learn about the philosophy and goals of the peer review process in the publication of counseling research. Strategies to prepare manuscripts for peer review in counseling journals will be covered. Presenters will highlight ways to “think like an editorial board reviewer” in the development and writing of research manuscripts. In addition, attendees will have the opportunity to have parts of their current work peer reviewed by other session participants.

**Wednesday, October 14 • 1:30 pm – 2:30 pm**

Pacific 5 / Breakout Session: 2:30 pm – 3:30 pm – Pacific 5

**Writing Your Quantitative Results for Experimental and Correlational Research***Richard. S. Balkin*

Participants will be exposed to the elements necessary in reporting quantitative findings for experimental and correlational research. An overview of model assumptions, statistical significance, practical significance, and power will be addressed and how each of these mechanisms may be analyzed and reported in accordance with APA publication

standards. Emphasis on the writing of results, as opposed to an explanation of the statistical concepts, will take place. Resources will be introduced to assist with analyzing and interpreting results.

**Wednesday, October 14 • 2:30 pm – 3:30 pm - Pacific 2****Providing a Road Map for Quantitative Dissertations: A Writing Template***Nicole R. Hill*

Within most counselor education programs, the culmination of doctoral study is the creation of dissertation research. The dissertation serves as a scholarly endeavor that can be both invigorating and intimidating for students. Understanding the most salient dimensions to be included in a quantitative dissertation will help guide those of us who mentor doctoral students through the process and will provide a template for students embarking on the dissertation process. This presentation will identify some barriers to successful completion of quantitative dissertations. A template of what to include in each chapter of a quantitative study will be provided as a mechanism to promote success in completing the written document. Salient issues for each section will be identified and explored.

[1:30 pm – 2:30 pm]

**Thursday, October 15 • 1:30 pm – 2:30 pm - Royal Palm 4**  
Supervision (Content Presentation)

**The Meaning of Evaluation in the Supervisory Relationship for Counselors-in-Training**

*Yaser Madani, PhD, Colorado State University; John Littrell; Nathalie Kees; Laurie Carlson*

Evaluation is an important component in the training of counseling students. The experience and impact of supervisory evaluation is explored from the students perspective. A qualitative approach makes it possible to look at the experience of evaluation in a more abstract and subjective manner so as to make research findings more transferable. Qualitative inquiry about the experiences and cognitions of 20 supervisees suggests that meaning of evaluation is influenced by their understanding of the purpose of evaluation, methods of evaluation, style of communicating supervisory feedback, and more importantly the supervisory relationship. These topics will be explained and examples given.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Pacific 4**  
Research (Content Presentation)

**A Counselor Education Accountability Model for Assessing Graduates Satisfaction, Preparedness, and Success**

*Dr. Amy Milsom, Clemson University; David Scott*

As universities struggle with budget cuts, individual programs often must demonstrate their effectiveness or risk either being cut or having funds reallocated. Counselor educators can proactively collect and disseminate data that can help them demonstrate their effectiveness on an ongoing basis. In this program, the presenters (coordinators for community and school counseling masters degree programs) will share how they responded to a request from their School of Education to demonstrate their programs effectiveness. Specifically, they will review the accountability initiative developed by their School of Education asking programs to answer the overarching question, How effective are our program completers in their first years of professional practice? Then the presenters will discuss the research questions they determined could best help them demonstrate their programs effectiveness as well as the types of data they believed could best help them answer those questions.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Pacific 6**  
Teaching (Content Presentation)

**Promoting Diversity and Social Justice in Education: A Glance into the Black Youth Experience in Education**

*La Shawn C. Bacon, MA, LPC, NCC, The University of Iowa*

Research has found Black males to enter elementary education with weaker skills than White counterparts (Phillips, et al., 1998). The persistence of this educational disparity can be

attributed to dissonance between educators and students (Ferguson, 2003). This presentation explores issues of power, privilege, and oppression affecting Black youth. Multicultural education methods, counseling strategies, and suggestions for the educators and school counselors working with Black males will be provided. Participants will be encouraged to gain awareness, knowledge, and skill to address the needs of students.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Garden Salon 1**  
Teaching (Content Presentation)

**From Classroom to Community: Fostering Connectivity, Meaning and Social Advocacy with Counseling Students through Service Learning**

*Mary Graham, Seattle University; Dale-Elizabeth Pehrsson, UNLV*

This presentation will focus on innovative strategies that can be utilized in the integration of service learning concepts and initiatives throughout the counselor education curriculum. Participants will gain awareness of principles of service learning and how it is most effectively applied to support and advance course objectives, standards and social justice advocacy. Specific applications and strategies for service learning across counselor education curriculum will be provided. Participants will be provided examples of innovative techniques for identification and initiation of service learning opportunities for counseling students.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Pacific 1**  
Supervision (Content Presentation)

**Expanding Social Respect and Relational Consciousness in Group Work Supervision: Linking Understanding of Multiple Contexts to Supervision Interventions**

*Deborah Rubel, Ph.D, Oregon State University; Carla Donaldson; Michele Eave; Ryan Melton; Jeff Causey*

Group work supervision has the potential to greatly influence quality of care for vulnerable and underserved populations. The literature highlights the importance of group work supervision, provides limited models of group work supervision, emphasizes the need for intentionality, and suggests that group work supervisors may need more concrete examples of effective ways to interact. This presentation, through its interactive and experiential format, will address these needs while exposing participants to a broad range of group work settings and populations. This presentation is also relevant to anyone involved in supervision or group work.



**Thursday, October 15 • 1:30 pm – 2:30 pm - Garden Salon 2**  
Teaching (Content Presentation)

**Transforming the Crisis Curriculum: Creative Strategies for Meeting CACREP Standards Related to Crisis, Disaster, and Trauma-Causing Events**

*Casey A. Barrio Minton, University of North Texas;  
Carrie A. Wachter*

Crisis, disaster, and trauma-causing events (CDT) are global phenomena, requiring specific counseling skills to serve impacted clients. The 2009 CACREP standards include standards to ensure new counselors can conceptualize and respond to clients affected by CDT; however, research regarding counselors crisis preparation experiences indicate that many new counselors are underprepared to provide these services. To meet this challenge, programs must transform their crisis preparation delivery to include CDT curricula. During this interactive presentation, the presenters will highlight relevant research, discuss CACREP standards related to CDT, and facilitate discussion regarding creative ways to transforming the crisis curriculum. Curricular resources will be provided.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Pacific 5**  
Other (Content Presentation)

**Utilizing International Students Unique Strengths in Counselor Education Programs**

*Yoo Jin Jang, University of Iowa; GoEun Na;  
Jee Hyang Lee; Jungnam Kim*

The prevalent conception that international students are the recipients of learning rather than the contributors to it may have led to counselor educators overlooking educational potentials and benefits of international students who are enrolled in American counselor training programs. A panel of international doctoral counseling students will share their personal experiences in American counselor education programs and offer several suggestions for optimizing educational benefits and potentials of the presence of international students in the programs. The presenter will facilitate an open discussion on how to empower international students to proactively engage in mutual learning in a counselor training process.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Towne**  
Counseling (Content Presentation)

**From Age-ing to Sage-ing: Becoming an Elder**

*Bobbie A. Birdsall, PhD, Boise State University*

As counselor educators and supervisors, the role of mentoring comes naturally. Many of us find ourselves entering the second half of life and in the midst of turbulent emotional shifts. Life harvesting is a tool that enables us to gather the fruits of a lifetimes experience and begin to find meaning and purpose in this adult stage of development, consciously recognizing and celebrating the contributions we have made

in our personal and professional lives. The knowledge gained from this harvest allows us to mentor younger generations and future counselors. Using the harvesting tools from Zalman Schacter-Shalom's book, *From Age-ing to Sage-ing*, this session will introduce participants to the concept of a profound new vision of growing older and offering possibilities for seeding the future with wisdom. Drawing from James Hollis' *Finding Meaning in the Second Half of Life* and Angeles Arriens' *The Second Half of Life*, we will examine the wisdom years as a time of transformation and begin to map the elder hero's journey through the gates of wisdom.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Pacific 7**  
Supervision (Content Presentation)

**Professional Gatekeeping: Legal and Ethical Dimensions of Psychological Fitness**

*Burt Bertram, Rollins College; Alicia M. Homrich*

Gatekeeping is an inherent and vexing responsibility of counselor educators and supervisors. Assessing and determining trainee-profession fit on the dimensions of academic performance can be objectively determined by assessment instruments. The student's evolving clinical abilities can be evaluated against qualitative standards. However, the construct of psychological fitness is less objective, less clearly defined, and often the area of greatest concern for counselor educators due to the subjective nature of psychological fitness. The subjective nature of psychological fitness can create difficulties in communicating acceptable standards to students, explaining faculty actions that require students to address mental health or interpersonal concerns, and defending decisions made by faculty to remove a student from a program. When gatekeeping actions are initiated by faculty, student initiated legal redress may not be far behind. This program will provide an overview of the legal and ethical aspects of gatekeeping as it relates to dimensions of psychological fitness. Policy suggestions and samples of published materials for student will be provided; all designed to assist faculty to clearly and fairly communicate as well as defend psychological fitness standards.

**Thursday, October 15 • 1:30 pm – 2:30 pm - Sunrise**  
Other (Content Presentation)

**School-Based Counseling Clinic & Practicum**

*Diane Louise Parfitt, Eastern Michigan University;  
Mary Rose Day; Irene Ametrano*

Counselor educators will share their creation of School-Based Practicum Counseling Clinics (SBPCC) through partnerships between local school districts and their universities. Free clinical counseling services are provided to the districts' students during their school day at the students' respective schools. These SBPCC provide opportunities for practicum counselors-in-training who wish to gain clinical counseling experience working with adolescents. By participating in the SBPCC, practicum counselors-in-training gain

experience counseling adolescents with diverse backgrounds and opportunities and have the opportunity to work with treatment teams in the public school environment. The SBPCCs are extensions of university on-campus counseling clinic and are CACREP compliant. The SBPCCs operate one day a week at a middle school and one day a week at a high school during the regular school year. The clinical counseling services are provided free of charge for the school district students and their families. SBPCC reduces the gap between students mental health needs and availability of mental health services by providing treatment convenient to where students are during their school day. The purpose of this session is to present our experience in establishing and maintaining the SBPCCs. Based on our experiences we want to make recommendations about this process and encourage other universities to establish SBPCCs. Rationale for establishing SBPCCs needs to be sound; maintenance of the SBPCCs must be pragmatic and manageable as well.

### Thursday, October 15 • 1:30 pm – 2:30 pm Pacific 2

Teaching (Content Presentation)

#### **Enhancing Counselor Education through Community Partnerships**

*Marcy Douglass, Shippensburg University of Pennsylvania; Kathryn Newton; Bill McHenry*

The presenters will discuss the ways in which prioritizing community service and social advocacy can enhance counselor education. Where on-site training clinics are often designed for the convenience of students and faculty, we have taken a different approach. Our training clinic is being built organically to meet the specific needs of partnering agencies and schools and the populations they serve. These partnerships have been initiated through culture brokers – individual students and faculty who have personal relationships or shared interests with professionals at local agencies and schools. Personalizing these relationships has allowed for services to evolve in direct response to the needs of local agencies and school and the populations they serve. Some of these needs include services for individuals who are blind/visually impaired; in-service training for school counselors working with children with incarcerated parents; grief support groups for children, adolescents and adults; and financial coping and wellness groups for community members who have lost jobs.

### Thursday, October 15 • 7:30 am - 8:30 am – Royal Palm 4

Teaching (Content Presentation)

#### **Assessing the Art of Counseling in Counselor Education**

*Jeri L. Crowell, EdD, NCC, LPC, Fort Valley State University; Jerry Mobley; Kimberly Hall*

This program will examine the various ways in which counselor educators at one university have Counseling students, supervisors, and counselor educators work closely to mentor the development of relational competencies, or

counseling skills, for the purpose of meaningful training and effective practice. The American School Counselor Association (ASCA) has taken the lead in the profession and defined competencies that school counselors should possess. A study at two universities has begun, where repeated assessment on a rubric adapted from this document will evaluate candidate progress on the ASCA competencies and the effectiveness of their respective programs. Clinical rubrics will also be used to measure aspects of counselor training minimized by ASCA the art of counseling.

### Thursday, October 15 • 1:30 pm – 2:30 pm Esquire

Teaching (Content Presentation)

#### **Infusing Addictions Counseling into Counselor Education and Supervision**

*Tina Marie Glover, Oregon State University; Dana Doerksen*

As aforementioned the presenters will: 1. Examine addiction counseling, teaching, and supervision in relation to the newly proposed program area for 2009 CACREP Standards; 2. Emphasize evidence-based treatments currently used in the field of addictions counseling (e.g., Motivational Interviewing, Stages of Change, and Cognitive Behavioral Therapy); 3. Consider ways in which the principles of Alcoholics Anonymous and the Twelve Steps can be creatively integrated into current counseling frameworks; 4. Highlight the inherent roles of ethics and social justice within counseling and explore how to further cultivate diversity and advocacy within addictions counseling programs. The proposed program will include a power point presentation, training materials, visual displays, evidence-based treatments related to addictions counseling, supervisory approaches, practical handouts for immediate clinical and supervisory use, and facilitated discussion.

### Thursday, October 15 • 1:30 pm – 2:30 pm Dover

Supervision (Content Presentation)

#### **Recognizing Ego Depletion in Ourselves and Its Relational Effects**

*Dawnette Cigrand, M.A., University of Iowa; Arie Greenleaf*

All of us have the potential for becoming overloaded or even impaired. When we become overloaded, our ego strength may be in danger of depletion. Come to this session to explore the impact that ego depletion has on relationships, especially our moral and ethical interactions with others, our persuasiveness and our prejudices. Discover ways to moderate ego strength in supervisees in graduate programs or clinical settings, and to revitalize ego strength by improving holistic wellness.



**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Outreach Training and Community Building: A New Lens for Teaching Multicultural Counseling Competencies**

*Ali Wolf, University of North Carolina at Greensboro; Alli Forti; Jennifer Whitney*

Outreach programming seeks to reach out to our communities through programs and presentations on a variety of mental health topics designed to promote positive mental health. Operating from a wellness model, outreach is essential to the counseling profession. Another fundamental aspect of the counseling profession is to prepare competent practitioners in the Multicultural Competencies. This presentation will provide one model and framework for incorporating outreach training and skill building in Counselor Education programs by locating it within Multicultural counseling courses. Recommendations for experiential framework and activities will be provided to incorporate outreach training and experiences into multicultural courses.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Other (Roundtable Presentation)

**Transformative Practice in Counselor Education: An Accelerated BA/MA School Counseling Program**

*Atsuko Seto, The College of New Jersey; Mark Woodford; Mary Lou Ramsey; Marion Cavallaro*

In response to administrative urgings for greater collaboration between undergraduate and graduate programs in the new millennium, the Department of Counselor Education at The College of New Jersey (TCNJ) has developed an accelerated five-year undergraduate/masters degree program consistent with CACREP school counseling accreditation standards. The presentation describes this model and its development, including external and internal motivating forces, curriculum design, admissions requirements, screening, completion timeline, and clinical sequence. In addition, advantages and potential challenges of this program will be discussed. Audience reactions are welcomed.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Counselor Professional Identity: Defining and Measuring a Nebulous Concept**

*Carla H. Emerson, The University of North Carolina at Greensboro*

Counselor professional identity (CPI) has been cited as being vital to the very future of the counseling profession. It has a prominent place in the counseling literature, CACREP Standards, and counselor training programs. However an agreed

upon definition of CPI or an instrument to measure it does not exist at this time. A proposed comprehensive definition of counselor professional identity and research toward an instrument measuring counselor professional identity will be presented. Implications for the profession, counselors, counselor educators, and future research will be discussed.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Exposure to Bullying in Adolescence: An Investigation of the Impact on Social Capital Development**

*Charles J. Jacob, The Pennsylvania State University*

Social capital is a scholarly supported concept that demonstrates how positive interactions with family and social networks can create a general trust in humanity that benefits general functioning, socially responsible behaviors, and overall well-being. This study explores how exposure to bullying which occurs frequently among adolescents in both the U.S. and abroad may hinder the development of social capital during adolescence. Current data collected from 94 U.S. middle school students suggests that there is a possible link between exposure to bullying and development of general trust in humanity.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Strategies for Successfully Completing a Transformative Phenomenological Dissertation: Two Recent Graduates Perspectives**

*Chinwe Uwah Williams, Rollins College and University of Central Florida, Adjunct; Amy L. McLeod*

Phenomenology inspires self-reflection and new learning for both participant and researcher. This presentation highlights the dissertation research experiences of two recent graduates. Presenters will provide an overview of their experience of affirming participants' lived experiences through transformative practices. Specifically, presenters will discuss successful efforts at identifying and recruiting diverse members of the population of interest, unique qualitative interviewing techniques that prompted participant self-reflection, and data analysis procedures to interpret embedded meaning. In addition, based on their personal experiences, presenters share lessons learned for conducting a qualitative dissertation that is both methodologically sound and grounded in holistic and reflective practices.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Professional Identity Development: Are Non-traditional Campuses Fostering It?**

*Christine Sacco-Bene, PhD, Barry University – Orlando; Kitty Eeltink, Joseph Maddox*

This presentation will report the outcome of a Chi Sigma Iota Excellence in Counseling Research Grant study exploring the perceptions of Masters-level students enrolled in a non-traditional campus counseling program regarding their professional identity development. It is hoped the results will inform other non-traditional counselor education programs about fostering professional identity and socializing students into counseling professions particularly in the absence of organizations like Chi Sigma Iota.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Transforming School Counselors into Leaders**

*Colette Dollarhide, The Ohio State University; Donna Gibson; Kelli Saginak*

What opportunities do school counselors in training need in order to develop into effective leaders? How do counselor educators create ways for transforming school counselors in training into effective leaders? This roundtable will engage participants in reflecting, processing, and exploring transformative practices for promoting leadership development with school counselors in training. The facilitators will share their yearlong study of school counselor leadership, what they learned from the study, and ways they are using transformative practices in their school counseling pedagogy. Participants will reflect, process, and envision ways to use transformative practices within their school counseling pedagogy to promote leadership development.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Supervision (Roundtable Presentation)

#### **Supervision and Spirituality: Infusing Life at All Levels**

*David R. Dagg, The Ohio State University; Caroline Baker*

Attendees will learn novel techniques to increase supervision skills and spiritual development in the supervisory relationship. Exploration of personal spiritual journeys as it overlaps with professional supervisory experience will be of special focus. The program will help clinical supervisors create a supervision development plan that optimizes spiritual experience and growth. Special emphasis will be placed on experiential techniques to increase spiritual development in the supervisory relationship in order to help supervisees incorporate spirituality into the counseling relationship as appropriate. Recent qualitative research regarding spirituality and supervision will provide a basis for discussion and activities.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Teaching Students Culturally-sensitive Strategies for the Emotionally Restricted Client**

*David S. Shepard, California State University, Fullerton; Leah Brew*

Helping clients feel can be a staple of counseling, and current neuroscience supports the critical role emotions play in client's problem-solving abilities and interpersonal relationship capacity. Yet, some clients are socialized by culture or gender to avoid certain emotions. The challenge for counselors is to help clients liberate feelings without shaming them. The purpose of this presentation is to present attendees with innovative strategies for teaching their students how to work with these clients. Demonstrations and experiential activities will be used to integrate learning.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Supervision (Roundtable Presentation)

#### **Investigating the Effectiveness of Clinical Supervision in a CACREP Accredited On-Line Counseling Program**

*Dr. AnnaLynn Schooley, Capella University; Dr. Kelly Coker*

Clinical supervision is a key component of counselor training. As on-line counselor training continues to evolve, more information is needed about how to deliver effective clinical supervision to counseling students in this alternative educational environment. The presenters will share initial results of an investigation designed to measure the perceived effectiveness of clinical supervision in a CACREP accredited on-line counselor training program. Discussion will center on research results, supervision modalities during pre-practicum, practicum and internship, and best practices.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Research (Roundtable Presentation)

#### **Transformational Parenting: Comparing Two Parenting Skills Paradigms in the Effective Reduction of Challenging Behaviors in Children**

*Dr. Lee Underwood, Regent University*

Parenting children with challenging behaviors from a traditional view can create an environment of frustration, anger, and resentment leading to broken relationships between parents and children. This presentation will present empirical data in the comparison of two parenting paradigms effectiveness in reducing children's challenging behaviors. The Beyond Consequences, Logic, and Control parenting paradigm is a transformational perspective compared to the more traditional approach to parenting, Love and Logic.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Teaching Career Counseling in Romania: Transforming Society with Cross-Cultural Collaboration**

*Dr. Nancy E. Sherman, NCC, LCPC, ACS, Bradley University;*  
*Dr. Andreea Szilagyi, Rebecca Earhart*

Collaboration between American and Romanian Counselor Educators is transforming career development and counseling in Romania. As the need for effective career counseling at all educational levels becomes more apparent in the post-communist and new European Union society of Romania, the Global Career Development Facilitator (GCDF) credential has become the avenue for transforming career counseling. Counselor Educators who teach career counseling and development at two universities in Romania share the challenges and rewards of cross-cultural teaching, while collaborating to promote the development of the counseling profession in Romania.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**21<sup>st</sup> Century School Counseling Supervision: Are We Addressing National Standards?**

*Dr. Rhonda M. Bryant, Albany State University; Delila Owens; Angela Coker*

Efforts to codify school counseling supervision have concentrated primarily upon clinical supervision. However, school counselors have unique supervision needs that traditional models of clinical supervision do not fully address. This presentation will discuss the findings of a national survey (funded by an ACES Grant) that explored professional school counselors beliefs about the ASCA National Model and its influence on their supervision practices. Attendees will learn trends in school counselors supervision practices, emerging roles of the ASCA National Model in developing effective school counselor supervisory training, and research based supervision training strategies for K-12 school counselors.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Developing Counselor Identity: Self-Perceptions and Beliefs of Counselor Trainees**

*Dr. Shawn L. Spurgeon, The University of Tennessee at Knoxville;*  
*Eric Heidel; Michael Catalana; Tricia McClam*

Counselor Educators are ethically mandated to help counselor trainees develop the necessary skills to effectively work with client populations. A critical aspect of this development is counselor trainees beliefs and perceptions of their skills. The presenters will describe a pilot research study designed to address this issue with counselor trainees. This pilot study served as a foundation for future research.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Counselor Educator Guide to Training Site Supervisors of School Counseling Interns: The Basics**

*Dr. Gail Roaten, Texas State University – San Marcos;*  
*Stan Carpenter*

Counselor educators have an ethical obligation to properly train site supervisors of school counseling interns. This is often a difficult process. There needs to be a process within each university program by which school site supervisors are trained to provide adequate and effective supervision. This program will provide the basics on how to do set up such a training program as well as provide content areas to address.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Crisis, Disaster, and Other Trauma Causing Events: Training Atudents in the 2009 CACREP Standards**

*Holly Branthoover, Indiana University of PA*

The presenter will discuss strategies to teach counselors-in-training the crisis, disaster, and other trauma causing events requirements in the newly adopted 2009 CACREP Standards. Specifically, this presentation will compare the benefits and challenges of using a single class model, an infusion across the curriculum model, or a combined model to teach the crisis-related standards. In addition, one universitys model of curriculum design, using a single class model, will be shared with participants.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**The Contextual-Functional Model of Counselor Supervision**

*Jeff Chang, Athabasca University*

Models of counselor supervision seldom account for the administrative structures in which supervision occurs. While many authors dichotomize clinical and administrative supervision, in most settings, it is impossible to entirely separate clinical supervision from administrative considerations. This presentation describes the Contextual-Functional Model of supervision, which incorporates the administrative context, seven supervisory functions, the supervisory working alliance, the supervisors and supervisees therapeutic orientations, and the client-supervisee-supervisor system.



### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Research (Roundtable Presentation)

#### **Exploring the Relationship Between Empathy and Cultural Orientations Among Eastern and Western Master's-Level Counseling Students: Implications for Counselor Educators and Supervisors**

*Kara A. Kaelber, PhD, PCC-S, Malone University*

Empathy development continues to be a primary goal of training in most counseling graduate programs (Hill, 2004; Ivey & Ivey, 2007; Okun, Shepard, & Eisenberg, 2000). Past research has indicated that formal counseling training experience has a significant positive impact on the development of empathy (Ottens, Shank, & Long, 1995; Ridgway & Sharpley, 1990) and can be altered within individuals (Batson, Fultz & Schoenrade, 1987; Batson, Turk, Shaw, & Klein, 1995). Research on empathy has indicated that a higher level of empathy in counselors is correlated with a higher level of clinical experience (Barrett-Lennard, 1962; Miller, 1989). However, very little research exists on the relationship between an individual's cultural worldview and their degree of empathy. This presenter will share findings from current research (Kaelber, 2008) on the relationship between empathy and independent and interdependent self-construals, or cultural orientations, between Eastern and Western master's-level counseling students. A dialogue regarding the implications of the findings of this research for counselor educators and supervisors will be facilitated and ideas for how to integrate culturally appropriate active learning strategies into graduate counseling coursework and counselor trainee supervision will be discussed.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Counseling (Roundtable Presentation)

#### **Development and Empirical Analysis of a Self-Advocacy Readiness Scale With a University Sample**

*Katrina Harris, PhD, University of Nevada, Las Vegas*

Little attention and research has been devoted to the concept of self-advocacy in school counseling and its potential to empower minority and marginalized youth in school settings. As a result, there is a substantial need for research to explore the development of a tool that will help school counselors assess students' readiness to self-advocate for their academic needs. This program will present the findings of a research study designed to develop and empirically analyze a self-advocacy readiness instrument and to determine if differences exist in response patterns between minority students and non-minority students.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Fostering Diversity in the Classroom: Strategies to Culturally Responsive Teachers and Instruction**

*Kimberly Mason, PhD, NCC, University of New Orleans;  
Hideyuki Tanaka*

In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to the classroom are identified, nurtured, and utilized to promote learning. Through culturally responsive pedagogy (CRP), educators will examine the impact of diversity on the teaching/learning process, learn activities for becoming a culturally responsive teacher, and learn how CRP is used to address the instructional needs of a diverse student population. Innovative strategies for CRP instruction is presented as well as how to maintain a welcoming and inclusive learning environment. Educators will role-play behaviors which facilitate and support teaching and learning.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **A Historical Overview of an Arrival at Urban Education**

*Lacretia Dye, Western Michigan University*

With emerging discussion of urban education reform, missing is a good understanding of the terms "urban" and "urbanization". To effectively work as counselor educators it is important to look at how we arrived at the present situation of negative connotations.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Other (Roundtable Presentation)

#### **It's About Relationship! Recruitment and Retention of Male Students**

*Laurie A. Carlson, Colorado State University; Tarrell Awe Agabe Portman; Jan R. Bartlett; Joseph Williams*

Have you ever wondered why there are so few male students in school counselor training programs? Would you like to better understand the motivations and factors surrounding male student recruitment and retention? Are you interested in dialoguing with other counselor educators on the topic? Then this session is for you! Insights from a small qualitative study will be used as the foundation for a working session designed to creatively address the enhanced recruitment and retention of male students in school counselor training programs.



**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Building Online Communities: The Transition to the Virtual Classroom**

*Mary L. Anderson, PhD, LPC, NCC, Western Michigan University*

This round table discussion will focus on preliminary studies regarding faculty's perceptions of teaching in an online environment. Participants in this session will discuss the implications of the research findings, along with current expectations and trends for online teaching in counselor education. The participants will also explore the paradoxes of building learning communities online. These may include, but are not limited to, the following: distance/engaged learning, teaching philosophy/practice, responsive loops/pedagogical design, dynamics of space/intimacy, and teaching as being/doing to engage students. The presenter will lead participants in a discussion of their vision of the future for counselor education, and the potential for transformational teaching in a virtual community.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Supervisors of Color: Holders of Multicultural Competence**

*Muninder K. Ahluwalia, Montclair State University; Amanda L. Baden*

Teaching and training for multicultural counseling competence is a task unlike that of any other in counselor education. For faculty of color, the process of moving towards multicultural competence with predominantly White graduate students can be daunting. The co-authors of this presentation, two faculty of color, teach and supervise in a counselor education program at a university transitioning from culture-blind to multiculturally competent. Consistent with the theme of Transformative Actions, the presenters will discuss, from a research and practitioner perspective, how they teach Multicultural Counseling and then, during internship, provide supervision to ensure culturally competent counseling amongst their students.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Creating Transformative Connections with Students: Taking the Leap from Sage to Guide**

*Renae Reljic, UW Oshkosh; Kelli Saginak*

This roundtable will present research on students experience of transformative pedagogy in online and face-to-face classrooms. The facilitators will share their transformative pedagogical experiences, research, and teaching that promotes student engagement, creates learning environments that foster trust,

and decreases the power differential between instructor and student; encourages students to reflect on their experiences, beliefs, and biases, examine their assumptions, and image alternatives; poses real-world problems that address societal inequalities to students, and encourages them to seek and implement action-oriented solutions; and gives students space to create, integrate meaning, and discover their strengths, passions, and capital as individuals and professionals.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Social Respect in Counselor Education: Infusing Career Courses with Transformative Social Policy and Advocacy Strategies**

*Spencer Niles, Penn State University; Abigail Holland; Jennifer Sharp*

CACREP standards identify social justice as a key topic in developing counselor competence. While social justice and its concomitant concepts of multiculturalism, policy, and advocacy should ideally be infused into the broader counselor training curriculum they are often limited to specific multicultural counseling courses. Using the lens of career course syllabi acquired through a national database, we will examine the extent to which social respect, advocacy, and policy constructs are infused in the context of preparing counselors in training to empathically address issues of equity within educational and career opportunity structures. We will identify gaps in counselor education programs and provide recommended strategies for infusing transformative policy and advocacy topics into the curriculum.

**Thursday, October 15 • 1:30 pm – 2:30 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**The Place of Cultural Traditions in Today's Mental Health**

*Stephen Kiuri Gitonga, PhD, NCC, LPCC, Murray State University; Regina W. Nganga*

This presentation encourages a dialogue revolving around the role of cultural traditions in enhancing mental health. It is argued that there are some cultural traditions that have prematurely been abandoned in favor of practices that have not been enhancing mental health. Some of the practices are lost during acculturation, enculturation, cultural evolution, or in other ways as people relocate from one place to another interacting with people from diverse cultures. The participants will be encouraged to pay attention to cultural traditions that have enhanced mental health elsewhere with a view to assessing their appropriateness to address clients mental health issues.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Inspiring Teaching Techniques that Motivate, Excite, and Increase Learning**

*Sue Peck, Winthrop University; Dr. Jennifer Jordan*

Preparing for a new class can be a daunting task for new and experienced counselor educators. This presentation is designed to give you alternative assignments, activities, and techniques to use in a variety of counselor education courses. You will learn how to move beyond the traditional lecture style format to motivate, excite, and expand your students learning. We will explore how to create new memory pathways as well as increase interaction and participation from your students.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Focusing on the Wellness of Masters and Doctoral-Level Counseling Students: Specific Intervention Strategies**

*Thomas Foster, PhD, LPC, Argosy University, Tampa; Brandy Kelly; LeAnne Steen; Rachel Wieck*

A primary philosophical cornerstone of counselor education is wellness. Counselor educators describe wellness to their students as both a professional identity piece and conceptualization method for clients. However, how much do we as leaders of counselor education promote the personal wellness of our own counseling students? During this presentation we will: (a) briefly review the literature on graduate student stresses and impairment, (b) describe a counseling-based wellness model, and (c) describe our constructed wellness interventions for counseling students. Group discussion will follow to address how these interventions can be adjusted and/or implemented to meet the needs of individual counseling programs.

### Thursday, October 15 • 1:30 pm – 2:30 pm Golden Ballroom

Other (Roundtable Presentation)

#### **Small Programs & Big Issues: Roundtable Discussion for Small, Non-CACREP Accredited Counselor Education Program Faculty**

*William J. Evans, Westminster College; Christopher Lucey; Kenneth L. Miller*

Counselor Education programs that employ few tenure-track faculty members and are not CACREP accredited face unique challenges within the profession and their respective institutions. A review of the professional literature reveals that little is known about these challenges. Presenters will discuss results of a survey completed by faculty in small and non-accredited programs in order to enhance understanding of program characteristics, faculty experiences, university influences on program development, regulatory restrictions, the effects of institutional

marginalization within higher education, and the effects of professional isolation. Presenters will facilitate a discussion designed to identify strategies for enhancing professionalism and accountability in non-accredited programs and to promote progress toward meeting CACREP accreditation standards.

### Thursday, October 15 • 1:30 pm – 2:30 pm – Pacific 3

Teaching (Content Presentation)

#### **Transforming School Counselor Preparation through Data Informed Practice and Accountability**

*Carol Dahir Ed.D., New York Institute of Technology; Tina Anttil; Tarrell Awe Agabe Portman*

The primary goal of school improvement is to support all students in achieving high academic standards in the hopes that every student will graduate and have all options available to them after high school. Similarly, the primary goal of the American School Counseling Associations National Model: A Framework for School Counseling Programs (2003, 2005) and the Education Trusts Transforming School Counseling Initiative (1997) is to help all achieve school success especially underachieving and underrepresented students. Twenty-first century school counselors are charged with meeting the educational needs of every student through the implementation of comprehensive developmental programs rather than through traditional individual counseling responsive service models (Sears & Granello, 2002). The standards movement and the No Child Left Behind Act (2001) have increased accountability expectations, creating a demand for school counselors who are skilled data-based decision makers (Eschenauer, Chen-Hayes, 2005; Hughes & James, 2001; Isaacs, 2003; Myrick, 2003; Stone & Martin, 2004; Stone & Dahir, 2007; Studer & Sommers, 2000; Whiston & Sexton, 1998). Using data to inform program development provides a solid foundation for school counselors to act on their belief system and assume a leadership role to identify and rectify issues that impact every students ability to achieve at expected levels.

[2:45 pm – 3:45 pm]

### Thursday, October 15 • 2:45 pm – 3:45 pm – Pacific 2

Teaching (Content Presentation)

#### **Multicultural Counseling Self-Efficacy: A Theoretical Training Model for Achieving Multicultural Competence**

*Michael Mobley, Rutgers, The State University of New Jersey*

The development of multicultural counseling self-efficacy represents a transformative change process whereby counselors expand their relational competencies and consciousness relative to culture. An essential tenet in multicultural counseling theory is self-in-relation-to-others (Sue, Ivey, Pedersen, 1991) highlighting the developmental importance of counselors cultural self-awareness in

relationship to understanding clients cultural background. This presentation introduces a theoretical training model for achieving multicultural competence based on Banduras social cognitive theory (1997) and Egans Training Program for Helpers (1998). In this presentation it is argued that the construct of Multicultural Counseling Self-Efficacy represents a more proximal means toward assessing and developing multicultural counseling competence among counselors. The presentation concludes with the assertion that a full mastery of multicultural counseling competence that is, the development of Multicultural Counseling Self-Efficacy is a cultural journey, rather than a final destination or end point.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Garden Salon 2**

Supervision (Content Presentation)

### **Systemic Processes in Triadic Supervision**

**Marvarene Oliver, Texas A&M University–Corpus Christi; Kaye W. Nelson; Kathy Ybanez**

Since 2001, triadic supervision has been accepted as an approved format for individual supervision within CACREP programs. Over the course of a four-year study, the presenters examined triadic supervision using constructivist grounded theory methods. Interpretive theorizing was used to identify five systemic processes that can be integrated with other theoretical models of supervision. This presentation will focus on identified processes present in triadic supervision, including systemic engagement, synergy, recursiveness, presence of the supervisor, and community. Discussion will include what each of these processes mean from a systemic point of view and the utility of understanding these processes both in providing supervision and in training supervisors. In addition, ways in which systemic awareness fosters appreciation for multiple voices and reduces hierarchy will be discussed. Audience participation will be encouraged as a means of sharing knowledge and encouraging multiple perspectives about triadic supervision.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Dover**

Research (Content Presentation)

### **Utilizing Data Driven Results to Transform Counselors into Counseling Profession Advocates**

*Amber Lange, University of Toledo, Ohio; Marisa White; Martin Ritchie; Tara Hill*

Very little data on the topic of profession advocacy in counseling exists. This paucity of published research is in stark contrast to the data available on this topic in other professions. Profession advocates in psychology, social work, and public health have successfully recruited and retained members and they have advanced their political agenda based on their strong profession advocacy attempts. In addition, these profession advocates have utilized qualitative and quantitative data to inform their public and political agenda. It is imperative that members from the counseling profession do the same,

but currently the state of profession advocacy research in counseling is weak and in need of improvement. Answering the call to transform the research available on the topic of profession advocacy in counseling, the first and second author conducted dissertation studies. In addition, outcome based activities that increase students' and supervisees' level and commitment to profession advocacy while also complying with CACREP accreditation standards will be presented.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Pacific 6**

Teaching (Content Presentation)

### **Service Learning As An Innovative Strategy for Counselor Education**

*Kristi Lee Wyatt, The College of William and Mary*

Service-learning is a course-based, credit-bearing educational experience where students participate in service activities in collaboration with community partners to address identified community needs. As a form of experiential education, service-learning shares similarities with internships and practica. Placing these forms of education on a continuum, internships and practica reside at one end with their primary focus on students development. At the other end are volunteer activities, with emphasis on civic involvement and services provided to recipients. Service-learning resides in the middle of the continuum, and is uniquely designed to equally benefit both provider and recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring (Furco, 2002). Counselor education has not formally incorporated service learning into conceptual frameworks for clinical training, despite an observable shift towards social justice and advocacy. This presentation will explore the philosophies and conceptual frameworks of service learning in higher education as templates for reconceptualizing academic and clinical training in counselor education. The presentation will describe a study conducted in which Internship in Community Counseling was redesigned to teach advanced counseling students the skills and knowledge of social justice advocacy. Over the course of one semester, students designed, implemented, and evaluated service projects in collaboration with community partners. Participants will leave the presentation with a firm understand of service learning as an educational strategy and will have a template that can be used in designing their own service learning courses.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Garden Salon 1**

Teaching (Content Presentation)

### **A Constructivist Approach to Addressing Multiculturalism in Counselor Education Pedagogy**

*Allison Buller, Western Michigan University; LaShonda Fuller*

Multicultural counseling is currently represented as a core course under the 2009 accreditation standards. There is an ongoing debate in the field of counselor education concerning



the inclusion of multiculturalism and issues of diversity in counselor education courses. Some professionals in the field believe that multicultural counseling should be a separate specialization while other professionals believe that all counseling is multicultural and therefore can not be separated from counseling pedagogy and training. This presentation proposes that counselor educators adopt a constructivist approach to address multiculturalism and diversity in their courses. Counselor educators must meet the challenges of a postmodern world from a constructivist perspective. A Constructivist perspective on learning encourages students to explore multiple perspectives through a variety of pedagogical experiences. It is not unusual to find traditional instructional processes in constructivist classrooms (i.e. seating arrangements, class discussion, small groups, and lecture format).

**Thursday, October 15 • 2:45 pm – 3:45 pm – Royal Palm 5**  
Teaching (Content Presentation)

**Critical Contexts: Class and Classism in Counseling**

*Renee Staton, James Madison University; Christopher F. Lucey*

Although socioeconomic class is typically recognized as a salient counselor variable, our ability to discuss this issue is often clouded by the dominant discourse of our society. We draw upon the work of authors such as Liu et al. (2004) to highlight the need for a deeper exploration of social class as a multicultural variable in its own right. This program will emphasize the interdependence of socioeconomic class and classism and the implications of these issues for counselors and counselor educators. We will demonstrate training activities designed to help counselors in training explore relevant aspects of socioeconomic class in counseling.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Pacific 5**  
Supervision (Content Presentation)

**Addressing Spirituality as a Multicultural Competency in Counseling Supervision: Comparing Supervisor/Supervisee Perceptions Using the Spiritual Issues in Supervision Scale (SISS).**

*Christopher Hull, PhD, LMHC, NCC, Argosy University; Elisabeth C. Suarez; Marianne McInnes Miller*

Professional counseling associations and counselor education programs are training clinicians to be increasingly proficient in addressing the diverse issues of each client. Unfortunately, there continues to be a scarcity of research addressing religion and spirituality within the field of counseling education and supervision. This study explored the extent that spiritual issues were addressed within counseling supervision and informs whether or not significant differences exist between the perceptions of clinical supervisors and their supervisees in regards to the frequency that spirituality is attended to within supervisory dialogue.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Esquire**  
Counseling (Content Presentation)

**Writing the Self: A Phenomenological Exploration of Women Using Writing To Heal Following Childhood Sexual Abuse**

*Beth Carnes, M Ed, Chadron State College; James Korcuska, University of South Dakota; Susan Schaeffer*

We will begin by offering a powerpoint presentation to provide a brief overview of the research conducted. Then, examples of narratives produced in the course of the research will be presented to illustrate changes in voice that delineate identity development culminating in the opportunity for participants to write a brief narrative of their conference experience. These narratives will be used to demonstrate how writing can be used to make meaning via the hermenutic dance between reporting and event and offering content that addresses cognitive and emotional responses to the event. Objectives: To present research that addresses a gap in the profession's understanding of healing from a phenomenon that affects a significant portion of the population (1 in 3 women and 1 in 6 males, Finkelhor, 1994, Department of Justice Crime Victim Statistics Annual Report, 2005). To offer a therapeutic intervention to Counselors and Counselor Educators so that services to this population are improved. To offer awareness of another stage of healing following abuse beyond that of survivor.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Royal Palm 4**  
Teaching (Content Presentation)

**Integrating college counseling into school counselor preparation programs**

*Vivian V. Lee, National Office for School Counselor Advocacy (NOSCA) of The College Board; Rachelle Perusse; Robert Colbert; Orv Karan; Jim O'Neil*

The pathway to college for K-12 students in the U.S. is marked by vast disparities in college awareness, preparation, access and admissions. Although comparable percentages of African American and White high school sophomores expect to finish college, smaller percentages of African Americans and Latinos than of Whites actually enroll. Only 32% of African American and 23% of Latino high school graduates between the ages of 18 and 24 were enrolled in college in 2003, compared with 42% of Whites (National Center for Education Statistics [NCES], 2005). Even more disparate is the fact that only 17% of Native American high school graduates attend any level of college, compared to the national college going rate of 67%. Despite national educational reform agendas, these national statistics persist. These statistics translate into a clear and substantial impact on our society. In Education Pays 2007: Benefits of higher education for individuals and society, Baum and Ma, outline the impact on individuals and society by education levels. Those with a high school diploma or less suffer from more unemployment and poverty than those with college or advanced degrees. Individuals with higher education rely less on public assistance and contribute more to the economy through taxes paid.



**Thursday, October 15 • 2:45 pm – 3:45 pm – Pacific 1**

Teaching (Content Presentation)

**Maximizing Change Potential by Integrating Common Factors in Counselor Education Programs**

*Susan N. Perkins, Northwest Nazarene University*

Attendees will be introduced to the common factors approach and ways that counselor trainees benefit from learning this approach in classes and supervision. Next, research on the common factors will be reviewed. The common factors approach describes itself as client-directed, outcome-informed. Attendees will have the opportunity to try out the assessment instruments and will learn how clinicians use these in counseling. Ways to incorporate the common factors approach in counselor education coursework and supervision will be presented and discussed. Attendees will leave with an introductory understanding of this approach and how to introduce it into counselor education programs.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Sunrise**

Supervision (Content Presentation)

**Long Distance Live Supervision: Transforming the Training Environment**

*Mark A. Young, Gonzaga University; Jimmy Young*

Practicum and internship requirements are considered to be some of the most critical experience elements in counselor training programs. Many counselor educators and supervisors lack the training and exposure to live supervision techniques and they will benefit from the live demonstrations. The main goal of this presentation is to provide a training opportunity in live supervision and long distance live supervision. Several different live supervision formats will be demonstrated and participants will be introduced to long distance live supervision. The presenters will demonstrate each method as if the supervision were to take place on site or long distance. Participants will be encouraged to share their reactions, ask questions, and participate in the demonstration.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Pacific 7**

Teaching (Content Presentation)

**Photovoice: Teaching Advocacy and Social Justice Through the Lens**

*Kent Becker, University of Wyoming; Serena Lambert; Kiphany Roberts; Lay-nah Blue Morris; Eirin Grimes*

Photovoice is a dynamic form of participatory action research in which disempowered groups use cameras to document their stories, carrying the hope of initiating social and community change. Doctoral students, serving as Photovoice facilitators for the Wyoming SAGE Photovoice Project ([www.photovoicewyoming.com](http://www.photovoicewyoming.com)), will illustrate how photovoice can be used for advocacy and social justice in children's mental health. This project was a component of their Doctoral Seminar and designed to creatively address the 2009 CACREP Doctoral Learning Outcomes of leadership, research, advocacy,

and social change. Doctoral students developed and facilitated a variety of Photovoice groups as part of their Doctoral Seminar requirement. They worked directly with youth and families in residential care, outpatient treatment, and community advocacy groups. The Wyoming Sage Photovoice Project is a participant action research project comprised of children and families involved in the mental health care system in Wyoming. As these participants share their stories, they help policy makers, service providers and the general public to become more informed about the realities of living with mental illness and the impact that the barriers to receiving adequate care have on children and families. Through sharing these stories, the social and political institutions and forces that contribute to the oppression of children and families affected by mental illness can be identified. The photographs and narratives educate, negate myths and offer clear messages that can be used to generate strategies for more effective and accessible mental health services. Participants are empowered and become advocates for social change as they step into the role of creator rather than subject. Participants will learn how Photovoice can be used as a teaching, research, and advocacy tool. Participants will experience a creative approach to addressing the 2009 Doctoral Learning Outcomes.

**Thursday, October 15 • 2:45 pm – 3:45 pm – Stratford**

Counseling (Content Presentation)

**Relational Ethics in Counseling and Mental Health**

*Simon Nuttgens, Athabasca University*

Within the field of counselling psychology, ethical practice is largely informed by principle-based ethical codes. Such codes are indispensable as a means to bring clarity to the often-difficult ethical situations that confront counsellors in their daily practice. As such, ethical codes are an essential resource for guiding the decision making process when faced with difficult ethical dilemmas. In this presentation, however, it is asserted that principle-based ethics are not enough to ensure ethical practice. Indeed, our clients will sometimes feel ethically mistreated even though the ethical principles and rules found within our codes have ostensibly been followed. As counsellors, it is important to consider how this can occur, and what might be done to best facilitate the highest standard of ethical care. Relational ethics serves as a means to this end. Because the right thing to do cannot always be known ahead of time, or retrospectively enacted, we must conduct ourselves in the moment in a way that increases the likelihood that our actions will lead clients to feel respected, cared for, and supported. At times this may involve stepping away from the comfort of universal principles that are intended to provide certainty to our ethical decision making, and into a place of uncertainty where ethical action is contingent, contextual, and ongoing. Herein, relational ethics emphasizes how we engage with clients within the moment-by-moment unfolding of the time spent together. Whereas principle-based ethics involves an after-the-fact problem solving approach, relational ethics

embraces a way of being characterized by ongoing reflexive questioning within multiple frames of reference. In this presentation participants will be introduced to the philosophy, theory, and research that inform relational ethics.

### Thursday, October 15 • 2:45 pm – 3:45 pm – Pacific 3

Teaching (Content Presentation)

#### **The Virtues of Prejudice: Beyond Cultural Identity Development Models**

*Leah Brew, California State University, Fullerton;  
Melissa Lamoureux*

One of the most common aspects of learning about cultural sensitivity is exploring various cultural identity development models such as Helms (1990) White Racial Identity Development or Sue & Sues (2008) Minority Identity Development, or Cass (1990) Gay Identity Development, among many others. Because the field of counseling is developmentally-focused, the assumption that individuals overcome prejudice and become more accepting through a series of stages seems to be a logical way to view this process. These models assert that individuals can eventually reach the last stage, which usually includes absolute acceptance of self as a cultural being and valuing all others. This stage perspective can have negative consequences. Some individuals may feel inadequate by not having reached that last stage. Others may lie to themselves about being at that last stage, deny their prejudices, and inadvertently discriminate against others. This presenter wants to expand beyond this Western, linear way of thinking and broaden cultural identity and prejudice to be more contextual, compassionate, flexible, and without shame. The presenter is a biracial Asian-American and has discovered in herself, through her students, colleagues, and clients (who are also extremely diverse in ability, ethnicity, and sexual orientation) that these identity development models fit only to a degree. The idea that one can become totally accepting of all cultures or even fully accepting of oneself at all times seems unrealistic and unnecessary. Understanding self and others is dynamic and requires continuous nurturing. Self-concept, especially for minorities who have experienced oppression or discrimination, and appreciating (or depreciating) the culture of others is ever-changing based upon context.

### Thursday, October 15 • 2:45 pm – 3:45 pm – Pacific 4

Teaching (Content Presentation)

#### **The Eros of Community: Transforming the Landscape of Counselor Education Programs through Relational Leadership**

*JoLynne Reynolds, PhD, Regis University; Sondra Medina;  
John Arman; Steve Bennett; Pat Sablatura*

Community is an experience that is often lacking but longed for in the professional lives of higher education faculty. Counselor educators can find themselves seeking to survive personally and professionally in toxic departmental environments, ultimately deriving creative energy and joy

from their interactions with students rather than other faculty colleagues. It is paradoxical that counselor educators teach and supervise students who learn the skills of effective group leadership, but in reality struggle with the leadership roles and the creation of healthy community within their own departments. The importance of leadership skills and practices for developing counselor educators has been emphasized by the Council for Accreditation of Counseling and Related Programs (2009). And although various models of effective organizational leadership exist in the professional literature, (DuBrin, 2006); there has only recently been a serious examination of how these roles and processes apply to counselor educators in educational or mental health organizations (Bemak, 2000; Black & Magnuson, 2005; Chi Sigma Iota Academy of Leaders for Excellence, 1999; West, Osborn, & Bubenzer, 2003; and West, et.al., 2006). Thus, this presentation fills a void in the published findings. The presenters, a panel of counseling department chairs and an assistant dean, will share their struggles and successes in creating a collaborative leadership group that nourishes faculty wellness, cohesiveness, and supports authentic relational consciousness. Participants of this session will be invited to experience a process of reflection, re-visioning, and planning that can transform the landscape of their departments or professional environments.

### Thursday, October 15 • 2:45 pm – 3:45 pm – Sunset

Research (Content Presentation)

#### **Transformative Pedagogy: Preparing Counselors for Rural Practice**

*Deborah L. Drew, Ed. D., Husson University; Dorothy Breen;  
Mikal Crawford*

Practicing counseling in the rural setting presents unique challenges (Morrissette, 1997, 2000; Sutton & Pearson, 2002). Nearly 20% of the population of the United States lives in rural areas today. In the 16 most rural states half the population is rural (Hobbs & Stoops, 2002). Counselors generally like living and working in the rural setting (Pearson & Sutton, 1999), but they face challenges such as difficulty of maintaining clear boundaries (Erickson, 2001), professional isolation (Morrissette, 2000), role confusion and burnout (Pearson & Sutton, 1999), lack of privacy and anonymity (Morrissette, 2000), and a lack of resources (Morrissette, 2000). Despite recognition of the unique aspects of the rural culture and the challenges of rural practice, a major question remains unanswered: What do counselor education programs provide to prepare counselors who will practice in rural settings? To address that question we conducted a study to discover the extent to which counselor educators recognize and understand the challenges of the rural culture, and to determine what counselor education programs do to specifically train students for practice in rural settings. The information from this study may support efforts to advance transformative pedagogy in the interest of preparing counseling student for work in the rural culture. During this

presentation participants will learn what counselor educators believe is important to prepare students for rural counseling practice as well as what is already being done. Participants will also engage in a discussion of the issues of training student for rural counseling practice.

**Thursday, October 15 • 2:45 pm – 3:45 pm Royal Palm 6**  
Teaching (Content Presentation)

**Gatekeeping: The Role of the Counselor Educator**

*Jennifer Foster, University of Central Florida; Heather Myers; Jonathan Ohrt; Monica Leppma*

Counselor educators hold a vital role in the development of future counselors. In addition to teaching, supervising and mentoring, counselor educators have the challenging task of gatekeeping. Although gatekeeping is one of the roles of the counselor educator, it is not frequently discussed and there is little agreement on what it should look like. A thorough examination of current literature on the topic is necessary in order to gain perspective on this topic. Some counselor educators openly admit that they fear legal ramifications of denying a student who is academically capable of passing classes a degree. Yet, they admit that despite the student's academic ability, the student lacks the necessary skills or maturity to be a successful counselor. Often there is some concern that the student may even inadvertently harm a future client. While some counselor educators feel a responsibility to prevent the potential damage such a student may cause, others believe that the field will weed them out, and they wash their hands of any responsibility.

**Thursday, October 15 • 2:45 pm – 3:45 pm Towne**  
Teaching (Content Presentation)

**Transforming the Education of School Counselors to Meet the Needs of Current and Future Students**

*Dr. Jan Chandler, Jacksonville State University; Mary Bartlett; Cathy Stower; Chieko Koyama*

Currently most school counselor training programs offer little, if any training in crisis management or psychopathology due to curriculum constraints. Yet it is well-documented that many crises occur on school sites, not to mention surrounding communities. Additionally, countless families of military personnel are currently and will continue to face the consequences of physical and emotional trauma from the war in Iraq. School counselors need to be trained in crisis management techniques and trauma counseling to facilitate the recovery and enhance the coping skills of students and schools involved in crisis situations. School counselors interact daily with children who have current DSM diagnoses, and are also essential in the process of identification of children with possible disorders. School counselors are often responsible for educating students, families and staff about specific diagnoses and possible side effects of medications. For these reasons, school counselors must be knowledgeable about disorders, medications and appropriate interventions in order to assist in the progress of each identified student, as well as to effectively consult with community

professionals who are involved. This session will share innovative techniques to provide necessary information within existing courses. By collaborating with faculty colleagues, learning modules can be created and utilized to reduce the knowledge deficit and increase the skills needed by professional school counselors without adding courses to the existing curriculum.

**Thursday, October 15 • 2:45 pm – 3:45 pm Tiki Pavilion**  
Research (Content Presentation)

**Marital Satisfaction of Counseling Graduate Students: Implications for Counselor Educators, Practitioners, and Students**

*Kerrie N. Kardatzke, University of North Carolina at Greensboro*

Participation in a counseling graduate program introduces a number of stressors that have the potential to negatively impact student marriages. This presentation will include the results of a study which examined the effects of perceived stress, adult attachment, and dyadic coping on the marital satisfaction of counseling graduate students. The design and methodology of the study will be described, along with significant findings regarding factors that impact the marital satisfaction of counseling graduate students. In addition, implications for counselor educators, practitioners, and students will be discussed, including ways to support the relational well-being and coping strategies of students.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Potential for a New Paradigm in Teaching the Integration of Theoretical Orientation**

*Adrian S. Warren, St. Mary's University*

The author has compiled written expressions of the philosophical foundations of counseling from several clinicians from different cultures, gender expressions, educational settings, and experience levels. By reading the critically integrative thoughts of current students, practitioners, and master counselors, new students can begin to see the process of forming a truly integrated (rather than eclectic) personal theory of counseling. Professors and supervisors are encouraged to periodically review their own theories in order to re-crystallize their understanding and better guide students and supervisees in their initial struggles with this, at times, daunting process of self exploration and integration.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Discouragement in the Workplace: Personality, Leadership, and Mistaken Goals**

*Amanda Healey, Old Dominion University; Rebekah Byrd; Stephanie Crockett; Kelly Emelianchik*

Mental health agencies today are strewn with many obstacles



that lead to motivation problems in counselors and supervisors alike. According to the Bureau of Labor Statistics (2008) almost 20% of mental health and social services workers quit their jobs each year due to professional burnout and job stress. Therefore, the manner by which supervisors deal with issues leading to stress in an agency can have a significant effect on the agency, the profession and thus the clients we serve. Join us as we discuss findings from a study examining discouraging work environments and the implications for effective counselor supervision.

### Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Counseling (Roundtable Presentation)

#### **Managing Supervisee Anxiety and Resistance from a Relational-Cultural Perspective**

*Catherine Abernethy, Texas A & M University, Corpus Christi; Katrina Cook*

Counseling practicum or internship courses place many demands on students from their instructor and supervisors. To cope with the additional stress and anxiety of these expectations, students may consciously or unconsciously become resistant. Sources of anxiety and stress, including cultural differences in the supervisory relationship will be explored. Concepts from Kadushins work about games supervisees play will be reviewed to assist supervisors in recognizing their supervisees resistance. Relational cultural therapy (RCT) approaches will be explored as a possible means for supervisors to prevent or intervene with supervisee resistance. Participants will learn RCT techniques for a growth-fostering supervisory relationship.

### Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **The Use, Beliefs, Perceived Barriers, and Methods of Delivery of Play Therapy by Elementary School Counselors**

*Christine Holbrook Ebrahim, PhD, LPC, NCC, Loyola University, New Orleans*

This presentation provides the results of a national study designed to examine the overall use of play therapy by elementary school counselors who are members of the American School Counselor Association (ASCA), their beliefs regarding play therapy, their sense of perceived barriers to implementing play therapy and the ways they overcome those barriers, as well as examine their methods of delivery of play therapy. To be most helpful for counselor educators, the presentation will focus primarily on the respondents perceived barriers to implementing play therapy, the methods used to overcome those barriers, and the methods of play therapy delivery used.

### Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Morals, Values, and Ethics: What We Teach and How it Translates**

*Dana Heller Levitt, Montclair State University*

Counselor Education programs prepare students to navigate through ethical decision-making processes. Only a small fraction of that learning addresses counselor personal values and morals, which guide our ethical reasoning as humans and counselors. This presentation will explore the role of morals and values in the ethical decision-making process and how these dimensions play out in counseling practice. Results of a brief pilot study will be presented and the implications discussed. Recommendations for counselor educators and supervisors regarding curriculum and training will be provided.

### Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Counseling (Roundtable Presentation)

#### **Using a Counseling Research Team Approach to Promote Healthy Dating Relationships**

*Danica G. Hays, Old Dominion University*

Developing research teams in counseling programs can offer various mentorship as well as scholarship opportunities. Additionally, a successful research team can make real changes for clients and counselor trainees. Using a dating violence intervention service-research project as an illustration, this presentation will discuss the development of a counseling research team as well as team members' perceptions of a 1-year 15-person research team experience. Strategies for implementing a successful counseling research team will be presented.

### Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Supervision (Roundtable Presentation)

#### **Advocating for Clients: A Model for Supervision**

*Darcie Davis-Gage, University of Northern Iowa; Linda Nebbe; Jan Bartlett*

Teaching advocacy is an important element in counselor preparation. Presenters will share how they integrate an advocacy model into their counseling program via supervision and how they help supervisees practice advocacy in the field. Participants will learn about a variety of activities the presenter use in classes, service projects, and clinical work. Handouts will be provided.



