

10-13-2019

## Women Counselor Educators: Strategies for Success in Academia

Mary A. Hermann

Emeline C. Eckart

Caroline Perjessy

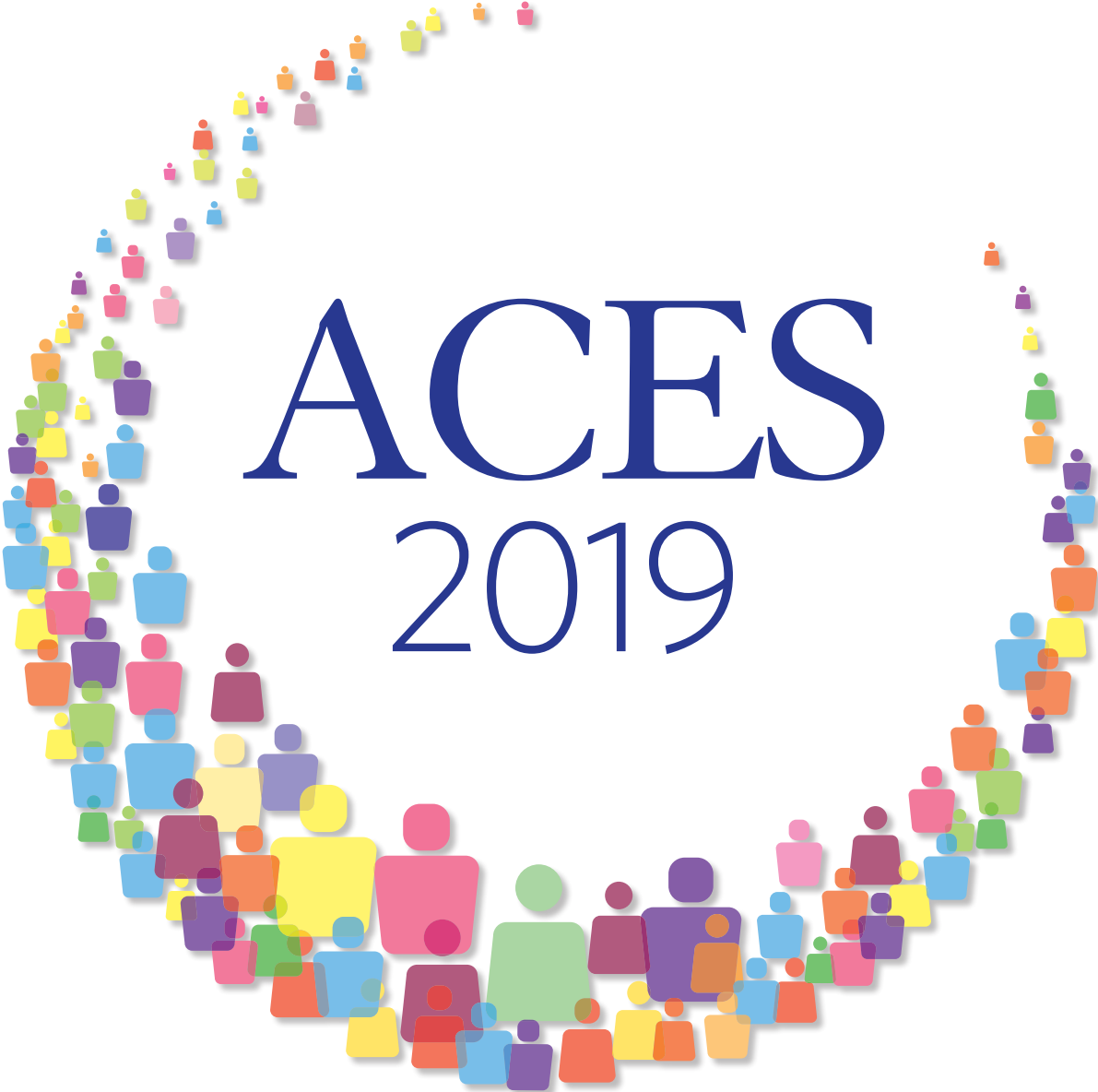
Melanie M. Iarussi

Noelle St. Germain-Sehr

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# ACES 2019

SEATTLE, WASHINGTON | OCTOBER 10 - 13, 2019



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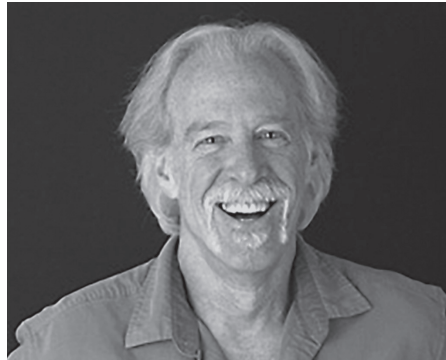
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## KEYNOTE SPEAKER GREGG LEVOY



Gregg Levoy is the author of *Vital Signs: The Nature and Nurture of Passion* (Penguin), and *Callings: Finding and Following An Authentic Life* (Random House) - rated among the "Top 20 Career Publications" by the Workforce Information Group and a text in various graduate programs in Management and Organizational Leadership. He is a former "behavioral specialist" at USA Today, and a regular blogger for Psychology Today.

A former adjunct professor of journalism at the University of New Mexico, former columnist and reporter for USA Today and the Cincinnati Enquirer, and author of *This Business of Writing* (Writer's Digest Books), he has written for the New York Times Magazine, Washington Post, Omni, Psychology Today, Christian Science Monitor, Fast Company, Reader's Digest, and many others, as well as for corporate, promotional and television projects.

He lives in Asheville, North Carolina, and his website is [www.gregglevoy.com](http://www.gregglevoy.com).

## PRESIDENT'S MESSAGE



Dear 2019 Conference Attendees-

Welcome to Seattle, and the Association for Counselor Education and Supervision (ACES) 2019 conference! On behalf of ACES, I want to extend my deepest thanks for your participation in our conference this year. The ACES Conference has long been one of my favorite events, highlighting the richness of knowledge and resources that we have available to us in the field to support quality education, mentoring, supervision and research in the field of counselor education and supervision. The conference committee has chosen from a wide selection of proposals from both veteran, as well as emerging, leaders to present on topics that will enrich your practice, teaching, and supervision, and hopefully keep your momentum high to continue your learning long after the conference is over. As such, we hope the conference presentations leave you inspired and renewed in your practice, perhaps providing you some additional resources for your toolbox for the future.

We are excited to have Gregg Levoy join us as this year's keynote speaker. Gregg came to the attention of the ACES Governing Council some time ago after he keynoted at the National Career Development Association (NCDA) conference. His speaking around nurturing one's passion and living an authentic life is inspiring, and highly applicable to our field. Hopefully, you are able to take something from his session and apply it to your personal and professional life, if not your practice!

Additionally, I need to express my greatest appreciation for each and every one of our ACES 2019 Conference committee members. They have been working diligently for the last two years, since the conclusion of the 2017 conference (and some before), carefully planning and preparing for this year's event. They are a hard working and dedicated group of professionals with a great love for our profession and this organization. Please express your thanks to them when you see them in the hallways and breakout rooms, as there is no way we could successfully run a conference of this size without each of their help. My deepest thanks to you all!

Please enjoy this year's conference, and I look forward to sharing in the learning with you all through this year's event.

Best regards,

Kristopher M. Goodrich, Ph.D.  
2019-2020 ACES President

JAY INSLEE  
Governor



STATE OF WASHINGTON  
Office of the Governor

## *Greetings from the Governor*

*October 10-13, 2019*

I am pleased to extend warm greetings to all of those attending the bi-annual conference of the Association for Counselor Education and Supervision (ACES). ACES has shown premier dedication to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members from all over the US and beyond who strive to improve the education and supervision of counselors in training and in practice.

I applaud you for incorporating doctoral students in counselor education and supervision programs, so that they may be provided with opportunities to work with, and learn from, current faculty members and leaders in the counseling profession. I additionally would like to congratulate you for creating an environment where many of the leaders within the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions.

Thank you for coming, and please accept my best wishes for a memorable and productive conference.

Very truly yours,

A handwritten signature in black ink, appearing to read "Jay Inslee".

Jay Inslee  
Governor



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**City of Seattle**  
Mayor Jenny A. Durkan

October 10, 2019

Dear Friends of Association for Counselor Education and Supervision:

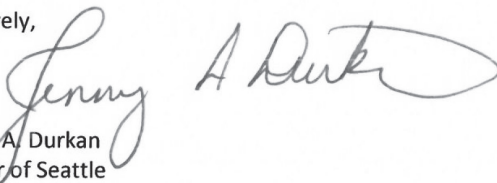
On behalf of the City of Seattle, I am pleased to welcome you to the Association for Counselor Education and Supervision (ACES) Conference 2019.

The City of Seattle is proud to host ACES's biennial conference, which will provide an opportunity for counselors, supervisors, graduate students, and faculty members to gather and improve their counseling skills. I commend your commitment to quality education and supervision of counselors in all work settings. Your program, filled with education sessions, round tables, and other learning opportunities, will be an effective way to spark growth.

I welcome your work to advance creative and just counseling solutions so that the people most in need may receive treatment and care. The City appreciates the hard work you do every day and recognizes that we need innovative and accredited professionals to serve our people so that we can grow as a city.

I am excited by the depth and breadth of this conference, the passion that all of you bring to your work, and the difference I know you will make in communities around our country. I hope you have a great conference and enjoy your time here in Seattle

Sincerely,



Jenny A. Durkan  
Mayor of Seattle

---

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## ACES PAST PRESIDENTS

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Assistant Superintendent  
for Curriculum and Instruction  
Brookline, Massachusetts

**William J. Erpenbach (1981-1982)**

State Supervisor for Counseling  
and Guidance  
Wisconsin Department  
of Public Instruction

**Thomas M. Elmore (1982-1983)**

Professor  
Wake Forest University

**Robert J. Nejedlo (1983-1984)**

Professor  
Northern Illinois University

**James K. Winfrey (1984-1985)**

Professor  
San Francisco State University

**Vernon Lee Sheeley (1985-1986)**

Professor  
Western Kentucky University

**Nancy A. Scott (1986-1987)**

Vice President for Student  
Affairs University  
Northern Colorado-Greeley

**Joseph C. Rotter (1987-1988)**

Professor  
University of South Carolina

**Marianne H. Mitchell (1988-1989)**

Professor  
Indiana University, Bloomington

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Professor  
Louisiana State University

**Michael K. Alterkruse (1990-1991)**

Professor  
Southern Illinois University

**Harold Hackney (1991-1992)**

Professor  
Fairfield University

**Joan T. England (1992-1993)**

Professor  
University of South Dakota

**Barbara Griffin (1993-1994)**

Professor  
Clemson University

**James V. Wigtil (1994-1995)**

Professor  
Ohio State University

**Loretta Bradley (1995-1996)**

Professor  
Texas Tech University

**Samuel T. Gladding (1996-1997)**

Professor  
Wake Forest University

**Margaret L. Fong (1997-1998)**

Professor  
Loyola University

**Michele Thomas (1998-1999)**

Professor  
Tennessee State University

**Pamela O. Paisley (1999-2000)  
Professor**

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Professor  
North Carolina State University

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Professor  
Kansas State University

**Alan Goldberg (2002-2003)**

Professor  
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**Stephen S. Feit (2003-2004)**

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Associate Professor  
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Professor  
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Saint Joseph College

**David M. Kleist (2008-2009)**

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Idaho State University

**Tom Scofield (2009-2010)**

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Oshkosh

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**Summer M. Reiner (2017-2018)**

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**Melissa Luke (2018-2019)**

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Claire Critchlow

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Michael Verona

Heather Hodges

Amy Pink

Michael Weatherford

## CONFERENCE ROLES

<i>President</i>	<b>Kristopher M. Goodrich</b> kgoodric@unm.edu	<i>Career Link Chair</i>	<b>Kara Ieva</b> leva@rowan.edu
<i>ACES Executive Director</i>	<b>TBD</b>		<b>Regina Finan</b> regina1913@gmail.com
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	<b>Edward Ewe</b> edward.ewe@northwestu.edu	<i>Technology Chair</i>	<b>Marty Jencius</b> mjencius@kent.edu
<i>Program Chair Call for Proposals</i>	<b>Jennifer Cook</b> jennifer.cook@marquette.edu	<i>Women's Retreat Coordinator</i>	<b>Christine Schimmel</b> chris.schimmel@mail.wvu.edu
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<i>Conference Registration Chair</i>	<b>Robin Lee</b> robin.lee@mtsu.edu		<b>Ned Golubovic</b> ngolubovic@sandiego.edu
<i>On-Site Registration Chair</i>	<b>Malvika Behl</b> malvikaa.behl@gmail.com		<b>Angela Catena</b> acatena03@gmail.com
<i>Conference Publicity/ Promotion Chair</i>	<b>Eric Perry</b> e.perry2@snhu.edu	<i>Continuing Education Co-Chairs</i>	<b>Korinne Babel</b> khababelphd@gmail.com
<i>Program Publication Co-Chairs (Program)</i>	<b>Amy Williams</b> Aewilliams02@ysu.edu		<b>Dana Griffin</b> danagriffinlpc@gmail.com
	<b>Heather Dahl</b> heather.dahl@unlv.edu	<i>ACES Inform Co-Chairs</i>	<b>Richard Balkin</b> rsbalkin@olemiss.edu
<i>Exhibits/Sponsors Chair</i>	<b>Shannon Karl (Sponsors)</b> shannon.karl@nova.edu		<b>David Kleist</b> kleidavi@isu.edu
	<b>Diane Clark (Exhibits co-chair)</b> dmclark1953@gmail.com	<i>Accessibility Co-Chairs</i>	<b>Elizabeth (Kelly) Mautz</b> ekm0031@tigermail.auburn.edu
	<b>Elizabeth Villares (Exhibits co-chair)</b> evillare@fau.edu		<b>Michael Weatherford</b> mweathe3@kent.edu
		<i>Wellness Co-Chairs</i>	<b>Rose Merrell-James</b> rmjames@ship.edu
			<b>Stephanie DePalmer</b> sadepalmer@ship.edu

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Justin Jordan, SACES

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Dr. Kimberly Jayne, WACES

Dr. Ching-Chen Chen, WACES

## ACES AWARD RECIPIENTS

### ACES RESEARCH GRANT AWARDS

**Development of the Supervisee's Perception of Supervisor Competence Scale (SPSCS)**

Adrienne Backer

**Professional Experiences and Perceptions of Counselor Educators as Gatekeepers Conducting Admissions Screening of Counselor Candidates**

Becky J. Hartwig

**Lived Experiences of Doctoral Students Involved in Master's Students' Remediation**

Beverly J. Hines

**Using the Rasch Partial Credit Model to Inform the Development and Assessment of Counseling Students' Counseling Competencies across Counselor Training**

C. Missy Moore

**What are the Experiences of School Counselors with School-Wide, Multitiered Support Systems for Students with Emotional Behavioral Disorders?**

Esther McCartney

**Professional Quality of Life, Stress, Non-Clinical Symptoms of Anxiety and Depression, and Burnout in Prelicensed Counselors**

Heather J. Fye

**Best Practices in Clinical Supervision: What Must Supervisees Do?**

Johana Rocha

**Teaching the Teacher: Maneuvering Student-Faculty Dynamics in Counselor Education**

John J.S. Harrichand

**An Exploration of Minority Graduate Students' Perception of Professional Identity Development in CACREP-accredited Counseling Programs**

Marianna Oller

**Fighting Endangerment: Race, Gender, and Power's Affect on Female Faculty Retention**

Nicola A. Meade

**The Process of Educator Identity Development for Counselor Education Doctoral Students**

Wesley Allen

### ACES LEGACY AWARDS

The ACES Governing Council would like to congratulate the 2019 ACES Legacy Award recipients. Please join us in Willow A on Friday, October 11th from 2:30 PM to 3:20 PM at the Sheraton Seattle Hotel for the presentation of the awards.

Richard Balkin

Carol Bobby

Loretta Bradley

Tom Davis

Danica Hays

David Kleist

Gerald Lawson

Pam Paisley

David Zimpfer

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University of South Carolina  
Doctoral Student  
*Mentor: Dodie Limberg*

Natalie Edirmanasinghe  
University of Georgia  
Doctoral Student  
*Mentor: Madeline Clark*

Kaitlyn Forristal  
New England College  
Assistant Professor  
*Mentor: Madeline Clark*

Jessie Guest  
University of South Carolina  
Doctoral Student  
*Mentor: Casey Barrio Minton*

Lindsay Heckman  
University of Toledo  
Doctoral Student  
*Mentor: Hannah Bayne*

Renee Howells  
University of New Mexico  
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*Mentor: Mark Gillen*

Andrea McGrath  
University of Wyoming  
Doctoral Student  
*Mentor: Edward Wahesh*

Rachel Saunders  
University of North Carolina at Charlotte  
Doctoral Student  
*Mentor: Dodie Limberg*

Tanesha Walker  
Kent State University  
Doctoral Student  
*Mentor: Casey Barrio Minton*

## 2019 ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION AWARDS

The ACES Awards Committee would like to recognize all the nominees for the 2019 ACES Awards. The recipients will be announced at the Awards Luncheon on October 12th from 12:00 PM - 1:50 PM in the Grand Ballroom C & D. The committee wishes to thank all the nominators for their efforts in preparing comprehensive applications for consideration and we appreciate their support in the awards process.

Brandee Appling	Brian Hutchison	Kristine Ramsay-Seaner
Ellen Armbruster	Gulsah Kemer	Theresa Robertson
Clark Ausloos	Nayoung Kim	Deborah Rubel
Ashley J Blount	Victoria E. Kress	Erika Schmit
Matthew Buckley	Kaitlyn Forristal	Marjorie Shavers
S. Kent Butler	Michael D. Hannon	Elyssa Smith
David Capuzzi	Mary A. Herman	Sondra Smith-Adcock
Angie Cartwright	Chi Li	Jacqueline Swank
Elaine Casquarelli	Sonya Lorelle	Malti Tuttle
Nancy Chae	Kimberlee Mincey	Linwood Vereen
Philip Clarke	Jayna Mumbauer	Ann Vernon
Abigail Conley	Tyce Nadrich	Kelly L. Wester
David K. Duys	Sylvia Nassar	Colin Ward
Ned Farley	Jonathan Ohrt	Ebony White
Laura Haddock	Jane E. Atieno Okech	Valerie "Paige" Zeiger
Alisa Houseknecht	Sara Polanchek	

### Nominees for the Robert Frank Outstanding Counselor Education Program Awards

Appalachian State University	Tarleton State University
East Tennessee University	University of Cincinnati
Central Michigan University	Virginia Commonwealth University
Monmouth University	

### Nominees for the Counselor Education & Supervision Journal Article of the Year

Cartwright, A. D., Avent-Harris-J. R., Munsey, R. B., & Lloyd-Hazlett, J. (2018). Interview experiences and diversity concerns of counselor education faculty from underrepresented groups. *Counselor Education & Supervision*, 57, 132-146. doi:10/1002/ceas.12098

Shannonhouse, L. R., Elston, N., Lin, D. Y-W., Mize, M. C., Rumsey, A., Rice, R., Wanna, R., & Porter, M. J. (2018). Suicide intervention training for counselor trainees: A quasi-experimental study on skill retention. *Counselor Education & Supervision*, 57, 194-210. doi:10/1002/ceas.12110





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As a counselor educator, you are the linchpin to helping students with the challenges they face each and every day. Take advantage of the specialty resources offered as part of your ACA membership.



Visit us at Booth #106–108 for a special conference-only discount on our award-winning books by counseling experts.

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Join us in San Diego for the ACA 2020 Conference & Expo, April 16–19, discounted for members.

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## AMERICAN COUNSELING ASSOCIATION

Booth 106 - 108

ACA has the tools you need to make a difference in your career and in the classroom. From books, journals, and our magazine *Counseling Today*, to conferences and legislative action, ACA is where counselor educators, supervisors, and students turn for credible content and support. Visit the ACA booth to browse our latest texts, including *The Counselor and the Law*; *Wellness Counseling*; *The Art of Integrative Counseling*; *Gatekeeping in the Mental Health Professions*; *Counselor Education in the 21st Century*; *Orientation to the Professional Counseling*; and *Counselor Self-Care*.

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## ANTIOCH UNIVERSITY

The PhD in Counseling at Antioch University Seattle, with cognate areas in either Counselor Education and Supervision or Creative Arts Therapy Counselor Education and Supervision, the doctoral program in counseling at Antioch University Seattle seeks to meet the growing need for highly qualified counselor leaders— advanced counseling practitioners, counseling educators, and counseling supervisors — attracting candidates regionally as well as nationally. The small, cohort design also supports the Antioch University Seattle social justice mission by encouraging students to develop a multicultural counselor identity and an appreciation for diversity while also requiring core coursework in social justice and advocacy.

[www.antioch.edu/seattle/degrees-programs/counseling-wellness/counselor-education-and-supervision-phd/](http://www.antioch.edu/seattle/degrees-programs/counseling-wellness/counselor-education-and-supervision-phd/)



## CAPELLA UNIVERSITY

Booth 204

At Capella University, you can fuel your passion for helping others with curriculum focused on real-world application. Designed around professional standards, Capella's counseling programs help you build competencies and skills that can be used immediately to make a bigger difference in the lives of others. To help you progress through your program, you'll be assigned a faculty advisor to support you throughout your academic journey and your growth as a professional counselor. Capella has earned CACREP accreditation in Counselor Education and Supervision, Mental Health Counseling, and School Counseling programs. Our MS in Marriage and Family Counseling/Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Find out more at [www.capella.edu](http://www.capella.edu) or call 1.888.CAPELLA (227.3552).



### THE CENTER FOR CREDENTIALING & EDUCATION

The Center for Credentialing & Education (CCE) is a global not-for-profit organization that offers credentialing, assessments and business support and licensure services. CCE's products and services advance the professional credibility of individuals and organizations worldwide. With more than 25,000 credential holders and partners from 16 countries on six continents, CCE is committed to enhancing professional credibility for individuals and organizations.

### CITY UNIVERSITY OF SEATTLE

Booth 411



City University of Seattle's Counseling programs focus on social justice and advocacy. The Master of Arts in counseling program trains well-rounded mental health counselors and marriage, couple, and family counselors for the realities of day-to-day practice and emphasizes: practical application of theory and case conceptualization skills; ethical awareness; appreciation of diversity; and self-awareness. The Ph.D. in Counselor Education and Supervision promotes a scholar-practitioner model for advanced counseling, supervision, teaching, research, leadership, and advocacy. This Ph.D. program prepares students for practitioner roles in counselor education and supervision, professorial roles within academia, and scholarship/research roles within the counseling field.



GRADUATE PROGRAM  
 IN COUNSELING

### MESSIAH COLLEGE

Messiah College offers a CACREP-accredited Master of Arts in counseling degree and Certificate of Advanced Graduate Studies with tracks in clinical mental health counseling; marriage, couple and family counseling; and school counseling. Messiah College's Graduate Program in Counseling allows you to achieve work-life balance without sacrificing small class sizes and personalized attention from our faculty. The program is predominately online, so you are free to pursue your career and your degree at the same time.



College of Education and Human Services  
**MONTCLAIR STATE**  
 UNIVERSITY

## MONTCLAIR STATE UNIVERSITY

Booth 207

The Montclair State University PhD in Counseling program affords students an exceptional, student-centered doctoral program experience. Students have the opportunity to develop scholarly expertise - **tailored to their specific interest** - while engaging in faculty research. Intentional diversity is the signature of the PhD in Counseling program and is reflected in our faculty and students, research areas, and commitment to advocacy and social justice. The program accepts **full- and part-time students** and is CACREP accredited. Montclair State is designated a research doctoral university by the Carnegie Classification of Institutions of Higher Education.

National Board for Certified Counselors  
 and Affiliates  
 Center for Credentialing & Education  
 NBCC Foundation

## NATIONAL BOARD FOR CERTIFIED COUNSELORS

Booths 206, 208, 210

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification organization for the counseling profession. Founded in 1982 as an independent, nonprofit credentialing body, NBCC certifies more than 63,000 National Certified Counselors worldwide. NBCC also develops and administers the examinations that are required for counselor licensure in all 50 states, the District of Columbia and Puerto Rico. Since its inception, NBCC has created two affiliate organizations, the Center for Credentialing & Education (CCE) and the NBCC Foundation, and one division, NBCC International (NBCC-I). NBCC is actively engaged in advocacy efforts to advance the counseling profession worldwide.

NOVA SOUTHEASTERN  
 UNIVERSITY | **NSU**  
 Florida

## NOVA SOUTHEASTERN UNIVERSITY

The College of Psychology at Nova Southeastern University has a strong history and a vibrant presence in the community. With a broad spectrum of degrees at the bachelor's, master's, specialist and doctoral levels, the College of Psychology serves a large number of students, yet we remain very approachable. Our outstanding faculty members care about each student, and they have a wealth of expertise to share. Our students work alongside our faculty and staff to strengthen the broader community with psychological services. Proudly supporting ACES year after year!



## SAGE PUBLISHING

Sara Miller McCune founded SAGE Publishing in 1965 to support the dissemination of usable knowledge and educate a global community. SAGE publishes journals, books, and library products spanning a range of subject areas. SAGE remains majority-owned by our founder, who has ensured that the company will remain permanently independent.

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

## Syracuse University

School of Education  
Counseling and Human Services

## SYRACUSE UNIVERSITY

The Department of Counseling and Human Services at Syracuse University is accepting highly qualified applicants for the 2020 cohort in our CACREP accredited PhD in Counseling and Counselor Education program. We have a dynamic faculty and rigorous program that prepares students to be practitioner scholars within the academy, clinics, community agencies, and school districts. Faculty are deeply engaged in servant leadership, social justice, and advocacy activities across the profession and support students in the same through developmentally sequenced curricular, mentoring, and supervisory experiences. Currently, all full-time students are funded through fellowships and assistantships. For more information, visit [www.chs.syr.edu](http://www.chs.syr.edu).

# theravue

## THERAVUE

Booth 205

Theravue is an innovative new online training system developed exclusively for therapist training. Theravue's training system is based on over 30 years of research by Chief Scientist Dr. Bruce Wampold of the University of Wisconsin. This research has found that therapists who consistently obtain superior client outcomes possess high levels of specific, identifiable skills such as empathy, verbal fluency and alliance building capacity. Theravue allows you to practice these skills through an interactive process of deliberate practice combined with specific feedback. And the best part? Theravue works for all therapists, regardless of your therapeutic orientation, target population or clinical focus.



## UNIVERSITY OF ARKANSAS

The Counselor Education Program at the University of Arkansas offers an MS in Counseling and PhD in Counselor Education and Supervision. Our program includes masters level tracks in clinical mental health, school, and rehabilitation counseling. We also offer training in play therapy, adventure therapy, and substance abuse treatment. University of Arkansas is a Research 1 institution, located in Fayetteville AR, and is consistently ranked one of the top five places to live by the US News & World Report. Contact us anytime by visiting <http://cned.uark.edu> - we'd love to talk to you about becoming a Razorback. Woo Pig!

## GRADUATE STUDENT LOUNGE

THURSDAY | 9:30 - 11:00 am | Eagle Boardroom  
*Ancillary Events | General*

### **Graduate Student Lounge Hosted by NCACES**

THURSDAY | 2:00 - 3:30 pm | Eagle Boardroom  
*Ancillary Events | General*

### **Graduate Student Lounge Hosted by RMACES**

FRIDAY | 10:30 am - 12:00 pm | Eagle Boardroom  
*Ancillary Events | General*

### **Graduate Student Lounge Hosted by SACES**

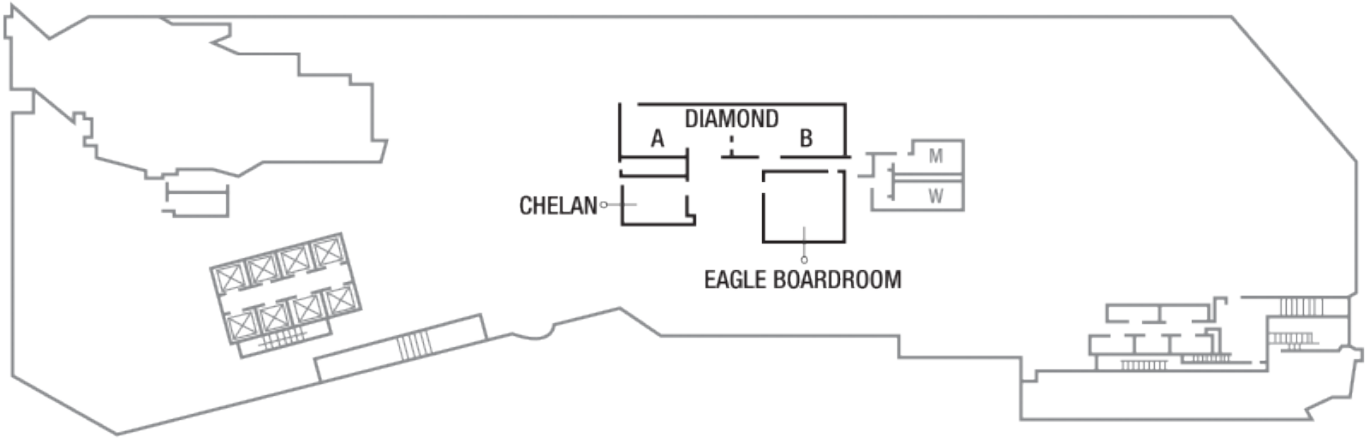
FRIDAY | 3:30 - 5:00 pm | Eagle Boardroom  
*Ancillary Events | General*

### **Graduate Student Lounge Hosted by WACES**

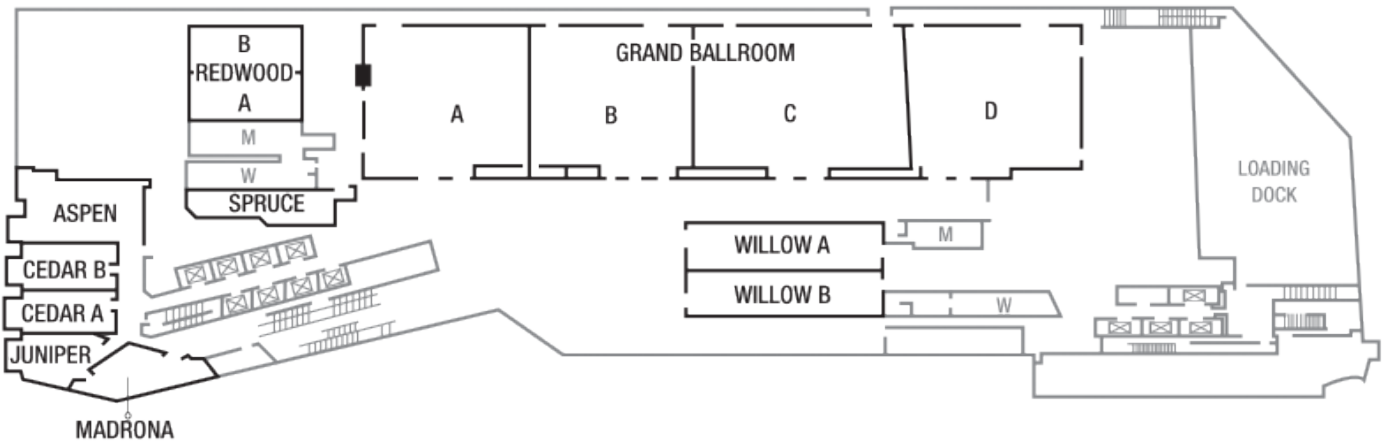
SATURDAY | 10:00 - 11:30 am | Eagle Boardroom  
*Ancillary Events | General*

### **Graduate Student Lounge Hosted by NARACES**

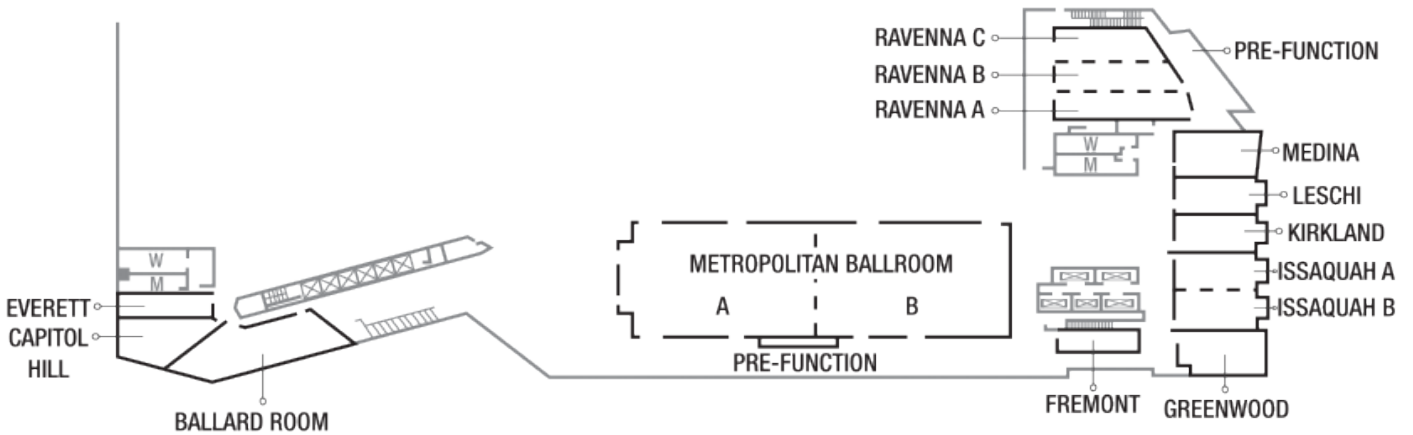
**FIRST FLOOR**



**SECOND FLOOR**

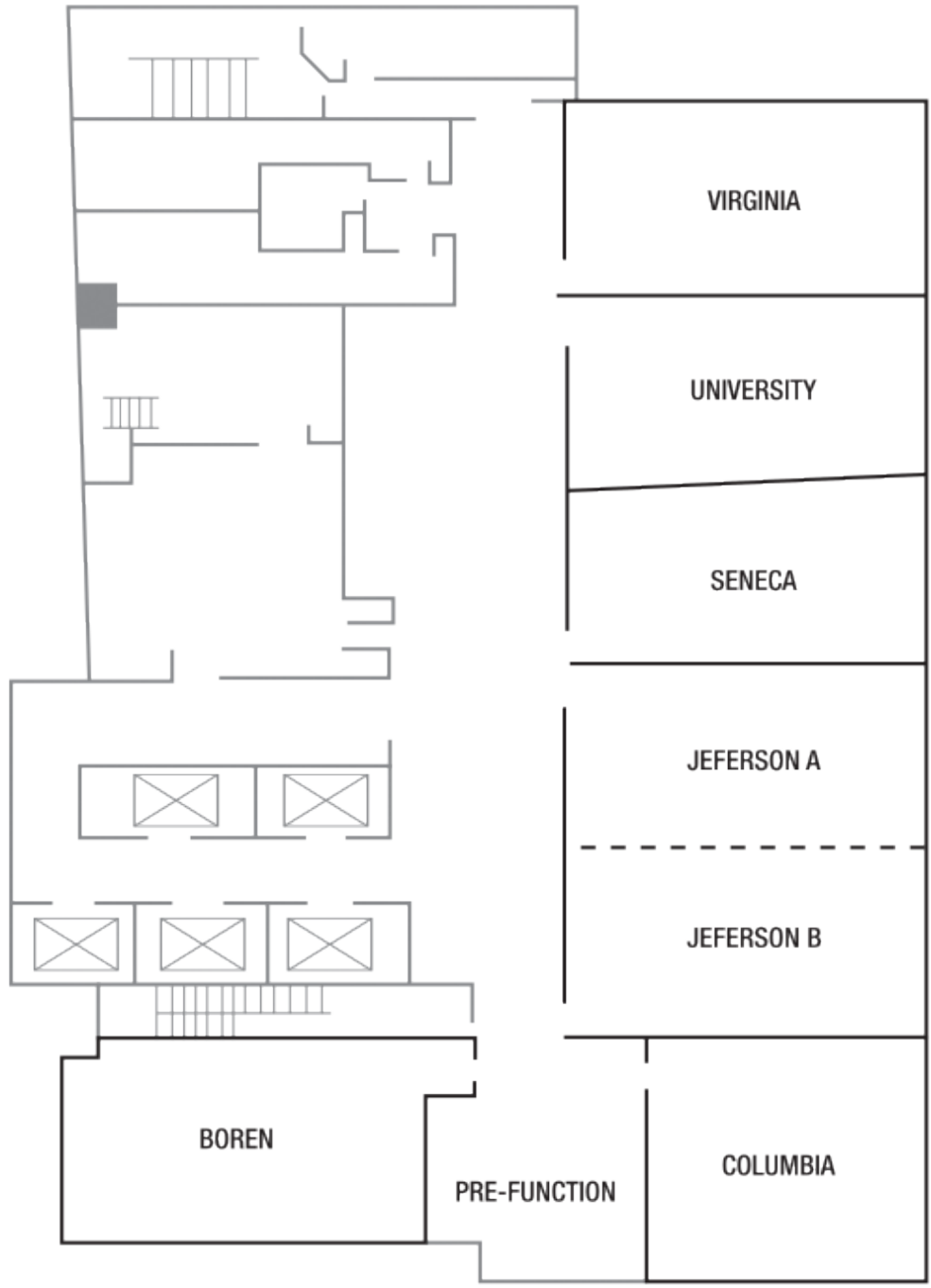


**THIRD FLOOR**





**FOURTH FLOOR - UNION STREET TOWER**





# ACES

## 2021 ATLANTA CONFERENCE

**October**  
**5 - 11**

Hyatt  
Regency

Atlanta  
Georgia

## ACES CONFERENCE AT A GLANCE

### Conference Overview and Meetings Schedule:

TIME	TITLE	ROOM
<b>WEDNESDAY</b>		
5:00 - 7:00 pm	<b>Registration</b>	Second Floor Lobby Area
<b>THURSDAY</b>		
7:00 am - 5:00 pm	<b>Registration</b>	Second Floor Lobby Area
11:00 am - 5:30 pm	<b>Education Sessions</b>	Various
1:30 - 3:00 pm	<b>Poster Sessions</b>	Second Floor Window Area
1:30 - 5:30 pm	<b>Round Tables</b>	Metropolitan B
7:00 am - 8:30 pm	<b>Nursing Room</b>	Everett
9:30 - 11:00 am	<b>Graduate Student Lounge hosted by NCACES</b>	Eagle Boardroom
11:00 am - 5:20 pm	<b>Career Link/University Job Talks</b>	Diamond A/Chelan
11:30 am - 12:20 pm	<b>Neuroscience Interest Network Meeting</b>	ACES Suite
12:30 - 1:20 pm	<b>Teaching Interest Network</b>	ACES Suite
1:00 - 6:00 pm	<b>Exhibit Hall</b>	Grand A/B
1:00 - 4:00 pm	<b>Meditation Room</b>	Fremont
1:00 - 4:00 pm	<b>Wellness Area</b>	Kirkland
1:30 - 2:20 pm	<b>Ethics &amp; Professional Standards Interest Network</b>	ACES Suite
2:00 - 3:30 pm	<b>Graduate Student Lounge hosted by RMACES</b>	Eagle Boardroom
2:30 - 3:20 pm	<b>Bilingual Interest Network</b>	Diamond B
2:30 - 3:20 pm	<b>Supervision Interest Network</b>	ACES Suite
3:30 - 4:20 pm	<b>International Interest Network</b>	ACES Suite
4:30 - 5:20 pm	<b>Women's Interest Network</b>	ACES Suite

## ACES CONFERENCE AT A GLANCE

### Conference Overview and Meetings Schedule (continued):

TIME	TITLE	ROOM
<b>FRIDAY</b>		
8:00 am - 5:00 pm	<b>Registration</b>	Second Floor Lobby Area
7:00 am - 8:30 pm	<b>Nursing Room</b>	Everett
8:00 am - 4:20 pm	<b>Career Link/University Job Talks</b>	Diamond A/Chelan
8:00 am - 6:00 pm	<b>Exhibit Hall</b>	Grand A/B
11:00 - 11:50 am	<b>Department Chairs Interest Network</b>	ACES Suite
10:00 am - 5:30 pm	<b>Education Sessions</b>	Various
10:00 - 11:00 am	<b>Poster Sessions</b>	Second Floor Window Area
10:00 am - 4:30 pm	<b>Round Tables</b>	Metropolitan B
1:30 - 2:20 pm	<b>College Counseling/Student Affairs Interest Network</b>	ACES Suite
1:30 - 4:30 pm	<b>Meditation Room</b>	Fremont
1:30 - 4:30 pm	<b>Wellness Area</b>	Kirkland
1:30 - 2:20 pm	<b>JCPS Editorial Board</b>	Diamond B
2:30 - 3:20 pm	<b>Clinical Director's Interest Network</b>	ACES Suite
2:30 - 3:20 pm	<b>New Faculty Interest Network</b>	Ballard
3:30 - 5:00 pm	<b>Graduate Student Lounge hosted by WACES</b>	Eagle Boardroom
3:30 - 4:20 pm	<b>Qualitative Research Interest Network</b>	Redwood A
4:30 - 5:20 pm	<b>Clinical Mental Health Interest Network</b>	ACES Suite
4:30 - 5:20 pm	<b>NARACES Regional Leadership Meeting</b>	Redwood A/Fremont
5:30 - 6:30 pm	<b>ACES Regional Business Meetings</b>	SACES: Willow B WACES: Redwood A RMACES: Redwood B NARACES: Willow A NCACES: Ballard
6:30 - 7:20 pm	<b>12 Step Meeting</b>	Chelan

**Conference Overview and Meetings Schedule (continued):**

TIME	TITLE	ROOM
<b>SATURDAY</b>		
7:00 am - 5:00 pm	<b>Registration</b>	Second Floor Lobby Area
7:00 am - 10:00 pm	<b>Nursing Room</b>	Everett
8:00 - 8:50 am	<b>ACES Membership Committee</b>	Diamond B
8:00 - 8:50 am	<b>Advocacy Interest Network</b>	ACES Suite
8:00 am - 4:20 pm	<b>Career Link/University Job Talks</b>	Diamond A/Chelan
8:00 am - 4:00 pm	<b>Exhibit Hall</b>	Grand A/B
9:00 - 9:50 am	<b>Doctoral Programs Interest Network</b>	ACES Suite
8:00 am - 5:20 pm	<b>Education Sessions</b>	Various
9:00 - 9:50 am	<b>International Students and Faculty Interest Network</b>	Diamond B
9:00 am - 12:00 pm	<b>Meditation Room</b>	Fremont
8:45 am - 9:15 am	<b>Poster Sessions</b>	Second Floor Window Area
10:00 am - 12:00 pm	<b>Round Tables</b>	Grand C/D
9:00 am - 12:00 pm	<b>Wellness Area</b>	Kirkland
10:00 - 10:50 am	<b>Regional ACES 2020 Planning Meeting</b>	ACES Suite
10:00 - 11:30 am	<b>Graduate Student Lounge hosted by NCACES</b>	Eagle Boardroom
11:00 - 11:50 am	<b>12 Step Meeting</b>	Chelan
11:00 - 11:50 am	<b>ACES Awards Committee Meeting</b>	ACES Suite
12:00 - 12:50 pm	<b>Social Justice and Human Rights Committee Meeting</b>	ACES Suite
1:30 - 2:20 pm	<b>Multicultural Interest Network</b>	ACES Suite
2:00 - 4:00 pm	<b>Meditation Room</b>	Fremont
2:00 - 4:00 pm	<b>Wellness Area</b>	Kirkland
2:30 - 3:20 pm	<b>Rural Counseling Interest Network</b>	ACES Suite
3:30 - 4:20 pm	<b>CES Editorial Board Meeting</b>	Diamond B
3:30 - 5:00 pm	<b>School Counseling Interest Network</b>	Willow A
4:30 - 5:20 pm	<b>Technology Interest Network Meeting</b>	ACES Suite
<b>SUNDAY</b>		
7:00 am - 6:30 pm	<b>Registration</b>	Second Floor Lobby Area
7:00 am - 6:00 pm	<b>Nursing Room</b>	Fremont
8:00 am - 12:00 pm	<b>Education Sessions</b>	Various

## ACES EVENTS

TIME	TITLE	ROOM
<b>THURSDAY</b>		
11:00 - 11:50 am	<b>ACES First Timer's Orientation</b>	Aspen
3:30 - 5:30 pm	<b>WACES Executive Council Meeting</b>	Chelan
<b>FRIDAY</b>		
7:30 - 8:30 am	<b>Emerging Leader Mentoring Breakfast (Invitation Only)</b>	Offsite
9:00 - 10:00 am	<b>ACES Opening Session Keynote</b>	Grand C/D
10:30 am - 12:30 pm	<b>Gregg Levoy Workshop: "The Call to Serve: The Power of Passionate Work."</b>	Redwood A
12:30 - 1:20 pm	<b>ACES Town Hall and General Assembly Meeting</b>	Grand C/D
2:30 - 3:20 pm	<b>Legacy Awards Presentation</b>	Willow A
4:30 - 5:20 pm	<b>ACES Treasurer Training</b>	Chelan
<b>SATURDAY</b>		
12:00 - 1:50 pm	<b>ACES Award Luncheon</b>	Grand C/D
2:00 - 2:50 pm	<b>Friend of the Children - Seattle (Empty Plate Recipient)</b>	Chelan
3:30 - 4:20 pm	<b>ACES Graduate Student Meeting</b>	Redwood A
4:30 - 5:30 pm	<b>ACES Women's Retreat Reunion (Open to all)</b>	Jefferson A
5:30 - 10:00 pm	<b>ACES Women's Retreat (Pre-registration required)</b>	
<b>SUNDAY</b>		
9:00 - 11:00 am	<b>ACES Executive Committee Meeting</b>	Eagle Boardroom
12:30 - 3:30 pm	<b>ACES Governing Council Meeting</b>	Ballard
12:00 - 1:30 pm	<b>School Counseling Interest Network Post Conference</b>	Greenwood
12:00 - 5:00 pm	<b>Clinical Directors Interest Network Post Conference</b>	Diamond A/B
12:00 - 12:50 pm	<b>ACES INFORM General Session: "Supporting Doctoral Students from Marginalized Populations as Researchers: Disseminating Power"</b>	Willow A/B
1:00 - 5:50 pm	<b>ACES Inform Breakout Sessions</b>	Various
1:00 - 5:00 pm	<b>ACES Emerging Leaders (Invitation Only)</b>	Boren
5:00 - 6:00 pm	<b>ACES Emerging Leaders Reception (Invitation Only)</b>	Boren

## ANCILLARY EVENTS

TIME	TITLE	ROOM
<b>THURSDAY</b>		
8:00 - 9:30 am	<b>CACREP Team Chair Breakfast</b>	Willow A
9:00 - 11:00 am	<b>NBCC Minority Fellowship Program Meeting</b>	Redwood A
10:00 am - 12:00 pm	<b>CACREP Team Member/Chair Update</b>	Willow A
10:00 - 10:50 am	<b>CSI Chapter Faculty Advisor Training</b>	Willow B
11:00 - 11:50 am	<b>CSI Chapter Leader Training</b>	Willow B
12:00 - 1:20 pm	<b>CACREP Table Talk/Standards Revision Session</b>	Willow A
1:30 - 2:20 pm	<b>ACES/CSI Sponsored Presentation: "Amplifying Servant Leadership through CSI's Principles and Practices of Leadership Excellence"</b>	Willow B
1:30 - 4:20 pm	<b>CACREP New Team Member Training</b>	Willow A
<b>FRIDAY</b>		
10:00 - 10:50 am	<b>NBCC/AASCB/CRCC Special Session "Process and Potential: Counselors as Leaders and Board Directors"</b>	Virginia
3:30 - 5:20 pm	<b>CACREP New Team Chair Training</b>	Willow A
<b>SATURDAY</b>		
8:00 - 8:50 am	<b>HPSO Sponsored Session: "Test Your Liability IQ"</b>	Willow A
9:00 - 9:50 am	<b>NBCC CPCE Special Session "The Counselor Preparation Comprehensive Examination: Development, Registration, and Program Evaluation"</b>	Redwood A
<b>SUNDAY</b>		
9:00 am - 5:00 pm	<b>How to write a CACREP self-study workshop (Invitation Only)</b>	Jefferson A/B
1:00 - 5:00 pm	<b>ACA Deep Dive Ethics Presentation</b>	Issaquah A & B

## SOCIAL EVENTS

TIME	TITLE	ROOM
<b>THURSDAY</b>		
6:30 - 8:30 pm	<b>ACES &amp; NBCC Opening Reception</b>	Grand C/D
<b>FRIDAY</b>		
5:30 - 6:30 pm	<b>Kent State Reception</b>	Aspen
5:30 - 6:30 pm	<b>Penn State Reception</b>	Aspen
6:30 - 8:30 pm	<b>ACES &amp; CACREP Reception</b>	Grand C/D
<b>SATURDAY</b>		
5:30 - 6:30 pm	<b>ACES Graduate Student Reception Ice Cream Social</b>	Second Floor Window Area



The ACES Career Link worked with employers and job seekers to connect using our electronic database prior to the conference. If you did not get an opportunity to post your information online, employers have the option to physically post their jobs on our table located near registration. Job seekers can review these posts and follow the instructions from the particular employers.

We are offering University Job Talks (UJT's) Thursday through Saturday. These are opportunities for employers who have previously signed-up to talk about their jobs. Anyone is welcome to attend, but space is limited. Please see the signs posted at the conference for the specific schedule. UJT schedules will be posted on the conference app, and distributed through the ACES and CESNET listservs prior to the conference.

Below are the highlighted sessions with a direct focus on the job search experience.

TIME SLOT	ROOM	SESSION NUMBER	TITLE
<b>THURSDAY, 10/10/19</b>			
11:00 - 11:50 am	Jefferson B	004	<b>Academic Employment Tips for Foreign Born Counselor Educators</b>
1:30 - 2:20 pm	Seneca	048	<b>So ... You Want to be a Counselor Educator?</b>
2:30 - 3:20 pm	Seneca	093	<b>What Am I Missing?: Obtaining a Job In Counselor Education</b>
4:30 - 5:20 pm	University	217	<b>Pieces of the Pie: Slicing Through the Major Components of the Application &amp; Interview Process</b>
<b>FRIDAY, 10/11/2019</b>			
10:00 - 10:50 am	Issaquah A	283	<b>Negotiating the Academic Job Offer In Counselor Education</b>
<b>SATURDAY, 10/12/2019</b>			
8:00 - 8:50 am	Jefferson A	499	<b>Nailed It!: The Art of Crushing the Skype Interview</b>
9:00 - 9:50 am	Juniper	526	<b>From "Shows Research Potential" to "Demonstrated Success": Self-Advocacy for Underrepresented Minority Doctoral Student Interested in Tenure-Track Positions</b>
9:00 - 9:50 am	Ballard	533	<b>The Publishing Process in Finding and Keeping a Job in Counselor Education</b>
1:30 - 2:20 pm	Cedar B	649	<b>Facilitating Career Readiness and Well-Being: Diverse Pathways for Counselor Educators</b>
<b>SUNDAY, 10/13/2019</b>			
10:00 - 10:50 am	Juniper	750	<b>Negotiating a Start-Up Package: What I Didn't Know to Ask for</b>



## CONTINUING EDUCATION

**The process of securing your continuing education hours has significantly changed this year. Please read the instructions below carefully.**

ACES is proud to offer our conference attendees Continuing Education (CE) hours for select programs approved by the National Board for Certified Counselor (NBCC). If you wish to receive CEs for the approved programs that you attend, you must purchase CEs. CEs can be purchased at the time of your registration or on-site at the conference. **No CEs can be purchased after the conference.** Please note that this is change from previous conferences, but the policy has been changed to meet NBCC deadlines for receipt of the continuing education certificate.

The cost for CEs is \$20.00. You can log into Cvent and verify that you have paid for CEs. If you did not pay, **you can add CEs to your registration until noon on Sunday, October 13, 2019.** ACES is not liable or responsible for any CE refunds if you fail to complete your session evaluations.

Please note that not all conference programs may be eligible for CEs. Program content must be consistent with NBCC policies and guidelines in order to be approved for CE credit. NBCC Content areas include: Counseling Theory/Practice and the Counseling Relationship, Human Growth and Development, Social and Cultural Foundations, Group Dynamics, Career Development, Assessment, Research, and Program Evaluation, Counselor Professional Identity and Practice, and Wellness and Prevention. **Any program that is not eligible for CE credit will be noted with CE 0.00 in the conference program and No CE in the conference app, Crowd Compass.**

Be sure that you use the tracking form on page 31 of the Conference Program to track your program attendance. This form is also available for download on the ACES Conference website. You can use this form to double check that you have completed session evaluations for all sessions that you attend. This form is for your reference and does not need to be turned in to ACES. **YOU WILL NOT RECEIVE CE CREDIT FOR ANY SESSION THAT YOU DO NOT EVALUATE!** Your session evaluation serves as proof of your attendance at sessions.

### HOW TO COMPLETE SESSION EVALUATION

**All sessions will be evaluated in the Cvent Crowd Compass app**

- **Download the Crowd Compass AttendeeHub app by Cvent**
- **Search for ACES 2019 Conference and follow the instructions to log in. Remember to use the email you used to register for the conference**
- **From the Schedule, add sessions that you attend to 'My Schedule.' Sessions MUST be added to My Schedule to be able to evaluate them**
- **By October 27, 2019, complete the session evaluations**

Timeline and Process for earning CEs:

- **October 13, 2019:** Conference attendees verify and pay for CEs. **NO CEs CAN BE PAID FOR OR ADDED AFTER THE CONFERENCE ENDS**
- **October 27, 2019:** Conference attendees must complete session evaluations via the Cvent system.  
Please remember that your session evaluation is proof of your session attendance and that you cannot receive CEs for any session not evaluated.
- **October 27 – December 26, 2019:** Conference attendees who purchase CEs will receive their CE certificate via email.

*ACES has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1002. Programs that do not qualify for NBCC credit are clearly identified. ACES is solely responsible for all aspects of the programs.*

For additional information on the Continuing Education process, please contact Dana Griffin at danagriffinlpc@gmail.com or Kori Babel at KHBabelPHD@gmail.com

Association for Counselor Education & Supervision 2019 Conference

**CONTINUING EDUCATION (CE) TRACKING FORM**

**Instructions:** Enter the session number for each session that you attended during the designated time period below. Please note that the session is indicated **below** the day/time/room in the program, For example:

Friday | 3:30 - 4:50 pm | Room Name  
 Session # | Education Session | CE amount

If you did not attend a session during that period, please leave the field blank. Please note that all sessions are 1 CE unless otherwise noted.

THURSDAY, OCTOBER 10 (Session # 1-225)		
Total of 6 possible CE hours for Thursday		
Time Slot	Session Number	CE Hours (if other than 1 CE)
11:00 am - 11:50 am		
11:00 am - 12:20 pm		1.50 CEs - 008, 010, 018
12:00 am - 12:50 pm		
1:30 pm - 2:20 pm		
1:30 pm - 2:50 pm		1.50 CEs - 059, 077
2:30 pm - 3:20 pm		
2:30 pm - 3:50 pm		1.50 CEs - 092
3:30 pm - 4:20 pm		
3:30 pm - 4:50 pm		1.50 CEs - 178
4:30 pm - 5:20 pm		


FRIDAY, OCTOBER 11 (Session # 226-486)		
Total of 8 possible CE hours for Friday		
Time Slot	Session Number	CE Hours (if other than 1 CE)
9:00 am - 10:00 am		
10:00 am - 10:50 am		
10:30 am - 12:30 am		2 CEs - 299
11:00 am - 11:50 am		
11:00 am - 12:20 pm		1.50 CEs - 302, 305, 306
12:00 pm - 12:50 pm		
1:30 pm - 2:20 pm		
1:30 pm - 2:50 pm		1.50 CEs - 353, 362, 384
2:30 pm - 3:20 pm		
3:30 pm - 4:20 pm		
3:30 pm - 4:50 pm		1.50 CEs - 435, 444
3:30 pm - 5:20 pm		1.50 CEs - 439
4:30 pm - 5:20 pm		

► **Save this form after the conference.** You will be required to complete your session evaluations no later than Sunday, October 27, 2019. NBCC requires that certificates be issued within two months of the conference end, so NO CEs can be paid for once the conference has ended. After October 27, 2019, the CE committee will check that those who have paid for CEs have completed evaluations. Certificates will be issued at that time. You should receive your certificate by December 26, 2019. For additional information on the CE process, please contact Dana Griffin at danagriffinlpc@gmail.com or Kori Babel at KHBabelPHD@gmail.com. Please add this email address to your contacts to minimize the risk of important emails being blocked or sent to spam.

SATURDAY, OCTOBER 12 (Session # 487-707)		
Total of 8 possible CE hours for Saturday		
Time Slot	Session Number	CE Hours (if other than 1 CE)
8:00 am - 8:50 am		
8:00 am - 9:20 am		1.50 CEs - 494, 502
9:00 am - 9:50 am		
9:30 am - 10:50 am		1.50 CEs - 546
10:00 am - 10:50 am		
10:00 am - 11:20 am		1.50 CEs - 561
11:00 am - 11:50 am		
1:30 pm - 2:20 pm		
1:30 pm - 2:50 pm		1.50 CEs - 631, 634
2:30 pm - 3:20 pm		
3:30 pm - 4:20 pm		
3:30 pm - 4:50 pm		1.50 CEs - 673, 684
4:30 pm - 5:20 pm		

SUNDAY, OCTOBER 13 (Session # 708-812)		
Total of 10 possible CE hours for Sunday		
Time Slot	Session Number	CE Hours (if other than 1 CE)
8:00 am - 8:50 am		
8:00 am - 9:20 am		1.50 CEs - 711, 719, 724
9:00 am - 9:50 am		
10:00 am - 10:50 am		
11:00 am - 11:50 am		
12:00 pm - 12:50 pm		
12:00 pm - 1:30 pm		1.5 CEs - 785
1:00 pm - 1:50 pm		
1:00 pm - 5:00 pm		4 CEs
2:00 pm - 2:50 pm		
3:00 pm - 3:50 pm		
4:00 pm - 4:50 pm		
5:00 pm - 5:50 pm		

ACES has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1002. Programs that do not qualify for NBCC credit are clearly identified. ACES is solely responsible for all aspects of the programs.



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# THURSDAY | OCTOBER 10, 2019

## SESSION HIGHLIGHTS

7:00 am - 5:00 pm | Second Floor Lobby

### **Registration**

9:30 - 11:00 am | Eagle Boardroom

### **Graduate Student Lounge hosted by NCACES**

10:00 - 10:50 am | Willow B

### **CSI Chapter Faculty Advisor Training**

*Raul Machuca, Harriet Glossoff, Holly Hartwig Moorhead*

Experienced members of CSI's Chapter Faculty Advisor (CFA) Committee will lead an interactive workshop about how to build and oversee successful chapters. We will discuss important topics for you to cover with incoming Chapter Leaders, such as Robert's Rules of Order, how to conduct an effective meeting, and chapter election processes. Participants will have the opportunity to ask questions and share experiences regarding best practices for CFAs. Doctoral students interested in serving as CFAs are encouraged to attend.

11:00 - 11:50 am | Willow B

### **CSI Chapter Leader Training**

*James W. McMullen, Sunnycho (Sunny) S. Teeling, Stephen D. Kennedy*

Are you a new CSI Chapter President, officer, committee chair, or other leader? Learn about best practices for your chapter (such as using Robert's Rules of Order, designing an effective meeting agenda, and conducting chapter elections) with CSI's Chapter Development Committee in this interactive training and networking session. Based on attendees' interests, we will also discuss topics such as chapter awards, counselor community engagement, fundraising, initiations, mentoring, professional development, professional advocacy, and involving alumni.

11:00 - 11:50 am | Aspen

### **ACES First Timer's Orientation**

This session is open to any ACES attendee who wants to learn how to maximize their conference experience. The content is geared towards first time attendees, but anyone is welcome!

1:00 - 4:00 pm | Fremont

### **Meditation Room**

1:00 - 4:00 pm | Kirkland

### **Wellness Area**

1:00 - 6:00 pm | Grand A/B

### **Exhibit Hall**

1:30 - 2:20 pm | Willow B

*ACES/CSI Sponsored Presentation*

### **Amplifying Servant Leadership through CSI's Principles and Practices of Leadership Excellence**

*Nicole R. Hill, Amanda C. La Guardia, Holly Hartwig Moorhead, Nedeljko Golubovic, Missy Moore*

Leadership excellence emerges from a complex interplay of one's identity as a leader, principles that frame beliefs about leadership, and practices which are the enactment of one's identity and principles. This presentation will provide a framework for Leadership Excellence that is grounded in the Principles and Practices of Leadership Excellence (PPLE) developed and espoused by Chi Sigma Iota (CSI Academy of Leaders, 1999) as a statement of leadership ethics. As the only framework of leadership ethics for professional counselors that currently exists, the PPLEs serve as the vanguard for how we as a profession competently enact our leadership competence. By examining principles ranging from mentorship and vision to preservation of history and respect for membership, attendees will become better prepared to meet the unique challenges and opportunities they encounter as leaders of ACES, CSI, and other professional counseling organizations. Attendees will have an opportunity to frame their leadership philosophy as servant leaders. Implementation strategies will be generated to facilitate attendees to apply the PPLEs to their individualized leadership action plans for the upcoming year.

2:00 - 3:30 pm | Eagle Boardroom

### **Graduate Student Lounge hosted by RMACES**

**SESSION TYPE:** (S) Supervision (E) Ethics

8:00 - 9:30 AM | Willow A  
Meeting | CE 0.00

### **CACREP Team Chair Breakfast (Invitation Only)**

9:00 - 11:00 AM | Redwood A  
Meeting | CE 0.00

### **NBCC Minority Fellowship Program**

Private session for NBCC Foundation 2019 Doctoral Minority Fellowship Program (MFP) awardees.

9:30 - 11:00 AM | Eagle Boardroom  
Meeting | CE 0.00

### **Graduate Student Lounge hosted by NCACES**

10:00 - 12:00 PM | Willow A  
Meeting | CE 0.00

### **CACREP Team Member/Chair Update (Invitation Only)**

10:00 - 10:50 AM | Willow B  
Meeting | CE 0.00

### **CSI Chapter Faculty Advisor Training**

*Raul Machuca, PhD; LMHC, Harriet Glossoff, PhD; LPC; NCC; ACS, Holly Hartwig Moorhead, PhD; LPC; NCC; ACS*

Experienced members of CSI's Chapter Faculty Advisor (CFA) Committee will lead an interactive workshop about how to build and oversee successful chapters. We will discuss important topics for you to cover with incoming Chapter Leaders, such as Robert's Rules of Order, how to conduct an effective meeting, and chapter election processes. Participants will have the opportunity to ask questions and share experiences regarding best practices for CFAs. Doctoral students interested in serving as CFAs are encouraged to attend.

11:00 - 5:20 PM | Diamond A  
Career Link | CE 0.00

### **Career Link/University Job Talks**

11:00 - 11:50 AM | Aspen  
Meeting | CE 0.00

### **ACES First Timer's Orientation**

11:00 - 11:50 AM | Willow B  
Meeting | CE 0.00

### **CSI Chapter Leader Training**

*James W. McMullen, PhD; LPCA; NCC, Sunnycho (Sunny) S. Teeling, MA; LPC-Intern; NCC, Stephen Kennedy, PhD; NCC*

Are you a new CSI Chapter President, officer, committee chair, or other leader? Learn about best practices for your chapter

(such as using Robert's Rules of Order, designing an effective meeting agenda, and conducting chapter elections) with CSI's Chapter Development Committee in this interactive training and networking session. Based on attendees' interests, we will also discuss topics such as chapter awards, counselor community engagement, fundraising, initiations, mentoring, professional development, professional advocacy, and involving alumni.

11:00 - 11:50 AM | Seneca  
001 | Education Session | CE 1.00

### **The Colored Section: A Phenomenological Study Exploring the Experiences of Counseling Students of Color**

*Michelle Mitchell, PhD; LPC; NCC, Ashlei Rabess, Masters Degree; APC; NCC*

Multiculturalism has been integrated in ethical codes, guidelines on competence, and standards for training in preparation programs within the counseling field (e.g., ACA, 2014; CACREP, 2016). In fact, addressing aspects of multiculturalism with clients has been an essential aspect of learning for counselors-in-training; however, additional attention is required when considering the experiences of racially diverse populations within preparation programs. Therefore, this presentation is designed to (a) review the research design and procedures associated with the study, (b) give voice to the experiences of non-cohort membership among counseling students of color and (c) provide recommendations and implications for future research.

11:00 - 11:50 AM | Cedar  
002 | Education Session | CE 1.00

### **Committed to Social Justice: Training School Counselors and School Administrators in Social Justice Advocacy and Collaboration**

*Rena Mayes, PhD; Licensed School Counselor (IN); NCC, Kendra Lowery, PhD; Licensed School Administrator*

The current landscape of PK-12 education calls for all educational stakeholders to be collaborative to ensure the success of every student. In particular, school counselors and school administrators may be uniquely qualified to serve as collaborative leaders in meeting the holistic needs of children and adolescents. While this collaboration has gained increasing attention, there are substantive gaps both in training and in practice, particularly as it relates to meeting the needs of historically marginalized students. As such, the greater focus is needed on social justice advocacy and collaboration to close gaps in achievement and opportunity. This presentation will provide a framework for social justice advocacy and collaboration in practice as well as strategies that can be used in school administrator and school counselor training.

11:00 - 11:50 AM | Redwood B

003 | Education Session | CE 1.00 | Ⓢ

### **Use of Live Supervision Techniques Throughout Counselor Development**

*Michael Lewis, PhD; Licensed Professional Clinical Counseling & Supervisor (OH)*

Supervisors and the supervisory experience provide the foundation for all beginning clinicians and their development. There are a variety of techniques and interventions to assist in the development of the supervisee but perhaps one of the most valuable is live supervision. This technique involves direct observation of a session and in-vivo methodologies to assist and teach the supervisee. Although it has been used for decades in one form or another, live supervision is still underutilized and misunderstood by many supervisors. This session will provide supervisors and overview of current practices in live supervision, the various techniques and methodologies, theoretical framing and relation to counselor development across early to late stage formation. Specific recommendations, apps, and current technologies and approaches are provided.

11:00 - 11:50 AM | Cedar B

005 | Education Session | CE 1.00 | ⓔ

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

*Jean LaFauci Schutt, PhD; LPC; NCC; ACS, Stephanie Dailey, EdD; LPC; NCC; ACS*

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

11:00 - 11:50 AM | Capitol Hill

006 | Education Session | CE 1.00 | Ⓢ

### **You're Not the Only One: Addressing Perfectionism, Mindset, and Imposter Syndrome to Maximize the Supervision Experience**

*Deena Shelton, PhD; LPC-S (TX); Anthony Zazzarin, PhD*

Supervision is a key component to ensuring that counselors in training are prepared for licensure and independent practice. Whether during graduate school or after, counselors under supervision may experience issues related to perfectionism, mindset, or imposter syndrome that could hinder their overall educational process and effectiveness with clients. Proactively addressing those three topics early in field experience or supervisory relationships can offer supervisors the opportunity to mitigate issues that could arise by giving language to concerns many counselors in training face. This session will aid attendees in understanding perfectionism, mindset, and imposter syndrome issues, identifying potential concerns in supervisees, and addressing the topics as proactive and remediated processes.

11:00 - 11:50 AM | Boren

007 | Education Session | CE 1.00 | Ⓢ

### **Caring for the Caregivers: Infusing Vicarious Trauma Prevention in Supervision**

*Sarah Fucillo, PhD, NCC, Simone May, PhD, Tristen Hyatt, PhD, Erica Stallings, M.Ed.*

The National Child Stress Network (2011) estimates that 50% of counselors are at risk for vicarious traumatization. Supervisors and counselors educators have an ethical responsibility to attend to vicarious trauma with counselors and counselors-in-training they are supervising to prevent harm to clients (Sommer, 2008). Educational content on identifying, attending to, and preventing vicarious trauma symptomology within supervision with practicing counselors and counselors-in-training will be provided. Recommendations for preventing vicarious traumatization, promoting protective factors, and reducing risk factors will be reviewed.

11:00 - 11:50 AM | University  
009 | Education Session | CE 1.00

### **“Flipped” Upside Down: The Opportunities and Challenges in Managing a “Flipped” Classroom**

*Joseph LeBlanc, Masters Degree; LPCA*

Flipped lectures have merited some recent attention in counselor education circles. To “flip” a class is to put what would traditionally be “lecture” content as a pre-class activity. As a result, more class time may be geared toward experiential activities. The goal of this presentation is to provide an overview of the approach rooted in current research and the presenter’s professional experience. He will share experiences using flipped lectures in teaching at the undergraduate and graduate levels. The presenter will also focus on data collected in a study involving a “flipped” introductory course for first year school counseling students. Those experiences, synthesized with impressions from the literature, will result in an open-ended conversation around the opportunities and challenges around implementing a “flipped” classroom.

11:00 - 11:50 AM | Leschi  
011 | Education Session | CE 1.00

### **The Not So Wonderful World of Disney: Exploring Examples of Systemic Racism, Discrimination and Prejudices Present in Children’s Films**

*Tiphonie Gonzalez, PhD; Ph.D. Counselor Education, Nancy Elena Castellon, MA, Isaac Burt, PhD, Tanya Moorehead, PhD*

This presentation will discuss the use of Disney and Pixar media to explore how childhood media helps create systemic prejudices, discriminations and racism in society (Cappicce, Chadha, Lin & Snyder, 2012), while also adding to the conversation on politics and power (Gutierrez, 2000) during a Multicultural Counseling Course. The presenter will share lessons from the classroom, and their experiences working through conversations connected to inequity in society based on race, class, gender, sex, and sexual orientation. Classroom examples via movie clips, case studies and lesson plans will be shared during this session.