**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**A Client's Rights Versus A Client's Racism:  
An Ethical and Professional Dilemma**

*Donna Tromski-Klingshirm, Wright State University*

The presenter will discuss a scenario that occurred at a private, non-profit community counseling agency: A Euro-American male client refused to see an African-American male psychiatrist to which the counselor referred the client at the agency. An interactive discussion with the audience will follow regarding the ethical and professional dilemma for the counselor, how this situation was handled by the counselor, counselor supervisors, administrators, and psychiatrists.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Incorporating Advocacy and Social Justice  
across the Curriculum**

*Dr. Debra Leggett, Indiana State University; Dr. Tonya Balch*

Presenters will share a professional growth experience about incorporating advocacy and social justice into the curriculum. The presentation will focus on ways of developing course and curricular activities that heighten students awareness of social and cultural issues including poverty. The role of technology and multiple instructional methods in addressing these issues will be demonstrated and discussed. The presenters will share ways of encouraging students to become involved in advocacy issues outside of the classroom.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Translating Online Counselor Education Learning  
into Action: Facilitating the Intensive Residential  
Pre-Practicum Experience**

*Dr. Kimberly Nelson, Capella University; Dr. Michele Mannion*

The availability and popularity of online learning in Counselor Education programs has been on the rise in recent years. As we continue to see an increase in online and hybrid learning, we will most likely see an increased need for intensive, condensed pre-practicum experiences necessary to accommodate those who choose to earn their Counseling degrees online. As Counselor Educators, what kind of changes do we need to make in our teaching approaches so our students receive the maximum benefit from the intensive experience? Join us for a discussion of what we have found beneficial for teaching intensive pre-practicum courses.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Counselors Perceptions of Sensitive Topics**

*Jacqueline M. Swank, University of Central Florida; K. Dayle Jones*

In the assessment process, counselors rely a great deal on the client for disclosing important information. However, counselors may be reluctant to address sensitive topics important to facilitating client self-disclosure. Sensitive topics may be defined as those topics that counselors feel uncomfortable asking a client about, tend to avoid asking, or deem as intrusive and/or socially undesirable to discuss. This roundtable will provide the results of a Delphi study in which a panel of experts generated a list of topics considered to be sensitive for counselors.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**“(Extreme) Ability” in the New Standards:  
Now What?**

*Jean Sunde Peterson, Purdue University*

Addressing the need to differentiate counseling approaches for high-ability youth and adults in all professional venues, a researcher of social and emotional development in high-ability individuals will provide empirical and clinical information related to characteristics associated with high capability, including sensitivity, intensity, vulnerabilities, factors of resilience, and career dilemmas. The presenter has conducted pertinent longitudinal, qualitative studies in areas such as underachievement during and after the school years, adult developmental task-accomplishment, bullying of and by gifted children, negative life events, intelligence as a factor of resilience, response to trauma, and varying cultural value-orientations as reflected in definitions of giftedness.”

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Counselor Education Program Success Requires Getting  
ABD's Across The Finish Line**

*Jeff Hughes, Southern Polytechnic State University*

Greater than 50% of doctoral candidates never reach PhD status (Ballinger, 2003). This creates a concern for programs in terms of dollars spent, program reputation, and the loss of a vital resource in training the professionals of tomorrow (Gumpert & Jennings, 1998). Students are also directly impacted personally, financially and psychologically. Relationships, career delays or changes, student loans, feelings of guilt from not completing the program, self-disappointment and other related issues can arise. The above mentioned issues will be reviewed and recommendations for ways in which counselor educators can help increase graduation rates will be addressed.

## Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Teaching (Roundtable Presentation)

### **Integrating Advocacy Projects into the Counseling Curriculum**

*Jody J. Fiorini, Oswego State University; Jodi Ann Mullen*

The presenters have asked students to develop advocacy projects in their orientation and practice courses that addresses a topic related to making positive change within the counseling profession and/or the community at large. Projects addressed issues such as counselor identity, stigma reduction, promotion of the wellness model, etc. Syllabi and materials will be shared with participants and sample works by graduate students will be presented.

## Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Teaching (Roundtable Presentation)

### **Assessing the Impact of Barack Obamas Electoral Victory in Expanding Social Respect and Relational Consciousness: Implications for Counselor Educators and Practitioners**

*Judy Daniels, University of Hawaii; Michael D'Andrea*

This convention program serves a twofold purpose. First, the presenters discuss the results of a study they conducted to assess the psycho-social impact of President Obamas electoral victory. Second, they outline the implications of their research findings for the work counselor educators and practitioners do in promoting social respect and relational consciousness. Particular attention is directed to the important lessons counselor educators and practitioners can learn from President Obamas leadership style in promoting the unification of a nation that is characterized by cultural, ethnic, and racial diversity. Time will be provided for audience comments and questions. Handouts will be provided.

## Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Counseling (Roundtable Presentation)

### **Using Student Peer Mentoring Groups to Promote Mental Wellness on A Commuter College Campus**

*Julia Y. Porter, PhD, LPC, NCC, NCSC, Mississippi State University-Meridian; Darren A. Wozny; Joshua C. Watson*

A student peer mentoring program called "Complete" that follows the NAPP Programmatic Standards for planning a college campus student peer program was developed and implemented at our commuter campus to promote student mental wellness. Session discussions will focus on the strategic planning standards (purpose, goals and objectives, staffing issues), implementation standards (screening and selection procedures, training processes, and supervision issues), and maintenance/evaluation standards (program evaluation) used in the development and implementation of our "Complete" program.

## Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Teaching (Roundtable Presentation)

### **Strategies for Transforming Career Development Courses and Groups**

*Kathy M. Evans, University of South Carolina; Mark Rehfuess; Carlotta Willis; Marva Larrabee; Mei Tang*

In keeping with the themes of mentorship and transformative pedagogy, the ACES/NCDA Joint Career Commission members will share their innovative experiential activities that enliven career classes and groups. These activities not only get students engaged in their learning but they also respond to learning style differences and prepare students for interactions with future clients. The commission is committed to diversity as is reflected in its membership. The activities, therefore, represent of the varied worldviews of the commission members.

## Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Other (Roundtable Presentation)

### **A Model of Presenting Success: Integrating Counselor Education Program Outcomes with University Outcomes**

*Ken McCurdy, Gannon University; Valeria Bacik, Associate Provost*

The purpose of this presentation is to provide counselor educators with a successful model for organization and presentation of program outcomes. The presenters will provide an example assessment plan in accordance with CACREP outcomes standards (CACREP 2009); describe multiple strategies for utilization of outcomes data, and discuss how counselor education program outcomes integrate with overall university outcomes. The presentation will provide dual perspectives from both a counselor education faculty member and university administrator that is articulated through a matrix for program outcomes that addresses counselor knowledge, counselor-in-training skills, and counselor awareness.

## Thursday, October 15 • 2:45 pm – 3:45 pm Golden Ballroom

Research (Roundtable Presentation)

### **An Introduction to Posttraumatic Growth (PTG)**

*Lea R. Flowers, Ph.D, LPC, NCC, Georgia State University*

Post Traumatic Growth (PTG) has become a systemic focus within many disciplines of helping professionals. Different than the concept of resilience or coping, PTG describes the transformative process which individuals who experience traumatic events may encounter which produces positive psychological change. This presentation will offer a general overview of PTG, highlight current PTG literature and trends, and discuss it's usefulness within counseling and supervision. Handouts will be provided.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Evidence Based Supervision: Future Directions**

*Lori Russell-Chapin, Bradley University; Nancy Sherman*

This supervision workshop will focus on evidence based supervision (EBS). Even the words conjure up controversy, but the main emphasis will be on new research, supervision models that are consistent with EBS and formulation of a supervision plan, supervision policy and supervision profession will.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**The Working Alliance as a Site Visit Screening Framework: Practical Tools to Connect With, Evaluate, and Equip Potential School Counseling Site Supervisors**

*Lorraine DeKruyf, George Fox University*

Good field placements are critical to the success of school counseling practicum and internship experiences. Initial screening visits to potential field placement sites provide an opportunity to begin forging a strong working alliance between site-supervisors and university clinical directors and/or university supervisors. These visits also provide an important opportunity for site and site-supervisor evaluation. Additionally, these visits are an opportunity to equip site-supervisors for their task. Come and gain practical tools that provide structure for both evaluating field placements and for building strong working alliances. Learn strategies that help organize, rather than overwhelm, site supervisors.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**The Impact of Social Networking and Texting on Adolescent Relationship Building Skills: Counseling Implications**

*Richard J. Ricard, PhD, Texas A&M University, Corpus Christi*

Many adolescents invest in electronically mediated social networking and text messaging as their primary mode for interpersonal connecting with friends, family and acquaintances. This session explores the patterns of social networking of a sample of adolescents involved in their daily social activity of relationship building, friendship management and efforts to establish mutually satisfying relationships. The results of a content analysis will be used to explore the developmental issues of how accepted norms for establishing boundaries, intimacy and disclosure that promote authenticity in relationships are being renegotiated in the context of opportunities to converse with multiple partners, distally and often anonymously.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Scholarship and Engagement in Teaching Practices: A Research Study in Counselor Education**

*Robin Guill Liles, North Carolina A&T State University; Dr. Miriam Wagner*

In fall 2008, a research project was implemented to examine the effects of scholarship and engagement in teaching practices upon graduate counseling student learning and understanding of professional orientation and ethics. This presentation provides an overview of the research project, including rationale, design, methodology, and results.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Historically Black Colleges and Universities and CACREP Accreditation**

*Sibyl Camille Cato, The Ohio State University; James L. Moore, III*

CACREP serves as the leading accreditation organization for multiple counseling professions; however, only a small number of Historically Black Colleges and Universities (HBCU) Counselor Education programs are accredited by CACREP. HBCUs have been educating African Americans and other students of color for over one hundred years and have served as the undergraduate home to 75% of all African American PhDs. This program discusses the results of a study on the perceptions of CACREP accreditation by HBCU counselor educators.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Publishing in the Journal of Counseling & Development**

*Spencer Niles, Penn State University; Sylvia Nassar-McMillan*

This session provides an update on the Journal of Counseling & Development. Publication tips, processes, and procedures will be offered by editorial board members.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Transforming the School Counseling Student's Curricular Experience**

*Summer Reiner, The College at Brockport, SUNY*

School counseling students are being taught to serve as leaders and advocates. Unfortunately, many students struggle with how to approach their leadership and advocate roles. Such competence can be developed through collaborative relationships with local school districts. This presentation will discuss



how teams of students were trained as leaders and school counseling program advocates, and how they assisted practicing school counselors to implement comprehensive school counseling programs. Through this process, school counseling students served as leaders and had an opportunity to integrate their knowledge into real-life experience under the supervision of a counselor educator and in collaboration with school counselors.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Transformational Leadership: Experiential Consultation Training Model as a Service to Local Community Agencies**

*Varunee Faii Sangganjanavanich, Texas A&M University-Corpus Christi; A. Stephen Lenz*

Counselor educators can implement consultation course to benefit local community agencies. The experiential consultation training model allows students to have a distinct opportunity to learn clinical and administrative consultation through real life experiences. By implementing a qualitative examination and 360 degree feedback model, this model demonstrates a unique competency to serve community agencies and students. Counselor educators can also utilize this model to foster leadership qualities and skills in counselors-in-training. The presenter will share methods and processes for developing this consultation model. Benefits and challenges will be presented. Feedback from various sources will be shared. Cultural considerations will be discussed.

**Thursday, October 15 • 2:45 pm – 3:45 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Using Digital Storytelling to Transform Teaching, Supervision & Enhance the Social Respect of Graduate Counseling Students**

*Wendy L. Greenidge, University of South Florida; Angela Mudge, M.A.*

Digital storytelling (DS) is the art of using computer-based tools to design, record, share and value stories in a way that positively impacts lives. Digital storytelling is increasingly used in many areas but remains untapped in the field of counseling. With an emphasis on personal voice, participants will learn how this innovative tool can be used to enhance teaching and transform the processing of practicum and internship experiences. In this session participants will learn the elements of DS, the tools required and how to create a DS. Handouts will be provided and participants will begin creating their own digital stories.

[4:00 pm – 5:00 pm]

**Thursday, October 15 • 4:00 pm – 5:00 pm – Royal Palm 5**  
Teaching (Content Presentation)

**Millennials Go to Grad School: Counselor Education Encounters a New Generation of Learners**

*Jeanne D. Booth, PhD, Lynchburg College; Steve Nielsen; Mandy Perryman; Beverly Reid*

Educational research confirms that Millennial learners come to all disciplines of higher education with attitudes of entitlement, personal immaturity, and little understanding of their role as an active learner in the classroom. These obstacles challenge counselor educators and supervisors to instruct, develop, and mentor capable, competent counseling practitioners. This session will address the issues that make the Millennial specifically unique and problematic in counselor education, and will explore how to best equip counselor educators and supervisors with instructional, curricular, and experiential strategies to capitalize on the strengths and remediate the deficits of this student population.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Sunrise**  
Teaching (Content Presentation)

**Providing Quality Online Instruction and Supervision in Counselor Education; Getting Past the Skepticism and Embracing the Future of Our Profession**

*Dr. Kimberly Nelson, Capella University; Dr. Linda Beeler; Dr. Barbara Andrews*

The popularity of online learning has become increasingly evident in Counselor Education. While there are many Counselor Educators who still question the integrity of an online program; the reality is that online learning in our profession is here to stay. Join us for a discussion of how we have transferred the traditional CIT supervision and instruction to virtual CIT supervision and instruction, without compromising the integrity of the vigorous training. We will address the benefits of online CE programs, unique challenges to this style of teaching and learning and tips for making a successful transition from traditional to online teaching.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Sunset**  
Teaching (Content Presentation)

**To Read or Not to Read: Pedagogy Meets the Complexity of Graduate Student Life**

*John L. Klem, University of Wisconsin-Stout; Stephen Shumate*  
As counselor educators we are dependent on student initiative to complete assigned readings. To encourage this process, we employ a wide variety of evaluation methods. Unfortunately, there is little empirical evidence supporting the effectiveness of these methods. This session will provide empirical data on the effectiveness on many of the most common evaluation



tools (quizzes, examinations, presentations, and journaling) and their impact of reading compliance. Additionally, this session will discuss the impact of demographic variables (such as age, work, and gender) on student initiative to complete the assigned readings and if these variables impact the effectiveness of our evaluative methods.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Esquire**

Teaching (Content Presentation)

**Lets talk about sex:Teaching Counseling Students Effective Sexual Communication Strategies With Clients**

*Leslie Kooyman, PhD, Montclair State University; W. Matthew Shurts*

Although counseling programs may offer some coursework that might cover issues of sex, sexuality, and sexual values (e.g., family/couples counseling, gender issues in counseling, multicultural counseling, human development), most students leave their masters program feeling unprepared to address the sexual health of clients. This is problematic, as there is a need for counselors to understand how to explore the sexual lives of clients in order to provide effective services. In clinical practice, discussing an individuals or couples sexual life is essential to assessing the degree of intimacy in their relationships. Also, sexual risk-taking is a pervasive issue in high schools, college campuses, and in adult populations. This behavior has consequences that can affect the mental and physical health of individuals in these populations. Given the increase in sexually transmitted diseases and HIV infections, especially among younger populations, counselor educators need to understand how to teach about sex and sexual behavior to counselors-in-training in a variety of counseling settings. Addressing sex and sexual behavior from a developmental perspective is an essential component of wellness and prevention in counseling.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Tiki Pavilion**

Teaching (Content Presentation)

**Loss and Military Families:What Counselor Educators Need to Know**

*Seth Hayden M.S., N.C.C., University of Virginia; Laura S. Wheat*

Counselors are continually presented new and differing challenges in their clinical work given the changing needs of their clientele. Given this consideration, counselor educators are required to ensure that clinicians are prepared to deal with the needs of their clients. While existing methods of preparing counselors for their professional work are a staring point, an element of innovative thinking is necessary to properly address emerging issues. Due to the recent inclusion of Licensed Professional Counselors as providers of mental health care to veterans, counselor educators have a responsibility to understand how to best train counselors to work with this population. While there are similar elements, working with

military personnel and families does differ from working with civilian clients. In addition, part of enhancing social respect and sensitivity is training counselors to recognize experiences of loss in military families. The presenters will contrast elements of military culture with civilian culture. Participants will be provided information about issues within military families and the challenges they face regarding loss and deployment.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Royal Palm 4**

Teaching (Content Presentation)

**Among the Boys:Teaching Group Counseling Using a School-Based Advocacy/Mentoring Curriculum**

*Diana H. Gruman, Ph D., NCC, Western Washington University*

When teaching group counseling courses, instructors often face the challenge of organizing meaningful training experiences. Sometimes we err on the side of didactic content so that students arent exposed to too much risk. Other times we immerse our students in difficult group situations before they have developed basic group leadership skills. Ideally, we all seek to strike the right balance between challenge and support resulting in students feeling both enthusiastic about and prepared for group leadership in internships and work settings. If we miss the mark, however, our students can come away feeling either bored by or terrified about their potential as a group counseling leader. As current counselor educators, we favor an experiential approach to training that actively engages students in group leadership. As former school counselors, we are also committed to creating partnerships with schools in which we give away more energy and resources than we take. One way to accomplish both tasks is to place counselors-in-training in local schools in an attempt to support the group counseling program. The BAM! Boys Advocacy and Mentoring guidebook (Grant, Hiton, & Mortola, 2006) was chosen for use in the group counseling partnership for several reasons. First of all, boys are underserved in counseling offices and we wanted to fill a practical gap in the schools. Secondly, recent research reveals that boys lack interpersonal skills and struggle more frequently with behavior deficits, discipline referrals and disengagement from schools (Kleinfeld, 1999; Pollack, 1998). We wanted our students to become aware of these important gender issues and participate in an intervention while in their training program.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Royal Palm 6**

Research (Content Presentation)

**Spirituality and Counselor Training: Beyond Multicultural Competency**

*Brian Shaw, M.A., NCC, Old Dominion University; Sonya Lorelle; Hannah Bayne*

Over the past decade, significant attention has been given to the topic of spirituality and counseling. Most of the research and literature has focused on the importance of counselor competencies, training counselors to be better equipped to

work with clients with religious and spiritual beliefs and values. An area that has been less explored is understanding the dynamics of spiritual and religious beliefs and values for counselors in training. There are a number of reasons why it may be important to understand the experience of counselors in training related to their spiritual and religious values. First, the mental health field has historically shown some hostility towards religious beliefs from the influence of Sigmund Freud viewing religion as a mass neurosis and Albert Ellis similarly questioning the mental stability of those that hold strong religious beliefs to the influence of rationalism and the separation of church and state ideologies. Additionally, some studies have shown that mental health workers on average value spirituality and religion as less important than the general U.S. population. An additional reason it may be important to understand the experience of counselor trainees with respect to religion and spirituality is the important role that values play in the field of counseling. Ethically, counselors are to respect the diversity of their clients and to avoid imposing their values on them. Handouts will be provided.

### Thursday, October 15 • 4:00 pm – 5:00 pm – Towne

Supervision (Content Presentation)

#### **Web-based Peer Supervision Networks to Transform School Counselor Competence and Commitment.**

*Dr. Lisa Schulz, Georgia Southern University*

Supervision opportunities for school counselors are limited. Lack of supervisory support may lead to burn out, declining skills, and lowered commitment. While on-going professional development is encouraged, few systems provide the resources for professional school counselors (PSC) to meet their supervisory needs. This session will re-cap the merit and substance of several peer supervision models and outline the structure of a web-based peer supervision network functioning in the state of Georgia. Qualitative data will be shared regarding the networks effectiveness.

### Thursday, October 15 • 4:00 pm – 5:00 pm – Pacific 1

Teaching (Content Presentation)

#### **Creative Breakthroughs Teaching Counseling**

*Jeffrey Kottler, California State University, Fullerton*

Based on interviews with prominent counselors and theorists in the field, research is presented on what most often leads to creativity in clinical and teaching work. Impediments to creative breakthroughs are also reviewed. Participants will be invited to explore and share their own most creative moments in the classroom, as well as examine ways that they can become more innovative in their work and lives.

### Thursday, October 15 • 4:00 pm – 5:00 pm – Dover

Other (Content Presentation)

#### **Our Defining Moment: The Roles of Counselor Educators in a Post Campus Tragedy Context**

*Debra A Pender, PhD, LCPC, NCC, ACS, Northern Illinois University; Scott Wickman; Teresa Fisher; Fran Giordano; Jane Rheineck*

Join faculty members from the Counseling, Adult and Higher Education Dept from Northern Illinois University in an open forum, panel discussion of the 2/14 incident. Learn about the complexity of responding to the campus community, monitoring and educating counselor education students during the post-crisis period, and understand dual roles and challenges to effective crisis intervention. Shared your thoughts, ask what you wanted to know, and mostly have a chance to explore and dialogue about the roles of educator and provider when a crisis events occur. The purpose of this presentation is to share what we learned in the post 2/14 environment in terms of managing and caring for counselors in training who were at the beginning of practicum experiences and were also vicarious exposed to the campus tragedy. We will describe the use of Crisis Management Briefings, small-group, problem based learning for training students in acute crisis/trauma intervention, and supervision strategies use to support the learning environment. The team will share perspectives on the initial aftermath and working with supervisees who were working with undergraduates who were in the lecture hall during the shooting. We offer profiles of students who rose to the challenge and those whose vicarious reactions led to issues of remediation.

### Thursday, October 15 • 4:00 pm – 5:00 pm

Garden Salon 1

Teaching (Content Presentation)

#### **Promoting Awareness, Advocacy, and Social Justice in Counselor Education: The Multicultural Action Project**

*Carlos P. Hipolito-Delgado, University of Colorado Denver; Elaine Avrus; Erica Bonham; Jennifer Cook*

Counselor education programs are charged with preparing counselors who are capable of working with diverse clientele, who are socially aware, and are agents of social justice. The multicultural action project is one tool to prepare students for these tasks. Through this project students participate in observation, information seeking, and, finally, community service with a community that is culturally different from their own. This presentation explores the structure of the multicultural action project, findings from a narrative analysis of this project, and implications for the design and execution of the multicultural action project within counselor education coursework.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Stratford**

Supervision (Content Presentation)

**Training Culturally Competent Outreach Counselors: The 2009 AMCD Clinical Outreach to Southern Africa**

*Cirecie A. West-Olatunji, Ph. D., University of Wyoming; Jennifer E. Hansen; Rachael D. Goodman; Laura Shannonhouse; Linda Vanderbleek*

Current research suggests that students are resistant to multicultural counseling (Kim & Lyons, 2003) and may lack multicultural competence upon conclusion of their education (Athey & Moody-Williams, 2003). Unfortunately, this trend is continuing despite the increased need for cultural competence as counselors respond to the call for social justice by serving marginalized and disaster-affected populations worldwide (Goodman & West-Olatunji, in press; Reynolds, 2001; Sue & Sue, 2008). The purpose of this presentation is to portray the impact that a multicultural immersion experience, with a focus on peer supervision, has on professional counselor development, including cultural competence and social justice ideals.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Pacific 3**

Research (Content Presentation)

**Counselor Education and Supervision: Motivations to Pursue Doctoral Work**

*Melanie M. Scherer, Kent State University; Donald Bubenzer; Michelle Gimenez Hinkle; Jen Ferrini Yensel; Travis W. Schermer*

Current literature suggests that individuals consider factors related to their personal and professional development when choosing to pursue doctoral work (Leonard, Becker & Coate, 2005). There is also literature that provides information on the factors students consider when deciding on a specific doctoral program (Poock & Love, 2001). However, in the field of counseling there is a lack of research and literature on the motivations that lead individuals to pursue doctorate degrees in Counselor Education and Supervision. In the proposed program, information gained from a Q method research study will be presented. The purpose of the investigation was to examine the motivations of individuals who pursue a doctoral degree in Counselor Education and Supervision. In this study, doctoral students, educators, practitioners, and administrators were interviewed to ascertain a list of their motivations for pursuing a doctorate. After obtaining a concourse of motivations from the interviews, researchers asked 60 individuals meeting qualifying criteria of the study to sort a Q-sample of these statements on a continuum from most like my motivation to least like my motivation.

**Thursday, October 15 • 4:00 pm – 5:00 pm – Pacific 5**

Teaching (Content Presentation)

**Maintaining Humanistic Values in Distance Education: A Framework for Counselor Educators and Supervisors**

*Jill R. Nelson, North Dakota State University; Brenda Hall; Bob Nielsen; Carol E. Buchholz*

Counselor Educators from North Dakota State University discuss how they maintain humanistic values when utilizing distance education to deliver coursework and facilitate learning. The presenters outline four principles that guide their practice of humanistic education within technically-oriented formats and, specifically, their use of the interactive video network (IVN). Additionally they share best practices for implementing each principle and for adapting pedagogy to enhance the personal aspects of counselor education through distance modalities.

**Thursday, October 15 • 4:00 – 5:00 pm – Pacific 7**

Supervision (Content Presentation)

**The Multicultural Supervision Scale: Enhancing a Quality of Clinical Supervision and Fostering Multicultural Supervision Competencies**

*Varunee Faii Sangganjanavanich, Texas A&M University-Corpus Christi; Dr. Linda L. Black*

The Multicultural Supervision Scale (MSS) assists clinical supervisors identify their level of multicultural competencies in supervision. The MSS, 39 item self-reported scale, consists of three factors include supervisory skills, supervisors attitudes and beliefs, as well as stereotypes toward diverse populations. Previous research provides initial evidence that the MSS is valid and reliable instrument. The presenter will address the applications of the MSS in clinical supervision as well as implementations of the MSS in enhancing multicultural supervision competencies in supervisors. Benefits and challenges of implementing the MSS into supervision practice will be presented. Multicultural considerations will be discussed.

**Thursday, October 15 • 4:00 pm – 5:00 pm**

**Garden Salon 2**

Teaching (Content Presentation)

**A National Survey of School Counselor Preparation Programs: Ten Years Later**

*Rachelle Perusse, University of Connecticut; Gary Goodnough*

In a national study ten years ago, we asked counselor educators how they prepared their Masters level school counseling students in relation to coursework, fieldwork, the Education Trusts Transforming School Counseling Initiative, and the American School Counselor Associations National Standards. Because some of these items were newly introduced initiatives 10 years ago, this survey was repeated to see what, if any, changes have occurred in school counselor preparation over



the past decade. Research survey results will be presented along with implications and recommendations for counselor education programs. Handouts will be provided and audience participation will be encouraged.

### Thursday, October 15 • 4:00 pm – 5:00 pm – Pacific 6

Teaching (Content Presentation)

#### **Transforming Counselor Education: Expanding Social Respect Through Community Partnership**

*Grace A. Mims, University of Nebraska at Kearney; Matthew J. Mims; David D. Hof; Julie A. Dinsmore*

In the literature on multicultural training there is considerable evidence for the merits of experiential, or hands-on activities, as the most effective instructional strategies for promoting a climate for cultural self-awareness and diversity appreciation. One way to extend classroom learning to the broader social context is for university counselor education programs to build partnerships with community-based organizations. These partnerships can help to improve the social conditions of neighboring communities while providing opportunities for counselor educators and students to apply social justice and advocacy knowledge to real-world conditions. Such partnerships bring communities and counseling programs together as equal partners and create opportunities for collaboration, service learning, grant writing and community-based research while building healthier communities. Involving counseling trainees in these types of service learning initiatives enables them to not only build the skill set needed to implement social advocacy, but in doing so, they create a safer more respectful community context by increasing awareness, challenging oppression and fostering multicultural understanding. This presentation examines a successful 12-year partnership between a counselor education program and 4 community high schools that involved over 420 counseling trainees providing diversity training to over 13,500 high school students, teachers and staff.

### Thursday, October 15 • 4:00 pm – 5:00 pm – Pacific 4

Supervision (Content Presentation)

#### **Personal Counseling as a Requirement of a Graduate Program in Counseling: Homework Assignment or Best Practice?**

*Bradly K. Hinman, Western Michigan University*

This presentation will use a holistic consideration of informative policies and practices to discuss the requirement of personal counseling for graduate students pursuing a degree in a counseling related field. There will be an overview of the debate within a historical context and will present a critical review of the empirical evidence gathered on personal therapy as a requirement in a graduate program. The positive and negative effects of therapy during a graduate program will also be discussed, as well as its ethical concerns. Mental health professionals are not immune from life's everyday difficulties. In addition, working with distressed people is a complex and

demanding task that can take its toll on the service provider. Thus, personal therapy can help professionals and trainees deal with distress and develop as therapists (Dearing, Maddux & Tangney, 2005). Personal therapy is often seen as an important training experience for future practitioners. This requirement is based on the often unquestioned acceptance of the value of personal therapy in helping the student become a better therapist. This presentation will look at how this transformative pedagogy has been and should be related to the education, supervision, preparation and training of counselors, supervisors, and counselor educators.

### Thursday, October 15 • 4:00 pm – 5:00 pm – Pacific 2

Teaching (Content Presentation)

#### **New Student Orientation: A Multicultural and Diversity Awareness Training Program**

*Marsha I. Wiggins, University of Colorado Denver; Diane Estrada; Shruti Poulsen*

The presentation is a tool for awareness building and its focus on multiculturalism and diversity is all about advocacy for the marginalized. The program is intended to help other counselor educators design orientation programs for incoming students that stress unity and commitment among faculty to multicultural and diversity counseling responsiveness. Participants will learn how this program minimizes backlash against counselor educators of color who often teach the multicultural counseling course. It is a program about advocacy for clients, students and educators.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Fish Out of Water: Teaching About Culture and Social Justice in a Sea of White Privilege**

*Leslie Anderson, Missouri State University; Alison Hembree; Katt Cochran*

Students who have few experiences with diverse others are often resistant to the concepts of privilege and power as they relate to the experiences of persons representing marginalized groups. This presentation will focus on the unique challenges faced by instructors of predominantly White students in homogeneous university population regions when introducing privilege, social justice, and culture as they relate to counselor-trainees' personal and professional development. Recommended classroom activities and resources will be presented. Data will be presented indicating attitude changes of students in a Masters level diversity course for agency, elementary, and secondary school counselors who participated in these activities.



**Thursday, October 15 • 4:00 pm – 5:00 pm**

**Golden Ballroom**

Supervision (Roundtable Presentation)

**Transformative Remediation: A Tale of Three Students**

*Alicia M. Homrich, Rollins College; Burt Bertram*

Assessing the psychological fitness of students for the counseling profession, independent of academic or clinical abilities, is an ongoing concern of counselor educators and supervisors. Assisting counseling students in a developmental remediation process from a transformative stance includes providing an opportunity to demonstrate growth and change while maintaining ethical obligations as gatekeepers. Presenters will share the strategies used in their mental health counseling training program including a rationale and accompanying professional literature. Case examples of successful application of the process with three students, each resulting in a different outcome, will be presented.

**Thursday, October 15 • 4:00 pm – 5:00 pm**

**Golden Ballroom**

Supervision (Roundtable Presentation)

**Transcending the experience of Compassion Fatigue for Substance Abuse Counselors: Tools for Educators and Supervisors**

*Angela Colistra, University of North Carolina at Charlotte; Stephen Burton*

Long term counseling careers in the addiction field are almost unheard of in today's world and significant resources are being expended to remedy this problem. It is incumbent upon the counselor educator field to address ways of advocating and improving retention outcomes. Assisting with the increasing coping efficacy of counselors who choose to specialize in this field is essential for counselor educators and supervisors. This presentation confronts aspects of this subject that are not typically addressed in higher educational programs. Solutions are offered that attendees will find especially suited to implementation in an educational as well as clinical setting.

**Thursday, October 15 • 4:00 pm – 5:00 pm**

**Golden Ballroom**

Counseling (Roundtable Presentation)

**Community Art Programs as an Example of Transformative Rehabilitation Counseling Practice**

*Chia-Huei Lin, University of Maryland; Ming-Yi Cho*

The delivery of traditional rehabilitation counseling services has not fully addressed the social justice perspective while social justice has become a fifth force in the counseling field. In these critical times, the investigation of transformative rehabilitation counseling practices is necessary. Community art programs for people with disabilities may be utilized as an example of transformative rehabilitation counseling because they not only enable these individuals with challenges to obtain

better quality of life but also facilitate the society to understand these individuals' unique life experiences. Implications for rehabilitation counselors and rehabilitation counseling educators in delivering transformative rehabilitation services will be discussed.

**Thursday, October 15 • 4:00 pm – 5:00 pm**

**Golden Ballroom**

Research (Roundtable Presentation)

**Counselor Education Program Informed Consent: What Does It Say About Our Profession?**

*Chippewa Thomas, PhD LPC, NCC, Auburn University; Cynthia Vasilas; Necoal Driver; Kenisha Gordon; Felicia Pressley*

Counseling professional standards emphasize the importance of informing prospective and new students with information about counseling program expectations and requirements. The session will share results from a national study on the informed consent practices of counselor education programs. These practices inform students about expectations for training, but also show mirrored evidence of what's expected of counseling professionals and educators. Implications and suggestions for additional research will also be presented. Session attendees will have an opportunity to engage in discourse about how to develop an informed consent agreement for counselor preparation programs. The presentation is recommended for counseling students and faculty.

**Thursday, October 15 • 4:00 pm – 5:00 pm**

**Golden Ballroom**

Counseling (Roundtable Presentation)

**Women, Girls and Addiction: Celebrating the Feminine in Treatment and Recovery**

*Cynthia A. Briggs, Winona State University – Rochester; Jennifer L. Pepperell*

For counselors and counselor educators alike, client addiction presents difficult challenges. Counseling students are often intimidated by the prospect of treating addicted individuals. Counseling addicted women and girls presents particular challenge as most current practices of addiction counseling evolved from an exclusively male perspective. The goals of this presentation are three-fold: First, we discuss the female experience with addiction broadly, through historical and developmental lenses. Second, we more closely examine specific barriers and strengths for women and girls experiencing addiction. Finally, we present specific, research and practice-based treatment and recovery interventions. Diversity concerns are addressed in the context of this presentation.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Counseling (Roundtable Presentation)

#### **The Relationship Between Cultural/Ethnic Identity and Resilience**

*Dale Weaver, The College of William and Mary*

The key premise in counseling and supervision is understanding and respecting individual differences. Peoples ethnic identity is one of the most powerful influences on their world view. This presentation focuses on an often overlooked area in counseling: the relationship between an individual's ethnic identity and his or her ability to be resilient. Recent research will be presented, comparing adolescents' ethnic identity to measures of resilience among Blacks, Hispanics, and other groups. Strategies to improve relational competencies as a way to increase resilient outcomes will be addressed. This holistic approach towards nurturing cultural strengths can truly transform our approach to healing.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Counseling (Roundtable Presentation)

#### **Personal and Career Counseling Issues of Persons with Traumatic Brain Injury**

*Daniel B. Kissinger, University of Arkansas, Fayetteville;*  
*Melissa Hall; Kelly Dunbar*

The influx of military personnel sustaining head injuries in Iraq and Afghanistan has propelled traumatic brain injuries (TBI) back into our national consciousness. However, TBIs result from numerous combat and non-combat scenarios, often significantly alter the lives of persons with TBI and their families. While fundamental medical elements of TBI are covered, this presentation examines key personal and vocational challenges often encountered by persons with TBI and their families. To address these challenges, programs and interventions aimed at optimizing the personal and vocational outcomes of persons with TBI and their families will be discussed.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Creating Empathetic Spaces to Enhance Advocacy**

*Deborah McGriff, University of Wyoming; Tanaya Moon Morris;*  
*Lay0Nah Blue Morris*

In this session we will present two experiential activities, The Race Card Game© and The Game of Oppression© as tools for the creation of empathetic space to increase student's personal awareness regarding cultural diversity and issues of social justice. We will also discuss how the philosophy of care is connected to moral and civic development and to the understanding that all community members share a common relationship.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Research (Roundtable Presentation)

#### **Research in Counseling: A 10 Year Review to Inform Practice**

*Dee Ray, University of North Texas; Sarah Carlson; Laura Pace;*  
*Jeff Sullivan; Andi Thacker; Karrie Swan*

Transformative action in the counseling profession is highly dependent on evidence produced by research. This program will present the most extensive review of counseling research to date. Presenters reviewed the 14 counseling journals representing all ACA divisions over the last 10 years. Researchers will present summary data on how much research is being published in counseling journals, what kind of research is being conducted, what methods of analyses are being used, as well as other variables related to counseling research. Participants will be informed on implications for the counseling field in terms of research evidence that informs practice.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Increasing Relational Competencies Through Awareness of Therapeutic Alliance Type Preferences**

*Diana Gruman, Western Washington University;*  
*Robinder (Rob) P. Bedi*

Beyond the importance of basic micro-skills, there is relatively little evidence-based guidance for training counselors to develop solid therapeutic alliances with their clients. Direction that does exist is often theoretically-determined or based on common sense and clinical experience. The purpose of this presentation is to inform counselors and counselor educators about client-identified therapeutic alliance type preferences that have emerged through both qualitative and quantitative research and share recent research on their prevalence.

### Thursday, October 15 • 4:00 pm – 5:00 pm

#### **Golden Ballroom**

Teaching (Roundtable Presentation)

#### **Every Student Matters: Meeting Student Needs Through Mattering-Based School Counseling**

*Dr. Andrea L. Dixon, University of Florida; Dr. Catherine Tucker*

School counseling models maintain that student-focused, strengths-based approaches best answer the needs of all K-12 students. This program will define mattering-based school counseling applications and ways in which mattering can be integrated as a foundation for strengths-based models of school counseling. Presenters will describe the philosophy of mattering and training ideas/activities for the skills school counselors need to integrate mattering into approaches for answering all students needs in the context of the transformed school counseling profession.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Restorative Processing: A Counselor Intervention for Counselor Preparation Programs**

*Dr. Kara Egger, Medinah Middle and Medinah Intermediate Schools*

This is a new process for all counselors to utilize in their internship programs to assist students at all ages in developing empathy, conflict resolution and remediation to relationships. With violence prevalent in our schools, the counselor intern is in a position to provide a much needed set of strategies and skills to the public school and higher education setting. Participants will learn to analyze high risk students and to offer restorative processing as problem solving mechanism. Many students are impoverished in dealing constructively with relationships and the rationale for restorative processing is both timely and necessary for schools to implement.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Teaching the Important Aspects of Psychopharmacology to Counseling Students**

*Dr. Margery Shupe, Xavier University; Dr. Bill O'Connell*

This presentation will examine how to effectively teach counseling students important aspects and issues involved in psychopharmacology. Attendees will learn how to structure a course with all essential elements in order to provide a basic level of proficiency in graduate students. Presentation will highlight the important aspects of the relationship between the field of counseling and psychopharmacology. Attendees will review of a sample syllabus, teaching strategies, and explore a model from which to work which encourages holism and collaboration as a foundation. An additional emphasis on connecting current psychopharmacology research and how to access information electronically to keep up to date with professional knowledge.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Culture-Infused Counselling Supervision**

*Dr. Sandra Collins, Athabasca University; Dr. Nancy Arthur*

Although there is now an abundant literature on multicultural counselling, attention to multicultural competence issues has only recently surfaced in the supervision literature. The supervision process has a tremendous impact on both personal and professional development of counselling students, and the role of culture should form a central focus. This presentation describes a model for infusing culture into supervision that centralizes relational competencies through development of culturally-sensitive working alliances. Barriers to cultural

competence in supervision will be addressed and participants will be introduced to apply a tool for cultural auditing to their supervision practices.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Experiential Education for Female Counselors-in-Training: Using an Expressive Arts Therapy Group to Enhance Counselor Development**

*Elizabeth A. Keller, M.S., University of Arkansas; Kristi L. Perryman*

Expressive arts have long been considered a beneficial therapeutic technique for individuals and groups. The current presentation relays innovative research into the effects of an expressive arts therapy group for female counselors-in-training. Qualitative results paralleled previous research concerning group therapy stages, expressive arts benefits, and counselor development. Additionally, the following benefits were noted: 1) expedited movement through the group stages, 2) shorter termination, and 3) increased desire for creativity outside of the group by participants. Implications lend advocacy for incorporating the use of expressive arts and group models for optimum personal and professional growth for counselors-in-training.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Human Sexuality: Changing The Curriculum Focus So Counselors Can Answer The Call**

*Jeff Hughes, Southern Polytechnic State University; Jill D. Duba*

Issues related to human sexuality are frequently presented in therapy, yet the majority of counseling programs fail to address this need in counselor preparation. No state licensure board or CACREP require knowledge and training in this most critical area of client need. Proposing a course and structure to address this need in counselor training will be discussed.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**Group Dream Exploration: Increasing Empathy and Transformative Moments**

*Laura Cunningham, University of Central Florida*

Embarking on group dream exploration with Masters students can increase their ability to uncover their own internal psychic struggles and get a transformative jump into others worldviews and gain empathy for others struggles. This process can assist students in seeing the world from another person point of reference, a skill highly desired in counselor education (Crutchfield, 2000). Montague Ullman, a psychoanalyst,



devised a way of dream interpretation in groups called the Ullman Method, which allows people to gain meaning from their dreams while securing a feeling of control during the discovery process (Ullman & Zimmerman, 1979). The dreamer can use the feedback from other group members to provide additional insight and amplification of symbols in the dream, yet the dreamer does not have to share their realizations (DeCicco, 2007).

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Supervision (Roundtable Presentation)

#### **School Counseling and Solution Focused Therapy**

*Mark Gillen, University of Wisconsin-River Falls*

Are your school counseling students interested in solution focused therapy (SFT), and you would like to know how to move beyond the miracle question? This workshop will assist you in expanding your knowledge of SFT and how to integrate it into school counseling. We will discuss current practices and review the foundations of SFT while focusing on how to effectively utilize SFT in schools.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Challenging Homonegativity in Counselor Training: Promoting Inclusive Classroom Discourse**

*Pamela S. Lassiter, UNC Charlotte; Lyndon P. Abrams*

Sexual minorities seek counseling services at greater rates than the heterosexual population. Counselor training programs must assist students in deconstructing homonegativity so that they can provide ethical services to this population. This seminar will explore classroom methods that 1) normalize homonegativity; 2) coach students past social desirability; 3) encourage self reflection; 4) help students explore the relationship between the revealed self and its impact on the counseling relationship. Participants will engage in a discourse around challenging students to explore heterosexual privilege, separate dogmatic religious doctrine from human rights issues, and suspend personal judgement for the sake of the counseling relationship.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Supervision (Roundtable Presentation)

#### **Positive and Negative Aspects of Doctoral Students Supervising Master's Students in Counselor Education and Supervision Programs**

*Rebecca McBride, Old Dominion University; Justin Lauka*

This program will summarize literature regarding supervisors in training enrolled in counselor education and supervision programs. Particular emphasis is placed on doctoral students supervision of masters students during internship and practi-

cum experiences. Highlights of the ACA ethical codes will be reviewed in regards to these multiple relationships. This program can be used to assist counselor educators in resolution of ethical dilemmas that may result due to multiple relationships. In addition, both positive and negative aspects of student to student multiple relationships will be addressed.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Supervision (Roundtable Presentation)

#### **Using Reflecting as if in Supervision**

*Richard Watts, Sam Houston State University; Matthew Lemberger; Kenneth McCurdy*

Reflecting As If (RAI), an integration of Adlerian and constructivist ideas, is a procedural expansion of the traditional Adlerian acting as if technique. RAI is useful for helping supervisees create space for perceptual and behavioral alternatives in the process of supervision. Participants will be introduced to the general RAI protocol and how it may be used in individual, triadic, and group supervision. In addition, participants will have opportunity to apply what they learn by sharing how they might use the RAI process in supervision.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Other (Roundtable Presentation)

#### **Publishing: Finding and Developing an Authentic Professional Voice**

*Rita Sommers-Flanagan, University of Montana; John Sommers-Flanagan*

Even in our contemporary image-based society, the written word remains a powerful vehicle for social and personal transformation. And of course, all counselor educators face some version of the infamous publish or perish dictum. This presentation will provide aspiring academic and professional writers with guidelines to assist in the process of successful writing and publishing. We will work with participants on everything from finding their voice to marketing and financial issues. Further, we will help participants explore their passions, pain, and prejudices in light of their motivation to conduct research, write, and contribute to the collective wisdom of our profession.

### Thursday, October 15 • 4:00 pm – 5:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Counselor Educators Sabbatical Experience: Method for Developing and Implementing District-Wide Professional Advocacy Strategies**

*Robert D. Colbert, University of Connecticut; Chris Ladd; Susannah McGlammery; Ken Beare*

This presentation will share the sabbatical experience of one counselor educator who worked as a high school counselor in an urban school setting for one semester and collaborated with both his graduate school counseling students and district-wide



school counselors to formulate professional advocacy strategies. Counselor educators who want to learn how to combine classroom learning with real world school counselors knowledge to develop and implement professional advocacy, in a reforming district where school counselors face job insecurities will want to attend this session.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Existential Supervision: Helping Supervisees Find Their own Meaning in Therapy**

*Robert Smith, PhD, Texas A&M Corpus Christi*

The focus of existential supervision is on being instead of doing. Existential supervisors keep their existential mindset while working with supervisees and focus on the supervisees being or perspective instead of imposing the supervisors being or perspective. Our presentation will discuss existential supervision and use an experiential exercise to help participants understand the mindset required to incorporate existential thinking into supervision. Groups will take turns being the supervisor or supervisee, alternately asking and answering existential questions, then discussing the experience.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**When Criminal Justice Complicates Social Justice: Implications for Working With Court-Mandated Clients**

*Rochelle Cade, PhD, LPC, Brazos County Community Supervision and Corrections Department*

When it comes to the intersection of counseling and criminal justice, courts are requiring defendants to attend counseling as a means of prevention, intervention, and/or punishment. This creates a number of issues for the counselor and may complicate efforts in social justice and advocacy. This presentation will define court-mandated counseling, explore the context of the referral for counseling with a focus on oppressed groups and disproportionate access to resources within the criminal justice system, examine how this context impacts the counseling relationship, specifically the power imbalance, and identify strategies contributing to the perpetuation of oppression when working with court-mandated clients.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**Social Advocacy Genograms: A Model and Method to Aid Couples and Families to Overcome Systemic Oppression**

*Shannon Smith, University of Nevada, Las Vegas; Shannon Dermer; Hugh Crethar; Shea Dunham*

Social advocacy is a prominent movement in the counseling

profession. However, little attention has been given to couples and families who often struggle with issues of oppression not directly addressed in counseling. Presenters have bridged this advocacy gap with the development of the Social Advocacy Genogram; a tool and method for systematically aiding in the treatment of couples and families designed specifically to address issues of oppression. Participants will learn how to employ this model in their practice.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**Complex Trauma and Children: Developmental Effects and how Counselors can Recognize and Respond**

*Sonya Lorelle, Old Dominion University*

Prolonged exposure to traumatic events such as abuse and violence put children at risk for several mental health and developmental difficulties. This program will provide an overview of these physical, academic and relational effects and the varied coping styles children may use. Ideas for interventions will also be covered.

**Thursday, October 15 • 4:00 pm – 5:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Unique Challenges of Parenting in Academia**

*Torey L. Portrie-Bethke PhD, NCC, University of North Texas; Carrie Alexander-Albritton; Brooks Bastian Hanks; Tracy Stinchfield; Heather Trepal; Kelly L. Wester; Holly Nikels; Laura Pace*

Counselor educators serve as teachers, supervisors, advisors, mentors, evaluators, researchers, leaders, professional growth facilitators, and as family members. The numerous roles in which counselor educators perform typically do not account for the needs and demands of personal family development. This panel presentation will focus on the unique challenges encountered by professionals in counselor education as they navigate through academia while balancing parenting demands. The panel members will consist of parents at varying professional levels from doctoral students through post-tenured faculty. New parents, adoptive parents, and parents of young children will share their unique experiences in academia.

[9:30 am – 10:30 am]

**Friday, October 16 • 9:30 am - 10:30 am – Garden Salon 1**  
Teaching (Content Presentation)

**Promoting a Counselor-First Identity Among Counselors in Training**

*W. Matthew Shurts, Montclair State University; Melinda Gibbons*

Many leaders of the counseling profession have united in their vision that the future of counseling must reflect the idea that we are a single profession with various training specializations. Yet, many counselors identify themselves as their specialty area first, and as counselor second. This presentation will offer ways to develop a clearer sense of counselor-first professional identity and how to promote this perspective in students training to be counseling professionals. Opportunities for sharing ideas and a detailed handout will be included in the presentation.

**Friday, October 16 • 9:30 am - 10:30 am – Pacific 6**  
Supervision (Content Presentation)

**An Alternative Framework for Supervision: Appreciative Inquiry and Relational Cultural-Theory**

*Tonya R. Hammer, PhD, LPC, University of Houston Clear Lake*

The supervisor/supervisee relationship is vital to the development of counselors-in-training. Due to the power structure of expert/subordinate, the potential for humiliation to play a role in the relationship is very real. Theories of humiliation will be discussed, as will the benefits of a relational or appreciative inquiry stance in supervision. Due to cultural, theoretical, and differences in life experiences supervisor/supervisee the same approaches may not be applied to a client and this needs to be acknowledged and respected.

**Friday, October 16 • 9:30 am - 10:30 am – Pacific 7**  
Other (Content Presentation)

**Accreditation History and Implications for the Future**

*Michael Altekruze, Ed.D., NCC, Northern Kentucky University; Yvonne T. Quintanilla; Jacqueline Smith*

The history of accreditation began in 1960 due to a need for guidelines in school counseling training programs. The first accreditation decisions came from the California Counselor Education and Supervision resulting in National Accreditation and the formulation of the ACES Accreditation Committee. It was this progress and the development of the American Personnel and Guidance Association now the American Counseling Association which formulated the Council for Accreditation for Counseling and Related Educational Programs.

**Friday, October 16 • 9:30 am - 10:30 am – Pacific 4**  
Other (Content Presentation)

**Speaking Words of Wisdom: Retired and Transitioning ACES Members Reflect and Advise on Critical Issues**

*Dr. Brooke B. Collison and Dr. Ann Vernon, Oregon State University and University of Northern Iowa; David Capuzzi; A. Scott McGowan; Howard Smith*

An experienced panel will address topics chosen by attending participants from a menu of issues relevant to new and experienced ACES members. Topics will include teaching strategies, publication hints, supervision issues, T&P obstacles, academic politics, professional association issues, personnel and institutional conflict, professional transitioning. Panelists will give short responses to the issues followed by a quick show of hands to assess agreement or existence of different opinions among participants. In place of argument or dialogue, participants will be encouraged to note the presence of differing opinion and to seek out those discussions following the session.

**Friday, October 16 • 9:30 am - 10:30 am – Garden Salon 2**  
Teaching (Content Presentation)

**Speaking the Unspeakable Across Lines of Difference**

*Mary Ni, Salem State College; Carl (Cap) Johnson*

In this program, the speakers will share information about best practices related to the work, politics, struggles and cutting edge issues relevant to teaching and learning about race, power, privilege and difference. Beyond the need for presenting new and/or different perspectives on relevant information, they will discuss the necessity of building trusting community; the importance of providing opportunities for self-reflection; the relevance in allowing for the expression of strong feelings and being open to conflict; and the ability to become friends with discomfort.

**Friday, October 16 • 9:30 am - 10:30 am – Pacific 1**  
Other (Content Presentation)

**Innovative University and Public School System Perspectives on Social Justice, Advocacy, and Counseling: A Developmental Perspective from Graduate Admissions to Professional Employment**

*Rita Chi-Ying Chung, George Mason University; Fred Bemak; Gayle Cicero*

The infusion of social justice and advocacy into the counseling field is critical in promoting transformative changes that benefit today's society. This presentation provides an examination of social justice and advocacy from the unique perspectives of an innovative university training program and a school counseling district which regularly places students in internships and hires counseling graduates. Novel practices in infusing social justice and advocacy into graduate training will

be examined from admissions through graduation. Internship placements, hiring practices, and evaluating job performance will be examined from a social justice framework in a school district. Social justice and advocacy is examined from graduate admissions to on the job performance evaluations.

**Friday, October 16 • 9:30 am - 10:30 am – Eaton**

Supervision (Content Presentation)

**Pioneering Supervisory Practices: Preparing Counselor Trainees to Meet the Needs of a Culturally Diverse and Global Society**

*Dr. Amy L. McLeod, Argosy University - Atlanta;  
Geneva M. Gray*

Within the context of supervision, counselor trainees have the opportunity for tremendous growth regarding multicultural counseling competence. In order to help counselor trainees develop the requisite awareness, knowledge, and skills for meeting the needs of a culturally diverse and global society, supervisors must actively and intentionally devote significant attention to multicultural issues throughout the course of supervision. This program reviews relevant research on attention to multicultural issues in supervision and describes common mistakes that supervisors make regarding attending to multicultural issues. In order to help supervisors more effectively attend to multicultural issues in supervision, the presenters will describe and present live, interactive demonstrations of specific strategies for helping counselor trainees increase their levels of cultural self-awareness, their multicultural knowledge base, and their multicultural counseling skill sets. Handouts will be provided.

**Friday, October 16 • 9:30 am - 10:30 am – Esquire**

Other (Content Presentation)

**The Assessment Challenge: Fairfield University's Pilot of a Newly-Designed Comprehensive Program Evaluation System**

*Virginia Kelly, Fairfield University; Diana Hulse*

A primary challenge for counselor education programs is the design of effective comprehensive program evaluation systems that meets the 2009 CACREP Standards. Fairfield University is currently piloting a two-pronged evaluation system that includes; (1) the assessment of individual student progress and potential at specified points along the training continuum on academic, professional, and clinical indicators, and (2) programmatic assessment, conducted via statistical analyses of standardized test scores, and scores derived from surveys of graduating students, supervisors, alumni, and employers of recent graduates. Presenters will describe this system, and elicit feedback and discussion related to program evaluation.

**Friday, October 16 • 9:30 am - 10:30 am – Dover**  
Teaching (Content Presentation)

**Using Web 2.0 Technologies to Enhance Counselor Education: Collaboration for Collective Consciousness**

*Dr. Jason B. Baker, Millersville University*

This presentation will examine new technologies available to instructors in counselor education (e.g., wikis, blogs, virtual environments, etc.) and discuss methods of employing these technologies as learning and instructional tools. This presentation will be philosophical and discussion-oriented in that it will be exploratory, but it will also be grounded in the practical as various direct applications of these technologies will be presented along with student feedback from projects. Finally, the presentation will include an overview of the literature on the use of web 2.0 tools in counselor education and discuss various ways to expand on these concepts. and professionals to engage in advocacy and transformative practice; to explore ways to use the materials and concepts to supervise and collaborate with internship supervisors to enhance school counseling internship and supervision experiences.

**Friday, October 16 • 9:30 am - 10:30 am – Pacific 2**

Supervision (Content Presentation)

**Emotionally Intelligent Supervision**

*Kok-mun Ng, University of North Carolina at Charlotte; Keith Hill; Joseph Cooper*

Responding to emotional content is vital to the formation of the supervisory relationship, yet emotional competencies are under-utilized in supervision models. Emotional Intelligence provides relational, intercultural, and problem-solving competencies that can optimize supervision and benefit supervisors, supervisees, and clients. This presentation will elaborate skills, processes, and benefits of becoming an emotionally intelligent supervisor in today's increasingly diverse and global society. Presenters will discuss theory, research, and application of emotional intelligence in supervision. Participants will gain facility in emotional intelligence competencies that strengthen the supervisory alliance, overcome resistance, optimize inter-cultural relationships, improve supervisee self-reflection, and enhance personal and professional growth.



## Friday, October 16 • 9:30 am - 10:30 am – Towne

Teaching (Content Presentation)

### **“Gear Up for Life” and “Counselor Academy”: Partnerships That Enhance Training of Current and Future School Counselors in Expanding Social Respect and Relational Consciousness**

*Mary Rose Day, Oakland University; Diane Parfitt*

Two innovative curricular activities aimed at advancing issues of advocacy and social justice outside of traditional classroom experiences are presented: 1) In Gear Up for Life, masters interns train small groups of ninth grade students from underrepresented populations in a series of Saturday Academies that focus on life skills in a culturally diverse and global society. 2) Counselor Academy is a collaboration with an intermediate school district that provides school counselors with ongoing professional development. The emphasis is on advocacy for their profession, preventive and cultural strength based approaches.

## Friday, October 16 • 9:30 am - 10:30 am – Royal Palm 5

Teaching (Content Presentation)

### **Teaching Girls’ and Women’s Wellness: A Counselor Education Course Design**

*Laura Choate, Louisiana State University*

The presenter will describe the development and design of an innovative counselor education elective informed by feminist pedagogy that focuses on contemporary counseling issues and interventions for girls and women. The course takes a lifespan and strengths-based approach to its coverage of topics, ranging from childhood issues to older women's concerns. Learning goals related to knowledge of current issues, gender-informed relational skills, and advocacy will be outlined. In addition, teaching strategies and associated class activities/resources will be provided.

## Friday, October 16 • 9:30 am - 10:30 am – Fairfield

Teaching (Content Presentation)

### **The Achievement Gap and School Counselors: Preparing School Counselors to Play a Role in Culturally Responsive Education**

*Blaire Cholewa M.Ed/Ed.S, Department of Counselor  
Education, University of Florida; Ellen Amatea;  
Cirecie West-Olatunji*

The disparities between culturally diverse students and their more affluent White peers continue to plague our schools. Multicultural education literature emphasizes the hegemony that pervades the structure, practices, and curriculum of our public education system. As a result of our schools basis in Eurocentric values, many of the educational activities may often benefit those students whose cultural backgrounds most closely align with Eurocentric norms. This can create a cultural disconnection between home and school for culturally diverse students which can greatly impact the psychological well being of these students and their academic outcomes.

However, within the field of education there has been a push toward culturally responsive educational practices to bridge the disconnection between the home culture and the school culture. Such practices have not only yielded positive academic outcomes, but research suggests that such practices may also impact the emotional and psychological development of these students. Unfortunately, few school counselor preparation programs equip their school counselor trainees with this information. Thus many school counselors are unaware of how they can play a role in the development and implementation of culturally responsive practices by consulting with teachers to create learning environments that positively impact students lives and academic performance. Consequently, the purpose of this presentation is two fold.

## Friday, October 16 • 9:30 am - 10:30 am – Sunset

Teaching (Content Presentation)

### **Stepping Outside of the Ivory Tower into the Community: Two Faculties Experiences with Immersion**

*Mary Amanda Graham, Seattle University; Merica Whitehall*

This presentation will focus on creative ways faculty can participate in service-learning and immersion experiences with and without their students. The presentation will focus on innovative ways faculty can use service-learning and immersion experiences to guide their instructional practices and develop partnerships with their surrounding community. Specific attention will be given to the examination of how faculty participation in service-learning and immersion experiences support the mission of universities and counseling course objectives. Concentration will be given on how faculty service-learning and immersion experiences support and model social justice and multicultural advocacy for colleagues and students.

## Friday, October 16 • 9:30 am - 10:30 am – Crescent

Counseling (Content Presentation)

### **Sensory Processing Disorder (SPD) Fundamentals for Counselor Educators: Re-Viewing the World Through a Sensory Lens**

*Dr. Noelle R. Collier, Texas Woman's University*

Sensory Processing Disorder (SPD) is a neurological condition, impacting approximately one in twenty children. It affects the individuals ability to organize, interpret, and respond to sensory information. This presentation will provide participants with an overview of SPD, identify behavioral and emotional characteristics of SPD, describe diagnosis and treatment, discuss potential misdiagnosis, and provide experiential and pedagogical techniques for educating counselors about SPD. By transforming our thinking to view the world through a sensory lens, counselor educators can help their students to recognize, appropriately refer, advocate for, and work with multidisciplinary teams to treat individuals with SPD and their families.



**Friday, October 16 • 9:30 am - 10:30 am – Stratford**

Teaching (Content Presentation)

**Individuals with Disabilities: Educating Counselors-in-Training to Assist this Neglected Population***Amanda M Thomas, Auburn University; Nikki Vasilas*

Providing mental health counseling services to individuals with disabilities can be challenging as the therapeutic process may be impacted by cognitive deficits, the need for accommodations, inability to access additional services, et cetera. It is our recommendation that counselors-in-training are to be educated in working with this neglected population in order to provide competent care.

**Friday, October 16 • 9:30 am - 10:30 am – Sunrise**

Research (Content Presentation)

**School Counselors in International Dialogue: An Unusual Immersion Program***Jean Peterson, Purdue University*

For six years, a CACREP-accredited school counseling program has been in a collaborative relationship with a Dutch counselor-preparation university, involving reciprocal student and faculty exchanges and scholarly collaboration. A mixed-methods study of the U.S. students experiences during immersion experiences in Dutch schools and agencies and with host families has now been completed. The presenter will share interesting, thought-provoking, and unexpected findings, as well as information about how the collaboration became established, how it has weathered a variety of challenges, which components have been most successful, and how students are systematically prepared for the international experience.

**Friday, October 16 • 9:30 am - 10:30 am – Pacific 5**

Teaching (Content Presentation)

**The Feminist Counselor Educator: Why Feminism Still Matters in the Age of Palin & Clinton***Angela Rowe Holman, University of North Carolina-Pembroke; Marcy Douglass*

This presentation will include facilitative dialogue and audience participation about the characteristics of the feminist counselor educator. The role of feminism and gender studies within the counseling curriculum will be discussed as it relates to students' professional development, client issues, and the institution of academia. Contemporary voices of feminists and feminist identity development will be explored. Popular dialogue about gender and power from feminist blogs and the news media will be incorporated into an academic discourse about the role of the feminist counselor educator.