11:00 - 11:50 AM | Columbia  
012 | Education Session | CE 1.00 | (E) (S)

### **Student Dispositions: the Line between Remediation and Dismissal**

*Leah Brew, PhD; TX LPC; CA LPCC; NCC; CCMHC, David Shepard, PhD; CA Licensed Psychologist, Mary Read, PhD; CA LMFT*

Counselor Educators and Supervisors have the challenge of navigating students/supervisees who do not demonstrate appropriate professionalism or professional dispositions.

Faculty members and supervisors recognize that students/supervisees often have a passion for the career and can feel devastated if that career cannot be pursued. Additionally, supervisors/faculty members are gatekeepers and have a responsibility to protect the public. This presentation is a forum to share documents and processes for how to manage these difficult situations. The presenters will discuss their processes of remediation, counseling students out of the program, and dismissal. Presenters will share what they have learned the hard way and will invite others to share their stories as well.

11:00 - 11:50 AM | Virginia  
013 | Education Session | CE 1.00

### **Managing Expectations, Classrooms, and Gatekeeping in Online Counselor Education**

*Kristi Cannon, PhD; LPC; NCC, Lotes Nelson, PhD; LPC; ACS; NCC, Esther Benoit, PhD; LPC; NCC*

Online counselor education takes many forms in today’s academic environment. What seems consistently true, however, is the unique challenges that come into play when teaching online. While there are vast benefits in online education for students and faculty, alike, there are also many hurdles that can leave faculty questioning their own pedagogical competence. The goal of this presentation is to highlight some of the ugly truths in online education—that students can feel entitled, that faculty sometimes feel ill-equipped to support student learning needs, and that gatekeeping can be a significant real challenge—and counter these with some best practices in how we, as fellow counselor educators, can foster support for ourselves and each other in our many online classroom experiences.

11:00 - 11:50 AM | Medina  
014 | Education Session | CE 1.00 | (E) (S)

### **Incidents of Inadequate and Harmful Clinical Supervision Experienced By Post-Master’s Counselors**

*Ryan Cook, PhD; Licensed Professional Counselor; Approved Clinical Supervisor*

There is evidence that many supervisees may unknowingly receive inadequate or harmful supervision. The presenter will discuss findings from a recent quantitative study that examined the incidents of inadequate and harmful supervision experienced by a sample of post-master’s counselors. Attendees will learn operational definitions for inadequate and harmful supervision. They will also gain insight into the frequency of substandard supervision experienced by counselors seeking state licensure. Implications for supervisees, supervisors, and counselor educators will be discussed.

11:00 - 11:50 AM | Jefferson A  
015 | *Education Session* | CE 1.00

### **Reasons for Teaching Motivational Interviewing in School Counseling Programs**

*Robert Pincus, PhD; Professional School Counselor Certification (FL, TN, NC, LA, NY), Reagan North, Masters Degree; M.Ed. in School Counseling; Certified School Counselor (WA)*

Motivational interviewing is a clinically sound and ethical treatment for adolescents based on past research. Dr. William Miller designed motivational interviewing in the 1980s while working with clients suffering from substance abuse to solicit change talk that empowers the clients to control their own lives. Nine professional school counselors in middle and high school shared stories of their experiences and perceptions using motivational interviewing with their student clients. The results suggested motivational interviewing is an effective technique in working with middle and high school students. This presentation will discuss whether motivational interviewing should be taught in school counselor education programs.

11:00 - 11:50 AM | Ballard  
016 | *Education Session* | CE 1.00

### **Facilitating an Affinity Group for International Counseling Students**

*Shuhui Fan, Masters Degree; MS; NCC; Licensed Professional Counselor in China, Natoya Haskins, PhD; NCC; LPC*

International counseling students, as a special group, bring different languages, experiences, and perspectives to counseling educational programs in the US. However, as outsiders, they usually experience unique challenges. Counselor educators use different strategies to help them overcome these challenges. One of the strategies is the affinity group. The authors have been facilitating an affinity group for international counseling students in their department for the last year. The authors will share the general experiences of international counseling students as well as their own experiences in facilitating the affinity group, including the preparations, topics discussed in the group, group dynamics, and challenges they have experienced while facilitating the group.

11:00 - 11:50 AM | Juniper  
017 | *Education Session* | CE 1.00

### **Good Writing: A Work in Progress**

*Shawn Patrick, EdD; NCC; LPC, John Beckenbach, EdD*

Writing can be challenging for anyone. Education has shifted away from writing development, leaving more students and new professionals feeling less knowledgeable or confident about their writing skills. Academic and professional writing brings a new set of problems as the expectations of this style of writing can feel restrictive. Counselor educators are also tasked with forming research agendas; this process can become daunting—even demoralizing—when one experiences doubts

and uncertainty about writing. This didactic and experiential session will identify effective practices for improving writing skills and address the formation of the writer's "voice." Effective writing habits will be discussed and connected to the development of a research agenda. Methods for incorporating these concepts into courses will be identified.

11:00 - 11:50 AM | Jefferson B  
004 | *Career Focused Session* | CE 0.00

### **Academic Employment Tips for Foreign Born Counselor Educators**

*Paola Premuda-Conti, PhD; Certified Rehabilitation Counselor (Commission on Rehabilitation Counselor Certification, Certificate # 112478); Basic Evaluation Certificate, McCarron-Dial Systems, (TX)*

The number of international students at U.S. universities is at an all time high, with more than a million students reported in the academic year 2017-2018; 382,953 of these are pursuing graduate degrees (Institute on International Education, 2018). Many international students are concerned about their safety, nonimmigrant status and employment opportunities after graduation in the current sociopolitical climate (Farrugia & Andrejko, 2017).

The proposed session will focus on relevant information to international students, and on presenting a method to help students decide on what type of academic job opportunities in the U.S. they want to pursue. In addition, the session will cover how to find and apply for academic positions, basics of the academic hiring process, and alternative plans in case an expected job does not materialize.

11:00 AM - 12:20 PM | Issaquah B  
008 | *80-Minute Panel Discussion* | CE 1.50

### **Developing and Implementing Bilingual Counseling Training Programs in Counselor Education: A Panel Discussion Representing Three Universities**

*Claudia Interiano, PhD; Licensed Professional Counselor Associate, Yvonne Castillo, PhD; LPC; NCC, Derek Robertson, PhD; LPC-S, Angelica Tello, PhD; LPC, NCC, Heather Trepal, PhD; LPC-S, Elias Zambrano, PhD; Certified School Counselor, Jacqueline Contreras, Masters Degree; LPC-I*

From 1980 to 2007, the number of non-English speakers in the United States increased 161% to over 60.4 million individuals (U.S. Census Bureau, 2013). Few Counselor Education programs specifically train practitioners to deliver bilingual counseling services (Verdinelli & Biever, 2009). The bilingual-Spanish counseling certificate programs housed in three counselor education programs in the Southwest U.S. represent some of the few such programs in the nation. This panel discussion will provide information regarding the need for bilingual pedagogy and supervision in counselor education programs. Panelists will discuss program design, implementation, strengths and limitations, research, and impact on student competency.



11:00 AM - 12:20 PM | Issaquah A  
010 | 80-Minute Panel Discussion | CE 1.50

### **Paying It forward: The Multiple Roles of Mentoring in Counselor Education**

Quinn Pearson, PhD; LPC (AL,LA), Kevin Stoltz, PhD; NCC; ACS, Jamie Carney, PhD; NA, Miranda Parries, PhD; LPC, Amy Davis Masters Degree; Doctoral Candidate; NCC

This panel includes presenters whose experiences span the range of mentoring relationships and foci in counselor education and counseling settings. Presenters, all of whom have experienced mentoring as mentors and mentees and who are at various stages of their careers in counseling and counselor education, will convey their experiences related to the following themes: types of mentoring, functions of mentoring, and mentoring relationships. They will highlight essential knowledge, competencies, and processes related to formal and informal mentoring relationships, identity-related and task-specific mentoring, cross-cultural and cross-gender mentoring, and single versus multiple mentors. Following prepared remarks by each presenter, the panel will invite audience questions in order to co-create a rich discourse.

11:00 AM - 12:20 PM | Ravenna B/C  
018 | 80-Minute Panel Discussion | CE 1.50 | (S)

### **International/Transnational Supervision in U.S. Counseling Programs: Perspectives from Faculty and Students**

DoHee Kim-Appel, PhD; LPCC-S; IMFT-S; LICDC; ATR-BC; NCC, Bellah Kiteki, PhD; LPC (OH); NCC, GoEun Na, PhD; NCC, Cheruba Daniel, Masters Degree; Licensed Professional Counselor (LLPC), Jeongwoon Jeong, Masters Degree; NCC, MS, Devika Dibya Choudhuri, PhD; LPC (MI, CT); NCC; CMHC; ACS; Certified EMDR Therapist, Jonathan Appel, PhD; LPCC-S; LICDC-CS; IMFT; CCFC; NCC; CCMHC; NCCC; ICCS; CPT

This panel presentation will discuss the cultural issues (including the level of acculturation and the supervisory expectations) in supervision focusing on the relationship between international clinical faculty supervisors and domestic students; as well as transnational faculty and international students in clinical courses. The presenters' own research and clinical experiences related to supervision will be used to illuminate the supervisory connections between international faculty, clinical supervision, and clinical students. This presentation provides an overview of the unique needs and challenges that international faculty clinical supervisors and students encounter and/or experience and provides strategies to gain a better understanding of what is needed for effective and more satisfactory cross-cultural supervisory relationships.

11:30 - 12:20 PM | ACES Suite  
Meeting | CE 0.00

### **Neuroscience Interest Network**

12:00 - 12:50 PM | Redwood A  
019 | Education Session | CE 1.00

### **A Comparison of Student Engagement in Flipped, Online, and Traditional Counseling Courses**

Clare Merlin-Knoblich, PhD; NCC, Josh Smith, Masters Degree; NCC

Flipped learning is an increasingly popular hybrid teaching approach in which instructors deliver course content through pre-recorded video lectures, then engage students in application activities during face-to-face class time. In counselor education, flipped learning allows counselor educators to free up class time for additional skills practice, class discussions, and other activities. Research on flipped learning in counselor education is limited, and no previous studies have compared student engagement in flipped, online, and traditional counseling courses. In this presentation, we share findings from one such study in which we identified statistically significant differences between student engagement in flipped and non-flipped counseling courses. We will share these findings, as well as implications for counselor educators.

12:00 - 12:50 PM | Willow A  
020 | Education Session | CE 1.00

### **CACREP Table Talk/Standards Revision Session**

Robert Urofsky, PhD

This interactive session is an opportunity for CACREP to provide an update on accreditation matters and for counselor educators to interact with CACREP representatives to ask questions and share information about what is occurring in your program, institution, and/or state that is influencing counselor preparation and counseling practice. Representatives from the 2023 Standards Revision Committee will be in attendance to share preliminary information on the revision process.

12:00 - 12:50 PM | Cedar B  
021 | Education Session | CE 1.00

### **Doctoral Practicum Experiences: Increasing Leadership Opportunities**

*Susan Lahey, PhD; Licensed Marital and Family Therapist AAMFT Approved Supervisor, Rachel Christian, Masters Degree; NCC; LPC-MHSP; CSAT; BCST, Madison Nunneley, Masters Degree, Kate Worley, Masters Degree; MA in Clinical Mental Health Counseling; EMDR 1 and 2 trained, Cayce Brewer, Masters Degree; MFT; NCC; EMDR part 1&2 trained clinician; TF-CBT trained clinician, April Cagle, Masters Degree; Licensed Marriage and Family Therapist (TN); Gottman Level 1 and 2; Prepare and Enrich Certification, Colton Shannon, Masters Degree; EMDR trained*

Doctoral students can experience advanced clinical and leadership opportunities during the practicum semester. They present in practicum with some level of clinical experience. The approach to supervision experiences can often focus upon modeling advanced clinical skills of the supervisor, actual supervision responsibilities, or opportunities for leadership within their organization. This session will focus on intentionally creating a focus on leadership development during the doctoral practicum. The leadership growth will only enhance the development of a professional counselor identity.

12:00 - 12:50 PM | Redwood B  
022 | Education Session | CE 1.00 | (E) (S)

### **Mandated Reporting & Counselor Education/Supervision: Helping Students/Supervisees Navigate the Emotional Roadblocks to Ethical and Legal Practice**

*Sheri Pickover, PhD; Licensed Professional Counselor*

Recent incidents of mandated reporters failing to disclose child abuse illuminates the need for counselors to confront the emotional factors that prevent ethical and legal mandated reporting. This presentation will review current research on four barriers to mandated reporting; institutional culture, personal values, cultural awareness and physiological responses. The presentation will identify specific points in the counselor education curriculum to address mandated reporting and will demonstrate specific experiential interventions and strategies designed to improve student/supervisee self-awareness and ensure legal and ethical mandates occur.

12:00 - 12:50 PM | Leschi  
023 | Education Session | CE 1.00

### **The Technological Self: A Developmental Approach to Understanding the Intersection of Technology and Culture in Counseling and Supervision**

*Kathryn Alessandria, PhD; LPCMH (DE), NCC; ACS, Stephanie Bambrick, Masters Degree*

Counselors and supervisors must be aware of clients' histories, cultures, and means of communicating, as well as

how these elements influence their own attitudes and beliefs when implementing culturally appropriate interventions. We present a model of the "technological self" that emerged from a qualitative study of trainees' reflections on digital communication across generations. The model conceptualizes the intersection of technology, generational status and the lifespan through a cultural lens. We present the model's application to counseling and supervision using the MSJCCs. Join us to discuss how these findings can better inform our work as culturally sensitive counselors, supervisors, and counselor educators. Practical applications of the model will be discussed through PowerPoint interactive exercises, and case studies.

12:00 - 12:50 PM | Virginia  
024 | Education Session | CE 1.00

### **A Wellness, Multicultural, and Social Justice Supervision Model for Counseling Interns In a Community Counseling Center**

*Erik Messinger, PhD; LPCA, NCC, Helen Lupton-Smith, PhD; NA, Malaika Edwards, Masters Degree; LPC, NCC, Rasha Mohamed; Masters Degree; LPC, NCC, BJ Durham, MA, Marc Grimmatt, PhD*

At a community counseling center, sponsored through a counselor education program, clinical mental health counseling interns and practicum students are supervised and trained in a model that highlights a wellness, multiculturalism, and social justice perspective. This supervision model is structured around weekly reflections and readings to promote strategies and practices of counseling. Students complete weekly reflections which are then processed in individual supervision, group supervision, and staff meetings. Assigned weekly readings related to this model of practice enhances the counseling intern's growth and development to provide culturally competent, accessible, wellness based counseling services to the community.

12:00 - 12:50 PM | Jefferson B  
025 | Education Session | CE 1.00

### **A Meaningful Transition to Online Counselor Education: Perceptions and Best Practices**

*Natalie Hale, PhD, Corinne Bridges, EdD, LPC; NBC*

The growing trend of online academics in counselor education and supervision (CES) programs has necessitated a greater number of faculty members to become proficient in both traditional and online teaching practices (Association for Counselor Education and Supervision, 2016). The counseling profession has accommodated for technological change in ethical guidelines and accreditation standards; however, limited literature exists to understand how counselor educators are navigating this process. This presentation highlights research identifying how CES faculty across the United States are experiencing their transition from traditional to online teaching including common concerns and needs as well as emerging best practices to support effective learning for online counseling students.

12:00 - 12:50 PM | Seneca  
026 | Education Session | CE 1.00

**Did I Hear (Do) That?: A Process for Addressing Microaggressions in Counselor Education Programs**

*Charmaine Conner, Masters Degree; M.S.; LPC-Intern; NCC, Mónica Rodríguez, Masters Degree; NCC, LPC-Intern*

Counselor educators and counselors-in-training experience micro-aggressions related to race, gender, sexual orientation, etc., within their counseling programs (Constantine, Smith, Redington, & Owens, 2008). Such experiences can have an adverse impact on the academic/professional, cognitive, and emotional development of marginalized counselors-in-training and counselor educators (Short & Williams, 2014). Attendees in this presentation will develop an understanding of how to address micro-aggressions with their peers, counselor educators, supervisors, and clients. Join us for an interactive experience.

12:00 - 12:50 PM | Ballard  
027 | Education Session | CE 1.00

**One Counseling Program, Multiple Sites: Reflections of a CACREP Multi-Site Initial Application and Site Visit**

*Angela Schubert, PhD; LPC; NCC; CCMHC, Jessica Taylor, PhD; LPC; NCC; BC-TMH*

As the counseling field moves toward a single entity, CACREP is considered the national standard (Mascari & Weber, 2013) by which to evaluate professional counseling programs. The 2016 CACREP Standards were written "with the intent to promote a unified counseling profession" (CACREP, 2015, p. 4) and to "ensure that students graduate with a strong professional counselor identity" (CACREP, 2015, p. 4). In our pursuit to become a CACREP accredited program with multiple sites, the lack of resources available to assist programs seeking multiple-site CACREP accreditation was challenging. This session will cover experiences and lessons learned from preparing to apply for accreditation, writing all necessary documents, and completing the site visit. Presenters will provide a site visit agenda sample for further discussion with audience members.

12:00 - 12:50 PM | Capitol Hill  
028 | Education Session | CE 1.00

**Does Counseling Students' Development Align with the Rønnestad and Skovholt's LDM Model?: Data from an Initial Collection and a One-Year Follow Up**

*Katherine Purswell, PhD; LPC; RPT; CCPT-Trainer, Ben Willis, PhD; NCC; ACS*

The presenters used Q-methodology to examine counseling students' perceived development at one point and again roughly a year later using Rønnestad and Skovholt's (1993) Lifespan Development Model (LDM). The data was analyzed at each time point to understand the perspectives and

experiences of students, and then the data from the different time points were compared to see if their development matched the hypothesized development from the LDM. After overviewing Q methodology and reporting the findings, this presentation will include suggestions for and group discussion on supporting counselors' development through teaching, supervision, and research. The focus will center on how to understand and utilize the results as well as how to research counselor development.

12:00 - 12:50 PM | Boren  
029 | Education Session | CE 1.00

**A Comparison of GPA and Faculty Interview Ratings During Admissions as a Predictor of Performance**

*Denita Hudson, PhD; PC (Ohio); NCC; CCTP (Certified Clinical Trauma Professional); Master Mental Health Facilitator (MHF), Tiffany Rush-Wilson, PhD*

Admission procedures are among the initial gatekeeping process in Counselor Education programs. The wide use of applicant undergraduate GPA, standardized test scores, writing samples and interviews address the current CACREP standards for applicant selection and consideration. However, the question of if what and how we evaluate applicants can predict success for academic performance and ultimately professional counseling practice remains debatable. This research compares GPA and faculty interview ratings to faculty and supervisor evaluations obtained at three points in a CMHC program. Findings could assist in the development of admission procedures that measure the applicants on multidimensional facets and yield greater preparedness and success for counselors entering the field.

12:00 - 12:50 PM | Aspen  
030 | Education Session | CE 1.00

**Enhancing Your Super Efficacy in Teaching Multicultural Counseling Pedagogy**

*Suzanne Whitehead, EdD; LMHC; NCC; MAC; LAC, Dianne Vargas, EdD; PPS for School Counseling, Quenna Martinez, Bachelors Degree*

Teaching multicultural competencies effectively to a wide array of students from differing cultures and backgrounds can be a challenging endeavor for any counselor educator. Examining and owning one's biases, as well as confidently knowing how best to reach your students can create internal conflicts and distress that makes it difficult to know how best to proceed. This workshop will examine various creative techniques and strategies that have been proven successful in helping students (and oneself) to engage in seriously reflective dialogue, examine where and how students' ethnocentric phenomenological worldviews developed, and how to help them attain meaningful professional growth. This workshop is designed for every counselor educator, from every background, to attain increased efficacy in teaching multicultural counseling pedagogy.

12:00 - 12:50 PM | Jefferson A  
032 | Education Session | CE 1.00

### **Feminist Pedagogy: Exploring the Lack of Feminist Thought in Counselor Education**

*Shana Gelin, Masters Degree; Board Certified Counseling (NCC)*

This presentation is to expose the need for more feminist thinking and perspectives in counselor education (specifically, pedagogical aspects). This session will contain historical and significant information about feminist theory; while expressing the lack of implementation of feminist approaches in the counseling field, ways this theory can be used, and the importance of reflecting upon pedagogical approaches as societal norms/patterns continues to evolve.

12:00 - 12:50 PM | Columbia  
033 | Education Session | CE 1.00

### **Utilizing the School Counseling Session Framework Tool and Collaborative Learning to Enhance Instruction of Counseling theories and Techniques**

*Dione Taylor, EdD; Pupil Personnel Services Credential, School Counseling*

This program will introduce a proprietary instrument, the School Counseling Session Framework Tool, designed for use with graduate candidates when learning counseling theories and the practical application of counseling techniques. The School Counseling Session Framework Tool serves as a decision-making instrument to consult when graduate candidates consider how to classify the nature of the student's needs and which strategies and techniques are needed to address them. This program will also discuss the effectiveness of collaborative learning techniques as an enhancement to the learning process.

12:00 - 12:50 PM | Juniper  
034 | Education Session | CE 1.00

### **Beyond the Theory-of-the-Week Approach: Key Concepts for the Teaching of Theories in the 21st Century**

*Carlos Zalaquett, PhD, Kellie Forziat-Pytel, Masters Degree; NCC, Jennifer Hanna, Masters Degree; NCC, Mary Bradford-Ivey, PhD; LCPC*

A primary task of counselor educators is teaching counseling theories to master's level students. Theories provide consistent frameworks to conceptualize clients' issues, establish goals, develop treatment plans, and assess outcomes. Teaching theories is becoming more complex with 500 to 1,000 theories

available today. Current practices face many issues related to the theory-of-the-week approach; selecting which theories to teach; overlooking newer theoretical developments; relying on secondary sources/exclusion of original work; acceptance of evidence-base status without further confirmation (e.g., Woozle theories); and over emphasizing the importance of the relationship over theory. Newer approaches that address these complexities and challenges are needed. This presentation offers new perspectives for teaching theories.

12:00 - 12:50 PM | Medina  
035 | Education Session | CE 1.00

### **Innovation for Success: Intentionality in Supporting Black Male Faculty Toward Tenure**

*Alfonso Ferguson, Masters Degree; LMHC (NY); NCC, David Ford, PhD; LPC (NC,VA & NJ); Approved Clinical Supervisor; NCC, Michael Hannon, PhD; NCC; Certified School Counselor (NJ); Director of School Counseling Services Endorsement (NJ), Tyce Nadrich, Masters Degree; LMHC (NY); NCC, Linwood Vereen, PhD; Professional Counselor*

The process of the diversifying counselor education can be bolstered through understanding the experiences of underrepresented populations. This presentation focuses on the findings of a qualitative study on the experiences of eight tenured Black male counselor educators. Presenters will share what factors participants reported that contributed to their successfully attaining tenure and provide recommendations for counselor preparation programs in retaining diverse faculty.

12:00 - 12:50 PM | Greenwood  
036 | Education Session | CE 1.00

### **Moral Distress in Rehabilitation Counseling**

*Paul Bourgeois, PhD, Certified Rehabilitation Counselor, Michael Hartley, PhD*

Moral distress is described as a phenomenon in which one knows the right action to take but is constrained from taking it (Jameton, 1984). This session will explore the presence of moral distress among rehabilitation counselors and factors contributing to why they felt constrained from engaging in ethical action. Building upon previous research on burnout, compassion fatigue, and ethical decision making in the field of counseling, this session will highlight the unique challenges and distress that are faced by practitioners. Implications for counselor educators, supervisors, practitioners, and students will be discussed.

12:30 - 1:20 PM | ACES Suite  
Meeting | CE 0.00

### Teaching Interest Network

1:00 - 6:00 PM | Grand Ballroom A & B  
CE 0.00

### Exhibit Hall

1:00 - 4:00 PM | Fremont  
CE 0.00

### Meditation Room

1:00 - 4:00 PM | Kirkland  
CE 0.00

### Wellness Area

1:30 - 4:20 PM | Willow A  
Meeting | CE 0.00

### CACREP Team Member Training (Invitation Only)

1:30 - 2:20 PM | ACES Suite  
Meeting | CE 0.00

### Ethics and Professional Standards Interest Network

1:30 - 2:00 PM | Second Floor Window Area  
037 | 30-Minute Poster Presentation | CE 0.00

### #Youarenotalone: Social Advocacy Projects on US-Mexico Border

*Anya Lainas, PhD; LPC; NCC*

Counseling community has an ethical responsibility to advocate for clients' well-being. Counselor educators who work along US-Mexico borders often faced with dilemma on how best assist students and their clients who are affected by current issues related to US-Mexico border. In the age of social media, it is important to use this resource to reach out and advocate for most vulnerable populations. When utilized ethically by mental health professionals, the social media platform is a cost-effective way to reach large audience to bring attention to mental health issues related to current political situation that are often misconstrued in traditional media. Counselor educators will learn about social advocacy project assignments that can be systemically implemented in counselor education programs in order to assist student development.

1:30 - 2:00 PM | Second Floor Window Area  
044 | 30-Minute Poster Presentation | CE 0.00

### Interpersonal Neurobiology as a Framework for Integrating Curriculum Content

*Wesley Webber, Masters Degree, NCC*

The 2016 CACREP standards state that accredited programs should address "biological, neurological, and physiological factors that affect human development, functioning, and behavior." Such literature is vast and often highly specialized, and the task of presenting such information to students in a way that fosters both engagement and their professional development can be challenging. This presentation will provide practical concepts from Daniel J. Siegel's Interpersonal Neurobiology (IPNB) which can serve as a means of integrating specific neurobiological knowledge within the broader context of curricular experiences in counselor education programs. With a focus on interactions of mind, brain, and relationships, IPNB can illustrate at the neurobiological level processes of dysfunction but also processes of healing (such as counseling).

1:30 - 2:00 PM | Second Floor Window Area  
045 | 30-Minute Poster Presentation | CE 0.00

### Master-Level Student Experiences During a Transition towards a CACREP Accredited Program

*Kyle Wockenfuss, Masters Degree; LMHP; CPC; NCC, Courtney East, PhD; NCC*

Counselor education is transforming internally and externally. Accreditation has been the traditional form of external evaluation of quality for counselor preparation programs, which directly impacts school, program, faculty and student experiences (Honderich & Lloyd-Hazlett, 2015; Ritchie & Bobby, 2011). A stronger movement towards external accreditation in counseling calls for an expansion of key stakeholders in the accreditation process — particularly students and an understanding of their experiences (Warden & Benshoff, 2012). This presentation focuses on the need for educators and programs to better understand students' roles in the accreditation processes, by reviewing master-level counseling student experiences within a program seeking CACREP accreditation.

1:30 - 2:00 PM | Second Floor Window Area  
056 | 30-Minute Poster Presentation | CE 0.00

### **A Framework for Promoting Empowerment and Engagement of Male Supervisees In the Supervisory Relationship**

*Edson Andrade, Masters Degree, Linsdale Graham, Masters Degree*

Male counselors experience the same gender norms as the general male population. Such gender dynamics impact counseling supervision. Supervision approaches have been developed for working with diverse populations; yet, no known approach has been developed for addressing concerns encountered by male supervisees. Motivational interviewing (MI) has been used as an approach for clinical supervision as well as an approach for counseling with male clients. By first discussing the impact of male gender norms in counseling supervision, this presentation sets the basis for introducing an MI-based supervision approach for male supervisees. This approach focuses on the four processes MI supervision: engaging, focusing, evoking, and planning.

1:30 - 2:00 PM | Second Floor Window Area  
058 | 30-Minute Poster Presentation | CE 0.00

### **Game-Based Learning as an Instructional Strategy for Counseling Courses**

*Yuh-Jen Guo, PhD; LPC, NCC, Shu-Ching Wang, PhD; LPC, CSC, Tina Sacin, PhD, Ashley Kranz, MS, George Loftis, MS*

Game-based learning is a pedagogical practice which brings games into classrooms to enhance students' learning experience and increase their attention and motivation in class. Experiences and student feedback are shared about the practice of game-based learning in several counseling courses. This presentation will provide a discussion about the use of game-based learning in counseling courses. Experiences and student feedback will be shared and discussed to help audience understand the game-based learning and how they may use it in their teaching of counseling courses.

1:30 - 2:00 PM | Second Floor Window Area  
060 | 30-Minute Poster Presentation | CE 0.00

### **Feminist Integrated Developmental Model of Supervision**

*Leila Warraich, Masters Degree; NCC*

This poster session will introduce a model of supervision called the Feminist Integrated Development Model (FIDM). FIDM is a multicultural model of supervision developed for counselors-in-training. Supervision models often take a developmental approach in providing counselor trainees with a comprehensive understanding of themselves and their clients, yet multicultural and systemic considerations are often left as an afterthought. FIDM works to ensure supervisees are developing their multicultural competency as well.

1:30 - 2:00 PM | Second Floor Window Area  
061 | 30-Minute Poster Presentation | CE 0.00

### **Examining Privilege Dynamics between First Time Doctoral Student Supervisors and Masters Practicum Students Using Multicultural and Social Justice Counseling Competencies**

*Christopher Baxter, Masters Degree; M.Ed, Certified PK-12 School Counselor (GA), Bredell Moody, Masters Degree; M.Ed., LPCA (NC); NCC*

In counselor supervision, the strength of the relationship between supervisor and supervisee is critical in facilitating growth and understanding of practical application of counseling skills. We will examine specific privilege dynamics between first time doctoral student supervisors and masters practicum students, and the impact of those dynamics on the supervision relationship.

1:30 - 2:00 PM | Second Floor Window Area  
062 | 30-Minute Poster Presentation | CE 0.00

### **Recommendations for Training Clinical Mental Health Counselors to Assist Survivors of Partner Abuse**

*Liane Leedom, PhD; Licensed Physician and Surgeon (CT)*

Therapy experiences of 297 intimate partner abuse survivors, recruited over the Internet, who identified traits of ASPD/psychopathy in their partner, were examined. In quantitative and qualitative responses, participants reported on clinicians' knowledge of psychopathy and abuse, and their satisfaction with the amount, quality and helpfulness of therapy. Clinicians lacking knowledge of the interpersonal impact of psychopathy were more likely to blame clients for the abuse and have difficulty establishing therapeutic alliances. Lack of knowledge predicted low satisfaction with therapy, unhelpful and harmful therapy. Results inform the need to educate therapists and develop evidence-supported treatments for intimate partner abuse survivors.

1:30 - 2:00 PM | Second Floor Window Area  
063 | 30-Minute Poster Presentation | CE 0.00

### **The Substance Abuse Epidemic: Understanding Sobriety Strategies for Success**

*Stephanie Thorson-Olesen, PhD, Debra Murray, PhD; ICS; CSAC*

The U.S. is faced with a substance abuse epidemic and counselor educators/supervisors are at the forefront of training helping professionals. Therefore, this qualitative study sought to capture what contributed to the sobriety of 52 participants. Furthermore, a resource list of evidence-based treatment for licit and illicit substances, including opioid treatment will be provided. Helping to achieve and maintain sobriety is essential so that more individuals can speak to the recovery process.

1:30 - 2:00 PM | Second Floor Window Area  
066 | 30-Minute Poster Presentation | CE 0.00

### **Fatphobia and Clinical Counseling Decision Making in Master's Level Counseling Students**

*Kaitlyn Forristal, PhD; LPC (OH); NCC, John Laux, PhD*

The Centers for Disease Control and the World Health Organization have documented an increase in the number of fat people on earth in recent decades. This increase in fat people is being met with a strong backlash of anti-fat biases, or fatphobia. As the global obesity rate increases, counselors should be prepared to see an increase in fat clientele. This poster presentation details the presenter's dissertation study on fatphobia in counselor education students. This study explores the relationship between client body size, diagnosis, and severity of Major Depressive Disorder assigned by masters-level counseling students using case vignettes. This sample (N = 113) significantly differed in diagnoses assigned to obese clients by assigning more severe MDD diagnosis than thin or overweight clients.

1:30 - 2:00 PM | Second Floor Window Area  
069 | 30-Minute Poster Presentation | CE 0.00

### **A Validation Study of a Measure for Subjective Socioeconomic Status**

*Lisa Hawley, PhD; LPC*

Participants will gain current knowledge of the issues related to measuring socioeconomic studies (SES) in counseling research. Examples of subjective and objective SES measures will be discussed. A validation study of a short-item subjective SES measure will be presented. Psychometrics and recent clinical testing of the inventory will also be included. Participants will gain information related to implementation of SES measures in counseling settings.

1:30 - 2:00 PM | Second Floor Window Area  
071 | 30-Minute Poster Presentation | CE 0.00

### **The "Art" of Assessment in Group Supervision**

*Marlene Estesnson, EdD; LPCC-S, David Brown, PhD; LPCC-S; LCDC-III; NCC; ACS*

Assessing a student's developmental stage and determining how their clinical work is impacting the trainee personally, are important skills for supervisors and educators to master. This presentation will provide the major research findings of an art activity utilized in group supervision. Artifacts will demonstrate the symbolic expression of stress levels,

how trainees at different developmental stages experience supervision, and illustrate some ways that students process their field experience. By sharing the art in group supervision, members reported a deeper level of self-awareness and group cohesiveness. Discussion will be encouraged, and experiential opportunities will be provided.

1:30 - 2:00 PM | Second Floor Window Area  
079 | 30-Minute Poster Presentation | CE 0.00

### **Taking Back Our Power (1-B): How Do Research Courses Offered within Other Disciplines Affect Our Students?**

*S. Todd Bolin, Masters Degree; LPC; LMFT; RPT, C. Missy Moore, PhD; LPCA; NCC*

There is a growing concern related to the quality of research training in Counselor Education and Supervision programs (Wester et al., 2013). Across counseling programs, doctoral programs range in the type of research courses offered to meet these standards, with many programs reporting that these research courses are taught by faculty in other disciplines (Borders et al., 2014). It is unknown how research courses taught by other disciplines influence counselor education students' research preparation and the potential gap between research training and application. Therefore, this presentation will share current research related to research coursework in counselor education and provide data demonstrating how research coursework taught by other disciplines influences counselor education students.

1:30 - 2:00 PM | Second Floor Window Area  
083 | 30-Minute Poster Presentation | CE 0.00

### **Trauma-Informed Supervision: A Qualitative Study**

*Gina Martin, Masters Degree; LPC; NCC, David Duys, PhD, Carol Smith, PhD; LPC; NCC*

We will discuss challenges supervisors experience when clinicians are working with clients who have experienced trauma from a phenomenological lens. Our research focuses on how supervisors are approaching trauma in counseling with their supervisees. We examine how trauma manifests in the counseling relationship, how trauma affects both the clinician and the supervisor, as well as how supervisors can ameliorate the adverse effects of working with those who have experienced trauma. The idea of secondary trauma, vicarious trauma, tertiary trauma, and compassion fatigue are discussed as precursors to burnout. The presenters will discuss data that has been collected from current supervisors in the counseling field, and discuss what needs have been identified in this study.

1:30 - 2:00 PM | Second Floor Window Area  
084 | 30-Minute Poster Presentation | CE 0.00

### **Examining the Impact of Emotional Labor in Counselor Education**

*Taryn Richardson, PhD; CRC; NCC, Jennifer Sanchez, PhD; CRC; Professional Teaching Certificate*

Emotional labor occurs when individuals engage in work that require displaying emotions as part of the job and when one manages their emotions in the workplace. Findings on emotional labor in university settings indicate that there is a relationship between emotional labor and burnout as well as job satisfaction (Mohoney, Buboltz, Buckner, & Doverspike, 2011). It is not clear, however, to what extent these conclusions apply to counselor educators. As counselor educators play a vital role within the profession, this presentation seeks to discuss the impact of emotional labor in counselor education. Specifically, the results of a study that examined the relationship between emotional labor, burnout, and job satisfaction will be presented. Implications for counselor educators will also be provided.

1:30 - 2:00 PM | Second Floor Window Area  
090 | 30-Minute Poster Presentation | CE 0.00

### **Integrating and Accelerating Behavioral Health Services in Rural Communities: Curriculum and Clinical Lessons Learned**

*Loni Crumb, PhD; LPC, Supervisor, Allison Crowe, PhD; LPC, Supervisor*

Rural residents have difficulty accessing and receiving quality mental health services. The course, Integrated Behavioral Health with Rural Communities, was developed to train master's students to provide culturally-responsive services in rural areas using an integrated approach. Presenters will discuss the curriculum and lessons learned as well as clinical implications for counselor students.

1:30 - 2:20 PM | Redwood B  
039 | Education Session | CE 0.00

### **Build It and They Will Come: Building a CACREP Equivalent Program in 24 Months**

*Maria Avalos, PhD; LPC-S; NCC*

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

1:30 - 2:20 PM | Jefferson A  
040 | Education Session | CE 1.00

### **Equine Experiential Education: Using Equines in Counselor Education and Supervision to Enhance Skill Development**

*Hailey Martinez, PhD; LCPC (ID); CPC (NV); NCC; Level 1 E3A Certified Practitioner, Jennifer Gess, PhD; MHMC (WA); LCPC (ID), Taylor Dupree, Masters Degree, Brittany Dennis, PhD*

Incorporating equines in counselor education and supervision (CES) is a creative, experiential tool to deepen counselors-in-training (CIT's) learning. Experiential learning provides the opportunity for CIT's to problem solve, collaborate, and foster self and other awareness. Use of equines in CES through experiential learning is beneficial in deepening CIT's knowledge, awareness, and demonstration of basic and advanced skills. The presentation will introduce participants to research findings from presenters' current study of equine experiential education within CES. Presenters will share insights from both personal and professional experiences to explore ways of successfully incorporating equines in CES. The presentation will speak to how equine experiential education provides opportunity for CIT's continued professional development.

1:30 - 2:20 PM | Juniper  
042 | Education Session | CE 1.00

### **High-Performing Collaborative Research Teams: How Do You Make it Happen?**

*Dee Ray, PhD; LPC-S; NCC; RPT-S, Elizabeth Burgin, Masters Degree; LPC; NCC, Cody Lankford, Masters Degree, LPC; NCC*

Research in counselor education is typically conducted through the collaborative process of a research team. High-performing and high-functioning teams are critical to the successful completion and dissemination of research. Presenters will discuss characteristics of effective research teams that help members be accountable to the collective goals of research projects. Participants will learn to apply systems of structure and accountability to maintain the forward-moving progress of research teams. Additionally, presenters will offer methods of recruitment and sustainability to attract and maintain enthusiastic researchers on a team. Using examples of thriving research teams conducting qualitative and quantitative studies, presenters will address issues of diversity regarding team members, research focus, and methods.



1:30 - 2:20 PM | Leschi  
043 | Education Session | CE 1.00

### **How and Why: The Development of a Personal Guiding Theory of Counseling for Counselors in Training**

*Carrie Merino, PhD; LPC, Amy Barth, PhD; LPC*

This dynamically interactive session is designed for counselor educators and supervisors, and will focus on integrating findings from a recent qualitative research study on the development of a personal guiding theory in masters level counseling students into rich discussion. A personal guiding theory is a counselor's foundational philosophy that guides therapeutic work while honoring the diversity of both the counselor and the client. In this session, participants will reflect on their own guiding theory development within the context of qualitative research findings from a phenomenological study of guiding theory development. Participants will then engage in discussion regarding specific strategies to implement in their roles as educators and supervisors.

1:30 - 2:20 PM | Ballard  
046 | Education Session | CE 1.00

### **Online Counseling Programs: Skills-Based Assessments and Practical Strategies for Assessing Effectiveness of Counseling Students**

*Ashley Ascherl Pechek, PhD; LPC; NCC*

Counselor education programs have grown at an accelerated rate across the country (Hartwig Moorhead, Neuer Colburn, Edwards, & Erwin; Reicherzer, Dixon-Saxon, & Trippany, 2009). With this demand, more programs are utilizing technology and the online learning modality to meet the needs of their students (Berge, Muilenburg, & Haneghan, 2002; Dunn, Rakes, & Rakes, 2014; Palmer, Shaker, & Hoffmann-Longtin, 2014). Despite the research that supports the effectiveness of online counseling programs, there remain criticism regarding whether students can develop the skills needed to effectively work with clients. This educational session will advocate for the incorporation of skills-based assessments in online programs and provide participants with practical strategies for measuring the effectiveness of their students.

1:30 - 2:20 PM | Metropolitan B  
049 | Education Session | CE 1.00

### **Strengthening Your Program's CACREP Self-Study**

*Frankie Fachilla, Masters Degree; LPC-MHSP; certified by EMDRIA for EMDR therapy, Kristie Carpenter, Masters Degree; LMFT; CTP via International Association of Trauma Professionals*

Even the best counseling programs sometimes struggle to prove that they are meeting the Council for Accreditation of Counseling and Related Educational Programs' (CACREP) standards in their

self-studies. This presentation identifies ten standards that programs often struggle to meet or struggle to provide effective evidence for meeting. You will learn strategies to meet these standards which will strengthen your self-study. Presenters will also discuss streamlined approaches for the program evaluation section of your self-study to help demonstrate that your program is ready for accreditation or renewal.

1:30 - 2:20 PM | Aspen  
054 | Education Session | CE 1.00

### **Relational Aspects of the therapeutic Alliance in Substance Abuse Treatment and Implications for Counselor Education**

*Jessica Brown, PhD; LPC; LAC; LADC, Cailen Birtles, PhD; LPC*

The presenters will discuss an original qualitative study that was conducted to explore the relational aspects of the therapeutic alliance in substance abuse treatment and the implications for counselor education. Historically, substance abuse treatment has been characterized by confrontation (Polcin, Mulia, & Jones, 2012). There is evidence that supports the movement away from confrontational and power-over dynamics within the therapeutic alliance in substance abuse treatment (Benishek, Kirby, Dugosh, & Padovano, 2016). The presenters will discuss the findings of their study that support the movement away from confrontational/power-over dynamics and the importance of counseling curriculum reflecting this shift, specifically in addiction counseling (and related) courses. Specific strategies to do so will be discussed.

1:30 - 2:20 PM | Boren  
065 | Education Session | CE 1.00

### **"I've Got Your Six!" Teaching Counselors Core Competencies In Working with the Military**

*Joseph Wehrman, PhD; LPC; NCC; ACS, Elizabeth Prosek, PhD, Elizabeth Burgin, MA*

As military personnel continue to serve in conflicts abroad, the need for highly trained professionals to assist them continues to be in high demand. Learn about research regarding and strategies for providing services to military personnel and their families, hear about the presenters' experiences as combat veterans, as well as gain tools for how to prepare counseling students to provide services to this unique population. Detailed handouts will be provided.

1:30 - 2:20 PM | Capitol Hill  
072 | Education Session | CE 1.00

### **Alcohol and Drugs in the Classroom? A Primary Prevention Tool for School Counselors**

*Louisa Foss-Kelly, PhD; NCC; LPC, Margaret Generali, PhD; Certified School Counselor*

Schools are the ideal setting for the early identification and screening of substance abuse problems in adolescents. This presentation will highlight the need for substance abuse prevention and early intervention within the high school setting. A two-pronged pilot study exploring the application of Screening, Brief Intervention and Referral to Treatment (SBIRT) as a primary prevention and early intervention tool for school counselors alongside delivery of classroom guidance lessons based on the tenets of SBIRT will be discussed. The presentation will also highlight the implementation process and preliminary findings.

1:30 - 2:20 PM | Columbia  
073 | Education Session | CE 1.00 | (E)

### **Addressing Conscience Clause Legislation in Counselor Education and Supervision**

*Jared Rose, PhD; LPCC-S (OH); NCC; EMDRC*

The amount of state-level legislation allowing the denial of counseling services to individuals with values that conflict with those of the counselor continues to increase. Such laws are in direct conflict with the values, principles, and ethical standards of the counseling profession. "Conscience clause" legislations are of concern due to the ability of the counseling profession to safeguard the welfare of clients. Much of the focus this legislation centers around the sanctioning of bias and refusal to provide services to affectional and gender minorities, and the intersection of sexual/affectional orientation to spiritual/religious values. The session will provide an overview of the legal and ethical issues, as well as specific, targeted, ready for implementation best practices in professional counseling education and supervision.

1:30 - 2:20 PM | Greenwood  
075 | Education Session | CE 1.00

### **Simulated Clinical Experience Using Virtual Reality: A Phenomenological Investigation**

*Tyler Wilkinson, PhD; LPC; NCC; ACS, Kathleen Bazile, Masters Degree; LPC; NCC*

Virtual reality as a pedagogical tool is increasing in popularity across many disciplines in higher education and even across K-12 curriculum due to increased availability and decreased

costs. One way in which some medical training programs have begun to incorporate virtual reality technology as a pedagogical tool is through simulated educational experiences. Currently, no research exists that looks at the potential uses of virtual reality to create simulated clinical experiences for counselor training. Findings from a phenomenological study of counseling students who were exposed to four virtual counseling sessions and implications for using virtual reality in counselor training and development will be discussed.

1:30 - 2:20 PM | Cedar  
076 | Education Session | CE 1.00

### **Student Centered & Affirmative Faculty Advisement**

*Mary Roberts, PhD; LPC-ACS; ATR-BC; ATCS, Eileen Douglas, Masters Degree; LPC; ATR-BC*

Student centered and affirmative faculty advisement will outline best practices in advisement to encourage student growth (Dweck, 2016; Isaak, Graves, & Mayers, 2006; Kirk-Kuwaye & Nishida, 2001). Core values in advisement practices along with policies and procedures will be shared to demonstrate student centered practices in action. Using affirmative practices to build the faculty advisor-student alliance will be described. Presenters will share how domains of advisement including: academic performance, clinical internship performance, professionalism and student conduct, and student self-care are evaluated, documented, referred for additional supports, and coordinated with program policies and procedures that are administered by the partnering program director (Roberts, 2019).

1:30 - 2:20 PM | Jefferson B  
078 | Education Session | CE 1.00 | (S)

### **Supervision of Hispanic Counselors: Helping Build a Resilient Workforce Through Culturally Relevant Supervision**

*Samantha Airhart-Larraga, PhD; LPC-S (TX); LCDC (TX); NCP*

Cultural barriers, lack of diversity of counselors, and mental health services disparities suggest that there is a significant necessity for Hispanic counselors to provide culturally relevant counseling services (Cristancho et al., 2008; Nelson, 2002; Perez, 2011; Sentell, Shumway, & Snowden, 2007). To help build a sustainable workforce of Hispanic counselors, counselor supervisors should strive to provide culturally-relevant supervision that focuses on resilience building. This presentation will focus on discussing the specific needs of Hispanic counselors in supervision, specific areas to address in supervision to aid resilience building, and inclusion of culture-specific supports.

1:30 - 2:20 PM | Willow B

081 | Education Session | CE 1.00 | ⑤

**Amplifying Servant Leadership through CSI's Principles and Practices of Leadership Excellence**

*Nicole R. Hill, PhD; LPC, Amanda C. La Guardia, PhD; LPCC-S; NCC, Holly Hartwig Moorhead, PhD; LPC; NCC; ACS, Nedeljko Golubovic, PhD; NCC, Missy Moore, PhD; NCC*

Leadership excellence emerges from a complex interplay of one's identity as a leader, principles that frame beliefs about leadership, and practices which are the enactment of one's identity and principles. This presentation will provide a framework for Leadership Excellence that is grounded in the Principles and Practices of Leadership Excellence (PPLE) developed and espoused by Chi Sigma Iota (CSI Academy of Leaders, 1999) as a statement of leadership ethics. As the only framework of leadership ethics for professional counselors that currently exists, the PPLEs serve as the vanguard for how we as a profession competently enact our leadership competence. By examining principles ranging from mentorship and vision to preservation of history and respect for membership, attendees will become better prepared to meet the unique challenges and opportunities they encounter as leaders of ACES, CSI, and other professional counseling organizations. Attendees will have an opportunity to frame their leadership philosophy as servant leaders. Implementation strategies will be generated to facilitate attendees to apply the PPLEs to their individualized leadership action plans for the upcoming year.

1:30 - 2:20 PM | University | ⑤

082 | Education Session | CE 1.00

**Enhancing Counselor Site Supervisor Self-Efficacy by Utilizing Modular Participation**

*Steve Johnson, PhD; LPC; LMFT; ACS, Karin Dumont, PhD; NCC; LPCS; CCMHC; LCAS; ACS; CCCJS; CCMC, Henry Bruns, Masters Degree; Resident in Counseling (VA)*

This program will focus on a curriculum designed for counselor site supervisors that addresses enhancing self-efficacy, competence, and effectiveness in the role as site supervisors. It will address the development of a modular curriculum that was created to enhance and improve each of these. The curriculum was developed based on a foundation of common factors in an effort to address effective and ineffective counseling supervisor skills, techniques, and behaviors. This program will assist counselor educators in achieving program learning outcomes by facilitating the transfer of knowledge to skill development through programmatic support of site supervisors professional development.

1:30 - 2:20 PM | Issaquah B

085 | Education Session | CE 1.00 | ⑤

**Teaching Supervision in Counselor Education: Implications for Doctoral Student Preparation and Professional Practice**

*Eric Baltrinic, PhD; LPCC-S (OH), Eric Suddeath, PhD; LPC, Marty Jencius, PhD, Susannah Wood, PhD; NCC*

Counselor education researchers have identified the need to prepare doctoral students to teach, yet not every doctoral student receives positive, structured teaching experiences under faculty supervision. In this education session, participants will learn about approaches to teaching supervision, in counselor education, which is presented as a method used by counselor educators to support counselor education doctoral students' teaching development. Participants will leave with a clear understanding of what teaching supervision is, and how it is similar and distinct from other supervision practices in the field. The overall goal is to encourage participants to transfer learning from the session to their teaching supervision practices within their respective programs.

1:30 - 2:20 PM | Issaquah A

088 | Education Session | CE 1.00

**Infusing Men's Issues into the CACREP Curriculum**

*Tyler Hudson, Masters Degree; LPC; NCC; CWC*

Mental health professionals have recognized the importance of having specialized training to work with men for over four decades (Kilmartin & Smiler, 2015; Scher, 1981). Men have specific needs, values, norms, customs, and expectations that are often the consequence of a unique learning and developmental process undergone throughout the course of their life (Liu, 2005). Consequently, working with men can be as complex and nuanced as working with other populations (Addis & Mahalik, 2003). This complexity necessitates the development of proficiency to address men and masculinity issues just as clinicians strive to become competent with other cultural groups.

1:30 - 2:20 PM | Cedar B  
089 | *Education Session* | CE 1.00

### **Disability Justice, Racial Justice, and Queer Justice: Historical and Contemporary Perspectives**

*Rana Yaghmaian, PhD; Ph.D.; CRC, Deanna Cor, PhD; LPC, NCC, Alex Locust, PhD; MS; APCC; CRC, Elizabeth Lester, Bachelors Degree, Audrienne Manansala, Bachelors Degree*

This session elucidates the oppressive and violent intersections of ableism, racism, and queerphobia in United States history and describes contemporary representations of ableism and racism in our educational, healthcare, and criminal justice systems. This presentation will cover the following broad topics: (1) historical context and events related to the ableism-racism-queerphobia intersection (e.g. a disability perspective on Emmett Till; historical intersections of ableism, racism, and queerphobia in the eugenics movement; and more), and (2) a review of contemporary issues in race-disability-queer identity intersections, including in cases of police brutality and in healthcare disparities; and (3) practical implications for counselors and counselor educators to improve care for individuals living at these identity intersections.

1:30 - 2:20 PM | Virginia  
091 | *Education Session* | CE 1.00 | (S)

### **Promoting Supervisees' Cognitive Complexity, Cognitive Empathy, and Cultural Competence: Addressing Spirituality in Supervision**

*Harriet Glossoff, PhD; LPC; NCC; ACS, Renee Land-Shubbers, MA*

In this interactive session, presenters will discuss theories and practices related to cognitive complexity and cognitive empathy, essential skills in the development of effective counselors and counseling supervisors. They will share concrete supervisory interventions for using core constructs of spirituality designed to promote self-awareness, higher order thinking, increased comfort with ambiguity, and the development of culturally competent social justice counseling advocates. Through discussion and the use of case scenarios, participants will explore ways to assist supervisees having difficulty working with clients due to cultural issues and values conflicts. A focus will be on enhancing complexity and empathy to help supervisees move beyond their values and "issues" to focus on client needs.

1:30 - 2:20 PM | Metropolitan B  
038 | *50-Minute Roundtable* | CE 1.00

### **A Road Map for Counselor Educators to Find Resources for Practice of Trauma-Informed Education and Trauma-Informed Services**

*Yoon Suh Moh, PhD; CRC; NC; LGPC*

This interactive program will address the current needs of counselor educators for an increase in awareness of, knowledge of, and skills in trauma-informed education and services in

educational and clinical settings, respectively. The presenters will also give a didactic portion of the session to help attendees improve their understanding of standards and guidelines for trauma-informed education and services in the field facilitated by an anecdotal experience in teaching in a community and trauma counseling program. The presenters will also provide resources that can be used as a road map to increase the attendees' knowledge of the topic. Finally, the attendees will be invited to co-construct ideas for a toolbox that they can take away and subsequently implement in their teaching in counseling programs in the United States.

1:30 - 2:20 PM | Metropolitan B  
041 | *50-Minute Roundtable* | CE 1.00 | (S)

### **Feedback Exchange in Clinical Supervision Enhanced by Developing Competencies in Preplanning**

*Tracey Robert, PhD; LPC; NCC; NCCC*

Giving and receiving positive and corrective feedback in clinical supervision is "an often overlooked and misunderstood competency" (Hulse & McDermott, 2019). Developing competencies for preplanning for corrective feedback can help develop and strengthen skills for novice and experienced clinical supervisors. A call to improve supervisors' receptivity to giving feedback and to help supervisees overcome barriers to receiving feedback was stated in Stroud, Olguin, and Marley (2016). The authors supported a process for preplanning for corrective feedback and competencies to address the barriers. The competencies are used as a tool for supervisors to review each time they engage in a new supervisory relationship. The process includes demonstrating that supervisors understand and can articulate eight competencies outlined in the presentation.

1:30 - 2:20 PM | Metropolitan B  
047 | *50-Minute Roundtable* | CE 1.00

### **Service Learning as a Teaching Technique: Deepening the Counselor Trainee Experience**

*Ellen Armbruster, PhD; LPCC; NCC; ACS, Allison Arnekrans, PhD; LPC; NCC; ACS*

Service learning provides a valuable complement to the academic curriculum in a counselor training program. Given the integral importance of culturally responsive practice to the counseling profession and the need for education that emphasizes this ethical mandate, counseling programs should consider including a service learning requirement within the regular coursework. The authors of the round table presentation will offer a brief review of the theory and practice of service learning, including strengths and limitations. Additionally, they will share their involvement with this cross-cultural strategy in counselor education courses. Participants will be encouraged to add their own experiences to the discussion and exchange ideas about service learning as a teaching and learning technique.

1:30 - 2:20 PM | Metropolitan B  
050 | 50-Minute Roundtable | CE 1.00

### **Teaching Career Counseling Online: Creating an Engaging Learning Environment**

*Robin DuFresne, PhD; LPCC (OH); NCC; ACS, Marlise Lonn, PhD; LPC-S; NCC*

Universities continue to view online courses as a cost-effective method for reaching a large group of students. The presenters will engage participants in a discussion about successfully designing and teaching career counseling in an online format. Presenters will share best practices described in the literature and offer examples of their strategies for engaging students in an online career counseling course. Participants will have an opportunity to address concerns about maintaining quality, managing time and resources, and are invited to share their knowledge. Participants will leave this presentation with practical ideas for improving delivery and faculty-student engagement in their online career counseling class.

1:30 - 2:20 PM | Metropolitan B  
051 | 50-Minute Roundtable | CE 1.00

*Yihhsing Liu, PhD; NCC, Derron Hilts, Masters Degree; NCC*

### **The Impact of Simulation Teaching on Counselors-in-Training's Multicultural Competencies**

This roundtable discussion will introduce a two-year long simulation teaching project that targets developing counselors-in-training's multicultural competencies. The facilitators will share findings of their pilot study on this unique experiential learning modality. Implications for culturally-informed instructional strategies and professional advocacy will also be highlighted.

1:30 - 2:20 PM | Metropolitan B  
052 | 50-Minute Roundtable | CE 1.00

### **Understanding Counseling Student's Experiences with Online Courses**

*Marissa Fye, PhD; Ph.D., BCC; BC-TMH; EMDR; PLMHP, Greg Sandman, PhD; Ph.D.; BCC; LPCA; CCTP*

Online or cyber-based instruction and training is a growing trend within higher education (Lao & Gonzalas, 2005; Woods & Bliss, 2016). Even though some counselor educators may believe counselor training and instruction should occur in vivo or in a traditional format, the growing demand for online courses cannot be ignored (Trepal, Haberstroh, Duffey, & Evans, 2007). This round table will focus on our research study to understand the essence of counseling master's and doctoral level counseling student's experiences with online course instruction and learning. Implication and application of the results will be discussed.

1:30 - 2:20 PM | Metropolitan B  
053 | 50-Minute Roundtable | CE 1.00

### **We Are Counselors for Goodness Sake! Counseling Professionals Experiences of Colleagues' Problems of Professional Competency**

*Kathleen Brown-Rice, PhD; LPC; LCAS; CAC; NCC; ACS, Susan Furr, PhD; LP, Maribeth Jorgensen, PhD*

Working alongside a colleague with problems of professional competency can be an emotional challenge for students, educators, and professional counselors. However, there is little literature on how educators and supervisors can support their students and supervisees. This presentation will provide quantitative data that supports the prevalence of PPC and qualitative data on the impact these behaviors have on peers, colleagues, and students. Further, strategies for counselor educators and supervisors will be provided to support student and supervisees when working with a peer or colleague with problematic behavior.

1:30 - 2:20 PM | Metropolitan B  
055 | 50-Minute Roundtable | CE 1.00

### **Humble Engagement: Journeys Toward Cultural Competence**

*Meaghan Nolte, PhD, Jeanan Hyat, Bachelors Degree, Andi Eberhardt, Bachelors Degree, Ashley McCutchen, Bachelors Degree*

This presentation will explore how relational cultural theory (RCT) can be infused in to multicultural counseling classes, and counselor training programs to enhance cultural competence. The presenters will discuss how mutual empathy, relational authenticity, connection, humility, and relational resilience can foster an ongoing dedication to cultural competence (Duffey & Haberstroh, 2012; Jordan, 2001). We will discuss how these components of growth fostering relationships can aid counseling students, practicing counselors, and counselor educators engage in a reflexive process that supports journeys toward cultural competence. Finally we will address how the process of reflection and action in a relational context enhances professional efficacy in Freire's cycle of praxis (2000).

1:30 - 2:20 PM | Metropolitan B  
057 | 50-Minute Roundtable | CE 1.00

### **Teaching Male Sensitive Approaches to Addictions Counseling**

*Nicholas Lazzareschi, Bachelors Degree; Marriage and Family Therapist-Trainee; Masters of Science in Counseling (Expected May 2019), Matt Englar-Carlson, PhD; Professor, Department of Counseling*

While men are over-represented in addictions settings, there is little specific training given to counselors about how to work effectively with male clients. Men experiencing addiction represent a group at great concern due to the associated risk of suicide and accidental death due to overdose. Evidence-based strategies are presented to address the help-seeking process, assess the impact of masculine socialization on addictions, and understand strategies for effective addictions counseling. The program will share insights from a qualitative analysis of applying a strength-based approach to counseling men experiencing addictions. Counselor-educators will learn to integrate a culturally-informed gender aware stance that emphasizes positive masculinity, proactive behavior, and be exposed to strength-based strategies to engage male clients.

1:30 - 2:20 PM | Metropolitan B  
064 | 50-Minute Roundtable | CE 1.00

### **Supporting Counselor Trainees in Developing a Personal Counseling Theory**

*Laura Hodges, PhD; LPC (TX); LPC (AL); LPC-S (TX); LPC-S (AL); NCC; ACS, Lynn Boyd, PhD; LPC (AL); NCC*

Choosing a theory of counseling is an uncertain and daunting task for many counseling graduate students. To support graduate counseling students in this journey, it is important to consider their developmental stage as a graduate counseling student, and their life experiences before graduate training. It is critical for counselor educators, and beneficial for graduate counseling students, when these factors are considered within a framework of theory development.

1:30 - 2:20 PM | Metropolitan B  
067 | 50-Minute Roundtable | CE 1.00

### **Politics: Are We as Counselor Educators as Unbiased as We Think?**

*Elizabeth Orrison, Masters Degree; M.S. Ed., Alyssa Reiter, M.S.Ed*

Counselor educators may have a larger impact on ideological beliefs of developing counselors than previously interpreted. It has been found that most intellectuals develop ideological sensibilities by the age of twenty-five or thirty (Sears & Funk, 1999). This age group does not typically align with college seniors and these findings may indicate that individuals may be entering graduate education when ideological development is at its peak. This roundtable will aim to discuss existing

research on political bias and groupthink within the field of counselor education. Implications of these issues and the impact counselor educators have on the identity of developing counselors will also be explored. Join us in a discussion of ways in which to address these issues as educators in a progressive approach to teaching.

1:30 - 2:20 PM | Metropolitan B  
068 | 50-Minute Roundtable | CE 1.00

### **How Do I Start to Integrate Mindfulness into My Counselor Education Supervision & Mentoring?**

*Barb Andrews, PhD, LPC; NCC; Grief Recovery specialist; RN (in active), Kimberly Nelson, PhD, LPC; ACS; RYT*

As counselor educators we are charged with the responsibility to help the next generation of professional counselors develop the skills necessary to appropriately and compassionately work with others from many different backgrounds and experiences. Through this round-table discussion, the presenters will provide strategies and techniques aligned with mindfulness and meditation practices. These strategies help educators and supervisors clear the clutter of the residual effects of inequalities and unjust environments, and enable the practice of clearer focus and forward momentum to help expand the lens of social justice in all that we do.

1:30 - 2:20 PM | Metropolitan B  
070 | 50-Minute Roundtable | CE 1.00 | 

### **A Culturally Sensitive Guide for Assisting Students with Value Conflicts**

*Jeffrey Parsons, PhD; LPCC-S; NCC, Laura Smith, PhD; LPCA, Connie Elkins, Masters Degree; LPCC, Jay Tift, Masters Degree; LPCC*

This session presents a model for assisting counselor educators in addressing student value conflicts with clients. The session will explore the importance of managing student value conflicts with clients in a manner that addresses the ethical requirements of the counseling profession while maintaining respect and cultural sensitivity for student worldviews.

1:30 - 2:20 PM | Metropolitan B  
074 | 50-Minute Roundtable | CE 1.00

### **A Different World: Black American Women's Perceptions of Body Image at a Predominately White Institution (PWI)**

*Adora Hicks, PhD, Joy Burnham, PhD; LPC;NCC*

The perceptions of body image in Black American women are overlooked in research studies. This lack of attention in the literature relates to the view that only White women suffer from body image maladies. Based on a qualitative study, this presentation offers Black American women's perceptions of body image when immersed as students in a Predominately White Institution (PWI) or college.

1:30 - 2:20 PM | Metropolitan B  
080 | 50-Minute Roundtable | CE 1.00

### **Is it Bedtime Yet? Parenting Stress in Counselor Education**

*Melanie Person, PhD; LMHC; LCPC, Natalie Crawford, Bachelors Degree*

Academia has historically been seen as a high pressure environment requiring dedication and a firm focus on the individual's area of focus. With the demands of higher education so great, it is possible for the occupational stress experienced by counselor educators to spill over into their home life. Many counselor educators working in the field are also parents. Managing the role of both counselor educator and parent can be extraordinarily demanding. This session will discuss research completed on the relationship between occupational and parental stress in counselor education, as well as the variables that predict higher levels of stress in these areas. This session will also provide suggestions for increasing satisfaction in both domains.

1:30 - 2:20 PM | Metropolitan B  
086 | 50-Minute Roundtable | CE 1.00

### **Becoming an Approved Center of Play Therapy Education**

*Janice Ward, PhD; NCC; ACS; LPC; RPT-S, Holly Wagner, PhD; NCC; LPC, Kirsten LaMantia, PhD; LPC; NCC*

Play therapy is regarded as the most developmentally appropriate modality with children and youth. Counselor education programs serve their students, and hence their future clients, best when they provide play therapy instruction and supervision experiences. The Association for Play Therapy (APT) designates Approved Centers of Play Therapy Education to universities that generate supervised play therapy clinical experiences, instruction, and research. In 2019, only 30 Approved Centers exist across the United States. Within this session, the criteria and application process to become an Approved Center will be reviewed and participants will be aided in creating a plan to become an Approved Center of Play Therapy Education.

1:30 - 2:20 PM | Metropolitan B  
087 | 50-Minute Roundtable | CE 1.00

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

*Stacey Lilley, PhD; LPC-S, Brandi Chamberlin, PhD, Angel Golson, PhD; CE*

Wellness is part of counseling along with emphasizing the counselor's personal wellness and self-care, according to ACES. CACREP reinforces the concept of wellness and proposes that

wellness be merged in to counseling programs and that online programs should meet the same standards as residential programs. However, counseling educators do not have the face-to-face interaction with their online students in comparison to residential faculty. This makes the incorporation and evaluation of wellness complicated. This presentation is prepared to share current wellness research conducted, discuss the uniqueness of the online graduate student and compare wellness levels within the graduate program with ideas to improve student wellness. Educators, supervisors and graduate students will want to come to share their ideas and learn together.

1:30 - 2:20 PM | Seneca  
048 | Career Focused Session | CE 0.00

### **So ... You Want to be a Counselor Educator?**

*Brigid Noonan, PhD; LMHC; NCC; ACS*

Becoming a faculty member is a developmental process that many times is not discussed developmentally within counselor education programs. This session will address the overt and covert areas pre-tenured and/or pre-clinical faculty can think about when searching for a position within the counselor education field. Areas such as the type of institution, characteristics of the position, connection to the mission, colleagues within the institution, writing the cover letter, on-campus interview, salary negotiations, and accepting an offer will be addressed.

1:30 - 2:50 PM | Ravenna A  
059 | 80-Minute Panel Discussion | CE 1.50

### **Medicare Reimbursement Advocacy: Results and Implications of a National Study**

*Matthew Fullen, PhD, LPCC (OH), Gerard Lawson, PhD; LPC; LSATP; NCC; ACS, Jyotsana Sharma, Masters Degree; LCM-HC (NH); NCC*

The Medicare program currently covers approximately 59 million Americans, including people over age 65 and younger people with permanent disabilities, with an estimated 80 million people covered by 2030 (Medicare Payment Advisory Commission, 2015). Although Medicare reimbursement of counselors is a professional priority, there has been little empirical research analyzing current advocacy attitudes and behaviors among members of the counseling profession, including students and counselor educators. By presenting data collected from over 6,000 ACA members, the presenters aim to bring new perspectives about Medicare advocacy, including a focus on how students and counselor educators might enhance advocacy efforts. Participants are invited to interact with the initial findings and dialogue about implications for the counseling field.

1:30 - 2:50 PM | Ravenna B/C  
077 | 80-Minute Panel Discussion | CE 1.50

### **Advocating for Ethical and Effective Integration of Spirituality into Clinical Work with Marginalized Clients**

*Craig Cashwell, PhD; LPC; NCC; ACS, Zobaida Laota, Masters Degree; LPCA; NCC, S Anandavalli, Masters Degree; LPCA; NCC, Camila Pulgar, Masters Degree; LPCA; NCC*

For many who face discrimination and marginalization, spirituality serves as a protective factor. Accordingly, counselors and counselor educators should be mindful of critical issues related competent and ethical counseling and advocacy with persons marginalized because of their religious and/or spiritual beliefs and practices. Accordingly, this diverse panel, representing Muslim, Sikh, Jewish, and Christian panelists, will discuss critical issues related to client advocacy including considerations related to intersectionality, application of the Multicultural and Social Justice Counseling Competencies, importance of avoiding cultural appropriation, and application of the ASERVIC Competencies. Presenters will highlight critical information for counselors, counselor educators, and supervisors.

2:00 - 3:30 PM | Eagle Boardroom  
CE 0.00

### **Graduate Student Lounge**

2:30 - 3:20 PM | Diamond B  
Meeting | CE 0.00

### **Bilingual Interest Network**

2:30 - 3:20 PM | ACES Suite  
Meeting | CE 0.00

### **Supervision Interest Network**

2:30 - 3:00 PM | Second Floor Window Area  
095 | 30-Minute Poster Presentation | CE 0.00

### **Counselor Education Doctoral Students' Experiences Supervising Across Tracks In CACREP Programs: A Qualitative Study**

*Jessie Guest, Masters Degree; M.A./Ed.S.; NCC; RPT; LPC; OQ, Brooke Wymer, PhD*

The focus of this presentation is on the growing trend of doctoral students providing supervision to multiple graduate-level students from different tracks than the doctoral students' counseling experience and/or educational background. This phenomenological look at the subjective nature of these doctoral students expands insight into how doctoral-level student supervisors navigate their cross-track supervision experiences.

2:30 - 3:00 PM | Second Floor Window Area  
099 | 30-Minute Poster Presentation | CE 0.00

### **Incorporating Training to Support Families of Children with Autism Into CACREP Counselor Education Programs**

*Lindsay Kozachuk, Masters Degree, Naomi Wheeler, PhD; LMHC (FL); NCC, Nickolas Spears, Masters Degree*

Families that include a child with autism often experience unique challenges and associated stressors including increased social isolation, disrupted family relationship stability, and increased individual distress – all of which seem to contribute to child outcomes and response to intervention. Yet few studies of ASD treatment target the family system and few assessment measures holistically evaluate family-level adjustment. Improved understanding and assessment for the factors influential to family well-being for parents of children with ASD is critical to support positive child and family outcomes. The present poster will review the results of a factor analysis of the FAM and presenters will discuss implications for counselor educators to apply findings within the CACREP core coursework, as well as couple and family concentration course.

2:30 - 3:00 PM | Second Floor Window Area  
107 | 30-Minute Poster Presentation | CE 0.00

### **Parent Involvement Factors from the Perspective of Academically Successful Black Male College Students: Enhancing Counselors' Competencies**

*Vernon Smith, PhD*

Despite decades of research on Black males' academic underachievement, the achievement gap persists. Some researchers have suggested one cause may be lack of parental involvement, while others have highlighted positive statements from Black males regarding parental involvement factors that contributed to their academic success. This presentation will highlight original data from a strength based study that identified the role of parent involvement in the success of Black male students. This interactive session will enhance counselors' competencies regarding the use of culturally sensitive strategies to engage parents of Black male students. Discussions will also focus on the barriers that impede parent involvement for this population at the school and collegiate level.



2:30 - 3:00 PM | Second Floor Window Area  
110 | 30-Minute Poster Presentation | CE 0.00

### **A Quantitative Study on the Wellness of Counseling Students**

*Autumn Randell, Masters Degree; NCC, Marsha Rutledge, PhD, Dana Brookover, MA, Margaret Dawson, MA, Donna Dockery, PhD, Phillip Gnilka, PhD*

Counselor educators strive to promote a sense of well-being in their students. Even so, it is unclear what factors may influence wellness in their counseling students. This poster is based on the findings from a quantitative study that explored how Master-level and Doctoral-level counseling students have different levels of wellness in counseling programs. Results of this study and implications for wellness pedagogy in counselor education training programs will be discussed.

2:30 - 3:00 PM | Second Floor Window Area  
115 | 30-Minute Poster Presentation | CE 0.00

### **Infusing Multicultural Competence in Clinical Supervision**

*Darius Green, Masters Degree; M.Ed.; NCC, Brittany Williams, Masters Degree; MS; NCC*

Clinical supervision of counselors has been underutilized as a resource in developing multicultural competence. Despite its underutilization in supervision, multicultural competence and cultural identities impact the supervisory triad between the supervisor, counselor, and client. This presentation will explore the complexities of infusing multicultural competence in supervision, examine techniques to support growth in multicultural competence, and explore strategies for navigating the difficulties that arise when infusing multicultural competence into the supervisory relationship.

2:30 - 3:00 PM | Second Floor Window Area  
119 | 30-Minute Poster Presentation | CE 0.00

### **Understanding Supervisee Difficulty with Corrective Feedback: Initial Validation of Two Brief Supervision Instruments**

*Jennifer Rogers, PhD; NCC; LPCA, Kristopher Goodrich, PhD; LPCC (NM), NCC, ACS, Dennis Gilbride, PhD; CRC*

We present results from preliminary validations of two brief supervision instruments: the Feelings Experienced in Supervision Scale (FESS) and the Supervisory Feedback

Scale (SFS), among a sample of 96 counseling students. Additional analyses (i.e., correlation, hierarchical regression, serial mediation) explored the relationships between the new instrument factors and supervisees' attachment patterns, use of cognitive distortions, and difficulty with corrective supervisory feedback. Discussions of conceptual, methodological, and practice implications are welcome.

2:30 - 3:00 PM | Second Floor Window Area  
122 | 30-Minute Poster Presentation | CE 0.00

### **Cognitive Performance and Heart Rate Variability: Connecting Autonomic Functions to Sustained Attention, Working Memory, and Cognitive Performance In Counselor Trainees**

*Sean Gorby, Masters Degree; LPC (OH); Certified Wellness Counselor*

Although counselor education literature explores cognitive development within counselor trainees and the relationship between cognitive complexity and counselor outcomes, there remains a lack of research on cognitive functioning, predictors of cognitive performance, and the role cognitive functioning plays in the cognitive performance of counselor trainees. In an effort to better understand cognitive development in counselor trainees, the presenter conducted an empirical study using descriptive and multivariate methods to explore the relationship between Heart Rate Variability, sustained attention, working memory, counselor cognitive performance, and several demographic variables. The presentation will share the results of the study and will engage participants in brainstorming implications for counselor trainees' cognitive development.

2:30 - 3:00 PM | Second Floor Window Area  
124 | 30-Minute Poster Presentation | CE 0.00

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

*Melissa O'Neill, Masters Degree; LPCA, Carol Cotter, Masters Degree; LCSW*

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

2:30 - 3:00 PM | Second Floor Window Area  
125 | 30-Minute Poster Presentation | CE 0.00

### **What is Most Helpful for CMHC Students to Learn During Their Master's Degree Programs**

*Randall Moate, PhD; LPC Intern (TX), Erin West, PhD*

Our presentation is based on a study that is the first to explore counselor educators' (CE) beliefs about important teaching for Clinical Mental Health Counseling (CMHC) master's students. We used a Q-methodology to explore CEs' perceptions of what they believed was most helpful for CMHC students to learn during master's programs that prepares them to become effective professional counselors. Thirty-two CEs participated in the study, completing Q sorts where they rank-ordered a series of statements about helpful learning for CMHC master's students. Results from this study revealed four different viewpoints exist among counselor educators about helpful learning for CMHC students. During our presentation we discuss these differing viewpoints and explain pedagogical implications for counselor education training programs.

2:30 - 3:00 PM | Second Floor Window Area  
129 | 30-Minute Poster Presentation | CE 0.00

### **Evidence-Based Practice, Counseling Philosophy, and Dialectical Thinking in Counselor Education**

*Ivan Irizarry, Masters Degree; NCC*

Despite the inclusion of evidence-based practice into counseling ethics, specific methods of how to integrate Evidence-based practice from a unique counselor educator perspective are limited. The diversity of perspectives and historical influences have led to resistance and difficulty integrating Evidence-based practice as part of counselor pedagogy. This presentation will focus on using the disparate views and influences as the means to incorporate evidence-based practice holistically through dialectical thinking.

2:30 - 3:00 PM | Second Floor Window Area  
134 | 30-Minute Poster Presentation | CE 0.00

### **Online Ethics Related to Client Searches and Counselor Self-Disclosure for Professional Counselors and Counselors in Training in South Korea**

*Kumlan Yu, PhD; NCC, Soojung Kang, Masters Degree; Certified Counseling Psychologists, Level II (The Korean Counseling Psychological Association; KCPA)*

To investigate ethical issues on counselors' professional use of online media, 254 professional counselors and trainees in South Korea completed a survey on client searches and counselor self-disclosure in online. The results indicated 47%

sought clients' data and 61% disclosed themselves in online contexts. The 32% of respondents took educational courses for online ethics, and 16% obtained informed consent on online searches. Besides, younger counselors were more acceptable for searching either personal or non-personal information of clients. Counselors' online self-disclosure was linked to more acceptable when disclosing counselors' professional experience and their work values. Considering the codes of ethics in the counseling profession in Korea and the US, the implications to the counselor educators and supervisors were discussed.

2:30 - 3:00 PM | Second Floor Window Area  
139 | 30-Minute Poster Presentation | CE 0.00

### **A Comprehensive Examination of Counselor Education Doctoral Dissertations from 2013 to 2017: What Did We Learn?**

*Deyu Pan, Masters Degree; M.Phil.Ed, M.S.Ed, Jeongwoon Jeong, Masters Degree; NCC; MS, Roma Rush, Masters Degree; MA, Khadira Washington, Masters Degree; MRC, Sojeong Nam, M.Ed, Jennifer Sanchez, PhD; Counselor (CRC)*

This presentation will address a recent call to action for a critical analysis of doctoral dissertations emerging from CACREP-accredited Counselor Education and Supervision (CES) programs and identify current gaps in the literature. We will present our findings resulting from a comprehensive examination of each dissertation defended from 2013 to 2017 for all 84 CACREP-accredited doctoral programs during that period. Analyses will be based on: (a) author's university type; (b) detailed methodology; (c) participants of the studies; (d) level of evidence; and (e) themes of content areas. In addition, we will provide recommendations of potential dissertation topic areas for current/future doctoral students based on identified gaps in the literature.

2:30 - 3:00 PM | Second Floor Window Area  
144 | 30-Minute Poster Presentation | CE 0.00

### **Supervising the Novice Counselor in Work with Offenders**

*Abigail Holder, Masters Degree; M.Ed; NCC*

The criminal justice system currently has over 7 million people under supervision in the United States alone, and it is very common for those with a criminal history to have a substance abuse disorder or another mental illness (Peters, Young, Rojas, & Gorey, 2017). With such a large population currently under supervision, and even more with a criminal history, it is very likely supervisors and counselors will encounter a client with a criminal history in their career. This presentation focuses the best-practices for working with offenders and how to incorporate these practices in the supervision room.

2:30 - 3:00 PM | Second Floor Window Area  
145 | 30-Minute Poster Presentation | CE 0.00

**Practice What We Teach: Promoting Wellness in a Clinical Mental Health Counseling Masters Program**

*Susan Branco, PhD; LPC (VA); LCPC-S (MD); NCC; ACS, Vanessa Patton-Scott, EdD; LCPC-S*

Wellness strategies are important components of ethical practice for professional counselors. Therefore, wellness instruction must be included within counselor education programs. However, many programs struggle to effectively integrate wellness instruction within the core curriculum. This roundtable describes how a small clinical mental health counseling masters program implemented a Wellness-Initiative to benefit both students and faculty during their accreditation process. Efforts to infuse wellness instruction began at the admissions interview and followed through to the end of internship training. In addition, an empirically validated wellness inventory with an accompanying workbook was distributed to internship students and faculty.

2:30 - 3:20 PM | University  
096 | Education Session | CE 1.00

**Cultivating Strong and Resilient Counselors: Conceptualizing Vicarious Trauma in Counselor Education Training Settings**

*Melissa Henry, Masters Degree; LMHC*

This presentation will provide a proactive lens of addressing CIT's development and risk related to vicarious trauma, burnout, and compassion fatigue. A critical expository will be examined of current approaches to prevent and inculcate resilience related to empathetic engagement with clients. The presenter will accost participants to examine how the preponderance of self-care only confronts the challenges related to the individual counselor and bypasses the contribution of symptomology of uncontrollable factors, such as: counseling associations, state licensing boards, national lobby campaigns, and the zeitgeist of the field. Participants will appraise factors from systems theory and a model will be presented to CES's that are dedicated to adopting new approaches to addressing cultural factors that preponderate a reduction of empathy.

2:30 - 3:20 PM | Columbia  
101 | Education Session | CE 1.00 | 

**Master's Level Counseling Student Remediation: Guidelines and Practical Strategies for Counselor Educators and Supervisors**

*Jeffrey Christensen, PhD; LPC; LMHC, Justin Henderson, PhD*

Student remediation remains a contested area within the counseling profession, due to limited standardized practices and models of pedagogy (Rust, Haskin, & Hill, 2013; Foster

& McAdams, 2009). Greater attention has been given to the professional dispositions expected of counseling students (Swank, Lambie, & Witta, 2012; CACREP, 2016) and this presentation will bridge remediation strategies specific to the professional dispositions of students demonstrating problems of professional competence. Case examples will be reviewed and discussion among attendees will be encouraged.

2:30 - 3:20 PM | Cedar A  
102 | Education Session | CE 1.00

**Publishing Peer-Reviewed Research: After the Initial Review**

*Casey Barrio Minton, PhD; NCC, Dodie Limberg, PhD*

Publishing peer reviewed research can be a long and vulnerable process. Often, the most difficult part of the publication process comes after the first disposition. Challenges include: deciphering unclear feedback, responding to requests that are not feasible or advisable to make, balancing conflicting suggestions, navigating our own personal responses, and organizing a response. Experienced authors and editorial board members will discuss common problems in research manuscripts and offer guidance on navigating the revision process.

2:30 - 3:20 PM | Issaquah B  
103 | Education Session | CE 1.00

**Supporting Diversity Representation in Counseling Programs Through Responsive Programming and Support**

*Carrie King, PhD; LPC (WI), Marriage & Family Therapy; Professional Counseling & Social Work – Professional Counselor Section; Wisconsin Department of Public Instruction; Professional Educator-40, Licensed School Counselor-54; NCC, Tammy Scheidegger, PhD; NCC (WI); LPC, Marriage & Family Therapy, Professional Counseling & Social Work – Professional Counselor Section, Tory Mertz, Bachelors Degree, Claire Whetter, Bachelors Degree*

This education session will focus on the development and evaluation of a counseling program that was paired with the Health Resources and Services Administration's Scholarships for Disadvantaged Students SDS grant. The program aimed at addressing the issues that uniquely impact economically disadvantaged and underrepresented minority students. The goal of the program was to increase and maintain diversity within the MMU Counseling Program and, as a result, within the counseling profession. Elements of the program include increased academic support at attrition points in the counseling curriculum, promotion of students' sense of belonging and identity as a counselor, and commitment to counseling in medically underserved communities after graduation.

2:30 - 3:20 PM | Juniper  
106 | Education Session | CE 1.00

### **Working with Students in Recovery**

*Zachary Hansen, EdD; LADC; NCC, Daniel Frigo, PhD; LICSW*

Counselor educators and supervisors work with a diverse group of students, who are often motivated by personal histories in their pursuit of becoming a helping professional. Students who identify as being in recovery from substance use disorders make up an unknown but significant percentage of counseling students, and in addiction counseling programs, students in recovery may make up the majority of the student population. Although frequently exceptionally talented, students in recovery face unique challenges in counselor development. This presentation will examine different types of recovery identity, and will integrate relevant research and examples to provide recommendations of best practices in working with students in recovery as they navigate personal, academic, and professional challenges.

2:30 - 3:20 PM | Issaquah A  
108 | Education Session | CE 1.00

### **Enhancing the Procedural Consistency, Presentational Rigor, and Methodological Identity of Three Qualitative Research Traditions**

*Stephen Flynn, PhD; LPC; LMFT-S; ACS; NCC, James Korcuska, PhD; NCC; LPC*

Contemporary counseling scholarship has called for an enhancement in the standardization of procedural consistency, presentational rigor, and methodological identity in qualitative research. We conducted a qualitative content analysis of 83 phenomenological (n = 44), grounded theory (n = 25), and consensual qualitative research (n = 14) articles published between 2002 and 2016 in the Journal of Counseling and Development and Counselor Education and Supervision. This presentation provides a pedagogical framework that can assist counselor educators in infusing procedural consistency, methodological rigor, and methodological identity when teaching and mentoring counseling trainees.


2:30 - 3:20 PM | Aspen  
109 | Education Session | CE 1.00

### **Teaching Telemental Health and Distance Counseling in CACREP Programs**

*Heather Robertson, PhD; LMHC (NY); LPC (CT); CASAC (NY); NCC; CRC; ACS; BC-TMH*

The 2016 CACREP Standards, as well as the most recent ethical codes published by ACA, AMHCA, ASCA, NCD, and others, address the use of technology in the counseling relationship. Consistently, professional counseling organizations are calling

on counselors to use technology ethically and efficiently. Yet Counselor Education programs are not necessarily infusing concepts on distance counseling and telemental health counseling in to their curriculum. This presentation provides an overview of counseling standards dictating distance knowledge and practices. Following, the presentation will address activities and practices in which distance counseling and technology can be embedded in to Counselor Education curricula. Ample opportunity for discussion and sharing of best-practices will be provided.

2:30 - 3:20 PM | Greenwood  
112 | Education Session | CE 1.00 | 

### **Culturally Responsive Global Supervision**

*Juanita Barnett, PhD; LPC; NCC, Karen Roller, PhD; MFT; FAAETS; DNCCM; CT; CFT; CSCR, Florence Saint-Jean, PhD; NCC; ACS, Elizabeth Louis, Masters Degree*

There have been efforts and initiatives in the counseling profession related to global mental health care. As these efforts increase, there is also a need for global supervision. Presenters will discuss some recent efforts to engage in global supervision with an underserved area. Interventions on integrating culturally responsive training to counselors and supervisors will be presented.

2:30 - 3:20 PM | Leschi  
113 | Education Session | CE 1.00

### **CARE for Self and Others: Building Relational and Self-Compassion Practices in Counselor Education**

*Jill Nelson, PhD; NCC, Brenda Hall, EdD; NCC, Amy Qvammen Runcorn, Masters Degree; NCC; LAPC*

The focus of this session is to examine aspects and benefits of incorporating self and relational compassion practices into counselor education programs. Integrating Kristen Neff's model of self-compassion and Amy Bank's relational-cultural C.A.R.E model, the presenters illustrate how self and relational compassion practices enhance the personal and professional growth of students enrolled in counselor education programs. Additionally they explore compassion practices and their influence on the development of positive, relational dispositions among counselor education trainees. Examples of compassion practices they have integrated into counseling classes and curriculum will be given. The attendees have the opportunity to participate in a relational activity and a discussion.

2:30 - 3:20 PM | Medina

116 | Education Session | CE 1.00 | 

### **This Is Who We Are: A Re-Visioning of Counseling Student Dispositions**

*Everett Painter, PhD, Julaine Field, PhD; LPC; NCC, Susan Packard, PhD; LPC; Licensed Psychologist; CRC; NCC; MAC; CCP, Adrienne Dixon, PhD*

Student dispositions represent non-academic, character qualities that are foundational attributes in counselor education. These qualities contribute to knowledge and skill acquisition, ethical and multicultural sensitivity, professional practice, and ultimately, client safety. From a practical standpoint, they represent critical professional standards that require effective assessment. Participants will briefly review relevant literature and research on the assessment of student dispositions and explore one program's re-visioning of how to assess student dispositions online and face-to-face. Topics will include marketing, informed consent, admissions practices, developmental evaluation of student professional dispositions, and remediation issues. Specific emphasis will be placed on application in online programs.

2:30 - 3:20 PM | Redwood B

117 | Education Session | CE 1.00 | 

### **Building Supervisees' Stories of Success and Competence: Use of Strength-Based Strategies in Supervision**

*Jane Cox, PhD; LPCC-S (OH); NCC; ACS, Lynne Guillot Miller, PhD, Mallory Adams, Masters Degree*

One of the primary goals for counseling supervision is the enhancement of supervisees' competence and confidence in their work with clients. This program focuses on using strength-based supervision approaches to work toward this goal. We will discuss how to create a collaborative and effective relationship with supervisees, by using strength-based approaches (such as solution-focused and narrative supervision) to aid the development of supervisees' counseling skills and self-efficacy. We also will explore the challenges of using strength-based supervision when working with supervisees who are struggling with counseling skills or professional behavior, and perhaps in need of remediation.

2:30 - 3:20 PM | Greenwood

120 | Education Session | CE 1.00

### **Overview of a Model for Engaging Doctoral Students in Collaborative Community Research**

*Loretta Bradley, PhD; PhD; LPC-S; LMFT-S; NBCC, Ian Lertora PhD, Bret Hendricks, Aretha Marbley, PhD*

Cultivating, collaborating, and engaging faculty, doctoral students, and a community agency can be both challenging and rewarding. Attendees will be introduced to a 3-phase teaching model focusing on teaching students how to ascertain the needs of clients in a city (Phase I) and rural areas (Phase

II). Influenced by Phase I and Phase II, Phase III focused on the survivors of sex-trafficking. The model has implications for counselor educators, counselor supervisors, students-in-training, and community partnerships. This presentation will culminate in a discussion of a model involving faculty, doctoral students, and a community agency designed to develop an effective clinical community counseling service delivery program. Discussion will be encouraged, and handouts will be provided.

2:30 - 3:20 PM | Boren

123 | Education Session | CE 1.00

### **The Role of Counselor Educators When Hate Incidents Occur on Campus: An Exploration of a LGBTQ+ Hate Incident at a Midwest University**

*Stephanie Dracar, PhD, Stacey Litam, PhD; LPCC; NCC*

How should counselor educators respond when presented with situations that require us to enact our own Multicultural and Social Justice Counseling Competencies (MSJCC)? Counselor educators are "role models for our students and... leaders within the profession" (Chang, Crethar, & Ratts, 2010, p. 86). Counselor educators are uniquely positioned to serve as role models when incidents of hate, discrimination, and bias occur in our campus communities. This education session introduces original research on counselor education student desires regarding faculty responses following a hate incident directed at LGBTQ+ individuals. Attendees will engage in a reflective discussion on the complimentary responsibilities of counselor educators to practice what we preach when it comes to demonstrating strong MSJCC professionally and within the classroom.

2:30 - 3:20 PM | Virginia

126 | Education Session | CE 1.00

### **Navigating the Journey into the Professorship in Counselor Education and Supervision: Strategies to Promote Success, Satisfaction and Life Work Balance**

*Diane Coursol, PhD, Erica Stene Winkler, Masters Degree; MA; NCC, Aaron Suomala Folkerds, Masters Degree; M.Div; MS; NCC; LMFT (MN); & NREMT, Jacqueline Lewis, PhD*

New professionals experience a variety of challenges related to managing expectations and responsibilities required of the demanding role of counselor educator. This experience is uniquely challenging for counselor educators prior to tenure and promotion when tasked with managing here-and-now responsibilities, while making progress towards long-term goals for tenure and promotion. In this session, counselor educators and seasoned counselor educators will acquire strategies and methods to be responsive and supportive to colleagues, while being informed by research on developmental theory, wellness, and self-care. Participants will be provided with recommendations and strategies to assist newly inducted counselor educators in the navigation of their journey from new professional through the tenure and promotion process and beyond.

2:30 - 3:20 PM | Jefferson B  
127 | Education Session | CE 1.00 | **E**

### **Incorporating Feminist Counseling into Your Curriculum: Creative Pedagogy and Ethics**

*Natalie Drozda, Masters Degree; LPC; NCC, Matthew Nice, Masters Degree, LPC; NCC; BSL*

Feminist counseling deserves more attention in counseling programs, as the feminist framework can foster the critical thinking needed for graduate and counseling work, rich discussions in class, and in-depth client conceptualizations. This session outlines the basics of feminist counseling and related interventions. Gender-role analysis, power analysis, and the egalitarian relationship will be elaborated on. The majority of the presentation focuses on creative ways to present feminist counseling content to counseling students and to engage supervisees with feminist approaches. Ethical considerations will be discussed.

2:30 - 3:20 PM | Jefferson A  
128 | Education Session | CE 1.00

### **Simulation-Based Learning: Where Has It been and Where Is It Going?**

*John McCarthy, PhD; NCC, Diane Gehart, PhD*

Simulated-based learning has been discussed in the counseling literature since the 1960s (Delaney, 1969). Since that time, this training approach has evolved and advanced with technology. It has been used in many professional training programs, including nursing and medical education. Several advantages as well as disadvantages in this training method have been outlined in the literature. More recent writings that are potentially applicable to and beneficial for counselor education will be addressed in this workshop.

2:30 - 3:20 PM | Cedar  
135 | Education Session | CE 1.00 | **S**

### **Spanish/English Bilingual Counseling: Implications for Counselor Educators and Supervisors**

*Bradley Crookston, PhD, PhD; LPC (CO); NCC; Level II Gottman Training; Functional Family Therapy (FFT) Certified, Betty Cardona, PhD, PhD; LPC (CO); Gottman Level III*

Counselor educators and counseling supervisors will learn about current implications for the training and supervision of Spanish/English bilingual counselors from an original qualitative research study conducted in the past year. Attendees will be exposed to current literature on Spanish/English bilingual counseling, with an emphasis on the Multicultural and Social Justice Counseling Competencies as applied to bilingual counseling. Further, attendees are invited to discuss current practices for the training and supervision of Spanish/English bilingual counselors.

2:30 - 3:20 PM | Capitol Hill  
140 | Education Session | CE 1.00

### **A Playlist to a Meaningful Sabbatical**

*Kirsten Murray, PhD; LPC*

Guided by the wisdom of Bowie, Beyoncé, and The Clash, effective strategies for sabbatical will be outlined and set to a soundtrack. When structured intentionally, sabbaticals can foster renewed passion, focus, and quality professional contributions. Join us for a fun guide on how to make the most of your sabbatical.

2:30 - 3:20 PM | Metropolitan B  
097 | 50-Minute Roundtable | CE 1.00

### **Educating School Counselors-in-Training in Addressing Cultural Factors That Impact U.S. Korean Adolescent Students**

*Carleton Brown, PhD; Guidance & Counseling, Standard PK-12th (AK); School Counselor, Standard, EC-12th (TX); NCC; LPC Intern (TX), Sang Min Shin, PhD, NCC*

Multicultural counseling is vital to the professional development of school counselors-in-training. However, teaching the application of multicultural counseling can be challenging. This round table presentation is to share ideas for school counselor educators on ways to educate school counselors-in-training in applying Multicultural and Social Justice competencies (MSJC) to real word situations related to U.S. Korean adolescent students. The presenters will share original case studies using the MSJC framework as a guide as well as counseling interventions promoted by the professional literature.

2:30 - 3:20 PM | Metropolitan B  
098 | 50-Minute Roundtable | CE 1.00 | **E**

### **First Do No Harm: Teaching Students to Manage Their Distress**

*Devika Dibya Choudhuri, PhD; LPC (MI, CT); NCC; CMHC; ACS; Certified EMDR Therapist*

In training students to be counselors, we often expose them to provocative and intense material that can be triggering and distressing. This session focuses on the parallel process of teaching students to help clients manage distress by learning how to manage their own during training. Using a trauma-informed approach, we will examine ways to teach students to recognize, assess, and manage their own triggers and distress. In turn this will help retention in the profession as future counselors are better prepared to manage secondary trauma and burnout through active and mindful self-care as an integral part of their training. Through syllabi, assignments, case studies, exercises, and sharing pedagogical experiences, participants will enhance their toolbox of effective, ethical and culturally competent teaching practice.

2:30 - 3:20 PM | Metropolitan B  
100 | 50-Minute Roundtable | CE 1.00

### **Makerspace and Interdisciplinary Collaboration: Infusing Creativity into Counselor Education**

*Deborah Duenyas, PhD; LPC (PA); LPCC (OH), Roseanne Perkins, M.Ed.*

The purpose of this roundtable session is to facilitate discussion about how counselor education programs can infuse creativity and interdisciplinary collaboration into the curriculum through the use of a Makerspace. This roundtable session would help counselor educators and supervisors identify strategies to prepare counselor educators and supervisors to utilize a Makerspace and to think critically about techniques that can support the development of creativity in the counselor education curriculum.

2:30 - 3:20 PM | Metropolitan B  
104 | 50-Minute Roundtable | CE 1.00 | **E**

### **Virtual Gatekeeping: Best Practices for Meeting the Unique Challenges of Remote Counselor Education**

*Amanda Costin, PhD; LMHC; ACS, Kimberly Nelson, PhD; LPC; ACS; RYT*

Counselor Education programs have experienced a significant change in the last ten years with many offering some or all of their training programs virtually. Remote counseling programs offer significant advantages allowing students to learn from faculty and peers with varied expertise and a cultural diversity lens as students and faculty are from all over the world. However, with such a diverse student body, there are unique challenges to addressing student development issues and remote gatekeeping. We will share strategies to effectively navigate the unique challenges of gatekeeping in a virtual counselor training environment.

2:30 - 3:20 PM | Metropolitan B  
105 | 50-Minute Roundtable | CE 0.00

### **What They Did Not Tell You In Your Doctoral Program: Tenure and Promotion Strategies for Counselor Education Faculty**

*Isaac Burt, PhD; NCC, Tiphonie Gonzalez, PhD*

Tenure is a stressful event for tenure-earning faculty. Further exacerbating this situation is that many universities rely heavily on impact factors, SJR, and JCR for tenure decisions. The number of ACA journals with these metrics is, unfortunately, low in number. Many tenure-earning Counselor Educators may be unfamiliar with these metrics and overlook how critical they are when preparing for tenure. The goal of this proposal is to bring awareness to these metrics and help Counselor Educators employ strategies, methods, and procedures to best present their materials.

2:30 - 3:20 PM | Metropolitan B  
111 | 50-Minute Roundtable | CE 1.00

### **The Importance of a Process Addictions Course at the Counseling Master's Level**

*Natalie Ricciutti, EdD; LPC; MEd, Kimberlee Barrella, M.Ed.; LPC*

Of the nine CACREP accredited Addiction Counseling programs, only two offer a distinct course on process addictions. Process addictions differ in many ways from substance use addictions, particularly in type of treatment provided by counselors. The 2014 Code of Ethics states counselors must adhere to their boundaries of competence. Without specific training and coursework, diagnosing and treating process addictions may be considered outside of such boundaries. Therefore, as many programs cannot feasibly develop a course for every mental illness, how should they compensate? Through a 50-minute educational session, information on process addictions will be provided. Then a discussion on the potential necessity of a process addiction course in Counseling programs will be invited.

2:30 - 3:20 PM | Metropolitan B  
118 | 50-Minute Roundtable | CE 1.00

### **Navigating Politics in Academia by Embracing a Relational Cultural Approach**

*Corrine Sackett, PhD; LMFT*

In Relational Cultural Theory (RCT), isolation is considered the cause of much suffering, and as such, the goal in this approach is to become more whole, authentic, and connected in relationships (Jordan, 2000). Since academia can be experienced as isolating with a perceived lack of collegiality (Austin, 2002), this roundtable presentation will serve as a forum for discussion on how to navigate the politics inherent in academia from an RCT approach, rather than from a place of isolation and competitiveness.

2:30 - 3:20 PM | Metropolitan B  
131 | 50-Minute Roundtable | CE 1.00

### **Exploring the Lived Experiences of Authentic and Exemplary Leadership Practices of Ethnically Diverse Women**

*Jonique Childs, PhD; NCC, Na Mi Bang, PhD; NCC*

This presentation will explore the lived experiences of authentic and exemplary leadership practices of ethnically diverse women in (CSI) chapters and other counseling-related leadership positions. Through exploration and open dialogue, the presenters will examine systemic and institutional barriers that often create obstacles to enhancing professional identity development of ethnically diverse women. Additionally, the presenters will explore practical strategies to increase leadership and professional identity development within counselor education programs for ethnically diverse women. This information will help counselor educators, doctoral students, and CSI chapters incorporate chapter-based activities to support leadership and identity development.

2:30 - 3:20 PM | Metropolitan B  
132 | 50-Minute Roundtable | CE 1.00

### **The Future Scholars Program: A Counselor Education Community Partnership to Create Systemic Social Change**

*Alyson Pompeo-Fagnoli, PhD; PhD, LPC, SAC, NCC*

Counselor education programs should strive not only to prepare socially responsible and ethical future counselors, but also to encourage students and the institution to connect with the local community to work for social change. This presentation will highlight a University-Community partnership, which enhances the local community, while promoting excellence and access for low-income first generation college bound high school students. This Future Scholars program contributes to the university through transformative learning experiences and counselor preparation for counseling student interns. From a global perspective, it encourages an increase in future school counselors to be agents of systemic social change. Information will be shared so other counselor education programs can begin creating similar dynamic partnerships.

2:30 - 3:20 PM | Metropolitan B  
133 | 50-Minute Roundtable | CE 1.00 | (E)

### **Understanding Experiences of Discrimination and Harassment in Counselor Education**

*Megan Speciale, PhD, Margaret Lamar, PhD; NCC; LPC, Frederica Dennis, MA*

While power differentials are an inherent and necessary aspect of the counseling training environment, multicultural education standards indicate that educators must recognize

and understand the impact of asymmetrical power differentials and be proficient in navigating hierarchical relationships. Despite awareness of the deleterious impact of unchecked power dynamics in teacher-student relationships, many CES faculty have not received specific training on preventing, intervening, and responding to power abuses within higher education settings. In this roundtable, attendees will: 1) gain understanding about the occurrence of power abuses in CES master's and doctoral programs and 2) learn how to analyze and navigate asymmetrical professional power differentials between students, faculty, and supervisees/ors.

2:30 - 3:20 PM | Metropolitan B  
136 | 50-Minute Roundtable | CE 1.00 | (E)

### **Overcoming IRB Challenges When Studying Vulnerable Populations in Qualitative Research Designs**

*Diane Chandler Jones, Masters Degree; LPC; CCMHC, Lucinda West, PhD; LMHC (FL); LMFT (TX, FL); AAMFT Approved Supervisor*

This is a roundtable discussion of IRB challenges and strategies when researching greater than minimal risk populations in qualitative research studies. Presenters will briefly describe the personal challenges and successes for achieving IRB approval with an original study using a vulnerable population; 'lessons learned' will be shared in the group. Presenters will describe ethical challenges when using vulnerable populations. Presenters will identify steps to mitigate challenges and will discuss strategies for meeting IRB expectations. Presenters and attendees have the opportunity to engage in in-depth discussion of best-practice strategies for obtaining IRB approval. Participants will identify characteristics of a vulnerable population faced in the IRB approval process and identify ways to overcome and mitigate these ethical challenges

2:30 - 3:20 PM | Metropolitan B  
138 | 50-Minute Roundtable | CE 1.00

### **Understanding Developmental Trauma: Implications for Counselor Education**

*Monica Leppma, PhD; LMHC (FL), Tracy Hutchinson, PhD; LMHC (FL), Emily McCreary, MA*

Childhood developmental trauma has been called a hidden epidemic because it is often overlooked by counselors. However, the adverse effects can endure into adulthood and increase the risk for complex PTSD and other mental health disorders. Therefore, it is vital that counselor educators, supervisors, and counseling students understand developmental trauma, its signs and symptoms, and treatment considerations. Attachment, neuroscience, and treatments for developmental trauma will be discussed.



2:30 - 3:20 PM | Metropolitan B  
141 | 50-Minute Roundtable | CE 1.00

### **ASERVIC Spiritual Competencies: Next Steps toward Classroom Implementation**

*Kristen White, PhD; Licensed psychologist (CA, OR), Tiffany Warner, Masters Degree; LPC (OR); CADC I (OR); Approved Oregon Supervisor*

Religion and Spirituality are core components of many clients' experience; they often significantly impact the client's values, beliefs, and treatment. While the counseling field has come to recognize the importance of these factors over the last 20+ years, there is often still a gap between the perceived importance and the actual implementation. Many graduate counseling programs struggle to incorporate religious and spiritual competencies into their coursework, such that students are not fully equipped to understand or address the spiritual needs of clients. In this roundtable, participants will review the current literature on developing spiritual competencies, including the ASERVIC competency guidelines, and further the discussion of specific activities that can integrate these competencies in teaching and supervision.

2:30 - 3:20 PM | Metropolitan B  
142 | 50-Minute Roundtable | CE 1.00 | **E**

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

*Laura Hodges, PhD; LPC (TX); LPC (AL); LPC-S (TX); LPC-S (AL); NCC; ACS, Melissa Deroche, PhD; LPC-S; LMFT; NCC*

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

2:30 - 3:20 PM | Metropolitan B  
143 | 50-Minute Roundtable | CE 1.00 | **E**

### **Title IX: How Will the Changes Affect You and Your Students**

*Nicole Torres, Masters Degree, Dana Brookover, M.Ed*

The current administration in the United States has changed how institutions of higher education address the respondents and complainants of Title IX cases. In this session, the presenter will give a brief overview of the changes proposed by the current administration. How these changes will affect different areas of higher education and counselors-in-training will be discussed. Best practices for counselor educators, college counselors, and student affairs professionals will be recommended.

2:30 - 3:20 PM | Metropolitan B  
146 | 50-Minute Roundtable | CE 1.00

### **Best Practices When Using the SCPIS (Clemens, Carey, & Harrington, 2010) to Measure ASCA National Model Implementation In Counselor Education Research, Supervision, and Practice**

*Heather Fye, PhD; NCC; Certified K-12 School Counselor (PA); Licensed Professional Counselor (OH), Steve Rainey, PhD; School Counselor License (TX)*

Interested in measuring the ASCA National Model (2012) within your school counseling research, supervision, or practice? This presentation will focus on the results of a confirmatory factor analysis of the School Counseling Program Implementation Survey (SCPIS; Clemens Carey, & Harrington, 2010). Attendees will reflect on its applicability and leave with best practice tips on how to use the SCPIS in their research, supervision, and practice.

2:30 - 3:20 PM | Senaca  
093 | 50-Minute Career Focused Session | CE 0.00

### **What Am I Missing?: Obtaining a Job In Counselor Education**

*Amanda Minor, PhD, Erin Binkley, PhD; LPC; NCC, Katie Muirhead, PhD*

This presentation focuses on helping job seekers demystify the Counselor Education job search process. Presenters will work with participants to navigate the relationship between personal and career values, identify important tasks in preparation for a job interview, give perspective from serving on various search committees, and provide helpful tips for the negotiation process.

2:30 - 3:50 PM | Redwood A  
092 | 80-Minute Panel Discussion | CE 1.50

### **Building Community and Maximizing Student Success: Perspectives from Counselor Educators in Traditional, online, and Hybrid Counselor Education Programs**

*Kristen Vincenzes, PhD., Ashley Pechek, PhD., Kaitlynn Timko, MS, Robyn Storey, BA and Kelsi Lucas-Collins, BS*

Research shows that learning communities and establishing a relationship with students positively correlates with student satisfaction and retention rates (Horzum, 2015). Cultivating these communities can be challenging when counselor educators have the gatekeeping responsibility to be aware of students' and supervisees' limitations that might impact their performance (ACA, 2014, Standard F.6.b). Challenges may include supporting students with disabilities, working with students with substance use or other mental health issues, ensuring ethical gatekeeping procedures, and maintaining their own well-being. Panelists will share lived experiences of overcoming these challenges to engage students and ultimately foster positive learning communities that will successfully prepare counselors in training for their future career paths.

3:30 - 4:20 PM | ACES Suite  
Meeting | CE 0.00

### **International Interest Network**

3:30 - 5:30 PM | Chelan  
Meeting | CE 0.00

### **WACES Executive Council Meeting** *Margaret Lamar*

3:30 - 4:20 PM | Capitol Hill  
147 | Education Session | CE 1.00

### **Increasing Pre-Service School Counselors' Cultural Awareness and Sensitivity to Diversity: An Immersion Experience**

*Carol Dahir, EdD; School Counseling Educational Leadership PD; NYS School Counselor Certification, Amy Upton, PhD; NCC; NCSC; VA Pupil Personnel License; Alabama School Counselor License, Emily Brown, PhD; LPC; NCC, Kathy Biles, PhD; NCC*

Using New York City as a backdrop of racial, cultural, ethnic and religious diversity, counselor educators will share an innovative approach for graduate students to become more knowledgeable and understanding of the needs of K-12 students and their families who represent a multitude of racial and ethnic backgrounds, family configurations, beliefs, and traditions. Presenters will describe a week long cultural immersion experience in New York City that has focused on increasing cultural competence for graduate students for the past 12 years. The interactive presentation will focus on strategies that can be utilized for creating cross cultural learning experiences for graduate students to apply and utilize in their communities and schools.

3:30 - 4:20 PM | Ballard  
151 | Education Session | CE 1.00

### **Teaching Family Counseling in Counselor Education Through the Media**

*Samuel T Gladding, PhD; LPC (NC); CCMHC*

There are multiple ways to teach family counseling in counselor education. However, one of the most dynamic that can be used as a part of a class or for a whole semester is through using case examples from literature, film, and the media. Literature examples can range from fiction, such as novels by William Styron, Alex Haley, and Amy Tan, to classic dramas such as plays by Edward Albee and Shakespeare. Films used to highlight functional and dysfunctional aspects of families

include comedies and tragedies. This workshop will explore examples of family dynamics from novels, biographies and semi-biographies, feature films, television series, and media stories. The emphasis will be on ways of helping counselors in attendance assist families they work with keep healthy and how this knowledge can be systemic conveyed to families.

3:30 - 4:20 PM | Boren  
152 | Education Session | CE 1.00

### **Using Technology to Create Intentional Learning Experiences**

*April Megginson, PhD; Licensed School Counselor 5th-8th (MA); Pupil Personnel Services, School Counselor (CA), Katherine Bender, PhD*

In a review of Evidence Based Teaching literature (Malott, Hall, Sheely-Moore, Krell, & Cardacioto, 2014), three categories of strategies were explored (A) creating effective learning environments, (B) structuring intentional learning experiences, and (C) assessing teaching effectiveness. In this interactive workshop, participants will learn how to employ these strategies using technology. This presentation will discuss ways in which to incorporate technology into Core Content courses specifically Counseling Theories, Ethics, and Career Counseling in innovative and engaging ways. Counselor educators who increase their own competence in technology in the classroom are not only enhancing their own teaching skills but are also equipping students to be on the cutting edge as they enter the work force.

3:30 - 4:20 PM | University  
153 | Education Session | CE 1.00

### **What's My Line? Managing the Boundary between Professor and Clinician**

*Jacqueline Smith, EdD; LPC, Jasmine Knight, PhD; NCC; Cyrus Williams, PhD; LPC; LMHC; NCC*

Teaching and supervising individuals entering the counseling profession is significantly complicated for counselors who are themselves educated and skilled diagnosticians and clinical practitioners. Managing the boundary between counselor and professor or supervisor and supervisee is difficult when the counselor educator/supervisor observes behaviors and dispositions in their students or supervisees commonly seen in clients in counseling settings. This session examines the professional and ethical responsibility in maintaining appropriate boundaries between teaching, supporting, evaluating, and gatekeeping students and supervisees who display signs of mental or emotional impairment.

3:30 - 4:20 PM | Seneca  
154 | *Education Session* | CE 1.00

### **White Fragility In Counselor Education**

*Mandy Cisler, PhD; LPCC; NCC; PPS, John O'Malley, PhD; NCC; LSC, Nicole Botaitis, Masters Degree, LMFT; LPCC; PPS*

In order to provide ethical and culturally appropriate care to clients, counselor educators must model to counselor trainees by being reflective in any potential biases that may interfere with the provision of counseling. This session will assist counselor educators to investigate potential barriers for this exploration, namely, white fragility. Counselor educators will be introduced to the term and discuss its relevance in terms of counselor education. This session will offer a nonjudgmental space for reflecting on how counselor educators can continue to do their own race work and provide a rich, unbiased, and challenging experience for counselor trainees. The presenters will share their own experience along this process and discuss practical tools on how to approach white fragility when it manifests in counselor trainees.

3:30 - 4:20 PM | Cedar  
156 | *Education Session* | CE 1.00

### **Written In a Clear, Professional Style: Preparing Counselors-In-Training for Professional Writing**

*Gregory Roth, PhD; LPC; NCC, Lucy Parker, PhD; LPC; NCC*

Counselors-in-training may have deep-seated desires to help others, but sometimes their writings skills are under-developed for a career that requires clear, concise, and high-quality writing. Building upon the assertion that students and counselors must be able to convey information in a professional manner, this education session will help attendees appreciate the importance of good writing skills and learn effective strategies for promoting the development of such skills. The program will include a review of relevant research, a group discussion, and a short activity.

3:30 - 4:20 PM | Jefferson A  
158 | *Education Session* | CE 1.00

### **Preparing Students for Success on the Counseling Program Comprehensive Examination (CPCE) and National Counselor Examination (NCE)**

*Matthew Shurts, PhD, Edina Renfro-Michel, PhD; LPC; ACS*

The Counseling Program Comprehensive Examination (CPCE) and the National Counselor Examination (NCE) are multiple-choice exams assessing content knowledge of the eight CACREP Core Content areas (e.g., Helping Relationships; Career Counseling). Many counseling programs utilize the CPCE as a capstone test students must pass in order to graduate, and the NCE is used by many states as a requirement

for licensure. However, very little has been written about best practices for preparing students to take and perform well on these high-stakes multiple-choice exams. The purpose of this session is to discuss predictors of success on the CPCE and NCE as well as provide concrete teaching/preparation strategies that can equip students to think critically and perform better on these multiple-choice tests.

3:30 - 4:20 PM | Aspen  
160 | *Education Session* | CE 1.00

### **Wellness and Self-Care Practices of Counselors-In-Training: Curriculum, Practice, and Research**

*Darcie Davis-Gage, PhD, Kristin Meany-Walen, PhD; LMHC; RPT-S, Carol Klose Smith, PhD*

Wellness and self-care practices are ethical and curriculum standards for counseling programs. However, students report feeling unprepared to practice self-care following their education program (Meany-Walen et al., in press). Furthermore, researchers found students' wellness decreases across their training program when wellness and self-care strategies are not intentionally addressed (Lenz & Smith, 2010; Meany-Walen, Davis-Gage, & Lindo, 2016). This presentation will review original research that examined the experiences of counseling students who created a wellness plan and engaged the completion of the plan in one semester. Presenters will discuss wellness practices, outline the experiences and insights of participants, describe barriers of implementation, reflections of the process and provided copies of the assignment.

3:30 - 4:20 PM | Juniper  
161 | *Education Session* | CE 1.00

### **Finding Your Inner Advocate: Engaging Counselors in Training In Social Justice Competencies**

*Rebecca Pender Baum, PhD; LPCC-S (KY);NCC, Debra Pender, PhD; LCPC (IL)*

The Multicultural and Social Justice Counseling Competencies (MSJCC) reflect a charge to counselors to integrate multiculturalism and social justice into counseling practice. Counselor educators and supervisors may use the MSJCC as a framework for providing multicultural and social justice competent counselor training and supervision, with a heightened focus on supervision practice that encourages counselors-in-training to establish a safe, supportive, and affirming counseling relationship with culturally diverse clients and communities. Counselor educators and supervisors play an instrumental role in disseminating the MSJCC which can be accomplished in a myriad of ways. This presentation will review the MSJCC and provide participants with activities that can be incorporated into counselor training programs and supervision practices.

3:30 - 4:20 PM | Redwood B  
163 | *Education Session* | CE 1.00 | **S**

### **Making Supervision Count: Preparing Students to Work with Evidence-Based Practice**

*Huma Bashir, EdD; LPCC-S; LICDC*

Training students to be effective counselors is the goal of every Counselor Educator. In the classroom more times than not, teaching and supervision happen simultaneously. Feedback Informed Treatment (FIT) is an approach for evaluating and improving the quality and effectiveness of behavioral health service delivery, and it enhances supervision and counselor self-efficacy. Data from 11 participating agencies were collected and analyzed to measure the effectiveness of treatment and to inform implementation recommendations and future trainings for supervisors, clinicians, counselor educators, and administrators to assist them in providing the most effective client care. FIT integrated into supervision can improve the skills, and alliances of counselors with their clients, and ensure services being delivered are effective and engaged.

3:30 - 4:20 PM | Columbia  
164 | *Education Session* | CE 1.00

### **Integrating Theory into Counseling Supervision: A Developmental Model**

*Katherine Purswell, PhD; LPC; NCC; RPT, Kimberly Jayne, PhD*

Integrating a personal theory of counseling into one's counseling practice is a dynamic, and often unclear process for supervisees. Facilitators will present a developmental model of supervision for supervisors to promote supervisees' identification and integration of a personalized counseling theory into their counseling practice. Supervisor and educators will learn skills and strategies to support theoretical development for novice to post-master's counselors.

3:30 - 4:20 PM | Jefferson B  
170 | *Education Session* | CE 1.00

### **The Development of The Trauma Competency Inventory a Measurement to Help Counselor Educators Better Prepare Clinicians for Treating Trauma within a Diverse Society**

*Kelley Holladay, PhD; PhD; LMHC; NCC, Renee Howells, PhD; PhD; LPC; NCC*

The Trauma Competency Inventory is designed to measure the competencies of counselors-in-training who are preparing to work with an individual who has experienced trauma (e.g., war, disaster, illness or death, terrorism, motor vehicle accidents, and violence). A valid instrument measuring trauma counseling competencies will inform educators of counselors-in-training

level of preparedness with this population, to ultimately guide teaching practices in accordance with CACREP (2016) Standards. Resources (e.g., literature, case studies, and experiential activities) will be provided to counselor educators to help foster discussions in the counseling classroom, to better prepare clinicians for treating trauma within a diverse society.

3:30 - 4:20 PM | Medina  
171 | *Education Session* | CE 1.00 | **E**

### **Learning By Leaving: Sabbatical and Professional Leaves from the Academy**

*Anne Geroski, EdD, Kurt Kraus, EdD; NCC; ACS; LPC*

Harkening back to the original intent of what it means to take a sabbatical, the literature indicates that sabbatical and professional leaves provide opportunities for faculty to acquire new skills and knowledge, and they also serve an important role in providing respite and renewal -all important to the professional practice of counseling and supervision. The focus of this presentation is on helping counselor educators think about their personal and professional needs and how these needs may be addressed during time away from the regular job responsibilities. The presenters will provide information on how counselor educators can advocate for their importance to taking a leave, and how to create meaningful sabbatical or professional leave opportunities.

3:30 - 4:20 PM | Leschi  
175 | *Education Session* | CE 1.00

### **SBIRT and Addictions Courses: Integrated Care Assessment Models in the Counseling Classroom**

*Hallie Sylvestro, PhD; North Carolina Board of Licensed Professional Counselors, LPCA, #A11017; ACA Member #6530089, Ph.D. in Counseling and Counselor Education from the University of North Carolina at Greensboro*

As healthcare professionals continue to recognize the importance of early assessment and intervention for substance-related issues, counselor educators must consider how to bolster substance-use related training for counseling students in all areas of practice. Substance Use Disorders (SUDs), and even moderate to harmful substance use habits, are known to significantly interact with one's mental health, and are therefore critical areas of attention for the counseling community. Screening, Brief Intervention, and Referral to Treatment, known as SBIRT, is an evidence based practice promoted by SAMHSA to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs. Counseling students trained in SBIRT will gain practical addiction counseling skills for use in school and community mental health settings.

3:30 - 4:20 PM | Virginia  
174 | Education Session | CE 1.00

### **Improving Persistence and Accelerating Dissertation Completion Rates Through Use of Detailed Timelines**

*Helen Runyan, PhD; LPC; Registered, Approved Supervisor; NCC, Deanna Towns, Masters Degree; LPCS; NCC*

Finding effective methods to encourage forward progress by CES PhD students during the dissertation phase of their education is essential to the health and future of the counseling profession. This program will provide participants a new template developed by the presenters to enhance student and professor satisfaction through the use of a timeline. This template establishes a detailed timeline to support students in navigating the relatively unstructured phase of dissertation research and writing. By using a concrete timeline to plot original dates expected for completion, as well as showing students the projected time to completion should original deadlines not be met, both students and dissertation committee members will quickly reestablish focus and the necessary traction toward degree completion.

3:30 - 4:20 PM | Issaquah A  
177 | Education Session | CE 1.00

### **Planning and Surviving a Disaster Service Learning Experience**

*Virginia Holeman, PhD, LPCC*

Service learning provides real life experience for counselor trainees, but also comes with unpredictable challenges. This session presents the good, the uncertain, and the unexpected from a one-week service learning project that was undertaken by a group of counselor-trainees in the aftermath of a natural disaster. Participants will gain insights into planning, executing, and processing service learning experiences for Master level counselor trainees.

3:30 - 4:20 PM | Issaquah B  
181 | Education Session | CE 1.00

### **Letters to Their Younger Selves: Counseling Students' Stories of Practicum Through Reflective Practice**

*Dan DeCino, PhD; LPC (CO); NCC, Phillip Waalkes, PhD; NCC, ACC, Joel Givens, PhD; LPC; NCC*

Practicum courses are often memorable and transformative experiences for counselors-in-training. Despite its significance in counselor training, little is known about the important messages students tell themselves about their practicum training experiences. The results of a recent narrative study

with practicum students using a narrative letter writing activity will highlight student's stories of transformation and promotes using reflective practice in live counselor training coursework. After attending this presentation, counselor educators and supervisors will have a better understanding of the important messages students tell themselves at the end practicum, the importance of reflective practice in practicum courses, and how narrative letter writing can be used to improve student training and supervision.

3:30 - 4:20 PM | Greenwood  
184 | Education Session | CE 1.00

### **Still: Sexist Microaggressions in CES and Suggestions for Reduction \*IF YOU ARE A PROGRAM CHAIR OR FACULTY WITH MULTIPLE IDENTITIES OF PRIVILEGE, THIS PRESENTATION IS FOR YOU.\***

*Dustin Destler, PhD; LPC; NCC, Elizabeth Horn, PhD; LPC*

Sexism has largely evolved from obvious, overt acts to more subtle, covert manifestations. When combined with intersectional discrimination, many women in CES experience contemporary prejudice in the form of microaggressions. Action steps are necessary to effectively respond and mitigate microaggressions toward women CES faculty. Based on original research, program attendees will receive suggestions for how to reduce and prevent instances of microaggressions in order to create more equitable and hospitable work environments for women in the Field of CES.

3:30 - 4:20 PM | Cedar B  
185 | Education Session | CE 1.00

### **Increasing Native American Cultural Competence in Counselor Education**

*Amanda Giordano, PhD; LPC; NCC, Elizabeth Prosek, PhD; NCC, Michael Schmit, PhD; LPC*

Counselor educators are charged with helping students become knowledgeable about diverse cultural groups in order to provide culturally competent care. The purpose of this presentation is to share perspectives from Native American research participants on topics pertinent to counselor education. Using data collected from a Consensual Qualitative Research (CQR) project, the presenters will describe Native American participants' perspectives on the strengths of Native American culture, obstacles faced by Native Americans, how participants would like their culture represented in counseling courses, views on mental health and substance abuse treatment, and desired advocacy.

3:30 - 4:20 PM | Metropolitan B  
150 | 50-Minute Roundtable | CE 1.00

### **Student Affairs Training: Counseling V. Higher Education**

*Marcella Stark, PhD; LPC-S, Olivia Wedel, PhD; LPC; NCC; LCDC*

Student affairs (SA) professionals have advanced from being generalists who provide services (including counseling services) to specialists in specific functional areas (e.g., housing, Greek life, student activities). As counselor training moves more toward clinical mental health and higher education moves more toward administration, students training to be SA professionals may be left without the skills they need. In this round table discussion, research on the perceived need of counseling skills in SA will be presented, and participants will discuss how to best bridge the gap in preparing the next generation of SA professionals.

3:30 - 4:20 PM | Metropolitan B  
155 | 50-Minute Roundtable | CE 1.00

### **Applying Principles of Athletic Mastery to Pre-Practicum Courses**

*Melanie Person, PhD; LCPC; LMHC, Mark Young, PhD; LPC, Ciera Min, Bachelors Degree, Lindsay Stockton, Bachelors Degree, Sarah Swanson, BS*

"Trust the process" is uttered by many counselor educators. This concept may be more palpable to CITs if a clear framework were available to facilitate a more concrete understanding. Many of the same concepts applied to the mastery of various athletic undertakings can be applied to counselor education, providing the potential of structure and meaning to CITs as they move through development of counseling skills. Using videotape, feedback, breaking down concepts and practicing those in isolation, addressing the mental wall, and learning to put isolated skills together are concepts that apply to both sports training and skills training for a counselor. Through identifying best-practice applications within sports training, this presentation will provide suggestions and interventions to use during counseling skills training courses.

3:30 - 4:20 PM | Metropolitan B  
157 | 50-Minute Roundtable | CE 0.00

### **From Problem to Pride: Embracing the Role of Department Chair**

*Dawnette Cigrand, PhD; LSC (WI), Mary Fawcett, PhD*

Department Chair work is often described as difficult, unrewarding, stressful and confusing. This round table discussion will encourage participants to replace these descriptors with reframed perspectives to help current and future chairs embrace positive ways of leading. Participants will identify professional strengths and transferable skills that counselor educators in particular have already acquired and can apply to their chair

work. In addition, participants will consider positive ways the chair role can impact their department and see pride in their leadership influence. Those attending will also take away a new awareness of approaches helpful in managing multiple roles, navigating interactions with faculty, students and administration, and balancing self-integrity with professional responsibility.

3:30 - 4:20 PM | Metropolitan B  
159 | 50-Minute Roundtable | CE 1.00

### **Ubumuntu and Peace Education: Teaching Hope, Forgiveness, and Reconciliation in a Rwandan Immersion Counselor Education Course**

*Daniel Gutierrez, PhD; Ph.D.; LPC; LMHC; CSAC; NCC, Spencer Niles, PhD; NCC; LPC*

The people of Rwanda have endured many significant hardships, including a genocide that took the lives of a million people in 100 days. Rwandans have worked tirelessly to repair and restore their society and culture creating a stronger infrastructure as well as safe environment. Rwanda's efforts towards peace, reconciliation, and healing makes it one of the best places on earth to learn about developing strong communities that transform suffering into human flourishing and community well-being. In this presentation, we discuss the development and evaluation of a counselor education study abroad course conducted in partnership with the Kigali Genocide Memorial. We will share our qualitative research findings detailing the genocide survivor's journey to forgiveness and hope, as well as the student experiences being immersed in the setting.

3:30 - 4:20 PM | Metropolitan B  
162 | 50-Minute Roundtable | CE 1.00

### **Sense of Purpose and Persistence among Minority Counseling Students: Implications for Counselor Education, Supervision, and Research**

*Carly Scarton, EdD; NCC, Gitima Sharma, PhD, Dominiqua Griffin, PhD*

The hallmark of counseling profession is wellness but very few counseling programs incorporate initiatives to promote their own students' wellness (Roach & Young, 2007). Research identifies sense of purpose as a key component for students' wellness, personal growth, persistence, and career success. Presenters will share their research on the nature, role, and development of sense of purpose among counseling students especially the students from minority ethnic backgrounds. They will also facilitate an in-depth discussion among the participants about the educational and supervision approaches that could strengthen counseling students' sense of purpose, holistic wellness, and positive identity. Thereby, increasing their persistence and personal as well as professional growth in the context of their larger purpose in life.

3:30 - 4:20 PM | Metropolitan B  
148 | 50-Minute Roundtable | CE 1.00

### **Interdisciplinary Cross-Training Activities to Expand the Reach of Counseling Skills to Resident Medical Education**

*Dixie Meyer, PhD; LPC; NCC, Max Zubatsky, PhD; LMFT*

It has been a long-standing trend that primary care physicians are the default mental health providers of patients; yet, primary care physicians are often not well trained to attend to mental health needs. Counselors are trained to attend to mental health needs and can provide services in a medical setting. Integrated care, while designed to present patients with both mental and physical health care concurrently, is often trained with professionals from each field separately, neglecting opportunities for professionals from both fields to learn from one another and best meet the patients' needs from a team-based approach. In this round-table, we will describe activities cross-training counselors and medical residents together and facilitate a discussion about bringing counseling skills into medical settings.

3:30 - 4:20 PM | Metropolitan B  
149 | 50-Minute Roundtable | CE 1.00

### **Preparing Counselors for Integrated Behavioral Health Care**

*Allison Crowe, PhD; LPCS; NCC*

The archaic divide between medical and mental health care is quickly coming to a close and counselors are the best trained behavioral health professionals to work within integrated care systems. Unfortunately, the counseling profession is lagging behind other behavioral health providers in embracing integrated care (IC). There are very few training examples in the counseling field, and those who are interested in adopting these practices have little to rely on when seeking to adopt strategies for preparing counselors to work in these settings. This round table will be a place for counselors to come together to discuss IC, share training ideas, and move the profession in this necessary direction

3:30 - 4:20 PM | Metropolitan B  
165 | 50-Minute Roundtable | CE 1.00

### **Creating Change Agents: Developing a Social Justice Infused Counseling Curriculum**

*Kristina Weiss, Masters Degree; School Counseling certification, Nina Nagib, Masters Degree, Kara Ieva, MS*

Professional counselors are charged with promoting social justice and combating barriers which impose inequities on marginalized populations. In order to do this effectively,

counselor training programs need to infuse social justice within their curriculum, yet limited guidance is provided on how to engage in this education. This session will explore the implications, development, and deliverance of a social justice infused curriculum. The discussion will encourage open dialogue to discuss current social justice infused counseling curriculum and diverse pedagogical approaches.

3:30 - 4:20 PM | Metropolitan B  
166 | 50-Minute Roundtable | CE 0.00

### **Life After Graduation: The Period of Transition from Doctoral Candidate/Graduate to Assistant Professor** *Kerri Legette McCullough, EdD; LPC (DC); LCPC (MD); NCC, Startasha Dillard, Masters Degree; LPC (DC); CAC-II (DC); NCC*

The transition from doctoral candidate to first year assistant professor is an under discussed topic in counseling education. Little attention has been given to the drastic changes a graduate may experience after completing a dissertation, graduating, and becoming an assistant professor. Therefore, graduates are at risk for experiencing "post dissertation blues" or "post-graduation depression" with little tools or resources to navigate them through the process (Magnuson, 2002). As there is a substantial deficit in research that concentrates on this important transition period this presentation aims to explore the experiences during this transition and identify ways to cope to the changes. A model of transition will be introduced in the session to provide more insight into the transition process.

3:30 - 4:20 PM | Metropolitan B  
167 | 50-Minute Roundtable | CE 1.00

### **Model Collaboration between a Counselor Education Program and a School District to Deliver School-Based Mental Health Services**

*Kenneth Coll, PhD; LPC (WY); LCPC (ID); NCC; Master Addictions Counselor, Alexander Day, MS*

This program includes a summary of the increasing national trend to deliver school-based mental health services. Then, a model collaboration between a Clinical Mental Health Counselor Education Program and a school district is described. Discussion will include processes for selection of interns, setting up services at the schools, clinical supervision delivery, and other logistics that make for this successful partnership. Dialogue will also include description of the outcome evaluation processes utilized.

3:30 - 4:20 PM | Metropolitan B  
168 | 50-Minute Roundtable | CE 1.00

**Teaching Counseling Students about Theories and Etiology of Addiction and Addictive Behaviors: Exploring a Multimodal Explanation of Addiction**

*Brianne Scott, Masters Degree, Chad Yates, PhD; LPC*

Research on the neurobiology or disease model of use has grown to include a detailed description of the neurological structures in the brain and the drug use reward pathway. However, the disease model is just one conceptualization of addiction. Counselors who learn to frame addiction from several models can better serve clientele by allowing the client to explore how they view addiction and more importantly recovery. This roundtable presentation will include an open dialogue between counselor educators who teach addiction courses. The aims of the program include an opening of a dialogue on how we choose to structure our addiction course to discuss theories and etiology of addiction. We as presenters hope to guide these discussions along with adding resources for counselor educators who may be just beginning to teach an addictions course.

3:30 - 4:20 PM | Metropolitan B  
169 | 50-Minute Roundtable | CE 1.00 | (S)

**An Arena for Change: Creative Clinical Supervision Using Equines for Metaphorical Change**

*Sandra Kakacek, EdD; LCPC (IL); Special K-12 Teaching and Supervising Emotionally Disturbed; Special Teaching and Supervising Learning Disabilities; School Service Personnel/ Guidance Type 73; Standard Provisional K-9; Equine-Assisted Psychotherapist*

This workshop is designed to promote creative growth and development of using equines as metaphorical tools to increase basic mesoskills and microskills as well as advanced clinical skills for practicum and internship students. The presentation will include videos of master students working on skills using the equines "on the ground." Solution-Focus Brief Therapy is utilized. Activities in the session will also include practicing with props, i.e. ropes and halters, while creating metaphorical responses for change. Participants will increase their awareness, knowledge, and applications of including equines in clinical supervision.

3:30 - 4:20 PM | Metropolitan B  
172 | 50-Minute Roundtable | CE 1.00

**Rolling the 20-Sided Die: Utilizing Role Playing and Tabletop Games in Counselor Skills Development**

*Kirsten LaMantia, PhD; NCC; LPC, Christopher McCollum, Masters Degree*

Come let your inner geek learn how to use role playing and tabletop games to enhance counselor-in-training skills development. Role playing games (RPGs) and tabletop games

have been used as therapeutic interventions with clients, and this presentation will merge the gap from clinician intervention to educator and supervisor tool. These games can offer counselor educators and supervisors a dynamic and experiential opportunity to allow counselors-in-training to explore how the use of communication, imagination, metaphor, and empathy can transform a counseling session. This presentation will utilize actual gameplay to generate practical applications of RPGs in counselor education classrooms. Don't forget to bring your 20-sided die!

3:30 - 4:20 PM | Metropolitan B  
173 | 50-Minute Roundtable | CE 1.00 | (E)

**Creativity During Remediation to Support Student Success**

*Angela Weingartner, PhD; LPC; NCC; MBTI, Claire Critchlow, Masters Degree; LPC; NCC*

The remediation process usually involves a period of intensified supervision. Often, supervisors are focusing both on clinical skills and personal development. While the ultimate goal for a remediation plan is to provide additional support and see the student become successful within the program, it is common for a student participating in the remediation process to express defensiveness or false projection during intensified supervision. Using creative approaches to address defensive mechanisms allows for a decrease in tension during intensified supervision, which ultimately makes room for growth to occur. Attendees will learn strategies to improve effectiveness of supervision during the remediation process and develop methods for encouraging resilience, self-awareness and growth in graduate counseling students.

3:30 - 4:20 PM | Metropolitan B  
179 | 50-Minute Roundtable | CE 1.00

**Exploring Teaching Competencies within Counselor Education**

*Jacqueline Swank, PhD; LMHC; LCSW; RPT-S, Jo Lauren Weaver, MA*

Counselor educators are responsible for training counseling students to be ethical, professional counselors. Therefore, it is crucial that doctoral students receive training that fosters the development of teaching competencies. This presentation focuses on discussing key areas of teaching competency that are crucial for doctoral students and counselor educators.



3:30 - 4:20 PM | Metropolitan B  
180 | 50-Minute Roundtable | CE 1.00 | (E) (S)

### **Promoting Student Growth in Supervision and Remediation Using Motivational Interviewing**

*Melanie Larussi, PhD, LPC-S, NCC, Keith Myers, PhD; LPC, ACS*

It is common for students to experience resistance or ambivalence when a supervisor or faculty advisor requests they change their behaviors or perspectives to be a more effective counselor. Motivational interviewing (MI) is used to cultivate motivation for positive change within the context of a helping relationship, and is applied to counselor supervision. Implementing this approach can help improve the effectiveness of supervision and remediation, including students achieving desired outcomes, even if students are initially ambivalent or appear disengaged. In this roundtable, we will describe MI applied to clinical supervision and student remediation. Attendees will be encouraged to apply the material presented in interactive activities, and case examples will illustrate specific applications of MI in supervision and remediation.

3:30 - 4:20 PM | Metropolitan B  
183 | 50-Minute Roundtable | CE 1.00 | (S)

### **Supervision Across Languages: An Invitation to Bilingual Supervisors**

*Claudia Interiano, PhD; LPC-A, Elba Carolina Benitez, PhD; LPC, NCC*

It is estimated that over 60.4 million individuals in the United States are non-English speakers (U.S. Census Bureau, 2013). Therefore, the demand for counselors who can provide counseling services in a secondary language is growing as the non-English population increases. Supervision is a crucial component of clinical training (CACREP, 2015). Yet proficiency standards in bilingual supervision are not established in the literature (Arredondo, Gallardo-Cooper, Delgado-Romero, & Zapata, 2014). This roundtable invites bilingual supervisors to discuss cross-cultural supervision models, the role of cultural and linguistic competencies for bilingual supervisees, and the impact of acculturation in developing interventions to improve counseling efficacy in another language.

3:30 - 4:20 PM | Metropolitan B  
186 | 50-Minute Roundtable | CE 1.00 | (S)

### **Supervision in Rehabilitation Counseling: Similar Skill Set for Different a Discipline**

*John Petko, PhD; NCC*

Supervision in clinical mental health settings is essential to ensure that client's receive competent and quality care. Supervision in Rehabilitation utilizes a different skill set than mental health supervisors but is just as important to ensure good quality care. This program will discuss the supervision process and explore the skill sets necessary to develop rehabilitation counselors.

3:30 - 4:20 PM | Metropolitan B  
187 | 50-Minute Roundtable | CE 1.00 | (E)

### **CES Considerations: The Ethical Use of MmHealth Apps in Counseling Practice**

*Stephanie Marder, Masters Degree; LPC; LCDC II, Dana Unger, PhD; NCC; LSC*

The use of mobile mental health apps (mmHealth apps) in the counseling field is growing. However, the ethical implications of using these tools with clients are not often explored. Counselor educators and supervisors have a responsibility to communicate the ethical use of mmHealth apps to counseling students and practicing professionals. This roundtable is designed to examine and promote technological literacy of counselor educators and supervisors through exploring the importance of ethical considerations of mmHealth app education. Strategies will be discussed which highlight how to effectively and ethically integrate these tools into counseling practice.

3:30 - 4:50 PM | Ravenna A  
176 | 80-Minute Panel Discussion | CE 1.50 | (S)

### **Supervision: Integrating Creativity Across Modalities**

*Courtney Holmes, PhD; LPC; LMFT; CRC; NCC, Karena Heyward, PhD; LPC; NCC, Denise Hall, Masters Degree; LPC; CRC, Peter Boccone, PhD, Eleni Honderich, PhD*

This panel discussion will provide an overview of distance supervision and the importance of facilitating effective distance supervision for counselors-in-training. Both campus and online program contexts will be discussed. Additionally, the panel will offer creative interventions and supervision tools to use within both individual and group distance supervision in order to enhance supervisee engagement and facilitate the development of a supervisory alliance. Ethical issues and challenges will be examined. The panel features four experienced counselor educators/supervisors who are excited to share their knowledge, experience, and ideas.

3:30 - 4:50 PM | Ravenna B/C  
178 | 80-Minute Panel Discussion | CE 1.50

### **Campus Connections: A Therapeutic Youth Mentoring Program Promoting Community Engaged Pedagogy and Counselor Development**

*Diane Stutey, PhD; LPC; LSC; NCC; RPT-S, Heather Helm, PhD; LPC; RPT-S, Joseph Wehrman, PhD; LPC; NCC; ACS, Jennifer Murdock, PhD; LPC; NCC; ACS, Lori Notestine, PhD; LPC, Kimberly Severn, Masters Degree; LiPC; LSC, Savannah Cormier, Masters Degree; LPC; RPT, Jennifer Krafchick, PhD*

Presenters will introduce a therapeutic youth mentoring program called Campus Connections and discuss the benefits of participation in the program, including the impact on counselor development for masters and doctoral students. Campus Connections is an innovative program that gives graduate students the opportunity to work with youth from diverse backgrounds. In this presentation, we will discuss how this exposure can increase efficacy and share the many benefits community engaged learning have on counselor development and personal and professional growth for all involved within graduate programs.