**Friday, October 16 • 9:30 am - 10:30 am – Royal Palm 4**

Teaching (Content Presentation)

**Using Problem Based Service Learning to Teach Counseling Students About Advocacy and Social Justice***Dr. Claudia Lingertat-Putnam, College of St. Rose*

Learn how this counselor educator uses an innovative service learning project and technology to educate and inspire counseling students about advocacy and social justice issues. Examples from the curriculum will be provided. Results from preliminary qualitative data will be shared.

**Friday, October 16 • 9:30 am - 10:30 am – Pacific 3**

Supervision (Content Presentation)

**Supervising Youthful Counselors: Counselor Anxiety, Ageism, and Diversity***Rheta LeAnne Steen, Loyola University: New Orleans; Rachel Wieck*

We believe there has been a trend towards more youthful students entering counselor education programs in the last 25 years. Because of this demographic change, supervisors need to understand the concerns of this expanding population. In this program, we review the findings of a pilot research study of supervisors of youthful counselors in training in multiple urban non-profit agencies. We will also review how to use diversity models in working with youthful counselors, the role of empathy in developing confidence in youthful counselors, and using the supervision relationship to facilitating self efficacy and self awareness, as well as alleviate anxiety.

**Friday, October 16 • 9:30 am - 10:30 am – Royal Palm 6**

Teaching (Content Presentation)

**Using Zero-Cost Technology to Build Cohesion in the On-line Classroom***John F. Kennedy, MA, CPA, LMFT, LPC-MHSP, Regent University; Elisabeth Suarez; David Savinsky*

Although the online classroom offers more flexibility than the traditional experience, one potential downside is the lack of meaningful interaction required to keep students from feeling isolated and dissatisfied. Online classrooms call for creativity in using available technology to provide students a dynamic online collaborative experience. This session demonstrates how zero-cost technology can build group cohesion and facilitate efficient synchronous writing and group projects for online students.

**Friday, October 16 • 9:30 am - 10:30 am – Tiki Pavilion**  
Teaching (Content Presentation)

### **Panel Discussion on Student Learning Outcomes in Counselor Education**

*Robert I. Urofsky, CACREP*

The program area standards included in the 2009 CACREP standards are written as outcomes-based standards. Programs seeking accreditation or re-accreditation need to be able to provide direct evidence that knowledge and skill development is occurring in the areas specified within the standards. Counselor education programs across the country are at different stages in terms of the inclusion of and assessment of student learning outcomes. Panelists will share where their programs are with student learning outcomes, what they are doing, and the challenges and successes they have encountered along the way.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Other (Roundtable Presentation)

### **Facilitating the Internalization of the Problem Solving Process**

*Amanda Minor, M.Ed, Southern Illinois University Carbondale-The OPTIONS Program at Brehm; Char Reed; Jennifer Phillips*

This session will provide an overview of basic communication and problem solving tools used successfully with young adults who have complex learning disabilities. Each method will be discussed and examples will be provided. Participants will be introduced to a format used to help the young adult identify and quantify a problem, identify resources, generate possible solutions, implement and evaluate effectiveness.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

### **Counselor Development and Receptivity to Constructive Feedback: Implications for Counselor Educators and Supervisors**

*Amy Williams, University of Northern Colorado*

Counseling practicum courses aim to provide students with an opportunity to develop into competent practitioners. Through the practicum experience students develop the necessary skills to practice counseling. Giving and receiving corrective feedback seems to be a critical component of counselor personal and professional development during the counseling practicum experience. Those who are more open to giving and receiving this feedback may be better equipped as counseling practitioners. The purpose of this presentation is to introduce participants to research exploring the relationship between counselor development and receptivity to corrective feedback.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

### **Fostering Culturally Grounded, Relational Competencies in Counselors-in-Training**

*Andres J. Consoli, San Francisco State University*

While there has been significant controversy in the last several decades concerning the active ingredients in counseling, the most contemporary scientific literature highlights anew the importance of a sound working alliance that evolves from acceptance, to facilitated exploration, to supported risk-taking. As such, fostering relational competencies in counselors-in-training is the most significant, equally an immediate as a long-term goal in counselor preparation. An innovative approach for building culturally grounded, relational competencies based on peer dyads and live-coaching, the use of one-way mirror, audio and video-taping, and structured, multi-pronged reflection and feedback is presented, accompanied by evaluation forms and syllabus.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

### **Potential for Play**

*Angela Fuss, University of Tennessee*

A primary role of counselor educators is to introduce beginning counselors to innovative and transformative counseling techniques. The potential use of play therapy with aging adults is one example of such an advance. A pilot study exploring the characteristic playfulness and well-being of elderly residents in an assisted living facility will be presented, along with implications for the use of play therapy with these residents. The pilot study provided empirical support for the future application of play therapy with this unique population.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

### **Teaching Psychopharmacology to Graduate Students: Reasons and Justifications**

*Ann Wardle, PhD, LPC, RN, University of Houston - Victoria; Mary Mayorga; Yvette Castillo-Martinez*

Psychotropic medications are frequently part of working with clients in the counseling profession. Graduate students leaving academia to go into the working environment need to be prepared to understand how psychopharmacology impacts their clients. In addition, they need to learn to ask appropriate questions that will give them the necessary information to refer clients back to their doctors when symptoms and side effects of the medication are affecting their clients and preventing them from fully engaging in the counseling process because of medication issues.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Other (Roundtable Presentation)

**Straight Talk: A Look at Heterosexual Identity Development and the Counseling Process**

*Breyan N. Haizlip, Old Dominion University*

The investigation of majority group membership is truly groundbreaking in that it shifts the focus of culturally-alert counseling from one in which the dominant status counselor must not only be knowledgeable of the processes of minorities, to a focus that proposes the developmental processes of both parties are relevant. This program will offer participants an opportunity to discuss how heterosexual counselors conceptualize their heterosexuality and its influences on the counseling process. Relevant research and theories will be presented as participants are guided through an examination of their own values and beliefs about heterosexuality.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**What is the Role of Counselor Educators in Meeting the Mental Health Needs of Military Families?**

*Cheryl McCloud, University of Central Florida; Andrew Daire; David Ascher; Ryan Carlson*

The stress associated with deployment and exposure to combat puts military service members and their families at risk for significant mental health problems. In the next few years, thousands of service members will return home with possible mental health challenges, and will most likely seek assistance through the services of civilian counselors. Counselor educators can provide specialized training to future mental health providers through coursework that provides a specific focus on the mental health needs of military families. A sample syllabus for an elective course to be included in mental health preparation programs is included.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Mindfulness, Contemplative Pedagogy, and Integral Theory as Transformative Practices for School Counselor Education**

*David Forbes, School of Education, Brooklyn College/ CUNY*

In order to meet today's challenges school counselors need more integrated levels of development in terms of self-awareness, self-authoring, affect regulation, the ability to handle complexity, wisdom, and universal compassion. As aspects of a transformative pedagogy mindfulness and other contemplative educational practices and the application of integral theory in school counseling education can help promote these qualities. Among the aims of a mindful and integral approach are cultivating students' capacity to perceive the universality

that underlies particular multicultural differences; and helping school counselors resist becoming functionaries and contribute to the re-enchantment of schools as sites for full human development.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Using Creative Arts to Transform Teaching Practicum**

*David S. Shepard, California State University, Fullerton*

This program will be presentation on how practica and fieldwork experience can be transformed into an opportunity for deeper levels of student growth, beyond mastery of counseling skills. The presenter will share his experiences asking students to use poetry, photography, music, painting, or sculpture to express their personal journey of working with a client. Regardless of talent, students can use creativity to access both a greater self-awareness and a heightened appreciation for the struggles clients and counselors share in finding meaning and self-worth.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Use of Counseling Clinics to Enhance Pedagogy and Practice**

*Dee Ray, University of North Texas; Ryan Holliman; Sarah Carlson; Jeff Sullivan*

CACREP accreditation requires counseling programs to maintain an on-site clinic, yet programs vary in use of clinics as training facilities. Based on realistic resources and experience, this presentation will propose a model for developing teaching clinics that address, not only pedagogical needs of the program, but holistic needs of both the counseling field and community at large. Presenters offer methods of promoting transformational pedagogy that allow egalitarian participation involving counselor educators, counselors-in-training, and clients. This program will present specific practices such as teaching in the moment, involving counseling students in clinic leadership, and using data collection to inform program evaluation.



## Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Supervision (Roundtable Presentation)

### Exercise and Wellness: A Holistic Metaphor for Effective Supervision

*Dr. Todd Whitman, Shippensburg University*

This presentation will highlight 11 corollaries of supervision that are provided through the metaphor of athletic training. As more supervisors embrace exercise as a means towards wellness, it seems apt to apply this experiential learning to supervision. For example: "Corollary #1: The exercises and activities we do the least often are usually the ones we need the most." Similarly, what supervisory issues, processes, and dialogues prompt the greatest discomfort for you or that you avoid altogether? What could you add or subtract from your current supervision to improve it?

## Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Teaching (Roundtable Presentation)

### The Addict, the Pig and the Coin: Assessing the Impact on Attitudes of Counselors in Training Toward Addictions and Addicts from a Change-Behavior Experience

*Jane Warren, University of Wyoming; Kiphany Roberts; Lay-nah Blue Morris*

Negative stereotypes about addicts and addictions result in punitive and judgmental responses from the legal, treatment and policy making worlds. The "war on drugs" has failed with prisons filled with persons having substance abuse and mental health problems. It is imperative to address the underlying negative attitudes toward addicts, addiction and promote change, hope, empathy and transformation. Experiential and simulation learning creates emotional connection and changes attitudes through real life inductions and inferences. This presentation demonstrates the effective use of experiential-connected learning assignment which positively transformed negative attitudes held by graduate students in a Counseling and Addictions class.

## Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Counseling (Roundtable Presentation)

### Integrative Writing System for Transformative Growth: Progoff Intensive Journal/E Method

*Jonathan Progoff, Dialogue House Associates; Michael Russell*  
Ira Progoff, Ph.D, a recognized pioneer in the field of psychology, designed the Intensive Journal method to provide individuals with a powerful tool for transformation and psychological growth. The method is an integrated series of writing exercises that helps people connect with their inner knowledge and gain awareness and energy about different areas of their lives. Participants will learn key principles of holistic depth psychology and how they relate to the Intensive Journal process. You will

then experience sample Intensive Journal exercises to understand how the method works. The Intensive Journal method is an excellent complement to the counseling process.

## Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Research (Roundtable Presentation)

### Research Directions for the New Millennium: Doctoral Students' Perspectives

*Joshua Jones, College of Education and Human Development, The University of Maine; Melissa Rosenberg; Shu-Min Liu; Jonathan Bowen; Donna Seppy*

Doctoral students are a valuable link between education, training, research, and practice. By moving between the worlds of theory and practice, doctoral students are transforming their experiences into directions for future research. The following program will provide insight regarding the roles that doctoral students can play in contributing to the growth in the field of counselor education. Five doctoral students reflect on their personal counseling experiences and their research proposals within an ever evolving and diversified system. Research topics include: home based counseling, acculturation, classroom ethics, the impact of faith on resiliency and trauma, and factors influencing a counselor's diagnosis.

## Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Supervision (Roundtable Presentation)

### Electronic Versus Face-to-Face Supervision in the Counseling Internship: Case Studies

*Judith Nelson, Sam Houston State University; Mary Nichter; Richard Henriksen*

To follow current trends of electronically delivered education, and to advance pedagogical methods for counselor educators, a study was conducted to investigate the differences and similarities of group supervision in the Counseling Internship in a face-to-face format and an online format. Students' perceptions of their experiences of group supervision in these two formats will be presented as well as faculty perceptions of the pros and cons of delivering group supervision electronically.

## Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Teaching (Roundtable Presentation)

### Toward Authentic Evaluation of Graduate Students: A Crucial Role of Counselor Educators and Supervisors

*Kathryn L. Henderson, M.Ed., University of New Orleans; Louis V. Paradise, PhD; Lorraine Dinkel; Roxane L. Dufrene*

ACA, ACES, and CACREP mandate continuous evaluation of counseling graduate students by counselor educators and supervisors. This evaluative task is frequently difficult and challenging for counseling professionals, often times leading to less than authentic evaluations or possible conflict with students.



An overview will be provided on how to integrate authentic evaluations within a diverse culture across counseling graduate students educational experiences. Strategies will be suggested to incorporate authentic evaluations into decision-making processes, focusing on preventative measures. Examples of documentation forms for various situations will be provided.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Other (Roundtable Presentation)

**ACES Rejuvenation Efforts: State Level Implementation of the 2007 ACES Vision Statement**

*Ken Engebretson, PhD, NCC, Northern Kentucky University; Mike Altekruze; Laura Schmuldt; Stephanie Hall*

The presenters will discuss the importance of the state ACES as essential to the overall success of ACES as a national association. By developing relational competencies from state to state, state ACES can only stand to become more fruitful if each of the states develop, enhance, and share the commitments as set forth by the 2007 ACES vision statement. The viability of a state to state ACES network will be discussed as well as the transformative implications of such a model. Finally, the rejuvenation efforts of two states based on the ACES 2007 vision statement will be discussed.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Pathways Through Supervision Impasses Using Strategies Grounded in the Feminist Perspective**

*Kent B Provost, Argosy University*

Attendees will be introduced to and practice a variety of intervention skills easily integrated into most theoretical supervision models. Motivational strategies (Miller & Rollnick, 2002), encouragement methods (Eckstein & Cooke, 2003), and empowering opportunity approaches grounded in the feminist theoretical perspective will be presented. These strategies will assist supervisors in finding pathways through a variety of supervision impasses often experienced with supervisees.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Shared Journaling: A Social Justice Approach to infuse in Multicultural Counseling Courses**

*Lea R. Flowers, Ph.D, LPC, NCC, Georgia State University*

Shared journaling is a social justice approach that can be utilized in multicultural courses. It creates a safe process for counselors in training to examine and generate dialogue about challenging constructs related to social and cultural issues. This approach is particularly useful with students that begin the course with minimal awareness about their own cultural identity. This activity is designed to promote meaningful

interaction and understanding across race and social boundaries, highlighting the pedagogical foundation of intergroup dialogue by consciousness raising, sustained communication, forming and building relationships and simultaneously exploring differences and commonalities.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Unlearning Exercises: Activities To Expand Worldviews And Change Ingrained Habits of Helping**

*Lennis G. Echterling, James Madison University; Eric Cowan; J. Edson McKee; Jack Presbury*

Students enter counselor education programs with well-established worldviews and countless experiences at being helpful. However, many fixed cultural assumptions and ingrained habits, such as giving advice and fixing problems, sabotage counseling effectiveness. Successful counselor education includes the seeming paradox that students need to unlearn as they learn. In other words, students need to set aside many cultural assumptions and former practices of helping. In this program, we present and demonstrate a variety of unlearning exercises. These structured experiences invite students to question their assumptions, reflect on their motives, practice new skills, and discover the crucial elements of transformative counseling.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Professional Identity in Counselor Education: Addressing Counselors and Counselor Educators Web Presence**

*Marjorie C. Adams, MA, PC, The Ohio State University; Katharine Stough*

Social networking sites, personal websites, and other forms of web presence are becoming increasingly popular. Counselor educators and counselors-in-training need to decide whether, and how, to participate in this phenomenon and understand how to make intentional choices about their web presence, particularly as it relates to their professional identity. This presentation will overview the different types of web presence available and discuss ways this presence can influence both an individuals and the professions sense of professional identity. Discussion will focus on benefits and concerns surrounding web presence and ways that counselor educators can address this issue in their programs.

### Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Teaching (Roundtable Presentation)

#### **Implications of Distance Learning for Counselor Educators in Teaching and Supervision**

*Mie Tang, University of Cincinnati; Jill Gomez*

This presentation will provide a detailed analysis outlining advantages and disadvantages of distance learning for counselor training programs. The variety of distance learning models and instructional technologies used in DL will be reviewed. Through information sharing and interactive dialogue, the participants should learn up-to-date knowledge about distance learning modalities and its implications for future counselor training and supervision, more specifically, the implied meaning of the increased emphasis on DL in higher education to counselor educators. How counselor educators can translate DL technology to model relationship building and to teach and supervise skill development will also be discussed.

### Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Teaching (Roundtable Presentation)

#### **Transformative Multicultural Learning: Assessing Critical Incidents Across a Time Intensive Course Format**

*Nicole R. Hill, Idaho State University; Ann M. McCaughan; Linwood G. Vereen*

This presentation explores the perceived transformative learning experiences of counselor trainees enrolled in a multicultural counseling course that has been compressed from a traditional semester long course into a two week time-intensive format. Strategies for maximizing student learning in such a time-intensive course will be highlighted. Qualitative results will be overviewed to inform best practices in creating varied learning opportunities in multicultural coursework. Additionally, the results of a quantitative pre/post analysis of perceived multicultural competence will be integrated into the presentation. These findings will be contextualized in terms of existing research on the critical incidents in the traditional semester format.

### Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Teaching (Roundtable Presentation)

#### **Spiritually-Oriented Counseling: A Personal Growth Model**

*Rick Johnson, PhD, Portland State University*

This presentation provides a model for teaching spiritually-oriented counseling, with an emphasis on personal growth and self-awareness of the counseling students. The model is based on an integration of various psychological theories and a broad-based and inclusive view of spirituality, which was developed through qualitative research. The "Real Self," a psychodynamic-humanistic term postulated by Karen Horney,

is the integrating concept, which points to our potentials for inner wisdom, clarity, healing, and growth.

### Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Counseling (Roundtable Presentation)

#### **Creative Growth With Diverse Incarcerated Youth**

*Sandra L. Kakacek, MS Ed., LCPC, Doctoral Candidate, Northern Illinois University*

Equine-Assisted Psychotherapy is a relatively new form of treatment that has been utilized to impact and create changes for incarcerated youth. Utilizing horses for problem-solving activities with diverse youth has established a new format for change in a nontraditional setting. Juvenile Court Systems have begun to request the incorporation of Equine-Assisted Psychotherapy due to the impact of increased social behavioral change.

### Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Teaching (Roundtable Presentation)

#### **Teaching Action Research and the Case Study: An Agent in Developing Culturally Competent School Counseling Programs**

*Sheila Witherspoon, PhD, Monmouth University*

The presenter will discuss how teaching a school counseling program and practice course to pre-service school counseling students using a data-driven case study method and action research serves to develop culturally competent comprehensive school counseling programs.

### Friday, October 16 • 9:30 am - 10:30 am Golden Ballroom

Counseling (Roundtable Presentation)

#### **Creating Enhanced Social Networks Between Students with Disabilities and General Education Students through the Implementation of the Circle of Friends Curriculum**

*Tamisha Bouknight, M.A., PhD Candidate, Lehman College of the City University of New York; Laura Roberts; Stuart Chen-Hayes*

The Circle of Friends is a program that was designed to help students with disabilities establish and build social networks. Research indicates that when students with special needs are paired with students in general education settings, both groups receive benefits. This presentation is designed to assist counselor educators and other educational professionals in education in gaining an understanding of the research in the area of inclusive schooling, socialization for students with disabilities, and the advantages for students in general education participating in a circle of friends group. Attendees will also receive an introduction on how to facilitate a Circle of Friends group in a school setting.

**Friday, October 16 • 9:30 am - 10:30 am**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Scopri la Culturali (Cultural Discovery): A Qualitative Exploration of Counselors Studying Abroad in Italy**

*Teresa Christensen, PhD, NCC, LPC, RPT-S, Regis University;*  
*Amanda C. Healey; Joseph W. Davis*

As cultural competency becomes an increasing focus for counselor education, it may be important to explore ways in which cultural knowledge and understanding can be facilitated in a way that also promotes integration with professional identity (Lee, 2006). While researchers have illuminated the benefits of students being involved in the process of studying abroad, few have addressed this phenomenon within counseling. Thus the purpose of this presentation, to summarize findings from a grounded theory investigation involving counseling students, counselors, and counselor educators from throughout the United States who were involved in a study abroad experience in Italy.

[9:30 am – 11:00 am]

**Friday, October 16 • 9:30 am – 11:00 am**  
**Golden Ballroom**

PhD Research Roundtable

**Homosexuality: Moral and Ethical Conflict**

*Michelle R. Cox, Capella University*

Counselors have an ethical responsibility to advocate for social groups who are underrepresented and experience societal barriers, and Counselor Educators teach counseling students to advocate for members of these groups. One group that experiences societal discrimination and barriers to development is the Homosexual culture. Some Christians believe that homosexuality is sinful and should not be encouraged; however, this moral and ethical conflict can cause emotional distress and job dissatisfaction for Christian counselor educators who teach advocacy in their classrooms. The purpose of this proposed study is to assess the attitudes of Christian University Counselor Educators, related to their acceptance of homosexual lifestyles.

**Friday, October 16 • 9:30 am – 11:00 am**  
**Golden Ballroom**

PhD Research Roundtable

**White Racial Identity Development Among Female Practicum Students**

*Martha Singleton, EdD, Northern Illinois University;*  
*Teresa A. Fisher*

Previous research suggested that for counselors-in-training to become culturally competent they must be given opportunities to become aware that they are racial beings. Training programs

are expected to assist White counselors with learning about their identity and how it affects the counseling relationship. They need to be taught about diverse racial/ethnic populations and their worldviews. This study used a case study approach, to investigate the types of multicultural information that White female counselors-in-training bring with them to the practicum course as they begin counseling real clients. The impact that exposure to multicultural information has on their racial identity development over the course of a 16-week semester was also explored. Four White, female counselors-in-training participated in the current study. This research investigated the participants' behavior as they engaged in experiential learning activities, completed self-reflection journals, and participated in discussions. Results of the study supported previous research that suggested formal exposure to race related material in training environments promoted cultural competence.

**Friday, October 16 • 9:30 am – 11:00 am**  
**Golden Ballroom**

PhD Research Roundtable

**Understanding International Doctoral Students as Clinical Supervisors**

*Mijin Chung, MEd., EdS., NCC, LPC, ACS, University of North Carolina at Greensboro*

Experiences of international doctoral students serving as clinical supervisors in counseling and related programs will be addressed, including discussion of the following topics: a) unique issues of international doctoral students as supervisors in cross-cultural dyads of clinical supervision; b) integration of these issues with Strong's (1968) social influence model; c) practical tips to transform their professional training in the U.S. into applicable knowledge into their own countries, and d) implications for counselor educators and advanced clinical supervisors.

**Friday, October 16 • 9:30 am – 11:00 am**  
**Golden Ballroom**

PhD Research Roundtable

**Developmental Classroom Work Groups: A Framework for Counselor Educators**

*K. Elizabeth McDonald; Brian Hutchison*

Group work is a staple of many counselor education courses. Self-awareness and the ability to collaborate and advocate in professional environments are important developmental goals of counselor training. This program will present a framework for intentionally constructing and evaluating work groups in counselor education classrooms to maximize the opportunity for personal growth and interpersonal skill development. A working example will be shared and participants will leave the session with materials needed to implement intentional work group experiences in their courses.



Friday, October 16 • 9:30 am – 11:00 am

Golden Ballroom

PhD Research Roundtable

**Professional Identity Construction: A Grounded Theory of Non-Traditional CACREP Mental Health Counselors-In-Training**

*Jason King, LPC, CCMHC, ACS, Capella University*

Professional identity includes participation in professional activities (Cohen-Scali, 2003) and “is an individual’s self-definition as a member of a profession, and is associated with the enactment of a professional role” (Chreim, Williams, & Hinings, 2007, p. 1515). In a recent discussion about the role of ethics in shaping counselor professional identity, Hendricks (2008) observed that “As counselors, one of the major questions of our times is ‘Who are we?’” (p. 259)?” Additional questions include “What is the difference between being a mental health counselor and a social worker or marriage and family therapist?” (Gerig, 2007, p. 6), “What type of clientele should we serve? What counseling methodologies should be employed by the counselor? What is the goal of the profession of counseling” (Palmo, 2006, p. 52)? Myers, Sweeney, and White (2002) asked the following:

How does our identity converge with and diverge from that of other mental health professionals? Where is our niche, and how can this niche be emphasized and marketed to various public sectors? Purposive sampling will involve eight non-traditional, adult learner focused counselors-in-training from a non-traditional CACREP mental health counselor education program. Study participants will be third year counselor education students who have completed coursework and practicum and are in one of three 15-week clinical internships.

[10:45 am – 11:45 am]

Friday, October 16 • 10:45 am - 11:45 am – Tiki Pavillion

Counseling (Content Presentation)

**Moral Exclusion and Advocacy? A Five Stage Model of Social Advocacy Counseling**

*Jesse Brinson, University of Nevada; Shannon Smith*

Although social advocacy has been discussed amongst counselors and counselor educators, a systematic process for its implementation and practice has been noticeably absent from the professional literature. A model for the application of social advocacy work is critical for counselors and counselor educators, particularly as they may find themselves providing direct counseling services - along with serving as client advocates with outside agencies and institutions. Lacking a strong conceptual framework, practitioners may be limited in their capacity to practice at the highest level of advocacy on behalf of their clients. Grounded in Moral Exclusion Theory, this article presents a conceptual model of social advocacy designed to assist practitioners with understanding advocacy processes and procedures, and provides a case illustration of model implementation.

Friday, October 16 • 10:45 am - 11:45 am – Pacific 3

Other (Content Presentation)

**20/20: A Vision for the Future of Counseling A Roadmap for the Profession.**

*Sam Gladding, Wake Forest University; David Kaplan*

The delegates to 20/20: A Vision for the Future of Counseling, a multi - year initiative involving thirty professional counseling entities (including ACES), have released “Principles for Unifying and Strengthening the Profession”, a document which plots a future course for the profession of counseling. The 20/20 Facilitator and the 20/20 Administrative Coordinator will highlight the implications of the statement for ACES, counselor educators, and the counseling profession.

Friday, October 16 • 10:45 am - 11:45 am – Pacific 2

Counseling (Content Presentation)

**People Living in Poverty: Strategies for Mental Health Counselors**

*Louisa L. Foss, PhD, LPCCs, NCC, Southern Connecticut State University; Margaret Generali*

Mental health counselors frequently encounter clients living in poverty, one of the most stigmatized and therefore misunderstood client groups. These clients present with unique and persistent stressors that may interfere with the counseling process. Counselor educators and supervisors are in a unique position to prepare students with the awareness, knowledge, and skills that are critical for providing competent services to people living in poverty. This program will provide an approach to counseling this population that includes cultivation of relationship, acknowledgement of realities, removal of barriers, and expansion on client strengths. Implications for classroom practice will also be presented and explored.

Friday, October 16 • 10:45 am - 11:45 am – Pacific 6

Research (Content Presentation)

**Learning Styles, Instructional Preferences, and Educational Environment: A Comparison of an Online and Traditional Counseling Course**

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

The extraordinary pace of technological advancements in counselor education is a major trend. The Association for Counselor Education and Supervision (ACES, 1999) developed technological competencies for counselor education faculty and students. With the exponential growth of online courses in counselor preparation programs researchers have begun to study differences in online and traditional counseling approaches. This empirically based research explored the differences in learning styles and perception of the educational climate between students enrolled in distance education (online) and traditional face-to-face lecture.



**Friday, October 16 • 10:45 am - 11:45 am – Royal Palm 4**

Teaching (Content Presentation)

**Integrating Consultation and Program Evaluation Pedagogy in Doctoral Training: A Win-Win Model for Counselor Education Programs and their Communities***Lisa D. Hawley, Oakland University; Kathy Aseltyne; Mae Chue*

Although social advocacy has been discussed amongst counselors and counselor educators, a systematic process for its implementation and practice has been noticeably absent from the professional literature. A model for the application of social advocacy work is critical for counselors and counselor educators, particularly as they may find themselves providing direct counseling services - along with serving as client advocates with outside agencies and institutions. Lacking a strong conceptual framework, practitioners may be limited in their capacity to practice at the highest level of advocacy on behalf of their clients. Grounded in Moral Exclusion Theory, this article presents a conceptual model of social advocacy designed to assist practitioners with understanding advocacy processes and procedures, and provides a case illustration of model implementation.

**Friday, October 16 • 10:45 am - 11:45 am – Royal Palm 6**

Teaching (Content Presentation)

**Transforming Counselors into Counselor Educators: Facilitating a Change in Professional Identity through a Constructivist Approach***Marianne Woodside, University of Tennessee; Ms. Shakisha Davis; Ms. Deborah Buchanan; Mr. John Breckner; Michael Catalana*

The history of accreditation began in 1960 due to a need for guidelines in school counseling training programs. The first accreditation decisions came from the California Counselor Education and Supervision resulting in National Accreditation and the formulation of the ACES Accreditation Committee. It was this progress and the development of the American Personnel and Guidance Association now the American Counseling Association which formulated the Council for Accreditation for Counseling and Related Educational Programs. The audience will hear untold stories on the development of ACES and CACREP accreditation standards. Participants are invited to partake in an open discussion throughout the presentation. An accreditation historical fact sheet will be distributed.

**Friday, October 16 • 10:45 am - 11:45 am – Royal Palm 5**

Supervision (Content Presentation)

**Concurrent Supervision as a Relational Competency in Counselor Preparation***Tara Jungersen LPC-MHSP, University of Tennessee at Knoxville; Jeannine Studer*

This presentation describes a quantitative research study results on concurrent supervision, which is the triad in

which the university and site supervisor simultaneously, yet independently, provide supervision for the counseling intern. While this dynamic is common practice in counseling internships, little research exists about its effect on interns, supervision roles, and the supervisor-supervisee relationship. Attendees will develop an understanding of concurrent supervision and implications of this relationship to the 2009 CACREP Standards on supervisory relationships. Material is applicable to school, mental health, and university counselor supervisors, as well as counselor educators and counseling trainees. demonstrate an understanding of the operation of an emergency management system within clinical mental health agencies and in the community will be discussed. The presentation will consist of two complementary processes. The foundation will be the content presentation of meeting the objectives on a cognitive level.

**Friday, October 16 • 10:45 am - 11:45 am – Eaton**

Teaching (Content Presentation)

**Engaging Students in Advocacy through Research Teams***Darcie Davis-Gage, University of Northern Iowa; Carol Klose Smith*

Advocacy involves empowering clients, building relationships, and creating environmental change in the larger social context. Research in the counseling field is one of many ways to accomplish this task. Based on projects conducted by the presenters, the presentation will outline how they connected needs of agencies and clients with students and faculty research interests to create exciting and applicable research projects that benefited all individuals involved. This presentation will teach how to develop productive research teams who are engaged in the community, how advocacy was encouraged and linked to client work, share challenges involved in the process, and share steps in setting up participants own community linked research and advocacy projects.

**Friday, October 16 • 10:45 am - 11:45 am – Esquire**

Teaching (Content Presentation)

**Spirituality as a Resource in Counseling: Transforming Personal and Societal Problems into Opportunities for Growth and Justice***Robert Dobmeier, The College at Brockport, State University of New York; Summer Reiner*

Participants will learn about a survey of counselor education interns inquiring about their exposure to client spiritual and/or religious issues in their training. Experiential activities will assist to discover one's own spirituality. Participants will be asked to plan a spiritual intervention with an individual, family, or community from a diverse background who is seeking to use spirituality as a resource to address a personal problem or social oppression. Participants will discuss strategies for developing a spiritual focus in their counseling or counselor education work setting.

### Friday, October 16 • 10:45 am - 11:45 am – Pacific 1

Teaching (Content Presentation)

#### **“Huskies and Hokies, Resilience and Recovery: How Four Counselor Educators Responded to the Needs of their Communities Following Tragedies at Northern Illinois University and Virginia Tech”**

*Dr. Toni R. Tollerud, Northern Illinois University; Francesca Giordano; Nancy Bodenhorn; Gerard Lawson*

On April 16, 2007 at Virginia Tech and February 14, 2008 at Northern Illinois University the unspeakable occurred. Shooters entered the sanctity of the classroom on these university campuses and opened fire killing over 30 students. The impact was staggering on students, families, faculty, and staff, who experienced a wide array of emotional responses, disrupted behaviors, and trauma. Four counselor educators from these two schools will present their personal stories of working with faculty, staff, outside community leaders, and university administration. Comments and questions from the audience will be encouraged. Handouts used at their institutions will be provided.

### Friday, October 16 • 10:45 am - 11:45 am – Dover

Counseling (Content Presentation)

#### **Depression in the Menopausal Transition: Assessment, Advocacy, and Self-Care**

*Quinn Pearson, University of North Alabama*

This program is designed to help counselors and educators understand the biological basis for depression during the transition to menopause. With this increased understanding, counselors will be better equipped to assess and educate clients, help clients receive personalized medical care, and help clients ease emotional symptoms through self-care strategies (e.g., exercise and relaxation) designed to address physical components of the mind-body connection. Program content will include risk factors for depression, hormonal and alternative medicine approaches, assessment and self-monitoring techniques, self-modification and self-care interventions, and advocacy strategies. The presentation will be educational and interactive with case applications and experiential exercises.

### Friday, October 16 • 10:45 am - 11:45 am – Stratford

Teaching (Content Presentation)

#### **Training Counselors to Address the Spiritual Needs of Clients in Chronic Pain**

*Shannon Ray, Nova Southeastern University*

Counselor educators and supervisors working across settings benefit from awareness of the critical need for addressing spiritual competencies in clients living with chronic physical pain. As many as 50 million Americans currently suffer from ongoing physical pain with rates of mental health co-morbidity as high as 85%. As spirituality represents an important agent in improving quality of life, training students

and supervisees to address client spiritual beliefs enhances their holistic wellness. Attendees will explore innovative approaches that enable students and supervisees to integrate clients' spiritual contexts and facilitate individual and social empowerment.

### Friday, October 16 • 10:45 am - 11:45 am – Pacific 4

Teaching (Content Presentation)

#### **Finding the Right Slices of the Counselor Educator Pie: Balancing Teaching, Scholarship, and Service for Pre-tenured Faculty**

*Kerry E. Sebera, PhD, University of Cincinnati; Christine Suniti Bhat; Jake Protivnak; Holly Harper; Christopher Roseman*

Pre-tenured faculty members often struggle with balancing the teaching, scholarship, and service expectations of the counselor educator role. This round table discussion provides the opportunity for pre-tenured and tenured counselor educators to share how they handle the written, unwritten, and perceived expectations in these three areas from their universities. Recommendations to achieve an optimum balance between teaching, scholarship, and service grounded in relevant literature will be presented, along with possible pitfalls to avoid. This session is likely to be of interest to new counselor educators, future counselor educators, and tenured counselor educators who mentor junior faculty.

### Friday, October 16 • 10:45 am - 11:45 am – Towne

Research (Content Presentation)

#### **Untapped Potential in Research and Research Supervision: A Model for a Master's-Doctoral Research Group**

*Kristi Lee Wyatt, The College of William and Mary; John A. Dewell*

While doctoral students have opportunities to try out many new roles during their training, including clinical supervisor, teacher, and mentor, few leave school prepared to supervise research; a task frequently required in academic positions. This presentation will unveil a developmental model created by doctoral students that offers students experience in the new role of research supervisor. The model promotes positive learning experiences for both masters and doctoral students in the processes of research and research supervision while working to bridge the research to practice gap (Murray, 2009). Step-by-step instructions, timelines, and suggestions for avoiding pitfalls will be presented.

**Friday, October 16 • 10:45 am - 11:45 am – Crescent**

Teaching (Content Presentation)

**Beyond Multicultural Class: Incorporating Multicultural Concepts Across the Counselor Education Curriculum**

*Damion R. Cummins, University of New Orleans; Hideyuki Tanaka; Stephanie Hall*

This interactive presentation will focus on the importance of incorporating multicultural concepts across counselor education curriculum. The presenters will discuss the fundamentals needed by counselor educators and supervisors to infuse multicultural concepts in their classes. Participants will learn how to be multiculturally competent, specific techniques for incorporating multicultural perspectives in all curriculums, and how to evaluate multicultural infusion design.

**Friday, October 16 • 10:45 am - 11:45 am – Sunrise**

Research (Content Presentation)

**A National Study of the Recruiting Practices of School Counseling Programs in the Recruitment of Culturally Diverse Candidates**

*Natalie Kosine, University of Louisville; Jennifer Murdock*

This presentation provides an overview of a national research project that examined the recruitment and training of culturally-diverse school counselors. Information is presented on the discrepancy between diverse students and the school professionals who serve them and the implications of this discrepancy to students academic, personal, social and career development. Attendees will receive information on the importance of increasing the diversity of school counselors and recommendations on how to go about recruiting culturally-diverse school counselor candidates.

**Friday, October 16 • 10:45 am - 11:45 am – Pacific 7**

Supervision (Content Presentation)

**Vicarious Trauma and Compassion Fatigue: Implications for Counselor Educators and Supervisors**

*Amy Williams, University of Northern Colorado*

Vicarious trauma and compassion fatigue, each unique in their manifestation, are forms of counselor impairment that compromise counselors personal and professional lives. Because of the negative impact of vicarious trauma and compassion fatigue on counselors, clients and the counseling profession, counselor educators and supervisors need to be proactive in helping to alleviate the impact of these phenomena. This presentation will provide a review of the literature regarding these phenomena and implications for counselor educators and supervisors regarding the prevention and management of vicarious trauma and compassion fatigue in themselves, supervisees and students.

**Friday, October 16 • 10:45 am - 11:45 am – Sunset**

Teaching (Content Presentation)

**Using Community Partnerships to Transform Counselor Education**

*Donna J. Dockery, PhD, Virginia Commonwealth University; Edward P. Cannon*

The goal of this session is to share the design, results and benefits of using university/community partnerships to transform a counselor education program and enhance the cultural competence of graduate students through targeted service-learning experiences. The evolution of the collaboration between the counselor education program and several urban partners will be presented. Strategies used to develop and enhance the partnership as well as how challenges were overcome will be shared. Student reports of developing cultural understanding and forming meaningful relationships with a diverse clientele will be reported, as will results of a multicultural competency scale used with participants in the collaboration.

**Friday, October 16 • 10:45 pm - 11:45 pm – Pacific 5**

Teaching (Content Presentation)

**Putting Relationships First: Transforming the ASCA National Model for School Counselors In-Training**

*April A Schottelkorb, PhD, Boise State University; Karrie Swan; Yumiko Ogawa*

Participants will learn a unique approach to the implementation of the four components of the ASCA National Model. Based on their experience as former school counselors and their knowledge of the literature on the importance of the student-teacher, parent-child, counselor-student, and peer relationships, the presenters posit that school counselors in-training should utilize a relationship-focused approach in the schools. The presenters will emphasize the importance of facilitating positive student relationships with others rather than devote valuable school counselor time to implementing projects and activities that are time-consuming and not efficacious.

**Friday, October 16 • 10:45 am - 11:45 am**

**Golden Ballroom**

Teaching (Roundtable Presentation)

**The Relational Cultural Approach and Contemplation: Bringing Relational Awakening**

*Andrew L. Carey, PhD, NCC, Shippensburg University*

The Relational Cultural Approach offers much for understanding relational dynamics and the need of mutual empathy and empowerment across diverse relational contexts. Contemplation, although often misunderstood as passive, is also a way of being that actively brings a kind of spiritual awakening and transformative experience at a foundational level regarding love and relational ways of knowing and being. Through



the principles of these approaches this program will emphasize the need for further relational awakening within self as well as those we impact in life so as to facilitate more deeply respectful, empathic, receptive, and empowering interactions.

**Friday, October 16 • 10:45 am - 11:45 am**

**Golden Ballroom**

Research (Roundtable Presentation)

### **Transforming Research through Web-Based Data Collection**

*Annette C. Albrecht, Tarleton State University; Dennis G. Jones*

Web-based data collection is transforming research as it offers a number of potential advantages over traditional data collection approaches. This program will identify various alternatives available when utilizing web-based data collection techniques. Participants will discuss ethical and methodological issues that must be considered when conducting web-based research.

**Friday, October 16 • 10:45 am - 11:45 am**

**Golden Ballroom**

Counseling (Roundtable Presentation)

### **Embodied Knowing: Harnessing the Power of Implicit Processes in Counseling and Training**

*Annamarie Early, Eastern Mennonite University; P. David Glanzer*

The question of what creates change is being informed in exciting new ways by advances in brain science. Discovery of mirror neurons and the role of the limbic brain in shaping innate attachment dynamics support arguments for the primacy of experience in therapeutic change. From working out of the pre-conceptual domains of felt sense (Gendlin, 1984) to harnessing positive emotions in transference (Fosha, 2008). Individualistic psychology is being challenged by discoveries of our biologically regulated interdependence. This paradigm shift has significant potential for re-conceptualizing the process of counseling, offering fresh ways to engage our practice as counselors and educators.

**Friday, October 16 • 10:45 am - 11:45 am**

**Golden Ballroom**

Research (Roundtable Presentation)

### **Interparental Conflict and Child Adjustment: An Exploration of Mediating and Moderating Processes**

*Arleen Lewis, Western Washington University; Tina DuRocher Schudlich*

This program will focus on various dimensions of interparental conflict and their differential effects on child adjustment over time. In particular, the role of conflict topics, resolution, and specific parental behaviors and emotions will be discussed regarding their salience and impact on children's immediate responses. The mediating role of children's emotional security regarding the marital relationship and its implications for children's long-term adjustment will be presented. Consideration

of moderating factors such as parent and child gender, parents' mental health, parenting, and child age will also be discussed. Implications for counselors working with families struggling with significant interparental conflict will be discussed.

**Friday, October 16 • 10:45 am - 11:45 am**

**Golden Ballroom**

Supervision (Roundtable Presentation)

### **Communities of Courage: Caring for Children and Families in Crisis Through Creative Multicultural Relationship Forming at the Grassroot Level**

*Bogusia Skudrzyk, PhD, Fairfield University; Julieta Leitner Monteiro, PhD; Michael Tlanusta Garrett*

"Nothing is so satisfying to the Spirit, so defining of our character, than giving our all to a difficult task" Obama..... Participants will gain awareness of multicultural relational learning, teaching, and supervising; through outreach to local communities, with focus on Multicultural Crisis Response to Survivors of Murder Victims and environmental trauma, through Service Learning and Social Justice. Specifically, multicultural community building approaches will be shared, through which counselors in training, alumni, and counselor educators can reach out and focus on advocacy and Social Justice while reaching out to children and families in crisis.

**Friday, October 16 • 10:45 am - 11:45 am**

**Golden Ballroom**

Teaching (Roundtable Presentation)

### **Promoting Higher Education for Disadvantaged Adolescents: A Counselor Educator Advocacy Model**

*Catherine Abernethy, Texas A&M University-Corpus Christi; Richard Ricard*

Counselor educators have the tools to actively advocate for the higher education of disadvantaged and minority adolescents. An advocacy model employed by counselor educators in a rigorous high school preparatory program targeting at-risk students will be reviewed. Supervision of counseling practicum students to facilitate support groups in the high school setting will be examined as a mode of support. Quantitative and qualitative research and assessments investigating socially supportive factors related to resiliency will be explored. Participants will actively conceptualize a high school advocacy plan adaptive to their counselor education programs.



**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**School Counselors Advocacy Role with English Language Learners (ELL)**

*Dawn M. Romano, PhD, University of San Diego;*  
*Reshelle C. Marino*

Advocating for special needs students can be a daunting task if one is unfamiliar with federal mandates and classroom dynamics. This presentation will provide essential knowledge which counselor educators and supervisors can use as tools to guide school counselors in their advocacy role with English language learners. Participants will take part in experiential activities that simulate ELL and will receive a handbook containing a 504 model, federal guidelines, case studies, activities and a resource list.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Teaching Counseling Overseas: An Experience in Kiev**

*Elisabeth A. Nesbit, University of Arkansas*

This presentation builds on a case study of the personal experiences of the presenter as a counselor educator, a clinician, and a counseling advocate in Ukraine immediately following the Orange Revolution. Exploring the unique challenges to international counselor education and the specific needs of counselor education students in post-Soviet culture will be the topics in this presentation.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Post-Disaster Cross-Cultural Counseling Field-Based Training and Supervision**

*Fred Bemak, George Mason University; Rita Ch-Ying Chung;*  
*Diana Ortiz; Saara Abdellatif Amri*

This presentation discusses a project which took counseling faculty and students on site to provide counseling following Hurricane Katrina and the San Diego Wildfires. The presentation will describe culturally responsive counseling during post-disasters and describe in-depth pre-training, unique approaches to on-site cross-cultural counseling, and intensive supervision. Counseling was provided in low income ethnic communities including schools, communities, and reservations. The Disaster Cross-Cultural Counseling Model (DCCC) will be presented along with case studies.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**A Method for Infusing Dialectical Thinking to Expand Social Respect**

*Garrett J. McAuliffe, Old Dominion University*

Dialectical thinking consists of the ability to view issues from multiple perspectives. It is a desirable characteristic of counselors. Through dialectical thinking, counselors can expand their relational consciousness by questioning the limits of their understanding of clients, theories, and cultures. In particular, dialectical thinking is a way of avoiding cultural encapsulation. And it can be taught. In this session, a method for teaching dialectical thinking to future counselors, called the Cultural De-Centering Model (CDCM), will be demonstrated. Participants will try out the model. Discussion of the transformative power of dialectical thinking for counselor education will follow.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Promoting Relational Consciousness Through Trans-Disciplinary Multicultural Education**

*Holly Thompson, PhD, University of Illinois at Springfield;*  
*Wendy Hoskins*

Professional Leaders have called Counselor Educators to promote social change through challenging the status quo often maintained within institutions of higher education. During this interactive and dynamic presentation, presenters will explore foundational questions related to current multicultural debates and assess the role of Counselor Educators in stimulating social justice within academe. A rationale will be provided to engage in trans-disciplinary collaborations. Additionally, participants will brainstorm ideas for creating collaborative multicultural initiatives.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Returning to Our Roots: Thoughts about Teaching in Counselor Education**

*Jane A. Cox, Kent State University; John D. West*

A primary focus of ACES has been encouraging effective teaching in counselor education. The presenters will share ideas about teaching as opening dialogue, inspiring thoughtfulness, and occurring through relationship. Attendees will be encouraged to consider their current teaching styles and methods, and to reflect on what they wish to nurture in their teaching and what they wish to revise. In this interactive presentation, presenters and attendees will discuss what they have found helpful from teaching in seminar and lecture-type settings.

## Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Research (Roundtable Presentation)

### **“A Bad Dream or Something Like It” :A Qualitative Pilot Study Exploring Active Coping in Male Survivors of Negative Life Events**

*Jason Arnold, Southern Illinois University*

Male survivors of trauma and negative life events is an under-represented area in the professional literature. This study focuses on qualitative methods used in a pilot study examining coping styles in men who have experienced negative life events. Participants in this presentation will discuss how counselors, counselor educators, and supervisors can address this population. Handouts will be included.

## Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Teaching (Roundtable Presentation)

### **Expanding Sex Specific Consciousness in Counselor Education Programs**

*Jason Thorne, University of Arkansas, Fayetteville;  
Sam L. Wallace*

This session will address state of sex specific training in counselor education programs. A brief outline of research on this topic will be explored. Emphasis will be placed on the importance of infusing sex specific curriculum and working with the taboos of talking about sex within training programs.

## Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Research (Roundtable Presentation)

### **An Interpretive Account of Counselor Development**

*Jeff Chang, Athabasca University*

Eight counselors in training from two western Canadian universities were interviewed to understand the changes they experienced as they went through their training. Using a hermeneutic approach to knowledge development, I developed an account of counselor development. Organized temporally, this story of counselor development was divided into four phases: Foreshadowings, Opening Chapters, Denouement, and Conclusions. In each of these phases, participants identified themes that represented aspects of their experience, influences, and their responses. A total of 25 discrete themes emerged. After describing my current description of counselor development, I will provide recommendations for counselor education practice and research.

## Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Teaching (Roundtable Presentation)

### **Teaching Counseling Through Novels**

*Jeffrey Kottler, California State University, Fullerton*

One of the ways to improve student understanding of culturally and psychologically rich issues is through the exploration of fiction as case studies, as well as evocative content. Every class in the curriculum can be enhanced by the use of powerful novels that highlight human struggles in a variety of areas within the family, cultural groups, work settings, and development. This presentation will review the ways that novels can be included as part of a dozen different courses, including suggestions of favorite choices. Participants will share their own ideas and suggestions for how novels can enliven learning experiences.

## Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Counseling (Roundtable Presentation)

### **Fostering Positive Group Dynamics and Strategies for Working with Resistance in Groups**

*Jennifer Jordan, Winthrop University*

This presentation will begin with an overview of group dynamics giving examples of what positive and negative dynamics look like within a group session. We will then delve into resistance in groups. We will share strategies for dealing with resistance in groups and discuss how appropriate goal setting in the group can provide an implementation structure for the strategies presented. An example list of goals will be given as well as a comprehensive list of statements that foster goal work thus decreasing resistance in the group. If time permits a demonstration of the skills will be presented with audience members.

## Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Teaching (Roundtable Presentation)

### **Respecting all Learning Styles: Effective Teaching for Higher Education**

*Judith Justice, Ed.D, LMHC, Indiana Wesleyan University;  
Nenetzin Reyes; James Rosenberger*

This practical interactive presentation will augment educators presenting techniques and teaching skills, as it incorporates contemporary pedagogical research. Professors have had little specific training in pedagogy and have thus relied on their own experiences, utilizing what they like and discard what they do not like. Without regard to individual difference of learning styles, instructors often teach as they were taught, mostly by lectures and, perhaps, visuals. Participants will complete learning styles assessments, understand learning styles, and practice different teaching techniques. These techniques include practi-

cal application of teaching tools such as PowerPoint (with specific guidelines), lecturing, discussion, and experiential learning.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Perceived Expectations of Beginning Doctoral Students Related to Supervision**

*Kimberly Mason, PhD, NCC, University of New Orleans; Lorena M. Pitre, Doctoral Student*

Because many beginning doctoral students are expected to supervise masters students immediately upon entering their doctoral program, we examined their perceived expectations related to supervision in order to assess any misconceptions they may hold regarding their supervisory roles. It is imperative that counselor educators become aware of the perceptions that beginning doctoral students possess before requiring them to supervise masters students. Based upon these findings and on current literature, we will provide beginning doctoral students with a framework for supervising masters students, and provide recommendations for counselor educators in developing ways of assisting them in their process of becoming supervisors.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Death Education and its Effect on Death Anxiety in Counselors-in-Training**

*Laura K. Harrawood, Idaho State University; Elizabeth Doughty; Brandon Wilde*

This presentation focuses on the results of a current study that examines the impact of attending a death education class on current levels of death anxiety in counselors-in-training. An overview of theories of death anxiety will be addressed as well as the outcome of qualitative and quantitative measures of the study. Implications for counseling practices will also be explored.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Using Ken Wilbers Integral Theory to Promote Social Respect, Relational Consciousness, and Social Justice**

*Michael D'Andrea, University of Hawaii*

The proliferation of hundreds of theories in the counseling profession unintentionally fosters fragmented training approaches. This convention program describes how Ken Wilbers integral theory represents a practical framework that enables counselor educators to synthesize the theories that exist in ways that more effectively stimulate students development

and clients well-being. In addition to discussing how Wilbers theory addresses the problem of theoretical fragmentation in the profession, the presenter also discusses how an integral approach to counselor education promotes social respect and relational consciousness among students and clients. Time will be provided for audience comments and questions. Handouts will be provided.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**Multiple Heritage Adolescents: Identity Development and Counseling Strategies for a Changing Population**

*Michael Maxwell, Sam Houston State University*

Adolescents with a background of multiple heritages face behind-the-scenes conflicts that counselors may have difficulty perceiving. Considering the election of President Barack Obama as an individual with multiple heritages and the U.S. Department of Education enforcing a directive for schools to begin allowing parents to classify all of the races of their child, this becomes a salient subject area. This interactive workshop will assist attendees in exploring the identification goals, specific needs, therapeutic interventions, and detailed techniques for working with multiple heritage adolescent clients in the schools, clinical setting, and private sector.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Other (Roundtable Presentation)

**Counseling Competencies: CACREP and Beyond**

*Patrice Marie Miller, Salem State College; Stephen Brady*

The institutional context of a program influences the training obtained. This session illustrates two types of training: (1) The BU Program in Mental Health Counseling and Behavioral Medicine, which integrates a counseling curriculum with coursework in neuroscience and health promotion needed for counseling urban populations; and (2) The Salem State College Program in Counseling and Psychological Services, which combines courses taught by Psychology faculty with counseling courses taught by faculty-practitioners and adjunct faculty from the community. How competencies are assessed in both programs and what competencies are considered important is discussed.

**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**One School, Many Differences: Redefining Multicultural Competencies**

*Rebecca Tadlock, Southern Illinois University Carbondale*

Currently, there are no validated measures specifically assessing school counselors multicultural competencies. To fill this void,



mixed methods research were implemented to create an instrument based on AMCD and ASCA National Standards. Results from this instrument will provide comprehensive insight into the varying roles and competencies of multicultural school counselors.

### Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Teaching (Roundtable Presentation)

#### Best Practices in Online Counselor Training

*Robyn Trippany Williams, Walden University; Nancy Bondenborn; Jason Patton; Mark Rehfuess; Laura Welfare*

Counselor education is responding to the demand for more accessible education. Online coursework has been infused in many counselor education programs from fully online programs to a one or two classes within a program. Online counselor training programs and course offerings continue to be created. Counselor educators must realize that teaching methods differ significantly between in-residence instruction and online instruction. This presentation will provide best practice suggestions for online pedagogy from a panel of counselor educators who provide online instruction.

### Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Counseling (Roundtable Presentation)

#### SES from a Cultural Language Perspective: Communication Styles for Group Work with Economically Disadvantaged Clients

*Sheri Pickover, PhD, The University of Detroit Mercy; Jocelyn M. Bennett-Garraway*

This presentation will engage the audience in a discussion of socioeconomic status issues as a cultural dynamic. The economically disadvantaged clients have a distinct communication style which may challenge a counselor's effective group facilitation and processing. The purpose of this presentation is to address the challenges of the socioeconomic cultural dynamic and to prepare counselors for effective group facilitation.

### Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Teaching (Roundtable Presentation)

#### Creating a Pedagogical Dance for Transformative Learning

*Sue Peck, Winthrop University; Virginia Magnus*

Participants in this session will explore critical pedagogy and its relevance to creating transformative learning experiences and liberating structures in counselor education. Presenters will discuss the concepts of action learning and collaborative inquiry providing examples from their own learning and teaching experiences. Participants will be invited to share their own classroom experience and teaching strategies. Participants are welcome to bring handouts to share with others.

### Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Teaching (Roundtable Presentation)

#### Gero counselor Education: Considering the Need, Interest, and Strategies for Making this a Viable Specialization

*Thomas Foster, PhD, LPCC, Argosy University; Leslie W. O'Ryan,*

When the 2009 CACREP revisions excluded the gerocounseling academic standards, we were curious if this exclusion reflected counseling students' lack of interest in gerocounseling issues. Results of our recent study that examined students' interests in gerocounseling, feelings of preparedness to work with older adults, and willingness to engage in gerontological training will be reviewed. Discussion will follow based on developing a gerocounseling specialization that integrates and utilizes: (a) individual strengths of a counseling department, (b) wellness, human development, and prevention for faculty, students, and clientele, and (c) relationship-building that promotes learning in students and change in clients.

### Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Teaching (Roundtable Presentation)

#### A Training Model for School, Family, and Community Collaboration

*Tracy A. Stinchfield, Southern Illinois University; Brett Zyromski*

Several authors emphasize the importance of multidisciplinary approaches to working with students, families, and their communities (Bryan, 2005; Keys & Bemak, 1997; Keys, 2000; Mitchell & Bryan, 2007). However, existing school-community collaboration programs have not provided a model for direct clinical services to families using collaborative partnerships with counselors. The presenters propose one training model that would allow counselors from different specialties to work together as clinicians, with families, as they provide Parent Education programs.

### Friday, October 16 • 10:45 am - 11:45 am Golden Ballroom

Counseling (Roundtable Presentation)

#### Client Non-Suicidal Self-Injurious Behavior: Considerations for Clinical Supervisors and Counselor Educators

*Victoria Kress, Youngstown State University; Heather Trepal*

Non-suicidal self-injurious behavior is an issue that many counselors, counselor educators, and supervisors are not comfortable managing. The focus of this presentation will be on describing what supervisors and counselor educators need to know when supervising a student/supervisee whose client/student self-injures. The presentation will focus on self-injury in clients/students in school, and mental health settings. There will also be a strong focus on risk-assessment considerations. Information of which supervisors should be aware (e.g., assessing for self-injury versus suicide, etc.) will be presented.



**Friday, October 16 • 10:45 am - 11:45 am**  
**Golden Ballroom**

Other (Roundtable Presentation)

**Transforming Counselor Education Pedagogy Through Attention to Relational Practices: Applying Research About White Counselor Awareness of Their Discursive Positioning in Cross-Cultural Conversations**

*Alastair Crocket*

Attention to a counselors discursive positioning has the potential to extend the field of relational practices in counselor education, especially for those with a dominant culture identity. This paper outlines the transformative potential for counselor education pedagogy of findings from research identifying the value of positioning theory as a resource for counsellors working cross-culturally. Entrants to the counselling profession benefit from clear discursive awareness and practice strategies to minimize the risks of being positioned in ways which are likely to hinder the effectiveness of cross-cultural counseling. Both the substantive research and reflections on its application in teaching will be presented.

**[12:00 pm – 1:00 pm]**

**Friday, October 16 • 12:00 pm - 1:00 pm – Royal Palm 5**

Teaching (Content Presentation)

**Relational Cultural Theory: A Framework for Relational Competencies and Social Change**

*Dana L. Comstock, St. Mary's University; Tom Scofield; Thelma Duffey*

Relational-cultural theory (RCT), as it complements the multicultural social-justice movement, holds the most contemporary theoretical promise of fostering transformative relational competencies. Such competencies deconstruct obstacles to mutuality in all relational contexts including those that operate on institutional and sociopolitical levels. This presentation will cover the developmental basis of RCT, its core tenets and demonstrate how issues related to sex role socialization, power, dominance, marginalization and subordination impact the mental health and relational development of all people. Participants will be prepared to teach and present on RCT and will be provided with teaching supplements, and a comprehensive RCT power point.

**Friday, October 16 • 12:00 pm - 1:00 pm – Garden Salon 1**

Supervision (Content Presentation)

**Implementing CACREP disaster mental health/crisis standards in Counselor Ed Programs**

*Louise Graham, Ph. D., Bridgewater State College; Judith R. Warchal; Maxine Rawlins*

This presentation will be an interactive presentation/discussion regarding means of implementing the CACREP

disaster mental health/crisis standards in graduate Counselor Education Programs. The American Red Cross disaster mental health guidelines will be discussed as a model that addresses human growth and development, survivors with substance abuse and dependency issues, families, career planning and development and diversity. The presenters are both National and local Red Cross mental health responders as well as faculty in graduate Counselor Education Programs.

**Friday, October 16 • 12:00 pm - 1:00 pm – Pacific 4**

Other (Content Presentation)

**The Creation and use of Standards-Aligned Assessments in Counselor Education: Implementing the 2009 CACREP Standards**

*Cornelia Patterson, PhD, PC, CRC, Ohio University; Holly L. Harper; Thomas Davis; Kate Kostohryz*

In accordance with the CACREP 2009 standards, counselor education programs must provide evidence of meeting program standards using various types of performance assessments. However, there is very little research about the development or implementation of performance assessments in the counselor education literature. This presentation will outline current research on creating and using standards-aligned assignments and rubrics and apply that research to counselor education. This presentation will also discuss creating rubrics that are respectful of a culturally diverse population. In a discussion format, examples of standards-aligned rubrics as well as an example coding system for the standards will be provided.

**Friday, October 16 • 12:00 pm - 1:00 pm – Pacific 6**

Teaching (Content Presentation)

**Creating Socially Respectful, Therapeutic Connections with Resistant Adolescents Through the Use of Music Therapy Techniques**

*Brock Reiman, PhD, PCC-S, Malone University; Kara A. Kaelber*

Establishing a working alliance to promote change with resistant adolescent clients can be quite challenging, even for the seasoned counselor. Often these resistant teens feel forced to attend counseling and may not feel like they can relate to their adult counselors. Graduate counseling students, counselor trainees, and counseling supervisees often request information about alternative counseling interventions beyond the traditional theories and techniques. Because music often plays a very important part in the life of adolescents, integrating music into therapy can be effective in establishing and maintaining a socially respectful, therapeutic relationship; which can lead to positive, transformative actions.

**Friday, October 16 • 12:00 pm - 1:00 pm – Royal Palm 4**  
Counseling (Content Presentation)

### **Teaching a Remembering Lives Approach to Grief Counseling**

*John Winslade, California State University San Bernardino;  
Lorraine Hedtke*

Luellen Ramey, past Chair of the Oakland University's Department of Counseling, and Christopher Tidimane, doctoral student at OU from the University of Botswana, will discuss their roles in developing the collaboration between these two universities. The exchanges, growth in cultural knowledge, and additional activities that have come from this collaboration will be discussed, as well as obstacles and the expected future of the collaboration. Both presenters will share some of their personal experiences.

**Friday, October 16 • 12:00 pm - 1:00 pm – Tiki Pavillion**  
Teaching (Content Presentation)

### **Using Narrative Practices in Teaching Cultural Competence: Altering Students' Relationships with Privilege**

*Colleen Connolly, Texas State University - San Marcos;  
Shawn Patrick*

Understanding of aspects of privilege are crucial for students in developing cultural counseling competence. However discussions around topics like privilege or oppression are often hindered by apprehensions or emotions related to negative experiences around such subjects. The Privilege Project, a narrative-based project developed by several Narrative practitioners, provides a method for describing privilege and discussing its influence on people's lives while reducing defensiveness and promoting honesty. This program will share reflections and learnings provided by a graduate-level Counseling Diverse Populations class who participated in this project.

**Friday, October 16 • 12:00 pm - 1:00 pm – Pacific 7**  
Research (Content Presentation)

### **Counselor Educators Answering the Call for Social Justice: Partnering with Schools to Research Culturally Responsive Interventions for Black Americans and Latinos**

*Sue C. Bratton, University of North Texas; Peggy L. Ceballos;  
Angela I. Sheely Moore*

With the rapid increase of minority groups in the United States and the mandate for evidence-base practices, counselor educators and supervisors are challenged to identify and train students in culturally-responsive interventions that are empirically supported. Additionally, identifying services that can be implemented in accessible settings, such as schools, provides a solution to the underutilization of counseling services by minority families. Presenters will discuss the formation of research partnerships between universities and

schools that also provide a service learning component for counselors-in-training. Examples of successful research projects with Black American and Latino children identified at-risk for academic success will be described.

**Friday, October 16 • 12:00 pm - 1:00 pm – Eaton**  
Teaching (Content Presentation)

### **Transforming the Cultural Context of Gender: A Multisystemic Advocacy Approach to Increasing Social Consciousness Around the Sexualization of Girlhood**

*Laura Choate, Louisiana State University; Jennifer Curry*

Within the current socio-cultural context, many gendered messages exist that portray girls and women according to limiting sexual stereotypes. This trend towards the sexualization of girls is increasing in contemporary culture and can negatively impact the healthy growth and development of girls and women. In this presentation, we describe the consequences of these trends on girls development (framed through self-objectification theory) and provide specific strategies for training counselors for multi-systemic advocacy to engage and affect social change.

**Friday, October 16 • 12:00 pm - 1:00 pm – Royal Palm 6**  
Other (Content Presentation)

### **Transformation through Immersion: The Oakland University/University of Botswana Collaboration**

*Luellen Ramey, Oakland University; Christopher Tidimane*  
This program will trace the development of a collaboration between the counselor education departments of Oakland University in Michigan and the University of Botswana in southern Africa. Videoconferences between the two universities, faculty visits and student exchanges will be described. Growth in cultural knowledge and obstacles to be overcome will be discussed. Both presenters will share some of their personal experiences.

**Friday, October 16 • 12:00 pm - 1:00 pm – Sunrise**  
Teaching (Content Presentation)

### **Green Counseling: Nourishing Diversity and Meaningful Connections**

*Dr. Jan R. Bartlett, University of Northern Iowa*

Green, sustainable communities hold tremendous hope for the future. Communities that embrace their diversity and talents can nourish healthy development. Participants will leave this session with information and strategies essential to become change agents for sustainable communities that foster mental and emotional health.

**Friday, October 16 • 12:00 pm - 1:00 pm – Esquire**

Teaching (Content Presentation)

**Creating Leaders, Advocates, New World School Counselors: How One Graduate Program is Evolving with the Times***Angel Rhodes, PhD, University of Dayton; Kelli-Jo Arndt*

School counseling graduate programs must continually evolve to meet the needs of our ever-changing society. This presentation aims to advance transformative pedagogy for the education of school counseling graduate students. Learn how one School Counseling program evolved to: a) meet CACREP standards; b) incorporate ASCA ideals; c) elevate students relational consciousness to improve interactions with all stakeholders in k-12 schools, and d) empower students to create transformational change with diverse populations. Three courses are at the heart of the programs growth: (1). Leadership (2). ASCA Program Development (3). Assignment-Driven, Evidence-Based Internship Attendees will be able to recreate these classes, or implement parts of these classes into their curriculum.

**Friday, October 16 • 12:00 pm - 1:00 pm – Crescent**

Teaching (Content Presentation)

**Using Real Life Stories in Multicultural Counseling Courses***Sara Schwarzbach, Northeastern Illinois University*

Participants will view real life stories and will be asked to name the themes of the story, think of assessment questions based on the story, conceive individual and community interventions based on the story, and discuss the reactions they have to the story. This presentation will help participant/instructors develop skills to teach multicultural competency skills in the classroom. Real life stories, followed by specific classroom activities, can be added to the repertoire of experiential classroom techniques such as movies, case vignettes, and simulations to develop counseling skills in Multicultural Counseling classes.

**Friday, October 16 • 12:00 pm - 1:00 pm – Dover**

Teaching (Content Presentation)

**ACES Members' Views of Integrative Counseling: A Recent Study***Andre Marquis, University of Rochester; Deborah Hudson*

Given that very little definitive research demonstrates the consistent superiority of one single-school, pure form counseling approach over the others, most counselors report using an eclectic or integrative approach. However, confronted with an excess of 400 different forms of counseling and a growing chasm separating research and practice - counselors are often perplexed about which approach to use with a given client. This research project inquired into counselor educators and counseling supervisors views of integrative counseling approaches and how much emphasis on integrative counseling is given in their counseling programs and/or supervision.

**Friday, October 16 • 12:00 pm - 1:00 pm – Garden Salon 2**

Teaching (Content Presentation)

**Ethics of Being a Counselor Educator: Reflection and Action***Dr. Jelane A. Kennedy, The College of Saint Rose; Beverly Burnell; Anne Geroski; MaryLou Ramsey; Tracey Robinson-Wood*

New and seasoned counselor educators discuss ethical and legal dimensions of our activities and relationships with students. Within today's technology culture, counselor educators are ethically obligated to model learning environments within which students become relationally competent and culturally reflective social justice advocates. Or, are we? Utilizing case vignettes and discussion, participants will engage in examining the ethics of counselor educators actions as advisors, teachers, supervisors, and in non-sexual dual relationships. Discussion will emphasize the relevant portions of, and reveal the gaps in, the ACA Code of Ethics, the ACES Ethical Guidelines for Counseling Supervisors, and FERPA/HIPAA.

**Friday, October 16 • 12:00 pm - 1:00 pm – Pacific 2**

Teaching (Content Presentation)

**Ways to Expand Social Respect and Relational Consciousness of School Counselors to be Prepared to Work with Students with Special Needs***Sally V. Lewis, M.Ed. NCC, NCSC, Doctoral student, University of Central Florida; Isaac Burt*

Most school counselors are not prepared and have a lack of understanding of how to develop programs, counsel, or provide consultation to teachers, parents and administrators regarding working with students with special needs. There is a need to fill that gap in counselor education programs to provide training and prepare counselors to work effectively to be an advocate with this population by expanding their social respect and relational consciousness of the particular needs of this population. This presentation provides understanding of the roles a school counselor plays and how a counselor education program can be adapted to train future Professional school counselors to work with all populations.

**Friday, October 16 • 12:00 pm - 1:00 pm – Pacific 5**

Supervision (Content Presentation)

**Respecting the "Spiritual" in all of us: Implications for Clinical Supervision***Joshua M. Gold, University of South Carolina*

Based on the presenters recently published book, this presentation will speak to the emerging interest in religion and spirituality within clinical service and supervision. Specifically, the presentation will identify the current relevance of these topics from the perspective of multicultural influences on counseling plus client expectations, identify differences and similarities in term definitions, explore different themes of counselor self-awareness around these topics and evaluate different interventions to address religion and spirituality within both counseling and supervision.



### Friday, October 16 • 12:00 pm - 1:00 pm – Stratford

Supervision (Content Presentation)

#### **Sustainability and Renewal in Counselor Education and Supervision**

*Donna Tromski-Klingshirm, Wright State University*

Sustainability and renewal in the counseling profession requires the counselor to understand her/himself and her/his work from an ecological, economic, and equity framework. This presentation will address Fullans (2005) principles and elements sustainability as it applies to the counseling profession and to the counselor, counselor educator, and counselor supervisor in her/his counseling setting. The presenter will then facilitate a Sustainability in Action exercise in which attendees will be able to conceptualize their own individual and organizational issue(s) through a sustainability framework (i.e., Edwards 2005 Three Es) and apply principles of sustainability to problem solving and decision-making. Handout will be provided.

### Friday, October 16 • 12:00 pm - 1:00 pm – Towne

Research (Content Presentation)

#### **Collective Approaches to Helping: Counselor Identity and Interdisciplinary Collaboration**

*Brandon Hunt, PhD, Penn State University; Elizabeth A. Mellin*

What is your definition of a professional counselor? As a professional counselor, how do you see counseling as distinct from social work and psychology? These questions were posed to National Certified Counselors to learn how they define our profession. Results from this study, including whether participants identify as counselors or by their specialty area of practice (e.g., mental health counseling), what work tasks they perform, the populations they serve, and their involvement with supervision, will be presented. Implications for counselor training will be discussed, as well as suggestions for activities to infuse professional development into existing curricula.

### Friday, October 16 • 12:00 pm - 1:00 pm – Pacific 3

Teaching (Content Presentation)

#### **Helping Counselors Develop Relational Competencies when Working with Religions and Spiritual Clients**

*Jill D. Duba, Western Kentucky University; Craig Cashwell; Harriet L. Glossoff*

The majority of counseling students are not adequately prepared to conceptualize or work with religious and spiritual issues facing them in the counseling room. Presenters will provide a brief review of essential learning objectives to be incorporated in counselor education related to increasing student knowledge and skills in working with spiritual and religious clients and supervisees. The audience will be lead through experiential activities that can be incorporated in the classroom and in supervision for the purposes of moving students to enhanced appreciation, empathy and awareness of

various spiritual and religious related issues pending entrance to the counseling process.

### Friday, October 16 • 12:00 pm - 1:00 pm – Fairfield

Teaching (Content Presentation)

#### **Reality Therapy: Why Students Like It; A Relational Method for Transforming Systems**

*Robert E. Wubbolding, Center for Reality Therapy*

Reality therapy provides a delivery system for consulting, advocacy and transforming systems both large and small. The WDEP system of reality therapy has been applied in classrooms, schools and other institutions on both a counseling and organizational basis. Research studies validating the wide use of reality therapy will be presented. Discussed also will be the central place of interpersonal respect and relationships both in counseling and in implementing the principles of social justice. Reality therapy and its validating theory, choice theory, have been internationally taught and proven to be effective as illustrated by its recent endorsement by the European Association of Psychotherapy.

### Friday, October 16 • 12:00 pm - 1:00 pm – Sunset

Teaching (Content Presentation)

#### **Photography in the Classroom: Creative Approaches to Self-Reflection, Assessment and Social Justice**

*Kent Becker, University of Wyoming; Salleh Amat; Lay-nah Blue Morris; Kristin Douglas; Kelly Hubbell*

Photovoice is a dynamic form of participatory action research in which disempowered groups use cameras to document their stories, carrying the hope of initiating social and community change. Doctoral students, serving as Photovoice facilitators for the Wyoming SAGE Photovoice Project ([www.photovoicewyoming.com](http://www.photovoicewyoming.com)), will illustrate how photovoice can be used for advocacy and social justice in children's mental health. This project was a component of their Doctoral Seminar and designed to creatively address the 2009 CACREP Doctoral Learning Outcomes specific to the areas of leadership, research, advocacy, and social change.



**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Incorporating Technology into Service-Learning Activities: A Training Model to Enhance Students Learning, Multicultural Competencies, and Professional Identity**

*Angela D. Coker, University of Missouri - St. Louis*

Service-learning fosters student development through structured activities (Waterman, 1997) designed to meet the needs of individuals living in diverse communities. Service-learning can also promote multicultural development and competence (Das, 1995). This program provides a training model for counselor educators who wish to incorporate technology with service-learning activities as a means of enhancing students learning, multicultural competencies, and professional identity.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**Counselor Education and Counseling Survivors of Sexual Assault- Best Practices**

*Carrie Tremble, Western Michigan University*

According to the Rape, Abuse, and Incest National Network, 1 in 6 women will be the victim of a completed or attempted act of sexual assault. While the 2009 CACREP standards call for crisis training of all counselor education students, there is a lack of consensus on how students should be educated. Counselors might not be aware of the dynamics of sexual assault until faced with it in a counseling session; without sufficient training, counselors may be operating beyond their scope of practice. An interactive discussion will take place regarding ways counselor education students could be educated about sexual assault.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Other (Roundtable Presentation)

**Success of Culturally Underrepresented Doctoral Student Participation in the Holmes Partnership**

*Cheryl McCloud, University of Central Florida; Tiphonie Gonzalez; Isaac Burt; Nivischi Edwards, Evadne Ngazimbi, Ann Shillingford*

The National Holmes Scholars Network was established in 1991 to enrich the scholarly experience and professional connections of talented doctoral students from underrepresented groups in universities and colleges entering into the education professoriate. These students have a history of high quality academic performance, and demonstrate a commitment to equity and diversity. This group of students and graduates will conduct a panel discussion detailing their experiences in a cohort model of professional training.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**Anger Management Group Therapy with Teens**

*David M. Savinsky, LPC, LMFT, CSAC, Regent University; Kerry Boone-Savinsky, LCSW*

Adolescents often present as a difficult population with which to work. Adolescents referred for therapy may present with significant trouble managing anger, generally navigating their feelings, dealing with the pressures of school, relationships and family conflict. Anger Management group therapy provides a viable adjunctive treatment that assists troubled teenagers to work within the adolescent peer culture to understand dysfunctional patterns of communication and provide supportive opportunities to change behavior.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Transformative Change for Internship**

*Debra Leggett, Indiana State University; Julie Shulman*

In this presentation, two faculty members from differing theoretical orientations come together to present an innovative approach they developed to teach counseling internship. Students are asked to think outside the box as they develop professional respect and relational awareness including social issues as they conceptualize clients from differing theoretical orientations. Lastly, the team-teaching model enables students to model professional interaction, including communication and consultation.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Addressing Race in the Classroom: The Challenges of Faculty of Color**

*Derick J. Williams, University of Virginia*

Counselor educators are asked to infuse issues of multiculturalism, racism, and social justice throughout the courses they teach. When addressing race, faculty of color may face resistance from students and in their institutions. In an attempt to keep the classroom from becoming a hostile environment, many educators may not address issues of racism to the extent that the topic deserves. The program will provide strategies for addressing racism safely, ways to balance the hostility that creates awareness and the subtlety needed to illicit discussion among students, and approaches to creating an environment that supports faculty who wish to address racism.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Habits of a Healthy Counselor Begin in Graduate School**

*Dr. Carrie Alexander-Albritton LPC, NCC, CADC,  
Western Illinois University-Quad Cities; Kirsten Murray;  
Torey Portrie-Bethke*

It is imperative for counselors to attend to wellness practices to better facilitate the wellness of their clients (Witmer & Young, 1996). Limited attention has been given to promoting wellness strategies for counselor trainees. This presentation will enhance counselor educators knowledge of wellness concepts and practices to use in the classroom. The transformative design and implementation of a wellness course will be reviewed and creative strategies for integrating wellness into core counseling courses will be addressed. Current trends in the literature will be presented. Facilitated discussion will address future research implications and new CACREP 2009 standards.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Supervision (Roundtable Presentation)

#### **Metaphoric Supervision: An Experiential Journey**

*Dr. Janice E. Ward, Southeast Missouri State University; Carol A. Sommer; Dr. Thomas Scofield*

The present qualitative study examined how stories might contribute to self-reflection in masters level counseling interns. Interns from two universities participated in facilitated discussions of three fairy tales throughout the course of a semester. These three fairy tales included themes related to motivation, autonomy, and self and other awareness. The analysis of the interns discussion of these stories revealed three themes related to supervisee experience: recurring cycles of highs and lows; balancing external and internal influences; and struggles with self-awareness. Attendees will also receive the opportunity to interpret these stories in a personally meaningful way during this presentation.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Multicultural Counselor Training Through Experiential Group Activities**

*Dr. Paul De Sena, Loyola Marymount University; Tom Batsis,  
Karen Hawkins, Judy Pollick*

This program introduces the use of creative, experiential, multicultural group activities as a method of helping counselors raise their awareness and sensitivity to issues of diversity. The creation and facilitation of multicultural group activities has been a required component of a graduate program in counseling for many years. A sampling of these activities will be introduced, viewed, shared and distributed via video and other

participatory activities. Participants will experience several fun and unique activities and will receive additional resources for future use. This interactive presentation will benefit participants as they explore and discuss their own similarities and differences as well as those of the population at large.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Other (Roundtable Presentation)

#### **Leaving the Borders: Teaching Character Education to Children in Belize Through Study Abroad**

*Elizabeth A. Keller, University of Arkansas*

Study abroad opportunities may help counselors-in-training and professional counselors alike expand their knowledge and experiences with diverse cultures. Through social immersion, often times the cultural lessons learned are not ones that can be experienced solely in a classroom setting. As a counselor education doctoral student and K-12 school counselor, the presenter embraced the study abroad opportunity by traveling to Dangriga, an impoverished region in Belize, to teach character education to elementary students. The presentation seeks to convey the benefits of cultural immersion through study abroad opportunities while relaying the organization and implementation details of the character education project in Belize.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Teaching with Technology: Not Just for Distance Learning Anymore**

*Adria E. Shipp; Elysia V. Clemens*

Although the use of technology for distance learning programs is becoming widely accepted in the field of counselor education, less attention is being paid to the ways in which technology can supplement face-to-face teaching. This presentation will focus on the use of a variety of technology applications that may enhance and extend the impact of face-to-face courses. Practical suggestions based on presenters' experiences will be offered followed by the sharing of audience members' ideas and experiences with technology as a teaching tool.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Developmental Counseling and Therapy: Developing Relational Competencies in Counseling Practice, Teaching, Supervision, and Research**

*Jane E. Myers, University of North Carolina at Greensboro;  
Casey A. Barrio Minton; Daniel M. Paredes; Allen A. Ivey; Mary  
Bradford Ivey*

Developmental Counseling and Therapy, an integrative metatheory, provides a foundation for counseling from a preventive, strength-based, multicultural, and contextual perspec-

tive. It also establishes a paradigm for innovative pedagogy and curricular activities. The presenters will provide an overview of DCT and share their experiences using this model in counseling practice, teaching, supervision, and research. The focus will be on outcome-based practice in teaching both masters level practitioners and doctoral supervisors. Reactions and discussion of the potential uses of DCT to enhance transformative practices in counselor education and supervision, and strategies for expanded research in counselor education and supervision, will be emphasized.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Intersection of Identities in the Workplace:  
Preparing Students to Work in Diverse  
Environments**

*Jared Lau, University of North Carolina at Charlotte;  
Galina Fedun*

Every counselor education program sets out to prepare its students to strive in their careers. This preparation involves both professional and personal development of a counselor. Establishing healthy relationships in the workplace is an important element for achieving personal satisfaction and in advancing ones career. Personal identity and its relevance to the workplace and possible explanations for identity clashes will be explored. Recommendations on how to take an active role in resolving conflicts will also be offered.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**The Evaluation of Participants Perceptions of  
Session Impact: Do Counselors-in-Training,  
Volunteer Clients, and Extra-Credit/Class Required  
Clients View Session Impact Differently?**

*John Beckenbach, Texas State University*

Common practice in counseling programs is recruiting students from undergraduate classes to serve as clients in training clinics by offering incentives like extra credit. The effects of this practice have largely gone unexamined. This program will describes a study examining the impact of external incentive on client and counselor-in-training session evaluation ratings. Some differences for both counselors and clients were found between sessions involving extra-credit and those not involving extra credit. The training and ethical implications related to these findings will be discussed to promote insight into the effects of incentive on the training process. Future considerations will be discussed.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Emotional Self and Other Awareness: Are CACREP  
Programs Meeting the Higher Standard of  
Admission Compared to Non-CACREP Programs?**

*Kent B Provost, Idaho State University; Virginia Allen, Ed.D.*

This presentation will explore normative alexithymia (an inability to be emotionally connected to self and others) and its prevalence among students entering a counseling program. Findings from a national research study involving CACREP and Non-CACREP accredited programs (approximately 300 participants) will be presented. Additionally, admission, assessment, and transformative remediation strategies will also be discussed.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**The Impact of Counselor Training  
on Student Parents**

*Kirsten W. Murray, Indiana University of Pennsylvania;  
Kimberly J. Desmond*

Counselor training programs emphasize the person in their training of counselors. Understanding the impacts counselor training has on students relationships with their children can lend itself to better supporting and understanding the experiences and processes of counselors-in-training. This program will address the impact counselor training has on student-parents. The content is based on the results of a qualitative research study that utilized grounded theory and situational analysis methodologies (Strauss & Corbin, 1998; Clarke, 2005). A grounded theory outlining the experiences, processes, and contexts of counselor trainee student-parents will be presented and explored.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Counseling (Roundtable Presentation)

**Achieving and Sustaining Excellence for  
Under-Represented and First Generation College-  
Students**

*Kristopher Garza, Texas A & M University -- Corpus Christi;  
Eunice Lerma*

First-Generation college students and prospective-college students often face unique challenges when seeking to enter and navigate the world of higher education. This presentation provides information on characteristics, issues, and counseling strategies for understanding and supporting these students. The multicultural characteristics of First-Generation college students will be addressed. Lived-experience as a First-Generation Hispanic college student, along with counseling experience in this area, will inform this presentation. Participants sharing of experiences and ideas will be encouraged.



### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Teaching Future School Counselors How to Plan and Lead Psychoeducational Classroom Groups for Children**

*Kurt L. Kraus, Shippensburg University of Pennsylvania;  
Anne M. Geroski*

Teaching future school counselors to plan and lead successful classroom groups is challenging. The complexities of classroom groups, the multiplicity of school counselor roles, the skills drawn from teaching AND counseling, are the focus of this hour. This presentation explores these challenges and offers counselor educators concrete ways to teach classroom group work as a powerful and essential component of school counseling.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Enhancing Discussions: The Heart and Soul of Online Teaching**

*Laura Bruneau, Adams State College*

Student discussions are the heart and soul of online teaching. When teaching online, counselor educators need to consider innovative strategies for improving the quality of student discussions. The purpose of this presentation is to review the literature on online teaching while highlighting suggestions for improving student to student interactions and student to instructor interactions. Attendees are encouraged to share their own ideas related to this topic.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Feminist and Developmental Perspectives on the Experience of Women Doctoral**

*Leah Shanks, M.S., NCC, LSC, Doctoral Student, Minnesota State University, Mankato; Violet Woods, Doctoral Student; Kerry Diekmann, Doctoral Student*

Being a woman in a doctoral program in Counselor Education can be both rewarding and challenging. Women face unique challenges and experiences in their process of earning a doctorate. Utilizing feminist and developmental perspectives, this program will highlight both current literature on women doctoral student development as well as shared experiences of current doctoral students. Information on how faculty can best support and advocate for women doctoral students will be discussed. Additionally, participants will have the opportunity to share their own experiences in their doctoral program, as well as strategies participants have used to support women doctoral students.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Teaching Theoretical Integration from the Start - Not the Theory of the Week**

*Mark E. Young, University of Central Florida; Monical Leppma*

Research tells us that 75% of counselors and counselor educators do not subscribe to a single theory. Yet we teach students a theory each week as if they were completely distinct schools of thought. Moreover, we assign students a paper called, "My personal theory of counseling," which asks them to integrate what they have learned. This presentation proposes that we teach students about therapeutic factors from the beginning so that they have a way of organizing their learning and a rational basis for what they do in counseling rather than blindly following a theory or becoming a theoretical nihilist.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Teaching (Roundtable Presentation)

#### **Envisioning a Transformative Pedagogy: The Relational Consciousness Raising and Social Justice Imperatives of Counselor Educators**

*Nicole Knickmeyer, PhD, Austin Peay State University;  
Julie L. Shulman*

This presentation will focus on pedagogical strategies for enhancing students awareness of the influence of social inequalities on the creation and maintenance of clients psychological distress. Relational consciousness raising strategies will be emphasized. In addition, we will discuss how we might enhance our current curriculum through the inclusion of skill development techniques that have explicit social justice aims. Ways of assisting students in broadening their scope of professional practice to include world citizen clients who exist beyond the margins of their offices and agencies will be suggested.

### Friday, October 16 • 12:00 pm - 1:00 pm Golden Ballroom

Counseling (Roundtable Presentation)

#### **Expanding the Acting As If Technique: An Adlerian/Constructivist Integration**

*Richard Watts, Sam Houston State University; Todd Lewis;  
Paul Peluso*

Adlerian and constructive therapies both see value in using the as if quality of human experience in counseling and psychotherapy. Reflecting As If (RAI), an integration of Adlerian and constructivist ideas, is a procedural expansion of the traditional acting as if technique. Participants will be introduced to the general RAI protocol, learn applications of RAI with individuals, couples, and children, and, time permitting, will have opportunity to discuss how RAI might be used with some current clients with whom students and faculty work.



**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Documenting Student-Learning Outcomes  
 in Counselor Education**

*Robert I. Urofsky (CACREP)*

The program area standards included in the 2009 CACREP standards are written as outcomes-based standards. Programs seeking accreditation or re-accreditation need to be able to provide direct evidence that knowledge and skill development is occurring in the areas specified within the standards. This session will assist participants in differentiating between direct and indirect evidence of student learning and provide strategies for assessing and demonstrating student-learning outcomes.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Research (Roundtable Presentation)

**Helping College Men Who Stop and Ask for  
 Direction: Understanding Men's Symptoms and  
 Strengths at the Onset of Counseling**

*Robert Scholz, University of New England, Australia and  
 Pepperdine University; Nivla Fitzpatrick; Connie Horton;  
 Chris Ogle*

Although research has consistently found that men seek help less often than women for mental health concerns, fewer studies have focused on understanding those men who actually enter counseling. Quantitative intake data from a culturally diverse group of clients at one university counseling center examines gender differences between clients problem duration, presenting symptoms, symptom impact on functioning, and protective factors (e.g., social support). Follow-up qualitative interviews with male clients explore what helped them come to counseling. Applications of these findings in counselor education and supervision will be offered.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Supervision (Roundtable Presentation)

**Maintaining Theoretical Integrity in Clinical  
 Supervision: Five Approaches to Using Counseling  
 Theory as a Model for Supervision**

*Ryan D. Foster, M.A., NCC, LPC-Intern, University of North  
 Texas; Ryan Holliman*

Clinical supervisors are faced with the dilemma of choosing among a plethora of supervision models, a process that can sometimes be confusing. Furthermore, it seems antithetical for supervisors to work from models of supervision that conflict with their theories of counseling and human development. This presentation will provide detailed reviews of five counseling theory-based models of supervision: Cognitive-Behavioral, Adlerian, Gestalt, Client-Centered, and Jungian. Additionally, this presentation will compare theory-based models of supervision to atheoretical models of supervision, providing a foundation for attendees to competently identify with an effective model of supervision.

**Friday, October 16 • 12:00 pm - 1:00 pm**  
**Golden Ballroom**

Teaching (Roundtable Presentation)

**Assessing the Mentoring Needs  
 of Counseling Students**

*Shelley Goins, PhD Student, University of Tennessee*

The purpose of this presentation is to assist counselor educators in forming mentoring relationships with masters level counseling students. Quantitative research, conducted by the author, with masters level counseling students using the Ideal Mentor Scale will be discussed. Implications for practice and future research will be addressed by the author and participants.

[8:00 am – 9:00 am]

**Saturday, October 17 • 8:00 am - 9:00 am – Royal Palm 4**

Other (Content Presentation)

### **Preparing School Counselors to Increase College Going Rates**

*Robert Bardwell, Springfield College; Tim Poynton*

In the 21st century, knowledge-based economy, a high school diploma is no longer enough. Every student should have the opportunity for higher education, and every school counselor needs the tools to help an increasingly diverse high school population prepare for, and transition to, postsecondary education. This session will highlight ways school counselors can work with students to improve going to college rates, including the integration of post-secondary counseling into school counseling coursework. Resources, data and best practices will be shared.

**Saturday, October 17 • 8:00 am - 9:00 am – Pacific 6**

Supervision (Content Presentation)

### **Counselor Presence as a Transformative Process: Implications for Counselor Development and Supervision**

*Tina Tannen, University of Florida; Harry Daniels*

Counseling, the process of being with a client in a therapeutic relationship, has the potential to be a transformative action. How counselors develop the capacity to be present in therapeutic relationships to facilitate a connection with diverse clients is critically important to counselor educators. From the findings of a qualitative study we introduce a theoretical model of a process in which counselors-in-training (CITs) learn and experience what it means to be present. We explore implications for counselor preparation and development, including enhancing therapeutic relationships, humanizing counselor competencies, supporting multicultural competence, and highlighting the role of choice in counselor development.

**Saturday, October 17 • 8:00 am - 9:00 am – Garden Salon 1**

Teaching (Content Presentation)

### **From Passion to Action: Infusing an Advocacy Social Justice Orientation into Counselor Education and Supervision.**

*Judi Durham, PhD, Saint Joseph College; Kathleen Barrett*

Establishing an advocacy orientation in counselor education requires a very intentional focus that includes a philosophical understanding of psychological pain being caused by a unique confluence of social, contextual, cultural and emotional dimensions. These contextual forces often come together to cause further suffering to already disenfranchised and marginalized populations. Counselor Educators are in a unique position to assist students in developing a social justice orientation by infusing advocacy strategies into

administrative and pedagogical aspects of their programs. This presentation will highlight the literature and provide concrete yet transformative strategies for infusing counselor education programs with a social justice advocacy orientation.

**Saturday, October 17 • 8:00 am - 9:00 am – Royal Palm 5**

Teaching (Content Presentation)

### **A Blinding Spot in a Multicultural Counseling Course: Immigrant Students in K-12 schools**

*Yoo Jin Janag, University of Iowa; GoEun Na; Jee Hyang Lee*

Although the number of immigrant students has been growing fast in K-12 schools, the graduate multicultural counseling training has not appropriately prepared school counseling students to serve this population. Based on the content analysis of syllabi of multicultural counseling courses available through the ACA Syllabus Clearinghouse and other online resources, the presenter will critique current trends of teaching the counseling issues of immigrant children in school counseling programs. In addition, building on the existing literature, the presenter will propose guidelines for teaching strategies, including learning objectives, class materials, pedagogical methods, and evaluation criteria.

**Saturday, October 17 • 8:00 am - 9:00 am – Royal Palm 6**

Research (Content Presentation)

### **Using Structural Equation Modeling to Address Questions in Counseling Research**

*Martin Lynch, PhD, Warner School of Education, University of Rochester; Irene Garrick; Tamara Sullivan*

In this presentation, we explore ways in which counselors and counselor educators can enrich their practice, their teaching, and their research through familiarity with an important cutting-edge strategy in quantitative methods: Structural Equation Modeling (SEM). Examples of research questions that can be addressed through SEM will be explored. Basic techniques and strategies will be presented in a low-key, non-threatening, user-friendly way. The presentation will use PowerPoint slides to illustrate key points; discussion will be encouraged, with time for question-and-answer and brainstorming about additional applications at the end. Objectives include imparting familiarity with basic concepts and confidence to take the plunge and apply them to research questions of interest to counselors and counselor educators.

**Saturday, October 17 • 8:00 am - 9:00 am – Pacific 3**

Research (Content Presentation)

### **Emerging Opportunities: The Confluence of Transformed School Counselor Duties and Principal's Responsibilities**

*Kevin Wilkerson, University of Scranton*

Current school reform requires extensive resource management and collaborative leadership. Are the school counselor duties outlined by the ASCA National Model and the Education

Trust's TSC Initiative aligned with the needs of principals? A 10-year content analysis of the National Association of Secondary School Principals (NASSP) journal was conducted to identify the primary themes addressed by educational leaders in this professional journal. Findings indicate that transformed school counselors and principals are working towards the same end: improved student outcomes. Implications for school counselor training will be discussed.

**Saturday, October 17 • 8:00 am - 9:00 am – Pacific 7**

Teaching (Content Presentation)

**The Importance of Wellness Integration in Counselor Education and Supervision Programs**

*Christina Baker, University of Cincinnati; Susannah Coaston*  
Counselor Educators are encouraged to remain aware of student's professional limitations and advocate for training efforts to address the importance of prevention based approaches and overall wellness. With multiple demands placed on Counselor Educators- in-training, such as clinical work, research, and publication, faculty are often in a position to observe and assess for signs of burnout before the counselor themselves. Presenters will focus on the role of the Counselor Educator in advocating for personal and professional wellness to their students, and to what degree wellness and prevention are included in requirements for promoting personal development and professional orientation.

**Saturday, October 17 • 8:00 am - 9:00 am – Pacific 1**

Counseling (Content Presentation)

**Translating Group Process and Dynamic into Childrens Language**

*Joseph D. Wehrman, PhD, University of Colorado at Colorado Springs; Grace Ann Mims; Kay Herting Wahl; Duane Halbur; Rhonda Williams*

Children come to understand their world at an experiential rather than cognitive level. Play is their medium of expressing their experiences as well as their feelings about themselves and others. It becomes a dress rehearsal for adult life. Come and learn the importance of integrating play into group work training and practice. Counselor Educators will experience pedagogical techniques to translate group process into children's and adolescents language including adaptations of classical childrens games, stories, metaphors, and art. Counselor Educators will leave the session with practical techniques to utilize in training counselors to work with children and adolescents in group settings.

**Saturday, October 17 • 8:00 am - 9:00 am – Pacific 2**

Other (Content Presentation)

**Economic Crisis: How Counselor Educators Can Adapt**

*Christine McNichols, Texas A&M University - Corpus Christi; Karl Witt*

With the current economic downturn, counselors may expect more clients experiencing financial distress or suffering from its second-order effects. Budget shortfalls also place a greater strain on resources for providers in schools and mental health settings. Budget cuts in schools, mental health, and university settings may change the way counselor educators establish practicum and internship sites, address the breadth and severity of topics covered in supervision, and conduct students training. Counselor educators will learn ways to adjust their teaching and supervision to adverse economic conditions. Implications for career, school, clinical mental health, and marriage and family counselors will be discussed.

**Saturday, October 17 • 8:00 am - 9:00 am – Sunrise**

Teaching (Content Presentation)

**Integrating LGBT competencies in counselor-education: Experiential activities for increasing awareness and knowledge**

*Dennis A. Frank, II, Roosevelt University; Edward P. Cannon; Kristina Peterson*

Current multicultural and ethical counseling standards address issues of sexual orientation, however, they provide little guidance to educators on to how to infuse these competencies into their counselor-education course content. This presentation will include a brief review of ACA/ACES ethical guidelines, AMCD multicultural counseling competencies and the ALGBTIC competencies for counseling LGBT clients. Including the implications of these standards and how to integrate them into counselor-education curriculum. Select experiential activities targeting knowledge and awareness of common issues impacting LGBT individuals and families will be demonstrated during the presentation. Participants will also receive a resource guide with additional experiential activities.

**Saturday, October 17 • 8:00 am - 9:00 am – Towne**

Teaching (Content Presentation)

**Helping Students Increase Prevention, Remediation and Reflection Skills through Human Development Course Activities**

*Susan M. Zgliczynski, University of San Diego*

Ability to utilize developmental concepts in designing client services is core to our identity as counselors. This session will present a variety of activities assignments, scenarios, reflection exercises and group activities - designed to help students visualize and develop applications of developmental concepts that they can use in counseling practice. The presenter will address how CACREP standards in Human Growth and Development are addressed in the course. Session participants will also be asked to share additional activities used in their classes and will receive electronically a set of the course activities presented in the session.



**Saturday, October 17 • 8:00 am - 9:00 am – Sunset**  
Supervision (Content Presentation)

### **Developmental Supervision of School Counseling Interns**

*Shawn Bultsma, PhD, Grand Valley State University;  
Suzanne Hedstrom; Diane Parfitt*

This presentation will offer school counselor educators and supervisors a supervision framework that parallels the delivery system components of the ASCA National Model using a developmental perspective. A supervision narrative log designed to address comprehensive guidance and counseling factors and school counselor development levels will also be shared. Group discussion and hands-on practice with both the professional school counselor developmental model of supervision and the supervision narrative log will be provided.

**Saturday, October 17 • 8:00 am - 9:00 am – Crescent**  
Other (Content Presentation)

### **Using Innovative Methods for Screening and Selecting Candidates to Counseling Programs**

*Marielle Brandt, California State University, Sacramento; Kathryn Ecklund*

This presentation will explore innovative methods for screening and selecting candidates to M.S. in Counseling programs. The discussion will begin by introducing the use of You Tube and/or DVD recordings as part of a comprehensive screening and admissions process for in- out-of-state applicants. Participants will be invited to share feedback as well as their own use of technology and/or other successful admissions processes and practices. Emphasis will be placed on methods of assessing interpersonal awareness/skills, multicultural awareness, academic promise and personal/professional fit of prospective students. Participants can expect to leave the workshop with new ideas for effectively screening and admitting applicants to their programs.

**Saturday, October 17 • 8:00 am - 9:00 am – Esquire**  
Teaching (Content Presentation)

### **Transformational Learning Environments: Developmental and Relational Considerations**

*Laura Heid, PhD, Saint Mary's college of California*

One approach for meeting the challenges of our rapidly changing, global community is promoting constructivist perspectives and practices. To move in this direction requires counselor educators to examine themselves in terms of their capacity for relational authenticity and mutual empathy. Such growth entails qualitative transformations of consciousness that are developmental in nature and not easily attained. Creating transformational learning environments provides the support needed for developing our consciousness of ourselves and of our students. This presentation will use Relational-Cultural Theory and Robert Kegan's Constructivist-developmental theory to illuminate how we can co-construct transformational learning environments.

**Saturday, October 17 • 8:00 am - 9:00 am – Tiki Pavilion**  
Supervision (Content Presentation)

### **Developing and Implementing an Individual Remediation Plan (IRP) for Counseling Students**

*Roxane L. Dufrene, PhD, University of New Orleans; Kathryn L. Henderson; Zoe Tanner*

Supervising challenging students in practicum and internship posits a particular problem for supervisors and faculty that can necessitate the development of remediation plans. A framework will be outlined that can be employed to structure remediation experiences and develop an Individual Remediation Plan (IRP). Core areas will be presented that should be addressed in the remediation plan. Case studies will be discussed and materials will be provided of documentation examples.

**Saturday, October 17 • 8:00 am - 9:00 am – Eaton**  
Teaching (Content Presentation)

### **Cultivating Strengths-Based School Counselor Identities**

*Rolla E. Lewis, EdD, NCC, California State University, East Bay; Trish Hatch*

This presentation shares how school counselors-in-training are oriented to cultivate professional identities based on culturally relevant and evidence-based practices that support the developmental learning power of all students. Professional identity and positive youth development are tied to practices, websites, and resources that professional school counselors-in-training and graduates utilize to promote and construct strengths-based school counseling programs.

**Saturday, October 17 • 8:00 am - 9:00 am – Dover**  
Supervision (Content Presentation)

### **Connecting the Mind and Body to Develop Self-Care Strategies for Counseling Students**

*Peter Finnerty, Kent State; Amanda Brace; Nicole LaSelle*

The wellness of counselors is a serious issue as it relates to client treatment. Impaired, over-worked and stressed counselors are inherently dangerous to their clientele therefore exposing themselves, agencies and supervisors to ethical and legal dilemmas. In the current educational climate where innovation is essential, utilizing differential systems of self-care is extremely important. In this program self-care is utilized in an holistic, transformative format integrating the mind through stress management and the body through yoga and pilates. This holistic mind-body format will assist counselor educators in developing effective self-care strategies for their students.



**Saturday, October 17 • 8:00 am - 9:00 am – Stratford**  
Teaching (Content Presentation)

**Transformative Action in Practice: Requirement for the Authentic Relationship in Teaching Non-traditional Graduate Students**

*Carol A. Lewis, PhD, Troy University/Southeast Region/Florida; Greg Dawson; Dodie Meier; Linda Vanderbleek*

This presentation will address teaching/learning processes to maximize training experiences for students from non-traditional backgrounds. Faculty must be authentic in their relationships with students and teach differently to address the learning needs and styles of our students. Troy University/Floridas students, across five sites, are diverse in age, ethnicity and social/cultural backgrounds. Many are active duty military, spouses of military, and retired military. Many are first family generation graduate students who may be first generation bachelors students. Results of a survey of students describing their learning styles with narrative reports of time management and stress related issues will be presented.

**Saturday, October 17 • 8:00 am - 9:00 am – Pacific 5**  
Counseling (Content Presentation)

**Emotionally Focused Couple Therapy: An evidence based treatment for relationship change**

*Annmarie Early, PhD, LMFT, Master of Arts in Counseling, Eastern Mennonite University; Lisa Palmer-Olsen*

This session will provide an introduction to Emotion Focused Couple Therapy, an empirically validated treatment approach that utilizes an attachment framework to understand and heal couple distress. Session highlights will include an overview of current research on EFT, an introduction to the 9 steps of therapy, specific intervention strategies, the role of attachment injuries in maintaining couple distress and an overview of a first session in EFT. Two video demonstrations of the EFT model will be shown.

**Saturday, October 17 • 8:00 am - 9:00 am – Pacific 4**  
Teaching (Content Presentation)

**Collaboration: Teaching Graduate Students Postmodern Psychotherapy**

*Steve Stride, PhD, Trevecca Nazarene University; Amanda Daly; Michael Christian*

This presentation addresses the unique features of creating a collaborative environment to facilitate learning inside and out of the classroom when teaching postmodern therapy at the doctoral level. The collaborative emphasis to teaching challenges the traditional hierarchical structure of the professor as educator and student as learner. The collaborative intent is to create an environment where everyone including the professor is engaged in the learning process. The basic premise of collaborative teaching is that the greatest learning will take place in an environment where everyone involved freely shares their thoughts and feelings in a group format.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Garden Salon 2**  
Counseling (Content Presentation)

**Advancing Social Justice in Urban Schools Through the Implementation of Transformative Groups for African American Youth**

*Richard Q Shin, Syracuse University; Jennifer Rogers; Amalia Stanciu; Melany Silas; Brenda Austin*

There is a clear need to increase the focus on social justice issues in the field of group work. Group work specialists can transform their traditional approaches to facilitate the liberation of clients from historically marginalized populations. These issues are clearly relevant to economically disadvantaged students of color. African American children are at greater risk for living in high poverty contexts, which result in educational experiences that reduce their academic performance. The findings from a mixed-methods research study intended to evaluate an unique, transformative approach to group work with 7th and 8th grade African American students will be presented.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Facilitating Transformative Learning Through Counselor Cross-Cultural International Exchange**

*Dr. Saundra Tomlinson-Clarke, Rutgers, The State University of New Jersey; Darrem Clark*

Direct cross-cultural contact, as part of multicultural counselor training provides lived realities by which counselors are able to explore values and relationships within a different socio-cultural context. Personal interactions with culturally different others helps individuals to explore personal beliefs, develop cultural sensitivity, and social respect. This poster examines the experiences of American counselors and a South African counselor who took part in a cross-cultural exchange. The impact of transformative learning experiences on professional and personal competencies is discussed.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Effectiveness and Relevancy of Training for International Counseling Graduates**

*Jared Lau, University of North Carolina at Charlotte; Kok-Mun Ng*

This study examines the preparation experiences and relevancy of training received by international counseling trainees (ICTs) who have returned home to work as counselors or counselor educators. Former ICTs, now international counseling graduates (ICGs), who have since returned home for employment were interviewed to gather their perspective on the effectiveness and relevancy of training received in the

U.S. as it applies to their current work. An assessment of the relevancy of training received and training and supervision recommendations to current ICTs and counselor educators who train ICTs are provided to assist ICTs who plan to return home for employment.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Transforming Campus Climates: Qualitative Analysis of a LGBTQ Campus Climate Survey**

*Colleen M. Connolly, Texas State University-San Marcos*

This program presents the results of a qualitative analysis of a Texas State University-San Marcos LGBTQ Campus Climate Survey, conducted by Allies of Texas State. The survey sought descriptions from lesbian, gay, bisexual, transgender, queer (LGBTQ), and heterosexual ally students, faculty, and staff on the climate of the campus. Results from this study are presented, along with implications and recommendations for counselor preparation, training, supervision, and campus advocacy.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Counseling (Poster Presentation)

**A Counseling Ethics Audit: A Tool for Relational Ethics Transformation**

*Michael M. Kocet, PhD, Bridgewater State College; Barbara J. Herlihy; Mary Herman*

While counselor education programs and state licensure boards require training in ethical and legal issues, some counselors may be struggling with maintaining ethical competency. The foundation of counseling practice is fostering relational ethical decision-making. The presenters will introduce the Counseling Ethics Audit (CEA) a pilot instrument for counselors to use as a self-assessment tool that helps promote ethical sensitivity and relational practice with issues such as informed consent, confidentiality, diversity, records, boundaries, and technology.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**SUPERVISION: A Doctoral Student Training Model**

*Tracy Calley, M.S., Texas A & M University Corpus Christi*

Supervision's role within counselor education programs is a definitive process that distinguishes our profession from others in similar fields. (Sexton, T., 1998). Many doctoral students begin the supervision process with minimal formal training and in some cases an insufficient knowledge base. (Gardner, J., 1995). As doctoral students graduate into a supervisory role within their program, they tend to be faced with many unanswered questions and seek methods to assist their practicum and internship students. This presentation explores

doctoral student experiences and introduces an innovative SUPERVISION model in order to improve transformative learning within counselor education programs.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Creation of a Counseling DVD: School Counselors in Action: A Demonstration of Roles and Skills**

*Sara Meghan Walter, University of Central Florida; M. Ann Shillingford*

This presentation will introduce an original DVD titled: School Counselors in Action: A Demonstration of Roles and Skills. This video, created by doctoral candidates and faculty, portrays six scenarios which involve actual school counselors interacting in typical situations with student-clients and other stakeholders in the school. We envision this DVD can be used as a training tool with students as a way of demonstrating various roles of the school counselor as well as how school counselors use fundamental counseling skills to facilitate and enhance their interactions with clients and other members of the school community.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Deliberate Self-Harm at Chadron State College: An Expanded Analysis**

*Christin Covello, Chadron State College; Laura Gaudet; Jennifer Wright; Mary Jo Carnot*

This study will investigate the prevalence, frequency, severity, duration, and type(s) of deliberate self-harm at a rural college; Chadron State College. Approximately 100 students were included in the study, which examined the demographic factors involved with people who deliberately self-harm as well as those who do not. Participants were administered the Deliberate Self-harm Inventory. Specific focus was directed on comparing those who deliberately self-harm themselves.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**The Experiences of Students of Color in a Counselor Education Program**

*Cher N. Edwards, Seattle Pacific University*

Demographics within the university setting are shifting and becoming more inclusive of students of color. It is imperative that counselor education programs are aware of the specific needs of these populations and strive to promote inclusivity to support both recruitment and retention as well as meet the diverse needs of students of color. Results of a qualitative study are shared regarding the experiences and recommendations of ethnically diverse students currently enrolled in a graduate

program in counselor education. Implications for counselor education programs are identified and recommendations for best practices are discussed.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Culturally Diverse Elders and Mental Health Research**

*Susan Santiago, University of Rochester*

The focus of this poster is to reveal how representative mental health research is at capturing the “lived” experience of culturally diverse elders. Do researchers take into consideration the rapid demographic transformation in aging, racial/ethnic groups in the United States? This author contends that mental health counselors working with elders have traditionally been exposed to clinical research on older adults that focuses primarily on elders representing the Euro-American dominant standpoint, with little consideration given to culturally diverse elders. Euro-American middle-class elders are typically used as the reference group to indicate a normal baseline which is then juxtaposed against culturally diverse elders. A call for an increase in research that includes multiple faces, voices, and experiences is expressed along with a call to increase the number of culturally diverse mental health counselors specializing in gerontology.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Paying for Supervision: Do Fees Make a Difference in the Supervisory Relationship?**

*Marcella Stark, Sam Houston State University; Rick Bruhn*

Access to post-degree supervision for licensure is an issue that impacts diversity and therefore social justice in our profession. The cost of supervision may prevent counseling graduates from meeting licensure requirements when work-site supervision is not available. Those costs may decrease the pool of licensees available to counsel underserved populations. Does the payment of a fee make a difference in the supervisory relationship? Do paying supervisees believe they are receiving a better product? This poster session explores the literature involving the supervision of pre-licensed counselors, the impact of fees on perceptions, and access to supervision. Handouts will be provided.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Counseling Students’ Characteristics and the Impact of a Cultural Immersion Experience**

*Harue Ishii, University of New Mexico; Dennis D. Gilbride; Robert Stensrud*

We will present a study that used an innovative multicultural training intervention, cultural immersion. The study's goal was

to explore counseling students factors that might influence their outcomes of cultural immersion. The three student factors examined were demographic variables, ethnic identity, and openness to experience. The expected outcomes of cultural immersion were increased levels of cognitive complexity, cultural empathy and reduction of cultural bias. Student journals were used as a means to assess the three outcome variables. We will present the results of hierarchical multiple regression that accounted for 24% to 70% of the variance in the outcomes.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Counseling Students Perception of the Manifestation of Altruism: A Qualitative Exploration Among Students in the United States and the United Kingdom**

*E. H. Mike Robinson, University of Central Florida; Jacqueline M. Swank*

This presentation focuses on reviewing a qualitative study exploring the perception of altruism among counseling students in the United States and the United Kingdom. The presenters considered a conceptual framework for the contributing factors of altruism proposed by Robinson and Curry consisting of biological factors, social learning, cognitions, and spirituality/religiosity.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Research (Poster Presentation)

**School Counselors Level of Ethical and Legal Knowledge, Ethical Decision-Making, and Social-Cognitive Development: An Exploratory Investigation**

*Kara Ieva, University of Central Florida*

Where are the professional school counselors level of ethical and legal knowledge? This poster presentation describes an exploratory investigation of practicing school counselors level of ethical and legal knowledge, their level of ethical decision making, and social cognitive development. Data was collected in four school districts in the southeast. The presentation will include: a) brief summary of the literature; b) research design and methodology; c) research findings; d) inclusion of multiple variables, and e) future implications for counselor educators and directions for future research.



### Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom

Research (Poster Presentation)

#### **Understanding and Serving International Graduate Students from a Wellness Paradigm**

*Daniel B. Kissinger, University of Arkansas, Fayetteville;  
Eid Abo Hamza*

International students (IS) remain of topic of interest among counseling scholars and practitioners, especially in relation to the crucial adjustment and adaptation period. Yet, while researchers continue to present valuable insights regarding the psychological, emotional, psychosocial, and academic profiles of IS, a profile of the IS's holistic well-being remains elusive. Based on a study using Myers and Sweeney's Indivisible Self: An Evidence Based Model of Wellness, this presentation reveals the self-reported sense of wellness of IS and offers counselor educators, practitioners, and supervisors programming and therapeutic strategies for facilitating positive personal and academic outcomes for international students?

### Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom

Teaching (Poster Presentation)

#### **Transforming Counselor Education for Social Equality and Justice: Adlerian Theory as a Relational Model**

*Thomas J. Sweeney, Ohio University; Jane E. Myers*

In 1971, Rudolf Dreikurs forecast social unrest based upon the inequities of a society based upon authoritarian oppression and suppression. His work, largely ignored by even helping professionals, was and still is highly relevant to anyone desirous of promoting a truly stable, and just society. Dreikurs articulated a philosophy, values, and attributes for a just society. Using selected handouts, quotes, and relevant aspects of Adlerian theory, strategies for transformative change in counselor education will be presented and discussed. The relational, multicultural, and integrative nature of the Adlerian approach will be described as the basis for pedagogy and supervision in counseling.

### Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom

Teaching (Poster Presentation)

#### **Clinical Mental Health Counseling: Implementation of the 2009 CACREP Standards Related to Substance Abuse**

*Tiffany K. Lee, M.A., Western Michigan University; Stephen E. Craig*

The 2009 CACREP Standards reflect a growing recognition of the importance of substance abuse training for counselors. Students in Clinical Mental Health Counseling (CMHC) programs, in addition to the core CACREP Standards, have even more rigorous student learning outcomes in substance abuse training. Presenters will highlight the implications of these changes for CMHC programs and facilitate a discussion on strategies for implementation.

### Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom

Teaching (Poster Presentation)

#### **Holistic and Transformative Learning Practices for Both sides of the Brain**

*Luisa De La Lama, M.A., MHC, University of South Florida*

Participants examine and integrate transformative learning theories in adult education with select concepts from Jungian, Narrative, Family Systems, developmental, and expressive counseling approaches, and right and left brain learning styles. Participants engage in practical exercises involving art, symbolic objects, critical self-reflection, and discussion to explore their own self-development and transformation as learners. With the presenters visual, holistic model, based on ancient Greek philosophy, attendees learn to apply transformative learning theory to conceptualize, create, and implement holistic and transformative learning practices and exercises in their CES work and personal growth.

### Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom

Research (Poster Presentation)

#### **Relational Factors Influencing College Success**

*S. Renee Blocker, St. Mary's University; Monica Solis-Hoeffl;  
Janis Edralin*

Presenting doctoral research that examines relational issues which potentially influence college success. Factors examined include family contact, peer relationships, and connectedness to faculty and staff. Multi-cultural aspects of relationships and college success are also examined. Special attention focused on the counselor educators role in promoting social closeness in counseling departments for an optimal learning environment.

### Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom

Teaching (Poster Presentation)

#### **Challenging Students: Transformative Strategies for New Counselor Educators**

*Allison L. Smith, Antioch University New England; Kerrie N. Kardatzke*

Teaching offers both the biggest rewards and complex challenges for counselor educators. Most new counselor educators have not had formal training in teaching other than graduate teaching assistantships. Thus, for beginning counselor educators certain struggles arise when working with challenging students since teaching skills are still forming. This roundtable discussion is designed for new counselor educators and counselor educators in-training interested in this topic. Presenters will discuss examples from their own teaching and share anecdotal information from seasoned counselor educators. Transformative strategies for working with challenging students will be offered, with an ultimate goal of enhancing the teacher-student relationship.



**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Teacher and Counselor Supervision:  
A Collaborative Process**

*Dr. Andrea Dixon, University of Florida*

Teacher preparation programs and school counselor preparation programs are offered to students separately. Although training programs teach pre-service school counselors and teachers that collaboration is theoretically a necessary component for working in schools, upon graduation neither teachers nor school counselors are prepared to work together. A fundamental change in the educational process needs to occur so that school counselors and teachers practice consulting each other regarding students individual needs and collaborate with each other to best serve students and their families. Coursework and supervision should be provided to pre-service teachers and school counselors concurrently so that they will learn from each others experiences.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Encouraging Collaboration and Diversity of Thought  
in the Group Supervision of Counseling Interns:  
A Reflecting Team Approach**

*Jane A. Cox, Kent State University; Caroline Perjessy; Michelle Gimenez Hinkle*

This presentation will introduce participants to the use of reflecting teams in group supervision of counseling interns. Participants will learn one format for use of reflecting teams, a format which encourages interns to voice a variety of possibilities for the people and situations they are reflecting upon, thus affirming diversity of thought and practice. Attendees will learn how to train interns in this process and how to conduct helpful reflecting team interviews. They also will have opportunity to view video clips of the reflecting team process used in an internship class.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Teaching Empathy: Transforming the Student  
Through Personalized Education**

*Nick T. Ogle, John Brown University; Judy R. Stephen;  
Elisabeth A. Nesbit*

This presentation will introduce educators to an interactive way of teaching empathy to their students through the use of personalization exercises. Educators will be informed on how to create an environment that assists students in personalizing the material being taught in class. More specifically, educators will learn the process and value of integrating personalization exercises such as Provocation Exercises, film, Book Club,

and consistency within dyads in order to increase levels of affective and cognitive empathy. Additionally, syllabus design, course management, and ethical issues related to personalized education will be addressed.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Equity-Focused School Counselor Education:  
Ensuring Career and College Readiness for Every  
K-12 Student**

*Stuart Chen-Hayes, Lehman College of the City University of New York; Faith Deveau; Tamisha Bouknight; Laura Roberts*

School Counselor Education programs focused on equity advocate career and college readiness for every K-12 student through accessible K-12 school counseling programs in the USA and abroad. This presentation shares admissions, recruitment/retention, partnership, curricula, syllabi, pedagogy, and fieldwork design that focus on candidate performance outcomes/artifacts using data and technology to close achievement, opportunity, and attainment gaps transformational school counseling, college readiness, and CACREP standards in a culturally diverse and multilingual context.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Integrating Creativity into Supervision Using  
Bernards Discrimination Model**

*Rebecca Koltz, Montana State University*

Frequently, supervisees find themselves struggling to move forward in their development as a counselor because they have difficulty trusting their intuitive self. The use of creative activities during supervision integrates logical thought with intuition providing an avenue to develop this important aspect of becoming a counselor. Using Bernards Discrimination Model as a framework, this presentation will present ideas for integrating creativity within the supervision experience. The use of creative activities within the supervision has the potential to enhance understanding of the therapeutic process within the three foci of the Bernards Discrimination Model.

**Saturday, October 17 • 8:00 am - 9:00 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Enhancing Counselor Education Programs through  
University Sponsored Service-Learning Initiatives  
Designed to Create Social Change**

*Suzanne D. Mudge, Our Lady of the Lake University; Cullen T. Grinnan; H. Ray Wooten*

Inclusion of service-learning opportunities within Counselor Education programs links theory to application while creating positive community programming and

providing opportunities to prepare counselors-in-training as social change agents and advocates for underrepresented, marginalized, and oppressed individuals and groups. This session will highlight the delivery of three service-learning initiatives designed to afford counselors-in-training opportunities to: 1) apply theoretical knowledge within a real world setting; 2) provide culturally sensitive and effective services to underserved populations; and 3) develop abilities and skills necessary to confront and change societal injustices. Benefits to counselor educators, counselors-in-training, clients and the community will be discussed.

### **Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom**

Teaching (Poster Presentation)

#### **Photovoice: Counseling Students Conceptualization of Social Privilege and Counseling for Social Justice**

*Bengu Erguner-Tekinalp, Ph.D, Drake University; Amney Harper*

An important dimension of multicultural counseling and social justice advocacy competencies is developing awareness of one's culture and social status. The purpose of this poster presentation is to share the results of a qualitative study that investigated the counseling students' understanding of social privilege and how they see themselves as agents of social change. Counselor education students were asked to take a picture of something that represents social privilege. The photographs and open ended responses to photographs were qualitatively analyzed by exploring common themes and patterns. The results will be presented with sample pictures that represent the emerging themes.

### **Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom**

Teaching (Poster Presentation)

#### **Meeting 2009 CACREP wellness requirements: An infusion model for counseling the Physical Self**

A. Stephen Lenz, Texas A&M University- Corpus Christi  
The presenter will introduce an infusion model for counselor education that is directed at the development of counselor competencies related to the nutritional and exercise habits of their clients. Topics included include: fit with ACA and CACREP commitment to a professional wellness philosophy for counselors and counselor education programs, course-specific recommendations, strengths and limitations of the infusion model, and research implications. Following introduction of the model, program is an interactive discussion format.