4:30 - 5:20 PM | ACES Suite  
Meeting | CE 1.00

### **Women's Interest Network**

4:30 - 5:20 PM | Issaquah A  
190 | Education Session | CE 1.00

### **Learning By Doing: Implementing Active Learning in Counselor Education Classrooms**

*Stephanie Crockett, PhD; NCC, Karli Iceman, Masters Degree; NCC*

For nearly a millennium, instructors have utilized traditional lecture-based teaching techniques in their classrooms. Traditional classrooms encourage students to take a "passive" stance when it comes to learning the material. To increase student comprehension and retention, pedagogical practices in higher education encourage instructors to implement active learning approaches. Active learning requires students to learn through doing. In this presentation, attendees will receive an overview of active learning and its pedagogical foundations. They will learn how to implement active learning strategies into didactic, core CACREP courses to improve student learning outcomes. Attendees will also experience active learning through participation in an interactive learning activity.

4:30 - 5:20 PM | Cedar B  
193 | Education Session | CE 1.00

### **What Counselor Educators and Supervisors Need to Know about Addictions Treatment with Survivors of Childhood Trauma**

*Shannon Karl, PhD; LMHC; NCC; CCMHC; ACS, Elda Veloso, PhD; LMHC*

This educational session addresses the connection between traumatic childhood experiences and substance-related and addictive disorders enumerated in the DSM-5 and beyond. Best practices in teaching and clinical supervision are addressed inclusive of integral attendee participation. The combination of seminar, case study, and discussion makes the training valuable for counselor educators, supervisors, and advanced graduate students. Integrative and trauma informed treatment protocols are highlighted and provide attendees increased knowledge that translates readily into myriad teaching and supervision settings.

4:30 - 5:20 PM | Ballard  
194 | Education Session | CE 0.00

### **Optimizing the Academic Journey in Counselor Education and Supervision: Strategies for International Doctoral Students**

*Yue Dang, PhD; LPC; NCC*

This presentation focuses on international doctoral students in counselor education and supervision. The presenter discusses international doctoral students' experiences in counselor education and supervision. In addition, the presenter presents strategies that international doctoral students can use to optimize their learning experience in counselor education and supervision.

4:30 - 5:20 PM | Columbia  
195 | Education Session | CE 1.00

### **"Call Me Dr.": Navigating Visible Space in Counselor Education as Faculty of Color**

*Taryne Mingo, PhD; PLPC (MO#2017029839), Maia Moore, PhD, Cherria Moore, MA*

Student: "The other professors let me call them by their first name." This presentation examines professional identity politics within higher education, specifically counselor education, and how assimilative professional identity practices can impact the academic, social, and emotional wellbeing of faculty of color. A Womanist framework to support the healthy professional identity of faculty of color is presented, including a "This Is What a Professor Looks Like" support project is shared.

4:30 - 5:20 PM | Greenwood  
196 | Education Session | CE 1.00

### **Effective Pedagogical Approaches for Public Arena Advocacy Competencies**

*Debbie Sturm, PhD; LPC (VA), Stephanie Chalk, MA, Renee Staton, PhD*

The purpose of this presentation is to explore the results of a study on counselor educators' perceived confidence and competence in pedagogical delivery of the specific skills defined under the advocacy competency domain of "Public Arena", which includes public information and social/political advocacy. This presentation will explore approaches counselor educators can use to help raise their confidence and competence in teaching "Public Arena" aspects of advocacy. It will also describe how fields such as health justice, environmental justice, public health, and environmental advocacy may provide useful frameworks and inspiration for counselor educators as they work to strengthen their own toolbox for student training.

4:30 - 5:20 PM | Leschi  
202 | Education Session | CE 1.00 | (E) (S)

### **Mandated Reporting: Eleven Strategies to Promote Competence In Counselors-In-Training**

*Lucy Phillips, PhD; NCC; LPC (TX); LPC (MO), Kristin Hauswirth, Masters Degree; QMHP-A; CCJP, Michael Takacs, PhD; LPC (VA)*

Counselor educators and supervisors will discuss specific challenges related to teaching and supervising emerging counselors, specifically in relation to mandated reporting. The possible reasons for challenges with reporting will be addressed, along with eleven strategies counselor educators and supervisors can use to help counselors-in-training become competent in this area. Participants will discuss ideas and strategies for teaching counseling students and supervisees to balance the role of being a mandated reporter with simultaneously keeping a safe space in session where clients can be authentic and disclose freely.

4:30 - 5:20 PM | Juniper  
203 | Education Session | CE 1.00 | (E) (S)

### **Increasing Relevant Self-Disclosure with Master's Level Counselors in Supervision**

*Jennifer Wallace, Masters Degree, Rachel Ballard, M.Ed*

Supervision is important to counseling students' growth as future professional counselors. We know that the relationship between supervisees and supervisors is important in predicting growth. Despite this, an estimated 84% to 97% of counseling trainees withhold relevant counseling-related information from their supervisor. Broadly, we know there are a number of factors that may contribute to a counseling student's choice

to withhold disclosure from a supervisor. The study discussed in this presentation is an original phenomenological study of masters level counseling students conducted to gain a better understanding of training counselors' perception of the supervision experience especially self-disclosure and the factors that impact this disclosure.

4:30 - 5:20 PM | Redwood B  
204 | Education Session | CE 1.00 | (S)

### **Fundamentals of Administrative Supervision in University-Based Training Clinics**

*Kristen Lister, PhD; LPC, Emily Oliveira, PhD; LPC; NCC*

While there are myriad educational resources for clinical supervision, developing skills in administrative supervision can often be left to counselor educators and supervisors to figure out on their own. Learning how to balance client welfare with organizational demands can be a challenge. Those who oversee university-based training clinic operations face the complex task of managing legal and ethical risk, financial resources, policy and procedure implementation, and staff performance. Power dynamics implicit in the role of administrative supervisor can add further complexity to those duties. The presenters will review general principles of administrative supervision and highlight the ways administrative supervision differs from clinical supervision. Participants will be provided case studies for discussion and knowledge application.

4:30 - 5:20 PM | Boren  
205 | Education Session | CE 0.00

### **Using an Individualized Advisement Contract to Structure the Student-Chair Relationship During Dissertation**

*Sarah Criss, Masters Degree; LMFT, Susan Lahey, PhD; LMFT; AAMFT Approved Supervisor, Mildred Dukic, PhD; LPC-MHSP, Frankie Fachilla, Masters Degree; LPC-MHSP; Approved Supervisor; EMDRIA certified, Johanna Powell, Masters Degree; LMFT*

The purpose of this session is to present an individualized advisement contract to structure the student-chair relationship. Reasons for implementing an individualized contract during the dissertation advisement process include: reducing interpersonal misunderstandings, increasing clarity in role expectations, improving student attrition rates, and increasing student/chair perceived satisfaction of advising relationship. An overview of current research will be presented regarding factors related to doctoral dissertation completion and significance of student-chair relationships. Multiple examples of student-chair advisement contracts will be provided. Presenters will facilitate discussion about important elements of an individualized advisement contract including: clear role expectations, advisement structure, and communication.

4:30 - 5:20 PM | Virginia  
206 | Education Session | CE 1.00

### **Overcoming Barriers to Student Engagement in Online Counselor Education Programs**

Wendy Greenidge, PhD; Ph.D., LMHC; NCC; CFM, Brittani Munchel, PhD, Susan Hurley, PhD

The growth of online courses continues to rise dramatically and it is critical that counselor educators account for the unique needs of online learning environments. Student engagement is one of the primary components of effective online teaching and is essential for a high-quality learning experience. Student engagement increases student satisfaction, enhances student motivation to learn, reduces the sense of isolation and improves student performance in online courses. Yet, establishing and sustaining engagement often prove to be challenging in an online setting. This presentation highlights proven strategies to assist with overcoming barriers to student engagement while increasing student satisfaction and academic success. These will include suggestions for course structure, learner interaction and instructor presence.

4:30 - 5:20 PM | Cedar A  
211 | Education Session | CE 1.00 | 

### **Corrective Feedback and Self-Efficacy: Implications for Supervision and Counselor Education**

Vasti Holstun, PhD; LPC; LSC; NCC; NCSC

Counselors receive feedback starting early in their training, and throughout their career. Feedback impacts self-efficacy, which is an important component in counselor effectiveness. Corrective feedback is a major aspect of counselor supervision. The focus of this presentation will be on new research on the interplay between corrective feedback and positive feedback and its effect on self-efficacy. The presentation will address practical modalities of providing adequate feedback in supervision. Implications for supervisors and counselor educators will be discussed.

4:30 - 5:20 PM | Jefferson B  
212 | Education Session | CE 1.00

### **Teaching Psychopharmacology: Ethical, Legal, and Moral Implications**

Theodore Remley, PhD; LPC; NCC, J. Scott Hinkle, PhD; NCC; CCMHC, ACS, Alexander Becnel, Masters Degree; NCC; PLPC

As integrated care becomes more popular in the U.S., the use of psychoactive medications is increasing. Suggesting that "patients" see a medical professional for a potential prescription comes with a host of ethical and potential legal issues that need to be considered for effective case management. Among these are appropriate referrals, communication with medical staff, medication and side-effects monitoring, and follow-up. This session will present the pedagogy of effectively teaching psychopharmacology with a focus on ethical and legal implications.

4:30 - 5:20 PM | Redwood A  
213 | Education Session | CE 1.00

### **School Counselor Trainees in Action (Research): A Quasi-Experimental Study**

Merry Leigh Dameron, PhD; LPSC (NC, TN), Maylee Vazquez, Masters Degree; LPSC (NC); LPCA; NCC, Rachel Saunders, Masters Degree; NCC; LPSC (NC), Jennifer Perry, MA

A question at the core of the American School Counselor Association National Model (2012) is, "How are students different because of what school counselors do?" (Mason et al., 2016). Professional school counselors' participation in action research helps answer this critical question. In this education session, attendees will learn about a method of teaching and mentoring master's level school counseling students in action research. Through handouts and examples, attendees will leave with a clear understanding of how to utilize these methods within their own classrooms and programs. Additionally, presenters will share the results of a quasi-experimental study that explored the impact of participation in the teaching method on trainees' data attitudes and data self-efficacy.

4:30 - 5:20 PM | Medina  
216 | Education Session | CE 1.00

### **The Relationship between School Counselors' Wellness Practices and Burnout: Implications for Counselor Educators and Supervisors**

Heather Fye, PhD; NCC; Certified K-12 School Counselor (PA); LPC (OH), Andrea Gregg, Masters Degree; LPC (AL); NCC

School counselors are integral members of the school system and for meeting the academic, career, and social/emotional needs of students (ASCA, 2012; 2014). These professional roles pose rewards and challenges on the job, making them susceptible to job stress and burnout. School counselors from a national sample were surveyed to determine the relationship between their wellness practices, stress, anxiety, depression, and job burnout. Results, implications for CES, and tips for increasing wellness will be discussed.

4:30 - 5:20 PM | Issaquah B  
218 | Education Session | CE 1.00 | ⑤

### **Supervising Millennials: The Balance of Fostering Self-Efficacy and Clinical Development within The Supervisory Alliance**

*Marina Green, Masters Degree; ALC; NCC, Jessica Tyler, PhD; LPC-S; NCC, Shanel Robinson, Masters Degree; APC; NCC; CCMHC, Hillary Ellerman, Masters Degree; NCC*

Building a strong supervisory alliance is an integral role of supervisors. Doing so, while simultaneously providing ongoing evaluative feedback, can often pose a challenge, particularly when working with millennial supervisees. This presentation is designed to help supervisors effectively respond to the needs of millennial supervisees through strategic delivery of challenge and support, including discussion on supervisory interventions to promote cognitive flexibility, self-efficacy, clinical skill development, and self-supervising behaviors.

4:30 - 5:20 PM | Capitol Hill  
221 | Education Session | CE 1.00

### **Teaching Self-Care and Wellness Experientially to Counselors-in-Training**

*Pit Kolodinsky, PhD; AZ LPC; ACA member, Vesna Pepic, BA, Laura Rodriguez, MA, Shannon Winans, MA*

Self-care and wellness (SC&W) is ideally taught during a counselor-in-training's graduate school experience so that CIT's can shape and refine a set of self-care and wellness practices that can carry them healthily through internship and beyond. Given the common hazards of compassion fatigue and vicarious traumatization, which can lead to burnout, it is essential that CIT's learn practical methods of SC&W that serve them well, so that they in turn may serve their clients optimally. The presenters will describe the ways that a comprehensive SC&W graduate course has been developed and revised over the course of several semesters. The curricular choices, SC&W resources, experiential activities, and pre-post data drawn from 3 semesters of course delivery will be described and contextualized with a CACREP training framework.

4:30 - 5:20 PM | Seneca  
222 | Education Session | CE 1.00

### **Cultural Competence Pedagogy & Supervision: Mediating the Mental Health Gap Through a Developmental Approach to Counselor Cultural Competence Training**

*Sonja Sutherland, PhD; LPC; BC-TMH; ACS*

This workshop presents a discussion of the challenges in addressing cultural competence development in graduate counseling students in a predominantly white institution. A review of the use of in-course process groups to simulate an immersion

experience will be provided. Additionally, perspectives on diversity and multiculturalism in supervision will be addressed as relates to the development of cultural competence in graduate interns, post-graduate counselors and doctoral interns involved in the project. Results of the longitudinal study will also be presented.

4:30 - 5:20 PM | Jefferson A  
224 | Education Session | CE 1.00

### **Setting the Table for Critical Conversations Around Religious Privilege in Counselor Education**

*Michelle Engblom-Deglmann, PhD; LMFT (CA, OR), Lori DeKruy, PhD, Richard Shaw, PhD; LMFT (OR); LMHC (WA), Keith Dempsey, PhD; LPC (OR), Anna Berardi, PhD; LPC (OR); LMFT (CA), Unique Page, Masters Degree; LPC (OR); PhD in progress*

Fostering the spiritual competence of counselors-in-training in counselor education is fraught with challenges. The presenters, all of whom are employed at a private, Christian university, will offer insights from their own experience as counselor educators and supervisors. We will engage in dialogue around two distinct populations who are often wary of faculty member approaches to integrating faith and practice: Students who do not identify with a Christian faith tradition, and students who do not trust that their faculty are "Christian enough." We will offer feedback shared by various students, both who do not identify as Christian and those who do, as to how they attempt to foster this development, while also de-centering the religious privilege that threatens the safety of classroom experiences for marginalized students.

4:30 - 5:20 PM | Metropolitan B  
188 | 50-Minute Roundtable | CE 1.00

### **Co-Teaching CACREP Internship Courses: Benefits, Obstacles, & Future Directions**

*Kylie Rogalla-Hafley, PhD; LPC; NCC, Joseph Campbell, PhD; LMHC (IN); ACS; CCMHC; NCC*

Join us in this interactive discussion for insight into an innovative co-teaching experience for Master's-level internship (CACREP program). The equally-ranked (Assistant Professor, tenure-track) presenters collaborated in a unified course structure for facilitating group and individual supervision of 12 students using a fluid rotation of peer review memberships and faculty leadership. They set goals of providing comprehensive supervision to a group with diverse strengths, as well as learning new professional skills from one another. The team also embraced a hybrid format for tape reviews utilizing university technology and a three-tiered assignment structure where students had freedom in selecting their own projects. The idea conception, planning process, perceived benefits, encountered obstacles, and student feedback will be shared.

4:30 - 5:20 PM | Metropolitan B

189 | 50-Minute Roundtable | CE 1.00 | (E) (S)

### **Healthy Boundaries In Relationships: Are Supervisors Adequately Addressing Them as Technology Makes Counselors Potentially Available at All Times?**

*Janis Booth, EdD; LPC-S (MI)*

As counseling trainees prepare to enter the counseling professional work force, are counselor educators and supervisors adequately training them to establish healthy boundaries with clients, co-workers, work-supervisors, and family? How do supervisors teach them to do so when smart phones and computers have created expectations of being constantly available to everyone? This roundtable will discuss effective methods of teaching these skills while practicing what we are teaching as good role models.

4:30 - 5:20 PM | Metropolitan B

191 | 50-Minute Roundtable | CE 1.00 | (S)

### **The Use of formative Feedback in Clinical Supervision of Trauma Counselors in Training**

*David Martinson, PhD; LPC; LPC-S; LAC; CCS, Ryan Bowers, PhD*

Counselor education programs traditionally use summative student feedback to help inform and change pedagogy for future classes facilitated by the use of end-of-semester student evaluations. Using Collaborative Feedback Assessments in academic supervision classes and internship settings allow counseling students to give ongoing formative feedback to supervisors and empowers students to voice opinion on navigating supervision by using the Goals for Supervision, Supervision Exchange Outcome, and Evaluation of Supervision.

4:30 - 5:20 PM | Metropolitan B

192 | 50-Minute Roundtable | CE 1.00

### **Training Graduate Students in an Intersectional Approach to Assessment and Diagnosis**

*Tammy Hatfield, PhD; Licensed Psychologist (KY); Health Service Provider Designation*

This roundtable discussion will focus on the presentation of a training model for preparing graduate students to use an intersectional approach to assessment and diagnosis. We will discuss interactive strategies Counselor Educators can utilize to assist trainees in exploring the impact of the intersection of multiple personal and social identities/locations on the development and maintenance of individual's problems and diagnoses.

4:30 - 5:20 PM | Metropolitan B

197 | 50-Minute Roundtable | CE 1.00

### **Teaching Basic Counseling Skills within a Hybrid/online Environment**

*Kent Becker, EdD; LPC; LMFT, Jennifer Preston, PhD; NCC; LPC Hridaya Laksmi Sivalingam, PhD*

With an increasing movement toward hybrid/online counseling courses and programs comes the need to support a strong foundation of basic counseling skills. In dialogue with participants, presenters will identify challenges and opportunities in teaching basic counseling skills within a CACREP accredited, hybrid/online setting and share a model currently being used at their institution that utilizes both synchronous and asynchronous methods of instruction. This approach seeks to honor the humanistic mission of the university by emphasizing the importance of co-creating therapeutic relationships grounded in heart, the core conditions, cognitive mapping and cultural humility. Participants will be invited to share their experiences and discuss creative approaches to supporting basics skills development within hybrid/online counseling programs.

4:30 - 5:20 PM | Metropolitan B

198 | 50-Minute Roundtable | CE 1.00 | (S)

### **Virtual Sandtray in Counselor Supervision: Strategies for Enhancing Creativity**

*Staci Born, EdD; LMFT; RPT-S*

There's an app for that! The Virtual Sandtray, an iPad application, is an emerging counseling tool. This roundtable will include university faculty providing an overview of the Virtual Sandtray, as well as sharing her experience and strategies for using the Virtual Sandtray as a supervision tool with graduate students and pre-license supervisees. The presenter is not the developer of the application and receive no incentive from the application developer for this presentation.

4:30 - 5:20 PM | Metropolitan B

199 | 50-Minute Roundtable | CE 0.00

### **Changing Hats: Transitioning from Student to Counselor Educator**

*Courtney Potts, Masters Degree, Devon Romero, PhD; NCC*

In the becoming of a counselor educator, it is important to reflect on how teaching, researching, and service roles shift from student to faculty. How does one prepare for this new role of counselor educator and the many sub-roles within it? There can be stress with any change, especially when stepping into a new role with new responsibilities. However, with adequate preparation, mentorship, and an effective self-care plan, this process can be less burdensome and easier to manage. This presentation will consider the experiences of transitioning from doctoral student to faculty member and how to better facilitate and prepare counselor educators in training.

4:30 - 5:20 PM | Metropolitan B  
200 | 50-Minute Roundtable | CE 1.00

### **Reframing Trauma: Introducing Healing Centered Engagement in School Counseling**

*Thomas Murphy, PhD; LPC; ACS; NCC; EMDRIA Certified EMDR Clinician, Claudia Lingertat, PhD*

This round table discussion will focus on incorporating “healing-centered engagement” in the pedagogy of “trauma-informed” care in school counseling education. A focus on healing-centered engagement fits more fully with the wellness model in counseling; it also supports the role of the school counselor in providing social and emotional counseling in schools from a resilience perspective, accounting for the assets and strengths students bring with them to school. We hope to challenge the existing trauma informed paradigm and shift to one of healing-centered engagement, providing counselor educators the opportunity to shape conceptualizations of P-12 students for school counselors in training.

4:30 - 5:20 PM | Metropolitan B  
201 | 50-Minute Roundtable | CE 1.00

### **Teaching Counseling Students about Bereavement: Lessons from a Study Abroad Course and Training Experience**

*Jessica Hotchkiss, Masters Degree; CCLS; NCC; GC-C, Brenda Hall, EdD; NCC*

Counselors regularly encounter clients who are in a state of bereavement and struggling with grief. For effective practice, counselors need to be knowledgeable about, and comfortable working with issues related to bereavement, especially through the lens of children, adolescents, and the family unit; yet, these topics are underrepresented in counselor education training and supervision (Breen, 2010; Cacciatore, Thieleman, Killian, & Tavasolli, 2014). In this session, the presenters describe how they developed a graduate level study abroad course on bereavement, including trainings at the Child Bereavement Center in the U.K. Participants will acquire information on course materials, collaboration, and lessons learned for integrating additional bereavement practices into counselor education and supervision.

4:30 - 5:20 PM | Metropolitan B  
207 | 50-Minute Roundtable | CE 1.00

### **Unpacking White Fragility in the Classroom: White Counselor Educators’ Interpersonal Accountability and Strategies for Critical Pedagogy**

*Dominique Avery, PhD; LPC; LMHC; NCC; PhD Counselor Education and Supervision, Mary Roberts, Masters Degree; LMHC; NCC; BC-TMH; Counselor Educator; Counselor; Clinical Supervisor*

White counselor educators (CE) frequently experience fear and avoidant behaviors related to their own racial privilege when teaching multicultural competence. Unchallenged, these barriers prevent White CEs from effectively engaging students in critical conversations about racial privilege, White fragility, and accountability processes or working as advocates at the institution level. Thus, CEs must develop their own interpersonal accountability in these areas as part of social justice action and antiracist pedagogy. This round table is open to all with a focus on engage White CEs in critical dialogue about racial privilege and White fragility. Topics will include deconstructing racial privilege and White fragility oriented barriers in CEs’ self-awareness, and developing antiracist interpersonal and institutional accountability practices.

4:30 - 5:20 PM | Metropolitan B  
208 | 50-Minute Roundtable | CE 1.00

### **Wellness, Balance and Self-Care as an Ethical Mandate for Counselor Educators, Supervisors and Graduate Students**

*Patricia Thomas, PhD; LPC (LA); LPC-S (LA); NCC; School Counselor (LA), Sarah Irvin; Masters Degree; LPC (MS); NCC; NCMHC*

Wellness, self-care and balance in life are topics that currently appear frequently in counseling literature. Wellness refers to an approach to living that looks beyond a neutral point of not having signs and symptoms (not being ill) and moves us forward in awareness, education and growth. Self-care refers to behaviors we use that promote our wellness and ability to cope. Balance is concerned with paying attention to the different facets or dimensions of our lives. If we neglect the above our professional work suffers and we don’t have the resources we need to effectively serve our students/supervisees. This session will explore the concepts of wellness, balance and self-care and some short and long term approaches to self-care, including suggested activities.

4:30 - 5:20 PM | Metropolitan B  
209 | 50-Minute Roundtable | CE 1.00 | 

### **Asian International Students: Model Minorities or 'Invisible' Minorities?**

*Rhea Banerjee, Masters Degree*

Despite rising numbers of international students in America, there is limited research on international students in counselor education programs who experience significant personal and academic challenges. These students present unique supervision needs. Asian international students face the additional challenge of carrying the implicit label of being an 'invisible' model minority while trying to navigate their programs. Supervision in counselor education programs becomes critical in counselor identity development of Asian international students when considering their challenges. Through dynamic interaction, this discussion offers innovative strategies for counselor education faculty to use with Asian international students, therefore also helping programs meet CACREP (2016) diversity standards by attracting more international students.

4:30 - 5:20 PM | Metropolitan B  
210 | 50-Minute Roundtable | CE 1.00

### **Digging Deeper: Reflective Activities for Professional Identity Development**

*Michelle Hinkle, PhD; LPC; ACS, Meredith Drew, PhD; LPC, ACS; NCC*

The purpose of this presentation is to discuss methods to promote professional identity development for counselors-in-training (CITs) and supervisees. Presenters will discuss the importance of promoting professional identity in developmentally appropriate ways and share strategies to incorporate professional identity into courses and supervision. Presenters will demonstrate activities they have created and used in supervision to encourage students and supervisees to reflect on, develop, and become aware of their emerging professional identities. All activities are grounded in literature, use creative mediums, and are developmentally appropriate for CITs and new counselors. Attendees will be encouraged to share their ideas and methods in aiding CITs and supervisees to examine their counselor professional identity development.

4:30 - 5:20 PM | Metropolitan B  
214 | 50-Minute Roundtable | CE 1.00

### **Who Do I Run to? Counselor Educators and Supervisors' Role In Preparing Counselors-In-Training for Working with Infertile Religious or Spiritual African American Women**

*Kristy Christopher-Holloway, EdD; LPC; NCC; DCC; ACS*

African American women experience mental health issues at similar rates to their counterparts, and are 1.5 times more likely to be diagnosed with infertility, yet, they use counseling

services at lower rates. Research conducted by the presenter revealed a psycho-emotional impact of infertility, including depression and trauma. Despite this, formal therapy was not utilized by participants due to a lack of awareness about mental health counseling options for infertility and a lack of access to culturally similar providers. Counselor educators and supervisors play a pivotal role in promoting the profession and contributing to the development of highly trained professionals. To bridge the usage gap, it is important that education and supervision prepare emerging counselors to work with religious or spiritual infertile African American women.

4:30 - 5:20 PM | Metropolitan B  
215 | 50-Minute Roundtable | CE 1.00

### **Photo-Elicitation Across the CACREP CORE Curriculum Areas**

*Shannon Kakkar, PhD; LCPC; LMHC; NCC, M. Nicole Freeburg, PhD; LMHC*

Combining photo-elicitation and best pedagogical practices, this session will focus on implementing activities across the eight core CACREP areas. Participants will walk away for an individual activity to use in class for each of these eight areas, and will engage in meaningful discussion regarding the ethical use of photo-elicitation in the classroom.

4:30 - 5:20 PM | Metropolitan B  
217 | 50-Minute Career Focused Session | CE 0.00

### **Pieces of the Pie: Slicing Through the Major Components of the Application & Interview Process**

*Jennifer Werries, PhD; LPC (MI); NCC; CCMHC; CCE-Approved Clinical Supervisor; ATSS-Certified Trauma Treatment Specialist; EMDRIA Certified EMDR Therapist, Allison Arnekrans, PhD; LPC; NCC; ACS*

Doctoral students are often unfamiliar and unprepared to engage in the higher education faculty application, and interview process. Consequently, many of these applications are not selected in the early rounds of the process, nor offered feedback or understanding of what went wrong. To better prepare for the experience, this presentation will review the essential components of a quality application, including ways for candidates to strengthen their application materials. Additionally, the levels of the interview process will be examined, concluding with what to expect after the interview. Participants will have the opportunity to dialogue about their experiences and examine several examples to assess strengths and limitations.



4:30 - 5:20 PM | Metropolitan B  
219 | 50-Minute Roundtable | CE 1.00

### **Who Am I? Professional Identity Development of International Counselor Education Students and Faculty**

*Szu-Yu Chen, PhD; LPC; NCC; Registered Play Therapist; CCPT-S; CPRT-S, Jung (June) Hyun, PhD; LMHCA; NCC*

International doctoral students and faculty in counselor education programs may experience unique challenges in career navigation and professional identity development within the context of cultural transition. The presenters will discuss findings of their research study of international doctoral students and faculty's professional identity development and address culturally responsive strategies that students, educators, and supervisors may incorporate in teaching, supervision, and mentoring to support their professional identity development process.

4:30 - 5:20 PM | Metropolitan B  
220 | 50-Minute Roundtable | CE 1.00

### **Essential Steps to Conducting a Pilot Study**

*Jonathan Ohrt, PhD; K-12 Certified School Counselor, Jennifer Deaton, MA*

In this session, we will describe the process of conducting a pilot study. We will discuss the primary elements of a pilot study, including feasibility and acceptability. Finally, we will describe an example of a pilot study conducted by the presenters.

4:30 - 5:20 PM | Metropolitan B  
223 | 50-Minute Roundtable | CE 1.00 | **E**

### **Addressing Roadblocks to Developing a Collective Professional Identity In Counselor Education and Supervision**

*Heather Uphold, Masters Degree, Monica Nelson, MS*

This interactive discussion will invite attendees to explore how the profession has moved beyond defining itself in terms of who we are not or who we are like to a definition based on shared values, skills, education, and contribution to society and how this has led to a greater diversity among counselors via focuses on specialization, but less unity among the collective profession. The facilitator will describe some of the challenges that have been created by efforts related to field specialization, credentialing, and professional affiliation. As part of this group dialogue, attendees will identify ways to further promote the collective professional identity of the profession among counselors, students, educators and supervisors based on the profession's orientation toward development, prevention, and wellness.

4:30 - 5:20 PM | Metropolitan B  
225 | 50-Minute Roundtable | CE 1.00 | **E**

### **Crisis & Mandated Reporting in Training Clinics**

*Aubrey Daniels, Masters Degree, Kristen Nadermann, PhD; LPC; NCC, Yusen Zhai, Masters Degree*

Training clinics are a resourceful addition to any counselor education program, a real-world model in the container of the department and university setting. As a result, this can bring upon "real-world" dilemmas regarding crisis, trauma, and child abuse. This presentation will provide participants with the opportunity to learn how to effectively assess, and manage crisis situations via the SAFE-T model. The presentation will also delve into how to effectively train counselor educators, supervisors, and CITs enrolled in or teaching practicum and internship in crisis and child abuse in a counselor education program. Presenters will discuss how to effectively create manuals, guidelines, and counselor empowerment in effectively training CITs and supervisors. Lastly, the difficulties and solutions surrounding this topic will be discussed.

5:30- 6:30 PM | Willow B  
Reception | CE 0.00

### **UNCG Reception**

6:30 - 8:30 PM | Grand Ballroom C & D  
Reception | CE 0.00

### **ACES & NBCC Opening Reception**

# FRIDAY | OCTOBER 11, 2019

## SESSION HIGHLIGHTS

8:00 am - 5:00 pm | Second Floor Lobby  
**Registration**

8:00 - 6:00 pm | Grand A/B  
**Exhibit Hall**

9:00 - 10:00 am | Grand C/D  
**Opening Session Keynote**  
*Gregg Levoy, BA*

10:30 - 12:00 pm | Eagle Boardroom  
**Graduate Student Lounge hosted by SACES**

12:30 - 1:20 pm | Grand C/D  
**ACES Town Hall and General Assembly Meeting**

1:30 - 4:30 pm | Fremont  
**Meditation Room**

1:30 - 4:30 pm | Kirkland  
**Wellness Area**

2:30 - 3:20 pm | Willow A  
**Legacy Awards Presentation**

The intent of the ACES Legacy Awards is to recognize ACES members, past and present, who have made a significant and lasting impact on ACES or on the counselor education and supervision profession through the development of policies and/or programs that have advanced the field of counselor education and supervision. Nine recipients will be honored for their impact on the field of Counselor Education.

3:30 - 5:00 pm | Eagle Boardroom  
**Graduate Student Lounge hosted by WACES**

5:30 - 6:30 pm | Willow A  
*Meeting | CE 0.00*

**NARACES Regional Business Meeting**

5:30 - 6:30 pm | Ballard  
*Meeting | CE 0.00*

**NCACES Regional Business Meeting**

5:30 - 6:30 pm | Redwood B  
*Meeting | CE 0.00*

**RMACES Regional Business Meeting**

5:30 - 6:30 pm | Willow B  
*Meeting | CE 0.00*

**SACES Regional Business Meeting**

5:30 - 6:30 pm | Redwood A  
*Meeting | CE 0.00*

**WACES Regional Business Meeting**

6:30 - 7:20 pm | Chelan  
**12 Step Meeting**

This is an open, semi-structured group forum for those experiencing addiction and/or working on recovery. This group is designed for ACES conference attendees; it is a space to seek support during the conference for all things related to your experience with recovery and addictive tendencies. All are welcome to attend.

**SESSION TYPE:** (S) Supervision (E) Ethics

7:30 - 8:30 AM | Offsite  
Meeting | CE 0.00

### Emerging Leader Mentoring Breakfast (Invitation Only)

8:00 AM - 6:00 PM | Grand Ballroom A & B  
CE 0.00

### Exhibit Hall Friday

8:00 AM - 4:20 PM | Diamond A/Chelan  
Career Link | CE 0.00

### Career Link/University Job Talks

9:00 - 9:50 AM | Diamond B  
Meeting | CE 0.00

### International Students and Faculty Interest Network

10:00 - 10:30 AM | Second Floor Window Area  
233 | 30-Minute Poster Presentation | CE 0.00

### How Do I Do This?! : A Guide to Survive and Thrive as A Part-Time Doctoral Student in a Counselor Education and Supervision Program

Rebecca Mathews, Masters Degree; LPC-S; Licensed Psychological Associate, Erika Schmit, PhD; LPC, Crystal Brashear, Masters Degree; LPC, Donna Hickman, Masters Degree, LPC; Certified School Counselor

Part-time doctoral students have specific challenges managing their professional, personal, and student responsibilities. In addition, it can be difficult to feel engaged in a part-time program and build a professional identity. This presentation will explore experiences of part-time students and discuss strategies to manage and thrive in this setting.

10:00 - 10:30 AM | Second Floor Window Area  
234 | 30-Minute Poster Presentation | CE 0.00

### Implications for Counselor Education Programs: Training School Counseling Students for Collaboration with Clinical Mental Health Counselors

Brandee Appling, PhD; NCC; LPC; S-7 School Counseling, Malti Tuttle, PhD; LPC; NCC; S-7 School Counselor

This poster session is geared toward counselor educators to discuss strategies, implications, and recommendations for implementing collaboration in training programs for school

counselors and clinical mental health counselors. Attendees will review outcomes from a research study on the experiences of practicing school counselors who collaborate with clinical mental health counselors to support students in K-12 settings. Attendees will have the opportunity to review results of the study and gain a better understanding of the benefits to this collaboration as well as the importance of ensuring education on collaboration as well as collaborative experiences are integrated into the graduate training of both school and clinical mental health counselors. Recommendations on this integration will be provided and discussed with attendees.

10:00 - 10:30 AM | Second Floor Window Area  
240 | 30-Minute Poster Presentation | CE 0.00

### Using the Person of the therapist Supervision Training Model with Entry Level Counseling Students

Kathleen Driscoll, Masters Degree; LPCA;NCC

The presenter will investigate how using the Person of the Therapist Supervision model (POTT) may be used with entry-level counseling students through examining the literature, utilizing previous studies, and sharing personal experiences of being supervised in accordance with this model. The POTT model engages supervisees in practices of self-awareness and access to "signature themes". Through POTT, it is expected that supervisees will understand and use these personal tools and insights in session with clients. Since POTT does not emphasize skills, this supervision model may be challenging, while simultaneously helpful, for entry level counseling students who experience anxiety with becoming a counselor. Implications for training, clinical practice, supervisory relationships, and recommendations for supervisors will be discussed.

10:00 - 10:30 AM | Second Floor Window Area  
243 | 30-Minute Poster Presentation | CE 0.00

### Doctoral-Level CES Students' Lived Experiences Pursuing Courses in an Online Learning Environment

Sara Bender, PhD; ACS; NCC; BC-TMH; LMHC (WA); Approved Supervisor (WA), Jennifer Werries, PhD

This poster session summarizes a phenomenological study that sought to address the question: What is the lived experience of doctoral CES students pursuing their degrees from online CACREP-accredited programs? Three themes emerged, which encapsulate the fundamental components of students' experiences pursuing an online Ph.D. in counselor education. They include: accessibility, connection, and perception. Subthemes were also identified. Implications for future curriculum and teaching practices are discussed.

10:00 - 10:30 AM | Second Floor Window Area  
245 | 30-Minute Poster Presentation | CE 0.00

### **From Tabloid to Tuckman: An Evidenced-Based Experiential Strategy for Functional Roles in Group Counseling**

*Jessica Nelson, PhD; MFT; TFCBT, Steven Wright, PhD, Ph.D.; NCC, Nicholas Nelson, Masters Degree; LMFT; NCC; AAMFT Approved Supervisor, Claude Louis, Masters Degree*

The use of experiential training has been well-documented in the professional literature as an effective pedagogical strategy in counselor education, specifically as it relates to group counseling. This 30-minute poster session aims to inform counselor educators of an innovative evidenced-based experiential strategy for teaching the functional roles of group counseling members. 'From tabloid to Tuckman' introduces students to the characteristics and functions of various roles a member of a counseling group may assume. Additionally, the assignment facilitates a clear conceptualization of how the group would function in each of Tuckman's stages of group development. Results from a pretest-posttest mixed-method study will be reviewed, and Implications and recommendations for counselor educators will be discussed.

10:00 - 10:30 AM | Second Floor Window Area  
246 | 30-Minute Poster Presentation | CE 0.00

### **Examining Addiction Treatment Provider Attitudes toward Clients with a Criminal Justice History**

*Kristina DePue, PhD; Ph.D.; NCC, Eric Richardson, Masters Degree, Justin Tauscher, Masters Degree; LCMHC; LADC; NCC, Everette Coffman, MS*

This poster presents results from an experimental study testing the differences in stigmatization towards the offender population among addiction counselors, and whether therapist preparation programs (i.e., CACREP-accredited) and therapist credentials (i.e., licensed addiction counselors) mediated stigmatizing attitudes. Recommendations for training addiction counselors and directions for future research in counseling and counselor education are provided.

10:00 - 10:30 AM | Second Floor Window Area  
248 | 30-Minute Poster Presentation | CE 0.00

### **What Multiracial Individuals Really Need: Counselor Education and Supervision Implications**

*Galina Tobin, Masters Degree; LPC; NCC, Mary Huffstead, MA*

Since Multiracial individuals first became recognized as a racial category in the U.S. Census and the population accounted for 6.8 million and saw a 32% increase (9 million) ten years later (Jones & Bullock, 2012), scholars have sought to inform those within the counseling field on how to best serve Multiracial

individuals (Kenney, 2012; Henriksen, & Paladino, 2009). Most noteworthy is the development and endorsement of the Competencies for Counseling the Multiracial Population (Kenney, et. al, 2015). These documents inform best practice, however, there is limited research conducted to investigate what Multiracial individuals found to be effective or unhelpful when seeking counseling. This presentation will present research findings that provide counseling implications for practice and training for working with the Multiracial population.

10:00 - 10:30 AM | Second Floor Window Area  
249 | 30-Minute Poster Presentation | CE 0.00

### **Suicidal Ideation in Clients with Autism: Strategies for Supervising School Counseling Students**

*Lindsay Kozachuk, Masters Degree, Aliza Weiss, Masters Degree; CRC, Autumn Randell, MA*

With the increased exposure to students with Autism Spectrum Disorder (ASD), now 1 in 59 children, counselors need to be supported and supervised on how to counsel this population. School counselors have the opportunity to interact with students on a regular basis and mitigate the social pressures that students may feel in school. Common issues of bullying and social isolation can lead to an opportunity to intervene and implore a key competency of performing a risk assessment. Presenters will approach supervision through an Integrative Developmental Model lens and suggest supervision strategies for working with Level 1 supervisees. Supervision strategies will involve preparation for practicum students in a school setting to adequately perform a risk assessment when counseling students with ASD.

10:00 - 10:30 AM | Second Floor Window Area  
251 | 30-Minute Poster Presentation | CE 0.00

### **Factors Influencing Publication Rates Among Counselor Educators**

*Sean Newhart, Masters Degree*

Publishing academic manuscripts in peer-reviewed journals has long been an important activity for faculty in higher education. Scholarly productivity among counselor educators is often considered in their evaluations for promotion and tenure, as publication seems to be a strong indicator of counselor educators' accomplishments in generating and disseminating knowledge. Although peer-reviewed publications are important for faculty in counselor education, there has been a paucity of research conducted on the topic. The purpose of our study was to update the literature regarding factors that predict publication rates by using self-report data from counselor educators teaching in CACREP accredited programs, including master's only programs. We discuss the findings, implications, and limitations of our study.

10:00 - 10:30 AM | Second Floor Window Area  
256 | 30-Minute Poster Presentation | CE 0.00

### **Development of the Sexual Values and Behaviors Discrepancy Model**

*Ashley Blount, PhD; LPCC; NCC, Dalena Dillman Taylor, PhD, Zach Bloom, PhD, Olivia Uwamahoro, PhD*

Founded in theory and empirical research, we developed the Sexual Values and Behaviors Discrepancy (SVBD) Model as a reflective model for counselors to use when assisting their clients in safely reducing discrepancies between their ideal and practiced sexual values and behaviors. The SVBDM is comprised of three steps: Identification and Operationalization of Potential Sexual Issues, Counselor's Self-Assessment, and Reducing Discrepancies and Maintaining Safety. Individuals attending this session will learn about the empirical research supporting the model as well as the theoretical underpinnings (i.e., based on Person Centered theory, Differentiation, and Wellness). The presentation will note implications for use and practice and discuss potential limitations of this model.

10:00 - 10:30 AM | Second Floor Window Area  
258 | 30-Minute Poster Presentation | CE 0.00

### **How High-Achieving, Low-Income Black Students Defy the Odds and Earn Admission to Selective Universities: Implications for Training**

*Nancy Chae, Masters Degree; LCPC (MD); NCC; NCSC, Joseph Williams, PhD; PhD; NCC*

All students deserve access to equitable academic experiences and supports that promote college readiness. Although school counselors are uniquely positioned to lead college- and career-readiness agendas, many, particularly those serving racially/ethnically diverse students from communities of lower socioeconomic status, reported having inadequate college counseling-related preparation and training in their graduate programs (Savitz-Romer, 2010). This interactive session will highlight the individual and environmental factors that contributed to the college readiness of high-achieving, low-income Black students who earned admission to selective universities. Implications and recommendations for college readiness training in counselor education programs that focus on students of color and those from low-income backgrounds are discussed.

10:00 - 10:30 AM | Second Floor Window Area  
264 | 30-Minute Poster Presentation | CE 0.00

### **Moderation Analysis of Bullying Victimization and Perpetration, Internal Assets, and Behavioral Engagement: Implication for Counselors and Counselor Educators**

*Yi-Wen Su, PhD; NCC*

Bullying has recently attracted attention due to a few highly publicized school shootings linked to bully/victim problems. Bullying has certain negative impacts on students such as

behavioral engagement in school. On the other hand, internal assets have been shown to have positive influences on academic achievement. However, there is no study examining whether internal assets can buffer the effects of bullying victimization on behavioral engagement. In this presentation, the presenters will present the relationship between bullying victimization/perpetration and behavioral engagement, and we will examine whether internal assets moderate its relationship by analyzing data from the 2016 Minnesota Student Survey (MSS). Implications for counselor educators and counselors who work with the young population will be discussed.

10:00 - 10:30 AM | Second Floor Window Area  
267 | 30-Minute Poster Presentation | CE 0.00

### **What Don't We Do? The Experiences of School Counseling Directors In Relation to Leadership and Job Satisfaction**

*Robyn Walsh, PhD; School Counselor PreK-12 Licensure*

There is limited research on the experiences of school counseling directors who, as defined in this presentation, are school counselors who are the designated department leader at a middle or high school. School counseling directors are a unique set of counselors due to their role as leaders and supervisors in the building. This presentation will address a phenomenological study that sought to better understand their experiences, specifically in relation to job satisfaction and leadership. The researchers collected data from 10 participants and four themes emerged. These themes as well as implications and recommendations for the training and preparation of school counseling directors will be addressed in this session.

10:00 - 10:30 AM | Second Floor Window Area  
274 | 30-Minute Poster Presentation | CE 0.00

### **Integrating Cultural Competence and Social Justice Across the Counselor Training Curriculum**

*Kristin Bruns, PhD; LPC, Amy Williams, PhD; LPCC-S; LICDC-CS; IMFT; ACS*

This presentation will provide participants with information on the benefits and evidence base for integrating culturally sensitive practices and perspectives across the counseling curriculum. Participants will learn about: 1) principles and practices related to integrating culturally-sensitive strategies across the counseling curriculum, and 2) experiential activities to model learning activities focused on using people first language, challenging assumptions and stereotypes, and developing empathy for and perspective-taking with diverse clients across the counseling curriculum. This presentation will have a specific focus on research, addiction counseling, ethics, and student affairs courses. Participants will discuss how to adapt and apply these principles and practices to their specific courses and/or counseling curriculum.

10:00 - 10:30 AM | Second Floor Window Area  
277 | 30-Minute Poster Presentation | CE 0.00

### **A 17-Year Content Analysis of Social Class and Socioeconomic Status Terminology Usage**

*Madeline Clark, PhD; LPC; NCC; ACS, Jennifer Cook, PhD; LPC; NCC; ACS, Katharine Wojcik, Masters Degree, Dhanya Nair, Masters Degree; LPC-IT, Tara Baillargeon, PhD, Erick Kowalik, Masters Degree*

In this presentation, presenters will share the results of a qualitative content analysis of articles in (N = 636) from two counseling journals. This content analysis explores how social class and socioeconomic status (SES) terms are used in counseling articles. Social class and socioeconomic status are important facets of diversity, yet scholars often have difficulty clearly operationalizing these constructs in their research and writing (Braveman et al., 2005; Lao, Cho, Chang, & Huang, 2013; Liu et al., 2004). Researchers found 537 distinct social class and SES related terms; however, many terms were used either infrequently or inappropriately. Presenters will include a review of their method, findings, and present how to use social class and SES variables and terminology accurately in counseling research and publications.

10:00 - 10:30 AM | Second Floor Window Area  
523 | 30-Minute Poster Presentation | CE 0.00

### **Hermeneutic Phenomenological Study Exploring the Use of Mindful Andragogy to Create Inclusive Classrooms**

*Abby Dougherty, PhD; LPC; NCC, Laura Haddock, PhD*

Researchers have indicated that mindful teaching approaches support students and educators throughout the learning process. The purpose of this hermeneutic phenomenological poster presentation is to present original research on the lived experiences of counselor educators with a daily mindfulness practice in the classroom with culturally diverse students. Relational-cultural theory (RCT) concepts of relational connections and disconnections were used to explore the participants' lived experiences of implementing a mindful teaching approach. Purposeful sampling yielded 10 participants who participated in semi-structured interviews. The data was analyzed to identify essential themes using an inductive approach. Findings may be useful for counselor educators who seek a greater capacity for awareness, creativity, and empathy.

10:00 - 10:50 AM | Leschi  
229 | Education Session | CE 1.00 | ⑤

### **A Structured Peer Feedback Exchange Intervention in Group Supervision of beginning Doctoral Supervisors**

*Gulsah Kemer, PhD; NCC; ACS, Johana Rocha, Masters Degree; NCC, Alyssa Reiter, Masters Degree; NCC; Resident in Counseling, Vanessa Dominguez, PhD; Registered Marriage and Family Therapy Intern (FL), Yesim Giresunlu, Masters Degree; NCC*

Despite its common use as a modality in training supervisors, group supervision of supervision has received little attention of scholars (Borders, 2010; Ellis & Douce, 1994). We, particularly, have limited knowledge of structuring and scope of peer feedback exchange in group supervision of beginning supervisors. In the current program, we will offer the results and implications of a study that explored a group of beginning supervisors' peer feedback in an advanced counseling supervision course throughout one academic semester. Using a structured peer feedback exchange form to track and facilitate supervisors' feedback for each other's case presentations in group supervision, we obtained five areas of peer feedback represented in 13 clusters, showing developmental characteristics of beginning doctoral supervisors.

10:00 - 10:50 AM | Cedar B  
232 | Education Session | CE 1.00

### **Examining Social Justice Experiences as a Doctoral Student of Color in Counselor Education**

*Laura Pignato, Masters Degree; Resident in Counseling, Natoya Haskins, PhD; NCC; LPC*

This presentation will examine the findings of post-intentional phenomenological inquiry on the lived experiences of doctoral students of color at various CACREP accredited counselor education and supervision programs across the United States. The presenters will focus on answering the following research question: What are doctoral students' of color lived experiences of social justice within their counselor education and supervision program? Attendees will learn the five themes gleaned from the study, methodological processes as well as potential limitations, and future implications for advocacy action strategies within counselor education.

10:00 - 10:50 AM | Redwood B  
236 | Education Session | CE 1.00 | ⑤

### **Making a Case for a 7th Hat: Broadening the Scope of De Bono's Hats for Supervision and Case Conceptualization**

*Eric Camden, Masters Degree; LPC (VA); Approved Clinical Supervisor (VA), Robyn Simmons, EdD; Ed.D; LPC-S (AL); NCC, RPT-S, Brandi Chamberlain, PhD; PhD, Victoria Gravatt, Bachelors Degree Student*

Research demonstrates that multicultural responsiveness is an essential competency for counselors-in-training (CITs), supervisors, counselor educators, and practicing clinicians. This didactic and experiential presentation will feature a method for developing case conceptualization and cultural responsiveness skills, and will demonstrated its application within individual and group supervision contexts.

10:00 - 10:50 AM | Willow B  
237 | Education Session | CE 1.00 | ⑤

### **Recognizing & Reducing Weight Bias in Counselor Education & Supervision**

*Katie Christensen, Masters Degree; LPC-Associate (NC); NCC, Sandra Christensen, Masters Degree; MSN; ARNP; FNP-BC; FOMA*

Weight-based biases and stigma are prevalent throughout society and healthcare systems, yet are rarely addressed within counselor education and supervision. This presentation will provide foundational knowledge about obesity and those who experience it, while facilitating the recognition of your biases about weight and obesity. You will be encouraged to consider clients with obesity and weight-related issues as members of a marginalized group deserving of knowledgeable and compassionate mental-health professionals who provide counseling free of judgement, guilt, and shame. You will leave with practical tips for recognizing and reducing weight-bias in counseling. This presentation is appropriate for professionals involved in educational, supervision, and clinical settings.

10:00 - 10:50 AM | Aspen  
241 | Education Session | CE 1.00 | ⑤

### **What Button Do I Push?: Supervision Utilizing Distance-Based Technology**

*Blake Sandusky, PhD; LMFT, LPC, Kristine Ramsay-Seaner, PhD; NCC, Staci Born, PhD; LMFT; RPT-S*

The practice of distance-based supervision serves an important need of connecting rural and issue- or technique-specific supervisors to supervisees. To better understand the lived experiences of distance-based counselor supervisors, this presentation will discuss findings of the presenters' qualitative research. Central themes will be reviewed including shared concerns. Future focused research leading to a development of best practices for distance-based counseling supervisors will be presented.

10:00 - 10:50 AM | Medina  
242 | Education Session | CE 0.00

### **From Start to Finish: Navigate the Dissertation Journey**

*Edward Ewe, PhD; Licensed Clinical Mental Health Provider; NC; Approved Clinical Supervisor, Kaj Kayij-Wint, PhD; LMFT, Heidi Morton, PhD; School Counselor Certification*

Completing a dissertation is complex, challenging, and lonely. It is often a self-driven process that can be exhausting. This process becomes more challenging in online and hybrid programs. Though completing the dissertation can be very difficult, it is doable. In this session, the presenters will discuss strategies, skills, and pitfalls that help them successfully navigate through their dissertation process in a hybrid/online program.

10:00 - 10:50 AM | Issaquah B  
244 | Education Session | CE 1.00 | ⑤

### **A Wellness-Based Supervision Intervention**

*Brittany Massengale, Masters Degree; LAC(AR); NCC, Amy Broadwater, Masters Degree; MS, Margaret Hindman, Masters Degree; LAC (AR), Kristi Perryman, PhD; LPC-S (AR, MO); RPT-S*

There are many aspects to the practice of counseling that impact counselor wellness. This is especially true for master's level counselors-in-training. Wellness is an imperative component of development in counselors and counselors-in-training. Research has found that discussing wellness at the beginning of counselor education programs does not lead to long-term success in incorporating wellness into practice. Therefore, a wellness-based supervision intervention has been established. This intervention incorporates a wellness questionnaire, creative activities and processing, and supervisee journaling for a well-rounded, multi-faceted approach to supervision and wellness.

10:00 - 10:50 AM | Ballard  
247 | Education Session | CE 1.00

### **Openness in Counseling Students: Does Openness Predict Attitudes toward and Interest in Outcome Research?**

*Mildred Dukic, PhD; LPC-MHSP (TN); LCPC (IL); NCC*

The personality trait Openness to Experience has been found to be one of the key characteristics in professional development of psychotherapists and counselors (Orlinsky, Botermans, & Ronnestad, 2001). This presentation will share results from a recent research study examining Openness to Experience in master's level counseling students. First, a brief review of literature examining students' levels of Openness in higher education will be presented. Secondly, data analysis from a recent study examining the relationship between Openness levels of counseling students in a research methods course and their attitudes toward and interest in research will be presented and discussed.

10:00 - 10:50 AM | Jefferson B  
250 | *Education Session* | CE 1.00

### **The Traffic Light Framework: Teaching Spirituality and Sexual Identity Development from an Intersectional Approach**

*Matthew Shurts, PhD, Leslie Kooyman, PhD; LPC, Robert Rogers, Masters Degree; LAC; NCC*

The session will focus on strategies for teaching and conceptualizing sexual identity development and spiritual identity development from an intersectional perspective. Traditionally, these two developmental models have been taught and conceptualized independently; however in reality, individuals experience their interactional effects simultaneously. For a religious person who is coming out as an LGB person, these two identities can be in conflict and can complement each other. The presenters will share their "Traffic Light Framework" for conceptualizing the intersection of sexual identity and spiritual development. The session will focus on strategies for teaching students the model and how to apply it with clients at various stages within both developmental identities, thereby positively impacting the lives of religious LGB clients.

10:00 - 10:50 AM | Cedar  
252 | *Education Session* | CE 1.00

### **Promoting Globalization of the Counseling Profession: A Constructive Approach to Mentoring International Students**

*Zhaopu Xu, Masters Degree; NCC, Peng Wang, MS, Douglas Guiffrida, M.Ed*

Counselor supervision is often focused on clinical work within the United States, which is not necessarily relevant for International students who plan to return to their home countries. To produce an experience for International students that aligns with their future career goals, supervision and education must be constructed in a way that invites International students to engage critically with their specific cultural knowledge and experiences. This session will apply a Constructive supervision approach to mentoring international counseling trainees and supporting them as they contribute to the globalization of the counseling profession.

10:00 - 10:50 AM | Capitol Hill  
255 | *Education Session* | CE 1.00

### **Completing a Counseling Degree in a Cohort Model: Implications for Counselor Educators**

*Angelica Tello, PhD; LPC; NCC, Dilani Perera-Diltz, PhD; LPC-S; LCDC; NCC; MAC*

Counselor educators continue to search for a framework to create a learner-centered approach to improve retention and degree completion. Cohort models have demonstrated

the ability to assist in student retention. The presenters will discuss the results of a phenomenological investigation on the experiences of counseling students in a pure cohort model. Participants will learn about the benefits and challenges of cohort models, including their influence on developing multicultural competency and post-graduation support networks.

10:00 - 10:50 AM | Columbia  
259 | *Education Session* | CE 1.00

### **Truth Or Myth? Neuromyths Among Counselors and Suggestions for Counselor Educators**

*So Rin Kim, Masters Degree; M.A., Fiona Fonseca, Masters Degree; MB BCh BAO, MS, LLPC, Prof. Counselor - Educ. LTD - 10 6401015816; Medical Doctor - Educational Limited 4351032295, Allen Ivey, Ed.D, Rhea Banerjee, M.Ed*

Neuroscience information has provided evidence to support counseling and is currently integrated in textbooks and programs. Little is known, however, about counselors' knowledge of neuroscience and neuromyths. This presentation reports the first study of the prevalence of correct knowledge of neuroscience among counselors in all levels, and the factors influencing such knowledge. Results reveal the presence of incorrect neuroscience information four "neuromyths." Factors that influence neuroscience knowledge, such as attitude toward neuroscience and sources of neuromyths, will be discussed, and practical suggestions to decrease neuromyth and increase the correct knowledge will be provided.

10:00 - 10:50 AM | Boren  
260 | *Education Session* | CE 0.00

### **Job Search Strategies in Academia for International Candidates**

*Yung-Chen Chiu, PhD; CRC, GoEun Na, PhD; NCC*

Many international counseling students are interested in pursuing a career in academia in the U.S.; however, they often encounter various challenges. This presentation provides international counseling students who plan to apply for faculty positions in higher education with a better understanding of the application process. The presenters will share their personal experiences in applying for faculty positions in the U.S. as international candidates. This presentation will be an interactive program in which attendees will discuss their experiences in job search, perform role-plays, and discuss implications of the strategies provided by the presenters. The target audience not only includes international students but counselor educators who work with this group.



10:00 - 10:50 AM | Seneca  
263 | *Education Session* | CE 1.00

### **Fostering Leadership in Master's Programs**

*Bonnie Nicholson, Masters Degree; M.A.; NCC, Jennifer Murdock, PhD; LPC; NCC; ACS*

There is a call for counseling programs to develop the leadership and advocacy skills of students, which aligns with the literature on the elements necessary for a solidified counselor identity (e.g. Goodman, Wilson, Helms, Greenstein, & Medzhitova, 2018; Jeon, 2014; Rogers, 2013). Training programs need to provide opportunities for students to develop a leadership professional identity within the counseling field (Healey, Fearnley, Chivers, Wadoo, & Kinderman, 2012; Luke & Goodrich, 2010). A leadership program designed for master's level counseling students will be outlined which provides recognition of students, an opportunity for growth in student professional identity development, and an increased transparency between students and the program faculty, which influences professional engagement upon completion of the graduate program.

10:00 - 10:50 AM | Juniper  
268 | *Education Session* | CE 1.00

### **Development of a School Counseling Research Collaborative**

*Sejal Foxx, PhD; School Counseling (FL), Merry Leigh Dameron, PhD; School Counselor, Rachel Saunders, Masters Degree; NCC; LPSC (NC), Jennifer Perry, Masters Degree; LSC, Maylee Vazquez, Masters Degree; LPSC (NC); LPCA; NCC, Todd Bolin, Masters Degree; LPC; LMFT; RPT, Brittany Prioleau, Masters Degree; LPC; NCC*

This session will provide the audience with details regarding the development of a school counseling research collaborative. Presenters will share how the research collaborative provides the opportunity to conduct rigorous research, collaborate, and engage in interdisciplinary scholarship. Presenters will also share examples of current research, offer suggestions for how to develop productive teams, and provide strategies for effective mentoring.

10:00 - 10:50 AM | Greenwood  
269 | *Education Session* | CE 1.00

### **Barriers to School Counselors' Multicultural Education Behaviors and How Counselor Educators Can Help: Implications from a CQR Study**

*Clare Merlin-Knoblich, PhD; NCC, Blaire Cholewa, PhD; NCC; LPC (NJ)*

In a concerning time of increased discrimination and hate crimes against students of color, sexual minorities, and immigrants, it is critically important that school counselors are equipped to reduce prejudice and ensure all students have equal

opportunities for success. Come join this interactive session in which we present findings from a consensual qualitative research study exploring barriers to school counselors implementing multicultural education behaviors. We will highlight implications for counselor educators, and attendees will leave with research-informed practical ideas to promote multicultural education behaviors with school counselors-in-training.

10:00 - 10:50 AM | Virginia  
273 | *Education Session* | CE 1.00

### **Process and Potential: Counselors as Leaders and Board Directors**

*Kylie Dotson-Blake, PhD; NCC; LPC; Interim President and Chief Executive Officer, NBCC, Pam Shlemon, Executive Director, CRCC, James K. Matta, Sr., EdD; NCC, LPC; Past-President, AASCB*

Counselors are called to serve the profession and their community organizations in many capacities. Service on an Executive Board or Board of Directors, or as a Faculty Senator or Committee Chair requires that counselors apply knowledge of governance procedures and intentions. Luckily, the heart of governance is the process and counselors have deep expertise when it comes to valuing the process. This presentation will provide attendees with an opportunity to explore their personal strengths as a Board member and professional leader. Leaders from AASCB, CRCC and NBCC will share insights into the critical responsibilities of fiduciary duties and strategic governance.

10:00 - 10:50 AM | University  
279 | *Education Session* | CE 1.00 | Ⓢ

### **Successful Integration of Social Justice Advocacy in Supervision**

*Stephanie Bobbitt, PhD; LPC, Michael Bobbitt, Masters Degree; LPC, Michelle Sholk, Bachelors Degree; Standard Certificate - Teacher of English*

Although there is an extensive body of literature on counselor supervision, there is little attention given on infusing social justice advocacy into supervision. Social justice advocacy has received increased attention in the profession of counseling and is considered by some to be the fifth force of the profession. To ensure ethical counseling, it is crucial that counseling supervisors understand social justice advocacy in the context of counseling and how to apply this framework to their supervisees. Therefore, this presentation will engage the audience in a discussion regarding the intentional use of social justice advocacy skills in counselor supervision from the perspective of a counselor educator, doctoral student, and masters student.

10:00 - 10:50 AM | Jefferson A  
281 | *Education Session* | CE 1.00

### **The Importance of Career Development: the Impact of Career Stress on Client Suicide Risk**

*Heather Dahl-Jacinto, PhD; NCC; ACS, Chris Wood, PhD, Wendy Hoskins, PhD*

In counselor education programs, career development courses may be lacking important information on career stress and the connection with suicide risk. Career stress can have an impact on a multitude of factors in a client's life (Fowler et al., 2018; Peterson, et al., 2018). Connections between career stress and suicide risk factors (e.g., problematic substance use, financial problems) have been examined (Fowler et al., 2018). It is vital that counselors-in-training are informed of these common factors and other career stress related risk factors and be given specific training for working with clients. This presentation will provide attendees with specific information on current information on career stress and suicide risk and assessment and provide training recommendations.

10:00 - 10:50 AM | Metropolitan B  
230 | *50-Minute Roundtable* | CE 1.00

### **Challenging White Dominant Culture in Counselor Education**

*Regina Moro, PhD; LPC; LMHC; ACADC; NCC; BC-TMH, Molly Moran, Masters Degree; LPC; NCC; Licensed School Counselor*

This presentation will introduce the characteristics of white dominant culture proposed by Jones and Okun (2001). Many systems in our US society are built on these characteristics, and we will explore how these are integrated into our organizational norms, and gain participant insight into their experiences within such organizations. We will also discuss the impact that white dominant culture characteristics (e.g., perfectionism, defensiveness) has on students in counselor education programs. These characteristics are harmful to individuals and systems when in place, and we will explore ways in which we can challenge them through our roles as educators and supervisors.

10:00 - 10:50 AM | Metropolitan B  
231 | *50-Minute Roundtable* | CE 1.00

### **Editorial Engagement Committee: Faculty Incorporate Research Knowledge and Publication Experiences to Support Faculty Research and Journal Publications through the Publication Process**

*Robin Switzer, EdD; MA Counseling; LPC (MO); LPC (CO); CPC (NV); NCC, Jose Miguel Maldonado, PhD, M.S. Education Technology; M.S. Counseling Psychology*

Counselor Educators are expected to engage in faculty scholarship, such as conducting original research and publications of scholarly work. This standard is expected from professional counselor and school counselor educators

in universities, accreditation organizations such as CACREP and the field of mental health education. Yet, many of us feel overwhelmed, outmatched and outwitted when it comes to the steps required to complete this process. The ideas were present but the details made us pause, until the Editorial Engagement Committee! The committee members will discuss the intent and creation of the Editorial Engagement Committee. As a foundation to research, committee members also focus on assisting fellow faculty members with IRB applications, research, and the publication process.

10:00 - 10:50 AM | Metropolitan B  
235 | *50-Minute Roundtable* | CE 1.00

### **Leading Through Tears: The Intersection of Activism and Trauma**

*Kristopher Hall, PhD; LPC; NCC, Nedeljko Golubovic, PhD*

There are those that fight for justice with little regard for themselves. Due to personal experience, they choose to change their environment for the better. In counseling, many theories suggest activism as a way to heal from community violence, however, many activists do not seek therapy. Despite this, there are programs that exist which use group counseling theories to help activists be their best selves. This presentation will discuss the intersection between activism and trauma through an analysis of the RISE San Diego leadership development program. Attendees will learn about how group relations can be used to inspire community activism and understand how activism can help to possibly reduce trauma and encourage resilience.

10:00 - 10:50 AM | Metropolitan B  
238 | *50-Minute Roundtable* | CE 1.00

### **School Counselor Educators Modeling Professional Leadership and Advocacy Efforts: Closing the Gap between School Administrators and Counselors**

*Jessica Henderson, PhD; LPC; NCC; Certified School Counselor K-12 (ID)*

This presentation is the result of the ACES SCIN Secondary School Counseling Committee efforts to identify and address practice gaps for professional school counselors. The committee has identified a gap between best practice according to literature and what is actually being practiced in school settings. Presenters will discuss barriers for school counselors to engage in professional advocacy efforts to fully implement a comprehensive school counseling program. Presenters will highlight current research related to school counselor educator leadership and advocacy. This session gives school counselor educators the opportunity to hear about current strategies or initiatives and to connect on efforts to model leadership activities that promote systemic change within the school counseling profession.

10:00 - 10:50 AM | Metropolitan B  
239 | 50-Minute Roundtable | CE 1.00 | **E**

### **Understanding the Gatekeeping Experiences of Counselor Education Doctoral Students**

*Diana Charnley, Masters Degree; Master of Arts in Clinical Mental Health Counseling (MA); Limited LPC (LLPC - until May 2019 when applying for LPC); NCC*

Gatekeeping is a salient responsibility of counselor educators, and thus faculty must establish doctoral program curricula that reflects this importance and sufficiently prepares counselor educators-in-training for this duty. However, doctoral students may lack adequate formal training in this area. The presenter will overview results from a qualitative pilot study to describe and understand gatekeeping themes related to the way current doctoral students at a large, public midwestern university experience, learn, and apply gatekeeping standards in their training. Implications for doctoral-level gatekeeping training and suggestions for future research will be highlighted. Consideration will be given to how participants define and identify gatekeeping issues and the impact of cultural identity on the gatekeeping process.

10:00 - 10:50 AM | Metropolitan B  
254 | 50-Minute Roundtable | CE 1.00

### **How Are We Teaching Grief and Loss Counseling?: Implications on Counselor Education**

*HyunGyung Joo, PhD; NCC, Christina Rogers, Masters Degree; NCC; Pupil Personnel Services Credential*

How are we teaching grief and loss counseling? Most counselors are likely to work with clients facing grief and loss. However, not all counselors-in-training are adequately trained due to lack of effective education. Presenters will share data on perception, knowledge, and readiness of counselors-in-training to work with clients from multicultural backgrounds. Presenters will also discuss ways to train counselors-in-training to respect multicultural realities of grief.

10:00 - 10:50 AM | Metropolitan B  
257 | 50-Minute Roundtable | CE 1.00 | **S**

### **Attachment, Anxiety, and Corrective Feedback in Counselor Supervision**

*Ellen Armbruster, PhD; LPCC; NCC; ACS, Frimpomaa Ampaw, EdD*

The supervisory relationship is critical to the professional growth of trainees and novice counselors. However, the evaluative nature of supervision may create heightened anxiety for individuals new to the field. Attachment style may also impact the supervisory process. Supervisees with a secure attachment may find corrective feedback in supervision to be less unsettling than those who approach relationships from a position of either anxiety or avoidance. The presenters will describe their original research, which explores associations between supervisee attachment, anxiety, and perceptions of corrective feedback in counselor supervision. Preliminary results and implications for supervisory practice will be discussed. Handouts will be provided and attendees will be encouraged to engage in the conversation.

10:00 - 10:50 AM | Metropolitan B  
261 | 50-Minute Roundtable | CE 1.00

### **Are You PISD? Teaching Counseling Students to Work with Clients Who Experience Post-Infidelity Stress Disorder**

*Elizabeth Likis, PhD; LPC- NC, Russ Curtis, PhD; LPC*

Intimate partner infidelity, which can cause Post Infidelity Stress Disorder (PISD; Ortman, 2005) is a traumatizing event with multivariate ramifications including: mental and physical health, relationship, legal, and economic implications. The majority of relationship counseling results from an infidelity, the subsequent loss of trust and changing partner dynamics, yet there is very little current research in counseling journals about how to prepare students who are working with clients experiencing PISD. Additionally, the ubiquitous nature of these issues is ripe for counter-transference in the supervisor-counselor-client relationships. The purpose of this session is to discuss assessment and implications of PISD and provide effective teaching and supervision strategies for counselor educators and counselors in training.

10:00 - 10:50 AM | Metropolitan B  
262 | 50-Minute Roundtable | CE 1.00

### **Turning Pages: Exploring Ideas to Reduce the Textbook Burden in Counselor Education**

*Christopher Belser, PhD; NCC, Lauren Clark, MS*

The cost of textbooks has been cited as a barrier to accessibility of higher education. Whereas this topic has not been explored greatly within the field of counselor education, efforts to reduce the cost of textbooks and course materials may have potential benefits both for students and for the profession. In this session, the presenter will share strategies used to transition four graduate courses to free or reduced-cost materials and will engage participants in conversation about strategies that may work in your program.

10:00 - 10:50 AM | Metropolitan B  
265 | 50-Minute Roundtable | CE 1.00

### **Ableism In Counselor Education: Creating an Inclusive Learning Environment Through Electronic Accessibility**

*Rob McKinney, PhD; LPC; NCC, Lydia Buchanan, BA*

How are some counselor educators and supervisors unknowingly engaging in ableism, thus excluding some counselors-in-training and reduce their potential for learning? The presenters will discuss electronic teaching strategies that are frequently used by counselor educators and supervisors which could be inaccessible, frustrating, and discriminatory towards some counselors-in-training who possess certain disabilities. Presenters will demonstrate how to easily check for and improve the overall electronic accessibility of education material. This concept will be illustrated through a comparison of two electronic teaching presentations. Therefore, attendees will learn how to utilize electronic accessible tools in readily available and easy to use programs that will benefit their teaching and supervision to a wider array of learners.

10:00 - 10:50 AM | Metropolitan B  
266 | 50-Minute Roundtable | CE 1.00 | 

### **Strategies for Multicultural Supervision with Culturally Similar Supervisees**

*Kristen Lister, PhD; LPC, Jade Letourneau, PhD; LCMHC (UT); NCC; ACS*

The practice of multicultural supervision is an ethical imperative in the counseling profession. At the same time, supervisors living in culturally homogeneous areas can find it challenging to conduct multicultural supervision with supervisees of similar cultural backgrounds. The purpose of this roundtable

presentation is to provide attendees an opportunity to explore how they conceptualize the process of multicultural supervision when working with culturally similar supervisees. Presenters will share a conceptual model with participants to use as a tool to deepen dialogues about culture with supervisees who may share common cultural characteristics.

10:00 - 10:50 AM | Metropolitan B  
270 | 50-Minute Roundtable | CE 1.00 | 

### **Enhancing the Supervisory Relationship: the Use of Immediacy in Supervision**

*Angel Mak, Masters Degree; MA; LMHCA*

Immediacy is a powerful tool frequently used between therapist and client to create and strengthen the therapeutic alliance. Immediacy could be used as a technique for managing an alliance rupture, addressing defenses, and providing emotional support. When used in supervision, immediacy allows the supervisor and supervisee to discuss their supervision relationship in the here and now and/or process what is happening in the supervisor-supervisee interaction. This presentation highlights the literature on the benefits of using immediacy in supervision. The presenter provides opportunities to engage in dialogues regarding their own experience of immediacy from a supervisor or supervisee perspective.

10:00 - 10:50 AM | Metropolitan B  
271 | 50-Minute Roundtable | CE 1.00

### **More Than Sports: Considerations for Training Counselors to Work with Injured Student-Athletes**

*Michael Deitz, Masters Degree; M.Ed. in Clinical Mental Health Counseling; NCC, Naomi Wheeler, PhD, Aliza Weiss, M.Ed.*

Student-athletes in emerging adulthood experience difficulties with identity confusion and related mental health concerns, especially when injury exacerbates typical demands. As a result, maladaptive behavior patterns may emerge and irrational beliefs can intensify symptoms. Currently, counselor education programs do not address the specific needs of this population. Participants will explore related competency, training, and supervision considerations for counselors that may work in college settings and with injured athletes.

10:00 - 10:50 AM | Metropolitan B  
272 | 50-Minute Roundtable | CE 1.00

### **Cutting to the Chase: Counselor Interns' Preparedness for Counseling Clients Who Self-Injure**

*Donna Scheffler, Masters Degree; LPC, Lucinda West, PhD; LMHC (FL); LMFT (TX, FL); AAMFT Approved Supervisor*

There is a critical need for counselors to receive accurate information and adequate training to effectively work with clients who self-injure. Estimates indicate that 34% to 64% of adolescents in clinical samples engage in self-injury (Preyde et al., 2012; Viana, Dixon, Berenz, & Espil, 2017), while 17% to 42% of adolescents in community samples engage in self-injury (Bjärehed, Wångby-Lundh, & Lundh, 2012; Cerutti, Manca, Presaghi, & Gratz, 2011; Wan, Hu, Hao, Sun, & Tao, 2011). Ten counselor interns contributed to interviews in a generic qualitative inquiry and shared their descriptions and experiences regarding their education and training from master's programs that prepared them to provide counseling services to this specialized population. Results of this study and implications for counseling programs are presented.

10:00 - 10:50 AM | Metropolitan B  
275 | 50-Minute Roundtable | CE 1.00

### **Educating Counselors in Training on Perinatal Mental Health: An Overview of the Literature, Diagnosing, and Treatment**

*Kathryn Pozniak, Masters Degree; MA; LPC; NCC*

In this roundtable attendees will gain an overview of the literature as it relates to Perinatal Mood and Anxiety Disorders (PMAD), including but not limited to antepartum and postpartum depression, postpartum anxiety, and postpartum psychosis. Further, this session will explore models of understanding the postpartum mental health experience, including the Postpartum Stress Center Model of Postpartum Depression Impact and Adaptation. Elements of theory and environmental factors that impact both the therapeutic alliance and overall client success will be covered, including interpersonal psychotherapy and cognitive-behavioral therapy. Lastly, this roundtable will focus on accurate diagnosis and treatment planning for this population. The format will include lecture, active discussion, and experiential learning.

10:00 - 10:50 AM | Metropolitan B  
276 | 50-Minute Roundtable | CE 1.00 | **E** **S**

### **A Supervisor's Guide to Ethical Decision-Making in the Practice of Animal-assisted Counseling**

*Cynthia Chandler, EdD; LPC-S; MFT-S, Brooke Bugni, Masters Degree, Gayatri Ayer, Masters Degree*

Animal-assisted therapy in counseling (AAT-C) has become a popular modality. It is imperative that supervisors understand how to provide for and preserve the welfare and safety of all participants, including counselors, clients, and therapy animals. Presenters will describe established standards and discuss philosophical values to aid ethical decision-making. Additionally, presenters will describe real case scenarios for engaging the audience in discussion.

10:00 - 10:50 AM | Metropolitan B  
278 | 50-Minute Roundtable | CE 1.00

### **Training Culturally Competent School Counselors to Support College and Career Readiness for African-Immigrant Students**

*Grace Wambu, EdD; LAC (NJ); NCC*

The number of African-immigrant students is on the increase in many American classrooms (Harushimana, 2007). Often, these immigrant students and children of immigrants face unique challenges as they try to negotiate the education system in the United States, including the process of choosing a college and/or career (Suarez-Orozco, et al., 2009). School counselors are uniquely positioned to help all students with their career development, including immigrant students of African descent. However, to effectively support immigrant students, school counselors require to be adequately prepared. The purpose of this interactive program is to equip attendees with creative techniques and approaches in preparing school counselors to provide culturally appropriate interventions in support of immigrant student's career development.

10:00 - 10:50 AM | Metropolitan B  
280 | 50-Minute Roundtable | CE 1.00 | **E**

### **Court Preparedness for Pre-Credentialed Counselors: A Review of Research Findings**

*Korinne Babel, PhD; NCC; LPC; Registered Play Therapist, Morgan Jenkins, PhD; LPC; NCC*

Current research on court preparedness among pre-credentialed therapists will be discussed. The initial hypotheses, methods of data collection, qualitative analysis, and brief literature review and connection to Code of Ethics will be included. The data collected will be shared. Then, the implications of those results for counselor educators and supervisors will be explored in an open discussion format.

10:00 - 10:50 AM | Metropolitan B  
282 | 50-Minute Roundtable | CE 1.00

### **Subverting the Binary: Strengthening Queer and Trans Curriculum in Counselor Education**

*Whitney Akers, PhD; LPC; NCC; ACS, Keith Mobley, PhD; LMHC (WA); LPCS (NC); ACS; NCC*

Queer and trans people seek counseling services at a higher rate than heterosexual or cisgender populations (Bieschke, McClanahan, Tozer, Grzegorek, & Park, 2000; Cochran, Mays, & Sullivan, 2003). Though it is critical that counselors-in-training engage in educational experiences that equip them to serve these client populations, counselor educators can meet resistance when working through a lens of queer- and trans-inclusivity (Gess & Doughty Horn, 2018), and many graduate counseling students report feeling unprepared to work with queer & trans communities upon graduation (Graham, Carney, & Kluck, 2012; Owen-Pugh & Baines, 2014). In this roundtable, attendees will explore gaps in queer- and trans-inclusivity in counselor education, exchange pedagogical practices, and share resources for liberatory practices within their instruction.

10:00 - 10:50 AM | Metropolitan B  
594 | 50-Minute Roundtable | CE 1.00

### **Race-Based Trauma Experienced by Black Women on College Campuses**

*Janice Byrd, PhD, Christina Lloyd, Masters Degree; LPC; NCC; BCC, Marilyn Buford, Masters Degree*

Racist incidents can be traumatizing as they are a form of victimization that can be mentally stressful for targets. Black women in the United States experience racist incidents in many forms, environments, and persistently across their lifetime and are particularly at-risk being members of two vulnerable populations, Black and woman. This presentation will disseminate the findings from a qualitative study and critically explore the psychological and physiological impact of race-based trauma to raise awareness of gendered racism, examine internal and external barriers counselors may face in counseling, and discuss culturally responsive counseling approaches and techniques that may be helpful.

10:00 - 10:50 AM | Issaquah A  
283 | 50-Minute Career Focused Session | CE 0.00

### **Negotiating the Academic Job Offer in Counselor Education**

*Cheryl Wolf, PhD; NCC; LPCA; GCDF; PHR; CCHt, Andrea Kirk-Jenkins, PhD; NCC*

Successfully negotiating a job offer can have a significant effect on one's income and benefits over the course of their career. Preparing to negotiate should start early as negotiating can put one in a place of empowerment and mutual respect if

done positively and professionally; it can lead to a rescinded offer if done incorrectly. This presentation provides the results of a counselor education research study exploring practical negotiation preparation strategies; a variety of benefits that may be negotiated and the most commonly requested benefits; and participants fears, regrets, and satisfaction related to job negotiation.

10:30 - 12:30 PM | Eagle Boardroom  
Meeting | CE 0.00

### **Graduate Student Lounge hosted by SACES**

10:30 - 11:00 AM | Second Floor Window Area  
284 | 30-Minute Poster Presentation | CE 0.00

### **Dynamics of Co-Leadership Development in an Experiential Training Group**

*Jordan Shannon, Masters Degree; NCC, Derek Seward, PhD; LMHC; NCC; ACS*

Group leadership skills are an essential competency counselor trainees must develop. Counselor education programs often provide group leadership training using a co-leadership model. This session presents findings of a modified consensual qualitative research study on the development of the co-leadership relationship in groups. Recommendations for group co-facilitators, supervisors, and counselor educators will be discussed.

10:30 - 11:00 AM | Second Floor Window Area  
285 | 30-Minute Poster Presentation | CE 0.00

### **The Impact of Program Accreditation on Counselors' Professional Engagement**

*Michael Schmit, PhD; LPC, Genevieve Dash, Masters Degree*

Professional engagement is a hallmark of any thriving profession. However, little, if any, research to date has examined professional engagement among counselors. The purpose of this poster presentation is to disseminate original research that examines professional engagement among licensed professional counselors and what role, if any, program accreditation has in professional engagement outcomes post-graduation. Presenters will discuss what professional engagement entails, share their research methodology and study findings, and discuss implications of their research for counselor training and preparation programs.

10:30 - 11:00 AM | Second Floor Window Area  
286 | 30-Minute Poster Presentation | CE 0.00

### **A National Study of Asian International Students' Mental Health Status**

*Yiyang Xiong, PhD; PhD, Yegan Pillay, PhD; LPC*

Limited attention has been paid to Asian international students' (AISs) mental health from researchers despite their increased enrollment at higher education institutions in the U.S. Most of the previous studies have only selected participants from a few university settings, chose depression and anxiety as the only indicators of their mental health status, and included no or only one comparison group. Therefore, this quantitative research is to investigate the AISs' mental health by using a nationwide sample, incorporating the internalizing-externalizing model of psychopathology, and including two comparison groups.

10:30 - 11:00 AM | Second Floor Window Area  
287 | 30-Minute Poster Presentation | CE 0.00

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

*Nayoung Kim, Masters Degree, Glenn Lambie, PhD; NCC; NCSC; CCMHC, Jayna Mumbauer, PhD, Seungbin Oh, PhD*

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

10:30 - 11:00 AM | Second Floor Window Area  
288 | 30-Minute Poster Presentation | CE 0.00

### **Integrating Multicultural and Trauma Sensitive Supervision to Support Supervisees Working with Veterans**

*Erin Friedman, Masters Degree; NCC; LPC (IL)*

Although there is extensive literature on Veterans' mental health concerns and the high rate of stressors mental health clinicians experience in working with this population, there has not been any literature to date providing guidance to supervisors of mental health clinicians working with Veterans that accounts for the unique demands these clinicians must navigate when working with this special population.

As a result of the gap in literature, this poster presentation seeks to summarize key considerations for working with Veterans, discuss the issues impacting clinicians working with Veterans, and finally, review literature on two areas of clinical supervision—multicultural and trauma-sensitive supervision—that can provide guidance to supervisors engaging in clinical supervision with clinicians serving this population.

10:30 - 11:00 AM | Second Floor Window Area  
289 | 30-Minute Poster Presentation | CE 0.00

### **Exploring the Use of Standardized assessments and Satisfaction Surveys in a Training Clinic**

*Shaun Sowell, PhD, Aaron Smith, PhD, Christina Byrne, PhD, Tina DuRocher Schudlich, PhD*

In this presentation, we will share a joint research project conducted by faculty and master's-level students to examine data on client outcomes and satisfaction in a community training clinic. We designed this study based on the premise that subjective client self-reports of single items (e.g., "Have the services you received helped you to deal more effectively with your problems?") and standardized measures both tap a different domain of potentially useful information. We will share how a study of this kind can build proficiency in the use of outcome data in the earliest training experiences in graduate school.

10:30 - 11:00 AM | Second Floor Window Area  
290 | 30-Minute Poster Presentation | CE 0.00

### **Opportunities to Prepare Counselors-in-Training for Integrated Care Settings: A Case Example of Crisis Intervention in Oncology**

*Rachel Regal, Masters Degree; NCC, Nicole Talbot-Torres, M.Ed.*

Counselor educators contribute unique and valuable expertise to interdisciplinary supervision and training in integrated care settings, yet opportunities exist to advocate for the field and improve training procedures for behavioral health providers. A case example of the application of a developmental-ecological crisis intervention model for childhood sexual abuse survivors in an oncology setting will provide a framework of discussion. This poster illustrates training needs of behavioral health providers in counselor education to enhance trauma-informed care and patient-provider relationships and provides recommendations for interdisciplinary training and supervision in screening, assessment, and trauma-informed practice.

10:30 - 11:00 AM | Second Floor Window Area  
291 | 30-Minute Poster Presentation | CE 0.00

### **Remediation of Masters-Level Counseling Students: A CQR Study**

*Lena Salpietro, Masters Degree; LPC (OH); NCC, Madeline Clark, PhD; LPC; NCC; ACS, Clark Ausloos, Masters Degree; LPC; LPSC; NCC, Tanesha Walker, PhD; LPC*

While there is abundant research surrounding the importance of remediation (Brown-Rice & Furr, 2016; Rust et al., 2013), components of remediation plans (Henderson & Dufrene, 2011; Kress & Protivnak, 2009; Rust et al., 2013), and interventions for remediation (Crawford & Gilroy, 2012; Henderson & Dufrene, 2017; Rust et al., 2013) there is little literature regarding functional and dysfunctional elements of remediation. The presenters will share the results of a CQR study, which explored and aimed to better understand the remediation experiences of masters-level counseling students and counselor education faculty. Presenters will present methodology, data analysis, and results, translating these into practically applicable concepts for counselor educators and counselor education programs who implement remediation procedures.

10:30 - 11:00 AM | Second Floor Window Area  
292 | 30-Minute Poster Presentation | CE 0.00

### **Mindfulness-Based Stress Reduction for Students of Color**

*Tanupreet Suri, Masters Degree; NCC; LMHC (NY); LPCC (NM), Desa Daniel, Masters Degree; LMHC (NM); NCC*

This presentation will report the results from a research study that explored the experiences of students of color within Mindfulness-Based Stress Reduction Groups towards their academic self-efficacy and academic self-concept. Using qualitative journals, group audio transcription, pre/post group interviews, along with quantitative assessments (OQ45.2 and GCQ-S) the researchers will present on preliminary results. Through this presentation, attendees will learn how to conduct a Mindfulness-Based stress reduction group within cultural centers housed in academic settings with students of color.

10:30 - 11:00 AM | Second Floor Window Area  
293 | 30-Minute Poster Presentation | CE 0.00

### **Journaling in Online Course Design**

*Leslie Contos, Masters Degree; LCPC; NCC; CMHCC*

Are you prepared to teach online? The January 2019 CACREP directory of programs listed 75 accredited counseling programs where 50% or more of the curriculum was offered online. It is vital to adapt teaching approaches to suit online classrooms. This poster shares the process of creating online journals which activate both pre-learning and post-learning reflection of student's existing knowledge. Incorporating this feature

is simple in most Learning Management Systems such as Blackboard and Canvas and is a valuable approach to engaging students' knowledge before they approach the weekly materials and after they have had a chance to apply what they have learned.

10:30 - 11:00 AM | Second Floor Window Area  
294 | 30-Minute Poster Presentation | CE 0.00

### **How Mentoring Influences Scholarly Productivity Among Pretenured Educators**

*Hyunhee Kim, Masters Degree; Professional Counselor Certificate (Korea); Teacher's License in Professional School Counseling (Korea); Teacher's License in Education (Korea); Teacher's License in Ethics Education (Korea), Hongryun Woo, PhD; NCC; Teaching Certificate (Elementary and Secondary, Korea); Counseling Specialist (Korea); Youth Counselor (Korea), Jungnam Kim, PhD*

This poster presentation focuses on the role of the mentoring relationship in mitigating harmful effects of burnout on scholarly productivity among pretenured counselor educators. This study will provide audiences with empirical findings with a sample of 106 full-time pretenured counselor educators. Findings supported the moderating role of mentoring support in the association between burnout and scholarly productivity. Practical implications for enhancing scholarly productivity and preventing burnout will be addressed.

10:30 - 11:00 AM | Second Floor Window Area  
295 | 30-Minute Poster Presentation | CE 0.00

### **An Initial Investigation of Individual Instructors' Self-Perceived Competence and Incorporating Disability Content Into CACREP Accredited Programs: Rethinking Training in Counselor Education**

*Katherine Feather, PhD; LPC (AZ); QPRT Suicide Risk Detection, Assessment, and Management Certification; Preparing Future Faculty (PFF) Certificate, Tiffany Bordonada, PhD, Katy Linich, Ed.S.*

Given the prevalence of children and families who experience disabilities, this study examined how 141 instructors from programs accredited by the Council for Accreditation of Counseling and Related Educational Programs cover disability-related content in their curriculum. The study also examined the influence self-perceived disability-related competencies have on whether and how instructors infuse disability-related content into counselor pedagogy. Limitations and implications for counselor educators are presented.



10:30 - 11:00 AM | Second Floor Window Area  
296 | 30-Minute Poster Presentation | CE 0.00

### **Technology Prevalence, Privacy, and Security Risks in the Use of Mhealth Applications By Counseling Clients**

*Justin Tauscher, Masters Degree; LCMHC; LADC; NCC*

Mobile phone ownership and mhealth use among individuals with mental health and addiction issues in the United States is increasing each year. It is important for counselors and counselor educators to understand the use of mhealth applications by their clients and the associated privacy and security concerns. This poster presents two surveys related to technology ownership and use by counseling clients, desired use of technology for recovery, mhealth application use, and the security behaviors and beliefs of those that use mhealth applications. Recommendations are provided that will inform the integration of technology with client care and lead to an increased understanding of privacy and security issues that should be addressed with clients in clinical practice.

10:30 - 11:00 AM | Second Floor Window Area  
297 | 30-Minute Poster Presentation | CE 0.00

### **Counselors' Multicultural Counseling and Poverty Beliefs: Implication for School Counselors**

*Lacey Ricks, PhD; Ph.D.; NCC, LSC, Sarah Kitchens, PhD, Tashaunda Hannor-Walker, PhD, Erik Schmitt, PhD*

School counselors work to address the need of all students, but students from low-income families continue to fall behind their peers in academic outcomes. This poster presentation will provide current research on the effects of poverty on children and will discuss school counselors' perceptions of working with students living in poverty. Innovative and creative techniques will be provided for promoting positive working relationships with students who live in poverty.

10:30 - 11:00 AM | Second Floor Window Area  
298 | 30-Minute Poster Presentation | CE 0.00

### **A Grounded theory Analysis of Counselor Educators Decision Making During Admission Interviews: An Exploration of the Process and Mental Heuristics**

*Chad Yates, PhD; LPC, Jehan Hill, Masters Degree; LPC*

This presentation will explore an investigation of the decision-making process present within counselor educators and provide a model of decision making that takes place during the admissions process. The selection interview is a key tool in the assessment of personal characteristics and interpersonal skills that are necessary for counselors to possess. However, a concern with the selection interview is its predictive validity or any correlation with measures counseling effectiveness. Previous research on the selection interview has yielded typical characteristics that are assessed through the interview. However, the decision-making process that counselor educators utilize to assess applicants and the exploration of decision-making heuristics that are present in applicant selection is an area that can be expanded.

10:30 AM - 12:30 PM | Redwood A  
299 | Keynote Session | CE 2.00

### **The Call to Serve: The Power of Passionate Work**

*Gregg Levoy, BA*

People who are fueled by a sense of calling about service—a deep feeling of purpose and a match between who they are and what they do—will bring that kind of passion to their jobs and careers, their clients and companies, their lives and the lives of others. These are people who are called, not just driven, and who work from passion, not just ambition. They also understand that when they insist on their own vitality, they stake a claim for everyone's vitality.

This presentation (a combination Keynote & hands-on Workshop), explores the call to serve, and how we can not only embody it but spread it, inspiring service and stewardship at all levels. It will also help counselors gain clarity and courage to take whatever Next Steps will deepen their own alignment (or realignment) with the call to serve.

We'll also explore the questions that arise naturally in the presence of any calling: What does it ask of us? How do we keep the fires burning? How do we tell the true calls from the false? What happens when we say no? What happens when we say yes?

11:00 - 11:50 AM | ACES Suite  
Meeting | CE 0.00

### **Department Chairs Interest Network**

11:00 - 11:50 AM | Greenwood  
120 | Education Session | CE 1.00

### **Overview of a Model for Engaging Doctoral Students in Collaborative Community Research**

*Loretta Bradley, PhD; PhD; LPC-S; LMFT-S; NBCC, Ian Lertora, PhD, Bret Hendricks, Aretha Marbley, PhD*

Cultivating, collaborating, and engaging faculty, doctoral students, and a community agency can be both challenging and rewarding. Attendees will be introduced to a 3-phase teaching model focusing on teaching students how to ascertain the needs of clients in a city (Phase I) and rural areas (Phase II). Influenced by Phase I and Phase II, Phase III focused on the survivors of sex-trafficking. The model has implications for counselor educators, counselor supervisors, students-in-training, and community partnerships. This presentation will culminate in a discussion of a model involving faculty, doctoral students, and a community agency designed to develop an effective clinical community counseling service delivery program. Discussion will be encouraged, and handouts will be provided.

11:00 - 11:50 AM | Boren  
300 | Education Session | CE 1.00

### **Assessment In Counselor Education: Using Program Dispositions as a Gatekeeping Tool**

*Joel Diambra, EdD; LPC-MHSP-ACS; NCC, Shawn Spurgeon, PhD; LPC-MHSP, Melinda Gibbons, PhD; NCC, Laura Wheat, PhD; LPC; NCC*

Counselor educators expect counseling students to learn and adhere to professional codes of ethics, demonstrate mature temperament, and exemplify respectful character, indicative of our profession. We are charged with teaching, training, and gatekeeping counseling students for purposes of client safety and professional integrity. In this educational session, participants will learn five professional dispositions holistically implemented as a gatekeeping tool in a counseling program, be challenged to expand their understanding of gatekeeping practices, and hear how dispositions guide prevention, remediation, and celebration practices from the application process through and beyond graduation. Participants will also be asked to share, generate, and explore creative ways they implement dispositions as gatekeeping tools into their programs.

11:00 - 11:50 AM | Ballard  
301 | Education Session | CE 1.00

### **Examining Intersectionality, Privilege, & Oppression: Strategies for Working with Minority and Marginalized Folx?**

*Kshipra Jain, Masters Degree; LPC; NCC, Adrian Lira, MA; LPCC; NCC*

This presentation will use an intersectionality theory and social justice advocacy lens to discuss the importance of enhancing multicultural sensitivity and humility in our work as counselors and educators. Based on the Multicultural and Social Justice Counseling Competencies (Ratts et al., 2016), we will discuss strategies for counselors and educators to use to increase self-awareness of their privileges as well as their oppressions. We will engage attendees in hands-on experiential activities to use for themselves, with supervisees, or in the classroom setting with counselors-in-training.

11:00 - 11:50 AM | Leschi  
303 | Education Session | CE 1.00

### **Integrating Social Justice Advocacy into Counselor Education**

*Rebecca Hug, Masters Degree; LPC*

Advocacy is the ability to directly challenge oppressive powers that negatively affect the wellbeing of clients, communities, and the counseling profession, by breaking down barriers at the micro-, meso-, and macro- levels. Often, counselors simply don't know where to start when advocating with and for their clients and community at the meso- and macro- levels because advocacy was not intentionally taught or practiced in their masters programs. Participants will engage intentional discussion and practice to develop an "advocacy toolbox" consisting of in-classroom activities, direct service learning opportunities, strategic steps to engage community partnerships, and awareness of how to weigh the legal and ethical risks and rewards of engaging in advocacy work at the meso- and macro- levels.

11:00 - 11:50 AM | Greenwood  
304 | Education Session | CE 1.00

### **Lessons Learned: outcomes and Practical Applications of a Cross-Sectional Qualitative Analysis of Diverse Faculty Teaching a Multicultural Course in Counselor Education**

*Cort Dorn-Medeiros, PhD; Ph.D; LPC (OR); CADC III (OR) Nathaniel Brown, PhD; LPC and LCSW eligible (OR), Alexia Deleon, PhD; NCC*

Multicultural and social justice courses in counselor education can pose several challenges for even the most seasoned instructors. For many counselor educators, addressing issues related to systemic oppression, racism, and racial inequality can feel overwhelming and inauthentic. This education session will present preliminary findings of an original research project that explored the relationship between the presenters/course instructors own social locations, and the social locations of their students, and the learning experience(s), integration of course material, and reflective responses to a graduate level multicultural course in counselor education. This session will also address practical applications and recommendations, rooted in research outcomes, for instructing multicultural courses.

11:00 - 11:50 AM | Columbia  
307 | Education Session | CE 1.00

### **Teaching Trauma-Informed Care: Neurodevelopmental Guidelines and Core Principles**

*Michael Morgan, PhD; LMFT*

Counselor educators are increasingly aware that students must be prepared to provide trauma-informed care to clients. Unfortunately, training for work with trauma survivors may limit students to a one-size-fits-all approach, or teach several approaches without an underlying framework for guiding what to do, why and when. A more helpful approach may be rooted in our understanding of neurodevelopment and brain function. This understanding points to core principles for trauma-informed care that transcend theory and support individualized interventions. This presentation will describe these principles and their neurological basis. We will show how they can be the foundation for training in trauma-informed counseling and supervision that will help students provide effective care based on each client's unique response to trauma.

11:00 - 11:50 AM | University  
308 | Education Session | CE 1.00 | (E) (S)

### **Surviving the Tug of War Challenge: Implications for Counseling Supervisors Working with Court Ordered Families**

*Ruth Ouzts Moore, PhD; NCC; LPC; Legal and Ethical Specialist Certification (American School Counselor Association); Bullying Prevention Specialist Certification (American School Counselor Association)*

This presentation will discuss the legal and ethical obligations of counselors working with families who are court-ordered to attend counseling, and the role of supervisors when guiding supervisees. The presenters will discuss discretionary confidentiality, the informed consent process, and multidisciplinary collaboration. Emphasis will be given to supervision theory and the role of the supervisor in providing direction to the supervisee. The participants will be asked to conceptualize challenging court cases, identify the potential legal/ethical issues, and determine the best course of action for the supervisor involved. The presentation will close with a discussion of vicarious liability and how supervisors should approach their work to protect their license.

11:00 - 11:50 AM | Issaquah A  
309 | Education Session | CE 1.00

### **Addressing Weight Bias In Counselor Education**

*Kaitlyn Forristal, PhD; LPC (OH); NCC, John Laux, PhD; LPCC (OH); LICDC*

This program will address an issue not currently included in multicultural discussions in counselor education: anti-fat weight bias or fatphobia. Fatphobia is a set of negative beliefs

and stereotypes about people who are obese or fat. Fatphobic biases cause medical personnel, employment officers, and folks working in the criminal justice system to make unfounded judgments about people who are larger in size. Since this is not part of the mainstream conversation, counselors are at risk for making these same assumptions about larger clients which may unintentionally cause harm. This session will help counselor educators understand fatphobia, recognize it in themselves, and ultimately broach this issue in the classroom. Suggestions for having this conversation with counselors in training will be provided.

11:00 - 11:50 AM | Cedar  
310 | Education Session | CE 1.00 | (E)

### **Ethical and Effective Remediation Practices with Students Struggling to Counsel Members of the LGBTQ+ Community Due to a Faith-Based Values Conflict: A Delphi Study**

*Kerrie Taylor, PhD; LPC, Elizabeth Horn, PhD; LPC*

The purpose of this presentation is to disseminate the results of a Real-Time Delphi study conducted in 2018, which explored how counselor educators can effectively and ethically engage in remediation with counselors-in-training struggling to effectively counsel members of the LGBTQ+ population due to a faith-based values conflict. Attendees of this presentation will gain concrete, pragmatic suggestions as determined by a panel of experts in the field on how to ethically and effectively engage in remediation with students struggling to counsel effectively due to a faith-based values conflicts, and discuss how the recommendations can be best utilized at their respective institutions/clinical settings.

11:00 - 11:50 AM | Capitol Hill  
311 | Education Session | CE 1.00 | (S)

### **Can We Work Together? Navigating Cross-Theory Supervision**

*Jose Tapia-Fuselier, Masters Degree; CRC, LPC; NCC, Hannah Robinson, Masters Degree; LPC*

Counselor educators and doctoral-level trainees are frequently faced with "sticky situations" in supervision. One of the most discussed topics in supervision is providing supervision to a supervisee who practices from a different theoretical orientation than their supervisor. Cross-theory supervision will be discussed as all supervisors face these challenges. In this presentation, the presenters will initially explore attendees biases surrounding cross-theory supervision and its impact on the supervisory relationship and overall outcomes. Current ethical codes will be presented along with supervision literature to facilitate discussions regarding best practices in cross-theory supervision. Participants will be given the opportunity to apply a critical lens to real-life supervision case examples.

11:00 - 11:50 AM | Issaquah B  
312 | Education Session | CE 1.00

### **Understanding Needs of international Students in Counseling Programs**

*Sojeong Nam, Masters Degree, Ruri Kim, MA*

This program aims to address needs of international students in counseling-related programs. It will introduce unique difficulties that international students commonly experience while they study and reside in the United States, and it will also present how those difficulties specifically apply to international students in counseling programs and relate to their needs. This program will ultimately suggest group-specific considerations and strategies for addressing the needs in teaching, training, and advising international students in counseling programs.

11:00 - 11:50 AM | Jefferson A  
313 | Education Session | CE 1.00 | (E) (S)

### **Gatekeeping In Supervision: Applying SWOT Analysis to Prevent 'Gateslipping'**

*Rebecca Andrews, Masters Degree; Licensed Behavior Specialist*

This presentation will introduce an innovative model of gatekeeping through application of a business analysis approach which includes assessing Strengths, Weaknesses, Opportunities, and Threats (SWOT) to provide a systematic approach to address the complex ethical responsibility of gatekeeping in counselor education and supervision. First, participants will be provided with a brief history of gatekeeping practices, sources of reluctance, and existing gatekeeping models. Next, the concept of utilizing the business management tool of SWOT analysis in gatekeeping will be introduced. Finally, a case example will be used to demonstrate the applicability of using SWOT analysis in the development of a formal remediation plan.

11:00 - 11:50 AM | Virginia  
314 | Education Session | CE 1.00

### **Career Development Courses: Engaging Students and Empowering Educators**

*Lindsay Harrell, Masters Degree; M.S.; ALC (AL); NCC, Abigail Holder, Masters Degree; M.Ed; NCC*

Students who are part of an active learning environment are better able to learn from peers, understand the application of theoretical discussions, and take ownership of their learning when compared to a traditional learning environment (Merlin, 2015). This presentation focuses on equipping counselor educators with active learning tools in order to engage students in career development courses. Also focuses on making career development courses an interactive exchange between students and educators.

11:00 - 11:50 AM | Jefferson B  
315 | Education Session | CE 1.00

### **Technology and Technological Applications for Counselor Education and Supervision**

*Raul Machuca, PhD; Licensed Clinical Mental Health Counselor (FL); Board Approved Supervisor for Mental Health Counseling and Marriage and Family Therapy Interns (FL); Certified Cognitive Therapist; Diplomate Academy of Cognitive Therapy*

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

11:00 - 11:50 AM | Juniper  
316 | Education Session | CE 1.00 | (S)

### **Possible Selves-Driven Supervision: Taking the Escalator to the Top of the Profession**

*Leann Morgan, PhD; LPC; CCCE, Arden Szepe, PhD; LPC; NCC*

Counseling supervisors utilize a myriad of tools to support their supervisees' development. The use of the "Possible Selves Escalator Exercise" will be introduced as a creative intervention strategy to assist counselors-in-training to identify, acknowledge, and set a plan to overcome challenges to their professional identity and counseling practice. The presenters will explore case studies of actual counseling supervision sessions conducted with Master's and Doctoral students. Templates will be provided with Q & A.

11:00 - 11:50 AM | Aspen  
317 | Education Session | CE 1.00

### **Distance Counselor Education: Past, Present, and Future**

*Kelly Coker, PhD; LPC (NC); NCC; Board-Certified TeleMental Health Provider, William Snow, PhD*

Distance education has become a mainstay in higher education, in general, and in counselor education, specifically. While the concept sometimes still “feels new,” universities have been engaged in some form of distance learning for over twenty years. In the field of distance counselor education, it is imperative to understand where we have been, where we are now, and where we are going. Presenters will explore the history of using technology in education, review recent research about distance education in counseling and counselor education, as well as introduce ideas and new concepts for the future of distance counselor education. This interactive session will also invite voices from the field to share the trials, tribulations, and triumphs of delivering counseling programs, courses, and experiences at a distance.

11:00 - 11:50 AM | Willow B  
318 | Education Session | CE 1.00

### **Are Your Graduates Workforce Ready? Applying Career Readiness to Your Program Practices**

*Elizabeth Vincent, PhD; PhD; LPC; NCC; LSC*

The proposed presentation will utilize the National Association of Colleges and Employers Career Readiness Competencies as a framework for exploring how counselor educators can prepare their students for graduation and the workplace transition. The presentation will include examples of course assignments, programming and community partnership efforts that address each of the eight competencies that can be utilized or adapted by attendees. These examples will be explored from the student development perspective, building upon one another and complementing counseling specific skill building within the CACREP core areas. In addition, attendees will apply their current curriculum and program practices to the career readiness competencies identifying areas of coverage, and areas needing additional attention.

11:00 - 11:50 AM | Seneca  
319 | Education Session | CE 1.00 | 

### **School Counseling Site Supervision Training: Overcoming Constraints Using a Brief Experiential Model**

*Diana Gruman, PhD; NCC; M.Ed; K-12 School Counseling Certificate, Lucy Purgason, PhD; ACS; NCC; LSC, Lori DeKruyf, PhD*

Are you concerned about the effectiveness of your school counseling site supervisor training? Do you wonder how to implement a training that draws a crowd, engages participants,

and increases their supervision self-efficacy and skills? In this presentation we will introduce a brief supervision training approach that is grounded in experiential learning theory and is designed to overcome the constraints associated with typical school site supervisor training. This approach builds on the existing knowledge and skills of participants while integrating ethical and multicultural competencies identified in the empirical supervision literature. We will engage you in this interactive approach, review the research-informed content, and share how to implement the training in professional development contexts.

11:00 - 11:50 AM | Medina  
320 | Education Session | CE 1.00

### **Equity- and Justice-Oriented Academic Leadership**

*Joel Lane, PhD; LPC (OR); NCC, Javier Casado Pérez, PhD; NCC*

The purpose of this interactive session is to consider the implications of pursuing equity and justice while providing academic leadership. The target audience of this session is early- to mid-career counselor educators interested in providing departmental, programmatic, and/or clinic leadership in a university setting. The presenters will apply a critical theory perspective to leadership and discuss the challenges of providing equity-oriented leadership in settings that are often inherently designed to maintain institutional status quo. They will also discuss their unique lived experiences as leaders holding dominant and minoritized identities, respectively.

11:00 - 11:50 AM | Redwood B  
321 | Education Session | CE 1.00

### **Esprit De Corps: Considerations for Effective Counseling Training**

*Nicole Arcuri Sanders, PhD; Ph.D.; ACS; LPC; NCC; BC-TMH; SAC*

The purpose of this study was to identify experiences current counselors and counselors-in-training have had with their preparation to counsel the military/veteran population. The study was intended to explore how master-level counseling programs prepare students to work with the population while also seeking the needs indicated of counselors to feel competent and confident in providing counseling services. Understanding the training needed to support confident and competent counselors serving the military/veteran population can help counseling programs and counselor educators with integrating various strategies that may help increase student employment rate post-graduation. Therefore, providing the military/veteran population with a significant increase in the number of counselors who are able to provide competent care.

11:00 - 11:50 AM | Cedar B  
322 | *Education Session* | CE 1.00

### **Sex In Every Room: Integrating Sexuality into Counselor Education Courses**

*Molly Wilson, PhD*

Despite an awareness that sexuality is a key aspect of the counseling experience for both clients and counselors, many educators struggle with the topic in educational settings. The cyclical lack of sexuality education within counselor education leaves counselor educators often as inept at addressing sex related topics and concerns as the counselors we're training. Additional pressures to include a high number of credits in programs combined with a deficit of educators with a specialty in sexuality leads many programs to attempt to integrate sexuality into counselor training. The purpose of this presentation is to offer specific ways to discuss sexual concerns and dynamics across the core counseling content areas. Additional suggestions for how educators can become more knowledgeable and comfortable with the subject will be included.

11:00 AM - 12:20 PM | Ravenna B/C  
302 | *80-Minute Panel Discussion* | CE 1.50

### **Incorporating ACES best Practices in Teaching within Counselor Education andragogical Doctoral Classes**

*Marty Jencius, PhD, Eric Suddeath, PhD; LPC, Eric Baltrinic, PhD; LPCC-S (OH)*

The ACES Teaching Initiative Taskforce Best Practices in Teaching (ACES, 2016) was released in October of 2016 and endorsed by the ACES Governing Council the following year. Despite having this robust document on teaching best practices, little has been done to promote or integrate this resource as a part of doctoral teaching education.

This panel of ACES teaching scholars will provide a review of CACREP doctoral teaching standards and ACES Teaching Initiative Taskforce Best Practices in Teaching and how these standards work together. The panel will provide examples of how best practices are incorporated in a curriculum and provide a curricular roadmap that attendees can use to assess their own program's best practices in teaching. Attendees will be given a bibliography of the latest resources connected to each of the best practices.

11:00 AM - 12:20 PM | Willow A  
305 | *80-Minute Panel Discussion* | CE 0.00

### **One In The Books: The Job Search and Work Experiences of First-Year Counselor Educators**

*Anthony Suarez, PhD; LPC, Suzy Wise, Masters Degree; LPC; NCC, Justin Adams, PhD, Justin Cook, PhD; LPC, Lucy Parker, PhD; LPC; NCC, Athony Vajda, PhD, Chris Carver, PhD*

Intended for employment-seeking doctoral students and newly minted professors, the purpose of this program looks to build on the literature (Conway, 2006; Magnuson, 2002; Magnuson, Norem, & Haberstroh, 2001) by allowing new faculty members in counselor education to share their experiences related to their job search and their first year as full-time faculty. Formatted as a panel discussion, the group of personally and professionally diverse presenters will answer scripted questions about their experiences, as well as questions from the program attendees. A variety of institution types are represented, ranging from R1, flagship universities to teaching-focused and faith-based schools. Also included are presenters with tenure-track and non-tenure positions, faculty who took positions ABD, and those who teach in hybrid programs.

11:00 AM - 12:20 PM | Ravenna A  
306 | *80-Minute Panel Discussion* | CE 1.50

### **Promoting Counselors in Training Multicultural & Social Justice Competencies Through Service Learning and Cultural Immersion**

*Marcelle Giovannetti, Masters Degree; LPC (PA); NCC; EMDR certified Counselor; Certified Drug & Alcohol Counselor, Marcy Douglass, PhD; LPC (PA); NCC; Pennsylvania Professional Certificate; Virginia Pupil Personnel License; Hawaii Professional Certificate, Rose Merrell-James, EdD; M.Ed. Administration and Supervision Certification*

This panel discussion will address the importance of including service learning and immersion experiences in counseling programs as an effective teaching strategy for multicultural and social justice competences. Participants will learn how service learning experiences can cultivate transformational learning and develop long lasting leadership/advocacy efforts among counseling students across their career lifespan. Panelists will discuss their own experiences with designing and leading service trips while addressing the logistical details of implementing service learning and cultural immersion as part of curriculum.

12:00 - 12:50 PM | Greenwood  
323 | *Education Session* | CE 1.00

**“Let’s Talk about It!” Highlighting the Need for Sexuality Counseling Competencies in Counselor Training Programs**

*C. Rosie Bauder, Masters Degree; LPC (OH); NCC, Meghan Breedlove, Masters Degree; LPC*

Topics and curiosities around sex and sexuality are usually important concerns of clients at any age, yet many counselors and counselor trainees (CT) find it challenging to ask about sex. This session is geared toward counselor educators, supervisors, and advocates who would like to see how sexuality counseling competencies can be incorporated in master’s level counseling programs. Participants will examine the need for infusing sexuality counseling competencies in their curricula, particularly in the context of a multicultural counseling course. They will also recognize and analyze counselor trainees’ attitudes and knowledge in discussing and assessing for sexual health concerns and discuss ways they can promote sexuality counseling competencies in their students and supervisees.

12:00 - 12:50 PM | Redwood B  
324 | *Education Session* | CE 1.00

**Simulated Clients in Counseling Skills Instruction**

*Michael Mariska, PhD, LCMHC; NCC, Ryan Aquilina, Masters Degree; LCMHC*

This session will review the use of simulated clients in a counselor skills training course. Simulated clients are undergraduate theatre students who are specially trained as part of a Standardized Patient minor program within the theatre major. The design of the Skills course, utilization of simulated clients, construction of feedback for counselors in training, and additional training opportunities that have been developed with other health profession majors will be discussed. Participants will have the chance to discuss the use of simulated clients in this program, review self-reported comments from students who’ve taken the course, discuss ethics related to the use of simulated clients, and explore how they might develop similar opportunities at their own programs.

12:00 - 12:50 PM | Issaquah B  
325 | *Education Session* | CE 1.00

**Teaching Cultural Humility to Help Students Navigate Value Differences**

*Jama White, PhD; LPC-MHSP (TN); LPC; Psychologist with Health Service Provider Designation (TN); ACS, Cayla Bland, PhD; LCPC (KS); LCMFT (KS); LMFT(CA)*

Counselors-in-training can struggle with the potential value differences experienced in the counseling relationship. Both bracketing and broaching are common approaches in values discussions, but knowing when and how to use these different

skills can be confusing and challenging for those new to the field. A cultural humility model helps students to be mindful of their own values, to welcome their clients’ values, and to maintain a respectful and client-focused stance in the counseling relationship even in the midst of therapist-client differences.

12:00 - 12:50 PM | Aspen  
326 | *Education Session* | CE 1.00

**What’s New: Keeping Curriculum Current and Relevant In Masters Level Training Programs**

*Paul Carrola, PhD; LPC-S; NCC; CCMHC*

Research outcomes and trends in counseling are constantly informing what is best practice in the profession and it is imperative that masters level students receive the most current training available. Faculty members often feel overwhelmed with administrative responsibilities and pressure to conduct research within a narrow field to establish themselves as an expert. These pressures can limit the effort that is put into consistently updating curriculum and lead to the coursework that students receive being dated and perhaps even irrelevant. This program will focus on strategies faculty members can use to integrate current and innovative content (such as neuroscience and biofeedback) into their masters level curriculum.

12:00 - 12:50 PM | Capitol Hill  
327 | *Education Session* | CE 1.00

**Forging Alliances between Counseling and Social Work Through Interprofessional Collaborative Education and Practice**

*Michael Brubaker, PhD; NCC; LICDC-CS, Amanda La Guardia, PhD; NCC; LPCC-S, Shauna Acquavita, PhD; MSW; PhD, Dana Harley, PhD; MSW; PhD, Andrew Wood, PhD; NCC*

Throughout our professional history, counselors and social workers have met with shared and competing interests that may pose both challenges and opportunities for them and their clients. Counselor educators, social work educators, and supervisors each have a role in training students to better understand their similarities and differences across professions, better preparing them to understand one another’s strengths and professional roles. Through a case example, we will explore how counselors and social workers may better collaborate in their graduate training programs to prepare students for interprofessional collaboration, meeting accreditation requirements and improving client care.

12:00 - 12:50 PM | Columbia  
328 | *Education Session* | CE 1.00

### **An Applied Narrative Approach to Educating Master's-Level Students on Counseling Theories**

*Robert Duckworth, Masters Degree; LPC, Courtney Allen, PhD*

Though studies in counselor education can be rigorous, student learning can also be engaging and fun without compromising the integrity and scholarship of the field. There are often gaps in the knowledge retained between counseling theory and practicum even when those courses are offered within the same semester. This program highlights how integrating story and role-play into a counseling theory course contributes to student confidence in practice. Conference participants will observe how to introduce students to key counseling theories through a series of 'episodes' like that of a television series that intensify and climax in terms of a typical client's presenting problems. This program essentially proposes a marriage between counseling theory and practicum in the field of counselor education.

12:00 - 12:50 PM | Willow B  
329 | *Education Session* | CE 1.00

### **School Counselors' Perception of School-Based Mindfulness: Implications to Counselor Education**

*Rachel Jacoby, Masters Degree; LPCC; NCC; CFLE; CTP, Yanhong Liu, PhD; NCC, Jane Hoffman, Masters Degree; LPSC*

Mindfulness means to become intentionally and purposefully present with oneself without judgmental thoughts. Research shows that implementing mindfulness programs into schools helps students with focus, self-regulation, perceived reduction in stress, and social/emotional awareness. Through this program, the presenters will present a phenomenological study which explores school counselors' (n = 22) perception of school-based mindfulness initiatives/programs. The program will demonstrate findings of the phenomenological study including school counselors' conceptualization of mindfulness and barriers of implementing mindfulness in schools. The presenters will further discuss implications of the the findings for counselor education and school counseling practice.

12:00 - 12:50 PM | Medina  
330 | *Education Session* | CE 1.00 | (E)

### **You Get An A! You Get An A! Everybody Gets An A! Grade Inflation and Gatekeeping In Counselor Education**

*Eric Owens, PhD; LPC; NCC; ACS, Certified Professional School Counselor, Peter Boccone, PhD; LPC; NCC; ACS; Debra Hyatt-Burkhart, PhD; LPC; NCC; ACS*

Most Counselor Education programs use grades as an element of the gatekeeping process, but how well do our gates work if the grades we use aren't indicative of a student's learning? Does grade inflation exist in Counselor Education, and if so,

what are the ethical and legal implications of this inflation? Join us as we share preliminary findings from our research on this topic. We use our findings regarding grade inflation and gatekeeping to inform a discussion on how we can better assess our students' readiness for the profession; engage in ethically responsible gatekeeping; and protect ourselves, the profession, and future clients.

12:00 - 12:50 PM | Virginia  
331 | *Education Session* | CE 1.00

### **Part of the Solution: Creating a Culture of Recovery in Counselor Education and Supervision**

*Andrea McGrath, Masters Degree; LPC; LAC*

Counselors in recovery from substance use have always represented a distinct population within the counseling field, with unique experiences and needs. But do the counseling profession and counselor training programs adequately meet their needs and support their recovery? This presentation will explore the concept of recovery-oriented environments, highlighting particular areas of growth for counselor training programs and the counselor education and supervision field at large. Participants will gain strategies for integrating recovery-oriented principles into counselor education and supervision, including strategies to create recovery-oriented classroom and supervision environments.

12:00 - 12:50 PM | Boren  
332 | *Education Session* | CE 1.00

### **"Black Girls Becoming": A Call for School Counselor Educators to (Re)Imagine Black Girls as Possibility Models for Academic Achievement**

*Raven Cokley, Masters Degree; NCC; National Board of Certified Counselors*

In her best-selling book, *Becoming*, First Lady Michelle Obama recalls being encouraged to own her smartness, by "inhabiting it with pride". This education session asks and answers the following questions: "What does owning smartness mean for Black girls in public schools?" and "How can schools and school-based counselors promote and encourage Black girls to take pride in being smart and/or high-achieving?" Using the Ford Female Achievement Model of Excellence, this session explores several factors that are important to consider related to the achievement experiences of Black girls. This session is especially pertinent for school counselor educators, as attendees will engage in critical dialogues about how to create systemic policies and practices that support the (re)imagining of Black girls as possibility models for academic achievement.



12:00 - 12:50 PM | Cedar B  
333 | *Education Session* | CE 1.00

### **Pedagogical Transitioning from Traditional Classroom to Virtual Learning**

*Szu-Yu Chen, PhD; LPC (TX); NCC; Registered Play Therapist; CCPT-S; CPRT-S, Cristen Wathen, PhD; LCPC; NCC, Donna Sheperis, PhD; PhD; LPC; NCC; ACS; CCMHC*

As technology advances, many counseling programs are incorporating new innovations with their curriculum, including providing online synchronous courses. Counselor educators may experience various pedagogical challenges when transitioning from a face-to-face classroom to a virtual classroom. This presentation will provide insights for making this transition and discuss barriers and strengths of fostering virtual learning communities in counseling programs. Specifically, presenters will share their transition experiences and ways they have adapted to promote students' learning. Recommendations for enhancing a diverse group of students' learning and assessing students' learning outcome in a virtual classroom will be provided.

12:00 - 12:50 PM | Leschi  
334 | *Education Session* | CE 1.00 | (S)

### **Using the Integrated Developmental Model to Facilitate Supervisees' Understanding of Clients' Stages of Change**

*Yue Dang, PhD; LPC; NCC, Varunee Faii Sangganjanavanich, PhD; Professional Clinical Counselor/Supervising Counselor; NCC; RPT-S*

It is imperative that professional counselors recognize and facilitate clients' stages of change in treatment. While the stages of change is well-understood in the counseling context in relation to treatment outcome, it has not been extensively discussed in the supervision context in relation to how supervisors can assist supervisees to facilitate change in clients. This presentation focuses on the discussion of client stages of change in supervision. The presenters provide strategies that supervisors can use to facilitate supervisees' understanding of clients' stages of change using the Integrated Developmental Model (IDM).

12:00 - 12:50 PM | Jefferson A  
335 | *Education Session* | CE 1.00

### **The Connection between Epigenetics and Trauma: Applications for Pedagogy, Supervision, Practice, and Research**

*David Jones, EdD; LPC; NCC, Katie Gamby, PhD; LPC; CWC, Jennifer Park, PhD; LPC; NCC, Taylor Bigelow, Masters Degree; NCC*

Trauma, especially in early childhood, is a major contributor to the development of mental disorders. Increasingly, research points to the role of epigenetics during childhood adversity and the lifespan. Assessing epigenetic modifications may assist clinicians in applying specific interventions and pharmacologic treatment. Therefore, counselor educators and supervisors require knowledge and training on the basics of epigenetics, its mechanisms (i.e., methylation, histone modification, and microRNA's) and impact on heritability, mental health outcomes, treatment, and prevention.

12:00 - 12:50 PM | Ballard  
336 | *Education Session* | CE 1.00

### **Navigating Career and Disability in Counselor Education**

*Shanice Armstrong, PhD; LPC (TX), Terri Howe, PhD; LPC-S (TX)*

For students and faculty members with disabilities there remains a struggle to be incorporated into the diversity agendas of institutions of higher education. Despite, progress driven by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and other related federal and state legislation efforts, navigating the hiring process and settling into academe for faculty members with disabilities remains a challenge. This session will inform individuals with disabilities in counselor education of strategies for preparing for and meeting the challenges of entrance into higher education.

12:00 - 12:50 PM | Cedar A  
337 | *Education Session* | CE 1.00

### **Teaching Research and assessment to Counselor Trainees: Creative Approaches to Making the Material Relatable and Clinically Relevant**

*K. Michelle Hunnicutt Hollenbaugh, PhD; LPC-S, Joshua Watson, PhD; LPC-S; NCC*

Teaching research and statistics can be daunting, especially when students are unenthusiastic about learning the material. In this session we will discuss innovative teaching approaches counselor educators can use to meet CACREP student learning objectives in a fun and approachable manner. We will review the CACREP standards related to research and assessment, and then review several tools to innovatively address these concepts into coursework. This will be an interactive session and participants will be invited to engage in discussion activities, allowing them to leave with usable tools for teaching.

12:00 - 12:50 PM | University  
338 | *Education Session* | CE 1.00 | ⑤

### **Fostering a Growth Mindset in Online Group Supervision**

*Kimberly McGough, PhD; LPC; CSC, Jessica Martin, PhD; CRC Shannon Williams, PhD*

Growth, an essential learning outcome of counseling students' fieldwork, is contingent on the group supervision experience. Online counselor educators providing group supervision for Practicum and Internship courses rely on technology as a means for connection and assessing student fit for the profession. Moreover, they are charged with assessing growth by way of computer screen during weekly group supervision. In this session, attendees will be exposed to techniques to foster and gauge growth mindsets with practicum and internship students, assess professional dispositions while fostering connections with the professor and peers in an online group supervision setting.

12:00 - 12:50 PM | Jefferson B  
339 | *Education Session* | CE 1.00

### **Development of An Addiction Counseling Curriculum**

*Kaitlin Deitz, Masters Degree; LCADC, Dana Levitt, PhD; LAC; NCC*

Addiction counseling programs generally satisfy state standards for certification/licensure in the profession. The lack of continuity in addiction counseling certification/licensure from state to state allows for difference in competency and development for clinical practice. National Addiction Studies Accreditation Commission (NASAC) presents national standards for the practice of addiction counseling that may guide state requirements but may not be explicitly addressed in counseling curricula. Based on a content analysis of CACREP accredited addiction counseling programs, the purpose of this presentation is to provide counselor educators with an addiction counseling curriculum incorporating existing national standards provided by NASAC and CACREP. The presenters will provide a sample curriculum and example of course syllabi.

12:00 - 12:50 PM | Seneca  
340 | *Education Session* | CE 1.00

### **Using Guided Imagery to Teach about Career-Related Oppression: Findings from a Cross-Institutional Research Study**

*Jenny Cureton, PhD; LPC (TX); LPC (CO), Janessa Henninger, PhD; LPC (CO); Registered Play Therapist, Shyrea Minton, EdD*

Counseling programs should train future counselors on multicultural and social justice competencies including the impact of oppression and need for advocacy. Clients of color and other marginalized groups can experience career-related oppression at work and during the job search and interview

process. This session concerns a collaboration between counseling programs in different university settings in which instructors used a guided imagery activity as an approach to teaching these topics. Session attendees can engage in the guided imagery and learn about a research study on students' experiences with the activity. We welcome you to use this information to facilitate innovative teaching or supervision activities and to implement similar training+research collaborations in your own settings.

12:00 - 12:50 PM | Juniper  
341 | *Education Session* | CE 1.00

### **Developing Leadership: A Framework for Counselor Educators and Supervisors**

*James Morton, PhD; NCC, Zachary Pietrantonio, PhD; NCC*

Influencing others to behave in ways they would not otherwise do could be argued as a resultant of leadership. Leadership as a trait and function manifests through a wide array of possibilities. Further, the process of developing leadership is similarly diverse. The presentation provides attendees an opportunity to consider and discuss their perspectives about leadership and the development of leaders against the presenters' framework on understanding and developing leaders among counselor educators and supervisors.

12:30 - 1:20 PM | Grand C/D  
*Meeting* | CE 0.00

### **ACES Town Hall and General Assembly Meeting**

1:30 - 4:30 PM | Fremont  
CE 0.00

### **Meditation Room**

1:30 - 4:30 PM | Kirkland  
CE 0.00

### **Wellness Area**

1:30 - 2:20 PM | ACES Suite  
*Meeting* | CE 0.00

### **College Counseling/Student Affairs Interest Network**

1:30 - 2:20 PM | Diamond B  
*Meeting* | CE 0.00

### **JCPS Editorial Board**

1:30 - 2:20 PM | Willow B

342 | *Education Session* | CE 1.00 | (E)

### **Becoming a Gatekeeper: A Grounded Theory Study**

*Steve Moody, EdD; LPC, Marisa Rapp, PhD*

As counselor educators, we are called to assume the critical role of gatekeeper. This education session will present findings from a qualitative study exploring the process of becoming a gatekeeper within counselor education. Conceptual maps, participant excerpts, and categories will be displayed to illustrate the process captured. Presenters will facilitate dialogue to explore implications for counselor educators and how our professional community can support the development of competent gatekeepers.

1:30 - 2:20 PM | Columbia

347 | *Education Session* | CE 1.00 | (S)

### **Ecological-Based Supervision for Counselors Providing Services Related to Cancer and Other Medical Issues**

*Quentin Hunter, PhD; LPCA; NCC, Jeremiah Stokes, EdD; LMHC; NCC*

Counselors working with individuals with medical conditions such as cancer may feel unique stressors related to working with these individuals who are facing challenging prognoses, personal psychological reactions, and varied family and community responses. Ecological-based counseling supervision may help novice and veteran counselors during these situations. Ecological perspectives invite counselors to consider the clients in relation to multiple systems of influence. This presentation presents ecological counseling as a model for counseling supervision. Participants will have the opportunity to discuss a mock case and consider which issues might be most salient when seeking supervision. Participants will practice the supervisor role in fostering ecological thinking within supervisees.

1:30 - 2:20 PM | Issaquah A

349 | *Education Session* | CE 1.00 | (E) (S)

### **Integration of a HIPAA Compliant Software for online Clinical Supervision In Counselor Education Programs**

*Jill Krahwinkel, PhD; Ph.D.; LPC, Nathan Law, Bachelors Degree; Computer Technology, Steve Corso, MSW, Jamie Bower, PhD; Counselor Education & Supervision*

With the increasing number of online counseling programs comes the increased use of technology for clinical supervision aspects of the training program. One challenge is the need for HIPAA compliant technology to support the evaluation of counseling skills through review of students' recorded sessions with clients during internship. The primary goal of this educational session is to introduce both campus based & online counseling programs to the use of a HIPAA compliant software that has been adopted to ensure client information is

secure & confidential in both the review of recorded sessions & the discussion of client information during weekly group supervision. Participants will receive a virtual tour of the HIPAA compliant software & see real examples.

1:30 - 2:20 PM | Juniper

344 | *Education Session* | CE 1.00

### **70 Helpful and Unhelpful Characteristics of Counselor Education Faculty**

*Jude Austin, PhD; LPC; LMFT-I; NCC; CCMHC, Julius Austin, PhD; PLPC; NCC*

This session will present and discuss 70 individual and collective characteristics of counselor educators that help and hinder students' development of therapeutic presence. These characteristics were found as a result of the presenters' concept mapping research procedures. In addition to these characteristics, the presenters will discuss the concept of therapeutic presence and its influence on therapeutic outcomes and counselor training.

1:30 - 2:20 PM | Boren

351 | *Education Session* | CE 1.00

### **Making Invisible Multicultural Dialogues Visible in All Classrooms: How Counselor Educators Can Utilize Our Positionalities/Identities to Facilitate Mc Dialogues and Safety In Classrooms?**

*Katherine Fort, PhD; LMHC; Keiko Sano, Masters Degree; CMHC; NCC*

Presenters discuss transformative multicultural pedagogy by introducing how counselor educators to increase safety and hold culturally sensitive dialogues in least diverse classrooms by utilizing their own identities. Although multicultural competency has been emphasized throughout counselor and counselor educator training, materials and discussions are often focused on counseling skills and diversity of clients. This session focuses on diversity within the classroom settings, and presenters offer unique strategies for counselor educators and supervisors in facilitating experiential learning for their students in increasing their multicultural competency from in-class experiences. Participants learn applications of culturally sensitive theories and models in verbalizing emotional and cognitive processes through discussing a case study.

1:30 - 2:20 PM | Issaquah B  
352 | *Education Session* | CE 1.00

### **Second-Career Counseling Students: The Faculty Perspective**

*Pamela Jordan, PhD; LPC; CAADC*

Students training for a second career in counseling represent a significant segment of the counseling classroom, and that percentage may be growing as counselor education departments increasingly offer courses and programs geared toward the schedule of the working adult. These more seasoned graduate students bring a variety of strengths to the classroom, including personal and professional experience, and they can bring challenges as well. This study researched the issue of teaching these nontraditional students from the perspective of the faculty, and the results were eye-opening. It is the researcher's hope that the study's results will begin a conversation that will move the entire profession forward.

1:30 - 2:20 PM | Leschi  
356 | *Education Session* | CE 1.00

### **Understanding Medical Cannabis in Counselor Education and Supervision**

*Adam Carter, PhD; LCPC (IL); NCC; CCMHC; Approved Clinical Supervisor, Anne Shragal, Masters Degree; LCPC (IL); Professional Educator License - School Counselor*

This is an introductory presentation on the uses of medical cannabis and its implications in counselor education and supervision. Attendees will learn details surrounding medical cannabis including endocannabinoid and phytocannabinoid systems, strains, and absorptions methods. In addition, participants will get an in depth look at the implications of medical cannabis on mental health. The objective of this presentation is to provide information and create dialogue surrounding the medicinal use of cannabis in the instruction and practice of clinical counseling.

1:30 - 2:20 PM | Greenwood  
358 | *Education Session* | CE 1.00 | (E)

### **What's In Your Bag? Culturally Relevant Self-Care Strategies for Counselors in Training**

*Kate Glynn, PhD; CRC, Allison Cumming-McCann, PhD; Counselor Education, Gayl Crump-Swabey, EdD; Child and Youth Studies, Danielle Geigle*

Attendees will develop an understanding of the various forms of professional impairment that can impact a counselor's wellbeing, the counseling relationship, and service delivery across counseling specialty areas. Presenters will identify the ethical obligations, and multicultural considerations surrounding professional impairment (e.g. burnout, compassion fatigue, work stress). Culturally relevant strategies will be explored in the context promoting counselor wellness. Attendees will leave with a "bag" of tools and strategies for implementation throughout their curriculum and in practice.

1:30 - 2:20 PM | Redwood B  
364 | *Education Session* | CE 0.00

### **DBT for Faculty: A Proposed Intervention to Promote Faculty Cohesiveness, Engagement, and Civility**

*Molly Stehn, EdD; LPC; NCC, CCMHC, Muthoni Musangali, PhD; LPC; NCC*

Despite our best intentions, counselor educators may find that we have difficulty working together effectively within our departments. The dialectical behavior therapy (DBT) model of therapy proposes a set of assumptions to which therapists must adhere about clients and therapy, and a set of agreements that consultation teams must adopt in order to function most effectively (Linehan, 1993). These assumptions and agreements can easily be revised to apply to faculty in order to work together harmoniously and effectively. Attendees will learn the DBT assumptions and agreements, and will apply them to their faculty roles within their own departments in order to promote more harmonious dynamics within their departments and their university communities.

1:30 - 2:20 PM | Jefferson B  
365 | *Education Session* | CE 1.00 | (S)

### **The Elephant In The Room: Inviting and Promoting Vulnerability in Clinical Supervision**

*Nicole Stargell, PhD; LPC Associate (NC); LPC (OH); LSC (NC, OH); NCC, Laurie Craigen, PhD; LPC (VA); LMHCA (MA); NCC; CCMHC, Julie Whisenhunt, PhD; LPC; NCC; CPCS, Victoria Kress, PhD; LPCC-S; CCMHC; NCC, Bethany Laniece, PhD*

In order for counselor growth and development to occur, supervisees must feel safe being vulnerable in supervision. The presenters will discuss Relational Cultural Supervision (the application of relational-cultural theory to the supervisory process) and how it can be applied and used to support supervisee development. Creative supervision activities that can be used to encourage supervisee vulnerability will be provided.

1:30 - 2:20 PM | University  
366 | Education Session | CE 1.00 | ⑤

### **Relationship between Intra-Cultural Factors and Feedback-Seeking Behavior in Clinical Supervision**

*Sumedha Therthani, Masters Degree, Rick Balkin, PhD; LPC; NCC, Sachin Jain, PhD*

Who doesn't like receiving feedback especially when our job depends on it? Meta-analyses indicate that feedback is a complex issue which might or might not result in a real change in ones' behavior. There are varied factors that influence the association between feedback and performance and one such factor is culture. This presentation will shed light on the cultural factors that influence feedback-seeking behaviors of graduate counselors-in-training in clinical supervision in counselor education programs. Knowledge of these factors is important as it will help supervisors provide feedback in a culturally appropriate manner, which has the potential to effect supervisees' performance, thus, influencing client outcomes.

1:30 - 2:20 PM | Virginia  
367 | Education Session | CE 1.00

### **Multicultural Competence: Helping Counselors in Training Embrace their Cultural/Racial Identities and Understand the Impact on Professional Development**

*Marianna Oller, Masters Degree; MS; NCC; LMFT Associate; LPC Intern, Sunny Teeling, Masters Degree; MA; NCC; LPC Intern*

This presentation will explore the impact of cultural/racial identity development on professional identity of counseling professionals. This session will also examine ways to facilitate increased multicultural awareness in developing counselors in training. Additionally, the presenters will create space for dialogue about participants' experiences with diversity issues and development of their professional identities as supervisors, counselors, and counselor educators.

1:30 - 2:20 PM | Ballard  
368 | Education Session | CE 1.00

### **Creating Professional Context: Using Counselor-Client Dialogues to Develop Counseling and Conceptual Skills Mastery in Counseling Students**

*Matthew Buckley, EdD; LCMHC (UT) Division of Occupational and Professional Licensing, 2012; LPC (MS) Board of Examiners for Licensed Professional Counselors, 1997; NCC, 1993; ACS, 2003; Board Certified-TeleMental Health Provider (BC-TMHP; formerly DCC), 2012-2018, Jason King, PhD*

Counseling students seek professional context for their work as counselors, particularly in using language to communicate and effectively interact with clients in practicum and internship settings. Dialogue creation stimulates imagination and acts as

a springboard to help counseling students develop their own voices when working with clients and helps them communicate more precisely their intent. Dialogue creation also stimulates creativity within students helping them to envision and conceptualize their work with clients in unique and productive ways. This presentation will introduce dialogue creation within practicum and internship settings by reviewing the rationale for dialogue creation, the research supporting the practice, and sample dialogues and their respective contexts.

1:30 - 2:20 PM | Cedar A  
369 | Education Session | CE 1.00

### **What about the Children?: Training Trauma-Informed Counselors Through a Child Development Lens**

*Mary Huffstead, Masters Degree; LPC; NCC, Catharina Chang, PhD, Tameeka Hunter, MA, Nicolas Williams, MA, Vanessa Placeres, MA*

This program outlines the special considerations of training and supervising counselors working with children who have endured trauma. Utilizing a neurodevelopmental and trauma-informed lens, this session offers counselor educators and supervisors skills to develop students' understanding of childhood trauma. Principles of trauma-informed practice will be outlined as they relate to the didactic training and supervision of counselors-in-training. Techniques on how to weave child and trauma material into already existing classes and unique considerations while supervising child trauma cases will be presented. This session will explore how to recognize, conceptualize, and respond to childhood trauma, supervisee/counselor development, and prevention of vicarious trauma, and professional burnout.

1:30 - 2:20 PM | Capitol Hill  
370 | Education Session | CE 1.00

### **Wellness? But How? Taking a Deeper Look Into How We Promote Health and Well-Being In Pedagogy and Supervision**

*CJ Potter, Masters Degree; LPC; Certified Wellness Counselor, C. Rosie Bauder, Masters Degree; NCC; LPC*

It is established that counseling trainees benefit from wellness-informed practices; however, what is less understood is HOW that wellness is developed. The purpose of this presentation is to build on existing literature to improve how educators and supervisors promote wellness in trainees. To do this, presenters will briefly review previous literature before discussing the results of a mixed-methods dissertation investigating the underlying concepts in the process of wellness. Suggestions for improving the incorporation of wellness into our pedagogy and supervision will be provided and discussed. Attendees will be encouraged to expand on how educators and supervisors can move further from exposing trainees to wellness and closer to intentionally facilitating it. Handouts outlining findings and recommendations will be provided.

1:30 - 2:20 PM | Aspen

374 | *Education Session* | CE 1.00 | (E)**Equity In Gatekeeping: Supporting Students in Recovery with the Criminal Background Check Process***Amy Rees, PhD; LPC, Cort Dorn-Medeiros, PhD; LPC; CADC III, Jeffrey Christensen, PhD; LPC; LMHC*

Counselor education programs often require criminal background checks (CBC) for students in masters-level counseling programs. While CBC's may provide an important gatekeeping function, students in recovery from substance use disorders frequently have legal histories that create challenges obtaining counselor licensure and national certification. This presentation will review the requirements for CBC's in counselor education programs, the state licensing boards, and the National Board for Certified Counselors. The presenters will discuss supporting students in recovery as an ethical responsibility to assist qualified counselors-in-training through the process toward a professional counseling career. This session will include results of a website review of CBC requirements in all CACREP accredited programs and state licensure boards.

1:30 - 2:20 PM | Jefferson A

375 | *Education Session* | CE 1.00**An Interdisciplinary Ecological Framework: Supporting Students in Systems Intervention for LGBTQ Interpersonal Violence***Sharon Bruner, PhD; PhD; LPC-MHSP, Kristopher Goodrich, PhD; LPCC (NM); NCC; ACS, Melissa Luke, PhD; PhD; LMHC; NCC; ACS, Harvey Peters, Masters Degree*

As counselors continue to focus on wellness-based, systemic ways of conceptualizing and intervening with clients, ecological systems theory combined with a social goals framework can provide one means for counselor educators to conceptualize clients. EST and SG provides a meaningful way of moving beyond individual conceptualizations of LGBTQ youth experiencing interpersonal violence and places responsibility back on the system. In this way, counselor educators can provide students with a means of promoting systems change that positively impacts their practice settings. This session will provide an overview of EST and SG theories, providing concrete strategies for including these conceptualizations within classroom and supervision contexts across CACREP specialty areas.