### **Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom**

Teaching (Poster Presentation)

#### **Are We Practicing What We Teach?**

*Linda Vanderbleek, Troy University; Leila Roach; Heather Smith*

Current research on the six core virtues that are defined by character strengths, especially in the workplace, indicate that faculty and supervisor who are aware of and incorporate character strengths may increase their effectiveness and the positive experience of counseling students and supervisees. Traditionally counselor educators and supervisors focus on pedagogy and supervision models and theories to increase students' knowledge, skills, and personal characteristics to train effective counselors. This presentation will consider core virtues in counselor education and supervision workplace missions, policy and procedures, pedagogical models, parallel process, isomorphism, and advocacy to create transformative changes throughout the counselor training system.

### **Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom**

Teaching (Poster Presentation)

#### **Interprofessional Collaboration: Teaching Graduate Students Effective Collaborative Practice**

*Lisa Hinkelman, PhD, The Interprofessional Commission of Ohio at The Ohio State University*

Throughout graduate and professional preparation programs, a common theme is collaboration. It is increasingly important for students to gain exposure to interdisciplinary approaches as well as methodologies outside their own fields of specialization. Such experiences help develop students' problem-solving abilities and better prepare them for today's multifaceted work environment, including the likelihood of experiencing multiple careers and/or working within more than one sector of society. Through graduate coursework in interprofessional collaboration, future helping professionals are better equipped to provide effective care to students, clients, and patients. Learn how The Ohio State University has trained students in interprofessional education since 1973.

### **Saturday, October 17 • 8:00 am - 9:00 am Golden Ballroom**

Research (Poster Presentation)

#### **The Process of Male-Sensitive Counseling: Qualitative Analysis of Cases**

*Matt Englar-Carlson, California State University, Fullerton; David Shepard*

In this qualitative study 14 case examples of counseling with male clients were analyzed through a combination of grounded theory and consensual qualitative research. Rather than reporting how counselors work with male clients, this study explores the interaction between counselors and male clients who worked together to create effective clinical outcomes.

The data analysis process resulted in the development of 7 categories in reference to male-appropriate therapy. This data can contribute to the developing understanding of evidence-based practice with men. It is hoped that this study can help strengthen counseling with male clients and outline effective strategies that can be taught to trainees.

**[9:15 am -10:15 am]**

**Saturday, October 17 • 9:15 am - 10:15 am – Pacific 6**

Counseling (Content Presentation)

**Educating Counselor Trainees Regarding Military Culture**

*Joseph D. Wehrman, PhD, University of Colorado at Colorado Springs; David Fenell*

As military personnel continue to serve in conflicts abroad, the need for highly trained professionals to assist them continues to be in high demand. Come and learn how to teach counselor trainees about military culture and how to effectively work with military families across a broad range of counseling settings. The presentation will address the military as a unique cultural group with its own norms, values, and customs. The presenters will share their experiences as both counselor educators and veterans of conflicts such as Iraq and Afghanistan. Detailed handouts will be provided.

**Saturday, October 17 • 9:15 am - 10:15 am – Garden Salon 2**

Teaching (Content Presentation)

**Cultural Competence Through a Relational-Cultural Lens: Modeling Vulnerability and Authenticity in Counselor Training**

*Stacey Reicherzer, Walden University; Stephanie J.W. Ford; Jason Patton; Tiffany Rush-Wilson*

This workshop demonstrates a relational-cultural teaching model for building counselor authenticity and relational empathy in cultural competence training. The model, entitled *The First Time I Knew I Was Other*, teaches counseling students to examine their own lived experiences of pain and exclusion as bridges for understanding the impacts of degradation and humiliation in the lives of clients. The role of the educator, in fostering the environment for this experiential training model, is emphasized.

**Saturday, October 17 • 9:15 am - 10:15 am – Royal Palm 4**

Research (Content Presentation)

**Evidence for the Effectiveness of Strengths-Based Counseling in the Classroom**

*Michael Bishop, University of Wyoming; Sachin Jain*

Our research team developed a strengths-based classroom counseling model and collaborated with school counselors and teachers to use positive action classroom strategies by

which to promote social bonding, enhanced respect and authentic student caring. The quantitative results indicate that students in classrooms using these strengths-based strategies significantly increased their self esteem, social competence, sense of purpose, and problem solving skills. The purpose of this presentation is to share the strengths-based counseling in the classroom model as it relates to university school counseling programs and requirements of the 2009 CACREP evidence-based standards.

**Saturday, October 17 • 9:15 am - 10:15 am – Pacific 7**

Counseling (Content Presentation)

**Rap Music in School Counseling: A Review of Don Elligan's Rap Therapy**

*Tiphonie Gonzalez, University of Central Florida; Dr. Grant Hayes*

In 2000, Don Elligan introduced Rap Therapy as a psychotherapeutic intervention for working with at-risk youths whose identities were highly influenced by rap music. Rap Therapy utilizes rap music by engaging youth who often enter counseling apprehensively, through the use of structured activities to encourage rapport and disclosure by the counslee (Elligan, 2004; Tillie-Allen, 2007). This workshop explores how school counselors may benefit from using Don Elligan's Rap Therapy in working with at-risk youth.

**Saturday, October 17 • 9:15 am - 10:15 am – Pacific 2**

Research (Content Presentation)

**Perceptions of Narrative Therapy Verses Cognitive Therapy among Latino/a Counseling Students in Mexico City, Mexico**

*Brandé Flamez, Texas A&M University-Corpus Christi*

This study addressed the responses of Latino/a graduate students in counseling to narrative therapy and cognitive behavior therapy. A sample of 66 students in Mexico City were asked to read one of four vignettes and respond to questions about the therapists qualities. The case studies were similar in form and content except for the type of therapy the client received and the ethnicity of the female client. Results revealed a significant difference in therapist empathy and professionalism. Participants rated the narrative therapist as more empathic; while participants rated the cognitive behavior therapist as more professional. Client ethnicity was not significant.



**Saturday, October 17 • 9:15 am - 10:15 am – Royal Palm 5**

Teaching (Content Presentation)

## **From IDP Refugee to Paraprofessional Counselor: Supporting the Development of Counselors in Uganda**

*Linda L. Barclay PhD LPCC/S NCC, Walsh University; Azra Karajic Siwiec; Dr. Anne Ober*

This session discusses the training and consultation work that a group of counselor educators continue in northern Uganda. Our work mainly uses culturally-sensitive and strength-based counseling and educational methods in training IDP / refugee peer counselors and paraprofessional counselors. We address the challenges involved in working with IDP / refugees to empower themselves, empower fellow refugees, and transition into becoming paraprofessional counselors through specific case studies. We also discuss our consultative and partnership roles in working with Ugandan institutions in their development of paraprofessional (Bachelors-level) counselor education programs. Participant discussion of training and consultation methods will be invited.

**Saturday, October 17 • 9:15 am - 10:15 am – Sunset**

Teaching (Content Presentation)

## **Using Experiential Activities to Teach Multicultural Competences and Social Justice**

*Evadne E. Ngazimbi, University of Central Florida; Samir H. Patel*

The presenters will outline the rationale for using experiential learning to teach students about multicultural competences. Counselors can learn to empathize with clients if they can explore the clients world carefully, and understand it (Rogers & Freiberg, 1994). As such, counselors-in-training should be exposed to situations that enable them to enter and understand various worlds. Through experiential activities, such as role plays, simulated situations, vignettes and case studies, counselors-in-training have the opportunity to explore and process their reactions and grow as counselors. In the Line Activity participants will be asked to stand in a straight line, and may hold hands if they wish. One of the presenters will read a statement, and participants will be asked to take a step back or forward, depending on their responses. At the end of the exercise participants will be at different positions compared to their starting points. After the participants have been exposed to the activities, the presenters will process what it was like for the participants to experience the activities. The final activity will consist of the presenters distributing a homework assignment that requires the participants to watch the motion picture Crash. Due to the time constraints, the presenters will show the audience clips from the movie, and the engage the participants in a discussion regarding how the movie can be used to explore and process their awareness and understanding of multicultural competencies. In addition to leading discussions on the use of experiential activities in teaching multicultural competences, the presenters will

also invite participants to share their experiences in using experiential activities in teaching multicultural competencies and social justice.

**Saturday, October 17 • 9:15 am - 10:15 am – Royal Palm 6**

Teaching (Content Presentation)

## **Suicide in the schools: Serious gaming as a transformative pedagogical tool**

*Carrie A. Wachter Morris, Purdue University; Scott Deatherage*

As Generation Y enters graduate school and gaming becomes a way of life for adolescents and young adults, serious gaming is a pedagogical method that could transform clinical training, through simulation of situations that counselor educators could not ethically duplicate. This presentation will introduce participants to serious games as a pedagogical tool, demonstrate a game developed to aid in suicide assessment and intervention, and provide counselor educators with a model for serious games development, funding resources, and the opportunity to discuss games as a teaching tool. Attendees will receive a resource packet.

**Saturday, October 17 • 9:15 am - 10:15 am – Pacific 5**

Teaching (Content Presentation)

## **Concerns of Black Caribbean Immigrant Students: Implications for School Counselor Training**

*Stephaney Carter- Morrison, Western Michigan University*

Black Caribbean immigrant students represent one of the largest immigrant groups in the United States. The presenter will discuss how school counselor educators can prepare trainees to develop and implement transformative school counseling programs that meet the needs of Black Caribbean immigrant students in major metropolitan areas, such as New York and New Jersey. Specifically, the presenter will describe cultural issues that school counselor trainees must be prepared to address in order to facilitate the academic, career, and personal and social development of Black Caribbean immigrant students. The presenter will also describe preventive and strength-based approaches for this population.

**Saturday, October 17 • 9:15 am - 10:15 am – Towne**

Research (Content Presentation)

## **Pathways: A Qualitative Analysis of African American Womens Career Trajectory In S.T.E.M.-based careers: Impacting the Career Exploration of African American Girls.**

*Sheila Witherspoon, PhD, Monmouth University*

Women in general are not well represented in careers in the S.T.E.M. (Science, Technology, Engineering, and Mathematics) fields (Rop, 1997/8). African American women are even less represented in these areas. One aspect that influences these numbers is African American girls lack of career exploration, as well as exposure and experiences in school and/or the community in the sciences (Adenika-



Morrow, 1996, Ride, 2005). Lack of intervention toward increasing interest and participation of African American women in the sciences will adversely affect the United States ability to remain globally competitive. Moreover, the talent that African American women possess will not be captured. What is urgently needed is an understanding of the career trajectory of African American women in S.T.E.M. careers. Moreover, understanding how African American women were introduced to and persevered in S.T.E.M. careers could better inform how African American girls can be influenced and encouraged to explore these types of careers. A qualitative study using grounded data theory design examined the career trajectory of African American women's careers in S.T.E.M. (Science, Technology, Engineering, and Mathematics) fields. Additionally, the study explored participants' beliefs on how understanding their trajectory will help to influence and impact African American girls' exploration of S.T.E.M. based fields. Implications for school counselors designing career development interventions and counselor educators teaching career development will be delineated.

**Saturday, October 17 • 9:15 am - 10:15 am – Pacific 1**  
Teaching (Content Presentation)

### **Developmental Classroom Work Groups: A Framework for Counselor Educators**

*Brian Hutchison, University of Missouri - Saint Louis; K. Elizabeth McDonald*

Group work is ubiquitous in counselor preparation programs but is often assigned randomly. Attention to the creation of a milieu conducive to intentionally providing consistent feedback focused on student self and interpersonal awareness throughout all stages of the groups' development. While these developmental goals are common across all counselor preparation programs, educators often think they lack the experience or expertise to incorporate a more comprehensive approach to their group assignments. This program provides a flexible framework that can be used to deepen self-understanding and interpersonal skill in counselor education courses. Attendees will be introduced to the idea of assessing students' strengths and needs in personal and group situations using the Theory of Attentional and Interpersonal Style (Nideffer, 1993) as one tool for constructing developmental group experiences (others such as the Meyers-Briggs may also be employed). Participants will be given an outline that details initial assessment, group assignment, on-going personal reflection, creating a group feedback loop, and instructor feedback and evaluation. Attendees will be provided with master copies of all materials. The specified objectives of the program are to: Provide a flexible framework for constructing, evaluating, and teaching through the use of classroom work groups. Demonstrate one approach to these work groups using the Theory of Attentional and Interpersonal Style (Nideffer, 1993). Introduce tools for self-reflective, group member, and instructor feedback when using classroom work groups. Provide attendees with the resources/materials need to

incorporate their own framework into their courses.

**Saturday, October 17 • 9:15 am - 10:15 am – Dover**  
Supervision (Content Presentation)

### **Transformative Process in Supervision**

*Kirk Zinck, The University of Texas at Tyler;*

*Leann Wyrick-Morgan*

Can anyone hear me? Philosophical differences that make each professor unique and interesting may also contribute to isolation and misunderstanding. While nurturing counselors-in-training, differences among department faculty may contribute to uncertainty and self-doubt when students encounter conflicting messages about who they might become. This interactive presentation will outline a unique and systemic approach to supervision in which students develop their professional voice and integrate authenticity into an emerging professional identity. The applications of Bowen's concept of self-differentiation and Schoen's notions about learning and reflective practice contribute to this process of transforming supervisees into creative, reflective, and authentic counselors.

**Saturday, October 17 • 9:15 am - 10:15 am – Crescent**  
Other (Content Presentation)

### **Counselor Educator Self Care and Wellness**

*Marty Slyter, PhD, Eastern Washington University*

The theme of the ACES 2009 conference invites a holistic consideration of informative policies and practices. The focus of this interactive presentation is inviting counselor educators to look at their own mental, physical and spiritual health in a holistic manner. Before counselor educators can be successful at developing relational competencies, they must take care of the relationship with themselves. This session is devoted entirely to allowing each counselor educator to take time to look at lifestyle issues that may be getting in the way of their own optimal functioning. A power point and relevant handouts that involve participant activity and discussion will cover the mind/body connection, how to more effectively deal with stress, how to achieve more balance in daily living, how to assess lifestyle needs and how to incorporate self care.

**Saturday, October 17 • 9:15 am - 10:15 am – Sunrise**  
Supervision (Content Presentation)

### **Impact of Multicultural Supervision on Supervisees**

*Kathy Ybanez PhD, Texas State University-San Marcos;*

*Elsa Leggett*

The role of the experienced practitioner serving as supervisor is to guide an intern's development in all aspects of the provision of counseling services to clients, including in those areas that only started to be addressed during the last two decades: multicultural issues. This presentation explores the growing need in the counseling profession for expansion of social respect and relational consciousness as it relates to

multicultural supervision. Results of a study exploring the impact of multicultural supervision on supervisees will be discussed, including strategies and recommendations for effective multicultural supervision.

### Saturday, October 17 • 9:15 am - 10:15 am – Pacific 7

Teaching (Content Presentation)

#### **Preparing Counselors to Work with Sexual Abuse Populations: Meeting Community Needs**

*Anna M. Williams-Viviani, University of Iowa*

Sexual abuse and violence against women and children is a prevalent social issue. Due to its prevalence most counselors and counselor educators will encounter survivors of sexual abuse during their career either as a support, during referral or in treatment. This session will explore the unique treatment needs of this population and how counselors can be better prepared when they emerge from masters level training. We will investigate the social, historical and cultural context of sexual abuse and discuss whether this could impact the counseling or supervision relationship. Education and supervision strategies for working with this population will be examined.

### Saturday, October 17 • 9:15 am - 10:15 am – Pacific 3

Teaching (Content Presentation)

#### **Making Sense of America: The International Student and the Challenge of the Multicultural Counseling Course**

*Courtland C. Lee, University of Maryland; Jessica M. Diaz; Juliana Unis Castan*

International students often find the multicultural counseling course to be a confusing and frustrating experience. This is often due to the U.S.-centric nature of the course. This session will provide direction for developing and delivering a multicultural counseling course from a global perspective that will be meaningful for both U.S. and international students.

### Saturday, October 17 • 9:15 am - 10:15 am – Esquire

Teaching (Content Presentation)

#### **Integrating Multicultural Issues Across the Counseling Curriculum**

*Dr. Leslie Kooyman, Montclair State University; Angela Sheely-Moore*

Most counseling programs offer a course on multicultural issues in counseling. However, integrating multicultural issues in each course (e.g., theories, group, techniques) seems to be a greater challenge for counselor educators. This workshop will provide practical strategies for including multicultural competencies into existing curriculum. A sample teaching demonstration will be provided. Multicultural competencies as well as an examination of personal challenges when integrating more cultural diversity into the classroom will be discussed.

### Saturday, October 17 • 9:15 am - 10:15 am – Tiki Pavillion

Other (Content Presentation)

#### **Navigating the System of Academia as Pre-tenured faculty: What They Didn't Teach in Graduate School**

*Kimberly J. Desmond, Indiana University of Pennsylvania; Jill R. Nelson; Clarrice A. Rapisarda*

Beginning a career as a Counselor Educator is a time of transition for many graduates entering the world of academia. There are challenges to understanding cultural norms, systemic issues, and department dynamics that cannot be taught in a doctoral program. Ten recommendations to assist with the transition into faculty life will be offered. The presenters will also share ways to gain an understanding of the new university system and role as counselor educator. Possible ways for how the transition could be facilitated will also be explored.

### Saturday, October 17 • 9:15 am - 10:15 am – Pacific 4

Teaching (Content Presentation)

#### **A Developmental Approach to Teaching Multicultural Competence in Counselors**

*Dr. Misty M. Ginicola, Southern Connecticut State University; Margaret Generali; Louisa Foss; Cheri Smith*

Counselor Educators have known for years that multicultural awareness and knowledge is critical to the success of counselors in training. Although research has shown the importance of multicultural awareness, knowledge and skills, little research has been devoted on exactly how Counselor Educators can promote competence. Presenters will discuss their multicultural competence study, as well as a review of the literature on strategies for teaching these skills. Based on these investigations, presenters will introduce a developmental model for teaching multicultural competence which includes how to structure in-class instruction and discussions, assignments, student activities, mentoring and supervision.

### Saturday, October 17 • 9:15 am - 10:15 am – Garden Salon 1

Teaching (Content Presentation)

#### **Transforming Professional School Counselor Practice**

*Tim Grothaus, Old Dominion University; Sylinda G. Banks; Tammy Davis; Carol Kaffenberger*

Educational achievement and access are often correlated to K-12 students race/ethnicity, social class, and family language. School counselors are in a critical position to counteract this distressing reality by advocating and promoting a just and equitable system for all students. How can counselor educators empower school counseling trainees to help transform the educational landscape? The presenters will share a brief summary of a statewide research study and their response to the study's conclusions; a guide designed to empower school counselors and school counseling students with the knowledge, skills, and attitudes to promote effective and equitable school counseling practices.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Directing a Newly Accredited Online Mental Health Counseling Program: Challenges and Rewards**

*Matthew R. Buckley, Walden University; Savitri Dixon-Saxon*

The practice of preparing professional counselors in a virtual environment is still a relatively new concept within the profession of counselor education. Managing distance education, course development, interaction with faculty and colleagues, program development and assessment, innovation within the curriculum, and the inculcation of social change as a value within students will be presented and discussed. Presenters with varying levels of experience in online program development and management will share their expertise.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Other (Poster Presentation)

**Remember us? Advocating for Students Enrolled at Satellite Centers**

*Michelle Bruno, Indiana University of Pennsylvania;*  
*John McCarthy*

Many counseling departments have initiated programs at off-campus sites. However, access to campus services can be a challenge for students enrolled at such sites, as they may not exist or be difficult to access at the satellite center. This presentation examines issues of consideration for those students, including access to professional counseling, orientation to the university, and availability of resources. As a result, the advocacy role of counselor educators becomes critical in supporting students wellness and academic development. Discussion will include such advocacy efforts as well outreach strategies to support off-campus students.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Do You Bring Yourself to Class?**

*Angel Rhodes, PhD, University of Dayton; Ameena Mumin*

This presentation will examine the importance of bringing self to the classes you teach. Attendees will learn how to incorporate aspects of their own selves into classes they teach to build relationships, mentor students, communicate social respect and improve overall learning. Further, attendees will be able to identify and avoid moments when they are checking out or no longer teaching in the moment with their students.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Transforming Students into Researchers and Advocates: Lessons Learned From Teaching School Counseling Field-Based Research**

*Dr. Susannah Wood, University of Iowa; Tarrell A. Portman*

The school counseling profession is consistently challenged to promote and advocate for the school counselors roles and responsibilities in multiple arenas. One primary venue for that advocacy is documenting effectiveness and efficacy of school counseling activities and interventions using research and data. Hence, school counselors must become well-versed in these skills beginning in their preparation programs. The purpose of this presentation is to identify effective ways of teaching research and advocacy to school counselors-in-training. Participants are invited to dialogue about challenges faced in preparing school counselors to be researchers and advocates for their profession.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Teaching Group Work in Counselor Education Programs: Why is the Screening Process Left out?**

*Tina M. Livingston, PhD, St. Cloud State University; Laura M. Schmuldt; Muthoni Kimemia-Musangali*

This presentation discusses why counselor education programs, that include an experiential component to group process, do not include the screening/pre-screening in this process. This program discusses a pilot study designed to implement the screening/pre-screening process through an experiential format that includes upper division graduate students providing the screening/pre-screening.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Teaching a Course in Counseling Older Adults**

*Larry Golden, University of Texas at San Antonio*

This program provides counselor educators with strategies to teach a course about counseling with older adults. Counseling helps the young/old, those who are in good health and functioning independently, engage in a search for meaning and adjust to loss. The old/old depend on families and institutions for their care. Counseling helps these vulnerable persons face failing health and death and assists their caregivers.



### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Teaching (Poster Presentation)

#### **Professor/Student Relationships in Counselor Education**

*Donna Henderson, Wake Forest University; Sam Gladding*

Faculty and counselors-in-training may encounter situations in which their role definitions are blurred. This presentation will include an overview of the literature on faculty/student boundaries as well as suggestions for maintaining appropriate degrees of separation.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Counseling (Poster Presentation)

#### **Single Session Groups: Healing Work in Time-Limited Settings**

*Elizabeth A. Hodges, The University of North Carolina at Greensboro; Holly Kayler*

The use of single session groups is increasing, particularly in hospital and school settings. Counselors-in-training may benefit from education about these time-limited groups. Single session groups possess specific structures and present unique challenges. The purpose of this presentation is to discuss single-session groups: their usefulness, their effectiveness, their design and implementation, and their benefits and challenges. A group addressing self-injurious behavior with adolescents in an inpatient setting will be provided as an example of effective single session group counseling.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Supervision (Poster Presentation)

#### **Supervisory Working Alliance and Supervision Satisfaction with Distance and Face-to-face Faculty Supervisors**

*Angelia D. Dickens, MA, LPC, Doctoral Candidate, Regent University; Scott Wykes*

This presentation will examine the results and relevance of a study investigating the differences in the supervisory working alliance and supervision satisfaction between online and face-to-face faculty supervision of Masters level counseling students. The presenters will discuss how the use of transformative pedagogy in an online environment can meet the unique education and supervision needs of diverse students. The role of the supervisory working alliance in the facilitation of this pedagogy will also be explored.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Other (Poster Presentation)

#### **Counselor Educators of Color: Multiple Expectations, Wellness and Burnout Prevention**

*David Ascher, University of Central Florida; S. Kent Butler; Sachin Jain; Tiphany Gonzalez*

Counselor educators work under a myriad of expectations and often with the added burden of limited amounts of time. These working conditions may be especially stressful for counselor educators of color who frequently have additional expectations and, more often than not, limited role models. Presenters will provide information regarding the role that counselor educators are expected to fill as well as how that role relates to the emergence of stress and overload factors that may lead to exhaustion and burnout. Specific interventions will be discussed that can be utilized to assist counselor educators in general, and counselor educators of color in particular, for recognizing and addressing stress and burnout factors.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Supervision (Poster Presentation)

#### **Counseling Supervision in Rural Communities**

*Janelle Stahl, North Dakota State University; Michelle Weigel*

The purpose of the presentation is to highlight obstacles of supervision found in rural communities. The presenters will be examining the implications found in community and school settings. Current practice and solutions to these concerns will also be addressed. In addition, ideas will be shared as to how supervision practices might need to transform to meet the demand of supervision in rural communities. A proposal of creating continuing education opportunities will be shared with the participants.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Teaching (Poster Presentation)

#### **Self Transformation Through a Group Encounter**

*Kristi Perryman, PhD., LPC, RPT, Missouri State University; Alison Hembree; Paul Blisard*

This program outlines how the exploration of one's own values and beliefs in a group encounter setting; promote change in the counseling student; thus leading to a greater appreciation of the differences of others and serving as a stepping stone to becoming a social advocate. Research will be presented outlining how the group encounter not only promotes self-awareness and a sense of social justice, but also contributes to the student's readiness for other aspects of training, such as supervision in practicum.



**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Creating an On-line Program to Meet the CACREP Doctoral Program Standards: Transforming Curricula to Meet the Needs of Domestic and International Students**

*Agatha Parks-Savage, EdD, LPC, ACS, Eastern Virginia Medical School; Mark Rehfuess*

The objective of this program is to provide educators with tools needed to create the best online teaching and learning experience for domestic and international students, while utilizing the integration of the CACREP Doctoral Program Standards. The presenters were involved in creating the first CACREP accredited Doctoral program in Counselor Education and Supervision (January 2008). In order to achieve this milestone, many aspects related to converting traditional in-class counseling courses into an online format will be addressed.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Neuroscience and Counseling: Transformational Implications for Counselor Education and Supervision**

*Garrett McAuliffe, Old Dominion University; Allen Ivey; Carlos P. Zalaquett*

Transformational research in neuroscience provides a new scientific validity for our present counseling concepts and strategies. Due to lifetime brain plasticity, skilled counseling can build new neural networks. Other specifics to be presented include mirror neurons and empathy, the neural basis of emotions (sad, mad, glad, fear), and brain development and social justice. In the interview, wellness and stress management strategies protect and enhance brain growth and development. Handouts and materials will be made available so that interested instructors can teach these concepts in the classroom immediately.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

(Poster Presentation)

**Counselor Educators Teaching Sexual Diversity Issues**

*Dr. Terry Rainwater, Eastern Washington University*

Counselor educators are often the first contact counseling students may turn to for information on issues related to sexual orientation and gender identity, and have a special role in providing direction to counselors in the field about supporting gay, lesbian, bisexual, transgender and questioning youth. Many LGBTQ youth have heard misinformation and perceive bias from their counselors, which may stem from a lack in counselor training. To correct this, counselor educators should provide specialized training for their graduate students on issues related to sexual orientation and gender

identity. Counselor educators are well positioned to provide specialized training that explores counselors-in-training own negative attitudes about LGBTQ clients, and expand their understanding of the issues faced by lesbian, gay, transgender and questioning youth to increase counselors' comfort level with talking to clients about sexual orientation.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Exploring New Dimensions: Utilizing Expressive Arts within the Discrimination Model of Supervision**

*Sue Bratton, PhD, LPC-S, RPT-S, University of North Texas; Kara Holt; Kristin Meany-Walen*

Supervisors of counselors in training are charged with providing a respectful and inclusive atmosphere to help supervisees develop as competent and professional counselors. The use of expressive arts in supervision can ignite the creative energies of supervisees, while providing them with a culturally-responsive means for enhanced understanding of self and clients. Using the Discrimination Model as a framework, presenters will illustrate how expressive arts can be integrated into the supervision process to achieve the overarching goal of holistic development of the supervisee, both as person and professional.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Integrating Supervision Training into Masters Level Internship Courses**

*Derick J. Williams, University of Virginia*

Many practicing professional school counselors are asked to supervise masters level school counselors-in-training. Most have never received a course or training in supervision or exposure to supervision beyond the supervision experiences of their graduate training. This presentation will address the exposure and implementation of supervision training into a masters level school counseling internship course. Emphasis will be placed on the theoretical rationale for this implementation. A counselor education model for implementing supervision theory and its relationship to counselor identity development will be included.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Are we looking Over Pieces of Identity? Rural StereoTyping and its Impact on Counselor Education**

*Amanda G. Flora, University of Virginia - McIntire School of Commerce*

Other disciplines have recognized that individuals may be stereotyped because of their small town or rural roots. However, counselor educators sometimes overlook this dimension when considering multicultural identity. The presenter will share the results of an exploratory study that sheds light on the phenomenon and uncovers additional ideas about geographic origins.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Transformational Multicultural Pedagogy: Unique Challenges and Opportunities When Teaching Multicultural Counseling**

*Dr. Michelle Mitcham, University of South Florida; Jennifer Figliozzi; Maryann Thompson; Sonya Frazier*

This presentation focuses on transformational multicultural pedagogy and the changing role of the counselor educator in the classroom. In order to impress upon future mental health and school counselors the importance of embracing the ideals of social justice and equity for all clients, unique teaching methods, dialogue, and cooperative learning groups must be infused in this course.† Creating a safe classroom environment conducive to sharing diverse experiences will be presented. Broaching methods for discussing difficult topics such as†racism and† White privilege, will be explored. Implications for Counselor Educators teaching Multicultural Counseling addressed.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Use of the Peer Proficiency Assessment (PEPA): A Tool to Aid in Counselor Trainee Adoption of Counseling Microskills**

*Nadine R. Mastroleo, Brown University; JoLynn V. Carney; Kamaria Smith; Lindsey Nichols*

Effectively teaching counselor trainees microskills is vital to their academic progress and professional success. The PEPA offers an innovative way to enhance counselor training and adoption of microskills to communicate with clients. This innovative tool has been used to train beginning counselors in the microskills of reflective listening and use of questions. Attendees will learn to use the PEPA as a teaching, supervision, and research tool to enhance counselor trainee adoption of

important microskills for effective counseling. Implementation of using the PEPA in research settings and methods to engage trainees in independent use of the PEPA will be discussed.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Stories of Internalized Prejudices: Counseling Students Experience the Scripted Prejudice-Awareness Narrative Strategy**

*P. Clay Rowell, University of North Carolina at Greensboro*

Because research supports the inevitability of learning stereotypes and developing prejudices, it is important to help counseling supervisees understand their prejudices and how they may affect the counseling relationship and process. The goals of this program are to offer a strategy (The Scripted Prejudice-Awareness Narrative Strategy: SPANS) aimed at helping supervisees, counselor educators, and supervisors better recognize counseling students internalized prejudices and their effects on counseling relationships and to provide results of a narrative analysis of the process will be shared. The presenter will employ lecture and dialogue formats and provide results from a qualitative investigation of the process.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Research (Poster Presentation)

**The Experiences of Live Supervision During a Pre-practicum Techniques Class: A Phenomenological Exploration**

*Rebecca Koltz, Montana State University; Stephen S. Feit*

Skills based counseling classes are an integral aspect of counselor education. Live supervision is a method of instruction that teaches the basic skills of counseling while allowing for the students to experience the dynamics of the counseling relationship. A phenomenological study was conducted to explain the experience of live supervision for pre-practicum students. Four primary themes emerged from data analysis: being the counselor, being the client, being the observer, and being in relationship. Please join the discussion of research results and implications of this dynamic supervision method.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Expanding Social Respect beyond a Paradoxical Cultural Practice: Female Genital Cutting among Refugees and Immigrants in the United States**

*Ulla M. Dahlen, Regent University, VA*

Our world, shrunk by increased travel, immigration practices, and refugee relocation brings people of paradoxical cultural practices to our doorstep. This program calls for expanding

social respect and relational consciousness by counselors and counselor educators in the West towards persons currently considering Female Genital Cutting as a meaningful cultural practice. The paradoxical nature of the practice with its cultural meaning and implications will be addressed. This presentation invites the participant to consider how to utilize creative classroom methods and culturally sensitive mentoring for compassionate dialogue, understanding, and empowerment of persons whose cultural practices are peculiar to the counselors culture.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Other (Poster Presentation)

**Recruiting International Asian students and Asian American**

*Yi-Chun Lin, The University of Iowa; David K. Duys*

The counseling profession has attempted to promote more diversity among counseling practitioners in recent years. This presentation explores reasons why comparatively few Asian students are successfully recruited for counselor education programs and how this limits the development of the profession. Practical strategies will be discussed to address this problem such as improving recruiting and retention processes, providing networking and modeling opportunities, enhancing cooperation within university departments, and utilizing methods and approaches to support recruited students.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Research (Poster Presentation)

**The First ACES Social Justice Summit: Information Obtained and Implications for the Profession**

*Denise L. Pickering, PhD, University of Vermont; Hugh Crethar; Catharina Chang*

This presentation will highlight information obtained from the 2007 Association for Counselor Education and Supervision (ACES) Social Justice Summit that was part of the 2007 ACES Conference in Columbus, OH. Discussion will address the data collected (i.e., pertinent issues in social justice, impediments to social justice, and key constructs in defining social justice) from the summit and the implications for counselor education and supervision. Attendees will be invited to discuss these results as they relate to social justice and advocacy within the counseling profession.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Counseling and the Relational Brain**

*Jacqueline Parsons, PhD, St. Mary's University; Tonya Hammer*

This session is an introduction to the central role relationships play in brain development and how a traumatized brain impacts human relationships. The more we learn about neurophysiology and how the brain is organized, the better we understand, from a physiological standpoint, the various cognitive, behavioral and emotional problems our clients experience. Research indicates that successful therapy relies on affect regulation and the majority of mental health concerns are disorders of affect regulation.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Human Change and Climate Change - Making the Connection**

*Diane Kurinsky, Antioch University New England*

Climate change is a global situation of such magnitude that it requires the attention of people of conscience from all disciplines and orientations. The elements of helping people consider changes in their behavior on this issue are similar to helping people consider change on other social justice issues as well. Through an examination of Prochaska and DiClemente's Transtheoretical Model of Change, this presentation will offer both experiential exercises in how to bring change into our own lives and into the classroom setting as well as a theoretical framework from which to understand the nature of the human change process.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Effectiveness of Empathic Response Training on Master's Level Counseling Students**

*Loretta J. Bradley, PhD, Paul Whitfield Horn Professor & Coordinator, College of Education, Texas Tech University; Jacquelyn Crim-McCrary*

Most outcome research supports the necessity of empathy in the therapeutic relationship. Thus, it is important to discover whether empathic responses can be taught to counselor trainees. Clinical training classes focus on the teaching of effective counseling responses, yet there has been little or no experimental research conducted on the effectiveness of that teaching. An experimental research study on the effectiveness of empathic response training on masters level counseling students will be reviewed. Sample counseling transcripts and segments of an innovative training video (Brew & Altekruze, 2006) will be rated according to the Counselor Interaction Analysis (Altekruze, 1967) instrument.



### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Teaching (Poster Presentation)

#### **Transforming Counselor Education Pedagogy Through Attention to Relational Practices: Applying Research About White Counselor Awareness of Their Discursive Positioning in Cross-Cultural Conversations**

*Alastair Crocket, Waikato Institute of Technology*

Attention to a counselors discursive positioning has the potential to extend the field of relational practices in counselor education, especially for those with a dominant culture identity. This paper outlines the transformative potential for counselor education pedagogy of findings from research identifying the value of positioning theory as a resource for counsellors working cross-culturally. Entrants to the counselling profession benefit from clear discursive awareness and practice strategies to minimize the risks of being positioned in ways which are likely to hinder the effectiveness of cross-cultural counseling. Both the substantive research and reflections on its application in teaching will be presented.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Research (Poster Presentation)

#### **Counselor Research Preparation: A Delphi Study**

*James M. Devlin, PhD, Seattle Pacific University;  
Cher N. Edwards*

The relative lack of counselor research productivity has gained increasing attention within counseling related literature in the last two decades. Encompassed within the counseling literature is trepidation related to counselor research training. Consequently, the following presentation will present results from a modified Delphi Study, which gathered views from experts in the counseling profession in order to address the area of counselor research preparation. Participants will be presented with the findings of the Delphi Study as well as the forecasted future of counseling and research.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Teaching (Poster Presentation)

#### **Lessons Learned from Implementing Personal Dispositions into a Counselor Education Program**

*Melinda M. Gibbons, University of Tennessee, Knoxville;  
Shawn Spurgeon; Joel Diambra*

Counselor education programs can use personal dispositions, or beliefs and attitudes held by students, to help them focus on personal development, promote program cohesion, and provide an additional focus for educational efforts. In this presentation, we will discuss how one counseling program integrated personal dispositions into its program. The

development of five dispositions, methods taken to integrate them into courses and program policies, and next steps regarding integration of the dispositions will be explored. Also included will be challenges and successes faced during this process. Additionally, data collected from students and site supervisors on the personal dispositions will be shared.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Teaching (Poster Presentation)

#### **Mindfulness Meditation Practice: Deepening the Counseling Relationship**

*Susan Varhely, Adams State College; Don Basse; Teri McCartney*

The relevance of mindfulness meditation practice to the deepening of the counseling relationship will be explored, with the emphasis being on the development of compassion, presence, non-judgment and non-attachment. Support from the literature and professional research, including brain research, will be presented. Participants will engage in mindfulness meditation practice.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Teaching (Poster Presentation)

#### **Burning the Candle at Both ends: Preventing Burnout in Counseling Graduate Students**

*Susannah C. Coaston, University of Cincinnati; Kerry E. Sebera;  
Megan Mahon; Christina Baker;*

As the stresses of graduate programs increase, some students begin to show signs of burnout even before graduation. Some researchers believe burnout is an unavoidable consequence of helping. Therefore, counselor educators must be prepared to identify, intervene, and ideally prevent burnout in their students. The presenters will present findings from a study aimed to determine the prevalence of burnout among current masters level counseling students. Presenters will define the problem and the impact on the profession, and discuss strategies to promote wellness within the program and beyond to the clients which we serve.

### Saturday, October 17 • 9:15 am - 10:15 am Golden Ballroom

Research (Poster Presentation)

#### **Empowering School Counselors-in-Training to be Leaders in Schools With Children of Poverty: A Case Study**

*Carol Parker, Sam Houston State University; Angela Cartwright;  
Tiffany Bates*

Preparing school counselors to lead in the creation of college bound cultures is critical for secondary schools throughout the nation. This program will summarize a case study of the transformation of a high school with a high number of poverty students from one of sending few students to college to one in which



the majority of its seniors pursued higher education. Counselor educators will be given findings from a qualitative study into the student's expressed needs and the school's successful programs.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Cross-Cultural Supervision of Cross-Cultural Couples Work: Giving Voice to the Silence of Cross-Cultural Relations**

*Diane Estrada, University of Colorado Denver; Marsha Wiggins; Shruti Poulsen*

This presentation addresses the importance of actively giving voice in clinical supervision and the counseling room to the code of silence around issues of ethnicity, gender, spirituality, and socioeconomic struggles that plague many cross-cultural couples. The presenters explore obstacles that collude with dominant oppressive discourses in supervision and counseling and provide suggestions for giving voice to issues of ethnicity, gender, spirituality, and socioeconomic status. The presenters will offer strategies for entering dialogue of cross-cultural explorations using Narrative theory via a supervision case.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Research (Poster Presentation)

**Midlife Career Change and Women: A Phenomenological Examination of the Process of Change**

*Terry Ann Bahr, Paul Jones, Leann Putney, University of Nevada, Las Vegas*

The purpose of this phenomenological research study was to explore the unique dynamics of midlife career change and women. Midlife is defined as the ages between 35-50 years of age. This demographic age range has not been reflected in current research, which has resulted in most studies being focused on the Baby Boom generation. This study examined the lives of five women who are in the process of making a midlife career change.

**Saturday, October 17 • 9:15 am - 10:15 am**  
**Golden Ballroom**

Counseling (Poster Presentation)

**Integrating Primary Prevention in Counselor Education: Moving Upstream Towards an End to Violence**

*Melissa Alvarado, Texas A&M University- Corpus Christi*

Primary Prevention is a new way of thinking about the prevention of family and sexual violence. Various factors contribute to violence and nonetheless, society is affected by it. Such factors consist of the very norms and beliefs that we hold today. Many people are needed to play many different roles in the multiple strategies necessary for effective prevention.

Counselor educators can take a role not only in their own lives but in their training of new counselors. This presentation will provide an overview of the primary prevention of family and sexual violence and implications for counselor educators.

**[10:30 am – 11:30 am]**

**Saturday, October 17 • 10:30 am - 11:30 am – Pacific 3**  
Research (Content Presentation)

**Implementing a National Research and Community Building Project: Counselor Educators Leading the Way to Promote Social Respect and Relational Consciousness**

*Judy Daniels, University of Hawaii; Krista Malott; Scott Schaeffle; William Conwill ; Jennifer Cates*

This presentation describes a national research and community-building project that was led by several counselor educators entitled, "Continuing the National Discussion on Race, Justice, and Peace." This project focuses on the new roles mental health professionals can play in fostering increased social respect and relational consciousness from a social justice perspective. In addition to discussing the purpose of this national project, the presenters will describe the qualitative research methods used to analyze the responses made by persons participating in this intervention. Particular attention is directed to the implications of the research findings for counselor educators and practitioners.

**Saturday, October 17 • 10:30 am - 11:30 am – Pacific 4**  
Supervision (Content Presentation)

**The Parent Consultation Center**

*Larry Golden, University of Texas at San Antonio; Katrina Cook; Brenda Jones*

The Parent Consultation Center (PCC) is a collaborative project between a university counseling program and a school district that can be easily replicated. The PCC offers families free consultation on childhood behavior problems. Families are referred by school counselors. The intervention, called Brief Family Consultation, is behavioral and time-limited. The service is provided free of charge by practicum students who receive live supervision from faculty and doctoral students. We present a step-by-step process to enable participants to develop a Parent Consultation Center in their own communities.

**Saturday, October 17 • 10:30 am - 11:30 am**  
**Garden Salon 1**

Supervision (Content Presentation)

**Training School Site Supervisors**

*Mark Gillen, University of Wisconsin-River Falls*

If you have ever thought that a training program for your school counseling supervisors would improve the experiences for your students and supervisors alike, but you just didn't know how to begin, this is the presentation for you. We

will be giving away ideas on how to set up a hybrid course (combining on-line and in class presentation of material), engage participants and build upon your success.

**Saturday, October 17 • 10:30 am - 11:30 am – Pacific 7**

Teaching (Content Presentation)

### **School Counseling Comes to St. Lucia: A Model for Counselor Education in an Emerging Nation**

*Steven K. Nielsen, Ed.D., Lynchburg College; Jeanne Booth; Rick Gressard*

Despite the emerging movement to take counselor education to a global level, most international students train at U.S. programs that emphasize values and strategies common to Western culture. Taking a different approach, Lynchburg College, along with valued colleagues from other programs, partnered with the World Bank and the St. Lucia Ministry of Education to train a cohort of 25 school counselors in their home nation. In this workshop, counselor educators who structured the partnership and taught on the island discuss the challenges faced and lessons learned for developing successful international partnerships, joining with foreign students, and delivering culturally relevant programs.

**Saturday, October 17 • 10:30 am - 11:30 am**

**Tiki Pavilion**

Teaching (Content Presentation)

### **Empowering High School Students: A Collaborative University/Public School Research Project**

*Beverly Booker, PhD, San Diego State University; Alan Green; Chaka Ward*

The goal of this session is to equip school counselors with practical strategies to address academic challenges and promote life success through the lens of an Empowerment Framework and Activity Theory. Through an interactive multimedia presentation participants will gain practical framework of the need and benefits of advocating for students academic and life success in ways that address real world realities and systemic barriers. As a result of this interactive format, participants will be equipped to implement this framework in their school communities as change agents and leaders using concrete strategies and data analysis. Examples of collaborative research projects between a university and urban high schools integrating an Empowerment Framework and Activity Theory will be discussed. By the end of this session, the participants will have: 1). Discussed rationale to integrate an Empowerment Framework as school counselors in schools in promoting student academic and life success; 2) dialogued regarding Empowerment project being aligned with ASCA national standards and Education Trust Initiatives; 3) Reviewed the trends/historical challenges in urban schools that present as obstacles to student achievement and life success; 4) received an overview of the presenters story of setting new standards of advocacy in collaboration with schools, parents, and communities toward student populations not typically

empowered in two urban schools; 5) reviewed practical strategies of integrating Activity Theory to address barriers of collaboration in individual schools and systems to impact students, and 6) analyzed resources and tools toward using an Empowerment Theory framework and Activity Theory.

**Saturday, October 17 • 10:30 am - 11:30 am – Crescent**

Research (Content Presentation)

### **Autoethnography as a Transformative Counseling Research Method for Studying Life Stories of Diverse Older Adults**

*Kathryn Z. Douthit, University of Rochester; Susan Santiago; Irene Garrick*

Autoethnography is a qualitative methodology that provides a blueprint for research into how individual psychology shapes each persons unique assimilation of culture. This presentation introduces participants to the process of autoethnography and shows how it can specifically be used to analyze life stories of older adults. Doctoral students in a gerontological counseling course will share their experience of learning and implementing autoethnographic methodology in a class life story project. Presenters will engage participants in a discussion of how the tools of autoethnographic analysis can also be used in counseling to heighten understanding of client cultural orientation and raise relational conscious.

**Saturday, October 17 • 10:30 am - 11:30 am – Towne**

Teaching (Content Presentation)

### **How Spirituality Is Taught in the Counselor Education Classroom: A Survey of CACREP Accredited Graduate Schools**

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

A significant majority of Americans consider themselves to be religious, spiritual or both. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has recently adopted standards stressing the importance of heightening the awareness of students in accredited Counselor Education programs of spirituality as an essential part of this nations multicultural and diverse populations and as force for individual and social transformation. This program will review how a number of CACREP accredited institutions implement spirituality components within their programs, whether through infusion or specific courses. The presenter will also discuss the necessary spiritual competencies for instructors and students.

**Saturday, October 17 • 10:30 am - 11:30 am – Royal Palm 6**  
Teaching (Content Presentation)

**Preparing School Counselors to Address Emotional and Behavioral Problems of Youth**

*Carol Klose Smith, The University of Iowa; Eran Hanke*

The scope of mental illness within the population of children and adolescence is considerable. One in five children and adolescents has a mild to moderate mental health issue, with one out of 20 having a serious mental health or emotional illness. School counselors are in a unique professional position to assist schools to better fulfill their educational mission by recognizing and intervening with students who are experiencing emotional or behavioral problems. This program will explore and facilitate discussion about the various challenges facing today's youth, the CACREP 2009 standards, and school counselor preparation in regard to emotional and behavioral problems of children.

**Saturday, October 17 • 10:30 am - 11:30 am – Pacific 2**  
Teaching (Content Presentation)

**Redesigning the Introductory Counseling Course: An Experiential Journey into the Counseling Field**

*Kara Ieva, University of Central Florida; Mike Robinson; S. Kent Butler; Jennifer Foster*

The session focuses on presenting an innovative approach to teaching an introduction to counseling course designed to meet the needs of students and faculty. The presenters will discuss combining didactic and experiential approaches that engage students in the learning process, while remaining focused on the CACREP standards. This innovative approach includes various teaching modalities including classroom instruction, student presentations, and psychoeducational groups focused on wellness and interpersonal skills.

**Saturday, October 17 • 10:30 am - 11:30 am – Esquire**  
Research (Content Presentation)

**Are Clients Satisfied With the Counseling Services They Receive at a Counselor Education Program Training Facility?**

*Ann M. Miller, PhD, LPC, NCC, Emporia State University*  
and motivational stories and statistics, and ethical development-promoting strategies.

It is becoming more important to evaluate the degree to which clients think they have received counseling services that are convenient, professional, and helpful. This research evoked an evaluation of current counseling services offered at a community-based counselor education program training facility. As a result, implications for future action to incorporate client-suggested improvements are presented. An exploratory, basic interpretive study that focused on participants' phenomenological experience was conducted. Semi-structured, audio-taped interviews took place to learn about client experiences and gain potential suggestions for improving services and the training of student counselors.

**Saturday, October 17 • 10:30 am - 11:30 am – Royal Palm 5**  
Teaching (Content Presentation)

**Towards a New Understanding of Relational-Cultural Theory: Context, Content, Critiques, & Contributions**

*Jennifer L. Rogers, Syracuse University; Amalia Stanciu*

This session seeks to provide an overview of the theory and some of its many applications in pedagogy and clinical practice. RCT will be examined from the context of its origins. Its assertions, constructs, hypotheses, and objectives will be identified and deconstructed, and RCT will be critiqued from both modernist and post-modernist perspectives. The importance of increasing replicable research on the outcomes of specific RCT-based interventions will be addressed. Finally, the 21st century resonance of RCT's principles and assertions will be discussed by the group.

**Saturday, October 17 • 10:30 am - 11:30 am – Dover**  
Supervision (Content Presentation)

**Using Group Supervision to Increase Multicultural Competency and Job Satisfaction Among Professional School Counselors.**

*Leann M. Wyrick-Morgan, PhD, The University of Texas at Tyler*

School Counselor burnout and consequential loss of job satisfaction can be avoided with the right supervisory experience. In schools, supervision is often done in the form of short chats in the hallway on the way to another task or "duty as assigned," and often we fall short of providing true and adequate supervision to our Professional School Counselors in the field. In this program, we will discuss ways in which monthly group supervision sessions are used to promote healthy attitudes, increase multicultural competence, and overall job satisfaction for school counselors working at all levels, K-12.

**Saturday, October 17 • 10:30 am - 11:30 am – Pacific 6**  
Teaching (Content Presentation)

**Transforming Student Relationships: Expanding Our Repertoire of Skills in Teaching Postmodern Students**

*Jeannine R Studer, The University of Tennessee, Knoxville; Robin Wilbourne-Lee*

Each student generation brings educational and social characteristics to counselor education programs that provide new challenges for educators. A transformation in perspective is needed as counselor educators train students in the Millennial Generation (born between 1980-1994). Traditional instructional modes (e.g. lecture vs experiential) and advising (e.g. providing carefully constructed feedback) no longer provide the most effective means for engaging this new student cohort. This presentation will consist of a discussion of postmodern student characteristics, experiential activities, and technological aids for transforming instructional



strategies. These instructional methods will assist participants alter conventional pedagogy related to counselor training. Handouts will be provided.

**Saturday, October 17 • 10:30 am - 11:30 am – Royal Palm 4**  
Counseling (Content Presentation)

### **Treating Bereavement with Spiritually-Based Interventions: Helping Clients Achieve Spiritual Growth as a Result of Experiencing Loss**

*Jacqueline E. Thurston, University of Central Florida*

This presentation addresses how the environment for group collaboration was created, facilitated and the eventual impact of the process for everyone involved. A detailed explanation of events will be presented that took place in this doctoral level course in counselor education. In the true spirit of collaboration this presentation was planned, refined and completed as a group.

**Saturday, October 17 • 10:30 am - 11:30 am – Sunset**  
Teaching (Content Presentation)

### **Educating Second Career Counseling Students: The Intersection of Life Experience and Counselor Development**

*Amanda Shinn Patterson, MA LPC-BE, University of North Carolina at Charlotte; Stephen Burton*

Several issues face second career graduate students, including self-efficacy issues, stress, anxiety, family and work demands, and lack of peer relationships. Research suggests that non-traditional students are seeking personal development within their educational experiences (Bamber & Tett, 2000). Thus, many second career learners are attracted to the counseling field. The presenters believe that counseling programs must offer courses in a flexible format, including online and evening instruction, in order to meet the needs of second career students. In addition, there are many issues that face second career counseling graduate students in transcending their prior work experience that are not addressed adequately in graduate school. Knowing how to help students navigate these common issues is imperative if counseling faculty members are to be successful in the counselor preparation of second career students. The presentation will include a brief didactic portion about challenges faced by second career counseling students and their professors. Some of these challenges include: lack of peer-relationships, problems navigating a new graduate program and university, and the family, work, financial and other personal stresses that come with becoming a second career graduate counseling student. The presenters will provide recommendations including resources for providing support and effective counselor education to second career and non-traditional counseling students. The presenters will share specific ways in which educators can help during the adjustment period of the first year of being a second career graduate student. Current literature will also be highlighted and references will be provided. Audience

members will be asked to share their own experiences with educating and supervising second career counseling students. Time will be allotted to reflect on the material presented and discuss its application in counselor education programs. The information provided in this session will be useful for both counseling educators and supervisors that educator and/or supervise second career student counselors.

**Saturday, October 17 • 10:30 am - 11:30 am – Stratford**  
Supervision (Content Presentation)

### **A Model for Analyzing Critical Cultural Domains in Counselor Development: Assessing Learning Across the Curriculum**

*Marie A. Wakefield, University of Nevada, Las Vegas; Douglas Garner; Tiffany Tyler; Dale-Elizabeth Pehrsson*

This presentation includes a brief overview of cultural competency in the profession, the current challenges of teaching these constructs, and how they impact counseling and counselor education practices. A model that assesses graduate students development across the curriculum will be explained; practical strategies for assessment and enhancement of students progression and growth of cultural competence will be discussed; and case studies will be examined. In addition, this model provides a tool for assessing the skill level of neophyte practitioners and implications for areas of improvement in the progression from novice to distinguished culturally competent practices.

**Saturday, October 17 • 10:30 am - 11:30 am – Pacific 5**  
Teaching (Content Presentation)

### **Distance Education and Social Justice**

*Dr. Sandra Collins, Athabasca University; Simon Nuttgens; Jeff Chang*

There have been many arguments presented in the literature for various models of counsellor education, pedagogical positions, and methods of delivery. There has been little writing, however, on the relationship between various education models of counsellor education and social justice. The focus of this presentation is on the role of distance education models in promoting access to the profession for individuals from diverse social, cultural, and economic backgrounds, enhancing service to traditionally underserved populations, and enhancing the competency of future practitioners by embedding learning in existing relational contexts.

**Saturday, October 17 • 10:30 am - 11:30 am**

**Garden Salon 2**

Teaching (Content Presentation)

**The Transcultural Quest: A Transformative Action for Expanding Social Respect, Relational Consciousness, and Multicultural Education**

*Tonya Jasinski, University of South Carolina; Markesha Miller*

The transcultural quest is an excellent tool for which to enhance the multicultural educational component in counselor education programs. The transcultural quest provides counselor education students with an opportunity for enhancing their worldviews, increasing their self-knowledge, and improving their transcultural counseling perspectives with individuals, groups, and families. Attendees will learn about the rationale and steps for implementing the transcultural quest into the counselor education curriculum. The presenters will share original poems, proverbs, transcultural track products, and personal reflections that resulted from their transcultural quest experiences. Summary handouts and session favors will be distributed to participants.

**Saturday, October 17 • 10:30 am - 11:30 am – Pacific 1**

Teaching (Content Presentation)

**Counselor Education in Africa: Identifying Culturally Appropriate Roles, Models, Curriculum, and Resources**

*Lindsay Bicknell-Hentges, Chicago State University; Tadesse Giorgis; John Lynch*

When asked to assist in the development of a counselor education program at Addis Ababa University in Ethiopia, the presenters recognized the importance of first assessing the need and roles of counselors within this country. This presentation will examine issues revealed from bilingual focus groups comprised of Ethiopian counselors, counselor educators, counseling students, and other professionals who identified needs and defined the role of counselors in Ethiopia. Questions and conversations from these focus groups will be presented to initiate a discussion of the process of adapting counselor education curriculum and counseling models for application within varied cultural contexts.

**Saturday, October 17 • 10:30 am - 11:30 am**

**Golden Ballroom**

Teaching (Poster Presentation)

**Are Counselor Educators Over-Zealous in their Role as Gatekeepers for the Counseling Profession?**

*Theodore P. Remley, Jr., Old Dominion University; Brandy Richeson; Jasmine Knight; Rebecca McBride; Anita Neuer*

The ACA Code of Ethics and the CACREP accreditation standards impose upon counselor educators the role of gatekeeper for the counseling profession. Personal traits of counseling graduate students are supposed to be evaluated in determining whether a student will be permitted to graduate

from a counseling program. Specific criteria have not been agreed upon that counselor educators should use in making decisions regarding gatekeeping. The current situation sets the stage for counseling graduate students to be denied entry into the profession arbitrarily. The literature on gatekeeping will be reviewed and appropriate and inappropriate gatekeeping decisions will be discussed.

**Saturday, October 17 • 10:30 am - 11:30 am**

**Golden Ballroom**

Research (Poster Presentation)

**Women's Perspectives on Professional Identity and Success in the Counseling Field**

*Amanda C. Healey, Old Dominion University*

Counseling, like many helping professions, is seen as a socially suitable field for women and is perceived to be dominated by female practitioners. Since there is a significant and increasing presence of professional women in the helping fields, their perceptions and values should be evaluated in the context of the counseling philosophy and career success. Information regarding a study that investigated the contextual and definitional qualities of professional identity as well as the perceptions of success as defined by female counseling professionals will be presented.

**Saturday, October 17 • 10:30 am - 11:30 am**

**Golden Ballroom**

Teaching (Poster Presentation)

**Transforming Students to Practitioners: The Effectiveness of Off Site Based Practicum Models**

*Dr. Carrie Alexander-Albritton NCC, LPC, CADC, Western Illinois University-Quad Cities; Leslie O'Ryan; William McFarland; Holly Nikels; Frank Main*

This presentation will focus on the level of effectiveness of off campus practicum sites for emerging counselors. Focused discussions will overview specific models for offsite Practicum settings. Models of supervision will be reviewed and faculty and site supervision practices identified. Strengths and weaknesses of the current model will be presented. Finally, implications for the new CACREP 2009 standards will be reviewed and discussed. Presenters will engage participants in a scholarly dialogue regarding the best mode of learning for emerging counselors. Current trends in the literature will be presented related to the best approach to assisting students in transforming to practitioners.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Leadership in Counselor Education: An Individualized Learning Contract Approach to Leadership Development**

*Katharine Stough, The Ohio State University; Katharine Stough; Michelle Hollenbaugh; Darcy Haag Granello; David Dagg; Nikol Bowen; Caroline Baker; Felice Kassoy; Majorie Adams; Meg Griffin; Grant Schroeder*

This program will discuss an innovative leadership course in which doctoral students developed individually designed learning contracts, based on self-assessments of their own leadership strengths and weaknesses. Students developed 2-5 projects, linked those projects to their own leadership needs, determined appropriate products, selected how and by whom they would be evaluated, and determined the due dates. Projects were uploaded onto individual websites that serve as the beginnings of student e-portfolios. This presentation will overview the pedagogical concept of the learning contract applied to counselor education. Then a panel of students will discuss how and what they selected for their leadership projects and the individual and team learning that resulted.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Counseling (Poster Presentation)

#### **Putting the Spirit into Counselor Education: Integrating Spirituality into Multicultural Counseling and Supervision**

*Taunya Marie Tinsley, PhD, NCC, LPC, California University of Pennsylvania; Grafton Eliason; Gloria Cataldo Brusoski; Elizabeth Gruber; Jeff L. Samide*

Spiritual counseling is currently becoming recognized as a unique field in professional counseling and counselor education. Additionally, spirituality and religion stand out as defining characteristics among cultural diverse populations. And more recently, there has been an increased awareness and respect for the role of spirituality in the lives of clients and the role of counselors as they assist these clients. The purpose of this presentation is to review the current situation of religion and spirituality as well as to provide suggestions for integrating spirituality into multicultural counseling, supervision and counselor education.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Supervision (Poster Presentation)

#### **A Change of Heart: Focusing on Transformative Change in Counselor Education and Supervision**

*Linda Vanderbleek, Troy University; Leila Roach; Carol Lewis*

Discover the heart of change through focusing on emotions, the primary meaning making system and source of action

potential for individual, couple, family, organizational, and social change. The presentation will provide the latest information on emotion focused counseling process research and implications for teaching and supervising counseling students and supervising emotion focused counseling practitioners. Participants will learn the rationale for focusing on emotions, the important assessment and intervention counseling skills for affecting emotional schemes, and differential interventions.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Other (Poster Presentation)

#### **What in the World is Going on: Counselors as the Bridge for Global Connection**

*Crista Gambrell, MA, NCC, Regent University*

The notion of individual actions and corporate consequences is often denied in the West in the name of personal agency. The result is that the very autonomy we esteem has moved us from connection to isolation. There is no regard for how our decision making impacts us, let alone others. To re-emphasize that we do not stand alone, this presentation will draw wisdom from sociology, womens studies, and other fields to provide a holistic perspective of the counselors role in global change. The conclusion will recommend how to expand counselor training modules through service learning, studying abroad, and prevention orientations.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Contextualizing Pedagogy: Integrating Advocacy Techniques Across Counselor Training Curriculum**

*Cyndia Glorfield, Idaho State University; Addy Wissel; Melissa Odegard*

This presentation will explore how to contextualize pedagogy across the counselor training curriculum. Through active participation and discussion, participants will have the opportunity to co-construct advocacy techniques for immediate application in their counselor training curriculum.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Supervision (Poster Presentation)

#### **Addressing Multicultural Issues in Supervision**

*Ileana Lane, MS, LPC-I, Texas A&M University Corpus Christi*

While statistics highlight the increasingly diverse population in the U. S. and convey the need for educators and the mental health workforce to have a working knowledge of how to best serve students and/or clients, the fields of epistemology, philosophy of science, and psychology recognize the cultural embeddedness of theories that guide professional research and practice (Holcomb-McCoy, 2004; Behring & Ingraham,



1998). This presentation will demonstrate experiential activities that raise multicultural awareness. Participants will leave having learned about their own biases by bringing self-awareness to their biases, and how to learn, appreciate and teach important aspects of multiculturalism in supervision.

**Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom**

Teaching (Poster Presentation)

**Counselors Needed STAT**

*Nashae Julain MS. Ed. PhD Candidate, The University Of Iowa*

In 2009 The Ethics Committee of the American Society for Reproductive Medicine declared that fertility specialist have an ethical duty to provided lesbians and gays with the same reproductive services offered to heterosexual married couples. However, they acknowledge that some physicians and programs might be unwilling to treat such populations due to homophobia, religion, or administrative hassles (American Society for Reproductive Medicine, 2009). Our presentation is in direct response to the lack of education offered to counselors regarding lesbian and gay reproductive health care. We will address the role that counselor educators have in training counselors to advocate for lesbian and gay clients within the medical and counseling communities.

**Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom**

Other (Poster Presentation)

**Panel Discussion: Counselor Education Doctoral Students' Experiences Throughout the PhD Process**

*Caroline Baker, The Ohio State University; Sibyl Cato; Felice Kassoy; Nikol Bowen*

A panel of 6-8 counselor education PhD students from a large Midwestern state university will explore their experiences in a doctoral program. The diverse panel will reflect various program statuses, ages, prior experience levels, ethnicities, sexual orientations, religions and genders. General themes will include background experiences, multicultural issues, program attributes and relationships, professional identity formation, and expectations pre- and post-program. The goals of the panel include participant reflection regarding their program of study as well as an examination of program aspects important for student recruitment and retention. Attendees will be invited to participate in future research regarding this topic.

**Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom**

Other (Poster Presentation)

**What Are the Perceptions of the Role of School Counselors as Agents of Systemic Change and What Is Happening in the Area of School Counselor Advocacy?**

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

Although many professional organizations have encouraged and highlighted the role of school counselors as agents of systemic change, a minimal amount of research is available on current advocacy beliefs and activities on the part of school counselors and school counselor educators. Simply stated, the question to be answered is What role do school counselors play in advocacy and what are they and school counselor educators doing to facilitate that role? During this program, the presenter will review the ACA advocacy competencies and current research regarding the topic and then encourage audience participation through discussion of the topic.

**Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom**

Research (Poster Presentation)

**Non-Academic Barriers to Trainee Competence: A Look at Programmatic Prevention and Remediation Efforts**

*Mikal Crawford, Husson University; Paula Gilroy*

This program invites participants to join the discussion on non-academic impairment and the struggles we face to create and enforce effective policies and procedures. Participants will also gain an understanding of preventive measures which various training programs employ to help students circumvent impairment. We will present information from our current study on non-academic impairment, and further the dialogue on how we negotiate the difficult terrain of balancing the needs of students with the academic standards of the graduate program and the well-being of the larger community.

**Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom**

Teaching (Poster Presentation)

**National Survey of CACREP Programs Supervision Practices**

*Pit Kolodinsky, PhD, Northern Arizona University; William Huffman; Michael Zlatev; Bennett Edgerly; Mark Young*

One of the most important components of counselor education training is when the rubber meets the road when trainees begin working with clients for the first time in training clinics. This presentation provides counselor educators with a current overview of supervision methods used in CACREP programs in the country, including bug-in-the-ear, bug-in-the-eye, in vivo, co-therapy, post-session audio review. A vast majority of CACREP programs responded. Results will be shared in light of the 2009 standards.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Transformative Online Instruction: Research and First-Hand Tips**

*Kathryn Watkins van Asselt, Capella University*

Online courses provide flexibility for students and instructors alike. Techniques and experiences will be presented to provide you with the tools to be a more effective online educator. Whether you have no experience teaching online, some, or extensive skill, this presentation will give you the edge to be more effective in an online format. By the end of the session, you will be able to: identify current trends in online education, recognize barriers to online education, distinguish the positives and negatives of teaching online courses, and identify at least eight tips for being more effective at online instruction.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Keeping up with Diversification: Intentional Cross-Cultural Interactions to Enhance Counselor Sensitivity**

*Dr. Regina Nganga, Eastern Illinois University;  
Stephen Kiuri Gitonga*

This presentation is the culmination of a research study, which investigated the effectiveness of cross-cultural interaction program on counselor trainees cultural sensitivity. A six-week program was conducted to provide opportunities for Caucasian students to interact with international students at a medium Midwestern university. Findings revealed an increase in counselors cultural sensitivity by the end of the program. Despite the realization that cultural sensitivity is the foundation for effective counseling with culturally diverse populations, many counselors continue to doubt their competencies in providing appropriate services to clients from diverse backgrounds. The overall goal of this presentation is to bring to light the need to integrate existing multicultural education courses offered in many programs with experiential immersion activities in the training of counselors with the aim of enhancing cultural sensitivity. Presenters will provide practical strategies for immersion programs while participants will discuss their strengths and shortcomings in working with culturally diverse clients. In addition they will have the opportunity to determine their cultural sensitivity using the Intercultural Sensitivity Scale (Chen, & Starosta, 2000).

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Relationship between Graduate Counseling Student Success in Statistics and Statistics Anxiety and Social Support**

*Michelle Perepiczka, PhD, LPC, RPT, NCC, Texas A&M University-Commerce; Nichelle Chandler; Michael Becerra*

Some counseling graduate students struggle with learning statistics while completing program coursework requirements, and other students struggle with applying statistical knowledge when writing manuscripts or conducting original research. In the meantime, counselor educators are challenged to impart statistics knowledge on students as well as motivate students to use these skills to contribute to the body of counseling research. This presentation introduces preliminary data from a study that explored the relationship between counseling graduate student success in statistics and statistics anxiety and perceived social support. Implications of the findings and suggestions for counselor educators will be presented.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Using Weblogs for Student Racial Identity Development In a Multicultural Education Course**

*Susan Dodd, SUNY-Plattsburgh; Minh Chiavone*

This session emphasizes the value of student connectivity in a social justice course through a means with which many students are most familiar and most comfortable: the internet. With 200 million registered users on myspace.com and hundreds of billions of text messages sent worldwide each day, it is clear that messaging in these forms has become a societal norm in current times, particularly with traditional college age students. Incorporating the use of weblogs into a social justice education course allows students an opportunity and a venue to discuss topics and opinions in an atmosphere more comfortable than the classroom.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Counselor Education Mentoring: Teacher and Student Perspectives**

*Susan Lahey, PhD, LMFT, Trevecca Nazarene University;  
Amanda Daly*

Counselor education training is continually adapting to meet the needs of the field. When considering counselor training, the perspective of the university professor and doctoral teaching assistant should be considered. This presentation will discuss the various aspects of the mentoring relationship between the professor and doctoral student trainee.

**Saturday, October 17 • 10:30 am - 11:30 am**  
**Golden Ballroom**

Research (Poster Presentation)

**CACREP Accredited Master Level Counseling Programs and Prejudice Levels**

*Philip B. Gnilka, Georgia State University; Amanda Wolfe; Stephanie Eberts; Maggie Eberz*

Given that we live in a multicultural society that is expected to grow even more diverse in the future, the counseling profession has taken the position that training must incorporate multicultural Poster to produce multiculturally competent counselors. While many studies have investigated and measured multicultural competence among counseling students, few studies measured actual changes in different types of prejudice among counseling students using valid and reliable instruments. The purpose of this presentation is to report on an exploratory study that investigated the change in levels of prejudice among CACREP masters level counseling students over two semesters of coursework. Different types of prejudice such as racism, anti-Semitism, homophobia, and sexism will be measured for change while accounting for social desirability.

**Saturday, October 17 • 10:30 am - 11:30 am**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Enhancing Your Counselor Education and Licensed Intern Supervision through the Use of Creative Arts**

*Charles E. Myers, Northern Illinois University; Sandra Kakacek*

Creative arts in supervision encompasses a variety of learning modalities and are process rather than the problem oriented. Supervisors will learn specific supervision techniques and activities that involve the use of arts, sand, and literature. Presenters will demonstrate how creative arts can be used to engage supervisees in personal and professional growth. Through creative arts, supervisors can help supervisees decide on treatment, understand the counseling process, examine the client-counselor relationship, gain perspective of the clients experiences, and increase their self-awareness as a counselor.

**Saturday, October 17 • 10:30 am - 11:30 am**  
**Golden Ballroom**

Other (Poster Presentation)

**“You are a Doctoral Student and You Want to Publish a Book:” Here’s How!**

*Courtland C. Lee, University of Maryland; Marja Humphrey; Allison Butler; Carlos Hipolito-Delgado; David Burnhill*

Doctoral students who recently published a book on multicultural issues in counseling will offer guidelines on how to accomplish such a task. Program participants will learn about how to conceive a book project, acquire a publisher and successfully initiate the project.

**Saturday, October 17 • 10:30 am - 11:30 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Crisis in the Curriculum: Infusing Crisis Intervention Skills into the Counselor Education Curriculum**

*Dr. Teri McCartney, Adams State College*

The 2009 CACREP Standards include language regarding crisis intervention, disaster, and trauma-causing events. This presentation will examine ways to infuse crisis intervention principles and models into the counselor education curriculum.

**Saturday, October 17 • 10:30 am - 11:30 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**How Counselor Education Doctoral Cohorts Can Advance Transformative Pedagogy In Training Counselor Educators**

*Sally V. Lewis, M.Ed., NCC, NCSC, University of Central Florida; Sandra Robinson; Grant Hayes; Tabitha Young*

As a means of advancing transformative pedagogy, some graduate programs have organized students into cohorts. The demographics of graduate education suggest that cohorts consist of individuals who come from a variety of ethnic and socioeconomic backgrounds yet have similar intellectual and interpersonal capabilities. Current literature has shown that cohort members improved their academic knowledge, multicultural awareness and preparedness for acting as social change agents compared to non-cohort students. This presentation will discuss a cohort model that is currently in use in a CACREP program for doctoral students and how the system could be adapted for other graduate programs.

**Saturday, October 17 • 10:30 am - 11:30 am**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Teaching the Fundamentals of Consultation, Collaboration and Supervision: Building Effective Leaders Who “Talk the Talk and Walk the Walk”**

*Rhonda L. Norman, Xavier University*

This innovative class teaches the foundations of consultation, collaboration and supervision in a collaborative team based environment. The class focuses on teaching Masters level students how to apply and consume consultation, collaboration and supervision within an experiential format. The experiential exercises are a major part of enhancing the learning of the students. Working from a constructivist model, the class focuses equally on the Poster as well as the process. The experiential exercises include team identity formation, team presentations based upon review of the literature, supervision observation analysis, cultural autobiography and live in class advocacy consultations. The syllabus will be provided.



### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **The Clinical Residency Model: Preparing Counselors at a Distance**

*Robyn Trippany Williams, Walden University;  
Tiffany Rush-Wilson;*

Distance environments in counselor training pose some challenges related to the training and observation of students clinical skills. The week-long face-to-face clinical skills residency model serves to provide intensive didactic training of clinical skill in addition to observation and evaluation of the applied learning. This program will feature a discussion of a clinical skills residency in an online counselor training program.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Supervision (Poster Presentation)

#### **Conflicted: A Qualitative Inquiry of Value Conflict of Counselors-in-Training**

*Travis Smith, Idaho State University*

Values are an important, yet inadequately understood component of counselor development. Professional counselors are charged with the responsibility of being aware of their values and the impact they have on clinical work. What is not well known is how students navigate the process of values clarification and the conflict that many students experience. This presentation will reveal a grounded theory developed from the experiences of masters of counseling students who experience value conflict and its relevance to counselor education.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Research (Poster Presentation)

#### **The Development of a Sexual Orientation Scale**

*Sachin Jain, University of Idaho, Coeur D Alene; Santiago Silva*

The purpose of this study was to develop an instrument that will help the therapist assist clients who are interested in exploring their sexual orientation. The total sample consisted of 104 gay men and 104 non-gay men. Participants will receive training and a copy of the 42 items Sexual Orientation Scale.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **Conceptualizing Change: Are we Teaching Students how to Comprehend Change in Multiple Areas of Clients Lives**

*Kristin E. Stewart, Kent State University; Chad M Yates*

Change is often an undefined and overlooked concept in the counseling community. Teaching students to conceptualize change is a challenging task with students who have little to no counseling background. Using Miller, Duncan and Hubbles four factors of therapeutic change we will begin discuss how we can teach students to view change in a holistic framework; that utilizes extratherapeutic factors, relationship, hope, and technique to explain client change. We believe that through this framework students will be better equipped to observe change in areas of clients lives such as: emotional, physical, social, relational, and spiritual.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Teaching (Poster Presentation)

#### **"Can I do this?": Using Self-Efficacy in Teaching Scholar-Practitioners**

*Tina Anctil, Portland State University; Stephanie Bauman*

This session will present the results of a Foundations of School Counseling course on students self-efficacy as scholar practitioners. As demands for accountability in public education grow, school counselors increasingly will need to utilize knowledge of statistics, research methodology and program evaluation to demonstrate the relationship between their work and student achievement. By redesigning this course to provide more modeling of tasks involving statistics and research and program evaluation, counselor educators can increase opportunities for students to successfully practice these skills through meaningful, goal-directed activities. Participants will discuss the impact of efficacy-based teaching interventions on school counselors self-efficacy.

### Saturday, October 17 • 10:30 am - 11:30 am Golden Ballroom

Counseling (Poster Presentation)

#### **Treating Race-Based Traumatic Stress Among African Americans**

*Nzingha Dalila, University of Cincinnati*

The presentation will review literature on Race-Based Traumatic Stress (RBTS), race-related stress, PTSD, multigenerational trauma, the environment of racism and the affect of these elements on racial identity development. The literature supports the development of an ecological model that advocates for clients to organize their communities towards obtaining social justice. The review provides some models of group therapy programs based on a liberation psychology philosophy. Thus, the presentation will provide a discussion of treatment on RBTS that corresponds with an ecological model and liberation psychology themes consistent with Afrocentrism.

Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom

Teaching (Poster Presentation)

**Creating a Framework for Understanding: Diversity in the Classroom**

*Dr. Jelane A. Kennedy, The College of Saint Rose*

The presenter will discuss the data gathered from two Social and Cultural Foundation classes. Both classes were taught at the same institution, during the same semester by the same instructor, using the same experiential methods. The comparison will examine how one class that is primarily composed of students of European descent approaches understanding themselves as cultural beings with the other class that was primarily heterogeneous.

Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom

Counseling (Poster Presentation)

**The Role of Physical and Mental Health on job Satisfaction in the Counseling Field**

*Cara Lynn Metz, University of Cincinnati; Mei Tang*

This presentation will inform the audience of the results of a study looking at job satisfaction and the interaction with mental and physical health and how results might vary depending on the role a counselor plays in a mental health agency (i.e. clinician, supervisor, administration). An active discussion with the audience will then follow to talk about how this study can be meaningful in our own practices and supervision.

Saturday, October 17 • 10:30 am - 11:30 am  
Golden Ballroom

Research (Poster Presentation)

**Addressing the Elephant in the Room: Tackling counselor White Racial Identity**

*Dr. Tina R. Paone, Monmouth University; Krista M. Malott; Jose M. Maldonado*

Activities can be powerful tools for addressing sensitive and/or taboo topics. In this experiential presentation, researchers will have audience members participate in one activity taken from a course addressing White Racial identity. Issues of power, privilege, and guilt related to Whiteness will be addressed. Participants will be provided copies of several activities to use in their own setting.

[2:00 pm – 3:00 pm]

Saturday, October 17 • 2:00 pm - 3:00 pm – Pacific 2

Teaching (Content Presentation)

**Diversity in Cultural Identity: Implications for Teaching and Supervision**

*Mei Tang, University of Cincinnati; Huma Bashir; Cara Metz*

This presentation will discuss the complexities of contextual and personal factors that contribute to individuals cultural identity through an ecological perspective. The impact of diversity in cultural identity on counseling dynamics and its implications to counseling education and supervision will also be illustrated. The objective of this presentation is to provide counselor educators an opportunity to explore methods of translating the knowledge of multifaceted cultural identity to enhance teaching and supervision, specifically, to help students develop multicultural competency in practice.

Saturday, October 17 • 2:00 pm - 3:00 pm  
Garden Salon 2

Supervision (Content Presentation)

**Gatekeeping and Supervisory Intervention: Complex Ethical Processes**

*Marvarene Oliver, Texas A&M University--Corpus Christi; Kaye Nelson; John Reeve*

Supervisors are regularly faced with students who are impaired or who otherwise raise concerns for the supervisor. The dual roles of supervisors responsible for both gatekeeping and interventions designed to help supervisees grow can present complex challenges, both in terms of supervisory skill and ethical decision making. This program will focus on the pulls that arise on each side of the equation for the supervisor, and will provide attendees opportunity to discuss their own struggles, observations, discoveries, and thoughts as they balance sometimes competing roles. The presenters will use case studies, participant input, and their own experiences as supervisors of difficult supervisees to stimulate discussion.

Saturday, October 17 • 2:00 pm - 3:00 pm – Pacific 1

Teaching (Content Presentation)

**Establishing Collaborative Initiatives Between Inner City Schools and Counselor Education Programs: One Programs Journey and Lessons Learned in Achieving Transformative Change**

*Kathleen Marie Barrett, Ed.D., Saint Joseph College; Michael M. Sharpe*

Sue and Sue recommend that in order for counselors to develop multicultural counseling competence, they This presentation chronicles the collaborative journey of a remarkable initiative undertaken over the last three years between an inner city charter school and nearby counselor education program. The program offers a poignant example of the many ways in which an out-of-class experience can

function to simultaneously serve the needs of inner city children and enrich the awareness, knowledge and skills of counselor education students. This initiative brings to life the potential inherent in collaboration and how it may function to address the pervasive obstacles to healthy development and school success that poverty places in the paths of inner city children.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Pacific 5**

Teaching (Content Presentation)

### **Promoting Transformative Learning**

*Dr. Elisabeth Suarez, Regent University; John Kennedy; David Savinsky*

Are you tired of students complaining about assignments and class requirements? Does it seem that they participate only for a grade instead of for the benefit of learning? This session will look at the education literature on motivating adult learners and translate it to the counseling education field. We will look at effective ways to teach counseling students in both the traditional and online classroom that result in deeper understanding of the material. Come to this interactive session ready to share any successful techniques you have found that foster learning in the graduate classroom.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Royal Palm 4**

Teaching (Content Presentation)

### **Facilitating Post-Traumatic Growth: Using A Developmental Counseling Framework**

*Sejal Mehta, University of North Carolina at Greensboro; Elizabeth Graves*

Given the increase in traumatic disasters around the world, counselors are increasing their understanding of physical and psychological needs of disaster survivors. Current research suggests that survivors may experience post traumatic growth as an outcome of surviving traumatic experiences (Tedeschi, Park and Calhoun, 1998). The presenters suggest that one way of working with survivors is through utilizing the Developmental Counseling and Therapy model (Ivey & Ivey, 1990) which seeks to locate the body's physical memory of the traumatic event and through those memories facilitate awareness and change in cognition and behavior.

**Saturday, October 17 • 2:00 pm - 3:00 pm  
Garden Salon 1**

Research (Content Presentation)

### **What Methods are CACREP Approved Programs Using in Educating/Training and Supervising Students in Effective Assessment and Treatment of Co-occurring Disorders?**

*Christina Rosen Galvin, Appalachian State University*

Counselor educators top priority is to develop effective counselors; our methods of training and supervising students and our relationships with practicum and internship site

supervisors are key to our success. Therefore, with counselors reporting that 60% of clients have co-occurring disorders, it is necessary to be aware of the training and supervision methods students are receiving. This quantitative research study surveyed CACREP approved counseling programs and their methods of educating and supervising students related to co-occurring disorders.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Pacific 7**

Counseling (Content Presentation)

### **Developing Authentic Relationships with Parents: Key Issues in Intervention and Research**

*John Sommers-Flanagan, University of Montana; Joyce Mphande-Finn*

Working with parents is a challenge for many counselors. When racial or cultural differences exist between counselors and parents, it can be particularly difficult to establish an authentic and facilitative therapeutic relationship. This presentation focuses on a brief parenting intervention model. Within the context of this model, three primary issues will be discussed: (a) specific strategies for developing positive parent-counselor relationships; (b) hot button topics for parents of divergent cultural backgrounds (e.g., discipline methods, sleeping arrangements); and (c) a simple research protocol for collecting data to help further our understanding of how to work effectively with diverse parents.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Crescent**

Supervision (Content Presentation)

### **Ensuring Continuity of Pedagogy: A Faculty-Taught School-Based Practicum**

*Marielle Brandt, California State University, Sacramento; Erin Turley*

This program introduces an exemplary faculty-taught school-based practicum model. The effective collaboration that emerges from this innovative blend of school-based instruction and supervision positively impacts schools while developing outstanding counselors who are critical thinkers, leaders and advocates. Participants can expect information on: (1) critical framing issues for developing school counselors-in-training; (2) structuring an integrative faculty-taught school-based practicum that targets high need schools; and (3) key issues in initiating similar practica in schools serving highly diverse and socio-economically disadvantaged students and families. Emphasis will be placed on the continuity of pedagogy - the instructional corollary to continuity of care in counseling.



**Saturday, October 17 • 2:00 pm - 3:00 pm – Sunset**

Teaching (Content Presentation)

**Enhancing Students Multicultural Reflection Through Themed Group Work**

*Dr. Marty Jencius, Kent State University; Kelly Most; Dr. John McFadden*

Self-reflection and self-assessment are key components in assisting students in developing multicultural understanding. Presenters have adapted the business group consultation process of Open Space Technology, to an active group learning strategy as a multicultural reflective process. Handouts and video samples will assist attendees in learning this interactive and collaborative learning method. Suggestions for adapting OST to a variety of instructional areas will be shared.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Sunrise**

Teaching (Content Presentation)

**Transforming Multicultural Training: Taking a Multiple Heritage Perspective**

*Richard C. Henriksen Jr., Sam Houston State University; Derrick A. Paladino*

President Barack Obamas election as President points to the changing complexity of society. A transformational pedagogy for counselor education focusing on a multiple heritage paradigm is necessary. This presentation focuses on providing a teaching paradigm that provides innovative curricular activities aimed at assisting students with the advancement of issues of advocacy, social justice, and knowledge that goes beyond the classroom and impacts how the counseling profession and society views the multiple heritage population and the increasing numbers of multiple heritage individuals, couples and families. This presentation will include discussion regarding these timely issues and materials for classroom implementation.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Pacific 3**

Teaching (Content Presentation)

**Do What Works: A Solution-Focused Brief Counseling Training Model for School Counselors**

*Marion Cavallaro, The College of New Jersey*

Solution-focused brief counseling (SFBC) is gaining wide popularity with school counselors due to its focus on doing what works within a limited amount of time. SFBC focuses on utilizing client strengths and resources in a culturally sensitive and collaborative relationship. A SFBC training module will be described which has been used successfully in educating current school counselors and trainees. The curriculum includes a discussion of miracle, scaling and exception questions, and experiential exercises to facilitate practicing the model. Participants will be given the outline, power point handouts, experiential exercises and resources needed to provide similar training in SFBC.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Towne**

Supervision (Content Presentation)

**An Integrative Spiritual Developmental Model of Supervision for Substance Abuse Counselors-in-Training**

*Shari M. Sias, East Carolina University; Karen R. Weiss Ogden*

Substance abuse counselors who embrace a view of counseling that includes spiritual development provide a more comprehensive and holistic approach to helping than those who focus primarily on the integration of core competencies. This presentation will (a) introduce an integrative clinical supervision model designed to promote the spiritual development of substance abuse counselors-in-training, (b) present practical components of the model, and (c) discuss implications for counselor educators, supervisors, and researchers.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Royal Palm 5**

Other (Content Presentation)

**Consensual Faculty/Student Sexual Relationships in Counselor Education: Recommendations for Counselor Educators Decision-Making**

*Victoria Kress, Youngstown State University; Andrea Dixon*

This presentation will explore the issue of consensual counselor educator/student sexual relationships. The ACES and ACAs Code of Ethics state that sexual relationships between current supervisors and supervisees, and current counselor educators and students are strictly prohibited. However, the definition of current and/or students is not operationalized, allowing for variability in interpretations. The complex issues associated with these relationships are discussed. Detailed questions and information that counselor educators should consider prior to engaging in a consensual relationship with a student will be explored. Suggestions that can inform counselor educator decision-making related to consensual sexual relationships with students are provided.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Royal Palm 6**

Teaching (Content Presentation)

**Developing Multicultural Counseling Competence using an Existential Framework**

*Amney Harper, PhD, University of Wisconsin Oshkosh; Debra Cobia*

The focus of this session is to propose an Existential framework as a way to conceptualize student development of multicultural counseling competency. In this session, participants will learn to examine students existential anxieties related to developing competency, making meaning of multicultural experiences, consider the I/Thou Relationship between the counselor and client, and view multicultural issues from the student and client's perspectives on the physical, social, psychological, and spiritual dimensions of

being. Examples of transformative classroom activities and assignments to address student learning objectives will be presented.

### **Saturday, October 17 • 2:00 pm - 3:00 pm – Dover**

Supervision (Content Presentation)

#### **Customized Supervision: A Model for Tailoring Supervision for Successful Development of any Level Supervisee and Supervisor**

*Anastasia Henning, Webster University; Joseph Pangelinan*

This presentation presents a developmental supervision model designed to customize the supervisory experience and that is implemented utilizing a four phased approach. It provides guidelines for specific behavioral and interpersonal skill development; guidelines for an ethical evaluation process of supervisee skill development; protocol for novice and experienced supervisors; and credibility for the counselor education program.

### **Saturday, October 17 • 2:00 pm - 3:00 pm – Pacific 6**

Supervision (Content Presentation)

#### **The Transformative Power of Practicing What We Teach: Modeling Care and Connection as a Department**

*Charles V. Lindsey, University of Wisconsin Oshkosh; Alan Saginak; Kelli Saginak*

As Counselor Educators we face the formidable role of developing future counselors who are empathic, flexible, inclusive, reflective, socially just, and caring. While the literature in Counselor Education has addressed mentoring and modeling by faculty as a means of enhancing such relational characteristics within students, much of the literature has approached this from the standpoint of developing solid one-on-one connections between students and faculty. This session will broaden the discussion by presenting how one department intentionally creates and nurtures relationships with each other as faculty and how, isomorphically and transformatively, this relationship-modeling affects students within our program.

### **Saturday, October 17 • 2:00 pm - 3:00 pm – Pacific 4**

Research (Content Presentation)

#### **School Counselors Perceptions of their Academic Preparation in Their Roles as Professional School Counselors**

*Zoe Tanner, Nicholls State University; Lorraine Dinkel; Lorraine M. Dinkel*

This presentation provides the results of a national study including pedagogical ideas to aid in the advancement of the training of professional school counselors (PSC). Perceptions of PSCs preparation in their roles as school counselors were

examined. Variables examined were PSCs perceptions of their roles, number of hours completed in their graduate programs, memberships in their professional activities, and school counseling specialty courses they completed. The focus of the presentation of results will include PSCs perceptions of their preparation as related to learning differences, technology abilities, and seeking funds in addition to a factor analysis of the survey instrument used.

### **Saturday, October 17 • 2:00 pm - 3:00 pm – Stratford**

Teaching (Content Presentation)

#### **Critical Incidents in a Multicultural Immersion Practicum in Mexico: Student and Faculty Perspectives**

*Heather Trepal, The University of Texas at San Antonio; Marcheta Evans; Ioana Boie; Paul Carrola; Anna Lopez*

We must prepare future generations of counselors to work with an increasingly diverse population. One innovative way that some counselor education programs are approaching this issue is through study abroad and immersion programs that are outside of the traditional classroom experience. In this program, doctoral students and counselor educators will discuss a multicultural practicum experience in Cuernavaca, Mexico. The process of developing the immersion program will be outlined including topics such as preparation, participation, and the role of transformational learning through a constructivist process. Challenges, advocacy issues, and critical incidents involved in the immersion practicum will also be explored.

### **Saturday, October 17 • 2:00 pm - 3:00 pm – Tiki Pavilion**

Supervision (Content Presentation)

#### **Developing Multicultural Competence in Supervision: Issues of Professional Identity and Organizational Culture**

*Lynn Gilman, Indiana University; Peiwei Li*

International students often find the multicultural counseling course to be a confusing and frustrating experience. This is often due to the U.S.-centric nature of the course. Given the racialized context of the U.S., the multicultural counseling course often revolves around race/ethnicity and racial issues in the U.S. and how they impact the counseling process. For students who come from countries with less racialized cultures, the multicultural course often offers little that will apply to counseling practice back home. This session will present the findings from focus groups with international students who have taken multicultural counseling courses to underscore the issues and challenges which often confront them in such a course. The information from these focus groups will be used to provide direction for developing and teaching a multicultural counseling course with a greater global perspective that emphasizes cross-cultural concepts as opposed to specific information about U.S. racial/ethnic groups.

**Saturday, October 17 • 2:00 pm - 3:00 pm – Esquire**

Other (Content Presentation)

**Aspirational Ethics: Transforming the World vs. Managing Risk**

*Karen Eriksen, Eriksen Institute*

Rationale: Counseling faculty and students developmental levels often leave students with only a rule book after taking their ethics course. Ethics workshops at conferences often seem to focus primarily on Risk Management, or actions necessary to staying out of trouble. Students and participants may, as a result, do the minimum necessary to follow the rules or the minimum to relieve their fears of legal difficulties. Yet, what about counseling aims to develop healthy, responsible people and relationships? What about counseling's potential for all people (not merely clients)? ACA's new code of ethics includes an aspirational aspect. Character education, which is sweeping the country's schools, often with school counselors as coordinators, certainly represents an aspirational approach to ethics. This workshop proposes that aspirational ethics encourages people to reach for the best in themselves, offers counselors a strategy for encouraging their clients to reach for their best, offers each of us an apology-free way to encourage all people to reach for their best, and as a result, has the potential to transform our society. This workshop explains the difference between risk management or compliance and aspirational ethics, discusses components and motivations for aspirational ethics, offers statistics and stories illustrating the benefits of aspirational ethics, suggests a constructive developmental perspective on aspirational ethics, and suggests that aspirational ethics offers counselors a proactive approach to mental health, for themselves and for their clients and students. Program Description: Students often leave ethics courses with only a rule book.

**Saturday, October 17 • 2:00 pm - 3:00 pm  
Golden Ballroom**

Teaching (Poster Presentation)

**Sex: Everybody is Doing it, but is Anybody Teaching About it?**

*Erin P. Dean, PhD, Tiffin University*

Are counselors adequately trained and comfortable enough to role-play and teach clients how to negotiate safer sex behaviors with a partner? Can they provide them with accurate knowledge about human sexuality, sexual expression, and sexual dysfunction and do so without hesitation or turning ten shades of red? The following presentation will make suggestions for integrating human sexuality and sex counseling information into existing CACREP required courses and will also provide suggestions for a course dedicated solely to promoting basic competence in human sexuality issues, including suggestions for suggested topics, activities, readings, and assignments.

**Saturday, October 17 • 2:00 pm - 3:00 pm  
Golden Ballroom**

Supervision (Poster Presentation)

**Supervision: Lessons learned From Online Video Supervision**

*Ian Martin, University of San Diego; John Carey*

This presentation highlights the experiences gained from conducting counselor supervision using free online technology. The authors used Skype to conduct weekly supervision sessions of master-level school counseling students. Real-time video conferencing allowed university supervisors to rigorously support students, regularly meet with site supervisors, and observe trainees in action. This session is especially relevant for counselor educators seeking to supervise students over long distances.

**Saturday, October 17 • 2:00 pm - 3:00 pm  
Golden Ballroom**

Teaching (Poster Presentation)

**Recognizing A Systemic Training Model for Mental Health Counselor Education and College Student Development**

*Genevieve Weber Gilmore, Hofstra University; Laurie Johnson; Holly Seirup*

A counselor training model incorporating a systemic approach of utilizing Resident Assistants enrolled in an undergraduate peer counseling class as clients for practicum students in a Mental Health Counseling program will be discussed. This roundtable describes an innovative counselor training model that serves multiple goals in both counselor education and student affairs: it strengthens MHC clinical practice by exposing trainees to in vivo issues confronting college students' lives; it provides RAs with peer counselor training and mental health counseling support; and, it introduces undergraduates to the career path of the MHC. The use of iPods as a means of recording counseling sessions, and receiving supervisory feedback will also be addressed.

**Saturday, October 17 • 2:00 pm - 3:00 pm  
Golden Ballroom**

Teaching (Poster Presentation)

**Transformative Advocacy Evaluation**

*Wendy J. Hoskins, University of Nevada, Las Vegas; Randall L. Astramovich; Holly C. Thompson*

Over the past decade, there has been increasing pressure for counselor accountability through objectively measuring interventions and client services. In addition, there is growing recognition for social justice and advocacy to be included in counseling best practices. In order to address both concerns, counselor educators are called to help counselors develop strong evaluation and advocacy skills during their graduate level training. Presenters will provide a rationale for transforming previous accountability practices by combining a practical model of program evaluation with five key advocacy strategies. Recommendations for counselor educators and implementation of improved advocacy enhanced program evaluation training will be discussed.



## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

### Fostering Counselor Trainee Wellness Through Peer Relationships

*Kathryn Newton, Shippensburg University*

Counselor trainees often have difficulty resolving conflicts between the demands of graduate level education and directives to develop personal and professional wellness. Skill-based activities that integrate peer support and wellness concepts can be used to supplement core curriculum, and to help trainees build competence and efficacy in maintaining overall wellness. The presenter will discuss ways to introduce and facilitate peer wellness partners and provide sample assignments related to CACREP Poster areas. Presentation will include theoretical, empirical, and practical support for this integrated approach training.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

### Teaching the Process with Conscious Competence

*Dr. Elisabeth Bennett, Gonzaga University; Miranda Lewis*

Counselors need a unifying language to teach, learn, and consult about the things that we universally do. This program provides a simple and elegant model that not only provides a universal language, but also a level of conscious competence that can be applied through the learning process to expertise in supervision.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

### Using Film to Engage Students in Discussions of Ethical Principles

*Dr. Olivia Rivas, The University of Texas at Brownsville; Margie Mancillas; Irma Jones*

This workshop will present a descriptive teaching model. The presenters will take participants through a journey of understanding basic moral principles and their relevance and application to the counseling profession and to everyday relationships. The teaching model uses a collection of award winning films to demonstrate behavior when a person is faced with two or more equally acceptable alternatives. This session will present various parts of the teaching model and engage the audience in a provocative dialog.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

### Advocacy and School Counseling: A Key Ingredient in African American Males Academic Success

*Ahmad Rashad Washington, The University of Iowa*

As the United States become more racially diverse, the number of racially diverse students in American classrooms will increase as well (Gay & Kipchoge, 2003). Because, White, middle class values shape and permeate the educational system, often at the detriment of diverse students (Lea & Sims, 2008a, 2008b), school counselors are encouraged to be cognizant of their racial and social backgrounds and utilize counseling strategies that support racially diverse students (Bailey & Bradbury-Bailey, 2007; Lee & Bailey, 2006). As such, this presentation will delineate culturally sensitive strategies school counselors can employ while advocating on behalf of African American male students.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Counseling (Poster Presentation)

### Messages in Music: Making Meaningful Connections with Adolescents

*Chaka Ward, MS, NCC, Idaho State University; Miranda Lewis*

This workshop utilizes the power of music to help counselors make meaningful connections with the adolescent world. Participants will explore traditional and contemporary, culturally relevant approaches to advocating, and learn how to apply their power and privilege as catalysts for change.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

### Beneficial Relationships in Educational and Supervisory Contexts: Questions, Discussions, and Recommendations

*S. Allen Wilcoxon, Ed. D., The University of Alabama; Debra Cobia; Charlie Guest; Quinn Pearson; Stephanie Puleo*

ACA is the only organization of professional helpers that discusses Beneficial Relationships in its ethical code for interactions with clients, students, and supervisees. In keeping with the convention emphasis on authentic relationships, the proposed program will examine multiple aspects of this topic including traditional views on dual relationships and relational boundaries, mentoring and modeling, suggested approaches for evaluating potential benefit, implications for other students/supervisees, colleagues, and the larger educational/supervisory setting, case illustrations, and areas of opportunity for research and policy. Audience participation and presenter dialogue will be central features of the program.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Research (Poster Presentation)

### Members' Perception of Using Music in a Small Group Setting: A Phenomenological Study

*Shawn Parmanand, Idaho State University; Erin Binkley*

Although the use of creative arts such as music in counseling is widely practiced, minimal research exists on the use of music in a small group setting. Music is a cross-cultural mode of communication which is applicable to many populations. In this study, a small group was run incorporating music, and participants were interviewed about their experiences in the group. Outcomes are discussed here, as well as implications for future research and practice.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Sexual Addiction: What Counselor Educators Need to Know About This Process Addiction**

*Tiffany K. Lee, Western Michigan University; Angela S. Kent*

The CACREP Standards call for all students, regardless of specialty, to acquire knowledge of theory and etiology of addictions and addictive behaviors, which includes sexual addiction. Etiology; screening, assessment, and diagnosis; and treatment options will be discussed. The eight themes related to the nature of sexual addiction will be highlighted. Carnes (1989) addictive system will be used to illustrate how sexual addicts dysfunctional cognitive thought processes influence their behavior. Research has shown a correlation exists between childhood trauma and the development of sexual addiction (Guigliamo, 2006). Participants will learn how trauma theory is applicable in the treatment of sexual addiction.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Advancing Advocacy Skills**

*Loretta J. Bradley, Texas Tech University; Bret Hendricks; Judith Lewis*

In an era of increasing need for advocacy and social justice, teachers should enhance student learning by teaching them to be advocates. This presentation will illustrate how students enrolled in practicum and internship were taught how to speak up for (advocate) for their clients. The setting for this advocacy supervision model is a residential treatment center for adolescents. Using supervision theory and the ACA Advocacy Competencies as the basic foundation, the benefits, successes and challenges for implementing advocacy skills in a residential treatment center will be discussed. Case examples will be provided, and handouts will be given.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Integrating Neurobiology into Human Growth and Development Courses**

*Dixie Meyer, Regent University; Joseph Cooper*

The accrediting body for counseling programs recognizes the

importance of neurobiology in the field of counseling. This workshop will provide guidelines for incorporating healthy brain development into the human growth and development course. In addition to healthy brain development, healthy brain functioning and processing at each stage across the life span will be addressed. Helpful resources will be shared with participants. Recommendations for the classroom will be reviewed.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Incorporating Audience Response Systems in Counselor Preparation, Training, and Research**

*Christine Suniti Bhat, PhD, PC, Ohio University; Tom Davis*

Attend this presentation to learn how audience response systems (ASRs) can be used in counselor education and research. ASRs are used in the entertainment industry to poll the audience. They consist of individual wireless hand-held transmitters linked to software providing a mechanism for instant feedback to a group. The presenters will demonstrate how an ASR was used in Appraisal I, a masters level course on assessment. Suggestions on how to incorporate ASRs in other counseling courses will be discussed. The presenters will also share how they have used ASRs in alcohol awareness and harm reduction sessions in a high school.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Animal Assisted Therapy in Counselor Education: Providing Instruction and Supervision**

*Cynthia K. Chandler, University of North Texas; Torey Portrie-Bethke; Delini Fernando*

This program is a comprehensive presentation on how to provide animal assisted therapy (AAT) instruction and clinical supervision within a counselor education program. It describes a national award winning university counselor education AAT program that began in the year 2000. Detailed curriculum training materials and resources will be provided and existing student internships will be described. Topics include AAT counseling applications for: therapy animal training and credentialing, theory-based therapeutic interventions, clinical supervision, evaluation, research, ethical concerns and risk management, cultural sensitivity, and disaster/crisis response.

### Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Classroom Discipline for Dummies: Facilitating the Formation of Positive and Proactive Classroom Management Plans in School Counselors in Training**

*Elizabeth Graves MAEd, NCC, NCSC, LPC, NC Licensed School Counselor, University of North Carolina at Greensboro; Holly Kayler;*

The ASCA National Model states that it is important for school counselors to receive training in classroom behavior management. Many school counselor educators, however, may feel apprehensive about or even ill-equipped to provide such training to their school counseling students. This presentation will introduce to counselor educators a classroom management and behavior discipline plan that can help prepare their school counseling students for this integral part of their work.

### Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Teaching Statistics in Counselor Education: Teacher and Student Perspectives**

*Karin Lindstrom Bremer, Minnesota State University, Mankato; Violet Woods; Kerry Diekmann; Katelyn Romsa; Leah Shanks*

Teaching statistics to Counselor Education and Supervision students can be challenging, as students in the counseling field are often apprehensive of statistics. Principles for a classroom atmosphere conducive to engaging students in an experiential and active learning environment will be discussed in this presentation. Participants will come away with new ideas and resources for teaching statistics. Perspectives from both the instructor and students will be given, and active audience participation will be incorporated. This presentation will focus on practical applications and classroom activities for teaching to the spirit of the CACREP standards for statistics and data analysis.

### Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Transforming Ethical Decision Making: Moving from the Minima to the Aspirational Maxima of the Ethical Decision Making Process**

*Ken Engebretson, PhD, NCC, Northern Kentucky University; Dennis Engels; Laura Schmuldt*

Presenters will discuss the need for a more precise definition of aspirational ethics as a transformative process leading to elevated practice and relational consciousness, including the broader picture of social respect. Presenters will also discuss Kitcheners Principle ethics as a means to enhance counselor development. Presenters will use video vignettes and a powerpoint presentation to demonstrate a model for

teaching aspirational ethical decision making to counselors. Participants will be invited to share questions insights and strategies for transforming their own ethical practices towards an Aspirational model of ethical decision making.

### Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Feeling the Pulse of 21st Century: Utilizing Technology for Enhancing Multicultural Social Justice Competencies**

*Bengu Erguner-Tekinalp, Ph.D, Drake University; Vessella Ilieva;*

This presentation will provide information on utilization of technology in multicultural counseling courses to enhance students multicultural social justice advocacy competencies. Specifically, the presenters will explain web-based platform-independent tools as part of class projects and assignments. Some examples include the use of LiveText and individual or class blogs and wikis to develop electronic portfolios, manage research projects, initiate online discussions and explore other applications within a multicultural counseling course. The presentation will be interactive allowing participants to become more familiar with the nature, functions, the possibilities as well as challenges presented by the technological tools.

### Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Research (Poster Presentation)

#### **Exploring Mentoring Experiences of Diverse Women in the Academy**

*Dr. Rebecca A. George, Webster University- Columbia Metropolitan Campus*

This presentation is designed to provide information about doctoral student mentor choice via his or her post program reflection of the impact of race in the equation. Participants will have an opportunity to engage in dialogue about multicultural implications of mentor race on doctoral students choice to pursue the professoriate and complete it with meaningful psychoeducational and social inclusion. Participants will be provided with effective ways to provide mentorship opportunities that transcend typical race constraints through technology aids.

### Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Counseling (Poster Presentation)

#### **Counseling Professionals: Examining the Need for Psychotherapy Training When Counseling Women Before and After Abortion**

*Bryon Wilson, Kent State University*

Abortion is prevalent in the United States among all social classes. Approximately 1,370,000 abortions are performed



annually in the U.S. 88% of the abortions occur during the first 6 to 12 weeks of pregnancy (CDC, 2008). The chances are that 43% of women would have at least one abortion by the time they are 45 years old (CDC, 2008). Abortion counselors are traditionally giving insufficient information when assistance in decision-making process. Due to the specific challenges that women face before and after abortion counselors should be trained to handle these challenges with the proper training. This presentation will discuss why psychotherapy is an effective treatment for women who are planning to have abortions and after the process is completed.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**A Creative CACREP Curriculum Design to Prepare Transformative Group Leaders to Impact Schools, Work Environments, Communities, and Society**

*George T. Williams, Ed.D., The Citadel*

A CACREP accredited 48-hour master's degree counseling program prepares competent group leaders who are knowledgeable, effective and reflective, and ethical and professional. Students enrolled in a Group Counseling course serve as small group leaders for students enrolled in an Introduction to Counseling course. Two sequential courses are designed experientially and developmentally for counseling students to learn about group process and to transition from group member to group leader. Students also learn how to use their group leadership skills for unifying resources to impact schools, work environments, communities, and society during difficult economic times.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**HIV and AIDS Among African American Women: Exploring Self-efficacy and Locus of Control as Risk Factors in Safer Sex Practices**

*Asher pimpleton, Southern Illinois University Carbondale; Muthoni Kimemia*

Over time, many variables have been discussed in an attempt to explain the disproportionate effect of the HIV and AIDS epidemic on African American women. Existing research on the interactions of gender, race and class has identified factors such as socioeconomic status or education level as some of the key factors in negotiating safer sex practices. A closer examination of current data on HIV/AIDS prevalence and infections among this population suggests that other variables such as self-efficacy and locus of control might play a vital role in the decision-making process when negotiating safer-sex practices. Through identifying specific psychological links to safer sex practices, mental health professionals, educators and researchers stand to gain deeper insight and clarity, and can better integrate these connections into prevention efforts.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Other (Poster Presentation)

**Living Social Justice in a Part-time Doctoral Program in Counselor Education**

*Dr. Pam Paisley, The University of Georgia; Jenny Penney Oliver*

This session will focus on the lived experience of faculty and doctoral students in a unique part-time program in counselor education at The University of Georgia focused on issues of social justice and counseling in educational settings.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Using Feature Films to Encourage Self-Awareness and Social Justice**

*Nadine Hartig, Radford University*

Films can make us laugh and cry and they can tell our story. This program provides counselor educators with a flexible and meaningful pedagogical approach that uses contemporary films to help counselors-in-training understand the importance of advocating for social justice issues. Films can be used as a metaphoric tool to promote self-exploration and change within students. Our program will explore the uses, methods, cautions, and film choices. Participants will receive an annotated bibliography with diverse resources and guidelines for creating a safe classroom.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Meanings Behind Pictures: The use of Photography in Fostering Student Self-Reflection**

*Atsuko Seto, The College of New Jersey; Nancy L.A. Forth*

A picture is worth a thousand words. This workshop introduces an assignment from a counselor education course utilizing photos as a vehicle to advance student self-reflection. This creative and experiential assignment offers students with an opportunity to examine pertinent family dynamics by taking photos reflecting the hopes or barriers of their family. Examples of student work are shared. Guidelines for assignment implementation, ideas for modification for other courses, and its relevance to therapeutic power will be discussed.

**Saturday, October 17 • 2:00 pm - 3:00 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**Transforming Research Through Measurement**

*Tara Hill, University of Toledo; Amber Lange*

The foundation upon which counselors help create transformative change and benefit greater society is informed

through research. Counseling research is ready for the next step in its development by breaking out of traditional molds and aspiring for transformation. Researchers can correlate, predict, and make inferences; but, first we must develop instruments using the same principles of measurement we use for weighing produce at the market, measuring the height of a growing child, or the volume of a caffè latte. An introductory discussion on the Rasch model, a method of instrument development and validation, will be presented.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Research (Poster Presentation)

### **Future Transformations: Counselors Perceptions of Competence and Education and Training in Regard to Emerging Issues in Counseling**

*Wesley J. Erwin, Minnesota State University Moorhead*

The world is rapidly transforming and changing and counselors and counselor educators need to evolve and change as a result. Issues such as cyberbullying and terrorism are becoming increasingly salient for clients and counselors alike. In this presentation findings from 243 counselors from a nationwide survey will be reported. Counselors perceptions of competence and their education or training in relation to emerging issues in counseling will be discussed. Implications for counselors and counselor educators will be discussed.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Other (Poster Presentation)

### **An Admissions Trilogy**

*Donna Henderson, Wake Forest University; Sam Gladding; Debbie Newsome*

Our admissions process incorporates three different ways to elicit information from the applicant. We will outline the ways we screen applications, the interviews we conduct and the vignettes we use to assess the people who apply to our program. We will share samples of interview questions, summaries of responses and the stimulus clinical questions we use.

## Saturday, October 17 • 2:00 pm - 3:00 pm Golden Ballroom

Counseling (Poster Presentation)

### **The Effect of Personal Growth Groups on Masters Students' Personal and Professional Development: A Qualitative Study**

*Jonathan Ohrt, Univeristy of Central Florida; Jennifer M. Foster; K. Dayle Jones; Tabitha L. Young*

This session presents the results of a qualitative investigation of masters-level counseling students' perceptions of the impact of a personal growth group on their counselor and personal development. Fifteen students were interviewed regarding their participation. Three themes (personal growth, professional development, program requirements) will be discussed.

[3:15 pm – 4:15 pm]

## Saturday, October 17 • 3:15pm - 4:15 pm – Royal Palm 6

Teaching (Content Presentation)

### **Raising the Bar: Transforming the Quality of Counseling Programs While Elevating Respect for Diversity and Relational Potential**

*Jeri L. Crowell, EdD, NCC, LPC, Fort Valley State University; Jerry Mobley; Kimberly Hall*

Counselor training develops competencies for authentic interaction, but admissions review less than a holistic picture of applicants potential. In a debate, two approaches to “raising the bar”, or improving the quality of graduate admission policies, will be presented. “Raising the bar” often means raising GRE/MAT or undergraduate GPAs, represented by one university. Another strategy involves a semester-long interview process and three rubrics. The strengths and limitations of both processes will be explored, along with CACREP standards. A moderator asks the questions that frame the debate, and solicits participant involvement in the conversation, effectively creating a town hall meeting.

## Saturday, October 17 • 3:15 pm - 4:15 pm – Garden Salon 2

Supervision (Content Presentation)

### **Supervisor Self-Disclosure: Supervisees' Perceptions**

*Melissa Freeburg, Bridgewater State College*

Literature supports that supervisor self-disclosure is an important behavior for the development of a supervisory working alliance. Furthermore, foci have been on identifying forms of self-disclosure, use frequency, and relationship to supervisory style. Attendees of this presentation will be introduced to a study on supervisor self-disclosure that, 1) used supervisee perceptions, 2) solidified twenty identified self-disclosure forms into four categories, 3) found implications that a shift of research focus is warranted, and 4) insight into more intentional use of self-disclosure within the supervision setting.

## Saturday, October 17 • 3:15 pm - 4:15 pm – Pacific 5

Teaching (Content Presentation)

### **Mindfulness in Counselor Training**

*Trevor J. Buser, Rider University; Juleen K. Buser*

Training in clinical competence is a central element of counselor education. Mindfulness practice, which is increasingly used in counseling settings, may also be applied with benefit to counselor training. Specifically, the integration of mindfulness in counselor training holds promise for improving empathic abilities, reducing anxiety associated with training, and teaching self-care strategies for counselors-in-training. This presentation will provide an overview of mindfulness, review research and theory supporting the integration of mindfulness in counselor training, and

provide a model for applying mindfulness within skills-based coursework.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Pacific 3**

Research (Content Presentation)

**Racial Minority Doctoral Student Success Factors in Counseling Programs**

*Chippewa Thomas, PhD LPC, NCC, Auburn University; Brad Willis; Keith Cates*

Counseling professional standards emphasize the importance of informing prospective and new students about program expectations and requirements. The session will discuss results from a national study that narrates experiences of racial/ethnic minority doctoral graduates in the field of counseling (e.g., counselor education and counseling psychology programs) to determine the factors leading to success. Implications and suggestions for additional research will also be presented. Session attendees will have an opportunity to engage in dialogue related to the implications for completing a doctoral program of study and programmatic best practices. The presentation is recommended for counseling students and faculty.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Pacific 4**

Teaching (Content Presentation)

**Personal and Professional Competencies: A Transformative Intervention and Practice within Counselor Education**

*Laura Heid, PhD, Saint Mary's College of California; Suzy Thomas*

Counselor education programs evaluate student progress by assessing skills and assuring the development of effective, ethical practitioners. Non-academic factors become problematic vis-à-vis objective assessment. Counselor educators must find ways to work with students who perform well academically but demonstrate behaviors that may make them unsuitable for the profession. The 15 Personal & Professional Competencies was developed by the Graduate Counseling Program at Saint Marys College of California as a preventive tool to facilitate collaborative faculty-student dialogue about student progress and challenges, and an innovative method for nurturing the ideals of relational competence and enhancing authentic relationships with our students.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Pacific 6**

Counseling (Content Presentation)

**Balancing the Imbalance: Reframing the Medical Model from an Ecological Perspective**

*Joseph M. Williams, The University of Iowa; Arie Greenleaf*

Although the medical model is widely used among mental health professionals and health care organizations in the United States, it clashes with many counselors core values and

beliefs (Zalaquett et al., 2008). This presentation outlines the limitations of the medical model as it pertains to the diagnosis and treatment of minorities; in favor of integrating a positive, developmental perspective to the medical model. The Developmental Counseling and Therapy (DCT) model offers an approach to DSM-IV classification systems that takes into account developmental, environmental, cultural and biological factors which create and perpetuate psychopathology.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Garden Salon 1**

Teaching (Content Presentation)

**Integrating Career and Group Counseling: An Efficient Group Practicum Model**

*Julia Champe, PhD, Southern Illinois University; Asher Pimpleton; Jason Arnold; Chinaka Agwu*

This presentation outlines an innovative practicum design integrating career exploration and group work. The career group experience couples a master's level practicum with an undergraduate career decision-making class to provide masters students with training in group work and career counseling, doctoral students with teaching and supervision experience and a diverse group of undergraduates with an engaging career self-discovery opportunity. Such multi-level integration extends counselor education beyond graduate school into the larger university, demonstrating broader program service and utility. Presenters will describe course utility, structure and content, discuss career and group integration and provide take-away examples of teaching materials and exercises.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Royal Palm 5**

Research (Content Presentation)

**Under the Veil: A Case Study of Gender Identity Negotiation**

*Mary M Misenhimer, North Carolina State University; Sylvia Nassar-McMillan; Michelle Crossley*

This study will look at the purpose and meaning of the veil through the eyes of those who wear the veil and those who do not. Although the Muslim faith strongly favors wearing the veil, many Islamic feminists have begun an antiveiling movement that has gained ground in the recent years (Treacher, 2003). The purpose of this study is to examine the meaning of the veil among Muslim women and Islamic feminists. This study will further explore the discourse among Muslim women affects their gender identity among the veiled and unveiled.



Saturday, October 17 • 3:15 pm - 4:15 pm – Pacific 7

Teaching (Content Presentation)

**Teaching Multicultural Counseling: Understanding Ethnorelativism, Constructive Marginality and Neurosequential Development as Factors that Influence Resistance to Learning.**

*Sandra I Lopez-Baez, The University of Virginia; Linda Barclay*

This presentation addresses an approach to students resistance to information and experiences covered in Multicultural counseling courses. Shaules (2007) describes the relationship between the concepts of deep culture, ethnocentrism and resistance as factors that interfere with a receptive attitude towards developing multicultural literacy reinforcing a biopsychosocial explanation for resistance. The notion of deep culture explains unconscious (out of awareness) meanings, values, norms and hidden assumptions as healthy mechanisms that allow us to interpret experiences as we interact with others from different cultures. Perry and Szalavitz (2006) pose ethnocentrism, resistance to diversity, and other phenomena as natural reactions of some individuals brought on by fear of the unfamiliar. These authors research supports the notion that fear triggers the automatic fight-flight reaction to perceived threats as individuals encounter cultural structures different from their own. Such structures or cultural differences may not make sense because they represent threats that undermine the individuals view of reality. When faced with diversity encounters, students may experience significant challenges in reconciling biological, emotional, cognitive and social conditioning. Counselor educators need a framework to assist students in dealing with the processes involved in becoming multiculturally literate. The information presented will help instructors acquire a framework that can help prepares students for their reactions to the material presented and experiences required of them in a multicultural course. Instructors teaching such courses can incorporate various activities to facilitate students acquisition of multicultural literacy.

Saturday, October 17 • 3:15 pm - 4:15 pm – Royal Palm 6

Teaching (Content Presentation)

**Out of the Classroom and Into the World: Guatemala Travel Study as a Multicultural Training Tool**

*Mary L Fawcett, Winona State University; Cynthia A Briggs*

This presentation provides both a comprehensive review of the literature regarding the efficacy of travel study as a multicultural training tool and a model of a recent intensive short-term travel study course to Guatemala. Pre-trip exploratory travel, funding and budget development, and course development will be presented. Additionally, presenters will report findings of a pre-post design quantitative study which indicate participants post travel significant increase in self-ratings on the Multicultural Counseling Competency Self Assessment developed by Arredondo et al. (1994).

Saturday, October 17 • 3:15 pm - 4:15 pm – Tiki Pavilion

Teaching (Content Presentation)

**Working With Traumatized Youth in School: Tips for Helping School Counselors Build a Trauma Sensitive Climate**

*Toni R. Tollerud, PhD LCPC, Northern Illinois University*

Research documents the effects of trauma on learning and behavior. Viewing the world as unsafe, children and adolescents revert to a state of hyperarousal or withdrawal that often leads to learning deficiencies, performance problems, and at-risk behaviors. This workshop will review the impact of trauma on a student's potential for educational success and present interventions counselor educators might teach to help empower developing school counselors.

Saturday, October 17 • 3:15 pm - 4:15 pm – Sunset

Supervision (Content Presentation)

**Ethical Considerations for the Initial Stage of Supervision: Role Induction and Informed Consent**

*Timothy Rambo, Lynchburg College*

Initial supervisory sessions offer a vital opportunity to complete a thorough role induction and begin the process of informed consent, both ethical and practical matters which increase the potential for a supervisee to know how to effectively use supervision. In addition to facilitating a discussion of role induction and informed consent, the presenter will review 19 issues recommended to be addressed in the in the initial stage of supervision (per codes of ethics and professional literature) and discuss results from a national survey regarding current practices of supervisory informed consent.