1:30 - 2:20 PM | Medina

379 | *Education Session* | CE 1.00 | (E)**Counselor Liability Risk: Helping Educators and Supervisors Attend to Attraction Issues in Counseling***Rebekah Byrd, PhD; Ph.D.; LPC; NCC; RPT-S; ACS, Rebecca Milner, PhD; LPC (VA), Emily Donald, PhD; LPC; NCC; RPT; ACS*

The ACA Code of Ethics is clear in that sexual/romantic relationships with current clients, client's' partners, and/or family members are prohibited. However, the most recurrent liability claims against counselors involved inappropriate sexual/romantic relationships. Our field is relatively quiet regarding acknowledging, discussing, and understanding situations in which attraction occurs. A disconnect and reluctance to discuss attraction issues seems to exist. Additionally, understanding how to work through such an occurrence in supervision is imperative. This further calls counselors, educators, and supervisors to understand power imbalances and to utilize theory/techniques to create an egalitarian therapeutic alliance. Join us for an interactive presentation to discuss pedagogical and supervision implications. Resources provided.

1:30 - 2:20 PM | Cedar B

381 | *Education Session* | CE 1.00**Improvised Learning: How to Apply Theater Improvisation Techniques to Train New Counselors***Zachary Budesa, Masters Degree; MA; LPC-MHSP (TN), Jennifer Hightower, Masters Degree; M.S.; NCC, Loidaly Gonzalez-Rosario, Masters Degree; M.S.; NCC*

Basic skills courses are often some of the first courses counselors-in-training (CITs) encounter in graduate counseling programs. Often these courses are CITs' first encounters with the skills taught. While the microskills approach to basic counseling skills has both a long history and significant research base, there is room for additional methods to teach empathic communication skills. In this presentation, we identify an approach to augment counseling pedagogy through theatrical improvisation training. Participants will leave the session with knowledge of the research identifying this approach as conducive to therapeutic outcomes, specific improvisational techniques to use in skills courses, and a framework to integrate improvisational techniques into established methods of instruction.

1:30 - 2:20 PM | Seneca

382 | *Education Session* | CE 1.00 | ⑤

### **Cybersupervision Through a Social Justice Lens: Implications for Practice in Counselor Education**

*Katherine Coule, PhD; LMHC; NCC, Lee Teufel-Prida, PhD; LMHC; LPCC; NCC, Amanda Davis-Buie, Masters Degree; LPC; NCC; Behavior Specialist License; Advocacy Training Certificate, Charity Godfrey, Masters Degree; LMHC; NCC; Gottman Couples Certificate 1 & 2, Jenise Wilson, Masters Degree; LPCC, Marcella Rolle, M.Ed*

With the growing number of full and hybrid distant learning programs, counselor educators must be prepared to provide efficacious supervision in the on-line environment. This program will engage counselor educators in discussion of student challenges unique to cybersupervision and will provide attendees ideas for practical application of on-line supervision through a social justice lens. Attendees will leave with supervision activities aimed at encouraging social justice advocacy among graduate and doctoral level supervisees.

1:30 - 2:20 PM | Metropolitan B

226 | *50-Minute Roundtable* | CE 1.00

### **Teaching Social Justice Advocacy to Counseling Interns Through Collaboration with Social Services**

*Tricia Woodliff, PhD; CPC (NV); NCC; ACS, Carson Morris, Masters Degree; CPC-I; NCC*

Teaching social justice advocacy through collaboration with community partners allows for critical service learning. Standardized advocacy competencies maintain the importance of advocating for clients, the community, and the counseling profession, thus developing the importance of teaching counselors-in-training advocacy through a unique framework. This presentation explores the nuances of a partnership between a county social services agency and a counseling training clinic. Participants and presenters will discuss logistics surrounding collaboration as well as analyzing concerns related to student scope of practice. Participants will also be given an opportunity to explore the feasibility of similar collaborations within their own training programs.

1:30 - 2:20 PM | Metropolitan B

343 | *50-Minute Roundtable* | CE 1.00

### **“River of Life” – Experiential Activity on Spirituality and Trauma**

*Daria White, PhD*

Creating a coherent narrative after trauma is an element of the healing journey, especially with those exposed to prolonged traumatic events (Cozolino, 2010). The River of Life is an

exercise that incorporates drawing, narrative, and sharing with others to assist group members in creating a holistic view of their own development, life, and identity formation (Morgan, 2002). The exercise can be used as a class activity to help students appreciate spiritual and cultural differences; in group supervision; and as a tool for different types of group and individual counseling.

1:30 - 2:20 PM | Metropolitan B

345 | *50-Minute Roundtable* | CE 1.00 | ⑤

### **Applying the Hawkins & Shohet Model of Clinical Supervision to Increase Emotional Intelligence and Improve the Supervisory Working Alliance In Masters-Level Practicum Students**

*Michael Verona, Masters Degree; MA; NCC, Heather Hodges, Masters Degree; M.A.; NCC, Holly Branthoover, EdD; Ed.D.; NCC; LPC*

The purpose of this session is to: (1) to discuss how introducing Emotional Intelligence (EI) pedagogies into masters-level practicums can positively affect the Supervisory Working Alliance (SWA); (2) to discuss how integrating the Hawkins & Shohet Model of Supervision (HSM) can help to increase the emotional intelligence of masters-level practicum students; and (3) to synthesize this knowledge in a way that improves the learning environment and facilitates a stronger therapeutic alliance with the client. We will cover literature showing a connection between EI and the SWA, how the HSM naturally attends to the emotional needs of the supervisory triad, discuss future research topics, and methods of applying a pre-test/post-test approach for integration into practicums.

1:30 - 2:20 PM | Metropolitan B

346 | *50-Minute Roundtable* | CE 1.00

### **Dissecting Student Voice: Making the Best Use of Course Evaluations**

*Heidi Henry, PhD; LPC, Elizabeth Gruber, PhD; LPC; NCC*

This program will focus on how to best use quantitative and qualitative feedback from course evaluations despite the inherent issues within evaluations concerning gender and race bias. Time will be spent discussing research related to gender and race bias when it comes to course evaluations. Additionally, many counseling programs have begun using online evaluations that may exacerbate the issues with bias when it comes to course evaluations; these issues will be addressed. Strategies for reviewing and deciphering constructive information from evaluations will be collaboratively discussed between presenters and participants, as well as working through ethical issues surrounding grade inflation and course evaluations.

1:30 - 2:20 PM | Metropolitan B  
348 | 50-Minute Roundtable | CE 1.00

### **Effective School Counseling Teams: Identifying Strengths**

*Carrie Sanders, PhD; Licensed School Counselor; GCDF*

School counseling teams are common in middle and high school counseling settings. Training programs prepare counselors to be competent in individual skills; however, little attention is provided for those in a team capacity. Counselors can utilize team assets to work effectively. Counselors-in-training must be educated on how to contribute to an effective team and have time for self-reflection to better increase their competency in these areas. This insight can improve their interactions with colleagues, administrators, students, and parents. Educators can engage counselors-in-training by having conversations about what personality traits, work ethic, and work style might benefit them on the job. This insight would also benefit students as they interview and find the best employment fit.

1:30 - 2:20 PM | Metropolitan B  
350 | 50-Minute Roundtable | CE 1.00

### **Lived Experiences of Teaching Multicultural Counseling Courses**

*Sangmin Park, PhD; NCC*

Since multicultural competence is a major component of effective counseling, each counselor preparation program should provide courses that promote these skill sets for future counselors. However, there is little research to suggest how counselor preparation programs do so and how effective curricula are in the development of multicultural competency. The purpose of this presentation is to share qualitative research results regarding how current counselor educators perceive the effectiveness of their multicultural counseling courses, and what they suggest the program could do to provide more intentional programming regarding multicultural competence development.

1:30 - 2:50 PM | Redwood A  
353 | 80-Minute Panel Discussion | CE 1.50

### **Shattering the Glass Ceiling in the Ivory tower: Women of Color in Leadership**

*Erika Cameron, PhD; ACS, School Counselor Certificate, Mariaimeé Gonzalez, PhD, Jung (June) Hyun, PhD, Cirecie Olatunji, PhD*

A panel of women of color will share their personal and professional experiences as administrators and leaders in counselor education and counseling related professional

organizations. This presentation will discuss the challenges that women of color face in their quest to achieve, balance, and perform effectively in various leadership roles. It discusses the barriers that women of color encounter and specifically addresses the dimensions of gender, race and their impact on leadership and in academia. Presenters will discuss opportunities for mentorship, advising, university and community supports, evaluations, and identity development that are necessary and applicable for doctoral students and faculty members who aspire to take on leadership roles or support women of color in their pursuit of leadership positions.

1:30 - 2:20 PM | Metropolitan B  
354 | 50-Minute Roundtable | CE 1.00

### **Spotting the Rare Bird: the Search for School Counselor Educators**

*David Moran, Masters Degree; School Counseling Certification (VA)*

Have you ever wondered why there is a paucity of school counselor educators within counselor education? Previous research has indicated that the demand for school counselor educators out-paces the supply. This presentation will share research that explored faculty members perceptions of the nuances surrounding their search for a school counselor educator. Attendees will learn about the results of this study, and discuss the implications for future training of school counseling students.

1:30 - 2:20 PM | Metropolitan B  
357 | 50-Minute Roundtable | CE 1.00 | Ⓢ

### **Using the Defense Style Questionnaire (DSQ) in Supervision**

*Hannah Lowe, Masters Degree; LPC; CDCA*

It is important for supervisors to learn about their supervisee's defense mechanisms as they manifest in supervision and counseling sessions. Best practices for supervisors include engaging in ongoing evaluation and assessment of supervisees, and activities that will enhance personal and professional growth (ACES,2011). By including the assessment of defense mechanisms for the personal growth of the supervisee there is an opportunity to address an interpersonal barrier that impacts the dynamics of clinical supervision. This presentation explores the utility of assessing defense mechanisms in supervision, provides a method for assessment of defense mechanisms, and a framework for discussion about defense mechanisms in supervision.



1:30 - 2:20 PM | Metropolitan B  
359 | 50-Minute Roundtable | CE 1.00

**Writing Made Easier: Strategies for Implementing a Writing Group During and After the Dissertation Process**

*Kathryn Williams, Masters Degree; Ed.S.; LMFT, Shanice Armstrong, PhD; LPC (TX)*

From difficulties with the isolative experience of writing to shortages in motivation, students and new faculty members experience several challenges which decrease their writing productivity (Grandy, 2015). Steeped in a culture of higher education, writing is often “subordinate” to “thinking and knowledge production” leaving students struggling to navigate the demands of postgraduate level writing (Aitchinson & Lee, 2006, p. 267). Due to written output being essential for advancement in higher education, it is critical that early career counselor educators develop strategies. Writing groups can provide support, accountability, and structured writing. This roundtable will share an overview of the benefits, format, and methods employed by an online writing support triad consisting of diverse early career counselor education professionals.

1:30 - 2:20 PM | Metropolitan B  
360 | 50-Minute Roundtable | CE 1.00

**Integrating Multicultural Competence Through a School Counselor-Teacher Interdisciplinary Project: A Case Study**

*Pamela Harris, PhD; LPC; NCC; ACS; Professional School Counselor, Marquita Hockaday, PhD; Post-graduate professional teaching license*

Research suggests that students perform better when provided opportunities to collaborate with others. As school counselors are expected to partner with school personnel in order to best meet the needs of students, providing collaboration opportunities for preservice school counselors is essential. Additionally, facilitating culturally responsive learning experiences builds confidence for school counseling students to demonstrate this skill as professionals. Thus, this presentation will review a case study of a multiculturally sensitive project between school counselor education and teacher education graduate students. Presenters will discuss the requirements and outcomes of this project, as well as provide implications for school counselor education curricula and preparation.

1:30 - 2:20 PM | Metropolitan B  
361 | 50-Minute Roundtable | CE 1.00

**You Are Not Alone: Everyone Freaks Out About Research**

*Amanda Rumsey, PhD; Certified School Counselor; LPC; NCC, Ramona Grad, PhD*

Everyone freaks out about research. “Publish or perish” is a commonly heard phrase in counselor education. Writing for publication is an important activity for established academics and doctoral students alike with the pressure to produce research, apply for grants, and publish beginning early in the process of doctoral studies. While many universities align new faculty with mentors and provide support through research teams, direction about how to maximize research and publication efforts in a way that supports promotion and tenure in academia may not always be clear. Sharing challenges, successes, and lessons learned in the early stages of our careers can better inform us all as we develop in the field of counselor education.

1:30 - 2:20 PM | Metropolitan B  
363 | 50-Minute Roundtable | CE 1.00

**Forming Effective Relationships in Counselor Education Programs and Supervision: How Mentorship Can Impact Counselor Educators, Your Students, and Supervisees**

*Ryan Bowers, PhD; LPC; NCC; CAADC, David Martinson, PhD; LPC; NCC*

Mentoring relationships that counseling students form with their professors in graduate programs can have a positive impact on his/her work with clients in clinical settings. This presentation addresses how continued relationships after graduation can help to grow the counseling profession and support effective counseling with clients. Best practices for effective mentorship will be shared for counselor educators and supervisors.

1:30 - 2:20 PM | Metropolitan B  
371 | 50-Minute Roundtable | CE 1.00

**Teaching Master's Students in the Process of Group Counseling Utilizing DBT Basic Skills Training**

*Allison Buller, PhD; LPC (CT); MBCT; DBT- Basic Skills*

The aim of this presentation is to discuss the use of DBT Skills training as a classroom tool for teaching graduate students to lead DBT Skills Groups in the community. Using experiential data, this presentation will explore the success and challenges of running a 13-week DBT skills training group for counselor trainees in the course “Group Process”. The presenter will provide handouts for building DBT Basic Skills training into a group course curriculum.

1:30 - 2:20 PM | Metropolitan B  
372 | 50-Minute Roundtable | CE 1.00

**Mean-Making and Post-Traumatic Growth:  
Understanding the Relationship for a Loss By Suicide**

*Heather Delgado, PhD; LPCA; NCC, Marina Green, M.Ed.*

Suicide is the second leading cause of death for individuals between the ages of 10 to 34, which leaves behind many individuals to cope with this type of loss. The coping process can be complicated due to the violent and traumatic nature of a loss by suicide, where many loss survivors find difficulty making meaning of the event and further preventing their healing. Therefore, there is a calling for greater emphasis on the ability to provide and teach competent care and intervention by counselors for this specific population. This presentation will provide preliminary results of a quantitative study exploring the relationship between the meaning-making process and growth from this traumatic loss in a sample of college students. In addition, implications for counselors, supervisors, and counselor educators will be presented.

1:30 - 2:20 PM | Metropolitan B  
373 | 50-Minute Roundtable | CE 1.00

**Counselor Trainee's Clinical Experiences: Are We  
Providing Inclusive and Culturally Competent Sites  
for Students?**

*Michele Rivas, PhD; LMHC; NCC, Tamekia Bell, PhD; LCPC;  
NCC*

Counseling literature has documented students' lack of competency in working with individuals with disabilities. Therefore, it comes to question how counselor preparation programs are offering fully inclusive opportunities to students to work with diverse communities throughout their program. Much of the focus on this topic centers on curriculum, supervision, and continuing education opportunities, yet very little literature focuses on providing inclusive field placement opportunities. This presentation will provide participants with practical guidelines in providing disability-inclusive field placement experiences for students, based on the literature and presenters' professional experiences. Critical discussion will be facilitated with participants about their experiences in providing inclusive clinical experiences for students.

1:30 - 2:20 PM | Metropolitan B  
376 | 50-Minute Roundtable | CE 1.00

**Helping Students Recognize and Work with Highly  
Sensitive People in a Highly Insensitive World**

*Tammy Cashwell, PhD; LPC; NCC; LSC (NC), Allison Forti,  
PhD; NCC; LPC*

Are you noticing more students and clients who seem to be exhausted and overwhelmed by the world? They may be part of the 20% of people identified as highly sensitive. Come learn how to identify the characteristics of HSPs, specific approaches to help them and how to effectively share this with your students and supervisees.

1:30 - 2:20 PM | Metropolitan B  
377 | 50-Minute Roundtable | CE 1.00

**The Invisible "Ism": What Are We Learning from and  
Teaching Students about Antisemitism?**

*Cheryl Fulton, PhD; LPC, Paulina Flasch, PhD; LMFT-A*

The eruption of antisemitism in the U.S. and globally was made painfully clear with the recent tragic mass shooting of Jews at the Tree of Life Synagogue in Pittsburgh. Antisemitism, arguably the most universal and enduring hate in history, offers unique insight into the mechanisms of prejudice, discrimination, and hatred; yet, attention to Jews and antisemitism is mostly absent in the multicultural literature. This begs the question... what are we learning from and teaching students about antisemitism? Understanding the genesis and evolution of antisemitism, its current impact on Jews, and resources for counseling Jews and fighting antisemitism, will equip counselor educators and supervisors to incorporate this knowledge into diversity courses and supervision.

1:30 - 2:20 PM | Metropolitan B  
378 | 50-Minute Roundtable | CE 1.00

**Gender Roles, Motherhood, and Mental Health:  
Supporting Working Mothers in Counselor Education**

*Lisa Forbes, PhD; NCC*

Working mothers often feel caught in a double bind: be a mom as if you aren't an employee and be an employee as if you don't have kids. Mothering within a culture that supports intensive mothering expectations places impossible demands upon working mothers that often goes unnoticed, thus can be internalized leading to mental health issues. The unrealistic expectations and internalized messages can impede personal and professional development. The presenters will share the findings of their current research study on gender norm conformity, intensive mothering, and mental health outcomes in order to generate a dialogue of working mothers' personal and professional development within counselor education.

1:30 - 2:20 PM | Metropolitan B

380 | 50-Minute Roundtable | CE 1.00 | **S**

### **Making Room for Leadership & Advocacy in Site Supervision**

*Cassie Storlie, PhD; LPCC-S (OH), NCC, Jane Cox, PhD; LPCC-S (OH)*

Leadership and advocacy are central to the continued development of the counseling profession and to the training of counseling students. Using grounded theory analysis, we examined the leadership and advocacy practices of site supervisors in clinical mental health settings. We explored how participants make room for leadership and advocacy for themselves and counselor trainees, despite their complex and busy schedules. Five overarching themes emerged which supported a theory grounded in the data. The five themes were: (a) modeling, (b) involving, (c) engaging, (d) empowering, and (e) pushing. Implications and specific suggestions for site supervisors and counselor education programs will be provided in this interactive presentation.

1:30 - 2:20 PM | Metropolitan B

383 | 50-Minute Roundtable | CE 1.00 | **E S**

### **Becoming the Gatekeeper: Supporting the Gatekeeping Role of Doctoral Supervisors within Counselor Education**

*Evan Smarinsky, Masters Degree; LPC-S, Erin Popejoy, PhD; LPC*

Doctoral students, as potential future faculty members, must be prepared to manage the various roles and responsibilities of counselor educators. The gatekeeper role is commonly identified as one of the most challenging roles by both doctoral students and faculty members (Brown-Rice, & Furr, 2016; Frick & Glosoff, 2014; Ziomek-Daigle & Christensen, 2010). Presently, research literature has few suggestions for how counseling programs can support the development of the gatekeeper identity for doctoral students. This round table will provide attendees with a brief overview of relevant research, and facilitate a discussion as to how counseling programs can improve upon their support for the emerging identity of gatekeeper for doctoral students.

1:30 - 2:50 PM | Ravenna A

362 | 80-Minute Panel Discussion | CE 1.50

### **Building Communities of Care in Counselor Education Online: Challenges and Best Practices**

*Jenny Preffer, PhD; LMHC; Approved Clinical Supervisor; RN, Olga Dietlin, PhD, Rhonda Ladd, PhD; LPC, Elisabeth Suarez, PhD; LPC, ACS, NCC, Jerry Vuncannon, PhD*

This panel presentation addresses the development of authentic communities of care in online counselor education classes and programs. Online students' sense of community, group affiliation, and sense of belonging are predictive of sustained engagement, level of satisfaction, perceived learning, and most importantly, successful outcomes. Online counselor education faculty involved in peer-based communities of care are more resilient and satisfied with their work environment. The panel will present current research and personal experiences related to challenges and successes in developing and maintaining communities of care in the online environment. Additionally, the panel will facilitate dialogue on best practices and strategies for establishing communities of care.

1:30 - 2:50 PM | Ravenna B/C

384 | 80-Minute Panel Discussion | CE 1.50

### **Securing, Integrating, and Implementing Grant Funds to Enhance Counselor Education**

*Douglas Ribeiro, PhD; LPC, TN, Andrea Mills, Masters Degree; LPC; Mental Health Service Provider, Jake Morris, PhD; TN Licensed Professional Counselor, Mental Health Service Provider, Melanie Morris, PhD; TN Licensed Psychologist, Health Service Provider, John Allen, Masters Degree; Licensed Clinical Social Worker, Robyn Saakian, Masters Degree*

Financial constraints are universal challenges to universities, graduate counselor education programs, and students wanting to meet their career goals. Fortunately, funding for students, research, and program development is available if you know where to look. Finding these funding sources is just the beginning of the difficult but rewarding world of grant management. In this panel, faculty and staff from a graduate counselor education program and university counseling center will talk about their experiences in writing, securing, and managing government grants. They will discuss successes and pitfalls learned along the way so participants will feel equipped to begin this journey at their own universities.

2:30 - 3:20 PM | ACES Suite

Meeting | CE 0.00

### **Clinical Directors Interest Network**

2:30 - 3:20 PM | Ballard

Meeting | CE 0.00

### **New Faculty Interest Network**

2:30 - 3:20 PM | University  
387 | *Education Session* | CE 1.00

### **Challenging the Status Quo: Innovative Approaches to Course Delivery and Curriculum Design**

*Laurie Craigen, PhD; LPC (VA); LMHCA; MA; NCC; CCMHC, Jori Berger-Greenstein, PhD, Stephen Brady, PhD*

As institutions of higher education are continuously changing and in flux, counselor educators are charged with creating innovative ways to promote learning in an effort to enhance recruitment efforts and to reach the diverse needs of student learners. Oftentimes, the word innovation is met with fear and skepticism. Further, curricular changes may also have significant implications for resources and may challenge the status quo. This presentation will offer audience members with strategies for promoting, developing, and instituting systemic curricular changes and innovations. Further, this presentation will provide participants with specific strategies, including the development of new courses, and novel course delivery modalities (i.e., intensive courses, retreat style courses, and team teaching approaches).

2:30 - 3:20 PM | Medina  
388 | *Education Session* | CE 1.00 | (S)

### **Culturally Sensitive Supervision Model: How Minority Counselor Educators and Supervisors Utilize Supervision Models?**

*Keiko Sano, Masters Degree; CMHC; NCC, Colin C. Ward, PhD; CMHC; NCC; State Certified Supervisor, Michelle Byrd, Masters Degree*

Supervision models and theories often focus on supervisees, such as their development, competency, and diversity, which emphasize supervisors' multicultural competency. The focus of this session is two-fold: 1) Exploring western-developed supervision modes utilized by diverse supervisors, and 2) Discussing the development of more culturally sensitive supervision models without assuming the stereotypical cross-cultural dynamic where supervisors are from dominant cultures and supervisees are from marginalized culture. Presenters will discuss challenges and strategies for counselor educators to support CES students and supervisors-in-training in developing their professional identity, as well as its parallel process for counselors-in-training.

2:30 - 3:20 PM | Aspen  
389 | *Education Session* | CE 1.00 | (E)

### **Dispositional Assessment: Training In the Professional Dispositions Competency Assessment—Admissions (PDCA-RA)**

*Brenda Freeman, PhD; NCC; LCPC (ID); Registered Supervisor (ID), Curtis Garner, EdD; LCPC; NCC*

Assessing counseling student dispositions at the point of admissions and throughout program completion is expected under the 2016 CACREP accreditation standards. The central

goal of this session is to provide participants with video training in the use of the Professional Dispositions Competency Assessment Revised—Admissions (PDCA-RA). The PDCA-RA is one of three interrelated assessment rubrics for admissions interviews, dispositional assessment and gatekeeping. The video training we will utilize in this session is a four part experience where participants use the PDCA-RA to rate admissions interview vignettes and are trained in the use of the rubric.

2:30 - 3:20 PM | Medina  
391 | *Education Session* | CE 1.00

### **From Interview Through Tenure: Experiences of Faculty from Underrepresented Groups**

*Angie Cartwright, PhD; Phd; LPC-S; LSOTP-S, Janee' Avent Harris, PhD; LPCA; NCC; ACS, Kathy Ybanez-Llorente, PhD; LPC-S*

Counselor Education faculty from underrepresented and historically marginalized groups often faced nuanced challenges navigating academia. In this session, we will discuss and share the findings of an original research study focused on the understanding these lived experiences in greater depth. These experiences ranged from feeling welcomed and affirmed by colleagues to feeling disappointed with the entire counseling profession. We will highlight innovative strategies to support faculty from underserved groups, starting with the interview process and extending through their matriculation in the tenure process. Attendees will be encouraged to reflect and identify opportunities for growth within their own counselor education programs.

2:30 - 3:20 PM | Issaquah A  
393 | *Education Session* | CE 1.00

### **Preparing Counselors-In-Training for Intervention with Couples with Low-Income: Lessons from Relationship Education Research**

*Naomi Wheeler, PhD; LMHC (FL); NCC, Sandy-Ann Griffith, PhD, Rachel Regal, BA*

Couples with low-income experience interconnected disparities in physical, mental, and relational health outcomes. Yet, traditional formats for couples counseling are cost-prohibitive and thus inaccessible to many couples. Relationship education (RE) is a time and cost-efficient and effective intervention to improve individual and couple functioning; however, RE concepts and research are often minimally addressed in counselor preparation programs. Therefore, in this presentation, we aim to review results from four studies based in a RE program and discuss the associated implications and opportunities for training and supervision with couples counselors-in-training.

2:30 - 3:20 PM | Issaquah B  
398 | Education Session | CE 1.00 | ⑤

### **Person of the Therapist: A Purposeful Framework for Infusing Spirituality in Supervision**

*Joshua Castleberry, Masters Degree; APC; NCC, Liz Norris, Masters Degree; LPC; NCC; BC-TMHJ*

The integration of spirituality into counselor education and supervision is a component of the multicultural counseling competencies and a standard within the counseling profession. Many researchers have studied integrating spirituality into counselor education and supervision, yet there is still evidence that the training is lacking. Aponte's "Person of the Therapist" is a purposeful framework that can be integrated into the supervisory process as a means to further develop and improve supervisee development. Through the use of the Person-of-the-Therapist Supervision Instrument, supervisors have the ability to better integrate spirituality into the supervisory practice.

2:30 - 3:20 PM | Redwood B  
399 | Education Session | CE 1.00

### **Rockin' to Rogers & Bumpin' to Beck: Utilizing Content-Based Songs to Enhance Student Learning**

*Kevin Duquette, PhD; Advanced K-12 School Counseling Licensure (NC); NCC*

The groans and sighs are all too familiar, "ugh! I have to take theories." So, what if we could help students learn material in a fun, engaging (and maybe a little silly) way? This session will provide participants with tips for incorporating counseling-content-based to enhance student retention, and faculty-student relationships. Participants will be shown real-life examples of counseling-content-based songs, and the free tools that they can utilize in making their own. Heck, you may even leave the room finding a collaborative partner to be the George Michael to your Andrew Ridgeley!

2:30 - 3:20 PM | Juniper  
400 | Education Session | CE 1.00 | ⑤

### **Use of Cognitive Restructuring with Counselor Trainees to Address Supervisee Anxiety in Supervision**

*Hulya Ermis, PhD; PhD, NCC, Robert Smith, PhD; Ph.D.; NCC; CFT; FPPR*

Most beginning counselors-in-training (CITs) experience anxiety during their clinical training, particularly in their first supervised practicum. Yet, some of the CITs, particularly novice ones, may experience disruptive levels of anxiety that impede their performance and decrease their capacity to learn. Several strategies have been identified to manage supervisee anxiety including the use of cognitive methods. This presentation benefits attendees, particularly counselor educators and supervisors, by demonstrating how to utilize cognitive restructuring (CR) with beginning CITs experiencing intense anxiety due to their dysfunctional beliefs or irrational

expectations associated with counseling clients. Participants will have an opportunity to discuss a case study to apply the steps of CR to effectively respond to supervisee anxiety.

2:30 - 3:20 PM | Boren  
402 | Education Session | CE 1.00

### **A QOR Investigation of Counselors' Use of Research in Practice: Implications for Counselor Educators**

*Lindsey Umstead, Masters Degree; LPCA (NC), NCC*

Despite counselors' ethical and professional responsibilities to use research in their work with clients, researchers suggest that many practitioners fail to do this. Deficiencies in research training at the master's level may influence whether and how counselors in the field use research in practice. However, it is unclear what skills and knowledge related to research are most relevant to counselors in practice. This presentation will address the findings of a qualitative exploration (using Consensual Qualitative Research methodology) of master's-level mental health and school counselors' use of research in practice and their perceptions of how factors related to training and current supports and barriers influence their use of research in practice. Implications for counselor training and future research will be discussed.

2:30 - 3:20 PM | Jefferson A  
404 | Education Session | CE 1.00

### **The Impact of Cannabis Legalization on the Addictions Course**

*LaShauna Dean, PhD; NCC; CSAC; LPC (NJ); ACS; MAC*

As the landscape for the legalization of illegal substances changes, so too must our curriculum, attitudes, and addressing of addictions. Recreational use of cannabis is legal in 10 states and soon may be legal in more states. This presentation will define and explore medical marijuana and how that has impacted schools and communities. The presenter will explore outcomes in states that have legalized cannabis. The presenter will also discuss how these outcomes can be incorporated into the Addictions course in relation to discussing the impact of the drug, implications for social justice and communities impacted, legal implications, and the practice of counseling. Lastly, participants will have a discussion about how legalization of cannabis impacts attitudes among key stakeholders and how to navigate those in the classroom.

2:30 - 3:20 PM | Willow B  
405 | Education Session | CE 1.00

### **Counselor Educators' Experiences Negotiating Marginalized Identity During Professional Identity Development**

*Nancy Thacker, Masters Degree; NCC, Casey Barrio Minton, PhD; NCC, Kertesha Riley, Masters Degree; EdS*

Developing a professional identity is essential to engage and retain diverse counseling professionals. Marginalized counseling professionals (i.e., racial/ethnic minorities, women, and/or LGBTQ+ identified persons) often encounter adversity as a result of their personal identities. Adversity moves them to negotiate, or suppress, aspects of personal self to merge into the profession. This process is counterintuitive to genuine professional identity development (PID)—the integration of personal attributes with professional skills. This presentation will highlight results from a study examining counselor educators' experiences negotiating marginalized identity during PID. Implications for nurturing authentic self-expressions and developing inclusive professional identities in counselor education will be discussed.

2:30 - 3:20 PM | Columbia  
406 | Education Session | CE 1.00

### **Group Work Strategies to Transform Hate and Facilitate Courageous Conversations in Counselor Education & Supervision**

*Lorraine Guth, PhD; LPC; NCC; Licensed Psychologist, Brittany Pollard, PhD, Ana Puig, PhD; LMHC, Anneliese Singh, PhD; LPC, Christian Chan, PhD; NCC*

The Association for Specialists in Group Work's (ASGW) Special Initiatives Committee created a document offering 10 strategies for intentionally using group work to transform hate, facilitate courageous conversations, and enhance community building. Group workers can utilize these methods and resources to promote diversity, equity, and inclusion among group members in all types of settings. These strategies provide a roadmap for group workers to use in navigating the complex process of unifying diverse individuals in a way that celebrates both their commonalities and differences, while also fostering difficult conversations in various settings. This presentation will showcase these best practice strategies and describe how they can be applied in counselor education and supervision.

2:30 - 3:20 PM | Jefferson B  
408 | Education Session | CE 1.00

### **Integrating Culturally Sensitive Trauma Treatment into a CACREP Curriculum**

*Sylvia Lindinger Sternart, PhD; LCPC; CRC; Psychotherapy Certificate, Deanna McCulloch, PhD; LCPC*

Recent advances in neuroscience has provided counselors with a better understanding of the brain. It is clearly demonstrated

that complex trauma has significant impacts on the brain. However, there continues to be a gap between this knowledge and culturally sensitive trauma treatment. Counselor educators are called to provide counseling students with empirically based teachings. Integration of neuroscience and culturally sensitive trauma treatment is an imperative for the advancement of the counseling field. The presenters will provide applicable ways of infusing culturally sensitive neurocounseling into the CACREP curriculum.

2:30 - 3:20 PM | Cedar B  
415 | Education Session | CE 1.00

### **Engaging Master's Level Students in Research at Primarily Teaching-Focused Institutions**

*Angie OGieblynn, PhD; LPC (MI); Prepare/Enrich Facilitator Trainer, Mohammed Asha, BA, Philip Treiber, Bachelors Degree, Finance; currently CMHC masters in progress*

Counselor educators at primarily teaching focused institutions often struggle to find both time and interested students to support an active research agenda. Engaging clinically minded students in scientific research is central to their development and also fought with challenges (Jorgensen & Duncan, 2014; Huber & Savage, 2009; Steel & Rawls, 2014). The goal of this presentation is to provide counselor educators with an overview of the literature regarding research identity in Master's level counseling students, as well as providing them with practical suggestions for increasing research collaborations with their students. The presentation will also include a discussion of shared experiences, a self-reflection activity, and a presentation of practical suggestions for incorporating the presented information into pedagogy and practice.

2:30 - 3:20 PM | Greenwood  
416 | Education Session | CE 1.00

### **Archiving for Advocacy: Using Your Counseling Program's History to Demonstrate Community Impact and Support Sustainability**

*Jake Protivnak, PhD; LPCC-S (OH); LPSC (OH); NBCC, Victoria Kress, PhD; LPCC-S; CCMHC; NCC*

Reduced state support of higher education and limited university budget creates an environment where counselor education program need to advocate for access to resources. Counseling programs have a history of making a significant impact within their university and community through the work of alumni, faculty, and students. The presenters will share the importance of creating a narrative of community impact tailored to stimulate support from university administrators, alumni, faculty and students. A comprehensive model to collect, utilize, and archive a counseling program's historical information will be presented. A case example of how a counseling program recognized their 50th anniversary will be provided. Presenters will share recommendations for programs to more effectively utilize archival data to advocate for their program.

2:30 - 3:20 PM | Capitol Hill  
417 | Education Session | CE 1.00

### **The Current State of Gerontological Counseling Research: A 26-Year Content Analysis**

*Matthew Fullen, PhD; LPCC (OH), Sean Gorby, Masters Degree; LPC (OH), Bob Dobmeier, PhD; LMHC; CRC*

Due to demographic changes and the prioritization of Medicare reimbursement, there is greater attention on the mental health needs of older adults. To better understand the current state of gerontological counseling research, the presenters completed a content analysis of 26 years' worth of counseling scholarship. We will share the results of this analysis, including an examination of publishing patterns, which topics associated with aging are most prominent within the literature, and the roles of theory and empirical research in gerontological counseling research. Discussion of implications will allow presenters and audience members to identify how the counseling profession can move forward in its commitment to meet the needs of clients across the life span.

2:30 - 3:20 PM | Cedar A  
418 | Education Session | CE 1.00

### **Tapping into the Stream: Teaching Neuroscience in Counseling Courses**

*Lori Ellison, PhD; LPC; ALPS*

This program will identify key concepts in neuroscience that counselors need to know to help them in their work with clients. Concepts like plasticity, regulation of the amygdala, and understanding how engagement of different parts of the brain in counseling affects outcomes can not only help counselors and counselors-in-training understand the process of counseling better, but can help those counselors to enlighten their clients regarding what is within their control and what is neural reflex in their progress toward emotion regulation, stability, and perhaps, post-traumatic growth. This program will explore the different ways in which the brain is engaged in the process of talk therapy and will discuss some brain-specific interventions that can be helpful to those teaching new counselors the physiological and emotional benefits therein.

2:30 - 3:20 PM | Willow A  
420 | Education Session | CE 0.00

### **ACES Legacy Awards**

The intent of the ACES Legacy Awards is to recognize ACES members, past and present, who have made a significant and lasting impact on ACES or on the counselor education and supervision profession through the development of policies and/or programs that have advanced the field of counselor education and supervision. Nine recipients will be honored for their impact on the field of Counselor Education.

2:30 - 3:20 PM | Virginia  
422 | Education Session | CE 1.00

### **Integrating Service Learning into Group Counseling Courses**

*Andrea Bjornestad, PhD; Ph.D.; LPC; NCC, Grace Mims, PhD; Ph.D.; BCC; LMFT; LIMPH; LPC; ACS*

Service learning is a teaching strategy that connects meaningful community service with instruction and reflection to enhance the learning experience for the students while strengthening communities. The presentation will include an overview of a service learning project that has been implemented in a group counseling course for six years. Service learning will be defined, and methods to establishing internal and external partnerships will be shared. Examples of syllabi, course content, assignments, and schedules will be provided. Published research on student learning outcomes and client outcomes resulting from the service learning project will be discussed.

2:30 - 3:20 PM | Metropolitan B  
423 | Education Session | CE 1.00 | Ⓢ

### **Counseling Supervision at Integrated Behavioral Health (IBH) Settings**

*Yesim Giresunlu, Masters Degree; NCC, Zahide Sunal, Masters Degree*

With the increasing involvement of mental health counselors in IBH settings, counselors and supervisors have been more regular alongside with physicians, social workers, and other primary care administrators (Moe et al., 2019). Although there are IBH practice models such as collaborative care (Aguirre & Carrion, 2013) and Automated Screening Brief Intervention and Referral treatment (ASBIR; Dwinells & Misik, 2017), counseling/clinical supervision research at IBH settings is minimal (Hoge et al., 2011). Thus, the presenters of this roundtable aim to engage participants in discussing current research on supervision in an IBH setting, offer perspectives on what supervision in an IBH setting looks like, and dialogue on how to develop strategies on providing supervision at IBH settings.

2:30 - 3:20 PM | Seneca  
424 | *Education Session* | CE 1.00

### **"Managed Hearts" in Counselor Education: Experiences of Emotional Labor for LGBTQ Faculty"**

*Jordan Pearce, Masters Degree*

Counselor educators face demands on their mental health not required of faculty in other areas of academe, and those who identify as LGBTQ are uniquely positioned to experience these mental health impacts more acutely as a result of their personal identity. This presentation will examine the unique ways that LGBTQ counselor educators are impacted by the emotional labor required of them by their roles inside and outside of the classroom. LGBTQ faculty address homophobia and transphobia within their classes, often take on the role of advocating for LGBTQ-affirming policies and course content, and mentor LGBTQ students. Personal experiences of LGBTQ faculty and best practices for supporting LGBTQ faculty will be shared, and attendees will be asked to discuss ways they can advocate within their own programs for LGBTQ faculty members.

2:30 - 3:20 PM | Metropolitan B  
227 | *50-Minute Roundtable* | CE 1.00

### **A Person-Centered Teaching Approach to Facilitate Counseling Students' Social Advocacy**

*Stephane Morrison, PhD; LPC; NCC*

This presentation is a discussion on how the person-centered teaching and learning goals are used in a graduate counselor education course to facilitate student counselors' reflection on topics important to their role as social advocates. This approach is a non-authoritative approach, where the instructor shares authority with students, leading students to participate in the process of learning, and discovering their own voice. The instructor as a facilitator, has an opportunity to enter into the learning process, provide support, while transforming the experiences that students have in the classroom (Zucconi, 2015). While students are developing content knowledge in the course, the process of this course is most salient as students are led into confronting biases that can impede their work with diverse clients.

2:30 - 3:20 PM | Metropolitan B  
385 | *50-Minute Roundtable* | CE 1.00 | ⑤

### **An Exploration of School Counselors Site Supervisors' Perceptions of Preparation and Training Needs**

*Mi-Hee Jeon, EdD; NCC; LPC, Grace Wambu, EdD; NCC; LAC*

The purpose of this presentation is to share research findings from a qualitative study in which school counselors in a school district in one East Coast state participated to share their experiences and perceptions of their supervisory role for practicum/internship students, addressing needs for training

to fully fulfil their supervisory role. Attendees will learn how school counselors evaluate preparedness and effectiveness in supervision of school counselor interns. Participants also can identify training needs expressed by the site supervisors for effective supervision and the preferred methods of training. In addition, attendees would learn how counselor educators could better support school counselor site supervisors for their professional development, consequently assuring that internship students receive enhanced site supervision.

2:30 - 3:20 PM | Metropolitan B  
386 | *50-Minute Roundtable* | CE 1.00 | ⑤

### **Attachment In Counseling Supervision: Theoretical Overviews and Empirical Perspectives**

*Jordan Austin, Masters Degree; NCC; LPCA, Jacob Blackstock, Masters Degree; LPCA; NCC*

Attachment Theory is used in a variety of contexts to study human relationships, including clinical supervision. Processes within supervision parallel tenets of attachment theory, such as supervisors providing a safe haven or secure base for supervisees attachment seeking behaviors throughout the course of trainee development. Attachment theory offers a cogent explanation for behaviors that emerge within supervision and provides implications for why some supervisory relationships are more successful than others. In this presentation, relevant conceptual and empirical literature will be explored to provide attendees a foundation of knowledge for attachment theory and its application to counselor education and training. Furthermore, implications for clinical supervision practice and directions for future research will be discussed.

2:30 - 3:20 PM | Metropolitan B  
390 | *50-Minute Roundtable* | CE 1.00 | ⑤

### **Faculty Experience of Cross-Cultural Counseling Supervision**

*Stephen Gitonga, PhD; PHD; ACS; NCC; LPCC (KY); LCMHC (UT)*

This presentation will spotlight the experiences of minority faculty supervising counseling students belonging to the dominant culture in an online counselor education program. The presenter will focus on the process of creatively developing and maintaining a supervisor-supervisee relationship to enhance quality supervision. The presenter will demonstrate how maintaining a collaborative and non-hierarchical relationship diffuses the inherent hierarchy in supervision. The presenter will also facilitate a discussion highlighting the critical incidents, achievements, and challenges that minority faculty could potentially experience in cross-cultural supervision. The participants will be encouraged to reflect on their roles, challenges, and hallmarks of their supervisory experiences in similar cultural circumstances.



2:30 - 3:20 PM | Metropolitan B  
392 | 50-Minute Roundtable | CE 1.00 | 

### **Gatekeeping: An Institutional Dilemma**

*Cian Brown, Masters Degree; LPC; NCC; BCN, Lisa Schulz, PhD; LPC; NCC; ACS*

Gatekeeping is a necessary process to ensure the highest standards are implemented in counselor education and counseling practice. Gatekeeping considerations consistently arise at different levels of training and clinical practice impacting faculty and how they supervise, teach, and train effective practitioners. This session offers a review of the current literature and practices of gatekeeping in counselor education. Presenters will elaborate on the role of counselor educators to effectively educate doctoral students on gatekeeping practices, procedures, and methodologies as they prepare to become future counselor educators. Current doctoral students will gain awareness of specific considerations and opportunities to enhance gatekeeping knowledge, policies, and action planning to become better prepared to address gatekeeping concerns.

2:30 - 3:20 PM | Metropolitan B  
394 | 50-Minute Roundtable | CE 1.00

### **Psychological Artificial Intelligence: Future Implications in Counselor Education**

*Davide Mariotti, PhD; Certificate Counselor and Supervisor AssoCounseling Italy nr. A117*

Artificial Intelligence is rapidly challenging concepts about what it means to be human and new technologies that are blending the physical, digital and biological worlds are impacting the human relationship. Where does the so called Fourth Industrial Revolution stand now and where is it going? This round table will explore current and future issues facing A.I. and human relationships as well as possible implications in counselor professional identity.

2:30 - 3:20 PM | Metropolitan B  
395 | 50-Minute Roundtable | CE 1.00

### **Strategies to Effectively Assess Counselors-In-Training in CACREP Accredited Programs**

*Andrew Burck, PhD; LPC (CO); Professional Counselor (OH), Lori Ellison, PhD; LPC, ALPS (WV); LPC-S (TX); LPC (TX); LMFT (TX)*

CACREP standards (2016) require counseling programs to evaluate counselors-in-training throughout the program. In this roundtable presentation, we will discuss methods to assess students throughout the counseling program including a discussion of the process in which a specific CACREP-accredited program assesses counselors-in-training and the program itself. The presentation will review the assessment instruments effectiveness and will provide suggestions based on off personal experience and research to determine effective assessment instruments.

2:30 - 3:20 PM | Metropolitan B  
396 | 50-Minute Roundtable | CE 1.00

### **White Allyship and Counselor Education: Social Justice in Action**

*Amanda Evans, PhD; LPC; NCC; ACS; BC-TMH; RYT-200, Juanita Barnett, PhD; LPC; NCC, Stephanie Chalk, M.Ed, Charles Shepard, M.Ed*

Cultural competence includes working to dismantle systems of oppression and privilege. White Individuals are often associated with privilege and may consciously or unconsciously contribute to racism. The purpose of this study was to examine individuals who identify as a White Ally. Results from this study can help to inform counselor education, supervision and social justice initiatives.

2:30 - 3:20 PM | Metropolitan B  
397 | 50-Minute Roundtable | CE 1.00

### **Counselor Education Faculty and Student Research Collaboration: Productivity, Passion, and Promise!**

*Jill Schwarz, PhD; NCC; CSC; Certified Director of School Counseling Services, Dana Baber, Masters Degree*

This session is centered on the use of a team approach enhanced by technology as a means to meaningfully involve more counselor education students in research. In this presentation, a faculty member and master's student who participate on a research team together, will highlight the benefits of this type of collaboration and explain how the innovative use of technology enhances the process. Intentional incorporation of the students in each stage of the research process allows for rich learning opportunities, which will be discussed with attendees, who will also be invited to share their experiences and questions regarding student-faculty research collaboration.

2:30 - 3:20 PM | Metropolitan B  
401 | 50-Minute Roundtable | CE 1.00

### **Experiential Learning Through Community-Based Participatory Research**

*Tahani Dari, PhD; NCC; LPC; LSC, Yanhong Liu, PhD*

Experiential learning continues to be a valuable component because it provides an opportunity to broaden individual understanding among a diverse range of students. This session will explore ways to incorporate community-based participatory research (CBPR) in a course to support experiential learning activities. The results of a Delphi Study will be shared during the session. The study focused on a CBPR approach that resulted in the development of competencies in the areas of knowledge, skills, and attitudes. This emerging research approach can guide a culturally responsive pedagogy by supporting students' appreciation of their individual cultural values while expanding their knowledge of and access to diverse communities.

2:30 - 3:20 PM | Metropolitan B  
403 | 50-Minute Roundtable | CE 0.00

### **Career Development Strategies for International Students Seeking a Faculty Position**

*Atsuko Seto, PhD; LPC; ACS; NCC, Reiko Miyakuni, PhD; LPC (IL); NCC*

International students who are seeking a faculty position within American institutions of higher education may experience unique challenges as they navigate their job search process. This presentation will offer helpful recommendations for international doctoral students who are interested in pursuing a career as a counselor educator. In addition to the recommendations drawn from the existing literature, presenters will share their personal experiences of going through a faculty hiring process and surviving the first year as a new faculty as well as tips for building a meaningful career as a counselor educator.

2:30 - 3:20 PM | Metropolitan B  
407 | 50-Minute Roundtable | CE 1.00

### **Ten Lessons from Starting a New CACREP-Aligned Counseling Program**

*Stacy Pinto, PhD; CSC (NJ); LAC (NJ); Board-Certified Counselor (NBCC), John O'Malley, PhD*

While graduate education is always evolving, one constant that we can rely on is the presence of accrediting bodies. As colleges, departments, and existing programs make choices about the future of their academic offerings, it is critical to have a full awareness of the challenges that they might face along the way. This presentation reviews lessons learned throughout the process of starting a new, CACREP-Aligned counseling program, based on those challenges. It highlights obstacles and potential solutions, while offering the participants insight into decision-making processes as informed by the 2016 CACREP Standards (CACREP, 2015), and inviting them to critically analyze their own challenges or concerns related to similar processes.

2:30 - 3:20 PM | Metropolitan B  
409 | 50-Minute Roundtable | CE 1.00

### **Death Cafe in Counselor Education Pedagogy**

*Thomas Murphy, PhD; LPC; ACS; NCC; EMDRIA Certified Clinician, Mary Chase Mize, Masters Degree; NCC*

This round table discussion will focus on the presenter's experience of incorporating Death Cafe in a Counseling Across the Lifespan master's level education course. Death Cafe offers students an opportunity to discuss their own biases and fears around having conversations about death in the clinical environment. History of Death Cafe and the death positivity movement will be presented and ideas for incorporating Death Cafe in counseling pedagogy will be discussed.

2:30 - 3:20 PM | Metropolitan B  
411 | 50-Minute Roundtable | CE 1.00 | ⑤

### **A Interpersonal Approach to the Supervisory Relationship for Novice Counselors: A Parallel Process**

*Rachel Reid, Masters Degree; LLPC; NCC; MS*

This roundtable discussion will provide attendees with knowledge and intervention for working with novice counselors in the supervisory relationship. This will include the application of interpersonal theory in the supervisory relationship through understanding the countertransference and parallel process that occurs within the relationship. Supervisors will learn to apply the interpersonal process recall (IPC) technique in supervision. As supervisors enter the subjective reality of their supervisees, they can help supervisees enhance their interpersonal skills with their clients. There will be opportunities for attendees to share their personal experiences within the supervisory relationship and to receive resources to use in supervision.

2:30 - 3:20 PM | Metropolitan B  
412 | 50-Minute Roundtable | CE 1.00

### **The Inclusion of Size-Ism in Multicultural and Social Justice Curriculum**

*Michelle OBrien, Masters Degree; LPC; NCC*

Within the United States, 71% of adults are overweight (CDC, 2018). Given the ubiquity of overweight and obesity in the general population, it seems appropriate that we foster awareness of the aspects of weight that may be present and relevant in a therapeutic setting.

The physical repercussions of obesity are well-known by the general public and well-researched but psychological factors that may accompany the conditions are less understood (Davis-Coelho & Waltz, 2000). One of these factors is the experience of size-ism. This proposal introduces the idea that weight bias is not solely negative feelings toward a particular population but may include the well-meaning use of "common sense" interventions by counselors, if these interventions are chosen based on the client's appearance rather than diagnoses (O'Brien, 2018).

2:30 - 3:20 PM | Metropolitan B  
413 | 50-Minute Roundtable | CE 1.00

### **School Counselors' Roles in School-Based Trauma Informed Care**

*Adrienne Backer, Masters Degree; New Hampshire Certification in School Counseling K-12*

School counselors are both obligated and positioned to respond to the needs of students who have been exposed to trauma. In addition, trauma and trauma related mental health concerns pose a significant concern for school aged youth. However, there is a lack of literature defining school counselors' roles in school-based trauma informed care. Therefore, purpose of this presentation is fourfold: (a) to review trauma informed care and current research, (b) to explore the practice of trauma informed care in schools, (c) to examine the role of school counselors in providing trauma informed care, and (d) to propose the integration of trauma informed care through the framework of the ASCA National Model (2016). We will also discuss implications for research on school counselors' trauma informed care.

2:30 - 3:20 PM | Metropolitan B  
414 | 50-Minute Roundtable | CE 1.00

### **Professional Considerations and Mandates for Educating Future Counselors on Gay Male Couples**

*Rob McKinney, PhD; LPC; NCC, Brennan Champagne, Bachelors Degree*

What are significant details counselors should be cognizant of that distinguish their professional work with gay male couples compared to heterosexual couples? How can this knowledge be incorporated into the education and supervision of counselors-in-training? Presenters will review distinctive elements that counselor educators should be aware of and educate on when engaging in work with this population. Attendees will identify many unique presenting concerns, understand applicable counseling modalities, and apply this information to a real-life case study that could be utilized later in the classroom or with supervisees for discussion. Presenters and attendees will then discuss how the information from this presentation can be incorporated in a variety of ways through their roles as counselor educators and supervisors.

2:30 - 3:20 PM | Metropolitan B  
419 | 50-Minute Roundtable | CE 1.00

### **Preparing Counselors for Work with Spanish-Speaking Clients: Professional Concerns and Implications**

*Daniel Romero, PhD; LPCC (KY)*

This program seeks to address current issues and implications surrounding the training and practice of counselors who provide counseling to Spanish-speaking clients. While Spanish-speaking clients are often matched with bilingual counselors,

there are concerns regarding their linguistic and cultural competence. Furthermore, there is little consensus across training programs about how to best prepare students for work with Spanish-speaking clients. This session will examine select training programs that offer a certificate in counseling with Spanish-speaking clients. This program is based on the presenter's completed dissertation research, a qualitative study of counselors who work with Spanish speaking clients and the implications for counselor training and supervision.

2:30 - 3:20 PM | Metropolitan B  
421 | 50-Minute Roundtable | CE 1.00 | ⓔ

### **Ethical Dilemmas Deriving from a Law Protecting "Sincerely Held Principles"**

*Sandra Terneus, PhD; PhD; LPC; LCPC; LMFT, Heather Smith, PhD; PhD; LPC-MHSP; NCC*

A state law that allows licensed professional counselors in private practice to refer a client to another professional based on the counselor's "sincerely held principle," has suggestive potential for discrimination. In addition, this law has stimulated confusion and conflict for counselors-in-training and field supervisors. Honoring confidentiality, the focus of this program is to discuss actual ethical dilemmas arising from conflicts between the law and professional ethical codes.

3:30 - 5:00 PM | Eagle Boardroom  
Meeting | CE 0.00

### **Graduate Student Lounge Hosted by WACES**

3:30 - 4:20 PM | Redwood A  
Meeting | CE 0.00

### **Qualitative Research Interest Network**

3:30 - 4:20 PM | Greenwood  
427 | Education Session | CE 1.00 | ⓔ Ⓢ

### **Challenges in Supervision: Navigating Critical Incidents Ethically**

*Kathryn Henderson, PhD; LPC (GA, TX); NCC, Alicia Homrich, PhD; Licensed Psychologist; LMFT; NCC*

Critical incidents that arise in supervision are challenging as are the ethically-based responses of counselor educators and supervisors. Case examples of common ethical dilemmas will illustrate instances of problematic supervisee behaviors, such as receptivity to feedback, awareness of one's impact on others, professional boundaries, interpersonal conflict management or accepting personal responsibility for one's actions. Suggestions for approaching supervisory decision-making and gatekeeping strategies will be addressed. Supervisors' concerns will also be discussed, such as absence of collegial and administrative support, or reluctance to hinder a supervisee's professional trajectory.

3:30 - 4:20 PM | Cedar B  
433 | Education Session | CE 1.00

### **Publication and Editorial Feedback Experiences of Doctoral Students in Counselor Education**

*Injung Lee, Masters Degree; NCC, David Duys, PhD, Susannah Wood, PhD; NCC*

Encouraging doctoral students to conduct research and publish articles in refereed journals is an important endeavor in counselor education programs. In order to facilitate the professional development of student researchers with unique training needs, it is helpful to understand the lived experiences of these individuals in more depth. As such, this presentation will introduce a phenomenological study about doctoral students' publication and editorial feedback experiences in counselor education. Specifically, this presentation will review doctoral students' challenges, support systems, critical incidents, as well as the meanings made of these experiences during the entire publication process. The presenters and attendees will engage in active discussion to share their training experiences and perspectives on this topic.

3:30 - 4:20 PM | Jefferson A  
431 | Education Session | CE 1.00

### **HBCU Study Abroad Programs: The Lived Experiences of Doctoral Counseling Students**

*Meghan Berger, Masters Degree; M.A.; NCC, Terrilyn Battle, Masters Degree; MS; CRC; LPC-A, Farren Stackhouse, Masters Degree; LPC, Morgan Pepper, Masters Degree; CRC; CEAS*

This program will discuss the experiences of doctoral counseling students studying abroad. Cultural immersion activities continue to have an impact on how students critically think about the world. For counseling students, this experience may be particularly influential in their multicultural competence and professional identity. This program will present findings and themes from two cultural immersion experiences hosted by a counseling department within an HBCU institution.

3:30 - 4:20 PM | Aspen  
436 | Education Session | CE 1.00

### **Vlogging: Reflexive Practice in Professional Identity Development**

*Pamelia Brott, PhD; LPC (Michigan); NCC; ACS*

Vlogging (video blogging) is a technology-mediated tool that can support a reflexive process of professional identity development for counselors-in-training. This researcher will present initial findings from an interpretative phenomenological analysis (IPA) study of vlogging exercises that were created by counseling interns over the course of a two-semester internship. How to use vlogging in counselor education with tips for implementing will be shared.

3:30 - 4:20 PM | Seneca  
437 | Education Session | CE 1.00

### **Group Work Scholars Wanted: How to Join the Conversation**

*Katy Schroeder, PhD; NBCC; LPC-I; Supervised by Charles Crews, Ph.D., LPC-S (TX), Madeline Stevens, Masters Degree; NCC; LPC, Peitao Zhu, Masters Degree; MHC-P; NCC, John Kiweewa, PhD; LMHC*

Group work is a widely-used modality in the counseling profession; however, counseling practitioners, educators, and students could benefit from more knowledge related to best practices for researching group work. In this education session, the presenters aim to empower attendees with practical information about researching group work. Counseling professionals with more knowledge on group work research methodologies will be better prepared to contribute to the growth of group work. Join us as we review methodological challenges common in group work research and discuss approaches for selecting appropriate group work research designs to address these challenges.

3:30 - 4:20 PM | Willow B  
438 | Education Session | CE 1.00

### **A Story Does Exist: Using Metaphoric Imagery and Narratives to Facilitate Counselor Development**

*Jason Duffy, PhD; LMHC (NY) NCC; ACS, Michelle Saltis, PhD; ACS*

The presenters will overview the use of metaphoric imagery and narratives in counseling, counselor education, and counselor supervision and present various innovative activities employing metaphoric narratives that can be used for counseling and counselor-training purposes. Three recent qualitative studies conducted by the presenters illuminating the efficacy of the approach in the context of counselor training and counselor supervisor training will briefly be discussed.

3:30 - 4:20 PM | Issaquah B  
440 | Education Session | CE 1.00

### **Let's Create Faculty Wellness in online Programs!**

*Kristin Page, PhD; LMHC (FL); NCC, Tammy Hatfield, PhD; Licensed Psychologist (KY); Health service provider designation*

The field of online counseling and counselor education programs continue to grow while many faculty are still trained in traditional, face-to-face learning environments. Faculty wellness in an online setting in counselor education presents a unique set of opportunities and challenges. This session will review the literature related to faculty wellness in online settings and discuss our own experiences as online counselor educators. This interactive discussion will include a review of why faculty choose to work in online settings, challenges faced by online faculty, what is needed to support the work of online faculty, characteristics of good online instructors, reasons for burnout, and strategies for prevention of burnout.

3:30 - 4:20 PM | Leschi  
442 | *Education Session* | CE 1.00

**Integration of the Ecological Counseling Perspective Informed by the Salutogenic Model in Teaching to Enhance Cultural Competency and Conceptualization**

*Stephanie Merrilees, Masters Degree, LPC; NCC; CDCA  
Sara Pickett, MA; M.Ed, Nathan McGee, MS; MA,  
Kalesha Jenkins, MA, Mei Tang, PhD*

The ecological perspective operates under the principles that behavior is personal and contextual, it is interactive, and it is affected by a person's meaning-making. The salutogenic model complements this perspective by understanding persons as holistic and perceiving health as a continuum. This presentation will illustrate how integration of the salutogenic model and the ecological perspective in counselor education could enrich how students conceptualize cases and enhance the development of multicultural competency. Specific strategies that could be implemented in integrating the ecological perspective and salutogenic model to teaching, research, practice and supervision will be demonstrated.

3:30 - 4:20 PM | Virginia  
445 | *Education Session* | CE 1.00 | (E)

**Ethical Concerns with the Integration of Neuroscience in Counseling: Implications and Recommendations for Counselor Educators and Supervisors**

*Chad Luke, PhD; LPC/MHSP; MAC; NCC; ACS, Eric Beeson, PhD; LPC; NCC; CRC; ACS, Raissa Miller, PhD; LPC,  
Thom Field, PhD; LMHC; NCC; CCMHC; ACS, Laura Jones, PhD; ACS*

The attention afforded neuroscience in the popular press, scientific community, and counseling profession has ethical implications for counselor educator education. For example, how might counselor know what from neuroscience should or should not be included in their clinical work? Where does neuroscience integration fall in counselor' scope of practice? The ACA Code of Ethics, AMHCA's Biological Bases of Behavior Standards for Practice, and ACES Supervision Standards can inform ethical, effective teaching, supervision, and practice regarding neuroscience integration broadly. However, a framework is needed for practically applying these guides. We present results of an original study and discuss implications for developing a framework for counselor educators to guide their students and supervisees in this important, yet challenging area.

3:30 - 4:20 PM | Ballard  
446 | *Education Session* | CE 1.00 | (S)

**Using Narrative Therapy Infused in Bernard's Discrimination Model for Supervision of Diverse Counselors-In-Training**

*Evadne Ngazimbi, PhD; NCC; LPC (ID, CT)*

The author will present a model of supervision that infuses Narrative Therapy approaches in Bernard's Discrimination of supervision. She will describe Bernard's Model of supervision, and discuss the tenets of Narrative Therapy she will use in the demonstration. The author will describe the model to the participants, discuss a case study, then use a role play to demonstrate how to use it. She will encourage participants to share experiences of supervising diverse supervisees.

3:30 - 4:20 PM | Issaquah A  
447 | *Education Session* | CE 1.00 | (S)

**The Supervision House: A Developmental Tool for the Supervision of Supervisors and Counselors in Training**

*Helen Lupton-Smith, PhD, Courtney Walters, MA, Erik Messinger; MA, Angie Smith, PhD, Sam Simon-Lohorn, MA.Ed*

This presentation introduces the Supervision House, a supervision technique adapted from the Dialectical Behavioral Therapy (DBT) House for use in group supervision. It serves as a metaphor or tool to address factors that impact the supervisor as well as the developmental tasks of the supervisee. The house involves 12 parts or rooms and the facilitator can take the group members through each part of the house to address various aspects and competencies of supervision. The tool can be used in the group supervision of doctoral students supervisors or masters counseling students in group or individual supervision. The presenters will demonstrate ways to use the technique in group supervision with both counselors and supervisors as well as discuss student feedback gathered on its application.

3:30 - 4:20 PM | Redwood B  
448 | *Education Session* | CE 1.00

**The Influence of School Counselors on the College and Career Readiness of First Generation College Students**

*Beth Gilfillan, Masters Degree; Professional Educator License (IL) with School Counselor (PreK-Age 21); General Administrative (K-12) endorsements*

College and career readiness is linked to increased high school graduation rates, college attendance, and degree attainment. This presentation will discuss a quantitative study that explored first-year college students' college and career readiness factors as well as their perceptions of how their school counselors contributed to those factors. Presenters will share how first generation college students' responses varied from continuing generation college students' responses. Finally, presenters will discuss implications and ideas for how school counselors and counselor educators can utilize this research in their own settings.

3:30 - 4:20 PM | Juniper  
450 | *Education Session* | CE 1.00 | ⑤

### **Navigating Power Dynamics in Cross-Racial Supervision**

*Ebony White, PhD; LPC; NCC; ACS, Sailume Walo-Roberts, Masters Degree; LPC, Candice Crawford, Masters Degree; LMHC*

An increase in racial diversity of counselors in America has recently emerged, with 70% of counselors identifying as White/Non-Hispanic (DATAUSA, 2016). Therefore, it is likely that counseling students and new counselors of color will have white supervisors, and counseling supervisors and counselor educators of color will have supervisees and students who are white (Ratts, Singh, Butler, Nassar-McMillan, & Rafferty McCullough, 2016). Although the supervisory role holds power, race also holds power (Dyer, 1997). This presentation examines the power dynamics in cross-racial supervision and offers strategies to address the impact of multiple layers of power that exists in cross-racial supervision when the supervisor is white and when the supervisor belongs to a marginalized race.

3:30 - 4:20 PM | Columbia  
451 | *Education Session* | CE 1.00

### **The Pen and The Sword: Academic Writing Instruction for Master's Counseling Students**

*Kathleen Muirhead, Masters Degree; LPC (ID), Randall Astramovich, PhD; PhD; LPC*

Academic publications are often the main forms of communication and dissemination of knowledge within the counseling professions. Although counselor educators often receive training in writing research and conceptual works during their doctoral studies, master's-level counseling practitioners often do not receive the same level of instruction. Presenters will review results from initial studies of counseling writing workshops provided to master's counseling students and will discuss ways to help improve the academic writing skills of future scholar-practitioners within counseling.

3:30 - 4:20 PM | Cedar A  
452 | *Education Session* | CE 1.00

### **Curriculum Considerations Regarding the Development of Professional Identity for Counselors-in-Training**

*Kellie Camelford, PhD; LPC-S; NCC; NCSC, Krystal Vaughn, PhD; LPC-S; RPT-S; NCC*

Counselor educators are tasked with transforming lay persons into professional counselors. Ronnestad and Skovholt (2003) developed a counselor developmental model, which suggested six stages of counselor professional development, with the first three stages (the lay helper, beginning student, and advanced student) experienced by master's-level counseling students. The counselor developmental model provides a framework for

counselor educators to scaffold learning encounters to assist in the professional identity development of master's level students. Furthermore, professional identity occurs through the examination of intrapersonal and interpersonal experiences (Gibson, Dollarhide, & Moss, 2010). This presentation will discuss weaving professional development into course curriculum and consider adult learning strategies.

3:30 - 4:20 PM | Boren  
453 | *Education Session* | CE 1.00

### **Mental Health as a Baseline for Teaching Diagnosis: The Psychodynamic Diagnostic Manual 2 as a DSM 5 Alternative for Counselor Educators and Supervisors**

*Matthias Beier, PhD; LMHC (IN); Licensed Psychoanalyst (NY); DCMHS; Child and Adolescent Counseling, American Mental Health Counselors Association*

A new diagnostic resource is available to counselor educators which takes mental health as the baseline for teaching diagnosis and assessment. Traditional diagnosis of mental health problems is focused on assessing symptom clusters as defined by the DSM 5. The counseling profession, however, is distinguished by developmental, wellness/prevention and ecological perspectives on psychological distress. A focus on capacities and strengths of clients is central to these perspectives. Counselor educators can find an alternative to the DSM 5 in the Psychodynamic Diagnostic Manual 2, which takes as a starting point not pathology but mental health. The PDM 2 allows educators to train counselors to assess what is well and how to assist a person in restoring capacities that could not fully develop or were compromised under stress and trauma.

3:30 - 4:20 PM | Capitol Hill  
455 | *Education Session* | CE 1.00 | ⑥

### **Counseling Ethics Education: Using the Acculturation Model**

*Dan Li, PhD; NCC; LSC (K-12), Yang Ai, Masters Degree, Adam Stephens, PhD; NCC*

Counseling ethics is one of the eight common core areas that represent the foundational knowledge required of all entry-level and doctoral counseling programs. Counseling ethics is a complex discipline, which is more than the acquisition of ethical principles, codes of ethics, and standards of practice. To disentangle the complexity of ethics education, the presenters will use the acculturation model to conceptualize students' learning of counseling ethics, particularly international students who experience acculturation both within the U.S. culture in general and in the subculture of counseling ethics. A case study adapted from a true story will be processed during the presentation. Implications for counselor educators and supervisors with ethics education will be provided.

3:30 - 4:20 PM | Medina  
459 | Education Session | CE 1.00 | (E) (S)

### **Supervising Counselors as Coaches: Exploring the Ethical Dilemmas**

*Caroline Bertolet, PhD; LPC-R; NCC, Agatha Parks-Savage EdD; LPC; LPN, Eric Brown, PhD; LPC; NCC, Cory Gerwe, Masters Degree; LPC; NCC*

Many counselors today are starting to employ coaching techniques into their practice or utilize their counselor training to become coaches (life, wellness, leadership, etc). Counselors may deem themselves to be qualified coaches and vice-versa. This can lead to ethical violations such as failure to recognize the limitations of coaching and ensuring that clients understand it is not counseling. Supervision can play a critical role in helping supervisee's navigate their counselor/coaching identities and the ethical dilemmas that may arise. This presentation is going to review coaching and discuss the differences between coaching and counseling. Supervision considerations as well as possible ethical dilemmas supervisee's may encounter will be discussed.

3:30 - 4:20 PM | Jefferson B  
460 | Education Session | CE 1.00

### **Preparing Counselor Trainee's to Meet Student Preferences for Receiving College and Career Information**

*Laura Owen, PhD; NCC; NCSC, Tim Poynton, PhD; CSC (NY); Global Career Development Facilitator; Career Development Facilitator Instructor; Certified Career Counselor Educator; Certified Career Services Provider, Raeal Moore, PhD*

How helpful are people (e.g., school counselors, parents, peers) and media (e.g., Internet, print) in helping high school students think about postsecondary options? Who would high school students prefer to receive college and career information from, and how would they like to receive it (e.g., classroom presentations, one on one, email, text messages)? In this session, we will present the answers to these questions using data from a national study we conducted with over 2500 students. The importance of school counselor pre-service training programs and practical strategies based on the findings will be emphasized, and both quantitative and qualitative findings will be presented.