Saturday, October 17 • 3:15 pm - 4:15 pm – Pacific 1

Research (Content Presentation)

**Military Trauma: When Coming Home is Not Enough**

*Larry Ashley, University of Nevada, Las Vegas; Lauren E. Pitts*

The program will consist of a 1 hour presentation regarding current research in the topic of military trauma. Specifically, combat trauma and sexual trauma experienced by military personnel will be explored. The presentation will cover clinical definitions of trauma, the prevalence of combat and sexual trauma, as well as current research and empirically based treatment intervention strategies for treating these presenting concerns. Also explored will be the impact these conditions have on family members of those involved. Objectives include the ability for audience members to conceptualize trauma and identify and utilize treatment interventions and current research to provide informed care to those clients and family members affected by these conditions.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Towne**

Teaching (Content Presentation)

**Relationship-Story and Strengths-Goals-Restory-Action: Transforming and Integrating the Teaching of Interviewing Skills From a Strength and Wellness Base**

*Carlos P. Zalaquett, PhD, University of South Florida; Mary Bradford Ivey; Norma Gluckstern Packard*

Research and practice are increasingly revealing that a strength-based, wellness approach is more effective than the traditional problem-solving model of skills and theories courses. Relationship-Story and Strengths-Goals- Restory-Action, a practical meta-model, put the all-important empathic and working alliance concepts front and center. Story and strengths moves from a problem-centric model to one that explore client narratives, but always with an emphasis on finding strengths in the client on which change can be built. Goal setting sets the stage for restorying- discovering and writing new narratives that enable Action and transformation for the client.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Crescent**

Teaching (Content Presentation)

**Counseling Latino Clients: An Innovative Course Creation**

*Clarrice Rapisarda, UNC Charlotte; Peggy Ceballos*

Within the US, statistics show that Latinos represent the largest minority group at 42.7 million and continues to be the fastest growing (US Census Bureau, 2006). However, the mental health profession continues to note an underutilization of mental health services by the Hispanic population (La Roche, 1999; Padilla et al., 1975; US Public Health Service, 2000). This underutilization of services is particularly alarming given the fact that this population continues to be identified by researchers to be at-risk for mental health problems and for social/academic failure (Santiago-Rivera, Arredondo, & Gallardo-Cooper, 2002; National Center for Education Statistics, 2003). Researchers in the field explain that Hispanics living in the United States tend to underutilize counseling services due to language barriers, as well as social and cultural differences (Altbach, 1991; Santiago-Rivera, 1995; La Roche, 1999; Andres-Hyman, Ortiz, Anes, Paris, & Davidson, 2006). This supports the urgent need that exists for counseling programs across the United States to train future practitioners to be culturally responsive to the needs of Latinos. One innovative way to respond to such necessity is the implementation of a 3 course credit that focuses solely on preparing counseling students to work with this population. This course offers not only an in-depth understanding of the Latino culture and how to be culturally responsive when rendering counseling services to this population, it also teaches basic Spanish and trains students on how to use translation when counseling Spanish speaking clients. This presentation focuses on sharing with other counselor educators how to create such a course as part of their curriculum and/or how

to incorporate key components from the course into their respective counseling courses.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Pacific 2**

Teaching (Content Presentation)

**Transforming the Curriculum: Developing a Multiculturally Sensitive Counseling Program**

*Susan Furr, University of North Carolina at Charlotte; Lyndon Abrams; Pam Lassiter; Kok-Mun Ng*

Effective counselor education programs are committed to preparing counselors who are multiculturally competent. To reach this goal, our counseling program built its doctoral program with a multicultural core which has impacted the way in which the MA students are taught. This program will examine how multicultural principles are infused in all courses and will present teaching approaches that result in deeper student multicultural understanding as well as changes in faculty relationships.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Dover**

Teaching (Content Presentation)

**Actively Engaging Hearts and Minds: How Teaching Emancipatory Communitarianism Can Impact Students in a Counseling Theories Course**

*Michael D. Brubaker, Ph.D., NCC, University of Florida; Ana Puig; Jessica Young; Ryan Reese*

This session will illustrate how Emancipatory Communitarianism (EC) can be an effective pedagogical framework as well as theoretical resource for counseling students. Using a series of exercises, content slides, and discussion, we will show how EC was used in a counseling theories class to explore how a counselors personal values and beliefs relate to her or his theoretical approach. From both the instructors and students perspectives, we will share our transformative experiences with session participants and encourage open dialogue about strategies to integrate this perspective into counselor education curricula. Participants will receive practical materials from which to draw.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Stratford**

Research (Content Presentation)

**Eliciting and Transforming Students Deep Metaphors for the Dissertation Process**

*John Littrell, Ed.D., Colorado State University; Yaser Madani*

What are students metaphors about the dissertation process that enhance or stymie their progress toward completion of the dissertation? The researcher employed Lawley and Tompkins methodology of Symbolic Modeling and David Groves practice of Clean Language to elicit, and in some cases transform, the deep metaphoric landscapes of 15 doctoral students dissertation processes. While the elicited metaphors were quite idiosyncratic, many metaphors conveyed pleasant themes, (e.g., swat team in a parking lot at night, conveyor

## Saturday, October 17

belt, and dark clouds). Some students transformed their metaphors into more life enhancing ones. The dissertation process as a personal metaphoric journey will be examined.

**Saturday, October 17 • 3:15 pm - 4:15 pm – Royal Palm 4**  
Teaching (Content Presentation)

### **Secrets of i18n: Multicultural and Supervision Competencies for the Internationalization of Counseling**

*Timothy Baker, PhD, NCC, St. Cloud State University*

Internationalization is a driving force in the Business world that prompted its own abbreviation i18n, for the words 18 letters. But is the Counseling profession as prepared to work with cultures beyond our borders? This presentation examines two growth areas for counselor educators: Expanding the training of counselors who work with international students domestically; and meeting the needs of international counselor trainees who will return abroad to serve diverse communities. Examples are given from the experiences of college-counseling trainees at a predominantly-White, rural mid-Western university, who adapted their multicultural learning style to serve an increasingly-diverse, international student body.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Other (Poster Presentation)

### **Promoting Advocacy, Social Justice, and Empowerment Outside the Classroom**

*E. Joan Looby, Mississippi State University; Amy Davis*

This presentation focuses on two innovative programs sponsored by a Counseling Center at a major Southern university to create campus and community awareness about sexual violence and to promote advocacy, social justice, and empowerment for these individuals. As part of their experience, students enrolled in a graduate level course, "Counseling Sexually Abused Clients," forged links with the Counseling Center staff and were required to become involved in developing and promoting the advocacy, social justice, and empowerment components of these programs. This presentation delineates their successful efforts.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

### **Tips for Applying for Counselor Education Faculty Positions**

*Rebecca A. Newgent, University of Arkansas; Harrison Davis, Jr.; Jose M. Maldonado; Derrick A. Paladino; Kristin K. Higgins*

Faculty from four different universities will provide tips for applying for counselor education faculty positions. They will share their own experiences applying for faculty positions; what was helpful and what was not helpful. They will also share what their respective universities want in new faculty.

Information regarding dossier development as well as preparing for your colloquium will be provided. Attendees will have the opportunity to ask questions and seek guidance from faculty.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

### **Promoting Differentiation of Self among Counseling Students**

*Kirk Zinck, PhD, University of Texas at Tyler; Darren A. Wozny*

Becoming a professional counselor demands that students develop healthy emotional patterns with others. Differentiation of self (Bowen, 1978) is central to counselor development as it requires a person to be: less emotionally reactive and more reflective; able to assert their position (I-position) regardless of peer group influence. Bowen believed that increased differentiation translated to better anxiety management in conflicts, whereby problematic emotional patterns (emotional cutoff - managing anxiety through too much distance or closeness - fusion) could be avoided. Participants will learn class exercises to address student issues of emotional reactivity and inability to take an I-position with others.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

### **Transformative Actions: Addressing Students' Prejudices Throughout the Counseling Curriculum**

*Ginger L. Dickson, PhD, New Mexico State University; Michael Waldo; Lisa Grayshield; Rachel Navarro; Eve Adams*

The responsibility of addressing students' prejudices often rests with those teaching multicultural counseling. However, the emergence of student-prejudice presents important multicultural learning opportunities in settings throughout the counseling curriculum. Addressing prejudice when it emerges can be stressful for faculty and students. Conversely, not addressing prejudice is an abdication of counselor educator responsibility that puts clients and counselors at risk. Participants in this program will examine their role in addressing student-prejudice, identify multicultural learning opportunities that emerge in settings across the counseling curriculum, and learn how to structure these opportunities to challenge prejudicial attitudes and expand social respect throughout counselor education.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Research (Poster Presentation)

### **Counseling Students' Perceptions of Faculty Teaching Effectiveness**

*Dale Pietrzak, Ed.D., University of South Dakota*

As faculty evaluations by students are often very important for tenure, promotion and merit decisions this Conjoint Analysis



examines aspects of how counseling students decide to rate a faculty member as effective. These results are examined in light of selected research in the area.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Advocating for Human Rights Counseling With our Students: Infusing a Human Rights Counseling Project into your Counselor Education Program**

*Anastasia Henning, Webster University; Rosalyn Thomas; Ben Shriver*

This presentation presents a format for developing a customized human rights student project for infusion into your counselor educator program. It will present current literature on human rights counseling, potential opportunities for counselors in human rights work, and a plan for encouraging student participation in human rights counseling through infusion of activities in core coursework and field experience. Presentation will include an example of a successful human rights project in a current counseling program.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Soaring Over Hurdles: Counselor Educators Overcoming Obstacles to Incorporating Spirituality into Their Curriculum**

*Harriet L. Glosoff, University of Virginia; Michele Kielty-Briggs; Seth Hayden*

The majority of counseling students are not adequately professionally prepared to conceptualize or work with spiritual or religious issues. This interactive presentation is for counselor educators and supervisors who have a working understanding of the ASERVIC and ACA Multicultural Competencies. Presenters will provide a brief review of their research on obstacles to infusing spirituality into counseling curricula. Presenters and participants will discuss ethical issues and specific strategies to overcome these obstacles. Presenters will provide creative suggestions for incorporating spirituality into the curricula. Handouts and suggestions for syllabi development and teaching activities will be provided.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Social Justice Superheroes: Transforming Counselors Advocacy Identity**

*Patricia Van Velsor, San Francisco State University; John Blando; Graciela Orozco; Rebecca Toporek*

This workshop encourages creativity to spark commitment and action toward multiculturally focused social justice and

advocacy. Presenters will introduce two activities designed to broaden perspectives and tap into passion and energy for positive social change. The first activity is designed to be integrated into beginning counseling courses as a means of promoting sensitivity to diverse worldviews. This lays the groundwork for a focus on social justice passions leading into an activity, Superheroes, for stimulating student interest in social justice and advocacy. Participants will also explore the social injustices that ignite their own passions and identify strategies to address those injustices.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Other (Poster Presentation)

**Meaningful Mentoring: Rejuvenating Relationships and Career Aspirations**

*Dawnette Cigrand, M.A., University of Iowa; SaDohl K. Goldsmith*

Strong mentoring relationships can support neophyte counselors or new counselor educators as well as rejuvenate sages in the field. So, mentors are invited to bring their mentees to this experiential session to learn ways to support productivity and career satisfaction in each other. As a mentoring dyad, learn about the six phases novices endure as they enter a new career. Together, the mentor and mentee can create a plan of action and support for each other through reflective questioning. Information from this session may also be useful to supervisors with new supervisees entering the field or in graduate programs.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Facilitating the Transition From Graduate Student to Novice Counselor.**

*Henry M. Lopez, MA, LPC-Intern, St. Mary's University; Kathleen Roberts; Claudia Rodriguez-Kypuros*

Novice counselors often find themselves working in multidisciplinary settings. Unfortunately, they sometimes are unaware of what it means to be a counselor in clinical practice, and they have little insight into how to work in close relation with psychiatrists, psychologists, and social workers. We would like to encourage universities to teach a course, on the graduate level, which will assist students define their role as a counselor; teach them how to advocate for themselves and our profession, and how to work in a multidisciplinary site.

### Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Integrating Spiritual Transformation into Counselor Education and Supervision: What Counselors Need to Know about Near-Death Experiences**

*Ryan D. Foster, M.A., NCC, LPC-Intern, University of North Texas; Janice Holden*

Near-death experiences (NDEs) have been described as ineffable, transformative experiences that may include journeys through tunnels, peaceful feelings, out-of-body experiences, and profound changes for clients. Unfortunately, peers, physicians, and counselors often inappropriately label these client experiences as hallucinations, dreams, or psychopathology, rejecting clients' experiences. In order for counselors to demonstrate cultural sensitivity, they must have the ability to identify and respond to spiritual experiences such as NDEs. How to distinguish NDEs from other experiences and how to respond to clients will be explored. Additionally, techniques for integrating information about NDEs into counselor education and supervision programs will be discussed.

### Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Teaching a Mexican American Counseling Course: Coming Out from the Margins**

*Manuel X. Zamarripa, Texas A&M University - Corpus Christi; Eunice Lerma*

The primary purpose of this presentation is to describe the construction and implementation of a Mexican American Counseling and Mental Health course and how such a course is rooted in ideas of social justice. Participants will leave with both a framework for designing their own course in this area and introductory knowledge of major areas of focus in Mexican American counseling and mental health. Inclusion of such a course in counselor education programs is one example of demonstrating the field's commitment to advocacy and its respect for and willingness to learn from other populations' indigenous knowledge.

### Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Constraints to Practitioner Research: A Qualitative Study**

*James Ruby, PhD, California State University, Fullerton;*

Research is important to quality clinical practice. This presentation will present the findings of a study that addressed constraints to practitioner research. 99 masters level clinicians responded to surveys and provided recommendations for training that might encourage increased research activity for

future clinicians. Improvements such as mentored research activity and less complex methods were indicated.

### Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom

Counseling (Poster Presentation)

#### **The Ethics of Give and Take: A View of Contextual Couple Therapy**

*Susan Lahey, PhD, LMFT, Trevecca Nazarene University and Regent University; Kristin L. Russell Mouttet*

This workshop will examine ethical considerations when working with couples using contextual therapy. Relational ethics are often misunderstood by the therapist as well as the client. This workshop will identify the levels of relational ethics, and provide a therapeutic application of the principles of give and take.

### Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom

Research (Poster Presentation)

#### **Midlife Career Change and Women: A Phenomenological Examination of the Process of Change**

*Dr. Paul Jones and Dr. Leann Putney, University of Nevada, Las Vegas*

The purpose of this phenomenological research study was to explore the unique dynamics of midlife career change and women. Midlife is defined as the ages between 35-50 years of age. This demographic age range has not been reflected in current research, which has resulted in most studies being focused on the Baby Boom generation. This study examined the lives of five women who are in the process of making a midlife career change.

### Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom

Counseling (Poster Presentation)

#### **Successfully Working with and Advocating for ELLs and their Parents**

*Mary C. Bradley, PhD, Indiana University Southeast; Amy Freyn*

This interactive program includes activities and hands on strategies for working with and advocating for ELLs and their families. Attendees will walk away with a specific set of tools for working with this population whom often is overlooked.

### Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom

Counseling (Poster Presentation)

#### **Safety and Self Care for Counselors**

*Charlotte Daughhetee, University of Montevallo; Stephanie Puleo*

The health and safety of the counselor is necessary to the

provision of effective transformative practice; however, while helping others, counselors may not take proper precautions for their own well-being and may become complacent about personal safety. This program will highlight safety measures and precautions for all settings and warning signs of potentially dangerous situations. In addition, the program will cover burnout, compassion fatigue, countertransference and vicarious trauma. Counselor wholistic self-care will be emphasized.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Teaching Counseling Professionals To Be Good Bosses in Their Work Settings Through Providing Meaningful and Effective Administrative Supervision**

*Patricia Henderson, University of Texas at San Antonio; Katrina Cook; Elias Zambrano; Catherine Somody; Brenda Jones*

The definition of administrative supervision in counseling has recently been updated. This session offers counselor educators and practicing administrative supervisors opportunities to share experiences in using the latest ACES-sponsored product, The New Handbook of Administrative Supervision in Counseling, to train new or aspiring administrative supervisors. The presenters share the Poster and processes they use in teaching the course. The participants are involved through open discussion and syllabus-related activities [in brackets on the agenda described below]. They receive copies of a syllabus that has evolved over 20+ years and includes discussion topics, exercises, and assignments.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Using Film both On-Line and On-Campus to Develop and Enhance Student Social Respect and Relational Consciousness**

*Ann D. Chapman, Eastern Kentucky University*

During this session the presenters will describe creative activities they use to facilitate student appreciation of the importance of and use of social respect and relational consciousness, especially in areas such as diversity and social justice. The presenters approaches tend to be non-threatening and to bring awareness gently but firmly and positively to most students. Particular attention will be given to the implementation and results of using popular current and older films in teaching an on-line multicultural counseling course. Participants will receive a list of activities and films with suggestions for use in enhancing the authentic relationship.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Transforming Critical Thinking Skills in Diagnosis and Risk Assessment Through Infusion of Instructional Technology**

*Debra A Pender, PhD, LCPC, NCC, ACS, Northern Illinois University; Rebecca L Pender*

Introductory courses in diagnosis and risk assessment often cover the basic theory but lack opportunity for development of real-time, critical thinking skills necessary to conduct diagnostic and risk assessment interviews. This program will demonstrate the use of Second Life virtual world for diagnosis and suicide assessment, discuss how to create branching tutorials and will demonstrate a web-based computer simulation for teaching threat assessment skills. Research findings on students perception of skill development will be presented as well. Open dialogue is encouraged.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**How Do Counseling Students Learn Ethical Decision Making?**

*Irene Mass Ametrano, Ed.D., Eastern Michigan University*

Ethical decision making models are described throughout the counseling literature, yet there is limited research on the process by which students learn to make ethical decisions. This presentation reviews a study that focused on this process; more specifically, how students learn to integrate their personal ethics with professional ethics. Participants were graduate students in a course in ethical, legal, and professional issues in community counseling. Reflection papers, analyses of case studies, and audiotaped discussions of ethical dilemmas were analyzed for themes characterizing students decision-making. These results, along with implications for teaching ethical decision making, will be discussed.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Supervision (Poster Presentation)

**The Transformational Journey: School Counseling Supervision in an Era of Change**

*Mary L. Anderson, PhD, LPC., NCC., Western Michigan University*

This presentation explores the supervisory relationship as a shared journey through a changing landscape. A central focus of the presentation is the concept of supervisor attunement to the transition issues challenging school counselors today. While many quality supervision models exist, few address the impact of the transition experience for school counselors. Participants in this session will come away with a deeper understanding of the transition process, along with practical



## Saturday, October 17

strategies to integrate transition models with existing supervision theories. The transition framework addresses both the challenges and opportunities of transformation in a field requiring new vision practice.

### **Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom**

Teaching (Poster Presentation)

#### **Iked: Rebuilding a Community After a Major Disaster**

*Dr. Cheryl Sawyer, University of Houston Clear Lake*

When the eye and tidal surge of Hurricane Ike blew ashore in Galveston County, all realms of humanity were impacted: where to live, what to eat, where to go to school, who will keep us safe, who can help, what is next. The University of Houston Clear Lake Counseling Program faculty used knowledge gained from responding to Hurricanes Katrina and Rita to guide both inservice counselors and counselors through the rough winds that hit after the storm. UHCL's counseling program served as a "home base" for both students and counselors in the trenches and provided much needed support on multi levels. This presentation will discuss the preparations and post storm actions that helped this community rebuild with emphasis on supporting practicing school counselors as part of the counselor training process.

### **Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom**

Other (Poster Presentation)

#### **New Frontiers: Hybrid-Online Counselor Education Programs**

*Don T Basse, Adams State College; Mark G Manzanares; Susan Varhely*

This program will present the nuts and bolts of designing, developing and implementing a hybrid-online program, discussing the challenges and opportunities such a program provide. The presentation will walk participants through the mechanics of dealing with administrative, faculty and institutional issues as well as accreditation obstacles.

### **Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom**

Research (Poster Presentation)

#### **Examining the Sequential Progress of Researcher Identity Formation Process: Commitment Exploration Salience Through Cross Sectional Study Among Counseling Doctoral Students**

*Heesook Lee, University of New Orleans; Lorena Marie Pitre*

The program aims to provide a conceptual framework for instructional design and practical suggestions for enhancing research competence and research self-efficacy infused with multicultural competence in doctoral-level research training in the field of counselor education. The program will focus on discussing pedagogical strategies for the practical

implementation of multicultural concepts into research training courses incorporating with research self-efficacy and research competence. Various methods of statistical data analysis and relevant methodological issues along with qualitative methodology will be reviewed and discussed in conjunction with integrating theoretical knowledge learned from course work with working knowledge from clinical experiences in counseling.

### **Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom**

Other (Poster Presentation)

#### **Transformative Actions through Collaboration: Counselor Educators and the Michigan Department of Education**

*Suzanne M. Dugger, Eastern Michigan University; Suzanne M. Hedstrom*

This presentation will describe a truly transformative and collaborative effort involving counselor educators from all 12 training programs in Michigan and the state's Department of Education. We'll discuss the paradigm shift that has made this collaboration possible and share information about the group's initiatives related to shared research, policy making, legislation, pedagogy, and curriculum. This presentation will highlight the major accomplishments and ongoing initiatives that have become possible only because of our spirit of cooperation and our relational consciousness.

### **Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom**

Research (Poster Presentation)

#### **Post Traumatic Stress Disorder with Children and Adolescents**

*Eva "Dee" Sloan, St. Mary's University; Rebekah Pender*

This poster presentation will present information on Post Traumatic Stress Disorder among children and adolescents. Information will be provided on symptomology for different age groups and what to look for.

### **Saturday, October 17 • 3:15 pm - 4:15 pm Golden Ballroom**

Other (Poster Presentation)

#### **Navigating Deep Waters: Finding ways to Connect and Balance Faculty Responsibilities Gatekeeper, Teacher and Advocate**

*Azra Karajic Siwiec, MS.Ed, NCC,LPC, Walsh University; Anne M. Ober*

Faculty members are charged with overseeing the curriculum and student experiences; however, the complexities of these responsibilities may not receive much emphasis in doctoral training. This session will describe how faculty members connected through discussing the challenges of integrating and balancing the conflicting responsibilities of advocacy,

gate keeping, and teaching. We will discuss how the initiative helped new faculty members become more comfortable and effective in balancing the many duties inherent within the faculty role. Some of the specific challenges new faculty members faced within the first years as counselor educators will be discussed.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Prevention and Psychoeducation: Children or Step-Children?**

*Karen Eriksen, Eriksen Institute*

Prevention and psychoeducation (P&P) offer counselors opportunities to extend their reach beyond medical necessity and toward inclusion of all people in our society, even those who may be reluctant to pursue counseling. For example, creating healthy relationships or developing other life skills may positively transform family and community relationships. Unfortunately, P&P often get short shrift in mental health and community counseling, counselor education, and supervision practice. This presentation provides evidence of the power and need for P&P, considers strategies for increasing involvement in P&P, evaluates barriers to increased involvement, and plans strategies for overcoming barriers.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**The Transformative Potential in Teaching and Learning Effective Group Skills: Social Justice Through Relationship**

*Serena M. Lambert, University of Wyoming;*  
*Rita Sommers-Flanagan*

Carl Rogers firmly believed that good group skills such as genuine interactions, transparency, and a solid dose of courage, could change the world we live in. This interactive presentation will explore some innovative techniques for teaching effective group leadership while emphasizing the importance of basic interpersonal skills in transforming group interaction, relationships and ultimately, ourselves. Topics discussed will include the use of Training Groups, supervision of group leaders, ideas for reflective learning, effective modeling in our teaching of group skills, and the role of appropriate disclosure all within the diverse society that we live in.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**The Impact of Supervision: The Good, the Not So Good, and the Ugly**

*Linda Leitch-Alford, Eastern Mennonite University*

How are students learning to assess supervision? How are clients and counselors impacted by supervision? As counselor educators we recommend supervision. Our licensure laws require supervision. Professional literature encourages supervision. However, not all supervision is beneficial. The qualitative research data reported in this workshop was collected for a study on ethical decision making. The study demonstrated a need for counselors to not only understand the value of supervision, but also to know how to assess supervision. Participants will be encouraged to think about the spectrum of supervision quality and invited to discuss potential action steps for counselors experiencing inadequate supervision.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**Taking Care of Our Own: Exploring Counseling Students Physical Health and Wellness**

*Dr. Andrea L. Dixon, University of Florida; Robin S. Ezzell*

In today's counselor education culture, are we taking care of our own just as well as our clients? It is our responsibility as counselor educators to ensure that counselors-to-be are educationally and clinically prepared, and also able to maintain their own mental-emotional, and physical health and wellness. Presenters will share candid results from a study with hundreds of counseling students regarding their experiences of physical wellness/illness while engaging in emotional and mentally intense counselor education preparation.

**Saturday, October 17 • 3:15 pm - 4:15 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Reimagining Counselor Education with Personal and Relational Virtuosity as Core Values**

*Dr. Donald A. Russell, Providence Theological Seminary*

Counseling's historical commitment to human strengths has been reasserted in the burgeoning field of positive psychology. This field offers a comprehensive paradigm with which to reimagine the counselor training enterprise. Infusing positive psychology's research into the training and supervision processes and organizational culture can more fully prepare the next generation of counselors to practice as transformational agents. The recent classification of character strengths; research on positive subjective experience; and positive organizational scholarship each will be reviewed and applied to the counselor education, supervision and programming processes. These domains offer means to equip both counselors and faculty as transformational agents.

### Saturday, October 17 • 4:30 pm - 5:30 pm – Pacific 1

Supervision (Content Presentation)

#### **The Antonio E. Garcia Center: The Missing Link between Social Justice Pedagogy and Social Justice Competency**

*Christine A. Ward, Texas A&M University - Corpus Christi;  
Chloe Lancaster*

This presentation will provide an overview of a unique practicum/internship site in which graduate students, faculty, and university resources are channeled to serve a low income minority community. The Garcia Center is a university-sponsored organization that offers a variety of arts, education and counseling programming to local families. Interns are encouraged to develop experiential activities that promote social and relational competence among at-risk families. The presentation will highlight aspects of a tri-tiered supervision arrangement and describe essential features of the centers programs. Presenters will share testimonials outlining the professional growth of interns and doctoral supervisors and resulting client outcomes.

### Saturday, October 17 • 4:30 pm - 5:30 pm – Pacific 3

Teaching (Content Presentation)

#### **Navigating the Multiple Layers of Ethical Issues in Counselor Education**

*Lorraine J. Guth, Indiana University of Pennsylvania; Claire J. Dandeneau; Nadene L'Amoreaux*

The American Counseling Association Code of Ethics (2005) clearly outlines principles that guide ethical and professional behavior for the counseling profession. When unethical student behaviors arise, counselor educators have a multiple layers in higher education that they encounter when dealing with these issues. This presentation will discuss how counselor educators can navigate these multiple layers (Department, University, Outside Entities, Attorneys). A panel of counselor educators (Department Chairperson; Ethics and Student Review Process Expert; and Internship Coordinator) will offer their knowledge and expertise on these issues as they discuss specific strategies that can be used.

### Saturday, October 17 • 4:30 pm - 5:30 pm – Pacific 6

Teaching (Content Presentation)

#### **Exploring the Spiritual Domain: Incorporating Spirituality and Religion into Counselor Training**

*Stephanie F. Dailey, M.A., Argosy University / Washington, DC;  
Carman Gill*

Spiritual and religious involvement is a central element of many clients lives and has repeatedly been found to be positively related to health and inversely related to physical and mental disorders. Nevertheless, few educators receive formal training on how to effectively infuse spirituality and religion into counselor curriculum and supervision. The purpose of this presentation is to provide participants with innovative

activities aimed at advancing transformative pedagogy related to spiritual competence. Come explore practical and ethical tools that educators can use to address build spiritual competency in trainees. Self-exploration and experiential methods will be emphasized.

### Saturday, October 17 • 4:30 pm - 5:30 pm – Pacific 7

Teaching (Content Presentation)

#### **Transforming Ourselves - Transforming Our Clients: Mindfulness Training in Counselor Education**

*John Christopher, Montana State University; Jennifer Chrisman;  
Michelle Trotter*

Using mindfulness principles, non-Western views and practices of well-being can be integrated into counselor training. To this we developed a 3-credit course to promote self-care and personal transformation. This presentation provides an overview of this class and qualitative research on the long-term impact of the course on counselor self-care strategies and clinical practice. Participants reported changes in their of clinical practice, personal development, and interpersonal interactions, including increased awareness of themselves and others, increased acceptance and compassion for self and others, reduced emotional reactivity and judgment, increased tolerance for ambivalence, and a reduced need to impose coherence on the self.

### Saturday, October 17 • 4:30 pm - 5:30 pm – Garden Salon 2

Supervision (Content Presentation)

#### **Sex Offenders: Current Perspectives on Counseling and Supervision**

*Sam L. Wallace, University of Arkansas-Fayetteville*

Working with individuals who have sexually abused can be a daunting task. Supervisors must be well prepared and informed to help their supervisees traverse this sometimes dark landscape. This session will address the potential pitfalls, ethical challenges, and the personal toll counselors may face in working with sex offenders.

### Saturday, October 17 • 4:30 pm - 5:30 pm – Royal Palm 4

Teaching (Content Presentation)

#### **Talking Politics: A Means to Explore Social Justice and Advocacy in the Classroom**

*Kirsten W. Murray, Indiana University of Pennsylvania*

During the 2008 election, our nations political consciousness was raised and a new generation of politically vested advocates brought forth energy for change. This presentation will focus on how to capture the momentum from these political events to address social justice advocacy issues in the classroom. Avenues for political advocacy will be discussed and pedagogy methods that emphasize students roles as systemic agents of change will be presented.



**Saturday, October 17 • 4:30 pm - 5:30 pm – Royal Palm 5**  
Research (Content Presentation)

**Fostering an Effective Mentoring Culture in Higher Education: What Does Research Tell Us?**

*Mary Alice Bruce, University of Wyoming; Rhonda Norman; Deborah McGriff; Bill O'Connell; Michael Bishop*

The focus of our panel presentation is to offer pertinent research regarding best mentoring practices in higher education and specific strategies for selecting and supporting mentors as well as mentees, best practices to enhance cross-cultural mentoring and trust, concrete tools specific to how to mentor and empower mentees, and formal evaluation plans. Case examples will be presented, and collaborative discussions with participants will result in a lively exchange of ideas related to mentoring challenges, successes, and strategies to foster successful mentoring in culturally appropriate ways. Handouts will include a list of helpful resources and specific suggestions for effective mentoring programs.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Garden Salon 1**  
Teaching (Content Presentation)

**The Missing Piece of Counselor Training: The Self of the Therapist**

*Steve Farmer, PhD, LPC-S, LMFT-S, NCC, University of North Texas - Dallas Campus*

Counselor training programs focus on the acquisition of knowledge of theory, issues, ethics and the development of counseling skills. Another significant development occurs for counselor trainees, the development of the self or the person of the therapist. This presentation will help participants define the self of the counselor and learn how training programs can enhance students learning experiences by addressing their developing selves.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Tiki Pavilion**  
Research (Content Presentation)

**Applying Clinical Supervision Models to Qualitative Research Mentorship in Counseling and Counselor Education: Developing a Critical Transformative Relationship.**

*Jennifer Pepperell, Minnesota State University, Mankato; Deborah Rubel*

While qualitative research has not achieved the status of quantitative research in the counseling and counselor education fields, its acceptance and use is growing. Research mentorship is a critical transformative relationship for developing qualitative researchers. However, research mentorship is not well understood in general and even less so with respect to qualitative research in counseling and counselor education. Few if any frameworks exist to guide qualitative research mentorship. This presentation will describe adapting Bernard's supervision model and concepts of counselor development as an emerging way to guide qualitative research mentorship.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Pacific 2**  
Research (Content Presentation)

**Motivational Interviewing in Counselor Education**

*Samir H. Patel, University of Central Florida; Evadne E. Ngazimbi; M. Ann Shillingford; Nivischi N. Edwards*

During the past two decades, research and interest in utilizing motivational interviewing with clients that suffer from addictions and other counseling concerns has amassed favorable support. Despite empirical evidence that suggests the fidelity of this approach, the question remains: Are student-counselors learning about motivational interviewing during their formal graduate training in counselor education programs? The content of this program will not only highlight the theoretical tenets of motivational interviewing, but it will also illustrate the results from a study that assessed counselor educators understanding of motivational interviewing and their perception of teaching motivational interviewing in counselor education programs.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Pacific 5**  
Counseling (Content Presentation)

**The Dislocated Self: Using Relational Approaches to Address the Needs of 21st Century Clients**

*Cecile Brennan, PhD, John Carroll University*

Caribbean immigrant students represent one of the largest immigrant groups in the United States (Smith, Rapid cultural changes have resulted in alterations in how individuals understand themselves and visualize their futures. The decline of the authority of economic, political and religious institutions, the breakdown of cultural practices, and the questioning of long accepted truths has resulted in a growing number of people experiencing a sense of psychological dislocation. This dislocation, this absence of a grounded self, results in what can best be called new pathologies of the self. This presentation will first describe these new pathologies and then demonstrate why a relational counseling approach is best when working with individuals experiencing this sense of dislocation.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Sunset**  
Teaching (Content Presentation)

**Designing a Counselor Preparation Program that Addresses Multiculturalism, Advocacy & Social Justice and Professional Leadership**

*Dr. Olivia Rivas, The University of Texas at Brownsville; Alma Leal*

The presenters have designed a counselor preparation program that addresses issues of multiculturalism, advocacy & social justice and a sense of responsibility for professional leadership. Using numerous enrichment opportunities and out of the classroom experiences that are sensitive to the majority hispanic population of students and the geographic location, this holistic approach to counselor preparation program was

## Saturday, October 17

recognized with the Innovations in Education Award by The University of Texas System.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Royal Palm 6**

Teaching (Content Presentation)

### **Teaching Preparation in Counselor Education Doctoral Programs: A Model for Pedagogical Training**

*Stephanie Hall, PhD, NCC, LPCC, Eastern Kentucky University; Damion Cummins; David Burkholder*

There is an abundance of research in the field of higher education that raises the concern that many Ph.D. graduates are not able to teach effectively. In fact, the literature reports that graduates of doctoral programs are aptly prepared researchers, but are (in most instances) inadequately prepared to teach. This session will address the problematic situation of inadequate teaching preparation at the doctoral level (across disciplines in higher education and specifically in counselor education), provide results from a study conducted to examine the present state of teaching preparation in counselor education doctoral programs, and will discuss ideas about how doctoral teacher training might be enhanced. A model for pedagogical training will be presented.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Towne**

Research (Content Presentation)

### **Anxiety and Counseling Self-Efficacy in Counselor Trainees: The Moderating Role of Mindfulness and Alexithymia**

*K. Hridaya Hall, PhD, UNC-Greensboro*

Counselor trainee anxiety has been negatively associated with counseling self-efficacy development. This presentation shares results of an empirical study that looks at multidimensional anxiety and explores potential moderators of the anxiety counseling self-efficacy relationship. Alexithymia, (a deficit in recognizing and naming emotions) is explored as an internal experience that may be a deficit to trainees, exacerbating their anxiety and impeding self-efficacy development, while mindfulness (the cultivation of nonjudgmental present-moment attention) is explored as an internal experience that may be beneficial to trainees, alleviating anxiety and supporting self-efficacy development.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Pacific 4**

Supervision (Content Presentation)

### **Faith Development Theory: A Growth Oriented Approach for Supervision of Spiritual and Religious Issues**

*Stephen Parker, Regent University*

Clients and their counselors may have widely varying religious and spiritual journeys, creating potential problems when religious issues arise in counseling. This presentation looks at a growth-oriented approach to religious and spiritual

development, Fowler's Faith Development Theory, as a lens for understanding client/counselor dynamics and impasses around religious and spiritual issues. Case studies will illustrate the utility of this approach for supervision.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Esquire**

Counseling (Content Presentation)

### **Expanding our knowledge: School Counselors, Knowledge, Awareness, and Skills in Service Delivery of Twice-Exceptional Students**

*SaDohl K. Goldsmith, University of Iowa*

Knowledge, awareness and skills are three important tools school counselors must possess in order to better serve twice-exceptional students. This presentation will review a recent study conducted on school counselor knowledge awareness and skill of twice-exceptional students and its effect on service delivery to twice-exceptional students. Implication for counselor educators, training, practice, as well as possible further research will be discussed.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Dover**

Supervision (Content Presentation)

### **School Counselors as Social Justice Advocates: Outcomes of a Multicultural Counseling Supervision Program to Counter Educational Hegemony**

*Dr. Cirecie A. West-Olatunji, University of Florida; Rachael D. Goodman; Lauren Shure*

School counselors are uniquely positioned to address chronic underachievement, however many lack the cultural competence needed to address hegemony with socially marginalized students. This study examined the impact of a year-long multicultural professional development and supervision program on school counselors cultural competence. Results of this mixed methods study found that school counselors developed greater awareness of culture and oppression in their work with students, as well as increased knowledge and skills. This study has implications for training school counselors to serve as social justice advocates and leaders within the school setting, a central component of the ASCA Model.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Stratford**

Other (Content Presentation)

### **Beyond Tolerance: A Model Discussion Group for Counselors-in-Training**

*Dr. Misty Ginicola, Southern Connecticut State University; Louisa Foss; Margaret Generali; Cheri Smith*

Training programs must develop creative methods inside and outside of the classroom to promote social respect and understanding and multicultural competence. This presentation will show that group strategies are an effective way to help students develop these crucial skills by introducing a new group model along with effectiveness

data. This group, called Beyond Tolerance, provides a safe and respectful forum for students to learn about their attitudes and stereotypes and learn how to move past them as a group. With faculty facilitation, students are encouraged to go beyond just tolerating others to true acceptance and nurturing of each others differences.

**Saturday, October 17 • 4:30 pm - 5:30 pm – Crescent**  
Teaching (Content Presentation)

**Engaging Men in Counseling: Video Stimulus of Evidence-Based Strategies**

*Matt Englar-Carlson, California State University, Fullerton;  
Jon Carlson*

Among other identity factors, gender is recognized as salient organizing principle of clients lives. Understanding the gendered nature of masculinity is an important cultural competency for delivering effective services. Counseling with men often comes with unique challenges including early termination, fear about core components of the therapeutic process (feelings, disclosure of vulnerability, admission of dependency needs), and confusion about the therapeutic relationship. Video clips of actual sessions will highlight specific counseling skills for working with male clients. Drawn from research on working with men, this presentation will provide evidence-based strategies that can be applied in counseling or taught to trainees.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Reinvigorating Counselor Educators Teaching of the Theories of Personality & Counseling Using Innovative Experiential Exercises**

*Dr. Margery Shupe, Associate Professor of Graduate Counseling,  
Xavier University;*

How do counselor educators dust off and enliven students learning of the classics of counseling theories? How can we expand students understanding of the theories of personality development so that they are better equipped to understand and counsel future clients? This can be a challenge for either the beginning counselor educator, or the tenured professor who teaches a theories course in counseling. This presentation is targeted toward enlivening counselor educators teaching of a counseling theories course using an inside out framework from which students are challenged to personally explore their development as a person and as a future counseling professional using powerful experiential exercises.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Counseling (Poster Presentation)

**Aging and the Biotechnological Revolution: Transformative Risks and Ethical Challenges in Counseling and Counselor Education**

*MaryLou Ramsey, The College of New Jersey*

This program is designed for counselors and counselor educators who want to learn more about the emerging biotechnological revolution and the ethical challenges it poses in end-of-life counseling. Informational and interactive in design, this program identifies major biotechnological advances that impact the aging process and lifespan development, the potential risks and multicultural ramifications of such life-altering technologies, and the moral and ethical challenges these advances raise. Ethically responsible counseling responses are considered and summary handouts provided.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Putting the Multi Back in Multiculturalism: Changing Needs of Multicultural Education in an Age of Globalization**

*Thomas J. Sherman, University of Virginia*

To continue providing best practice services in the 21st century multicultural counselor education needs to adapt and move beyond the constructs of an American-centric western societal view. The challenge for counselors is how exponentially difficult it becomes to understand culture when moving beyond personal cultural constructs and beginning to appreciate how many different and unique combinations of cultural constructs that clients bring into therapy. The challenge for counselor educators training the future professionals is how to teach acceptance and appreciation of ambiguity, while tuning into relevant cultural issues. I propose three recommendations for exploration and implementation in multicultural counselor education.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**An Exploratory Study of Counselor Education Doctoral Students' Social and Political Experiences Interacting with Faculty**

*William B. Kline, PhD, University of Mississippi; Marc  
Bourgeois; Emily C. Derrick; Daphne Ingene, M.Ed.*

As doctoral students progress through counselor education programs they are required to negotiate a variety of experiences. The nature of a doctoral program requires that doctoral students to manage relationships with faculty within the political context of their programs. This presentation will



outline the findings of a qualitative study that examined the consequence of interaction with faculty in the sociopolitical environment of counselor education programs so that we can better understand how doctoral students can minimize conflict, meet personal goals for education, establish safe supportive relationships with faculty, and ensure the successful completion of their programs.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**Career Satisfaction in Academia: Implications for Creating Synergy between Work and Family**

*Nicole R. Hill, Idaho State University; Tracy A. Stinchfield*

Career satisfaction is paramount in all professions; however, it is especially salient in professions, such as counselor education, that require direct service to other individuals. This presentation overviews current theoretical models of occupational satisfaction in academia. It also reviews data from a national survey of counselor educators specifically exploring the impact of tenure, academic rank, and family dynamics on career satisfaction. Creative strategies for creating synergy between work and family will be highlighted. Implications for the profession will also be articulated.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Supervision (Poster Presentation)

**Exploring Counselor Identity Development Using Kegans Constructive Development Model: Implication for Training and Supervision**

*Nadire Gulcin Aydin, The University of Iowa; David Duys*

The program will focus on why using Kegans Model could provide an original, holistic, and insightful approach to counselor cultural identity development while recognizing the complexities of counseling students evolving selves, meaning making processes and the role of developing self-authorship during training.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Doing vs. Talking: Transformative Actions for Incorporating Wellness and Self-Care in Counselor Training**

*Allison L. Smith, PhD, NCC, Antioch University New England; Carlotta J. Willis*

As counselor educators, we instruct students to incorporate wellness and self-care activities into their personal lives in order to become healthy, balanced, and effective counselors. At times, however, it is difficult to actively do these strategies in counselor training, in addition to teaching or discussing them. This roundtable session will function as a way for counselor

educators to discuss strategies they have implemented or hope to implement in counselor training programs in order to actively encourage, practice, and model wellness and self-care strategies. Presenters will compile information from the roundtable discussion and disseminate the information to attendees for future use.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Feeling Like “I’ve Finally Arrived Professionally”: A Developmental View of When This Feeling Occurs**

*Brooks Bastian Hanks, West Texas A & M University; Stephen Feit; Kristi Lee Wyatt; Gerard Lawson*

This presentation will be conducted in a panel format. The presenters will discuss their experience of Counselor Education at the level in which they are within their professional development currently. The perspectives presented will be that of a doctoral student/recent graduate, assistant professor, associate professor, and full professor. The main topic to be discussed is feeling as though you have arrived and how that experience varies at each developmental level of Counselor Education. The presentation will provide a time for questions and answers as well as safe place for attendees to share their experiences.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Other (Poster Presentation)

**Community and Mental Health Counseling: Programs’ Responses to CACREP’s Standards Revisions**

*Jamie Carney, Auburn University; Rebecca Stanard; Mark Parrish*

This session discusses the results of a national study examining how programs that are currently 48 hr. community counseling programs will make curriculum and programmatic changes to address the CACREP 60 hr. mental health requirements. This study collected data in areas of staffing, curriculum revision and development, revision procedures and process, and challenges and concerns. The session discussion will consider this information and the recommendations it may offer to programs in this process.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Am I Ready? Personal Perspectives Regarding Level of Readiness in Addressing Spirituality and Related Issues in Counseling.**

*Aisha Lusk, MA, LPC-I, NCC, Texas A&M University-Corpus Christi*

Research clearly advocates for the integration of spirituality and counseling and outlines competencies to ensure that the profession is meeting clients needs related to spirituality

(Myers & Williard, 2003; CACREP, 2001). The aim of this study is to explore how students from an accredited graduate counseling program perceive their level of preparedness to provide services to clients that present with spiritual issues (including end of life). Having student perspectives regarding being prepared to deal with clients spiritual issues may help programs and educators gain insight on ways to enhance instruction, awareness and experiences related to this topic.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Other (Poster Presentation)

**Counselor Education & Psychology: Building professional partnerships and counselor identity**

*Arleen Lewis, Western Washington University; Tina DuRocher Schudlich; Robinder Bedi*

The program will focus on the ways the counseling faculty for School and Mental Health Counseling graduate programs housed within a traditional Department of Psychology attend to the issue of counselor identity within the curriculum. Student selection, faculty hiring practices, mentorship, and program and professional development for program faculty will also be addressed. A guided discussion will focus on two primary elements: (1) How psychologists and counselor educators can work cooperatively to enhance the identity of future professional counselors and (2) Implications of the 2009 CACREP standards regarding professional identity and educational requirements for Counselor Education programs and faculty.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Counseling (Poster Presentation)

**Bridging Sessions: New Counselor for an Established Client**

*Christine Sacco-Bene, PhD, Barry University - Orlando; Kitty Eeltink*

This presentation will explore components of the bridging session technique. This technique has been found useful for promoting successful transition in the counseling process when a counselor leaves and their client is assigned a new counselor. Given the nature of some Counseling Training Centers, it is common for clients to receive counseling from more than one student. This presentation will address this issue and explore the application of bridging sessions in these and other settings.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Teaching Group Work: Modeling Group Leadership Skills in the Classroom**

*Delini M. Fernando, University of North Texas*

Presenters will present methods and techniques that can be

used in the classroom by the group course instructor to help teach, demonstrate, and promote didactic group material through the use of intentional modeling and experiential situations. The classroom is viewed as a task group where tasks of the group syllabus are presented, discussed, and accomplished within a safe learning environment. Specific activities to be used at different stages of group development will also be presented and discussed.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Developing as a Trans Ally**

*Denise L. Pickering, PhD, University of Vermont; Jacqueline Weinstock*

This presentation is focused on supporting non-transgender individuals to develop and act as allies to trans individuals and trans communities. The intended audience is individuals who already have an understanding of trans experiences and are committed to challenging trans-based oppression. We will focus on identifying strategies and resources for non-trans individuals to act as allies to trans individuals and communities, and to challenge trans-based oppression.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Counseling (Poster Presentation)

**Transforming the High School to College Transition Process**

*Dennis G. Jones, Tarleton State University; Annette C. Albrecht*

In today's economy, it is imperative that students make wise choices when formulating their post-secondary plans. High school to college transition programs can provide an effective method to reduce the gap between incoming students from underserved communities and those of more privileged schooling opportunities. It is progressively more commonplace for school counselors to collaborate with institutions of higher education in developing these types of transition programs.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Adjunct Faculty and Gatekeeping: Strategies for Part-Time Instructors in Assessing and Addressing Problematic Student Behaviors.**

*Dr. Lori Ellison, Texas A&M University-Commerce; Chris Simpson*

Recognizing and handling students with problematic behaviors can be a challenge for the most seasoned educators. When a part-time or adjunct faculty member finds themselves challenged with these issues, many outcomes could occur. This presentation will illuminate some of the responses that are found to occur among adjuncts surveyed and discuss some of

## Saturday, October 17

the support measures that can aid in the assurance of a positive outcome for the adjunct faculty member and the students in their classes. Participants will be invited to discuss real and hypothetical situations to aid in the problem solving process.

**Saturday, October 17 • 4:30 pm - 5:30 pm**

**Golden Ballroom**

Other (Poster Presentation)

### **They do not Care how Much we Know, Until They Know how Much we care: Counselor Education, Meaningful Relationships and Transformative Actions**

*Elizabeth Wosley-George, Portland State University*

Presentation draws our attention to the important and transformative roles that can be played by Counselor Educators as agents of change and influence. In teaching, research, supervision and counseling, they serve as primary influences on future generations. Program highlights critical areas of influence and recommends appropriate mechanisms for fostering meaningful relationships and sustainable change, while increasing the diversity of emerging leaders within ACES.

**Saturday, October 17 • 4:30 pm - 5:30 pm**

**Golden Ballroom**

Teaching (Poster Presentation)

### **Understanding the Transformative Process of the Doctoral Student Post-Dissertation Experience**

*Heather M. Helm, University of Northern Colorado; Jennifer Murdock; Kristin Kushmider; Katrina Rodriguez*

This presentation will provide information from qualitative research conducted by the presenters exploring the emotional, relational, and physical responses in the time period following the dissertation defense. In the context of Schlossberg's Transition Theory, the results of the research will assist Counselor Educators in developing exit strategies for doctoral students as they manage their movement from student to colleague and their post-dissertation reactions. For doctoral students, this presentation will assist in anticipating and normalizing the post-dissertation experience through rich descriptions of the experiences of the research participants.

**Saturday, October 17 • 4:30 pm - 5:30 pm**

**Golden Ballroom**

Counseling (Poster Presentation)

### **A Multicultural Dialogue: Working With Asian Clients**

*Janis Edralin, St. Mary's University; Mei-Ju Chen; Dol Green*

Three Asian female counselor educator and supervision doctoral students from St. Mary's University of San Antonio, Texas, will facilitate a discussion about Asian perspectives and experiences and how counselors can enhance the therapeutic relationship with culture and therapy.

**Saturday, October 17 • 4:30 pm - 5:30 pm**

**Golden Ballroom**

Teaching (Poster Presentation)

### **Transforming Counseling Pedagogy with Horticulture Therapy Techniques**

*Julia Y. Porter, PhD, LPC, NCC, NCSC, Mississippi State University-Meridian; Wayne C. Porter*

Horticulture Therapy techniques can be used to enhance traditional talk therapy techniques and transform counselor effectiveness especially with resistant clients. Presenters will discuss how they developed and implemented an elective horticulture therapy class to help counselor education students expand their counseling skills.

**Saturday, October 17 • 4:30 pm - 5:30 pm**

**Golden Ballroom**

Supervision (Poster Presentation)

### **I can't Believe the Impact we are Going to Have on Helping to Grow new Counselors...IT IS A MONUMENTAL TASK: Doctoral Student Reflections on Becoming Supervisors**

*Katie Hermann, The College of William and Mary; Courtney Holmes; Natoya Hill; KC Joachim; Lindsay P. Meyers*

Our presentation draws from our combined experiences of becoming supervisors through a two-semester didactic/experiential sequence in supervision. We recognize that supervisors must be capable of critical self-reflection in order to create new frames of reference for thinking about the world and constructing meaning from experience, and to be able to promote the same capacities in supervisees. We will describe the process of developing a model of supervision for masters practica; share challenges encountered in applying that model; present themes of our experience drawn from our group dialogue; and explore our reactions to and constructions of supervisee and supervisor feedback.

**Saturday, October 17 • 4:30 pm - 5:30 pm**

**Golden Ballroom**

Research (Poster Presentation)

### **Research Integrity Among Counselor Educators: Related Personal, Educational, and Departmental Factors**

*Kelly L. Wester, The University of North Carolina at Greensboro*

Counseling research can have a significant impact on finding effective treatment for clients, strengthening our educational training and supervision, and on the continued development of our profession. The majority of the researchers in our field are counselor educators. However, little is known about the factors that impact counseling researchers engaging or departing from responsible conduct of research. This presentation is based off of a pilot study that examined research integrity among counselor educators nationwide, including behaviors and personal and departmental correlates.



**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**Investigating Counselors' Death Anxiety and Its Impact on Clients**

*Liz Doughty, Idaho State University; Laura Harrawood; Judith Crews*

It has been suggested that personal issues with grief and loss affect counselors in training grief work with clients (Worden, 1991) and that this group is more uncomfortable discussing issues of grief and loss than other presenting issues (Kirchberg & Neimeyer, 1991). Despite the perceived influence of death anxiety in CITs on their work with clients experiencing grief issues, no studies have examined death anxiety in professional counselors. This presentation will provide an overview of a preliminary study examining professional counselors death anxiety and its impact on clients treatment. Suggestions for addressing death anxiety in counselors will also be presented.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**What do counselors do? How the job Analysis Assists in Developing Exams for the Regulation of Professional Counseling**

*Matthew R. Buckley, Walden University; Shawn Obrien*

A national job analysis of what professional counselors actually do is an essential element in the evolution of exams for the purpose of regulating professional counseling. Results of the new National Counselor Examination (NCE) and National Clinical Mental Health Counseling Examination (NCMHCE) job analysis for professional counselors will be discussed. Session participants will learn how exams regulating professional counseling are developed and how a job analysis informs test construction. Participants will also have an enhanced sense of the importance of the regulation of professional counseling within various states in the US.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Counseling (Poster Presentation)

**Assessing Client Spirituality: Through an Integrated Model of Multicultural and Spiritual Growth**

*Michelle Kelley Shuler, University of Texas at San Antonio*

Currently an increasing amount of attention is being paid to the integration of religious and spiritual issues in counseling practice. This program addresses best practices in relation to the assessment of client religion and spirituality. An integrated model of multiculturalism and spiritual growth is presented as a practical holistic approach with attention paid to use of spiritual assessment in counseling practice.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Counseling (Poster Presentation)

**Enhancing the Identity of Professional Counselors: Promoting Unification through Self-Efficacy**

*Patrice S. Robinson, MA, NCC, The University of Iowa; LaShawn C. Bacon*

The field of counseling has made many strides over the years to establish a legitimate position for professional counselors among the helping and service professions. However, counselor educators and practitioners have struggled to establish and maintain a unified sense of professional identity. This presentation seeks to examine self-efficacy and its role in developing a unified identity for the counseling profession as a whole, in addition to exploring advocacy efforts for the profession. Participants will engage in an active discussion about training and supervision interventions, along with methods for enhancing and promoting identity among counseling students and professionals.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Teaching (Poster Presentation)

**Suicide: What Counselor Educators need to Know**

*Paul Granello, The Ohio State University; Darcy Granello*

Counselor education students work with suicidal individuals in their field placements, and 24% of counselors will experience a client suicide. Skills for working with suicidal individuals are critical to counseling success. This program will give concrete information and skills to incorporate suicide prevention and assessment training into the curriculum and practical information on evidence-based prevention programs, assessment methods, strategies for intervention, and legal and ethical obligations. Faculty will leave with essential information and resources that can immediately be shared with students to prepare them for work with suicidal clients.

**Saturday, October 17 • 4:30 pm - 5:30 pm**  
**Golden Ballroom**

Research (Poster Presentation)

**Breaking Through the Wall: Using Visualization Techniques with Triathletes**

*Robert Smith, PhD, Texas A&M Corpus Christi*

With the success of Lance Armstrong and Michael Phelps, athletes who attribute their success partly to their mental training, the psychological aspect of training is gaining credibility. This presentation discusses the results of a dissertation researching the benefits of visualization techniques and mantras used with triathletes for performance enhancement of endurance athletes. Participants will be shown how to use the specific visualization techniques and mantras that the triathletes from the study felt were most effective.

### Saturday, October 17 • 4:30 pm - 5:30 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Video Journals: Reflections Beyond the Page**

*Sejal Parikh, PhD, University of North Florida;  
Christopher Janson*

Counselor education students are typically used to writing reflective journals in their preparation programs. Whether reflecting on multicultural counseling, social justice issues, or experiences during practicum and internship, students are encouraged to explore their thoughts and feelings on a deeper level. While writing reflective journals is a useful and meaningful tool that allows students to explore and understand their experiences in becoming a counselor, the actual words may not tell the entire story. This program will illustrate how one school counselor education program encouraged their students to further explore their true feelings and the meaning of their experiences through the use of video journals. This program will highlight the experiences of one cohort during their Practicum and Internship experiences in an inner city high school. The session will detail the change in Poster from the written reflective journals and compare them to the Poster to the video journals entries.

### Saturday, October 17 • 4:30 pm - 5:30 pm Golden Ballroom

Counseling (Poster Presentation)

#### **Mindfulness Techniques for Counselors in Training: From Enhancing Counselor Efficacy to Connecting and Facilitating Client Change**

*Yvette Castillo, PhD, LPC-S, West Texas A&M University;  
Maria Howell*

Graduate practicum and internship students often complain of extreme anxiety that inhibits their ability to relax, stay in the moment, and be attuned to their client during counseling sessions. However, few counseling programs directly address the importance of specific mindfulness-based relaxation and focusing skills beneficial for the counseling process and outcome in their curricula. This presentation will examine core attitudinal qualities that underpin mindfulness practice, which are both the stance counselors bring to the practice and a consequence of it. Participants will explore and practice specific mindfulness techniques, and will be able to discuss their experience. Handouts will be provided.

### Saturday, October 17 • 4:30 pm - 5:30 pm Golden Ballroom

Teaching (Poster Presentation)

#### **Response To Intervention and Action Research: Connecting Process to Practice in Developing Consultation and Program Evaluation Skills**

*Dr. Jackie M. Allen, Associate Professor, University of La Verne;  
Veronica Escoffery Runnels; Janine Bauman; Desiree Castellon*

As implementation of Response to Intervention (RTI) becomes widespread practice within the educational system

student support specialists will play an important role in assisting educators to develop sound educational interventions for student success. Educational accountability requires school support specialists to develop skills in research, program evaluation, and consultation. This workshop will demonstrate how trainers at one university teach program planning and evaluation using Action Research to advance graduate student skills in consultation and enhance their practice and knowledge of the skills they will need to be an effective multidisciplinary team member in the implementation of the RTI model within the education mainstream.

### Saturday, October 17 • 4:30 pm - 5:30 pm Golden Ballroom

Supervision (Poster Presentation)

#### **Staying Alive in Supervision: Navigating the Treacherous Whirlpool of Thinking, Feeling and Willing**

*Steve Bennett, PhD, Regis University; Sondra Medina;  
John Arman*

In this presentation, we will describe a pre-theoretical, holistic approach to supervising counselors-in-training which acknowledges that the human soul is a blending of the capacities of thinking, feeling, and willing. This approach emerged from the presenters own disciplined reflective practice, in which they developed phenomenological descriptions of these capacities, acknowledged their own superior capacities, wrestled with their inferior capacities, and maintained therapeutic transparency. Supervisory practices were enhanced by an awareness of how these capacities interact and sustain each other.

### Saturday, October 17 • 4:30 pm - 5:30 pm Golden Ballroom

Research (Poster Presentation)

#### **The Effects of an Initial CACREP Accreditation Process on Students in Program**

*Jill K. Bryant Ph.D, Indiana University South Bend*

This grant-funded study examined the perceptions and shared experiences of eight students already in program during that program's initial CACREP accreditation process. Results elucidate the perspective of these students by portraying their perceptions of the transition process, including perceived negative effects. This presentation will recommend specific strategies for addressing student needs and improving implementation of programmatic changes, such as those found in an initial accreditation. Additionally, these findings may generalize to the needs of students and responsiveness of programs for those students and programs experiencing an increase in CACREP community counseling standards.

Saturday, October 17 • 4:30 pm - 5:30 pm

**Golden Ballroom**

Research (Poster Presentation)

**Your School Counseling Program: Meeting the 2009 CACREP Standards and including the ASCA National Model**

*Steve Rainey, Kent State University; Jason McGlothlin*

The new 2009 CACREP standards are now in effect. Many of the new school counseling standards are in line with the ASCA National Model for School Counseling Programs. Furthermore, the ASCA model is becoming more and more widely recognized as an effective model for school counseling programs in the public schools. Moreover, the 2009 CACREP standards are in alignment with the ASCA Model. Our presentation will include instruction on the changes in standards and will provide three different models for including the new CACREP standards and the ASCA Model in a school counseling masters degree programs. We will present a model for programs that have only one school counseling specific course. We will also include a model for a two-course and a three-course program. The models we present will show which CACREP standards and ASCA model content go into which courses.



[7:30 am – 8:30 am]

**Sunday, October 18 • 7:30 am - 8:30 am – Garden Salon 2**

Supervision (Content Presentation)

### **Religious Identity, Cultural Competence, Homophobia, and Sexism in the Counseling Profession**

*Richard S. Balkin, Texas A&M University-Commerce; Dana Heller Levitt; Lewis Z. Schlosser*

The presentation shares research results from a national study related to the relationships between religious identity, sexism, homophobia, and multicultural competence. The results of the study indicate that counselors religious identity may impact the ability of counseling professionals to work competently with diverse clientele, particularly with respect to sexism and homophobia. Implications of the role of religion and religious identity to multicultural competence in counseling supervision are discussed.

**Sunday, October 18 • 7:30 am - 8:30 am – Pacific 4**

Teaching (Content Presentation)

### **Demystifying Research Courses through Intentional Pedagogy**

*Melissa Freeburg, Bridgewater State College*

Overcoming student anxiety in a research course is one of the hardest obstacles for the counselor educator. The intent of this presentation is to encourage research educators to employ a four factor approach that includes: setting the stage of research courses through transparent pedagogical practice that incorporates informing students on the educators understanding of how learning occurs and how that belief will be obvious through classroom expectations, how to integrate intentional scaffolding of knowledge, techniques to facilitate students to transition into the classroom, and methods to ensure that students truly recharge during classroom breaks to ensure productivity during class time.

**Sunday, October 18 • 7:30 am - 8:30 am – Pacific 5**

Teaching (Content Presentation)

### **But Theres no Diversity Here! Building Multicultural Competencies in the Rural U.S.**

*Julia Champe, PhD, Southern Illinois University; Kimberly Asner-Self*

Living and teaching in culturally-homogeneous rural areas offer distinct challenges to counselor educators in social and cultural issues courses. While lack of visual ethnic and cultural diversity does characterize much of rural US, a fundamental barrier to cultural competence can be student and faculty assumptions of this homogeneity. The presenters advocate challenging and expanding common ideas about cultural homogeneity and diversity, and using students prior knowledge as touchstones for developing new perceptions

and relationships. An advanced program, designed for counselor educators teaching social and cultural issues at rural universities, as well as those with substantial pedagogical experience.

**Sunday, October 18 • 7:30 am - 8:30 am – Pacific 7**

Other (Content Presentation)

### **Global Exchanges in Counseling and Supervision Practices: Promoting Transformative Action in a Context of Cultural Respect**

*Rex Stockton, Indiana University- Bloomington; Fred Bemak; Rita Chi-Ying Chung; Lisa Lopez Levers; Thomas Dodson*

With globalization it is inevitable that counselors will be pulled into doing international work. The presentation will provide perspectives from five counselor educators on their extensive global experiences with a specific focus on Africa, Latin America, Eastern Europe, and South East Asia. The presenters will share the challenges and rewards in working international work, as well as provide insights on how counselors can and should be involved working globally.

**Sunday, October 18 • 7:30 am - 8:30 am – Pacific 6**

Research (Content Presentation)

### **Myths, Stereotypes and Controlling Images in Film: A Feminist Content Analysis of Hollywood's Portrayal of Women's Career Choices**

*Tonya R. Hammer, PhD, LPC, University of Houston Clear Lake*

Myths, stereotypes and controlling images are imbedded in the cultural textbook of cinema. Women are disempowered and marginalized by these images and it is important to explore the existence and prevalence of these images in order to set the stage to explore the impact on women's career choices. A feminist content analysis of 117 roles in 81 films was conducted as a means to assist mental health practitioners in guiding the career choices of young women and to explore the possibilities for change through this medium.

**Sunday, October 18 • 7:30 am - 8:30 am – Royal Palm 6**

Teaching (Content Presentation)

### **Transforming Intimate Partner Violence (IPV) Through Interdisciplinary Training and Advocacy in Counseling and Pharmacy**

*Kimberly Vess Halbur, North Dakota State University; Brenda S. Hall*

The purpose of this program is to describe an interdisciplinary project in which students from counselor education and pharmacy education collaboratively address the issue of Intimate Partner Violence (IPV). The presenters discuss shared learning experiences and training focused on the development of IPV screening and intervention protocols. The integration of counseling and health-care practices to promote cultural awareness, advocacy, and holistic health are emphasized.

**Sunday, October 18 • 7:30 am - 8:30 am – Garden Salon 1**

Teaching (Content Presentation)

**Enhancing Wellness in Counselor Education**

*Andrew Burck, Adams State College; Lisa Baker*

Wellness is an individualized process to enhance ones mind, body, health, and spirit (Myers & Sweeney, 2005; Myers, Sweeney, & Witmer, 2000; Witmer & Sweeney, 1992). In counselor education this is vital to the process of counselor-in-training development so that they are able to cope with the stress, anxiety, and burnout that they may face when they enter the counseling profession (Roach & Young, 2007). The objectives of this presentation are to a) provide participants with an understanding of wellness, b) teach participants about the Indivisible Self model of wellness, and c) to develop skills to enhance wellness in the participants classrooms. This presentation will be divided into two parts. The first section the presenters will provide information on wellness and teach the Indivisible Self model. The second section of the presentation will be a small group discussion where groups, lead by the presenters, will discuss the role of wellness in their classrooms, and what are effective and ineffective ways to enhance wellness for their students. A large group discussion will then occur to present the information in each of the groups. All participants will receive handouts about wellness and the Indivisible Self model.

**Sunday, October 18 • 7:30 am - 8:30 am – Pacific 2**

Teaching (Content Presentation)

**Developing Outcome-Based Counseling Curricula**

*Dr. Marty Jencius, Kent State University; Kelly Most; Steve Rainey*

Measurable outcomes from outcome-based instruction have taken the spotlight with the 2009 CACREP standards. Presenters will suggest models for creating outcome-based measures in counselor preparation and will create small group breakouts with a specific focus on assisting attendees in transforming their course syllabi objectives to include measurable outcomes. Attendees will have access to presentation resources at a website prepared by the presenters for outcome-based counselor training.

**Sunday, October 18 • 7:30 am - 8:30 am – Royal Palm 5**

Teaching (Content Presentation)

**Reflective Teaching Strategies: Using a mid-term Group Consensus Model to Transform the Counselor Education Classroom**

*Susan L. Williams, University of Wyoming, Counselor Education Program; Konja Klepper*

In today's counselor education programs, effective teaching practices embrace methods which are reflective, student-centered, and sensitive to diversity in our students, their clients, and the world in which we all live. We propose that one way to ensure that our course syllabi and teaching

practices are reflective, student-centered, and culturally sensitive is to ask the students to provide mid-term teaching assessments and evaluations. This presentation will highlight the use of a group consensus assessment and evaluation model. This model has been used during the mid-term of several Master's-level and doctoral level classes in the University of Wyoming's Counselor Education Program.

**Sunday, October 18 • 7:30 am - 8:30 am – Sunrise**

Teaching (Content Presentation)

**Counselor Education Training Clinics: From A to Z**

*Jennifer Jordan, Winthrop University*

Whether you want to upgrade your current facility, create a new facility or just expand your services and clientele this presentation is for you. We will cover topics from advertising to zoom lenses. Think you can't afford a play analyzer system such as Landro we have a list of alternatives your University may already be using. Learn how to convert analog technology to digital technology at a fraction of the price. A plethora of new and affordable technology has emerged that enables us to explore new possibilities in training and observation.

**Sunday, October 18 • 7:30 am - 8:30 am – Pacific 1**

Teaching (Content Presentation)

**Counselor Educators as Role Models for Meaningful Relationship Building**

*Marty Slyter, PhD, Eastern Washington University*

Have counselor educators been swept up in the tidal wave of the masses in our society who put a strong emphasis on competition, performance and winning? We teach that relationships are the foundation of meaningful change, but do we practice, live and role model these beliefs? We are so busy achieving tenure, trying to keep up with the politics at our institutions, and being perfect, that relationships fall to the bottom of our priorities. How can we expect those we teach, mentor and supervise to value relationships in all contexts when it appears we don't? This session will address these questions.

**Sunday, October 18 • 7:30 am - 8:30 am – Sunset**

Teaching (Content Presentation)

**Bringing the Comprehensive School Counseling Model to Life: A Transformative Approach to Teaching School Counselors the Comprehensive School Counseling Model**

*Mary Colleen Mack, Southern Illinois University Carbondale; Brett Zyromski*

Presenters model pedagogical approaches for implementing a semester-long curriculum creating collaborative relationships between local school counselors and students. Participants will learn how teams of students research, build, and distribute ASCA comprehensive school counseling programs in collaboration with local school counselors. School counselors

identify the needs of their schools through needs assessments that are administered. The curriculum re-educates existing school counselors who are unfamiliar with the ASCA comprehensive model, while students receive firsthand experience at negotiating, collaborating, communicating, and advocating for the school counseling profession, and specifically for the needs of comprehensive school counseling programs in schools. Two instructors will discuss their technique for providing this model to students. Examples of students completed programs will be displayed.

**Sunday, October 18 • 7:30 am - 8:30 am – Towne**

Supervision (Content Presentation)

**Mentoring Through a Multicultural Lens:  
Strengthening the Efficacy of Your Counselor  
Education Program and the Professional Identity of  
Your Students**

*Yvette Castillo, PhD, LPC-S, West Texas A&M University;  
Maria Howell*

The benefits of mentorship have been well documented in the counseling literature and can be illustrated via successful CACREP accredited programs across the nation. Programs and faculty members that empower their counselors in training do so with effective mentoring techniques and course assignments based on multicultural competencies. This session will explore the concept of mentoring as a mutually beneficial relationship and discuss ways for effectively addressing graduate students diverse needs in and out of the classroom setting. Participants will gain practical strategies for engaging students in their own development and removing barriers for optimal success and retention. Mentoring models, experiential based assignments, and interactive discussions will be shared and provided to all members who attend. The learning objectives are as follows: to provide program and faculty members with tools that empower their counselors in training, to assist audience members with effective mentoring strategies that will improve the retention of multicultural students, to demonstrate ways program leaders and faculty can infuse multicultural competencies into their course curriculum. Handouts will be provided.

**Sunday, October 18 • 7:30 am - 8:30 am – Pacific 3**

Teaching (Content Presentation)

**Increasing the Diversity of Students and Faculty in  
CACREP Accredited Programs Through Effective  
Recruitment and Retention Strategies.**

*Richard Q Shin, Syracuse University; Kristopher M. Goodrich,;  
Lance C. Smith*

The underrepresentation of diverse students and faculty in the field of counseling is a serious concern. However, there has been a disturbing lack of scholarly work focused on this issue. To date, there are no published studies exploring levels of diversity among students in doctoral counseling programs. The proposed presentation will provide the results of a research

project, which assessed the diversity of students and faculty in CACREP accredited doctoral programs across the U.S. The primary purpose of this study is to establish a baseline for how programs are doing in terms of increasing the diversity of the counseling field.

**[8:45 am – 9:45 am]**

**Sunday, October 18 • 8:45 am - 9:45 am – Garden Salon 2**

Supervision (Content Presentation)

**Assessing the Impact of Clinical Supervision  
on Counseling Self-Efficacy**

*Dawn C. Lorenz, The Pennsylvania State University*

Counseling self-efficacy comes about as a direct result of the interaction between the training environment and trainee personal agency factors, such as outcome expectancies, affective arousal, and self-evaluation. Clinical supervision is essential to the ongoing development of counselor self-efficacy. This presentation will explore fundamentals of supervision during practicum that contribute to this development. Data will be presented that reflect the unique dynamics of supervision and their impact on counseling self-efficacy.

**Sunday, October 18 • 8:45 am - 9:45 am – Pacific 3**

Teaching (Content Presentation)

**Utilizing Innovative Technology Across the  
Curriculum: Reflections from a Panel of Counselor  
Educators**

*Lorraine J. Guth, Indiana University of Pennsylvania; Holly  
Branthoover; Claire Dandeneau; Michelle Bruno*

he counseling department at one university developed digital counselor training facilities at two campus locations. Using a panel of counselor educators, this presentation will showcase how this innovative technology has been used across the counseling curricula at this university. Panel members will share how they have used the technology to enhance counselor training and supervision in a variety of courses such as basic counseling skills, individual practicum, group practicum, and crisis counseling. Specific assignments and supervision practices will be shared to showcase the benefits of using this technology. Implications for counselor education and supervision will also be presented.

**Sunday, October 18 • 8:45 am - 9:45 am – Pacific 6**

Teaching (Content Presentation)

**Rethinking the Intersection of Personal and Career  
Counseling: A Holistic-Relational Perspective for  
21st Century Counseling Pedagogy**

*Lee Covington Rush, PhD, NCC, Northern Illinois University;  
Lourdes M. Rivera*

The urgency for re-thinking the intersection between personal and career counseling in counselor education and



training becomes particularly imperative given the rapid cultural, social, and economic changes taking place in the US. In addressing the potential for transformative counselor education pedagogy, Hoshmand (2004) maintains that the criteria for transformative teaching and learning tend to be holistic rather than reducible to isolated competencies (p. 87).

**Sunday, October 18 • 8:45 am - 9:45 am – Pacific 6**

Teaching (Content Presentation)

**A Grounded Theory of Counselor Educators Integrating Social Justice into their Pedagogy**

*Melissa Odegard, Idaho State University*

o date, no research exists that examines the experiences and processes of counselor educators integrating social justice into their teaching across the training curriculum. To understand how some counselor educators implement social justice into their pedagogy, research highlighting their experiences and processes would be beneficial. This presentation will illuminate the results of a grounded theory study of four counselor educators integrating social justice across their curriculum. Implications for future research in counselor education pedagogy and the training of counselors and counselor educators to integrate social justice in their clinical work and teaching will be discussed.

**Sunday, October 18 • 8:45 am - 9:45 am – Pacific 5**

Research (Content Presentation)

**The Development of Counseling Skills and Relational Competencies for Pre-tenured Counselor Educators: How Supportive is the Academy of Junior Counseling Faculty Engaging in Direct Counseling Practice?**

*Charles V. Lindsey, University of Wisconsin Oshkosh; Renae Reljic; Jake Protivnak*

In the field of Counselor Education, new professors are asked to demonstrate marked progress and advancement in the areas of research, service, and teaching, and are also confronted with the question of whether they will stay current in the field by continuing (or beginning) to maintain direct counseling practice. This session will explore the results of a national study that examined how (and to what extent) pre-tenured Counselor Educators are engaging in direct counseling practice. Attendees will further investigate the implications of direct counseling practice in shaping relationally competent and transformative future leaders within counselor education.

**Sunday, October 18 • 8:45 am - 9:45 am – Royal Palm 6**

Teaching (Content Presentation)

**Identifying Evidence-Based Practices to meet the 2009 CACREP Standards: A Community Conversation**

*M. Harry Daniels, University of Florida; Mary Alice Bruce; Betty Cardona; Konja Klepper*

The adoption of the 2009 Standards by the CACREP Board may be one of the most significant transformative events in the history of ACES. Of the many changes included in the 2009 Standards, none is more important than the decision to require us to provide evidence-based evaluations of our students counseling skills and practices. This program will provide a venue in which we can engage in a conversation with colleagues about the variety of strategies that may be used to identify, collect, organize and present data to provide evidence that students are achieving the skills and practices in the 2009 Standards.

**Sunday, October 18 • 8:45 am - 9:45 am – Pacific 2**

Counseling (Content Presentation)

**Gratitude as a Transformative Practice: Benefits for Clients and Counselors**

*Tracy Hutchinson, MEd, LMHC, NCC, University of Central Florida; Mark E. Young*

Gratitude as a Transformative Practice: Benefits for Clients and Counselors. This workshop will explore the importance of gratitude in counseling. Topics include benefits for clients, research that supports the use of techniques to improve over all well being, and specific gratitude techniques. This workshop will also provide benefits for professional counselors.

**Sunday, October 18 • 8:45 am - 9:45 am – Pacific 5**

Research (Content Presentation)

**Counseling Graduate Student Wellness**

*Michelle Perepiczka, PhD, Texas A&M University-Commerce*  
Wellness is a pertinent issue for graduate counseling students. The academic process students undergo acts as a catalyst for personal and professional development. The experiences students have may increase their overall functioning and be a source of intrapersonal as well as interpersonal hardships. Research related to masters and doctoral counseling student wellness will be presented. Implications for counselor educators and recommendations for methods to employ to possibly assist students wellness related concerns will be addressed.

## Sunday, October 18 • 8:45 am - 9:45 am – Pacific 1

Teaching (Content Presentation)

### Developing Advocacy Skills

*LeAnn L. Solmonson, PhD, LPC-S, CSC, Stephen F. Austin State University*

Advocacy is a popular word in the field of counseling right now. But, what are we doing to teach our students the process and skills necessary for advocacy work. This session will describe one professor's experience with training students and accompanying them to the state capitol to work with the state organization in order to advocate for the profession and for issues impacting the clients we serve. Follow up student survey data will be presented as an indication of the impact on student professional development.

## Sunday, October 18 • 8:45 am - 9:45 am – Garden Salon 1

Teaching (Content Presentation)

### Teaching About Social Justice in an era of Political Intolerance

*Jennifer Walker, PhD, Northern Arizona University; Michelle Bouzek; Charles Hursh*

This conference program will initially focus on helping students understand social justice in a more applied way. Social justice is a role that counselors are encouraged to embrace. The presenters, a counselor educator and two master's level counseling students, will discuss a social justice project completed by the students. The presenters will also discuss social injustices occurring in the Southwestern region of the U.S. The program will be both interactive and didactic.

## Sunday, October 18 • 8:45 am - 9:45 am – Sunrise

Teaching (Content Presentation)

### School Administrators and Counselors: A Collaborative Training Model

*Mary A. Hermann, Virginia Commonwealth University; Donna Dockery; Whitney Sherman*

Effectively collaborating with school administrators is critical to the success of school counselors. Ideally, counselor educators can foster these relationships during pre-service training. In addition to providing opportunities for students to build these relationships and learn about each others professions, counselor educators are also in a unique position to provide valuable training to school administrators on topics such as enhancing communication skills, improving self-awareness, and leading effective groups. This presentation will provide a model for collaborative training efforts between counselor educators and educational administration faculty at the masters and doctoral levels.

## Sunday, October 18 • 8:45 am - 9:45 am – Tiki Pavilion

Research (Content Presentation)

### Examining the Need for Graduate Level Training of School Counselors

*Randy Astramovich, University of Nevada, Las Vegas; Wendy Hoskins; Kerry Bartlett*

Throughout the history of the school counseling profession, the roles and functions of school counselors have been debated. This presentation will explore results from a study examining the level of training necessary to perform various functions proscribed by prominent models of school counseling practice. Presenters will help distinguish duties that require masters level training from those that may not require graduate level training. Implications for the profession will be discussed along with ways counselor educators can advocate for school counselors to utilize counseling in their practice.

## Sunday, October 18 • 8:45 am - 9:45 am – Pacific 7

Teaching (Content Presentation)

### Biopsychosocial Transformation: Bringing Counselor Education to Medical Settings

*Jennifer L. Rogers, Syracuse University; Melissa Arthur; Laura J. Veach; Regina R. Moro*

This presentation examines two counselor training settings that implement holistic, relationally-sensitive approaches to patient care within medical contexts. Counselor educators, supervisors, and counselors-in-training serve as clinical mental health experts within a medical team, thus transforming both the healthcare setting and the delivery of counselor education. Both mental and physical health are addressed, promoting a de-stigmatization of counseling services and emphasizing the importance of implementing a true biopsychosocial approach. The challenges, benefits, and feasibility of creating unique opportunities for counselors-in-training in medical settings will be discussed.

## Sunday, October 18 • 8:45 am - 9:45 am – Pacific 4

Supervision (Content Presentation)

### Supervision of School Counselors: Revisiting the Cactus in the Desert

*Katrina Cook, Texas A & M University - Corpus Christi*

In 1975, The School Counselor journal published the article The School Counselor, the Cactus, and Supervision by Boyd and Walter. Their premise was that school counselors who do not receive supervision are like cactus in the desert that must learn to survive without nutrients. Many practicing school counselors still do not receive appropriate supervision. This presentation, sponsored by an ACES research grant, shares the results of a qualitative study of school counselors who do receive supervision. The SAAFT Model of school counselor supervision will be described as a grounded theory that emerged from the data.

**Sunday, October 18 • 8:45 am - 9:45 am – Sunset**

Supervision (Content Presentation)

**Doctoral Students Supervising Master's Students: Challenges, Benefits, and a Model that Works**

*Theodore P. Remley, Jr., Old Dominion University; Julia Forman; Justin Lauka; Syreeta Shaw-Stateman; Cheryl Shiflett*

CACREP accreditation standards provide for doctoral students to supervise master's students. Many doctoral programs assign master's students during their practicum and internship to be supervised by doctoral students, who are, in turn, supervised by faculty members. The presenters, who include a lawyer, will review the challenges and benefits of doctoral students supervising masters counseling students. Legal, ethical, and professional issues will be identified and discussed. Diversity issues in supervision will be addressed. A successful model that has been implemented in three CACREP accredited counseling graduate programs will be explained and discussed. Audience members will have the opportunity to talk about the models used at their institutions.

**Sunday, October 18 • 8:45 am - 9:45 am – Towne**

Teaching (Content Presentation)

**Pedagogy of Being**

*Travis Schermer, Kent State University; Logan Lamprecht*

As Counselor Educators, we are invited to be involved in relationships with students, clients, and other professionals. The common denominator is a personal encounter between two or more humans. We are often aware of relational interaction with clients, yet we tend to leave this way of being in the counseling room. This presentation will explore the role of relational congruency across several domains as an approach to pedagogy and to life. A foundational question this exploration will attempt to deepen is: Can academic growth spawn from an authentic interpersonal relationship?

**Sunday, October 18 • 8:45 am - 9:45 am – Esquire**

Research (Content Presentation)

**Navigating Spiritual and Religious Talk in Counselor Education**

*Scott Wickman, Northern Illinois University; Nikki Ruffin; Malik Raheem*

This presentation focuses on results of a pilot program for talking about religion and spirituality in a counselor education program among diverse participants in terms of race, culture, religious beliefs, and power within the program with an outcome of counselors-in-training being better prepared to enact ASERVIC's spiritual competencies in counseling practice.

**Sunday, October 18 • 8:45 am - 9:45 am – Royal Palm 4**

Supervision (Content Presentation)

**Fostering Community, Building Students Insight, and Addressing Student-Site Conflicts in Distance Supervision**

*Stacey Reicherzer, Walden University; Stephanie J.W. Ford; Rhonda Neswald-Potter*

This presentation provides critical information related to best practices of distance supervision. An overview of a structural model that is currently in use is followed by a description of skills and strategies that are useful for establishing the working alliance, and for building community with supervisees and site supervisors. These communities foster an online atmosphere of supervisee reflection, as well as serving as a foundation for addressing conflict from a distance. Case examples will demonstrate how this model works.

**[10:00 am – 11:00 am]**

**Sunday, October 18 • 10:00 am - 11:00 am – Pacific 4**

Teaching (Content Presentation)

**Teaching Research Methods and Statistics: Suggested Pedagogical Strategies**

*Timothy Rambo, Lynchburg College, School of Education and Human Development; Deborah Newsome; Paige Greason*

The instruction of research methods and statistics is a vital component of counselor education. Counselors (and supervisors) not only must be informed consumers of the professional literature but are also called upon to use evidence-based interventions and to conduct program evaluations. However, counselor educators often meet the prospect of teaching these subjects with a sense of dread and/or a lack of enthusiasm. This program will discuss course layout (e.g., scheduling and assignments) and pedagogical strategies for teaching research methods and statistics (per CACREP standards, 2009) that will allow for a positive and enjoyable experience for educators and students.

**Sunday, October 18 • 10:00 am - 11:00 am – Pacific 6**

Counseling (Content Presentation)

**Wellness Counseling: Targeting Transformative Societal Change**

*Arie T. Greenleaf, The University of Iowa; Joe William*

If the profession of counseling is to enhance its transformative impact on society, it must move away from the intrapsychic model which places problems squarely inside the individual. This myopic focus blames victims for their problems, and ignores the impact that environmental stressors have in the creation of client issues. What is needed is wellness-based counseling which recognizes that client wellness and personal development can only be optimized through interventions targeting all levels of the socio-ecological model (i.e., individual, family, community, and societal structures).



**Sunday, October 18 • 10:00 am - 11:00 am – Pacific 7**

Teaching (Content Presentation)

### **Relating With Respect: Enhancing Trainee Development Through Cultural and Global Initiatives**

*Matthew J. Mims, University of Nebraska at Kearney; David D. Hof; Julie A. Dinsmore; Catherine M. Hock*

Participants will learn how to organize and implement five experiential programs that move beyond the classroom and engage counseling trainees in respectfully connecting across culture and around the globe. Programs include (1) an on-going immersion experience on an American Indian reservation, (2) instructional and counseling outreach programs with Latino immigrant populations, (3) student/faculty and research exchange with Vytautas Magnus University in Lithuania, (4) ongoing interactive video research symposiums between U.S. and Lithuanian counseling students, and (5) joint research journal initiatives with universities in Lithuania and Thailand.

**Sunday, October 18 • 10:00 am - 11:00 am – Royal Palm 5**

Supervision (Content Presentation)

### **The Stories of Our Collective Past: Inspiring Social Respect in Supervision**

*Marc Bourgeois, University of Mississippi; Daphne Ingene; Emily Derrick; Carol Sommer; Ji Woong Yang*

Stories, fairytales, and myths offer an opportunity to gain multicultural understanding through the use of metaphorical language. This innovative experiential workshop will demonstrate how supervisory practices can be interwoven with stories in an effort to increase multicultural competencies of counselors-in-training. Native American stories, East Asian folklore, and European fairytales will be used to build bridges that transcend cultural boundaries, allowing us to better understand our cultural similarities and differences. Small group discussion will illustrate that stories can be used in supervision to establish common elements between cultures as well as demonstrate unique cultural differences.

**Sunday, October 18 • 10:00 am - 11:00 am – Pacific 3**

Teaching (Content Presentation)

### **Preparing School Counselors to Meet the Needs of LGBTQ Youth: Emergent Findings From Course Required Field Experience**

*Kristopher M. Goodrich, Syracuse University; Melissa Luke*

Research reveals that LGBTQ youth are at risk for a number of issues when compared to comparable heterosexual and gender normative peers (Safe Space Schools Coalition, ND; PFLAG, 2006; Walters & Hayes, 1998). This is a concern, as few school counselors have been trained how to identify or address the unique issues found within this population (Carroll, Gilroy, & Ryan, 2002; Granello, 2004; Isreal & Hackett, 2004). This program will address the current academic gap

by providing a model training program that pairs school counselors-in-training with LGBTQ youth to more effectively train students to work with this population.

**Sunday, October 18 • 10:00 am - 11:00 am – Pacific 2**

Research (Content Presentation)

### **White Privilege Engagement: An Exploration of White Student Attitude Shift Dynamics Around the Notion of White Privilege**

*Cheree L. Hammond, University of Virginia*

One of the more challenging topics in the multicultural counseling curriculum is the notion of white privilege. For many white students this topic generates strong feelings of shame, guilt and anger as well as confusion. This program will highlight a conceptual framework, White Privilege Engagement, which maps the cognitive, emotional, and behavioral components of attitude shift around this difficult topic. Participants in this session will have an opportunity to closely examine dynamics of attitude shift and will leave with practical recommendations for facilitating productive student experiencing and lessening factors likely to amplify counter-productive cognitive and emotional experiencing.

**Sunday, October 18 • 10:00 am - 11:00 am – Pacific 1**

Teaching (Content Presentation)

### **Using Technology in the Counselor Education Classroom (Without Sacrificing Student Interaction!)**

*Kim C. O'Halloran, Montclair State University; Edina Renfro-Michel; Larry Burlew*

Counselor educators may feel pressure to integrate rapidly changing technology into courses, but may have concerns about losing the valuable relationships that develop from direct student interaction. This session will illustrate three approaches that utilize technology outside of traditional classroom experiences to meet student demands for convenience, enhance learning experiences, and allow students to integrate course material into their professional identity. Examples will include lessons learned and methods to increase technology competencies of faculty and students in concert with CACREP technology standards.

**Sunday, October 18 • 10:00 am - 11:00 am – Sunrise**

Supervision (Content Presentation)

### **The Creation of US: A Couples Conflict Reconciliation Model**

*John Beckenbach, Texas State University; Shawn Patrick*

The presentation will review an integrated theoretical perspective on the origin, maintenance and alteration of relational conflict. It suggests that relational conflict and reconciliation can be understood as two behavioral alternatives that couples respond with during the experience of pain or

other negative emotion. The presence of pain elicits either a defensive reaction that encourages a perpetuation of the conflict process, or a demonstration of grace and justice that can permit relationships to be a healing agent. The components of the relational conflict cycle and the relational reconciliation cycle are explained. Training couples counselors in the use of the model will be discussed.

**Sunday, October 18 • 10:00 am - 11:00 am – Royal Palm 6**  
Counseling (Content Presentation)

**Faith Development Theory for School Counselors: Resources for Understanding Religious/Spiritual Identity in Children and Adolescents**

*Stephen Parker, Regent University*

Clients and their counselors may have widely varying religious and spiritual journeys, creating potential problems when religious issues arise in counseling. This presentation looks at a growth-oriented approach to religious and spiritual development, Fowler's Faith Development Theory, as a lens for understanding client/counselor dynamics and impasses around religious and spiritual issues. Case studies will illustrate the utility of this approach for supervision.

**Sunday, October 18 • 10:00 am - 11:00 am – Tiki Pavilion**  
Teaching (Content Presentation)

**Counselor Trainees Perceptions of Women Professors, Supervisors, and Clients Across Cultures: Using the Educational and Supervisory Relationship to Increase Gender Awareness**

*Rebekah Smart, California State University Fullerton*

Preconceptions, biases, and cultural messages about gender impact most people; however, counselor trainees often appear unaware of their own gender biases and how these impact their expectations and relationships, not only with clients, but with women professors and supervisors. This presentation provides didactic information regarding prevalent stereotypes and societal gender role messages of women across a variety of cultural groups as a starting point for discussing work with trainees. Recommendations for how counselor educators and supervisors can include gender-aware strategies in their teaching and supervisory relationships with students will be provided.

**Sunday, October 18 • 10:00 am - 11:00 am – Garden Salon 1**  
Teaching (Content Presentation)

**Transforming Counselor Education Through Reflective Practice**

*Michael M. Morgan, PhD, University of Wyoming*

Our increasingly diverse world brings new challenges to both trainees and counselor educators. Traditional training may not adequately prepare students to help clients in our changing world. Reflective Practice expands relational consciousness and capacity by opening up the personal awareness of the

individuals involved. The result is more ethical and present practice, as well as increased personal growth for the trainee. This workshop will use presentation and experiential activities to explore specific ways that educators and supervisors can transform their training and supervision by incorporating reflective practice into their coursework and supervision with trainees.

**Sunday, October 18 • 10:00 am - 11:00 am – Sunset**  
Other (Content Presentation)

**Stranger in the Room: The Experiences of Immigrant Counselors and Supervisors**

*Devika Dibya Choudhuri, Eastern Michigan University;  
Tomoko Kudo Grabosky*

An often overlooked aspect of identity is that brought by immigrant counselors and supervisors. There are elements of our experience, which closely parallel those of counselors and supervisors of color. However, there are also features that do not. The foreignness we bring into the room impacts our relationships with clients, supervisees, and students, where we must interact with an ambiguous exotification, misgivings about our competence, and reservations about our expertise. This program will examine these dynamics, grounded in the literature and personal experience of the presenters, and discuss strategies to deal effectively and therapeutically with these issues.

**Sunday, October 18 • 10:00 am - 11:00 am – Towne**  
Teaching (Content Presentation)

**Uncovering a Teaching Voice: Helping Counselor Educators in Training to Engage an Authentic and Culturally Sensitive Pedagogical Style**

*Karen L. Mackie, PhD, NCC, LMHC, University of Rochester*

This session will report on the experience of teaching a doctoral course in counselor education which introduced students to a series of instructor modeled, experiential practices designed to facilitate the discovery, articulation and engagement of each student's authentic "teaching voice". Self-reflective, improvisational and transformational learning constructs and practices that used expressive arts were employed as learning modalities to support holistic intellectual and professional growth. Methods and activities for linking such authentic teaching styles to the improvement of culturally sensitive counselor training was also addressed and resulted in student- suggested curricular innovations

**Sunday, October 18 • 10:00 am - 11:00 am – Esquire**

Counseling (Content Presentation)

### **Beyond the Problem Saturated Narrative: The Efficacy of Positive Reframe in Trauma Therapy with American Indian Clients**

*Dr. Martin M. “Mike” Cutler, Boise State University*

This presentation will provide an overview of a qualitative phenomenology carried out by Dr. Cutler in an effort to find out, not what was wrong with, but what was right with a group of American Indian adults who had experienced severe life trauma but had emerged to become recognized leaders in their Indigenous community. Based on Bandura’s conceptualizations of the ways human beings come to experience self-efficacy, Cutler developed an interview protocol designed to ferret out the rich experiences of the study participant’s experiences of mastery, vicarious learning, social persuasion, and physiological and emotional states present in the lives of these people that assisted their survival and thriving in life. Additional factors of the roles played by cultural and social connection and participation in traditional spiritual practices were also included in the study. The study found that this positive approach to the participant’s narratives had the effect of eliciting a self-reported positive therapeutic response from several of the participants. It is Cutler’s contention that this type of approach can provide practitioners, Native or not, with a greater expectation of positive outcome with Native clients when accompanied by culturally relevant counseling approaches. Dr. Cutler is currently on the faculty with the Department of Counselor Education at Boise State University, and is an enrolled member of the Fort Hall Shoshone-Bannock Tribe of Idaho. He spent most of his life living and working with members of the Lakota, Nakota, and Dakota Nations of North and South Dakota.

**[11:15 am – 12:15 pm]**

**Sunday, October 18 • 11:15 am - 12:15 pm – Royal Palm 6**

Counseling (Content Presentation)

### **Counseling Approaches with American Indians**

*Dr. Martin M. Cutler, Boise State University*

This presentation will provide an overview of information and approaches helpful in counseling American Indian children and adults. Topics of interest will include cultural approaches to bereavement, historical trauma, traditional healing, and family and social norms congruent with American Indian communities.

**Sunday, October 18 • 11:15 am - 12:15 pm – Garden Salon 2**

Counseling (Content Presentation)

### **Neo-Pagan Spirituality and Counseling for Social Justice**

*Jeffrey L. Moe, PhD, LPC, University of Houston-Victoria; Victoria Sepulveda; Paula Dupuy*

Though more Americans exhibit tolerance for different religious perspectives and practices, Neo-Pagan citizens face misunderstanding, prejudice, and marginalization due to lack of knowledge regarding the needs of this highly diverse group. While several generations of Neo-Pagan citizens now live in the United States, little has been written from a counseling perspective regarding the awareness, knowledge, and skills that practitioners must cultivate in order to provide sensitive and effective services to Neo-Pagan clients. The presenters will discuss these issues, as well as best practices for counselors and counselor educators to employ when working with persons who follow Neo-Pagan traditions.

**Sunday, October 18 • 11:15 am - 12:15 pm – Royal Palm 5**

Teaching (Content Presentation)

### **Experiential Instruction in the Supervision Process Using Dialectical Behavior Therapy (DBT)**

*Michelle Hunnicut-Hollenbaugh, The Ohio State University; David R. Dagg*

Dialectical Behavior Therapy (DBT) techniques have been the third wave of Cognitive Behavior Therapy (CBT) and can provide a strong theoretical and practical foundation for counselor education masters students practice. Attendees will be asked to learn, teach, and evaluate DBT skills training during this program, as well as consider ways these skills can be implemented into coursework for students. Presenters will provide a sample syllabus for use in DBT skills training with counselor education graduate students. This program will review novel research on the use of experiential techniques in DBT skills training for counselor education graduate students.

**Sunday, October 18 • 11:15 am - 12:15 pm – Pacific 5**

Teaching (Content Presentation)

### **Internationalization of a Counseling Graduate Program: Why do it? How do it? What are the Benefits?**

*Susan M. Zgliczynski, University of San Diego*

Our Counseling Program has offered Study Abroad courses since 1995 that provide opportunities for counseling students to gain the knowledge and skills needed to effectively work with clients with diverse cultural backgrounds both in U.S. settings and abroad. Recently the program has implemented an internationalization requirement. Learn how the program has defined internationalization, infused it into the program and developed the rubric for meeting this program requirement. A model for a graduate study abroad course will be presented including the planning, funding, content, assignments, activities and outcome measures utilized.



**Sunday, October 18 • 11:15 am - 12:15 pm – Royal Palm 4**  
Teaching (Content Presentation)

**Counseling Students with Disabilities: Addressing Their Needs**

*Samantha Galloway, M.A., St. Mary's University; Rebecca A. Munsey; Marisol Murphree; Melanie Harper*

Through presentation of information and discussion among participants, we intend to increase awareness of the existence of students in counselor education programs who have disabilities, their needs, and possible effective responses by counselor educators. Counselor education programs have a strong history of teaching students to become responsive to clients who have disabilities, and the ACA 2005 Code of Ethics states, Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance (p. 16). The counselor education literature, however, has yet to address how counselor educators respond to counseling students who have disabilities. Some disabilities are obvious and require clear responses, such as students who have physical, hearing, or sight impairments; but some disabilities may go unrecognized (such as learning disabilities, mental disorders, and health problems), and these disabilities without recognition and accommodation may lower the students chances for success in counselor education programs. In this session, the presenters will describe some common disabilities that may go unnoticed by counselor educators and ways that counselor educators can demonstrate responsiveness to the needs of students who have disabilities.

**Sunday, October 18 • 11:15 am - 12:15 pm – Pacific 6**  
Teaching (Content Presentation)

**Infusing the ASCA National Model into Fieldwork Activities: Innovative Ideas for Getting and Sharing Results!**

*Trish Hatch, PhD, San Diego State University*

Looking infuse evidence-based practice and the ASCA National Model/E into your school counselor preparation program? This presentation shares a process for fieldwork students to engage with site supervisors in every aspect of designing, implementing and evaluating their school counseling program. Students create documents aligning with the foundation, delivery, management and accountability systems and create their own National Model portfolio. Examples promoting social justice and demonstrating closing the achievement gap will be shared from a National Model aligned web-site providing advanced tutorials and innovative curricular activities including examples of action plans, pre-post tests, and Flashlight Results PowerPoint from diverse student populations.

**Sunday, October 18 • 11:15 am - 12:15 pm – Pacific 3**  
Other (Content Presentation)

**The Roles Counselor Educators Play**

*L. Marinn Pierce, The University of Tennessee*

Counselor educators assume multiple roles in their work. What are these roles and how are they negotiated? This presentation will explore the roles of counselor educators. The results of multiple exploratory case studies regarding the professional identity of counselor educators will be reviewed. Emphasis will be given to the roles described by these counselor educators and how they described negotiating these roles. In addition to the exploration of these current roles, counselor educators will review potential future roles for the growing profession and the ethical implications for these roles.

**Sunday, October 18 • 11:15 am - 12:15 pm – Pacific 7**  
Teaching (Content Presentation)

**Compassionate Letter Writing: Using Morita Therapy, Buddhist Principles, and a Humanistic Foundation for Growing a Transformative and Helpful Relationship with Others**

*Logan Lamprecht, Kent State University; Shawn Parmanand*

Relationships are like a delicate plant and as a consequence, they require attention, nourishment, and deep caring in order for them to thrive. The transformative possibilities that exist in any given relationship are endless and sometimes mysterious. Morita Therapy, Buddhist Principles of spiritual materialism and Existential and Person-Centered therapies point toward how to address more intentionally and less ambiguously the value of relationship and its effects on learning. This presentation will address some fundamental characteristics of letter writing and its applications to different areas of relationship in the context of counselor education.

**Sunday, October 18 • 11:15 am - 12:15 pm – Garden Salon 1**  
Research (Content Presentation)

**A Psychosocial Education and Prevention Program: Does the Bully Busters Program Enhance Transformative Changes?**

*Rebecca A. Newgent, University of Arkansas*

Bully Busters (Horne, Bartolomucci, & Newman-Carlson, 2003) is designed to examine the effectiveness of a bully prevention program for teachers to modify knowledge/use of bullying intervention skills, teachers self-efficacy, and students classroom bullying behaviors that would ultimately benefit the schools. Chronic bullying is linked with a number of negative outcomes including social isolation, feelings of loneliness, low self-esteem, and disrupted academic performance or school attendance. Ninety teachers participated in the study. Results and implications for how counselor educators working with schools can develop an authentic relationship that can help in the prevention of bullying, victimization, and teacher self-efficacy are presented.

Sunday, October 18 • 11:15 am - 12:15 pm – Sunset

Teaching (Content Presentation)

### **An Interactive Experiential Approach to Teaching Statistics and Research Methods**

*Nick T. Ogle, John Brown University; Elisabeth C. Suarez*

Most counseling students are anxiety ridden when it comes to learning statistics and research methods. As a result, counselor educators have the daunting task of teaching statistics to many reluctant students. This session will give participants creative teaching strategies for both traditional and online classroom settings that reduce anxiety and foster an environment of discovery. Games, movie clips, TV shows, STATs, and personalized activities will be demonstrated. Moreover, syllabus design and first day activities will be emphasized. Examples and handouts will be provided. Come ready to interact and learn!

Sunday, October 18 • 11:15 am - 12:15 pm – Tiki Pavilion

Counseling (Content Presentation)

### **A Framework for Helping Clinicians Aid Families Dealing with Invisible Illness**

*Amanda Minor, M.Ed, Southern Illinois University-Carbondale*

As the lens of multicultural awareness expands, there is a need for counselors to understand various facets of this growth. One area needing exploration is the merging parameters of ability and disability. This session will discuss various aspects of care a clinician can provide when working with families who are faced with chronic illness, specifically those illnesses which can be considered invisible. Due to advances in the medical world, a rising number of illness fall into this category. An emphasis will be placed on helping clinicians view the illness from a systems perspective, fostering holistic family care.

## Appendix A

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### Opening Panel Session

Wednesday, October 14 • 8:00 am – 9:00 am - Pacific 2

#### **The State of our Research and our Dreams and Needs for the Future**

*Cynthia Briggs, James Devlin, Denny Engels, Dee Ray, and Leanne Schamp*

A brief history of the inception and creation of **ACES INFORM 2009** will be revisited and thanks given to all those who have served the profession in their contributions and development of this institute.

#### **The State of ACES**

*Denny Engels*

This 10 minute panel presentation will present a state of research and present parity issues of concern.

#### **Research in Counseling: A Summary of Our Professional Research**

*Dee Ray*

This 20 minute panel presentation will present a summary of findings across 15 ACA division journals over the last 10 years regarding research publications. Presenter will summarize research findings from this project including the amount of research being conducted, types of designs, topics researched, participant characteristics, and data analyses.

#### **Research Mentorship in CACREP Accredited Programs**

*Cynthia A. Briggs*

This 10 minute panel presentation will present a summary of recent findings regarding the state of research mentorship as it occurs in CACREP programs across the US. Presenter will summarize research findings and discuss the types of mentorship that occurs and the needs that are not being addressed.

#### **Counselor Education Research Discrepancies in Preparation and Productivity: Recommendations for our Future Success**

*James Devlin*

This 10 minute presentation will discuss a research project that assessed the current state of counselor research preparation as well as strategies to improve training. Well-known discrepancies in preparation and productivity as well as ways in which to address it will be addressed.

#### **Are More than What We Do: Help Us Build a Congruent Scholarly Identity**

*Leanne Schamp*

This 10 minute presentation will address identity development in the counseling profession and counselor educators in particular for navigating academia as junior faculty poses challenges when the weight of scholarly publication seems to outweigh teaching and service if academic tenure is the goal (De Simone, 2001). An emerging scholar will discuss critical needs new faculty from a PhD student's perspective.



## Appendix B

### Special Highlights (continued)

**Wednesday, October 14 • 1:00 pm – 5:00 pm – Pacific 1**

#### **Department Chair's Workshop**

*Michael Altekruze, EdD, NCC*

The ACES Department Chair's Workshop is designed for participants that are department chairs, program leaders, and aspiring chairs. Members of the ACES Department Chair's Network have chosen the following topics to be covered and discussed at this workshop. Budget and Finance; Software Packages for Chairs; Managing Difficult Faculty; Enhancing Professional Development (publications and presentations); Office Staff; Being a Leader; Learning Outcomes and Assessments.

#### **CACREP Related Programs**

**Wednesday, October 14 • 9:00 am – 3:00 pm – Pacific 6**

#### **CACREP Team Member Training/Renewal**

This team member training session is for individuals who want to serve on CACREP accreditation site visit teams or who have previously gone through the training but need to complete renewal training under the 2009 CACREP Standards. Pre-registration with CACREP required.

**Wednesday, October 14 • 9:00 am – 5:00 pm – Pacific 7**

#### **How to Write a CACREP Self Study Workshop**

This work shop is designed to assist participants in understanding the CACREP accreditation process, how to engage in a self-study process, and how to develop a comprehensive self-study report. Pre-registration with CACREP required.

**Saturday, October 17 • 4:30 pm – 6:30 pm – Sunrise**

#### **CACREP Table Talk**

This Table Talk session is for liaisons and faculty from CACREP accredited programs to meet with and ask questions of CACREP Board members and staff concerning the accreditation process and/or implementation of the 2009 CACREP Standards.

**Saturday, October 17 • 5:30 pm – 6:30 pm – Towne**

#### **College Board NOSCA-CSCOR Fellows Program: Enhancing Equity-Focused College Counseling Through the Development of Quality Research and Young Researchers**

The National Office for School Counselor Advocacy (NOSCA) and the Center for School Counseling Outcome Research (CSCOR) propose the creation of the *NOSCA-CSCOR Fellows Program*. This initiative is intended to address the inequities in college counseling as it relates to the efficacy of school counselor training and practice through quality research conducted as the doctoral level. This initiative is important because research that informs and guides evidence-based training and practice

increases accountability in an era of mandated outcomes for counseling professionals. NOSCA and CSCOR invite interested counselor educators, those who teach doctoral students and those who do not, and doctoral students interested in becoming part of this cutting-edge research initiative.

**Saturday, October 17 • 5:30 pm – 6:30 pm – Sunset**

#### **Risky Business: Legal/Ethical Case Studies for Your Classroom**

*Burt Bertram, EdD, LMHC, LMFT, Anne Marie "Nancy" Wheeler*

The real world of counseling practice can be risky. Two case studies based on a number of real life licensure board complaints and lawsuits will be offered for discussion. Utilizing an ethical decision-making model, counselor educators will learn to more effectively field complex legal/ethical questions around areas of: 1) privacy, privilege, and confidentiality (including subpoenas); and 2) boundary violations. The case studies can be used when teaching ethics or providing clinical supervision.

**Saturday, October 17 • 5:30 pm – 7:30 pm – Garden Salon 1**

#### **Best Practices in Clinical Supervision Forum**

*L. Dianne Borders, Chair; Lorraine DeKruyf; Delini Fernando, Harriet Glosoff; Danica Hays, Betsy Page, and Laura Welfare*

The ACES Task Force on Supervision Best Practices invites ACES members to review a draft of their work, ask questions, and provide feedback/suggestions.

#### **Social Justice Forum**

**Saturday October 17 • 5:30 pm – 7:30 pm – Esquire**

#### **"Implementing Transformative Actions and Building Vital Relational Connections Across Generations: Social Justice Counseling Pioneers and Newly Emerging Leaders Provide an Opportunity for Open Discourse"**

*Carlos Zalaquett, Rhonda Bryant, Manivong Ratts, Allen Ivey, Judy Daniels, Don C. Locke, Kent Butler, Anneliese Singh, Selma D. Yzanga*

The social justice counseling and advocacy movement represents a transformative force that is forging significant changes in the counseling profession. To more fully realize the future potential of this movement, it is important that counselor educators, practitioners, researchers, and students develop and maintain positive and mutually respectful relational connections. It is particularly important to build such connections between the pioneers and newly emerging leaders in the social justice counseling and advocacy movement. This special forum is designed to address these issues by encouraging open discourse about the practical and transformative actions counselor educators and students can implement to expand social respect and relational consciousness in our society in general and the counseling profession in particular. To accomplish these goals, three pioneers and three emerging leaders in the social justice counseling movement will briefly comment on the movements past accomplishments, present initiatives, and future challenges.



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Derald Wing Sue: *Racial Microaggressions* • Janet E. Helms: *A Race is a Nice Thing to Have* • John Sommers-Flanagan: *The Challenge of Counseling Teens* • Stuart Chen-Hayes: *Equity-Focused School Counseling* • Mary Bradford Ivey: *Counseling Children* • Allen Ivey: *Counseling and Neuroscience* • Enedina and Luis Vázquez: *Counseling Latino/o Children and Adolescents* • Jennifer Baggerly: *Play Therapy* • Patricia Arredondo: *Latino/o Counseling and Psychotherapy* • Lori Russell-Chapin: *Five Approaches to Supervision*

*... Many more titles listed in our catalog ...*











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Saturday, October 17, 10:30 am - 11:30 am

**Goins, Shelley**

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**Gold, Joshua M.**

Friday, October 16, 12:00 pm - 1:00 pm

**Golden, Larry**

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Saturday, October 17, 10:30 am - 11:30 am

**Goldsmith, SaDohl K.**

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**Gonzalez, Tiphannie**

Saturday, October 17, 9:15 am - 10:15 am

**Goodrich, Kristopher M.**

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**Graham, Mary**

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**Graham, Mary Amanda**

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### **Graham, Louise**

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### **Granello, Paul**

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### **Graves, Elizabeth**

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### **Greenidge, Wendy L.**

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### **Greenleaf, Arie T.**

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### **Grothaus, Tim**

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### **Gruman, Diana**

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### **Guth, Guth J.**

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### **Guth, Lorraine J.**

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### **Haizlip, Breyan N.**

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### **Hall, Stephanie**

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### **Hall, K. Hridaya**

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### **Hammer, Tonya R.**

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### **Hammond, Cheree L.**

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### **Hanks, Brooks Bastian**

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### **Harper, Amney**

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### **Harrawood, Laura K.**

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### **Harris, Katrina**

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### **Hawley, Lisa D.**

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### **Healey, Amanda**

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### **Heid, Laura**

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### **Helm, Heather M.**

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### **Henderson, Donna**

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### **Henderson, Kathryn L.**

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### **Henderson, Patricia**

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### **Henning, Anastasia**

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### **Henriksen, Richard C.**

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### **Hentges, Lindsay Bicknell**

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### **Hill, Nicole R.**

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### **Hinkelman, Lisa**

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### **Hinman, Bradly K.**

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### **Hunnicut-Hollenbaugh, Michelle**

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### **Jacob, Charles J.**

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### **Jones, Dennis G.**

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**L. Rogers, Jennifer L.**

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**Lahey, Susan**

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**Lee, Courtland C.**

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**Lee, Heesook**

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**Lee, Tiffany K.**

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**Lee, Courtland C.**

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**Lee Wyatt, Kristi Lee**

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**Leggett, Debra**

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**Alford, Linda Leitch**

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**Lenz, A. Stephen**

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**Levitt, Dana Heller**

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**Lewis, Arleen**

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**Lewis, Sally V.**

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**Lewis, Carol A.**

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**Lewis, Rolla E.**

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**Liles, Robin Guill**

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**Lin, Chia-Huei**

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**Lin, Yi-Chun**

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**Lindsey, Charles V.**

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**Littrell, John**

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**Livingston, Tina M.**

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**Looby, E. Joan**

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**Lopez, Henry M.**

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**Lorelle, Sonya**

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**Lorenz, Dawn C.**

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**Lusk, Aisha**

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**Lynch, Martin**

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**Mackie, Karen L.**

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**Madani, Yaser**

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**Marie Barrett, Kathleen**

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**Marquis, Andre**

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**Martin, Ian**

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**Mason, Kimberly**

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**Mastroleo, Nadine R.**

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**Maxwell, Michael**

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**McAuliffe, Garrett J.**

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**McBride, Rebecca**

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### **McCartney, Teri**

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### **McCloud, Cheryl**

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### **McCurdy, Ken**

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### **McGriff, Deborah**

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### **McLeod, Amy L.**

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### **McNichols, Christine**

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### **Mehta, Seja**

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### **Metz, Cara Lynn**

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### **Meyer, Dixie**

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### **Miller, Patrice Marie**

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### **Miller, Ann M.**

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### **Mims, Grace A.**

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### **Mims, Matthew J.**

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### **Minor, Amanda**

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### **Minton, Casey Barrio**

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### **Misenhimer, Mary M.**

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### **Mitcham, Michelle**

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### **Mobley, Michael**

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### **Mobley, Jerry**

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### **Moe, Jeffry L.**

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### **Morgan, Michael M.**

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### **Morrison, Stephaney Carter**

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### **Mudge, Suzanne D.**

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### **Murrah, Kirsten W.**

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### **Myers, Charles E.**

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### **Myers, Jane E.**

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### **Nelson, Judith**

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### **Nelson, Kimberly**

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### **Nelson, Jill**

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### **Nesbit, Elisabeth A.**

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### **Newgent, Rebecca A.**

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### **Newton, Kathryn**

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### **Ng, Kok-mun**

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### **Nganga, Regina**

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### **Ngazimbi, Evadne E.**

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### **Ni, Mary**

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### **Niles, Spencer**

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### **Norman, Rhonda L.**

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### **Nuttgens, Simon**

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### **Odegard, Melissa**

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### **Ogle, Nick T.**

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### **O'Halloran, Kim C.**

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### **Ohrt, Jonathan**

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### **Oliver, Marvarene**

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### **Paisley, Pam**

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### **Paone, Tina R.**

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### **Parfitt, Diane Louise**

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### **Parker, Carol**

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### **Parker, Stephen**

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### **Parks-Savage, Agatha**

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### **Parmanand, Shawn**

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### **Parsons, Jacqueline**

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### **Patel, Samir H.**

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### **Patterson, Cornelia**

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### **Pearson, Quinn**

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### **Peck, Sue**

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### **Perepiczka, Michelle**

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### **Pierce, L. Marinn**

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### **Pietrzak, Dale**

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### **Pimpleton, Asher**

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### **Portrie-Bethke, Torey L.**

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### **Progoff, Jonathan**

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### **Putnam, Claudia Lingertat**

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### **Siwiec, Azra Karajic**

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### **Smith, Allison L.**

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### **Smith, Shannon**

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### **Smith, Travis**

Saturday, October 17, 10:30 am - 11:30 am

### **Smith, Robert**

Saturday, October 17, 10:30 am - 11:30 am

### **Solmonson, Le’Ann L.**

Sunday, October 18, 8:45 am - 9:45 am

### **Sommers-Flanagan, Rita**

Thursday, October 15, 4:00 pm - 5:00 pm

Saturday, October 17, 2:00 pm - 3:00 pm

### **Spurgeon, Shawn L. S**

Thursday, October 15, 1:30 pm - 2:30 pm

### **Stahl, Janelle**

Saturday, October 17, 9:15 am - 10:15 am

### **Stark, Marcella**

Saturday, October 17, 8:00 am - 9:00 am

### **Staton, A. Renee**

Thursday, October 15, 2:45 pm - 3:45 pm

### **Steen, Rheta LeAnne**

Friday, October 16, 9:30 am - 10:30 am

### **Stewart, Kristin E.**

Saturday, October 17, 10:30 am - 11:30 am

### **Stinchfield, Tracy A.**

Friday, October 16, 10:45 am - 11:45 am

### **Stockton, Rex**

Sunday, October 18, 7:30 am - 8:30 am

### **Stough, Katharine**

Saturday, October 17, 10:30 am - 11:30 am

### **Stride, Steve**

Saturday, October 17, 8:00 am - 9:00 am

### **Studer, Jeannine R.**

Saturday, October 17, 10:30 am - 11:30 am

### **Suarez, Elisabeth**

Saturday, October 17, 2:00 pm - 3:00 pm

### **Swank, Jacqueline M.**

Thursday, October 15, 2:45 pm - 3:45 pm

### **Sweeney, Thomas J.**

Saturday, October 17, 8:00 am - 9:00 am

### **Tadlock, Rebecca**

Friday, October 16, 10:45 am - 11:45 am

### **Tang, Mie**

Friday, October 16, 9:30 am - 10:30 am

Saturday, October 17, 2:00 pm - 3:00 pm

### **Tannen, Tina**

Saturday, October 17, 8:00 am - 9:00 am

### **Tanner, Zoe**

Saturday, October 17, 2:00 pm - 3:00 pm

### **Thoe, Jason**

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### **Thomas, Chippewa**

Thursday, October 15, 4:00 pm - 5:00 pm

### **Thomas, Amanda M.**

Friday, October 16, 9:30 am - 10:30 am

### **Thomas, Chippewa**

Saturday, October 17, 3:15 pm - 4:15 pm

### **Thompson, Holly**

Friday, October 16, 10:45 am - 11:45 am

### **Thurston, Jacqueline E.**

Saturday, October 17, 10:30 am - 11:30 am

### **Tinsley, Taunya Marie**

Saturday, October 17, 10:30 am - 11:30 am

### **Tollerud, Toni R.**

Friday, October 16, 10:45 am - 11:45 am

Saturday, October 17, 3:15 pm - 4:15 pm

### **Tomlinson-Clarke, Sandra**

Saturday, October 17, 8:00 am - 9:00 am

### **Tremble, Carrie**

Friday, October 16, 12:00 pm - 1:00 pm

### **Troki-klingshi, Donna**

Thursday, October 15, 2:45 pm - 3:45 pm

Friday, October 16, 12:00 pm - 1:00 pm

### **Underwood, Lee**

Thursday, October 15, 1:30 pm - 2:30 pm

### **Urofsky, Robert I.**

Friday, October 16, 12:00 pm - 1:00 pm

Friday, October 16, 9:30 am - 10:30 am

### **Van Velsor, Patricia**

Saturday, October 17, 3:15 pm - 4:15 pm

### **Vanderbleek, Linda**

Saturday, October 17, 8:00 am - 9:00 am

Saturday, October 17, 10:30 am - 11:30 am

### **Varhely, Susan**

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### **Vernon, Ann**

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### **Vess Halbur, Kimberely**

Sunday, October 18, 7:30 am - 8:30 am

### **Virginia Kelly, Virginia**

Friday, October 16, 9:30 am - 10:30 am

### **Wachter Morris, Carrie A.**

Saturday, October 17, 9:15 am - 10:15 am

### **Wakefield, Marie A.**

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### **Walker, Jennifer**

Sunday, October 18, 8:45 am - 9:45 am

### **Wallace, Sam L.**

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### **Walter, Sara Meghan**

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### **Ward, Chaka**

Saturday, October 17, 2:00 pm - 3:00 pm

### **Ward, Janice E.**

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### **Ward, Christine A.**

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### **Wardle, Ann**

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### **Warren, Adrian S.**

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### **Warren, Jane**

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### **Washington, Ahmad Rashad**

Saturday, October 17, 2:00 pm - 3:00 pm

### **Watkins van Asselt, Kathryn**

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### **Watts, Richard**

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### **Weaver, Dale**

Thursday, October 15, 4:00 pm - 5:00 pm

### **Wehrman, Joseph D.**

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### **Wester, Kelly L.**

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## Primary Presenter Index

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**West-Olatunji, Cirecie A.**

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**Whitman, Todd**

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**Wickman, Scott**

Sunday, October 18, 8:45 am - 9:45 am

**Wiggins, Marsha I.**

Thursday, October 15, 4:00 pm - 5:00 pm

**Wilcoxon, S. Allen**

Saturday, October 17, 2:00 pm - 3:00 pm

**Wilkerson, Kevin**

Saturday, October 17, 8:00 am - 9:00 am

**Williams, Amy**

Friday, October 16, 9:30 am - 10:30 am

**Williams, Chinwe Uwah**

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**Williams, Derick J.**

Friday, October 16, 12:00 pm - 1:00 pm

Saturday, October 17, 9:15 am - 10:15 am

**Williams, George T.**

Saturday, October 17, 2:00 pm - 3:00 pm

**Williams, Joseph M.**

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**Williams, Robyn Trippany**

Friday, October 16, 10:45 am - 11:45 am

Saturday, October 17, 10:30 am - 11:30 am

**Williams, Amy**

Friday, October 16, 10:45 am - 11:45 am

**Williams, Susan L.**

Sunday, October 18, 7:30 am - 8:30 am

**Williams-Viviani, Anna M.**

Saturday, October 17, 9:15 am - 10:15 am

**Winslade, John**

Friday, October 16, 12:00 pm - 1:00 pm

**Wison, Bryon**

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**Witherspoon, Sheila**

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Saturday, October 17, 9:15 am - 10:15 am

**Wolf, Ali**

Thursday, October 15, 1:30 pm - 2:30 pm

**Wood, Susannah**

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**Woodside, Marianne**

Friday, October 16, 10:45 am - 11:45 am

**Wosley-George, Elizabeth**

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**Wubbolding, Robert E.**

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**Wyatt, Kristi Lee**

Friday, October 16, 10:45 am - 11:45 am

**Wyrick-Morgan, Leann M.**

Saturday, October 17, 10:30 am - 11:30 am

**Ybanez, Kathy**

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**Young, Mark E.**

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**Young, Mark A.**

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**Zalaquett, Carlos P.**

Saturday, October 17, 3:15 pm - 4:15 pm

**Zamarripa, Manuel X.**

Saturday, October 17, 3:15 pm - 4:15 pm

**Zgliczynski, Susan M.**

Saturday, October 17, 8:00 am - 9:00 am

Sunday, October 18, 11:15 am - 12:15 pm

**Zinck, Kirk**

Saturday, October 17, 3:15 pm - 4:15 pm

Saturday, October 17, 9:15 am - 10:15 am