3:30 - 4:20 PM | University  
463 | Education Session | CE 1.00 | (E)

### **Goodness of Fit: A Unique Investigation into the Admissions and Interview Process of a Counselor Education Program to Prevent Remediation and Dismissal**

*Pedro Blanco, PhD; LPC-S; RPT-S; CHST, LaShondra Manning, PhD; LPC-S; NCC, Beck Munsey, PhD; LPC-S; NCC*

An essential role of the counselor educator is to serve as a gatekeeper to the profession to ensure professionalism among future counselors to protect the public from harm. However,

gate-keeping becomes much more difficult when care is not paid in selecting quality candidates and is done too quickly at the beginning of the admissions process. This presentation will outline philosophies of admissions, provide different methods to use for admissions and selection in programs, and provide an overview of empirical evidence that informs admissions processes. Specifically, this presentation will outline several unique features of a CACREP accredited counselor education program's use of the First Semester Review process that evaluates students on many components throughout their first semester enrolled in two foundational counseling courses.

3:30 - 4:20 PM | Metropolitan B  
428 | 50-Minute Roundtable | CE 1.00 | (E)

### **Counseling Students' Experiences in a Suicide Assessment Course: The Impact and Implications**

*Laura Gallo, PhD; LPC; NCC*

Participants will learn about Master's level counseling students' experiences participating in a semester long suicide prevention course. Discussion will revolve around 1) how to design a stand-alone suicide prevention course, 2) the four themes that emerged from a qualitative study examining students' experiences participating in the course, and 3) implications for counselor educators to consider when teaching a suicide prevention course. The presenters will discuss current research and best practices in how to teach suicide risk assessment, including the importance of role-playing and other experiential components. Themes such as: 1) Perspectives on counselors' role in suicide prevention, 2) Coming to terms with the complexity of suicide prevention, 3) Emerging self-efficacy, and 4) The use of experiential learning will be discussed.

3:30 - 4:20 PM | Metropolitan B  
426 | 50-Minute Roundtable | CE 1.00

### **Building Your Instructional Expertise: Five Axioms Every Doc Student Needs to Learn**

*Lisa Schulz, PhD; LPC; NCC; ACS, Cian Brown, Masters Degree; LPC; NCC; BCN*

Are you wondering if one didactic course in teaching is sufficient preparation for your role as a counselor educator? Consider joining a discussion examining five teaching related axioms that will enhance your confidence, help define your teaching philosophy, and ground your pedagogical and methodological decision-making. Counselor educators can spend more than half their time on teaching, yet doctoral-level training tends to focus predominantly on research. Teaching experiences are another major method of becoming marketable. Allow yourself to indulge in a creative collaboration related to becoming a highly effective counselor educator.

3:30 - 4:20 PM | Metropolitan B  
429 | 50-Minute Roundtable | CE 1.00

### **Courageous Advocacy: Aligning Your Calling with Student Needs**

*Christopher Townsend, PhD; LPC; LCAS; CCS; NCC*

This Round Table discussion will reveal the results of a study regarding the effectiveness of School Counselors work with African American boys who are over represented in special education services. Themes will provide systemic concerns within schools and provide implications for Counselor Educators who are preparing the next generation of school counselors. The dangers of "selective advocacy" will be addressed in the context of ensuring equitable education for all students. Selective advocacy was define as only addressing "safe" student problems that did not go against system practices or attitudes towards African American boys with disabilities.

3:30 - 4:20 PM | Metropolitan B  
430 | 50-Minute Roundtable | CE 1.00

### **Fostering a Sense of Community: Managing a CSI Chapter in the Online Environment**

*Theresa Kascsak, PhD; LPCS; NCC; RPT-S; LSC (NC),  
Carrie Rye, PhD, Becky Hartwig, MS*

This interactive discussion-based workshop will highlight the challenges and opportunities of a large Chi Sigma Iota Chapter on an online counselor education program. As more and more counselor education programs adopt the platform of online learning, fostering a sense of community with learners who desire to be part of an interconnected group is an important part of our commitment to promoting excellence in the profession of counseling. Be a part of the discussion as we share our best practices and lessons learned!

3:30 - 4:20 PM | Metropolitan B  
432 | 50-Minute Roundtable | CE 1.00

### **Identity, Identity, So Many Identities!: Using Creative Ways to Help Students/Supervisees to Understand Identity and Identity Development**

*Ben Willis, PhD; NCC; ACS*

This session features a discussion of many identity theories (including theories from Cass, Cross, Gilligan, Helms, & Marcia) and how they can be utilized in the classroom and supervision session. The presenter will start with a handout of various theories and focus more on how to creatively help students/supervisees to grasp and utilize the theories for themselves and their clients. Ideas will be elicited from the participants to help create a healthy and creative discussion on using identity theories in teaching and supervision. Come join in!

3:30 - 4:20 PM | Metropolitan B  
434 | 50-Minute Roundtable | CE 1.00 | **E**

### **The Hardest Balancing Act: Maintaining Wellness as a Counselor Educator-in-Training While Avoiding Professional Identity Burnout**

*Ashley Coombs, Masters Degree; LPC (PA); NCC; CAADC,  
Brittany Sager-Heinrichs, Masters Degree; LPC (PA)*

This session will focus on the inherent challenges associated with maintaining holistic wellness while pursuing a professional identity as a counselor educator-in-training. Through an examination of the transformational tasks associated with professional identity development (Dollarhide et al., 2013) and the Indivisible Self Model of Wellness (Myers & Sweeney, 2005), strategies for balancing wellness while also learning to become a counselor educator will be developed.

3:30 - 4:20 PM | Metropolitan B  
441 | 50-Minute Roundtable | CE 1.00 | **S**

### **Voices from the Field: Training Doctoral Students to Become Effective Supervisors**

*Anthony Vajda, PhD; NCC, Kristin Higgins, PhD; LPC-S*

Supervision is a key component for preparing counselor educators, however, we are often limited by our training models which focus on the supervision of MS level counseling students. While supervising counselors in training is a crucial skill needed in counselor education, it is also imperative that we focus on the unique aspects of supervising newly licensed counselors working in the field. Based on data gathered from licensed supervisors in the field, this presentation will highlight the most common issues faced by counselor supervisors working with newly licensed counselors. In addition, the discussion will focus on sound practices to resolve these issues as well as ways in which supervisors can continue their professional growth and development. Implications for the training of supervisors will also be explored.

3:30 - 4:20 PM | Metropolitan B  
443 | 50-Minute Roundtable | CE 1.00

### **Pop Culture and Counseling Theories: A Multicultural and Integrative Andragogical Approach**

*Shekila Melchior, PhD; NCC; Licensed School Counselor*

This presentation will discuss a multicultural and integrative andragogical approach to teaching counseling theories through the use of pop culture. The presenter will walk participants through the development of a theories course centered on the show, *How to Get Away With Murder's* central character, Annalise Keating. This course serves as an example of meeting CACREP Standards of Helping Relationships and Social & Cultural Diversity. This session will outline the development and implementation of the course through student-centered learning.



3:30 - 4:20 PM | Metropolitan B  
449 | 50-Minute Roundtable | CE 1.00 | ⑤

### **Faculty and Supervisors: Do You Know Your Essential Responsibilities as Gatekeepers?**

*Kyle Baldwin, EdD; LMHC; MAC; Clinical Sexologist; CCMHC; Qualified Supervisor, Leigh DeLorenzi, PhD; LMHC; NCC; Qualified Supervisor*

Gatekeeping is an ethical obligation to protect clients from harm and protect the integrity of the clinical professions. The actual process of gatekeeping may be challenging and stressful if faculty and supervisors do not understand their roles in the gatekeeping process. This education session will define gatekeeping, discuss the roles of faculty and supervisors as gatekeepers, and identify seven essential categories of gatekeeping activities for faculty and supervisors in training programs and/or clinical settings.

3:30 - 4:20 PM | Metropolitan B  
454 | 50-Minute Roundtable | CE 1.00 | ⑤

### **Increasing Self-Awareness in Supervisees to Help Improve Self-Evaluations and Promote Healthy Development of Counseling Skills**

*Dixie Powers, PhD; LPC (GA, AL); NCC*

Self-awareness plays an integral role in counselor development by allowing them to process events and situations through cognitive, emotive, and behavioral means. It is imperative that counselors in training develop this skill while they are supported in a supervisory relationship. Self-awareness ensure counselors are able to be mindful of their own wellness and monitor their reactions to their clients to promote positive outcomes. Using specific models of supervision, goal setting, and providing routine feedback, counselors in training may feel more confident with self-evaluation leading to professional growth.

3:30 - 4:20 PM | Metropolitan B  
456 | 50-Minute Roundtable | CE 1.00

### **Service Learning In Group Counseling: Addressing College Student Mental Health**

*Andrea Bjornestad, PhD; Ph.D.; LPC; NCC, Mims Grace, PhD*

Service learning is a form of experiential education that connects academic curriculum with community engagement. The purpose of the presentation is to describe a service learning project where graduate counseling students in a group counseling course facilitated psychoeducational groups with undergraduate college students. Upon completion of the groups, the undergraduate college students wrote a reflection paper with questions structured from the Objective, Reflective, Interpretive, Decisional (ORID) Model (Stanfield, 1997). Qualitative content analysis indicated that group participation provided universality while increasing self-efficacy, coping strategies, and confidence. Results and implications of the service learning project and qualitative study will be provided.

3:30 - 4:20 PM | Metropolitan B  
457 | 50-Minute Roundtable | CE 0.00

### **How to Gain Administrative Support for the Creation of a Counselor Education Doctoral Program**

*Tara Jungersen, PhD; LMHC; CCMHC; NCC; Qualified Supervisor for MHC & MFT (FL), Leslie Contos, MA; LCPC; NCC; CCMHC*

CES doctoral program creation requires navigation of complex systems of university administration, accreditation, funding, laws, facilities, infrastructure, and politics. Public and private universities have different requirements and levels of approval for new doctoral program development. Proposal of a CES doctoral program requires understanding of the university organizational chart, college and university history, the mission of the institution, the needs of the surrounding community, and the fiscal resources required for program development and implementation. This roundtable will discuss recommendations from the ACES Doctoral Programs Interest Network subcommittee Talking with Administrators' to gain support for doctoral program creation.

3:30 - 4:20 PM | Metropolitan B  
458 | 50-Minute Roundtable | CE 1.00

### **Work-Life Balance of Midcareer Faculty**

*David Hermon, PhD; LPC, Dana Levitt, PhD; LAC; NCC*

This roundtable will be a focused discussion on midcareer counselor educators. Research on faculty careers often focus on the early stages and late stages of the professorate. The pretenure and years immediately following tenure decisions represent a period of how past and future choices define careers going forward. This session will discuss the experiences of midcareer faculty with a focus on the need for faculty mentoring, balancing multiple roles, managing expectations, and recommendations for counselor education programs preparing students for careers in academe.

3:30 - 4:20 PM | Metropolitan B  
461 | 50-Minute Roundtable | CE 1.00

### **Preparing Preservice School Counselors to Serve Students with Disabilities**

*Emily Goodman-Scott, PhD; LPC (VA); credentialed/licensed school counselor (VA); NCC; NCSC; ACS, Amy Milsom, EdD; LPC and LPC-S (SC); K-12 school counselor (SC); NCC*

School counselors are charged with serving K-12 students with disabilities, an underserved population often facing a myriad of educational challenges. School counselors across several studies have described feeling unprepared to serve students with disabilities, and preservice counselor education programs specific to school counseling have historically provided inconsistent and/or inadequate preparation in this area. Attend this roundtable to learn about various empirically-based strategies for teaching preservice school counselors to serve students with disabilities. Discussions related to where and how to incorporate disability-related content will be addressed, and participants will have the opportunity to share strategies they have found successful.

3:30 - 4:20 PM | Metropolitan B  
462 | 50-Minute Roundtable | CE 1.00

### **Therapists' Competence in Clinically Evaluating Couples Plagued By Sex Addiction: Implications for Counselor Educators & Supervisors**

*Simona Niculaes, Masters Degree; LPC; LMFT; CSAT; NCC*

Therapists around the world are witnessing a rapid increase in the number of clients whose presenting problem is addiction to pornographic material, or the discovery of cybersex behaviors. As counselor educators, it is imperative that we prepare future therapists for the reality of the pornography addiction epidemic. The literature pertaining to the treatment implications of cybersex addiction is scarce. The objective of this roundtable is to address the gaps in counselor training in regard to this issue and to bring attention the need for the development of competency standards among clinicians vis-à-vis assessing couples plagued by cybersex addiction. We will explore how academia can better prepare counseling students for the complexities and challenges of working with this issue.

3:30 - 4:20 PM | Metropolitan B  
464 | 50-Minute Roundtable | CE 1.00

### **An Exploration of the Experiences of Individuals with Visual Impairments in Counselor Education and Supervision Doctoral Programs: Implications for Counselor Educators**

*Michael Weatherford, Masters Degree; M.Ed; LPC; NCC*

The counselor education and supervision doctoral program is a complex intertwining of academic, social, and professional experiences. The doctoral program trains students in the different roles of a counselor educator through these different

experiences. The question is if doctoral students with visual impairments are gaining adequate experiences in these three areas in order to learn the necessary skills to be effective counselor educators.

This question suggest a need for an evaluation of current experiences and a more culturally-aware program to be implemented. Through an interactive, discussion-driven presentation, the current experiences of individuals with visual impairments in counselor education will be assessed and strategies for enhancing the learning environment for this population will be explored.

3:30 - 4:20 PM | Metropolitan B  
465 | 50-Minute Roundtable | CE 1.00

### **Supporting School Counselors' Implementation of the ASCA National Model**

*Bridget Asempapa, PhD; LPSC; LPC, Nicole Pearson*

The ASCA National Model promotes school counselors' development and implementation of comprehensive school counseling programs. Studies that have addressed professional school counselors' views about the ASCA National Model are split when it comes to the fidelity of implementing the model. Some school counselors have resorted to selective use of the ASCA components. Moreover, based on anecdotal experiences of counselor educators, it appears that some counselor trainees have similar sentiments about the model's implementation. The attendees will discuss challenges associated with implementing the model, and explore potential strategies counselor educators and supervisors can use to foster enthusiasm related to the implementation of the ASCA model.

3:30 - 4:20 PM | Metropolitan B  
466 | 50-Minute Roundtable | CE 1.00

### **Mental Health and Online Social Media Fandom: Perceived Psychological Well-Being and Applications for Counselor Educators**

*Kathryn Van Asselt, PhD; LPC, Chrisha Anderson, Masters Degree; LPCC*

What is it about science fiction shows like Supernatural or Doctor Who, that captivate and compel people to create online social media fandoms? What is a fandom? What do people get from spending time in online social media venues? This presentation provides the qualitative results of rigorous research illuminating the perceived psychological well-being of fandoms and the adults that participate in online social media forums. Outcomes discussed include: A non-judgmental fandom culture, the positive impact on relationships, mental health benefits, fandom as coping, and the impact of negative experiences. Informed through this research-based presentation attendees will be able to apply this presentation to their own disciplines allowing them to be more effective and to build stronger alliances with their students and clients.

3:30 - 4:50 PM | Ravenna B/C  
435 | 80-Minute Panel Discussion | CE 1.50 | ⑤

### **The Remediation and Gatekeeping Continuum: from On-Ground to Online**

*Jason King, PhD; NCC; CCMHC; ACS; LCMHC-S, Candace McLain, EdD; LPC; ACS; BC-TMH, Kelly Dunbar-Davison, PhD; LPC-S; NCC; BC-TMH; Certified School Counselor PK-12, Jennifer Gess, PhD; MHMC (WA); LCPC (ID)*

Student remediation and gatekeeping are key responsibilities for Counselor Educator Supervisors (CES). As counselors-in-training progress through the phases of assessment, CES guide, support, evaluate, and deliberately act to ensure CITs are fit for the counseling profession. Systemic support and process policy are essential for performing remediation and gatekeeping tasks that adhere to ACA ethical standards and ACES best practices. Using both research and first-hand experience, this panel presentation covers the knowledge base and skills required to successfully perform student remediation and gatekeeping practices. The presenters will share insights from lessons learned over their collective decades of experience.

3:30 - 4:50 PM | Ravenna A  
444 | 80-Minute Panel Discussion | CE 1.50

### **School-Based Mental Health Counseling for Urban Youth: Exploring the Need and Assessing the Challenges to Access**

*Patrice Bounds, PhD; LPC(MI); LCPC (IL); NCC, Mashone Parker-Wright, PhD; LMHC (ID); NCC, Dena High-Rogers, EdD, Maranda Griffin, PhD*

Approximately 20-25% of children and adolescents in the U.S. are affected by mental health issues. However, urban youth who are raised in low-income areas tend to report more increased incidences of emotional, behavioral, and substance use disorders than individuals who are not subjected to poverty. For ethnic minorities, they are less likely to seek mental health services for their children, are more likely to be misdiagnosed, and are faced with the scarcity of mental health resources available to them within their respective communities. The purpose of this program is to explore the need for intensive mental health counseling within urban schools. A panel of mental health professionals will discuss their experiences, challenges, and success stories in providing school-based mental health counseling to youth in under-served communities.

3:30 - 5:20 PM | Willow A  
439 | CE 0.00

### **CACREP: New Team Chair Training (Invitation Only)**

4:30 - 5:20 PM | Issaquah B  
467 | Education Session | CE 1.00

### **A Dual Purpose: Using Eportfolios to Engage Learners and Measure CACREP Outcomes**

*Kelly Smith, PhD; LPC; NCC; ACS, Allison Cumming-McCann, PhD*

ePortfolios help students learn how to organize their thoughts, manage their pursuit of information, synthesize information from multiple perspectives and sources, and apply their knowledge outside the classroom. Session attendees will be able to identify what an ePortfolio is and learn best practices to promote engaged learning in counselor educator classrooms to demonstrate CACREP outcomes. Attendees will view a model of a successful ePortfolio assignment implementation and receive an example rubric that will guide evaluation of engaged learning practices. The final part of the session will guide attendees through developing their own rubric for use in their classes.

4:30 - 5:20 PM | Jefferson A  
468 | Education Session | CE 1.00 | ⑤

### **Clinical Supervision: Develop an Intentional and Innovative Supervision Practice**

*Kent Provost, PhD; LPC (OR), Mary Rodgers, MS*

Whether a seasoned or novice supervisor, this presentation is designed to help you further improve your supervision abilities. For seasoned supervisors, you will be able to anchor your current practices with an intentional, innovative, and integrated supervisory model. If you are a novice, you will explore how to transcend your clinical skills into the supervision work. This presentation presents an unique and integrated supervision model composed of Bernard and Goodyear's (2014) Discrimination Model, Stoltenberg and McNeill's (2010) Integrated Developmental Model, and Hollowoy's (1995) Systemic Approach to Supervision model. Regardless of your supervising experience, this workshop will increase your effectiveness in promoting your supervisee's abilities, a responsibility of great importance as a gatekeeper of your profession.

4:30 - 5:20 PM | Aspen  
469 | Education Session | CE 1.00

### **Preparedness to Counsel the Bereaved: Results from the Field**

*Jillian Blueford, Masters Degree; NCC*

Although grief is a shared experience that many will encounter and likely process numerous times throughout their lives, some choose to seek services from a professional counselor when their grief becomes problematic or disruptive to their daily functioning. This presentation will cover the results from a study on the experiences of professional counselors who have engaged with clients grieving the death of another individual. The findings from this research study provide insight into counselor preparedness and how educators can enhance current training models.

4:30 - 5:20 PM | Leschi  
470 | Education Session | CE 1.00

### **Similarities and Differences in the Performance of Professional Counselors and Counselors in Training: Effectiveness, Efficiency, and Drop out Rates**

*Dogukan Ulupinar, Masters Degree; LPC (PA); NCC, Carlos Zalaquett, PhD, So Rin Kim, K. Lynn Pierce, Masters Degree*

This presentation will highlight the findings of a quantitative study regarding therapist effect based on archival data from a college counseling center. The study assesses whether there are significant differences in the therapeutic effectiveness, therapeutic efficiency, and early dropout rates between professional counselors and counselors-in-training, and how these three indicators of therapeutic success correlate with one another. Implications for counselors, supervisors, and counselor educators will be discussed.

4:30 - 5:20 PM | Willow B  
471 | Education Session | CE 1.00 | (E)

### **Suicide Postvention and Resilience: Rebuilding Counselors and Clients Following a Loss to Suicide**

*Mary Bartlett, PhD; PhD; LPC-CS; NCC; CFLE, Donna Sheperis, PhD; PhD; LPC; NCC; ACS; CCMHC*

Support service actions that are taken after a suicide has occurred to help family, friends, coworkers, or others cope with the loss is referred to as postvention. Postvention work is an integral part of the suicide prevention cycle, yet in the interest of time, counselor educators and supervisors tend to focus on training students in the prevention and intervention of suicide, leaving the postvention phase uncovered. Counselors who are often deeply impacted by the loss of a client suicide require postvention education and support as well as immediate family and friends. Understanding the phase of postvention, the ethical implications, and intervention strategies that can be used to re/build resiliency in survivors are critical to ensuring best practice with this population.

4:30 - 5:20 PM | Columbia  
472 | Education Session | CE 1.00 | (S)

### **Trauma-Informed Supervision for beginning Counselors: Experiences of Expert Supervisors**

*L DiAnne Borders, PhD; LPC; NCC; ACS, Madeleine G. Morris, Masters Degree; LPCA; NCC; Certified Clinical Trauma Professional*

Trauma is ubiquitous in today's world, so that even beginning counselors likely will encounter clients with a trauma history, regardless of setting. Unfortunately, few novices are adequately prepared for trauma work and may lack clinical supervisors trained in trauma-informed supervision (TIS). Given the complexities of trauma work and novices' often emotional responses to it, TIS necessarily requires supervisors' "reflection-in-action" as they continuously consider priorities, make choices, and re-evaluate their course of action. Findings from

a qualitative study of expert supervisors – those with training in both supervision and trauma work – will be presented, with a focus on key considerations of the supervisors' in-session thought processes and decision-making that can inform training of new supervisors.

4:30 - 5:20 PM | Ballard  
473 | Education Session | CE 1.00

### **Enhancing Student Learning, Engagement, and Skill Development: Concrete Skills and Techniques for Integrative Hybrid Counseling Course Design**

*Ashley Branson, PhD; LPC, J. Scott Branson, PhD; LPC; NCC, Richard Powell, MA*

This session begins with an introduction to integrated, backward course design during which the presenters review: 1. Developing learning objectives that are congruent with CACREP Standards. 2. Designing engaging means to evaluate students' mastery of learning objectives 3. Constructing hybrid, online, and in person learning experiences that support students in mastering learning objectives. The presenters will provide real world examples based on their extensive personal experiences with hybrid course design, while integrating literature on pedagogy and integrative course design. Attendees will apply learning in session by writing a measurable learning outcome and designing an activity that can be used to provide students in a hybrid course with the background that they need to demonstrate their mastery of the learning objective.

4:30 - 5:20 PM | Medina  
474 | Education Session | CE 1.00

### **Diversifying Study Abroad In Counselor Education: Integrating Relational Cultural Theory as a Framework for International Immersion Experiences**

*Janee' Avent Harris, PhD; NCC; LPCA; ACS, Syntia Santos Dietz, PhD; NCC, Loni Crumb, PhD; LPCS; NCC*

This presentation will focus on the integration of RCT as a framework to diversify study abroad experiences in counselor education. The presenters, three pre-tenured women of color, will share first-hand experiences of how their diverse cultural identities and faculty status impacted the study abroad planning and implementation process, with a focus on recruiting and retaining students from underrepresented and historically marginalized populations with no or minimal international education experiences. Session presenters will discuss specific strategies including ways to increase scholarship throughout the study abroad process and steps to design a cost-efficient program that is accessible to students from various backgrounds.

4:30 - 5:20 PM | Redwood B  
475 | Education Session | CE 1.00

### **Teaching Counselors to be Kink-Aware: BDSM, Kink, and Ethical Non-Monogamy as forms of Diversity**

*Mary Kate Reese, PhD; LPC (GA); CPCS (GA)*

Are you helping your counseling students and supervisees to become kink-aware counselors? These topics are important from both an ethical perspective as well as a diversity framework. Come learn about alternative lifestyle terminology and behaviors that may occur between consenting adults, including sexual variations (e.g. kink, BDSM) & relationship variations (e.g. ethical non-monogamy such as swinging and polyamory). Join us in discussing ways to incorporate information and activities into counseling classes related to working with individuals from alternative or kink lifestyles, existing research on individuals involved in alternative lifestyles, & the educational resources available on these topics.

4:30 - 5:20 PM | Cedar B  
476 | Education Session | CE 1.00

### **How Multiracial Individuals Are Addressed in Diversity Courses In Counselor Master's Degree Programs**

*Patrick Murphy, PhD; NCC; LPC-MHSP*

People who identify as Multiracial are a growing population in the United States and they now account for up to 10% of all new births. While inclusion of Multiracial Individuals has expanded over the years, there is still a tendency for Multiracial Individuals to be under-represented, misidentified, or ignored as a population. Thus, there is a need to train counselors to work with this population as part of education programs. This session will report on the findings of a mixed methods content analysis of the syllabi, textbooks, and supplemental readings from Social and Cultural Diversity courses of CACREP accredited counseling Master's degree programs. This includes to what degree Multiracial populations are addressed in these programs and what themes are covered.

4:30 - 5:20 PM | Cedar A  
477 | Education Session | CE 1.00 | (S)

### **Strategies for Supervising and Teaching Military-Affiliated Counselors**

*Seth Hayden, PhD; LPC (NC, VA); NCC; CCMHC; ACS; CCCE, Megan Numbers, Masters Degree; LPC; NCC; RPT*

Counselors working with military-affiliated clients and students encounter a unique constellation of concerns. Cultural competence and awareness of these concerns are imperative to effectively supporting this population. Counselor educators and supervisors have an important role in the professional development of counselors who serve military service members, veterans, and their families. This presentation will contain information on strategies for teaching and supervising counselors who work with this population. Relevant research and resources will be discussed.

4:30 - 5:20 PM | Capitol Hill  
478 | Education Session | CE 1.00

### **The Dreaded Research Class: Engaging Students in Applied Research and Fostering The Scientist-Practitioner Identity**

*Veronica Johnson, EdD; LCPC; NCC, Kimberly Parrow, Masters Degree; LCPC; NCC, Sara Polanchek, EdD*

Research is typically the most dreaded and feared class in a Masters student's educational program. This presentation will introduce a strategy for engaging students in applied research that involves analysis of data collected from students in an undergraduate course on healthy relationships. MA students counsel these same undergraduate students as part of their Practicum experience. Through this process, MA students are able to bridge the gap between research and practice by connecting the results of the data to their actual counseling practice. Through the process, students learn about an instrument, understand how it is used, select an appropriate statistic, and present their results and conclusions. Teaching a research class is an exciting endeavor, especially when the students get excited about learning!

4:30 - 5:20 PM | University  
479 | Education Session | CE 1.00

### **Cross-Gender Feminist Mentorship: Challenging Male Privilege and Traditional Masculinity**

*Erin Hagen, Masters Degree; M.Ed.; LPCC-S, Jessica Danielson, PhD; Ph.D.; LPCC; NCC*

Toxic masculinity, or traditional masculinity, is a media sensation in current society. Men commit 90% of homicides and are 3.5 times more likely than women to commit suicide (Pappas, 2018). What does this mean for our society and ultimately for the future of Counselor Education? This presentation will provide an overview of a recent qualitative study on the dynamics of cross-gender feminist mentoring in Counselor Education as well the implications on traditional masculinity, specifically male power and privilege, in Counselor Education training. Presenters will integrate a multitude of learning modalities during the presentation including PowerPoint, handouts, and group discussion.

4:30 - 5:20 PM | Issaquah A  
480 | *Education Session* | CE 1.00

### **Walking-the-Walk: Preparing Future School Counselors for Social Justice Advocacy in Schools**

*Kathleen Grant, PhD; LAC; NCC*

School Counselors can play critical roles in K-12 schools to bring about systems' change. However, school counselors may experience a dissonance between the training they receive in graduate school and the complex real-world challenges of social justice advocacy work in practice. This presentation will provide a brief overview of the social justice challenges in schools, specifically focusing on how oppression, institutional racism, privilege, power, and implicit bias influence educational outcomes in schools. We will discuss concrete strategies for implementing the Multicultural and Social Justice Counseling Competencies into existing counselor-training programs to bolster and enhance students' ability to engage in social justice advocacy in schools. Specific methods for increasing advocacy self-efficacy in students will be discussed.

4:30 - 5:20 PM | Seneca  
481 | *Education Session* | CE 1.00

### **Teaching LGBTQ+ Social Justice Issues and Advocacy Strategies in Counselor Education**

*Michael Chaney, PhD; LPC; NCC; ACS, Michael Brubaker, PhD; NCC; LICDC-CS*

Though efforts have brought increased awareness to LGBTQ+ social justice and advocacy, more needs to be done as evidenced by continued psychological, interpersonal, and physical consequences associated with living in a heterosexist/transphobic society. Although LGBTQ+ people are twice as likely than heterosexuals to seek counseling, research suggests counselors receive inadequate training and feel unprepared to work with and advocate on behalf of LGBTQ+ clients. To minimize this gap in counselor preparedness, this program explores LGBTQ+ social justice concerns (etymology and discourse, employment discrimination, hate crimes/interpersonal violence, and international concerns) and associated advocacy strategies, and provides concrete instructional tools for counselor educators to integrate this knowledge into counselor training.

4:30 - 5:20 PM | Jefferson B  
482 | *Education Session* | CE 1.00 | 

### **Salient Sociocultural Identities in Clinical Supervision**

*Connie Jones, PhD; LPCA; LCAS; NCC; ACS, Ryan Cook, PhD; LPC; ACS, Laura Welfare, PhD; LPC; NCC; ACS*

The presenters will review the findings from their recent empirical study of post-master's practicing counselors that examined identity salience in the supervisory relationship. The study explored whether participants who identify with an underrepresented, minoritized, or marginalized identity(ies) selected that identity as being most prominent in the

supervisory relationship. Attendees will gain insight into the salience of sociocultural identities in the clinical supervisory relationship. Additionally information is presented on why the supervisor's use of cultural humility is vital in the supervisory relationship in order to effectively support a supervisee's salient intersecting identities. Implications for supervisees, supervisors, and counselor educators will be discussed.

4:30 - 5:20 PM | Virginia  
483 | *Education Session* | CE 1.00

### **Bringing the Interpersonal Back to Groups: Helping Students Experience Interpersonal Curative Factors in Group Counseling**

*Andrew Felton, PhD; LPC; RPT; ADS, Deb Smith, PhD; LPC*

Group therapy is often an underutilized form of effective treatment in the counseling field. It seems that when groups are incorporated into treatment, the groups rely heavily on didactic methods and lose sight on the importance of interpersonal dynamics of and within the group. Lack of proper education around interpersonal dynamics may be the culprit for the lack of groups being implemented in treatment and the overuse of psychoeducation in the groups that do exist. In this presentation, attendees will have the chance to learn, discuss, and explore pedagogical methods for on campus and online group therapy courses that emphasize the importance of and ability to incorporate interpersonal dynamics.

4:30 - 5:20 PM | Juniper  
484 | *Education Session* | CE 1.00

### **The Role of Rapport: A Mixed Methods Exploration of the Impact of the Instructor-Student Relationship on Development of Counselor Identity and Student Motivation**

*Jessica Nelson, PhD; MFT; TFCBT, Claude Louis, Masters Degree*

While the significance of rapport between students and instructors is well documented in higher education in general, little is known as to what role rapport plays in the development of identification with the role of counselor. This 50-minute education session will address this dearth in the literature by presenting results of a mixed-method pretest-posttest study exploring the impact of the instructor-student relationship on the development of counselor identity and student motivation. Attendees will review constructs of counselor identity and student motivation, examine the impact of the instructor-student relationship on development of counselor identity across specialty areas, and gain evidence-based strategies for building a working alliance with students.

4:30 - 5:20 PM | Greenwood  
485 | *Education Session* | CE 1.00

**Providing a Trauma Sensitive Curriculum:  
Advancements, Challenges, and Lessons Learned**

*Jeanne Felter, PhD; LPC, Stephen DiDonato, PhD; NCC; LPC, Nicole Johnson, PhD; LPC; CAADC; CCDP-D*

There is a growing need for trauma competencies in counseling curricula. Presenters have developed and implemented a 60-credit trauma counseling curriculum that blends racial/cultural literacy training and a strong social justice lens with the Sanctuary Model, a theory-based model of organizational change. The resulting program provides support for the health, safety, and clinical growth of students in the classroom and practice settings, while simultaneously educating students to become trauma sensitive practitioners. Presenters will review recommended proficiencies for trauma-competent training, and through vignettes based on real teaching and supervisory experiences, they will discuss the contextual frameworks that serve to promote safety and support for students impacted by the oftentimes difficult content and clinical experiences.

4:30 - 5:20 PM | Boren  
486 | *Education Session* | CE 1.00

**Process Addictions: A Missing Piece of Counselor Education**

*Amanda Giordano, PhD; LPC; NCC*

Along with substances, naturally rewarding behaviors can become addictive for certain individuals. Process addictions (also called behavioral addictions) include Internet gaming addiction, sex addiction, social media addiction, gambling addiction, food addiction, work addiction, exercise addiction, and non-suicidal self-injury. Counselor educators can best prepare competent clinicians by including content related to process addictions into their counselor education programs. This program provides foundational knowledge pertaining to process addictions and an example of a course developed specifically for increasing students' competence and empathy regarding clients with behavioral addictions.

4:30 - 5:20 PM | Chelan  
*Meeting* | CE 0.00

**12-Step Meeting**

This is an open, semi-structured group forum for those experiencing addiction and/or working on recovery. This group is designed for ACES conference attendees; it is a space to seek support during the conference for all things related to your experience with recovery and addictive tendencies. All are welcome to attend.

4:30 - 5:20 PM | Chelan  
*Meeting* | CE 0.00

**ACES Treasurer Training**

4:30 - 5:20 PM | ACES Suite  
*Meeting* | CE 0.00

**Clinical Mental Health Interest Network**

4:30 - 5:20 PM | Redwood A  
*Meeting* | CE 0.00

**NARACES Regional Leadership Meeting**

5:30 - 6:30 PM | Aspen  
*Reception* | CE 0.00

**Kent State Reception**

5:30 - 6:30 PM | Aspen  
*Reception* | CE 0.00

**Penn State Reception**

5:30 - 6:30 PM | Willow A  
*Meeting* | CE 0.00

**NARACES Regional Business Meeting**

5:30 - 6:30 PM | Ballard  
*Meeting* | CE 0.00

**NCACES Regional Business Meeting**

5:30 - 6:30 PM | Redwood B  
*Meeting* | CE 0.00

**RMACES Regional Business Meeting**

5:30 - 6:30 PM | Willow B  
*Meeting* | CE 0.00

**SACES Regional Business Meeting**

5:30 - 6:30 PM | Redwood A  
*Meeting* | CE 0.00

**WACES Regional Business Meeting**

6:30 - 8:30 PM | Grand C/D  
*Reception* | CE 0.00

**ACES & CACREP Sponsored Reception**

# SATURDAY | OCTOBER 12, 2019

## SESSION HIGHLIGHTS

7:00 am - 5:00 pm | Second Floor Lobby  
**Registration**

8:00 am - 4:00 pm | Grand A/B  
**Exhibit Hall**

8:00 - 8:50 am | Willow A  
*HPSO Sponsored Session*

### **Test Your Liability IQ: Top Malpractice Claims & Board Actions against Counselor**

*Jennifer Flynn, John P. Duggan*

More than \$14.7 million was paid for professional liability claims on behalf of counselors during the most recent 5-year analysis. The data suggests the distribution of closed claims has more than doubled as compared to the previous dataset. This presentation will summarize findings from the new HPSO/CNA counselor claim report highlighting top areas of loss and discuss actual counselor claims in an interactive manner to identify whether the involved counselor managed risks properly. Attendees will learn the leading allegations made against counselors in malpractice lawsuits and Board complaints, define the costs to defend counselors in malpractice lawsuits and Board complaints, and identify risk control strategies counselors can incorporate into their practice to protect the well-being of clients and minimize liability risk.

9:00 am - 12:00 pm & 2:00 - 4:00 pm | Fremont  
**Meditation Room**

9:00 am - 12:00 pm & 2:00 - 4:00 pm | Kirkland  
**Wellness Area**

10:00 - 11:30 am | Eagle Boardroom  
**Graduate Student Lounge hosted by NARACES**

11:00 - 11:50 am | Chelan  
**12 Step Meeting**

This is an open, semi-structured group forum for those experiencing addiction and/or working on recovery. This group is designed for ACES conference attendees; it is a space to seek support during the conference for all things related to your experience with recovery and addictive tendencies. All are welcome to attend.

12:00 - 2:00 pm | Grand C/D  
**ACES Awards Luncheon**

2:00 - 2:50 pm | Chelan  
**Friends of the Children - Seattle**

We call our professional mentors "Friends" because it isn't just a job. They are forming meaningful relationships with our youth that last for years.

This could look like:

- Helping a child's math skills by counting successful free throws
- Helping a child find constructive outlets for stress and frustration
- Advocating for a special education service at a child's middle school
- Being the consistent adult in a child's life as they move from placement to placement in the foster care system

Often, the Friend is the only person the family calls when a crisis occurs.

4:30 - 5:30 pm | Jefferson A  
**ACES Women's Retreat Reunion (open to all)**

Please join ACES Women's Retreat participants, past and present, for an reunion. Join us from 4:30-5:30PM, Saturday in (location) to reconnect and visit with friends and colleagues and celebrate the history of the Women's Retreat.

5:30 - 10:00 pm | Jefferson A  
**ACES Women's Retreat (Requires pre-registration)**



**SESSION TYPE:** (S) Supervision (E) Ethics

8:00 - 8:50 AM | Diamond B  
Meeting | CE 0.00

### ACES Membership Committee

8:00 - 8:50 AM | ACES Suite  
Meeting | CE 0.00

### Advocacy Interest Network

8:00 - 4:00 PM | Grand Ballroom A & B  
CE 0.00

### Exhibit Hall Saturday

8:00 AM - 4:20 PM | Diamond A/Chelan  
Career Link | CE 0.00

### Career Link/University Job Talks

8:00 - 8:50 AM | Cedar A  
487 | Education Session | CE 1.00 | (S)

### An Examination of Acculturation and Supervisory Working Alliance in Supervision Dyads with People of Color

*Keisha Rogers, PhD; LPC; LCAS; CRC, Stacie Robertson, PhD; CRC, Chandra Carey, PhD; CRC, Charisma Bass, BS, Brianna Vineyard, BS*

Acculturation refers to how minority populations relate to the dominant culture. More specifically, acculturation is the ability to function within the dominant culture while maintaining the language, behaviors and values of one's own culture (Flaskerud, 2007). Clinical supervision is an essential component for the preparation of new counselors (Bernard & Goodyear, 2009). Little information exists examining deficits within the supervisory relationship among Persons of Color. This presentation will provide findings from a study that examined the impact of acculturation on the working alliance in clinical supervision dyads with People of Color.

8:00 - 8:50 AM | Seneca  
488 | Education Session | CE 1.00 | (S)

### Dear White People: We Judge Us too!

*Tiffany Hairston, PhD; LPCC-S; Licensed Independent Chemical Dependency Counselor-Clinical Supervision; NCC, La Tasha Sullivan, Masters Degree; LPCC*

The goals of this presentation are to introduce colorism to attendees, understand the difference in intraracial and interracial colorism, encourage self-exploration of one's own experiences of colorism received and perpetrated, present how colorism affects counselor education students, and offer ways

to infuse colorism into the pedagogy where multiculturalism currently exists. The inclusion of colorism within the classroom will help increase the multicultural knowledge and competence of students. Attendees will leave the session with a broader and deeper understanding of the constructs of colorism and why it is necessary to address this form of discrimination within a multicultural conversation where counselor educators and students are able to become more knowledgeable and multiculturally competent.

8:00 - 8:50 AM | Redwood B  
489 | Education Session | CE 1.00

### Integrate Trauma Education Into Counselor Training: What Can Counselor Educators and Supervisors Do?

*Pei-Hsuan Liu, Masters Degree; LPC; NCC; CCTP, Latoya Haynes-Thoby, Masters Degree; NCC, Ying Yang, PhD; NCC, Jennifer Hanna, M.Ed.; NCC*

Due to the high prevalence of trauma exposure, counselors in all specialties are likely to work with clients with histories of trauma. Therefore, counselor educators and supervisors need to prepare counselor-trainees to work with clients with trauma-related issues. In this presentation, the presenters will help attendants learn the impact of trauma and why it is important to integrate trauma education in counseling graduate program. The presenters will also provide suggestions and recommendations of how counselor educators and supervisors can integrate trauma education in counseling program curricula and clinical supervision.

8:00 - 8:50 AM | Cedar B  
490 | Education Session | CE 1.00

### Using a Visioning Process in Preparing a CACREP Self-Study: Implications for Counselor Education

*Lindsey Fullmer, PhD; CRC; NCC, Kate Glynn, PhD; Rehabilitation Counselor Education, Michael D'Andrea, EdD; Counselor Education and Supervision, John Roland, PhD; HS-BCP, Allison Cumming-McCann, PhD, Kelly Smith, PhD*

Attendees will learn practical ways that visioning processes can be infused into counselor education programs when faculty members are engaged in preparing a Self-Study for possible CACREP accreditation. Attendees will gain knowledge of a visioning process; how it can foster a greater level of positive connections among faculty members involved in preparing a CACREP Self Study; describing other positive outcomes from the presenters' processes; and an understanding of how this process can be used in counselor education programs. Unique aspects of this presentation include outlining how the visioning process resulted in consensual agreement and increased connection/unification of faculty members in multiple counseling emphases (mental health, rehabilitation, and school counseling programs) across regional counseling programs.

8:00 - 8:50 AM | Willow A  
491 | Education Session | CE 1.00

### **HPSO Sponsored Session-Test Your Liability IQ: Top Malpractice Claims & Board Actions Against Counselors**

*Jennifer Flynn, BA; CPHRM; Risk Manager, Healthcare Providers Service Organization, John Duggan, MA; EdD; LPC; LCPC*

More than \$14.7 million was paid for professional liability claims on behalf of counselors during the most recent 5-year analysis. The data suggests the distribution of closed claims has more than doubled as compared to the previous dataset. This presentation will summarize findings from the new HPSO/CNA counselor claim report highlighting top areas of loss and discuss actual counselor claims in an interactive manner to identify whether the involved counselor managed risks properly. Attendees will learn the leading allegations made against counselors in malpractice lawsuits and Board complaints, define the costs to defend counselors in malpractice lawsuits and Board complaints, and identify risk control strategies counselors can incorporate into their practice to protect the well-being of clients and minimize liability risk.

8:00 - 8:50 AM | Issaquah B  
492 | Education Session | CE 1.00 | (S)

### **The Clarification of Unique Group Facilitation Skills: An Interactive Tool for Clinical Supervisors and Supervisees**

*Heather Thompson, PhD, Melodie Frick, PhD; LPC-S, Russ Curtis, PhD; LPC*

The Council for Accreditation of Counseling and Related Educational Programs [CACREP] (2016) recognizes the advantages of group work and requires that counseling students facilitate groups. It also requires that students receive clinical supervision on their group counseling skills during practicum or internship. For clinical supervisors to be effective, they must have an appreciation for counseling skills that are unique to group work. We will briefly clarify essential group facilitation skills and provide a collaborative tool to help clinical supervisors assess and discuss group facilitation competencies. We will also discuss ways to use this tool to enhance supervisee understanding of group counseling.

8:00 - 8:50 AM | Columbia  
493 | Education Session | CE 1.00

### **Improving Graduate Level Writing: Practical Tips**

*Ola Bamgbose, PhD; PhD; NCC; LPC; IL-PEL-SC, Carrie Merino, PhD; PhD; LPC*

Frustration, confusion, stress, are just some of the emotions experienced by counselor educators as they confront the realities of student writing in their courses. Scholarship on graduate level writing confirm that many students enter

graduate programs ill-equipped for the writing they will be required to do. For counselors in training, there is an additional ethical mandate that requires good clinical and scholarly writing. In this session, presenters and other counselor educators will discuss common writing concerns and needs of graduate counselors in training. Participants will learn about one program's integration of writing workshops into a foundation counseling course, including the organization, curriculum, outcomes, and lessons learned. Finally, participants will create a list of ideas to integrate into their programs.

8:00 - 8:50 AM | Willow B  
495 | Education Session | CE 1.00

### **Teaching Essentials for Addressing the Opioid Epidemic**

*Dana Ripley, Masters Degree; LPC (VA), Justin Jordan, Masters Degree; LPC (VA); CSAC (VA)*

As rates of lethal overdose continue to rise, the Opioid Epidemic remains a top priority in teaching addictions curriculum to counselors-in-training. This presentation will help educators and supervisors implement skills for promoting compassion for clients with opioid use disorder, as well as identifying essential knowledge new counselors must have about this nationwide crisis. Presenters will examine activities and topics for preparing students to address these addictions in communities and schools, including recommendations for teaching this topic and research about best counseling practices.

8:00 - 8:50 AM | University  
496 | Education Session | CE 1.00

### **By and By: Examining the Impact of Student Evaluations on Black Faculty**

*Monica Boyd-Layne, PhD; LCPC, Benton Johnson II, PhD; LCPC; LMHC; NCC; CCMHC; BC-TMH; CBTHP; DT/E*

This exciting presentation will expound on the dynamics of student evaluations about Faculty of Color (FOC). Anecdotal experiences and current scholarship about challenges concerning FOC on Predominantly White Institutions (PWI) will be explored. Utilizing discussion, multimedia, and activities, the lively discussion will illuminate the poignant experiences of FOC. During the experiential presentation, participants will identify barriers to wellness; consider the negative impact of student feedback forms/evaluations; and the overall relationships between students and FOC.

8:00 - 8:50 AM | Aspen  
497 | Education Session | CE 1.00

### **Affirming Gender Diverse Competence: A Counselor's Perspective**

*Veronica Kirkland, PhD; LCPC; Approved Supervisor*

The goal of this presentation is to educate, elucidate, and encourage growth in the counseling profession by affirming counselor competence in gender diversity and providing counselors, educators and supervisors with practical, research-based strategies to infuse affirmative practices with gender diverse clients. The presenter will provide a history of counseling with the gender diverse community and the trajectory for professional growth. The presenter will also share the outcomes of new research that illuminates the counselor's voice regarding the need for change in counselor training and education to better prepare counselors to serve gender diverse clients.

8:00 - 8:50 AM | Virginia  
498 | Education Session | CE 1.00 | (E)

### **Track Specific Dispositional Assessment: An Exploration of the Benefits**

*Tricia Woodliff, PhD; CPC (NV); ACS; NCC*

Assessment of key professional dispositions is a requirement for CACREP accredited counselor education programs (CACREP, 2016). Most assessment tools use dispositions identified for general counseling. However, counseling programs are track specific, and research suggests that counselors who specifically work with children may benefit from unique dispositions (Woodliff, 2018). This presentation will explore recent findings as well as discuss the implications for track specific dispositional assessment.

8:00 - 8:50 AM | Boren  
500 | Education Session | CE 1.00

### **Does the Open Journal-Exchange Improve the Benefit of Experiential Growth Groups for Counseling Students?**

*Seungbin Oh, PhD; LPC; NCC, Yvette Saliba, PhD, Michelle Mitchell, PhD, Laura Rendon-Finnell, Masters Degree, Nayoung Kim, Masters Degree*

This presentation investigated the effect of journal exchange in counselor education experiential growth groups. Outcome measures included change in group cohesion over time and rate of group cohesion change after controlling for level of goal attainment. Counseling students were assigned to either treatment (i.e., journal sharing; n = 38) or control groups (i.e., non-journal sharing; n = 24). The control groups that did not share journals showed a significantly faster growth of the group cohesion than journal sharing groups. Implications for future research and counselor educators are presented.

8:00 - 8:50 AM | Medina  
501 | Education Session | CE 1.00 | (E)

### **A Developmental Model for Ethics Training for Mental Health Counselors: What, When, and How**

*Jori Berger-Greenstein, PhD; Licensed Clinical Psychologist, Claire Couch, Masters Degree; NA (LMHC license-eligible)*

Most mental health counseling programs offer one Ethics course for students in their first year of training, although they often lack the skills needed to understand application of content. We will present the Developmental Model for Ethics Training for Mental Health Counselors. Stage I focuses on the basic rules of ethical decision-making. Stage II focuses on application of content within a Positive Ethics framework, focused on aspirational ideals, at the end of students' training. Topics are covered with significantly more depth, integration, and critical thinking. Ethics is infused throughout training and supervision; students begin to recognize the limitations of Codes and statutes, and to think about how approaches to ethical care are affected by diversity and context. Students move away from "when/how should I" toward "How can I".

8:00 - 8:50 AM | Juniper  
503 | Education Session | CE 1.00 | (E)

### **Reimagining the Admission Process of CACREP Accredited Programs**

*Jessica Brown, PhD; LAC; LPC; LADC, Taryn Akgul, EdD; LPC; LAC; LADC, Ken Messina, PhD; LPC*

The Council for Accreditation of Counseling and Related Educational Programs (2016) has identified three areas to consider when selecting individuals for a master's level counseling program. These areas include academic aptitude, career goals, and the ability to form interpersonal relationships. This presentation will focus on how programs can refine their admission process to highlight these areas, determine program fit of applicants, increase student success, and reduce the need for gatekeeping. The presenters will discuss the activities they utilize during the group interview process to assess prospective students in these three areas as well as assess students' openness to diversity, ability to work with clients from a diverse background, and potential for leadership.

8:00 - 8:50 AM | Jefferson B  
504 | Education Session | CE 1.00 | ⑤

### **Creating Resilient Professionals: Fostering Self-Awareness in Supervisees During Client Interactions**

*Tessa Hastings, Masters Degree; LPC-S; RPT-S,  
Lindsay Webster, PhD, Eric Dafoe, PhD*

This presentation will draw upon Interpersonal Neurobiology (IPNB) concepts to address the ways counselor educators and supervisors (CE/S) can help supervisees build awareness and understanding of the dynamics of emotional regulation and dysregulation that are inherent in the counselor-client relationship. Working from a foundational pedagogy based in IPNB, the presenters will compliment this framework with specific tools and skills that CE/S can implement with supervisees.

8:00 - 8:50 AM | Ballard  
506 | Education Session | CE 1.00

### **Mind The Gap: The Absence of Education and Supervision Related to Working with Family Systems Impacted by Trauma**

*Niko Wilson, Masters Degree; MS; LMHC; NCC; CCTP,  
Bethany Russell, Masters Degree; MA; NCC; CCLS, Laura  
Rendon Finnell, Masters Degree; MS; LMHC; NCC; CCMHC;  
RPT, Sandi Tabet, PhD, Jessica Tintzman, M.Ed.; Ed.S*

In light of an increase in natural disasters, a continued opioid epidemic, the silent abuse in power of human trafficking, and our growing knowledge of the long-term impact trauma has on individuals through the ACE study, counselors are encountering many families who are needing support (De Bellis & Zisk, 2014). Despite the ever growing awareness of trauma, the presence of direct education and supervision is limited within counseling programs nationwide. Counselor educators must consider the advancements in the understanding of neurobiology, the continued growth of evidenced based practices when working with survivors of trauma, and students' clinical development regarding best practice for families who have survived trauma (Solomon & Heide, 2005).

8:00 - 8:50 AM | Leschi  
507 | Education Session | CE 1.00

### **Multicultural Incompetence: Understanding the Curse of Willie Lynch in Black America and How This Affects Your Classroom and Counseling Sessions**

*Tezonja Morgan, PhD; LPC (MI); LPC (CO), NCC; ACS*

Multicultural competency is defined as being able to establish a therapeutic relationship and move through the counseling process from the cultural lens of the client (Sue, Arrendondo & Sue & Sue, 2007). Unfortunately, the cultural lens of Black America has been avoided, ignored, minimized, or forgotten.

Being seen, but not understood has been encapsulated in Black DNA since slavery. Historically, Black culture became nonexistent the day they were taken captive. Since then, the Black community has been in an identity crisis. This deep-seated battle is credited to Willie Lynch and his powerful letter that still has a stronghold on the Black community. Counselors should be intentional about learning about the psychological, emotional, and spiritual battle within the Black community and it starts with a breakdown of the Willie Lynch letter.

8:00 - 8:50 AM | Greenwood  
508 | Education Session | CE 1.00

### **Leadership In Counseling: Preparing Doctoral Students for the Challenges of Leadership Roles in the Counseling Profession**

*Wayne Handley, Masters Degree*

There is an expectation that doctoral programs in counselor education and supervision provide perspective for future counselors to take leadership positions in the counseling profession (West, Bubenzer, Osborn, Paez, & Desmond, 2006). It is incumbent upon doctoral programs to provide opportunities for personal and professional growth in the CACREP mandated criteria of leadership yet leadership tends to be the underappreciated and underprioritized in doctoral programs. It is the expectation of the presenter in this program that a call to action can be stirred to increase the awareness, need, and purpose of enhanced leadership training in doctoral programs in counselor education and supervision.

8:00 - 8:50 AM | Grand Ballroom C & D  
548 | 50-Minute Roundtable | CE 1.00

### **Counseling Student Impairment and Required Programmatic Counseling**

*Bethany Adams, Masters Degree; MA; LPC (CO); ACS,  
Amanda Pruit, Masters Degree; LPC (TX)*

Given the imperative to support counseling student wellness, understanding the state of wellness is a pressing issue. In this session the presenters will discuss the results of a quantitative study of current graduate counseling students. Presenters will review findings which include counseling student mental health status and the comparison of programs requiring programmatic counseling and those that do not. Presenters will explore implications for the counselor education and supervision field. Examination of the general status of counseling student impairment and mediating factors may serve to inform and improve counseling program approaches to addressing student needs.

8:00 - 8:50 AM | Grand Ballroom C & D  
553 | 50-Minute Roundtable | CE 1.00

### **Teaching Group Counseling: Making the Most of Your Limited Time**

*Rachel Vannatta, PhD; NCC; LCPC (MD)*

Most master's programs offer one group counseling course where the expectation is that students learn about group development, group theory, and group leadership skills. Meeting all of these objectives while also providing an experiential component where students participate as group members results in a number of challenges for the instructor. Come discuss frequently used teaching strategies for group counseling classes and share your strategies for making the most of your group counseling class time.

8:00 - 8:50 AM | Grand Ballroom C & D  
555 | 50-Minute Roundtable | CE 1.00

### **The Role of The School Counselor in Facilitating Post-Traumatic Growth - Implications for Counselor Educators**

*Vasti Holstun, PhD; LPC; LSC; NCC; NCSC*

Recent statistics show that approximately 25% of children experience some sort of traumatic event before the age of 4. There is also a lot of evidence showing that an increasing number of students deal with suicidal ideation which in turn impacts their academic performance and behavior. Additionally, there is correlational evidence linking exposure to trauma with emotional and behavioral issues in a school setting, as well as increased suicidal ideation and lack of resiliency. School counselors are increasingly expected to support mental health issues in the school setting, and often they are the only mental health professionals who will be accessed by these students. As such, it is important for counselor education programs to equip future school counselors with the skills necessary to support students in post-traumatic growth.

8:00 - 8:50 AM | Grand Ballroom C & D  
556 | 50-Minute Roundtable | CE 1.00

### **When Web Searching Is Your only Mentor: A Discussion and Exploration of Doctoral Student Experiences with and without Mentorship**

*Brandon Keene-Orton, Masters Degree; LLPC; Prepare/Enrich, Aja Burks, MS*

The purpose of this program is to engage in dialogue about experiences with and without mentoring relationships, navigate mentoring opportunities, and discover gaps in the counseling literature regarding mentorship. Boswell, Wilson, Stark, and Onwuegbuzie (2015) reported that 96% of

their counseling trainee participants received benefits from mentorships but also suggested possible harm if mentorship does not occur or was a negative experience. No research, however, has been conducted in counseling investigating a lack of mentorship relationships. Through a case study, participant discussions, handouts, and experimental/active learning, the presenter begin to further investigate mentorship relationship experiences to begin narrowing and comprehending the research gap.

8:00 - 8:50 AM | Grand Ballroom C & D  
557 | 50-Minute Roundtable | CE 1.00

### **Where Do I Begin? Teaching Advanced Techniques to Counselors-In-Training**

*Bailey MacLeod, PhD; LPC*

The goal of an advanced techniques course is to promote counseling trainees' further development of theory-based skills, client conceptualization, and professional development. Counselor educators are challenged to develop a curriculum that spans a variety of theories and techniques without compromising depth and client specificity. Challenges include avoiding the "one-size-fits-all" approach to techniques, balancing knowledge and practice, choosing textbooks, reviewing theories in greater depth, and fostering students' self-reflection and lifelong learning. Through discussion and sharing of individual experiences teaching this course, counselor educators will be able to better articulate their goals for the course, gain ideas on how to structure the course based on students' needs, and develop creative approaches to teaching the course.

8:00 - 8:50 AM | Grand Ballroom C & D  
559 | 50-Minute Roundtable | CE 1.00

### **Counseling Immigrant and Refugee Populations Course**

*Dana Isawi, PhD; NCC*

This session will focus on discussing the pedagogical approach to teaching a course on "Counseling Immigrant and Refugee Populations". The course is designed for students interested in serving the increasing number of immigrants, refugees and asylum seekers. The course will address the multifaceted issues related to migration, integration, multicultural issues, culturally sensitive counseling approaches, as well as ethical and professional issues in working with immigrants and refugees within a multicultural framework. Additionally, the course will address resilience and self-concept development. Participants will be presented with an overview of topics necessary to be included in the course, pedagogical approaches and teaching techniques.

8:00 - 8:50 AM | Grand Ballroom C & D  
560 | 50-Minute Roundtable | CE 1.00

**LGBTQ+ Clients: Increasing Competency and Reducing Bias Among Counseling Students Through Queer Pedagogy**

*Stephanie Drcar, PhD, Marissa Patsey, Masters Degree; LPC*

LGBTQ+ individuals experience disproportionately higher rates of psychological concerns compared to non-LGBTQ+ individuals and inadequate care from health care professionals, including counselors, represent a barrier to wellness. The Multicultural and Social Justice Counseling Competencies (MSJCC) highlight that counselor education programs must provide training that prepares students for working with all groups, including LGBTQ+ populations. The current presentation will discuss a dedicated course on 'Counseling LGBTQ+ Clients' as well as the results of an original research study that evaluated the impact of the course on student attitudes, competencies, and biases toward LGBTQ+ clients in comparison to other courses. Presenters will discuss the theoretical and pedagogical methods undertaken in the course using a critical, queer lens.

8:00 - 8:50 AM | Grand Ballroom C & D  
565 | 50-Minute Roundtable | CE 0.00

**Transitioning to the Professoriate: Unspoken Expectations, What You Didn't Learn in Your Doc Program**

*Kassie Terrell, PhD; LPC; NCC*

In many ways, CACREP accredited programs prepare students for a successful transition to the profession of counselor education. However, there are many nuances of teaching, research, and service that often don't get covered in doc programs. These gaps in training programs, coupled with employer's expectations of proficiency, make the transition for new professors difficult to navigate. This session will discuss strategies for bridging the gap between training programs and expectations of new professors.

8:00 - 8:50 AM | Grand Ballroom C & D  
566 | 50-Minute Roundtable | CE 1.00

**Knowledge about HIV Transmission and Prevention Among Counselors: New Understandings and Research Findings**

*Joseph Campbell, PhD; LMHC; ACS; CCMHC; NCC, Zachary Pietrantonio, PhD*

Advancements in medical research since the discovery of human immunodeficiency virus (HIV), regarding transmission and prevention, has implications for counselors, clients, and training. The profession needs continued education about HIV

transmission and understand changes in the prevention of HIV to effectively educate and train counselors and provide services to clients. This survey study explored what counselors know about HIV transmission and prevention and where they received that knowledge. Join this presentation to discuss, learn, and reflect on knowledge related to HIV transmission and prevention, gain strategies and resources and for the classroom and supervision, and discuss the findings of the study.

8:00 - 8:50 AM | Grand Ballroom C & D  
567 | 50-Minute Roundtable | CE 1.00 | ⑤

**An Approach to Supervision of Millennials & Gen-Zs Through Practicum and Internship**

*Jessica Tyler, PhD; LPC-S; NCC, Shanel Robinson, Masters Degree; APC; NCC; CCMHC*

Research has continued to produce findings that reveal social media has a significant impact on the way students interact in everyday life (Anderson & Rainie, 2010). There has been little examination on how these effects of social media can impact supervision. Through the use of the existential supervision model, mindfulness, and authenticity building strategies, supervisors can overcome challenges and gain more understanding of the needs of these students (Gerhardt, 2016). This presentation will provide considerations for Millennial & Gen-Z counselors-in-training, ensuring progress in the development of skills, and modifications that can be made based on an evaluation of student cognitive processes.

8:00 - 8:50 AM | Grand Ballroom C & D  
568 | 50-Minute Roundtable | CE 1.00

**The Implementation of Diversity and Social Justice Framework in a Graduate Counselor Education Program: Change Through Dialogue**

*Monica Darcy, PhD; LMHC; NCC; ACS, Prachi Kene, PhD; Licensed Psychologist; ACS*

Underrepresentation of minority students in graduate-level mental health counseling programs has implications for students from minority and majority cultures as well as faculty, staff, and community. Guided by current competencies in counselor education and multicultural and social justice in addition to best practice in clinical settings, we instituted numerous changes to our Clinical Mental Health Counseling program. These changes were designed to embed perspectives of culturally responsive practices across the entire curriculum. We focused on views of students and faculty members about power and privilege, deconstructing deficit views of diverse groups, and appreciating the intersection between culture and mental well-being.

8:00 - 8:50 AM | Grand Ballroom C & D  
571 | 50-Minute Roundtable | CE 1.00 | (S)

### **Microaggressions, Racial Battle Fatigue, and Countertransference/Transference with Black Supervisees**

*Teysha Bowser, Masters Degree; Pre-K-12 School Counselor License (NM)*

The purpose of this presentation is to conceptualize and discuss the potential impact of Racial Battle Fatigue (RBF) on Black supervisees, and how this may influence experiences of countertransference and transference in supervision.

8:00 - 8:50 AM | Grand Ballroom C & D  
572 | 50-Minute Roundtable | CE 1.00 | (S)

### **Honoring the Cross Cultural Supervision Relationship with Courageous Conversations**

*Rhonda Norman, EdD; LPCC-S; LICDC; LSW; FCD Instructor; CSP, William O'Connell, EdD; LMHC*

The responsibility to cultivate a supervisory relationship supportive of cross cultural conversations rests with the supervisor (Bernard & Goodyear, 2014). Supervisors have the responsibility to "make the first move" when addressing cross cultural issues in the supervisory dyad, rather than waiting for a misunderstanding to occur (Estrada, D., Frame, M. & Williams, C.B., 2004; Peters, et al., 2011; Sue & Sue, 2014). In addition, competently addressing multicultural issues in supervision assists with developing a strong supervision working alliance within the dyad (Crockett & Hays, 2015; Ladany, 2004). Therefore, supervisors would benefit from being prepared to engage in courageous conversations that will honor the cross cultural supervision relationship. Courageous considerations include Black Lives Matter, DACA, Transgender Community.

8:00 - 8:50 AM | Grand Ballroom C & D  
574 | 50-Minute Roundtable | CE 1.00

### **Positive Sexual Identity Development and Career Decision-Making Self-Efficacy in Bisexual and Lesbian/Gay College Students**

*Hansori Jang, PhD, Hongryun Woo, PhD; NCC*

The purpose of this study was to explore the serial mediating effects of self-compassion and social support on the relationship between positive sexual identity and career decision-making self-efficacy among lesbian, gay and bisexual (LGB) college students. A total of 222 LGB (109 of bisexuals and 113 of lesbian/gay) students participated in the study. Results supported the mediating roles of self-compassion and

social support. Specifically, self-compassion and social support sequentially mediated the relationship between positive sexual identity and career decision-making self-efficacy, and the pattern in the sequence was different between bisexual and LG groups. Implications for counselor educators and future research are discussed.

8:00 - 8:50 AM | Grand Ballroom C & D  
577 | 50-Minute Roundtable | CE 1.00

### **Strategies for School Counseling Practicum Course Facilitation**

*Nancy Chae, Masters Degree; LCPC (Maryland); NCC; NCSC, Adrienne Backer, MA, Leila Warraich, MS*

This session will share strategies for planning, teaching, and evaluating a school counseling practicum course for Master's level school counseling students. The session will discuss course planning and teaching strategies utilized to enhance student engagement in the course while also promoting students' development of competencies for school counseling practice. Participants are also welcomed and invited to share diverse experiences and methods of facilitating practicum courses at their respective institutions. This will contribute to a collaborative and interactive session and learning experience that includes resource sharing as well as reflections of meaningful course facilitation practices or activities.

8:00 - 8:50 AM | Grand Ballroom C & D  
578 | 50-Minute Roundtable | CE 1.00

### **"It Just Got Real!": Strategies for Developing Professional Functioning in Students Transitioning to Internship**

*Rhonda Ladd, PhD; LPC, Elisabeth Suarez, PhD; LPC; ACS; NCC*

"Things just got real!" Students describe the transition from practicum to internship as a wake up call to having real clients with real diagnoses, new responsibilities, and expectations connected with being the primary therapist. Supervisors need to better understand students' process, bringing support and guidance into a new level of professional functioning. Using the Integrative Developmental Model (IDM), supervisors will be encouraged to use creative strategies to help students grow in the 8 domains identified by IDM (i.e. Intervention Skills Competence, Assessment Techniques, Client conceptualization, Individual Differences, Theoretical Orientation, Treatment Plans and Goals, Professional Ethics). Addressing each domain elevates the student's self-efficacy and competency. Reflective and experiential activities will be shared.

8:00 - 8:50 AM | Grand Ballroom C & D  
583 | 50-Minute Roundtable | CE 1.00 | 

### **Using Supervision to Promote Personal Growth and Awareness in Supervisees**

*Lori Schelske, Masters Degree; LMFT (OR), Registered Supervisor*

Many activities are utilized in counselor education to promote personal growth and awareness in counseling students. Supervision is one activity that can be used to achieve this. Although several models of supervision describe this aspect of supervision, there is a lack of research focus and training about this process. This presenter focuses on this aspect in her supervision practice as well as in her dissertation. During this session, I will share information from the literature about using supervision to promote personal growth, self-awareness and relational awareness. I also will facilitate a discussion to understand participants' perspectives and experiences relating to using supervision to promote personal growth and awareness in supervisees.

8:00 - 8:50 AM | Grand Ballroom C & D  
584 | 50-Minute Roundtable | CE 1.00

### **Student involvement in Research: A Discussion of Barriers and Strategies**

*Anthony Suarez, PhD; LPC, Mandy Morrill, EdD; LMHC; NCC*

Scholarly output is a standard professional expectation for most tenure-track counselor educators. Additionally, many institutions view the involvement of graduate students in research as an essential component of the guidelines for tenure and promotion. For those counselor educators who teach exclusively in master's-level programs, student involvement may be a challenging proposition due to a number of barriers that exist at the student and program levels (Gerig, 2012). The goal of this roundtable presentation is to discuss these barriers, as well as to share tips to increase student interest in research from the literature and the presenters' own experiences. Lastly, presenters will encourage program attendees to share their own challenges and strategies related to student involvement in research and other scholarship activities.

8:00 - 8:50 AM | Grand Ballroom C & D  
596 | 50-Minute Roundtable | CE 1.00

### **Teaching Mindfulness Using Virtual Reality in Counselor Education**

*Abby Dougherty, PhD; NCC; LPC*

This discussion-based presentation will explore the viability of virtual reality (VR) as a tool to teach mindfulness meditation to counselors-in-training. The presenters will provide reviews

of mindfulness/meditation VR software applications and share video clips and images seen through the eyes of student VR users in several different mindfulness VR applications. Attendees will also have the opportunity to try out mindfulness in VR using different types of VR head-mounted displays. Technical specifications, pros, and cons of using VR in the classroom, and limitations will be explored.

8:00 - 8:50 AM | Jefferson  
499 | 50-Minute Career Focused Session | CE 0.00

### **Nailed It!: The Art of Crushing the Skype Interview**

*Leann Morgan, PhD; LPC; CCCE*

The counselor education job search process can be overwhelming and, at times, unpredictable. In this session, the presenter will provide an overview of a typical counselor education faculty search process with an emphasis on "virtual interviewing" as a mechanism for launching your career. Armed with practical tips and tools for success, participants will walk away with a better understanding of best practices and things to avoid when interviewing remotely. A must-attend session for anyone new to the process, or seasoned faculty looking to refresh their interviewing skills before making a job change.

8:00 - 9:20 AM | Willow A  
494 | 80-Minute Panel Discussion | CE 1.50

### **Seeking the Sakhu: Lift Every Voice**

*Malik Raheem, EdD; LCPC; NCC; ACS, Kimberly A. Hart, PhD; LCPC; NCC; ACS, Jenelle Pitt, PhD, Mustafa Moyenda, EdD, Clewiston Challenger, PhD, Tanisha Guy, PhD*

For over thirty years, multicultural counseling and social justice principles have been emphasized in our curriculum. However, as a profession, counselor educators are still struggling to address, understand, resolve many of our implicit biases. Race still remains the forbidden taboo. Research has shown themes of counselor education departments lack addressing issues with students of African Descent. Counselor Education faculty of African Descent usually have extra pressure that other faculty do not have to address. Many talented counselor education faculty of African Descent experience departments that are unwelcoming and unsupportive. This presentation will discuss a model that address the issues of retention, success of counselor education faculty and students of African Descent.



8:00 - 9:20 AM | Issaquah A  
502 | 80-Minute Panel Discussion | CE 1.50

### **Conversations on Race: Working toward a Racially and Ethnically Safe Counseling Program Climate**

*Michael Hannon, PhD; NCC, Muninder K. Ahluwalia, PhD, Angela Sheely-Moore, PhD, Jasmine Santiago, M.Ed*

Research has documented how cultural norms in higher education can be unwelcoming, discouraging, and even oppressive for students and faculty of color (Whitfield-Harris & Lockhart 2016; Wingfield, & Wingfield, 2014). Conversations on Race (COR) was initiated by faculty in a counseling program in 2016, in response to the country's broader socio-political climate. The goal of COR was to provide a platform for the counseling program community to discuss how they were making sense of their community's climate and the societal climate more broadly, with a central focus on race. Join them to discuss COR's successes and challenges, and potentially broader implications for counselor preparation programs.

8:45 - 9:15 AM | Second Floor Window Area  
509 | 30-Minute Poster Presentation | CE 0.00

### **Incarceration: Re-Humanizing a De-Humanized Population**

*Meara McMains, Masters Degree*

This poster presentation examines the experience of incarceration from perspectives of grief and loss; navigating social and hierarchical structures; and aspects contributing to preparedness, pathways, and barriers to re-entry. Moreover, mental health concerns, and currently utilized self-development programing will be explored.

8:45 - 9:15 AM | Second Floor Window Area  
510 | 30-Minute Poster Presentation | CE 0.00

### **Poetic Representation: Voices of Conservative Christian Mothers of Lesbigay Children**

*Shannon Williams, PhD; LPC-S; CSC*

This session will showcase four poetic representations of qualitative research data that were collected for a study that examined the experiences of conservative Christian mothers following a child's lesbigay identity disclosure. Two of the poetic representations of data constitute research poems, which are constructed solely with participants' exact words from interviews. The other two poetic representations of data are interpretive poems that follow formal poetic structures and that convey the researcher's, as well as the participants', understandings of the studied phenomena.

8:45 - 9:15 AM | Second Floor Window Area  
511 | 30-Minute Poster Presentation | CE 0.00

### **Pre-Tenured Minoritized Faculty In CES Programs: An Investigation of Stress, Well-being, and Resilience on Career Development and Satisfaction**

*Jonique Childs, PhD; NCC; Multicultural Education & Cultural Competency*

This presentation explores pre-tenure minoritized CES faculty members wellbeing for career development and wellness. Through exploration, the presenters will examine the barriers and challenges reported in the literature within the pre-tenure process (Griffin, Bennett, & Harris, 2013; O'Meara, Bennett, & Neibaus, 2016) and how minoritized faculty members engage in resistance and wellness strategies (Casado Pérez, 2018; Casado Pérez & Carney, 2018; Jones, Hwang, & Bustamante, 2015). To promote physical, mental, and spiritual practices of wellbeing for resiliency during the pre-tenure process, exploration of practical wellness strategies and approaches to assist with navigating the pre-tenure process and promoting self-care as a minority faculty member will be analyzed.

8:45 - 9:15 AM | Second Floor Window Area  
512 | 30-Minute Poster Presentation | CE 0.00

### **Wellness as Predictor of Athletic Trainer Beliefs about Mental Illness: Clinical and Educational Implications and Opportunities for Counselor Education and Athletic Training Faculty**

*Daniel Kissinger, PhD; LIMHP; CPC, Ashley Blount, PhD, Adam Rosen, PhD*

Athletic trainers (AT) are charged with the prevention and care of athletic injuries. While direct psychological care is outside the AT's scope of practice (Neile et al., 2013), the ethical mandate of certified athletic trainers requires them to respect, advocate for, and provide competent care specific to the current and long-term health and wellbeing of all patients (NATA, 2016). However, AT work long hours in athletic environments that often harbor negative stereotypes of mental illness. Using original research, this presentation explores relationships between AT wellness and their beliefs on mental illness and outlines opportunities for enhancing AT wellness and beliefs about mental illness through collaboration between counselor education and athletic training faculty.

8:45 - 9:15 AM | Second Floor Window Area  
513 | 30-Minute Poster Presentation | CE 0.00

**What You Do Says a Lot about You: Asking About Hobbies for Counseling Programs' Applicant Screening**

*Morgan Clapham, Masters Degree; NCC, Hope Schuermann, PhD; LPC*

Imagine sitting down with students during the applicant interview process and discussing what they enjoy doing with their free time, if they have any hobbies, and how they chose such activities. What if that conversation could help counselor educators make admission decisions based on personality traits as well as academic performance? By looking at the hobbies that applicants are passionate about, we have a window into their personality. Through a case example, we aim to begin a new, creative discussion on admission procedures.

8:45 - 9:15 AM | Second Floor Window Area  
514 | 30-Minute Poster Presentation | CE 0.00

**School Counselors & Stem Career Development Program Delivery: Implications for Counselor Education**

*Christopher Belser, PhD; NCC, Diandra Prescod, PhD, Lauren Clark, MS*

In this session, presenters will discuss preliminary findings of a national survey of school counselors regarding their attitudes and delivery of STEM career development programming. The presentation will include information about the instruments used and methodology, including descriptive findings and results from a partial least squares structural equation model. Presenters will also share implications for school counselor preparation and professional development, including training gaps and opportunities for counselor educators.

8:45 - 9:15 AM | Second Floor Window Area  
515 | 30-Minute Poster Presentation | CE 0.00

**Managing Negative Countertransference Utilizing an Integrative Counselor Mindfulness Training for Counselors Working with Children Exhibiting Externalized behaviors**

*Jessie Guest, Masters Degree; LPC; NCC; RPT; QS*

The purpose of this poster is to examine the research findings of a dissertation study utilizing a Single-Case Research Design investigating the effect of an integrative counselor training, combining mindfulness practices and theoretical components of relating to children, on reducing negative countertransference for counselors working with children exhibiting externalized behaviors in session. The poster outlines the rigorous Single-Case Research methodology conducted in a naturalistic and professional setting within the counseling field. Results of the influence and effectiveness of an integrative counselor training in reducing negative countertransference among counselors towards their clients is reported.

8:45 - 9:15 AM | Second Floor Window Area  
517 | 30-Minute Poster Presentation | CE 0.00

**An Investigation of the Impact of a Supervision Intervention on Secondary Traumatic Stress Responses Among Counselors Treating Child Survivors of Sexual Abuse**

*Brooke Wymer, Masters Degree; LISW-CP/S*

This study measured the impact of an affective check-in supervision intervention on secondary traumatic stress responses among counselors treating child survivors of sexual abuse. A multiple baseline across participants single case research design methodology was utilized to isolate the impact of the manipulation of the independent variable on the dependent variable across participants over three baseline and intervention phases. The presenter will provide the results of the study based on visual analysis of the data, along with implications for counselor educators, supervisors, and researchers.

8:45 - 9:15 AM | Second Floor Window Area  
518 | 30-Minute Poster Presentation | CE 0.00

**Supervising School Based Mental Health Counselors: Unique Aspects and Possible Solutions**

*Blake Sandusky, PhD; LMFT; LPC*

The presenter will discuss unique characteristics of school-based mental health counseling and specify areas of focus for supervisors with school-based mental health supervisees. Additionally, specific strategies for supervising school-based mental health counselors will be offered.

8:45 - 9:15 AM | Second Floor Window Area  
520 | 30-Minute Poster Presentation | CE 0.00

**Use of the Highly Sensitive Person Scale in Counselor Education and Supervision**

*Heather Smith, PhD; PhD; LPC-MHSP; NCC; RD; LDN*

Highly sensitive students, counselor educators, and supervisors unite! Twenty percent of the human population was born with the temperament of sensory processing sensitivity (SPS; also known as the Highly Sensitive Person; HSP). Knowledge of the characteristics of this temperament can equip and empower the HSP with specific self-care strategies. This presentation reports a psychometric synthesis of the research that was conducted for over 20 years using the Highly Sensitive Person Scale (HSPS) and what is known about the temperament of sensory processing sensitivity (not to be confused with "sensory processing disorder"). The HSPS was found to be psychometrically appropriate for screening and has implications for supporting a wellness approach for working with counseling students.

8:45 - 9:15 AM | Second Floor Window Area  
521 | 30-Minute Poster Presentation | CE 0.00

### **Culturally Responsive Supervision Practices of University Supervisors**

*Helena Stevens, PhD; LPC; LPC; pupil personnel service credential, Christian Chan, PhD; NCC*

The internship and fieldwork experiences have the ability to impact an intern's self-efficacy and competence. Students of color frequently experience supervision that is not culturally responsive and as a consequence suffer both professionally and personally. The university supervisor is tasked with the job to either mediate, mitigate, inform, educate, or intervene with the site supervisor when issues arise in which the intern needs support, due to a lack of culturally responsive practices. This session will combine scholarly work and results from a study on the practices and strategies employed by University level supervisors in counselor education programs, who work with culturally diverse interns in order to provide learning and strategies for practical applications in the supervision work being done.

8:45 - 9:15 AM | Second Floor Window Area  
522 | 30-Minute Poster Presentation | CE 0.00

### **An Exploratory Mixed Methods Study of Counselors' Perceptions about Social Class and Socioeconomic Status**

*Jennifer Cook, PhD; LPC; NCC; ACS; Lee Za Ong, PhD; LPC; CRC, Olga Zavgorodnya, Masters Degree; LPC*

Social class and socioeconomic status (SES) are under-researched and underexplored identities in the counseling profession. We conducted a mixed methods study (N = 159) to explore how counselors understand social class and SES to gauge what counselors know about these constructs to develop educational, supervisory, and clinical recommendations. We present our study findings and make recommendations for how counselor educators and supervisors can increase students' social class and SES knowledge and awareness.

8:45 - 9:15 AM | Second Floor Window Area  
524 | 30-Minute Poster Presentation | CE 0.00

### **Fostering Student Empathy: A Comparison Between On-Line and Face-to-Face Course Delivery**

*Kristina DePue, PhD; PhD; NCC, Caitlyn Bennett, PhD; LPC; LMHC; NCC, Bryce Hagedorn, PhD; LMHC (FL); NCC, MAC, S. Tyler Oberheim, PhD; LMHC (FL)*

Students often find it challenging to express empathy for clients who struggle with addictions, which can impact their ability to facilitate a positive therapeutic alliance. As such, many

addiction counseling courses utilize experiential components designed to help students connect with their clients' realities. In order to identify the most effective delivery method for fostering empathy, we compared online to face-to-face learning environments. Using a quasi-experimental design, this three year study measured personal growth factors for counseling students in CACREP-accredited addiction courses. Results and implications for counselor education will be discussed.

9:00 - 9:50 PM | ACES Suite  
Meeting | CE 0.00

### **Doctoral Programs Interest Network**

9:00 - 12:00 PM | Fremont  
CE 0.00

### **Meditation Room**

9:00 - 12:00 PM | Kirkland  
CE 0.00

### **Wellness Area**

9:00 - 9:50 AM | Greenwood  
525 | Education Session | CE 1.00

### **Can You Hear Me Now? Exploring Deafhood in Counselor Education**

*Renée Howells, PhD; Ph.D.; NCC; LPC (ID), David Kleist, PhD*

While research on minority student experiences is a continued effort, counselor educators have seldom addressed or explored student experiences concerning ableism, disability, or d/Deafness (Hanks & Hill, 2015; Woo, Goo, & Lee, 2016). Students who identify as d/Deaf have not been explicitly recognized as a cultural minority population within the counseling literature, despite research evidencing marginalization in education (Foster & Kinuthia, 2003; Lane et al., 1996). This presentation is an overview of recent dissertation results that examined the lived experiences of d/Deaf counseling students in CACREP-accredited counseling programs in the U.S. Implications for counselor education programs will be discussed. Attendees will engage in interactive group dialogue and activities.

9:00 - 9:50 AM | Juniper  
526 | *Education Session* | CE 0.00

**From “Shows Research Potential” to “Demonstrated Success”: Self-Advocacy for Underrepresented Minority Doctoral Student Interested in Tenure-Track Positions**

*Andrew Daire, PhD*

An important decision for a dean is in the hiring of tenure track faculty members. However, due to disparities that exist in the formal and informal opportunities afforded to URM doctoral students, the process becomes even more challenging to identify URM candidates who have demonstrated success in the various aspects of research and scholarship opposed to shows research potential. This presentation will provide a dean’s perspective in understanding and addressing key strategies for URM doctoral students to become stronger self-advocates for the types of experiences and opportunities necessary to be more competitive in the job market and greater success in academia. Although aimed at URM doctoral students, this session will benefit faculty who desire to provide stronger mentorship for URM students and for URM assistant professors.

9:00 - 9:50 AM | Jefferson A  
527 | *Education Session* | CE 1.00

**Professional Identity Development of Counseling Doctoral Students**

*Anna Viviani, PhD; NBCC; LCPC (IL independent license); LMHC (IN independent license); ACS, CEDS; Certified Eating Disorder Supervisor.*

The professional identity development of counseling doctoral students has received little attention in the counseling literature. CACREP requires preparation programs to assist doctoral students to focus on three of the five recommended core areas (counseling, supervision, teaching, research/scholarship, and leadership and advocacy); however, the literature only reflects teaching, supervision, and scholarship to any significant degree. Only recently has any attention been paid to leadership and advocacy in the literature. This presentation will define professional identity, discuss how that manifests in doctoral students, and how programs can integrate all five CACREP core areas into the program of study. This would allow doctoral graduates to move into their first faculty positions with more confidence and a broader skill set.

9:00 - 9:50 AM | Redwood B  
528 | *Education Session* | CE 1.00

**Professional School Counseling Practicum Utilizing a Professional Development School Model**

*Laurie Carlson, PhD*

The professional development school model has long been used in teacher education programs to create a naturalistic and relevant learning environment for prospective educators, administrators, and university faculty. These partnerships are

mutually beneficial to the university training program and to the professional development school. One CACREP-accredited school counseling program recently capitalized on the School of Education’s long-standing PDS Partnership with the local school district to offer a dynamic and innovative experience for school counseling practicum students. This presentation will offer participants insight into the process and procedures that were used to implement this partnership so that they can explore how such a partnership may be implemented in order to enhance their own school counselor training program.

9:00 - 9:50 AM | Cedar A  
529 | *Education Session* | CE 1.00

**Pursuing A Doctoral Degree in Counselor Education and Supervision: A Qualitative Phenomenological Approach**

*Tracy Peed, PhD; PEL (IL), Ann Miller, PhD; LPCC; NCC; CCMHC, Kerry Diekmann, EdD*

Minimal professional literature exists regarding experiences of individuals who consider, seek entry to, persist in, and graduate from Counselor Education and Supervision (CES) Doctoral programs. It is imperative to have a sound understanding of this process in order to attract and best support CES students. This session utilizes a phenomenological lens and individual meaning perspective to provide an updated narrative on Doctoral student recruitment, retention, support, and completion. Experiences related to institutional barriers, systemic oppression, and individual/ intersectional identities are of utmost importance. This session will be presented in a dynamic lecture/discussion-based format focusing on current literature, trends, and preliminary original research results.

9:00 - 9:50 AM | Issaquah B  
530 | *Education Session* | CE 1.00

**Strategies for Supporting Graduate Students of Color in CES**

*Atiya Smith, Masters Degree; LCPC, Fawn Robinson, PhD; NCC*

Graduate education can be a challenging task to pursue. For graduate students of color attending counseling programs at PWIs, additional barriers such as racism, sexism, tokenism, neglect from faculty, isolation, and invisibility can significantly impact their path to degree completion. Research indicates that these barriers can lead to an increase in psychological distress in students of color and a decrease in degree completion. This interactive presentation will present key findings from the literature and describe the various factors that shape the academics, social relationships, physical health, and psychological well-being of these students. The presenters will offer a safe space to gather resources, ask questions, reflect on experiences, and brainstorm strategies to support students of color in their own graduate programs.

9:00 - 9:50 AM | Leschi  
531 | *Education Session* | CE 1.00

### **Teaching Counseling Students How to be Both Evidence-Based and Relationship Oriented**

*Kimberly Parrow, Masters Degree, LCPC; NCC, John Sommers-Flanagan, PhD; LMHP*

Counseling students are often unclear about their theoretical orientation and lack training in evidence-based techniques. Because of this, they may feel rudderless as they counsel their first clients. This Education Session introduces a model for teaching counseling students how to integrate evidence-based relationship factors (EBRFs) into their practicum and internship work. The model is comprehensive and provides counselor educators with specific strategies for teaching eight key EBRF skills in an all-day workshop format or in one-hour modules. Empirical data illustrating the positive potential of reflective EBRF training on counselor self-efficacy and professional development are included. Counselors-in-training and their clients will benefit from a positive therapeutic relationship as a result of deliberate practice using EBRFs.

9:00 - 9:50 AM | University  
532 | *Education Session* | CE 1.00

### **Developing and Implementing a Pipeline Program to Increase Diversity in the Counseling Profession**

*Rachelle Barnes, PhD; LPCA (NC); Certified Rehabilitation Counselor*

A study that assessed racial and ethnic minority students' levels of awareness about behavioral health careers, especially master's level positions in counseling, will be presented. Undergraduate students participated in a weeklong summer program introducing them to the counseling profession. A significant difference was found between the level of awareness participants had about master's level counseling careers at the onset of the program and the end of the week, which suggests that some undergraduate students may be unaware of the diverse options available to pursue in the counseling profession. This session will provide counselor educators with a detailed overview of the summer program (e.g., schedule, logistics, funding, etc.) and suggestions for methods of implementation in their departments.

9:00 - 9:50 AM | Ballard  
533 | *50-Minute Career Focused Session* | CE 0.00

### **The Publishing Process in Finding and Keeping a Job in Counselor Education**

*Edward Neukrug, EdD; NCC; LPC; Licensed Psychologist, Michael Kalkbrenner, PhD; NCC*

Disseminating scholarship through publications can be a key factor in finding and keeping a job in Counselor Education. Presenters will provide an overview and insights into a variety of publication venues, including, referred journals, books, and

magazines. The relative weight of these venues in the tenure process will be highlighted. Suggestions for developing passion as a writer and how to identify the rigor of referred journals will be discussed. Attendees will have the opportunity for a question and answer session from two perspectives: a highly published lead presenter and former editor of a national journal as well as an assistant professor at a research-intensive university.

9:00 - 9:50 AM | Redwood A  
534 | *Education Session* | CE 1.00

### **The Counselor Preparation Comprehensive Examination (CPCE): Development, Registration, and Program Evaluation**

*Callie G. Marino, MS; EdS; NCC; LPC, David Whittinghill, PhD; NCC; MAC; LMHC, Isbah Ali Farzan, PhD*

Over 400 Counselor Education programs across the country use the Counselor Preparation Comprehensive Examination (CPCE) to assess the knowledge level of their students. This presentation will provide attendees with an overview of the registration process, the examination experience and the team that collaborates to bring counseling programs this valuable assessment. Participants will gain a deeper understanding of the services provided by CCE and Pearson and the process of utilizing the CPCE. Additional opportunities for questions and conversation with CCE staff will be provided following the presentation.

9:00 - 9:50 AM | Virginia  
535 | *Education Session* | CE 1.00

### **Creating and Sustaining a Professional Legacy: The Intentionality of Remaining Professionally Vital**

*Matthew Buckley, EdD; LMCHC; Division of Occupational and Professional Licensing (UT); LPC (MS); NCC; ACS; BC-TMHP; formerly DCC, Dawn Buckley, Masters Degree; LPC (MS); NCC; ACS, Savitri Dixon-Saxon, PhD*

Counselors are trained to work effectively with clients through the mastery of essential counseling skills and interventions, client conceptualization, ethical practice and cultural competence, and coordinating service delivery. Also inherent in counselor training is the enhancement of counselor self-awareness. There is however, a dearth in counselor education and supervision research on the intentionality related to counselors developing a professional vision for their work, culminating in a professional legacy. Participants will explore together concepts founded in related research on legacy development and strategies related to helping master's students inculcate an orientation towards developing a professional vision based on personal and professional values focused on sustaining a professional legacy.

9:00 - 9:50 AM | Columbia  
536 | Education Session | CE 1.00

### **Engaging Students in the Online Environment**

*Damion Cummins, PhD; LCMHC; LPC-S; LMFT; NCC, Lotes Nelson, PhD; LPC; ACS; NCC*

This interactive presentation focuses on ways to use technologies to engage students in the online environment. The presenters give rich and detailed information on ways to make online learning fun, collaborative, educational, and stimulating. Presenters explore and educate on ways to use different technologies to develop an online learning community, how to form connections with students in the virtual space, and how to create collaborative groups to foster engagement among students.

9:00 - 9:50 AM | Capitol Hill  
537 | Education Session | CE 1.00 | 

### **Supervision Strategies to Effectively Supervise Counselors Who Work with LGBTQ Clients**

*Melodie Frick, PhD; LPC; LPC-S; ACS; NCC, Heather Thompson Rainey, PhD, Elizabeth Likis-Werle, PhD*

Supervisors report inadequate training specific to supervising counselors who work with LGBTQ clients. This presentation will offer suggestions for promoting ethical counseling practice, the appropriate use of language and terminology, conceptualization skills using developmental models, examining potential counseling issues, and effectively linking clients with resources within supervision sessions.

9:00 - 9:50 AM | Aspen  
538 | Education Session | CE 1.00

### **It's All about Engagement! Building Effective Learning Communities to Enhance Student Performance and Program Accountability**

*Michael Walsh, PhD; LPC (SC); CRC*

Are you looking for ways to better engage your students? Want more active and dynamic class activities? Maybe you're looking for more efficient means for demonstrating that your program is meeting CACREP standards? This workshop is for you! Exploring ways to utilize Learning Community and Adult Learning models to enhance student engagement and learning outcomes and utilizing an underlying neurobiological/brain-based learning framework, the session will consist of a

series of examples of the use of these concepts in Counselor Education, and a dynamic discussion of participants goals and needs. This will be followed by brainstorming designed to help participants to apply these models and concepts to within their own settings. Participants will walk away with practical and workable strategies for their own classes and trainings.

9:00 - 9:50 AM | Jefferson B  
539 | Education Session | CE 1.00

### **Trauma and Crisis Across the Lifespan: A Core Course to Address Counseling and Accreditation Needs**

*Jenny Cureton, PhD; LPC (TX); LPC (CO) Janice Byrd, PhD, Niharika Anant, Masters Degree*

CACREP-accredited programs are expected to prepare students to counsel people who experience crises and/or trauma (CACREP, 2015). Counselors routinely encounter such clients/students. However, counselor training on trauma and crisis has historically lacked, leaving few counselor trainees feeling adequately prepared to help people affected by trauma or crisis. Counselor training programs may struggle to sufficiently teach counselors-in-training what constitutes trauma and crisis issues, how these issues manifest and impact people across the human lifespan, and the counseling skills necessary to address them. Attendees will review the steps one Counselor Education program used to secure funding and to design and research a human development course that infuses trauma and crisis across the lifespan.

9:00 - 9:50 AM | Seneca  
540 | Education Session | CE 1.00

### **Finding the "Spirit:" Teaching the Subtle Differences Among Disorders In the DSM 5**

*Andrea Brooks, PhD; LPCC-S, Audra Boggs, Masters Degree; LPCC-S; NCC, Melanie Erwin-Pennington, Masters Degree; LPCA, Jennifer Erwin, Masters Degree; LPCC*

Effective diagnostic skills are important tools for counselors. However, learning how to determine a client's diagnosis can be an intimidating task for a new counselor. This session presents a unique method for teaching effective diagnostic skills to graduate students. Join us as we "find the spirit" of the diagnosis. Learn a new method of teaching to help create efficient and confident diagnosticians.

9:00 - 9:50 AM | Medina  
541 | Education Session | CE 1.00

### **Mentoring Counselor Education Students: Results from a Delphi Study with Leaders in the Field**

*Lucy Purgason, PhD; LSC; ACS; NCC, Jessica Lloyd-Hazlett, PhD; LPC; NCC*

Mentoring is a leadership contribution of counselor educators resulting in numerous academic, professional, and personal benefits to students. The impact of mentoring on student matriculation and successful entrance into the profession necessitates a need for research-informed mentoring considerations. The majority of extant mentoring research in counselor education has been largely theoretical and/or from the perspectives of mentees. Presenters will provide recommendations for mentoring based on items generated by counselor educator mentoring award recipients in a three-round Delphi study. Attention will be given to multicultural considerations, training and resources, and mentoring evaluation.

9:00 - 9:50 AM | Cedar B  
542 | Education Session | CE 1.00

### **Latinx Counseling Students Work with Older Adults**

*Nathaniel Wagner, PhD; LMHC, Edith Gonzalez, PhD, Jennifer Wallace*

The population and diversity of older adults is increasing rapidly. Researchers in two recent studies found that counselors and counseling students that identified as Hispanic/Latino reported higher levels of interest and self-efficacy in counseling older adults, and fewer ageist attitudes and beliefs than those from other racial or ethnic backgrounds. Among the Latinx community, older adults are highly respected and involved in raising their grandchildren. The level of respect for and involvement of older adults in the Latinx community may be explained by filial piety and mutuality. The goals of this presentation are to examine the lived experience of Latinx counselors with older adults, the perceptions Latinx counselors have of older adults, and how their perceptions of older adults impact their work with this population.

9:00 - 9:50 AM | Boren  
543 | Education Session | CE 1.00

### **Community Engagement Experiences of a Master Level Counseling Students in Elective Coursework: A Phenomenological Approach**

*Vaibhavee Agaskar, PhD; LPC (NJ); NCC*

As part of the "Integrated health care" course, newly developed elective coursework, students attended community health fairs in partnership with local Federally Qualified Health

Centre (FQHC) as a community engagement project. The presenter will discuss the findings of a phenomenological study on community engagement project and its implications for counselor education pedagogy. In addition, participants will learn strategies on how to identify and engage community partners for community engagement project. The presenter will also discuss how to infuse community engaged piece in the CACREP accredited core content curriculum and student learning outcomes.

9:00 - 9:50 AM | Willow B  
544 | Education Session | CE 1.00

### **Research Collaboration: What Doctoral Students Need to Know**

*Justin Jordan, Masters Degree; LPC (VA); CSAC (VA), Jonathan Wiley, Masters Degree; LPC (VA); NCC*

Doctoral students in Counselor Education benefit immensely from opportunities to collaborate with faculty on research projects as they discover these capabilities within themselves. This session will examine practical strategies for these students to cultivate these opportunities and maximize the benefit for their researcher identity development. This development will be related to the multiple roles doctoral students must acclimate to and ways to utilize counseling practice background in this process. The future of our profession depends on the next generation researching faculty to be prepared to expand the knowledge base for counseling practice and supervision, which will be accomplished through effective mentorship and properly scaffolded experiences in doctoral training. Students are called on to embrace these opportunities.

9:00 - 9:50 AM | Grand Ballroom C & D  
549 | 50-Minute Roundtable | CE 1.00

### **Developing Writing Proficiency in the Classroom Using a Growth Mindset Approach**

*Lindsay Webster, PhD; LPC; CSC; NCC, Tessa Hastings, Masters Degree; LPC-S; RPT-S, Eric Dafoe*

Emerging counselors often are expected to demonstrate mastery of learning objectives through the written word. This presentation will address how counselor educators can implement simple and effective strategies for developing proficient, reflective, and self-regulated student writers. In addition to acquiring the knowledge to facilitate collaborative consultation and scaffold writing projects, you will learn how to harness your counseling skills to provide writing feedback that promotes insight and personal growth beneficial for counseling students' overall professional development.

9:00 - 9:50 AM | Grand Ballroom C & D  
586 | 50-Minute Roundtable | CE 1.00 | **E**

### **Assessing Counseling Student Readiness to Return After Program Interruption**

*Tara Jungersen, PhD; LMHC: CCMHC; NCC; Qualified Supervisor for MHC & MFT (FL), Carly Paro, EdD; LMHC; LPC; Qualified Supervisor for MHC (FL)*

Students who voluntarily self-select to take a leave of absence from a counseling program due to personal reasons should be commended for compliance with the self-monitoring requirements of the ACA Code of Ethics. However, post-leave, counselor education programs must ensure that returning students are dispositionally and academically capable of success once resuming the program. Accurate assessment of student readiness to return is a critical duty for counselor education faculty. This roundtable will review practices and procedures currently in place to review student readiness to return from a leave of absence. Student privacy, confidentiality, and ethics will be reviewed, along with lessons learned and implications for clinical supervision, the field-experience, and exit requirements.

9:00 - 9:50 AM | Grand Ballroom C & D  
589 | 50-Minute Roundtable | CE 1.00

### **Combating Ageist Messages By Increasing Ones' Attention and Compassion Through Mindfulness**

*Jennifer Cannon, PhD; LCPC; AMFT; NCC, Sara W. Bailey, PhD; LPCA; LCAS-A; NCC*

The effects of ageist beliefs on older adults can be devastating, and professional counselors are charged with addressing not only the negative effects of such perspectives but are also called to support positive reframing about later life in clients who are old and those who are yet-to-be old. In this experiential presentation, using mindfulness and self-efficacy research, the presenters will offer a creative narrative therapy intervention that involves rewriting personal ageist narratives by actively reframing those negative thoughts and beliefs. Join the conversation as presenters and participants collaborate in active group discourse about the consequences of ageist beliefs and the power of reframing narratives through mindful exploration of self and active engagement in developing greater self-compassion.

9:00 - 9:50 AM | Grand Ballroom C & D  
592 | 50-Minute Roundtable | CE 1.00 | **E**

### **Gatekeeping in Counselor Education: Transitioning from Punitive to Supportive**

*Andrea Kirk-Jenkins, PhD; Ph.D., NCC, Cheryl Wolf, PhD; NCC; LPCA; GCDF; PHR; CCHT*

Gatekeeping is a vital component of the counseling profession and starts when a student expresses interest in entering the counseling field. This presentation will review current gatekeeping protocols throughout the different stages at various universities, discuss the development of remediation plans for students as well as the benefits of transitioning to support plans. Additionally, the presentation will explore best gatekeeping practices as well as an effective method that ensures all students are reviewed and evaluated each semester through the use of an assessment that meets CACREP standards.

9:00 - 9:50 AM | Grand Ballroom C & D  
597 | 50-Minute Roundtable | CE 1.00 | **E**

### **The Role Counselor Educators and Counseling Programs Can Have in Collaborating with State Licensing Boards**

*Peter Wilson, EdD; Licensed Psychologist (TN), Amy Shelton, Masters Degree*

Counselor Educators and the students they teach can have an impact on developing the counseling profession in their respective states. State licensing boards are often open to collaborating with educators who are willing to devote time to attending board meetings, providing input, and conducting research that leads to informed decision-making on the part of board members. In this presentation an example of how a counselor educator and his class of doctoral students made a significant contribution to the counseling profession in their state will be shared.

9:00 - 9:50 AM | Grand Ballroom C & D  
599 | 50-Minute Roundtable | CE 1.00

### **The Use of Podcasts as an Educational Medium for Counselor Educators**

*Jared Gunther, Masters Degree, Alfredo Palacios, PhD; LMHC (NM); NCC, Tammy Montgomery, MS*

Access to information is an ever-changing landscape, which is challenging counselor educators to incorporate innovative ways to engage students and provide information associated with in class content. This round table discussion will be an open dialogue to discuss: (a) the use of podcasts as supplemental material for in class content, (b) the multiple format designs for podcasts to be used in counselor education, (c) the benefits of providing diverse learners with an accessible tool to engage in educational content, (d) podcasts as an equitable tool for counselor educators and students to utilize.



9:00 - 9:50 AM | Grand Ballroom C & D  
600 | 50-Minute Roundtable | CE 1.00

### **Factors Influencing Graduation Rates and What You Can Do about It**

*Suzanne Scott, Masters Degree; National Board Certified Teacher; LSC; LPC*

Discover fresh ideas to the decades old question of why students drop out of college. This round table session will introduce a recent research study exploring the correlation between parental autonomy support and student motivation to persist in college. Come ready to dialogue, because this is an open discussion to provide ideas for creating an action plan for closing the gap in graduation rates. Students, counselor educators, supervisors, and administrators are encouraged to attend this session and provide input into the role of parental support and factors influencing student motivation to graduate. Students are highly encouraged to impart their experiences so that educators can take away practical approaches to best serving their student population.

9:00 - 9:50 AM | Grand Ballroom C & D  
601 | 50-Minute Roundtable | CE 1.00 | **E S**

### **Liability in Clinical Supervision: What Are My Risks?**

*Irene Ametrano, EdD; LPC (MI), NCC, ACS, Diane Parfitt, PhD; LPC (MI), LPCC-S (OH), LP (MI), ACS*

The responsibilities that clinical supervisors undertake can be daunting. Because supervisors are legally and ethically responsible for their supervisees' work with clients, taking on supervisees does present a number of liability risks. This roundtable will provide a forum for supervisors to discuss those liability risks, the challenges and fears that they face in their supervision practices, and strategies that help them see that liability risks can be reduced. We will define the terms used in the literature around supervisor liability, discuss the extent of vicarious liability that supervisors may face, and develop strategies for risk management. Case studies will be used as vehicles for discussion. Participants will be encouraged to share their own experiences and challenges.

9:00 - 9:50 AM | Grand Ballroom C & D  
602 | 50-Minute Roundtable | CE 1.00

### **So Anxious: Why We Need to Teach about Sexuality**

*Kristine Ramsay-Seaner, PhD; NCC, Ffion Davies, Masters Degree*

Sexuality is a topic that can spark debate, discomfort, and confusion all at once. It is also a reason that clients may seek out professional counseling services. Despite this, many counseling programs do not provide specific coursework related to the topic. This roundtable will provide an overview

of facilitating a sexuality course that encourages students to explore sexuality as a spectrum and reflect on the oppression experienced by those who identify with alternative sexualities. Attendees will learn tips and techniques for engaging students in meaningful and safe self-reflection about sexuality as well as explore the necessity of incorporating sexuality in counseling curriculum in order to serve the whole client.

9:00 - 9:50 AM | Grand Ballroom C & D  
606 | 50-Minute Roundtable | CE 1.00

### **Anatomy of the Loneliness Epidemic: How Technology and Attachment Keep Young Adults out of Sync and What We Can Do about It**

*Jacob Blackstock, Masters Degree; LPCA; NCC*

Loneliness in America has been the subject of much media attention in recent years. One researcher who has been tracking the mental health of young adults for years has even stated that the current young adult cohort is "on the brink of the worst mental-health crisis in decades" (Twenge, 2018). This presentation will address the recent increase of loneliness in America, changing national trends regarding face-to-face time, the role that attachment plays in loneliness, and practical strategies for counselor educators. Counselor educators will receive the latest data on national trends, current research about how those trends are affecting young adults, the best evidenced based practice for counselors, and all the materials necessary to teach a class on the subject or incorporate it into existing lesson plans.

9:00 - 9:50 AM | Grand Ballroom C & D  
609 | 50-Minute Roundtable | CE 1.00

### **The Mid-Tenure Review in Counselor Education: Guidelines and Strategies**

*Na Mi Bang, PhD; NCC; Graduate Certificate in College Teaching; Certified Family Support Group Facilitator, Valerie Couture, PhD; A LPC (LPC); A Certified Rehabilitation Counselor (CRC), Angela Harless, PhD; A LPC (LPC); School Counselor*

Counselor educators in tenure track appointments need to be strategic and focused to ensure they are on the right path. Developing a strong mid-tenure package is essential to succeed in the process of tenure and promotion. This session will examine issues and success factors considered in mid-tenure decisions in counselor education. The presenters will share lessons they have learned from their experience in preparing a mid-tenure binder as tenure-track faculty. Presenters will discuss a list of strategies to help pre-tenured counselor educators plan and prepare a strong case for mid-tenure and tenure.

9:00 - 9:50 AM | Grand Ballroom C & D  
615 | 50-Minute Roundtable | CE 1.00

### **Crossing the Finish Line: Creative Ways to Support Languishing Doctoral Candidates**

*Joel Diambra, EdD; LPC-MHSP-ACS; NCC, Jillian Blueford, PhD, Charmayne Adams, PhD*

It is widely reported that approximately 50% of all doctoral students fail to complete their degree (Cassuto, 2013, Patterson, 2016). Tinto (2016) suggests that self-efficacy, sense of belonging, and perceived curriculum value are important variables leading to student persistence and degree completion. Proactively eliminating obstacles and implementing creative support strategies for languishing doctoral candidates creates a win-win scenario. In this round table session, students and faculty will be encouraged to identify and share the obstacles they face and the strategies they employ to encourage and support doctoral students in completing their dissertations and degree programs. Together we will build a list of best practices (prevention and supports) to encourage and support doctoral students to successfully graduate.

9:00 - 9:50 AM | Grand Ballroom C & D  
618 | 50-Minute Roundtable | CE 1.00

### **Teachable Moments: Utilizing Race-Relation Events in the Training of Future College Counselors and Student Affairs Professionals**

*Kimberly Jenkins-Richardson, PhD; LPC-Supervisor; NCC*

Considering past and recent race-relation events nationwide, it is essential that future counseling professionals are trained to appropriately assist those who are impacted by these events. This concept is especially important on college campuses as students, unlike local citizens in the community, often do not have an established local support system. This roundtable will examine recent research findings regarding effective pedagogical methods to incorporate into the college counseling and student affairs course curriculum to address race-related events and to discuss the perceptions of counselor educators about their roles in providing support to their students and the roles of future college counseling and student affairs professionals in providing support to the campus community during and in the aftermath of race-related events.

9:00 - 9:50 AM | Grand Ballroom C & D  
621 | 50-Minute Roundtable | CE 1.00

### **Facilitating Social Justice Advocacy Experiences within Counselor Education Programs**

*Kathryn Williams, Masters Degree; Ed.S., LMFT, Jacqueline Swank, PhD*

Fostering the development of social justice competency among counseling students is an important component of counselor preparation programs that requires experiences that extend beyond classroom lectures and in-class discussions and

activities. This roundtable discussion focuses on the integration of experiential activities within counselor preparation programs aimed to foster the development of social justice advocacy, including advocating on Capital Hill and visits to legislators.

9:00 - 9:50 AM | Grand Ballroom C & D  
622 | 50-Minute Roundtable | CE 1.00 | **E**

### **Balancing Gatekeeping and Support in Counselor Education Programs**

*Paula Swindle, PhD; LPCS, Daniel Hall, PhD*

As members of a helping profession, it can be difficult for Counselor Educators to balance the desire to support students who are struggling and the responsibility to gate keep for the profession. University policies and Disability Support Services can be helpful resources for some, and can create confusion for others. This round table discussion will provide an opportunity for participants to discuss and share resources to help each other improve their own approaches to gatekeeping in Counselor Education programs.

9:00 - 9:50 AM | Grand Ballroom C & D  
623 | 50-Minute Roundtable | CE 1.00 | **S**

### **Cultivating Collaborative Partnership Roles of Counselor Educators and Site Supervisors: Responsive Practices That Work**

*Tami Sullivan, PhD; Ph.D.; LMHC; NCC; RPT, Karen Mackie, PhD; Ph.D.; LMHC; NCC*

Promoting and supporting site supervisors is an important responsibility for counselor educators. Is better training for site supervisors enough? How can we create supportive communities that encourage site supervisors to play a more central and critical role as co-educators of our students? In this session we share ideas about implementing a supervision community of practice dedicated to enhancing culturally relevant and socially just supervision for counseling trainees as they forge their identities, along with personal thriving for site supervisors and counselor educators. Highlighted will be a spectrum of responsive practices that have been demonstrated to be effective throughout the many years of our collaborative work with site supervisors.

9:00 - 9:50 AM | Grand Ballroom C & D  
625 | 50-Minute Roundtable | CE 1.00

### **Encouraging Wellness for Students from a Distance**

*Sarah Littlebear, PhD; LPC (LPC), Colleen Grunhaus, PhD*

Educating in an online environment presents its challenges in connecting with students and understanding their wellness obstacles. This roundtable presentation will discuss strategies to teach and encourage wellness to diverse counseling students that will guide them through the program and into their professional lives. Evaluation of the efficacy of wellness strategies integrated into the learning environment is critical in assisting counselor educators with improved gatekeeping from a distance. This can help improve the relationship between educator and student and maintain ethical obligations to avoid impairment and future ethical pitfalls.

9:00 - 9:50 AM | Grand Ballroom C & D  
626 | 50-Minute Roundtable | CE 1.00 | (E)

### **Mentorship Guidelines in Counseling: A Discussion about Culture, Ethics, and Consequences**

*Brandon Keene-Orton, Masters Degree; LLPC; Prepare/Enrich, Aja Burks, MS*

Mentorship is foundational to promoting professional development and identity for counselor educators and supervisors (Heppner, 2017). Moreover, mentorship helps mentees enhance their teaching, research, clinical skills, and intrapersonal skills (Heppner, 2017). Protivnak and Foss (2009) noted that mentorship provides counselor trainees with a professional support system that helps address personal concerns and reduces burnout. Yet, despite the benefits of mentorship, there is little research on guidelines for effective mentorship practices. The purpose of this program is to provide a foundation for mentorship by providing guidelines centered around culturally and ethically appropriate practices. These mentorship guidelines will provide attendees with awareness, knowledge, and skills to establish and maintain mentorship practice.

9:30 - 10:50 AM | Issaquah A  
546 | 80-Minute Panel Discussion | CE 1.50

### **Value of the ACES Women's Retreat for Any Stage in Your Professional and Personal Path**

*Sylvia Nassar, PhD, Christine Schimmel, EdD, Jelane Kennedy, EdD, Virginia Dansby, EdD, Kathy Evans, Karena Heyward, PhD, Christine Moll, PhD, Ann Vernon, PhD*

The ACES Women's Retreat has served for 20 years as a vehicle for connection, collaboration, advocacy, wellness, personal insight, leadership, and skill-building for several hundred counselor educators. Simply reading about the experience cannot provide an adequate description. This session offers an opportunity to connect with women whose personal and professional lives have been positively affected by participation in the retreat and to help move the retreat into its next chapter.

In addition to hearing a panel presentation, the attendees will be invited to share their ideas for future retreats, and to participate in activities designed both to enrich their 2019 ACES conference and to give them a preview into deeper retreat experiences. Presenters welcome and embrace diversity in all its rich, visible and invisible, forms.

10:00 - 10:50 AM | Redwood B  
547 | Education Session | CE 1.00

### **A Grounded-Theory Analysis of Cultural Humility in Counseling and Counselor Education**

*Peitao Zhu, Masters Degree; MHC-P; NCC*

This education session presents findings from a grounded-theory study that aimed to explore the process of enacting and developing cultural humility in various professional (e.g., therapeutic, supervisory, teaching) settings within the context of counselor education. Participants were 14 counselor educators with extensive experiences in multicultural, cross-cultural, and social justice issues in counseling. An iterative process of enacting cultural humility emerged from the results, which includes necessary conditions (e.g. openness), antecedents (e.g., cultural discrepancy), action strategies (e.g., non-defensiveness), and consequences (e.g. impactful learning). Implications for practice include various interpersonal, pedagogical and supervisory strategies that might facilitate the development of cultural humility in counselor training.

10:00 - 10:50 AM | Jefferson B  
550 | Education Session | CE 1.00 | (S)

### **Mindfully Aware of How Supervisors' Attachment Strategies Impact Trainees**

*Jennifer Cannon, PhD; LCPC; AMFT; NCC*

Attachment strategies have been shown to impact the supervisory working alliance and trainees' supervision outcomes. In particular, researchers have empirically connected both secure and insecure attachment strategies to the supervisory working alliance. Attachment has also been demonstrated to be a vital contributor to anxiety and anxiety negatively impacts important factors for trainees such as counselor self-efficacy. Mindfulness practice on the other hand, has been linked to positive outcomes for both trainees and their supervisors, higher levels of CSE, and lower levels of anxiety, among other things. Using research pertaining to mindfulness, CSE, and attachment strategies, the presenter will offer insight around these variables and provide a mindfulness intervention to help improve the supervisor-supervisee working alliance

10:00 - 10:50 AM | University  
551 | Education Session | CE 1.00

### **Preparing Counselor Educators to Train Students for International Counseling Experiences**

*Dominiqua Griffin, PhD, Julia Bryan, PhD, Gitima Sharma, PhD*

This session will prepare counselor educators for training students that will work in international settings and we will use school counselors in Barbados as the case study. The study examines school counselor roles, practices, challenges and demands. With more families coming to the US from the Caribbean, counselor educators benefit from understanding the context and services students and families are receiving in their home country in the Caribbean and other international settings' best practices for their trainees. These services create a dialogue for educators to consider community networking, student and family needs, and the role of the government in the services being provided. The results interplay to transform how more developed countries can include these practices in their settings to meet the needs of their students.

10:00 - 10:50 AM | Cedar B  
552 | Education Session | CE 1.00

### **Self Compassion: A Call for Counselor Self-Care**

*Rebekah Byrd, PhD; Ph.D.; LPC; NCC; RPT-S; ACS, Kelly Emelianchik-Key, PhD; Ph.D.; LMHC; NCC; ACS, Adriana Labarta, MA*

Self-care is what we do to care for our emotional, mental and physical wellbeing. Self-care is an ethical responsibility and is also part of our accreditation standards (CACREP, 2015). However, little exists on how to integrate this into the life of a counselor effectively. Self-care practices for counselors have received little attention in the field of research (Star, 2014). Additionally, due to being inundated with high expectations on a counselor's abilities, time, and resources (Osborn, 2004), self-care is often difficult/impossible to fit in. Recent research offers important information on self-compassion as an essential part of self-care practices (Coaston, 2017; Nelson, Hall, Anderson, Birtles and Hemming, 2017). Join us for an interactive presentation to discuss pedagogical and supervision implications with resources provided.

10:00 - 10:50 AM | Columbia  
554 | Education Session | CE 1.00

### **Teaching Program Evaluation to Doctoral Students: An Experiential Community Partnership Approach**

*Brenda Freeman, PhD; NCC; LCPC (ID); Registered Supervisor (ID), Carson Morris, Masters Degree: CPC-I; NCC, Kelli Paloolian Moore, Masters Degree; LSC; NCC; NCSC*

The 2016 CACREP standards require counselor educators to teach program evaluation to doctoral students, a responsibility that can be challenging if students find the topic abstract

and uninspiring. Participants in this presentation will be introduced to an experiential approach to enthruse doctoral students to enter into the world of program evaluation. The approach is based upon involving students in contracted program evaluation projects with community partners. Strategies for developing community partnership skills and evaluating partnership programs will be presented. Results of the evaluation of the community partnership program will be presented. Doctoral student presenters will share their community program evaluation journeys.

10:00 - 10:50 AM | Issaquah B  
558 | Education Session | CE 1.00

### **Instilling Empathy for Better Advocates**

*Alex Kerwin, PhD; Ph.D.; LPC-S; NCC, Amanda Winburn, PhD; Ph.D.*

Advocacy and empathy are both integral to being an effective school counselor. Our research shows that a higher level of empathy is correlated with a greater level of competence in advocating for students in a K-12 setting. The presenters will disseminate their original research findings illustrating the link between empathy and advocacy competence and will discuss the implications of this study. Specifically, how counselor educators can creatively teach empathy as a means of motivating school counseling students to become competent advocates.

10:00 - 10:50 AM | Ballard  
563 | Education Session | CE 1.00 | (S)

### **Creativity and Play in Clinical Supervision**

*M. Elsa Soto Leggett, PhD; LPC-S; RPT-S, Jennifer Boswell, PhD, Lisa Hand, BA; BS*

Evaluation in supervision includes counselor competence in relationship building, cultural competencies, professionalism as well as performance skills, case conceptualization, diagnosis and treatment planning, self-awareness, and professional behavior. Both the supervisor and supervisee should strive to openly reflect on their strengths and weaknesses in these areas (Ybañez-Llorente, Leggett, & Wilson, nd). The use of creative and playful approaches to supervision can open the communications between these and yield positive outcomes for supervisees, clients, and supervision (Shiflett & Remley, 2014; Thomas, 2015).

10:00 - 10:50 AM | Capitol Hill  
569 | Education Session | CE 1.00

### **Learning Through Adventure: Using a Study Abroad Experience to Teach Nature-Based Counseling**

*David Christian, PhD; LPC-Supervisor; LSC, Ryan Reese, PhD; LPC; LSC; NCC; ACS*

Creativity is important for the progress of the counseling field (Gladding, 2008). One creative mode of counseling, Adventure Therapy (AT), is appearing more often in our professional literature and being utilized in practice with increasing frequency. Like other creative interventions in their early stages, relatively few CES programs are equipped to train counselors to implement AT in an ethical and efficacious manner. During this presentation, participants will explore how a CES program used a study abroad experience to New Zealand and the EcoWellness model to teach counselors-in-training about AT and nature-based counseling more broadly. The presenters will discuss implications for CES programs, counselor educators, students and the future of AT. Participants will also brainstorm potential ways to use study abroad with their students.

10:00 - 10:50 AM | Willow B  
570 | Education Session | CE 1.00

### **The Novelty of Novices: First Year Faculty and Students Co-Creating a CES Research Course**

*Dustin Destler, PhD; LPC; NCC, Amira Whitehill, MA, Mark Pigler, MA, Muhammad Faizan, MA*

In this presentation, first-year CES students and faculty share their process of recognizing and addressing the ambiguity inherent in a doctoral program. This presentation will provide a developmental framework for understanding the parallel process between new students and new faculty, theoretical coursework and practical scholarship production, and discuss the implications for future work in counselor education.

10:00 - 10:50 AM | Aspen  
573 | Education Session | CE 1.00

### **Recruitment and Inclusion Cultural Experiences in Counselor Education: "I'm Here, Do You See Me"?**

*Kellie Forziat Pytel, Masters Degree; NCC, Angélica Galván, Masters Degree, NCC*

Counselor education strives to be culturally competent and sensitive in the roles it serves (e.g., counselor, supervisor; ACA, 2014). Yet, little is known about how culturally diverse individuals feel throughout their time spent in counseling programs (Cartwright et al., 2018). This study looked to provide an understanding to counselor educators' and students' experiences in counseling programs related to the journey, which starts at recruitment and ends with where they are situated now in programs related to inclusion and equality.

Findings show that there could be a disconnect between messages relayed during recruitment and true inclusionary practices upon acceptance of a position (Linley, 2017). Support strategies for counselor educators and students who are part of diverse groups, will be discussed based on professional guidelines.

10:00 - 10:50 AM | Medina  
575 | Education Session | CE 1.00

### **From Awareness to Commitment and Action: Longitudinal Impact of a Race-Based Counseling Course**

*Jordan Shannon, Masters Degree; NCC, Krista Malott, PhD, Tina Paone, PhD; LPC; NCC; NCSC; RPT-S*

Antiracist advocacy can be complex, difficult, and dynamic! Addressing antiracist advocacy in Counselor Education programs has become a necessity. This presentation is meant for persons of any race or ethnicity, and provides an overview of a unique advanced level race-based course and its long term impact on students. Attendees will gain a better understanding of how graduates use (or don't use) antiracist tactics taught in their master's programs. Audience members will engage in dialogue and exploration around preparing students for social justice work in their future careers.

10:00 - 10:50 AM | Juniper  
576 | Education Session | CE 1.00

### **Who Me? Overcoming the Imposter Syndrome Through Mindfulness**

*Brenda Cappy Gruhn, Masters Degree; LPC; NBCC, Michelle Bruno, PhD; LPC, Bethany Williams, Masters Degree, Liz Peace, Bachelors Degree*

This program is designed to teach Counselor Educators about "The Imposter Syndrome" and how it can negatively impact counseling students and counselors. Participants will learn strategies to help students recognize feelings of inferiority along with techniques, including mindfulness, to help counseling students overcome these negative feelings and increase their overall wellness.

10:00 - 10:50 AM | Greenwood  
579 | Education Session | CE 1.00

**Presentation of Findings: How CACREP-Accredited CES Doctoral Programs are Preparing Students to Teach**

*Meredith Montgomery, EdD; Ed.D; LPCC-S, Mei Tang, PhD; LPC*

Teaching is vital to the counseling profession as indicated by the creation of the CES doctorate to prepare Counselor Educators, the inclusion of teaching in the CACREP (2016) definition of the doctoral professional identity, and the creation of the ACES Teaching Initiative Taskforce in 2013. While teaching is core to our professional identity, research on how we're preparing doctoral students to teach has been limited. This education session will begin with a presentation of findings from a qualitative study on how doctoral students in CACREP-accredited programs are prepared to teach and will conclude with a group discussion of how the field can continue to strengthen teacher preparation. Participants will be encouraged to identify knowledge in the presentation they can apply to their own programs, whether as instructors or students.

10:00 - 10:50 AM | Seneca  
580 | Education Session | CE 1.00 | (E) (S)

**Supervising Novice Counselors Navigating Ethical and Legal Dilemmas When Counseling Youth**

*Kathy Ybanez-Llorente, PhD; LPC-S, Elsa Leggett, PhD; LPC-S; RPT-S, Quinn Smelser, Masters Degree; LPC; NCC; RPT, Gail Roaten, PhD; LPC; CSC*

In this presentation, we will explore challenges supervisors may experience helping supervisees navigate ethical and legal dilemmas when working with children, adolescents, and their caretakers. Attendees will learn how to identify when supervisees are having difficulty, and strategies to implement with supervisees experiencing ethical dilemmas. This presentation will also provide supervisors with an opportunity to examine their own approach to supervision when supervising interns working with young clients.

10:00 - 10:50 AM | Boren  
581 | Education Session | CE 1.00 | (S)

**Counseling Sexual Minority Identified Clients: Implications for Training and Supervision**

*Stacy Pinto, PhD; CCSC (NJ); LAC (NJ); NBCC, Leslie Kooyman, PhD, David Lardier, PhD; Family Studies, Paulina Dzik, Bachelors Degree*

Sexual minority identified clients can be an invisible minority group. Through discussion of how the needs of the lesbian, gay, bisexual, and queer (LGBQ) population intersect with counselor training and supervision, this presentation provides a foundation for the education and supervision of counselors with

LGBQ clients. The program will address psychosocial issues and differences within LGBQ populations and unique characteristics of LGBQ individuals in counseling. It will also address how both instructional approaches and models of supervision can be adjusted and/or implemented by instructors and supervisors of to help their students and supervisees meet the needs of their LGBQ client in a way that is practical, inclusive, and clinically sound.

10:00 - 10:50 AM | Jefferson A  
582 | Education Session | CE 1.00

**CACREP Vs. Non-CACREP: Does Accreditation Impact Counseling Treatment outcome?**

*Chris Wilder, PhD; LPC-S; CSC, Ryan Foster, PhD; LPC-S; NCC; CHST*

CACREP accreditation standards are explicit in terms of expectations for clinical training and supervision of practicum and internship students, and these standards can differ greatly from training and supervision standards in non-CACREP accredited programs. Although prior studies have indicated mixed results in terms of the impact of CACREP accreditation on knowledge and attitudes in counselor trainees, there is no evidence of CACREP accreditation's influence on client outcome. In this presentation, we will discuss the results of the first and only research study that used training and supervision standards (i.e., CACREP vs. non-CACREP) as a predictor of client treatment outcome at a University-based counseling center that is staffed by master's-level counseling practicum and internship students.

10:00 - 10:50 AM | Cedar A  
585 | Education Session | CE 1.00

**The Psychometric Properties of the School Counseling Internship Competency Scale**

*Melanie Burgess, Masters Degree; LSC*

Counselor education programs aim to adequately train competent pre-service counselors to fulfill a myriad of roles and responsibilities associated with their specialty area. In accordance with ACA and CACREP, gatekeeping is an ethical responsibility of counselor educators and supervisors to protect the welfare of clients and the health of the counseling profession through ongoing evaluation of pre-service counselors. Presently, no standardized evaluation tool exists to assess school counseling interns comprehensively, attending to school counseling knowledge, competencies, dispositions, roles, and responsibilities. Come learn about The School Counseling Internship Competency Scale, a new grant-funded instrument that university and site supervisors can use when evaluating the strengths and growing areas of their school counseling interns.

10:00 - 10:50 AM | Leschi  
587 | Education Session | CE 1.00

### **Applying the Culturally Responsive Pedagogy in Training Culturally Diverse Counseling Students**

*Yung-Chen Chiu, PhD; CRC*

Counselor educators are being challenged to effectively respond to students' diverse educational demands. Racial and ethnic minority students, students with disabilities, and international students, to name a few, likely have differing training needs. Culturally Relevant Pedagogy (CRP) is an approach widely utilized in teacher education and may have applications in counselor education. CRP can be used to facilitate the implementation of a new teaching framework to advance new concepts, awareness, and implementation of pedagogical strategies. This presentation addresses the challenges and training needs of culturally diverse counseling students, following with an introduction of the CRP framework and its implications in counselor education.

10:00 - 10:50 AM | Virginia  
588 | Education Session | CE 1.00

### **Competence to Serve: Evidence-Informed Training Implications for Counselors Working with Trans Military Personnel and Veterans**

*Deanna Cor, PhD; LPC; NCC; Oregon Board Approved Supervisor, Megan Shaine, PhD; LPC; LCPC; NCC*

In January 2019, the Supreme Court upheld the current administration's ban on trans open service. Such a ban effectively states trans military personnel must serve as their sex assigned at birth, thus leaving tens of thousands of these individuals forced to conceal their identities or risk severe consequences, including discharge and loss of healthcare and retirement benefits. Now more than ever, trans military members and veterans need safe spaces to seek mental health services. It is vital for counselors, supervisors, and educators to be well-versed on the unique mental health needs of trans military members, who sit at the intersection of gender identity and military culture. This presentation, based on original research, will provide strategies for competent work and advocacy for this population.

10:00 - 11:20 AM | Redwood A  
561 | 80-Minute Panel Discussion | CE 1.50 | (E)

### **How Life Happened When We Started Down the Path to Gatekeeping**

*Cynthia Johnson, PhD; Licensed Psychologist, Cindy Melton, PhD; Licensed Teacher, Karen Cathey, PhD; LPC-S; ACS, Hope Gilbert, Masters Degree; Licensed Teacher; School Counselor*

This presentation will include a review of the clinical and professional literature and professional experiences in academic program cultural transformation focusing on the clinical and ethical expectations and needs of gatekeeping activities. The defining purposes of gatekeeping include protecting the clinical professions, preventing harm, and "uphold[ing] professional standards" (Homrich & Henderson, 2018, pp. 1-2). Gatekeeping is more than having student pass national exams. Program and training accountability continue to be critical issues within our profession. Resilience in our leadership has become increasingly important during times of professional growth, turbulence and at times ambiguity. Exploring options for leadership focus can be challenging, but are expected in academic leadership.

10:00 - 10:50 AM | ACES Suite  
Meeting | CE 1.00

### **ACES 2019 Conference Committee Meeting**

10:00 - 11:30 AM | Eagle Boardroom  
Meeting | CE 1.00

### **Graduate Student Lounge hosted by NARACES**

11:00 - 11:50 AM | Boren  
590 | Education Session | CE 1.00

### **Counselor Education Program Assessment Utilizing the CACREP 2016 Standards**

*LoriAnn Stretch, PhD; LPC-S; NCC; ACS*

Counselor education assessment must inform program modifications and individual student progress. This session will introduce an assessment plan, including a curriculum map, signature assessments, remediation plan, and a program assessment instrument grounded in the 2016 CACREP standards, the ACA Code of Ethics, and the 2016 Multicultural and Social Justice Counseling Competencies. Participants will engage in a dialogue about the design and implementation of the assessment plan.

11:00 - 11:50 AM | Medina  
591 | *Education Session* | CE 1.00

### **Critical Incidents in a Multicultural Counseling Class Brief Experiential Group**

*Adrienne Erby, PhD; LPC; NCC*

Counselor educators face many challenges in teaching multicultural counseling courses, often using a combination of didactic and experiential methods to facilitate cultural awareness. Group work provides a unique experiential element to complement the didactic strategies used in multicultural counselor training. Using the results of a Critical Incident Analysis of student responses following a brief experiential group in a multicultural counseling course, this presentation will include a review of the intervention, data analysis, results of the study and recommendations for counselor educators. Attendees will discuss ethical issues associated with group work and identify developmentally appropriate, culturally relevant, and practical strategies for designing a brief experiential group in multicultural counselor training.

11:00 - 11:50 AM | University  
593 | *Education Session* | CE 1.00

### **Let's Talk about Sex: Difficult Conversations to Supervise**

*Michelle Wade, EdD; LCPC (MD); LPC (VA); NCC; ACS; BC-TMH, Jazmone Taylor, Masters Degree; MA; LGPC (MD)*

Sexuality is a vital part of life, from birth until death (Murray, Pope, & Willis, 2017). The professional counselor approaches their clients usually from a holistic perspective and therefore incorporates the idea of wellness into care. The ACA Code of Ethics (2014) discusses not imposing personal values on clients. However, if any topic has value laden aspects, it would be sexuality. This presentation will allow individuals to educate and supervise future counselors to begin exploring their own value judgments with regards to sexuality and how to address sexuality from the start of treatment. Additionally, this presentation will help attendees begin to understand new and difficult conversations to begin having with their students and supervisees with regards to sexuality in the 21st century (i.e. dating apps).

11:00 - 11:50 AM | Redwood B  
595 | *Education Session* | CE 1.00 | (S)

### **Setting a Strong Clinical Tone for Your Program: Training That Internalizes the Counseling Process and Promotes Strong Relational Ethics**

*Jeff Cook, PhD; LPC (OR); Licensed Mental Health Counselor (WA), Cindy Anderton, PhD; LPC (WI), Rachel Smulski, Ed.S*

Counselor educators have a responsibility in the development of counselors. Supervision is a hallmark of counselor education and trainee competence depends upon effective clinical supervision. This educational session will seek to invite participants to consider a potential weakness in the culture

of counselor education and supervision. Within the field of psychology a significant amount of attention has been given to countertransference (CT), while very little attention has been given to CT within skill development courses. For the past decade, the presenters have utilized an approach to the Helping Skills course that allows for trainees to internalize the counseling process (a process that takes time) and sets a precedent for counselor self-awareness and exploration of CT in a manner that sets a strong tone for trainee's graduate work.

11:00 - 11:50 AM | Aspen  
598 | *Education Session* | CE 1.00

### **Change Your Syllabus! Why Tone and Word Choice Matter: A Study of Counseling Students' Perceptions**

*Angela Sheely, PhD, LeeAnn Cardaciotto, PhD, Megan Krell, PhD, Krista Malott, PhD; LPC*

All counselor educators share the task of developing course syllabi. However, the utility of the course syllabus, as a catalyst for promoting optimal student learning, has been considered to be underused. For instance, the impact and implications of syllabus tone for counselors-in-training is an area that has yet to be addressed in the counseling education literature. Research has indicated that students develop attitudes about their instructors, including motivation for teaching, from simply reading the course syllabus. To assess the idea that perceptions can be developed prior to meeting an instructor, the presenters will share findings of a quantitative study examining the impact of syllabus tone on perception of the course instructor, as well as perception of student success in the course.

11:00 - 11:50 AM | Ballard  
603 | *Education Session* | CE 1.00 | (E) (S)

### **The Psychometric Properties of the Revised Fit, Stigma, & Value (FSV) Scale with Counselor Trainees: Implications for Counselor Educators and Supervisors**

*Michael Kalkbrenner, PhD; NCC, Sandy-Ann Griffith, PhD; NCC, Edward Neukrug, EdD; LPC (VA), Licensed Psychologist (MA); HS-BCP*

This presentation emphasizes the utility of attendance in personal counseling as an important method of self-care for counselor trainees, to reduce countertransference, and to increase positive client outcomes. The psychometric support for the Revised Fit, Stigma, & Value (FSV) Scale, a questionnaire that measures barriers to counselor seeking behavior, will be discussed in a brief review of four studies across a number of populations, with an emphasis on counselor trainees. Counselor educators and supervisors will learn how the scale can be used in courses and in clinical supervision to promote attendance in counseling for their students and supervisees. Participants will have an opportunity to take the Revised FSV Scale and discuss how the measure can be used to enhance the practice of counselor education and supervision.



11:00 - 11:50 AM | Capitol Hill  
604 | *Education Session* | CE 0.00

### **The Power of Adjuncts**

*Stephanie DePalmer, Masters Degree; M.Ed.; LPC; NCC, Jocelyn Kraus, Masters Degree; M.Ed.; NCC, Erin Hughes, Masters Degree; M.Ed; NCC*

This session will explore the powerful role adjunct professors can have in the experiential learning of graduate students. Authentic engagement with current practitioners bolsters the classroom experience to create a dynamic learning environment that allows for natural integration of theory to practice. Instead of looking at adjunct faculty as add-ons, we can instead view them as value-added partners in the success of counseling programs everywhere. Using the theory of integration, the presenters, who are all adjunct faculty, will explore the many opportunities available to take the impact of the adjunct to the next level for learners, the department, and the university.

11:00 - 11:50 AM | Virginia  
605 | *Education Session* | CE 1.00

### **Moving Away from the Cookie Cutter Multicultural Course: Integrating MSJCC in All Aspects of Counselor Education**

*Sonia Ramrakhiani, PhD, Andrew Byrne, PhD, Daniel Almeida, PhD*

As counselor educators, we are engaged in the process of preparing future counseling professionals. These counseling professionals are faced with an increasingly diverse world. Despite the current focus on multicultural issues in society, counselor education programs lack practical training opportunities for students to engage in combating multicultural issues and social justice. The Multicultural and Social Justice Counseling Competencies (MSJCC) have identified social justice and advocacy as 1 of its 4 domains. However, many counseling programs fail to provide students with an opportunity to engage in advocacy. In this presentation a multicultural and social justice framework is highlighted along with strategies that facilitate both, a multicultural critical lens and advocacy interventions, that can be integrated in counselor education.

11:00 - 11:50 AM | Jefferson A  
607 | *Education Session* | CE 1.00

### **Neuroeducation: Preparing Counselors for Ethical and Effective Application**

*Raissa Miller, PhD; LPC, Eric Beeson, PhD; LPC; NCC; ACS; CRC*

Counselor educators and supervisors are increasingly responsible for incorporating some instruction on neuroscience principles into their work with students. Neuroeducation, a transdiagnostic and transtheoretical intervention intended to be

delivered within a holistic and theoretically grounded treatment approach, is one avenue for such integration. This presentation will focus on the relevance of teaching neuroeducation in the classroom and/or in supervision, with a particular emphasis on the importance of counseling students' attention to process and meta-principles.

11:00 - 11:50 AM | Issaquah B  
608 | *Education Session* | CE 1.00

### **Creative Applications of Sandtray in CES Pedagogy**

*Claire Critchlow, Masters Degree; MA; EdS; LPC; NCC, Jennifer Fulling-Smith, PhD, Evan Engle-Newman, Masters Degree; Clinical Mental Health*

If you enjoy infusing creativity within the classroom, this experiential education session is for you! Presenters will begin by offering attendees an overview of existing literature on the use of sandtray within counseling & supervision. Presenters will then explore how sandtray is effective within counseling & supervision, & how its practices can be utilized in the classroom. Presenters will also provide recommendations to attendees on how educators can utilize the creative tool of sandtray within their classrooms. Presenters will provide ways sandtray processing can be used to expand students' self-awareness & increase self-reflection by situating the use of sandtray within constructivist pedagogy. In addition, attendees will have the opportunity to experience the use of sandtray through the use of an experiential activity..

11:00 - 11:50 AM | Issaquah A  
610 | *Education Session* | CE 1.00

### **Facilitating Addiction Counseling Courses: Introductory and Advanced Processing Considerations**

*Melissa Fickling, PhD; LCPC; NCC; ACS, Katie Lamberson, PhD; LPC; CRC*

Instructors of addiction courses must balance clinical content with experiential understanding. Assignments which highlight personal experiences with addictive processes can build empathy for addicted populations and create complex student experiences. As such, they may need particular attention from counselor educators, requiring both clinical knowledge and strong facilitation skills. Presenters will share their experiences of teaching both face-to-face and online addiction counseling courses, and the multifaceted perspectives students bring into the course such as: process addiction, family history, and internalized stigma. By providing students with meaningful and empowering learning experiences, counselor educators may impact the competence and self-efficacy of counselors-in-training around addressing addiction issues with clients.

11:00 - 11:50 AM | Leschi  
611 | Education Session | CE 1.00

### **Creating Interactive Role Play Videos for Use in Asynchronous Online Courses**

*Adam Carter, PhD; LCPC (IL); NCC; CCMHC; ACS*

During this presentation, participants will be shown how to use free, widely available software to create interactive role play videos that can be used when teaching asynchronous online courses. We will discuss which role play scenarios are best suited for this format and then collectively create an interactive role play video. Participants will leave with the resources necessary to create their own videos.

11:00 - 11:50 AM | Juniper  
612 | Education Session | CE 1.00 | **E**

### **Deliberate Practice: A Model for Enhancing Students' Culturally Responsive Decision-Making Skills**

*Justin Lauka, PhD; LCPC (IL); CCMHC; NCC; ACS*

Counselor educators are responsible for the training of culturally responsive counseling students (ACA, 2014). A crucial learning task is the cultivation of sound decision making skills (Magnavita, 2016). However, this is often impeded by hidden assumptions and cultural biases, damaging the therapeutic alliance (Lilienfeld, Lynn, & Lohr, 2017). While advances have been made (Gambrill, 2012), additional training methods are needed. One promising approach is deliberate practice (Ericsson, Krampe, & Tesch-Romer, 1993), a process for designing training activities tailored to a student's specific threshold of skill (Rousmaniere et al., 2017). This presentation will introduce the concept of deliberate practice as a means to enhance counseling students' decision-making skills. Steps for crafting individualized training plans will be discussed.

11:00 - 11:50 AM | Greenwood  
613 | Education Session | CE 1.00

### **Avoidance and Silence In Counselor Education and Supervision**

*Devon Romero, PhD; NCC, Courtney Potts, Masters Degree, Ashley Jackson, Masters Degree; NCC, David Schlosz, MA, Taylor Brown, MS, Mahsa Maghsoudi, MS*

While spirituality is included in the verbiage found in the ACA Code of Ethics (2014), it is still not easily understood or incorporated into counselor education, practice, and supervision. This presentation calls to question the inclusion and avoidance of certain topics such as spirituality and disability. Specifically, this presentation aims to identify the relevance and social justice implications these topics may have to therapeutic practice and counselor education and supervision. Attendees will be able to identify ways to create a culture of inclusion, integrate these topics into their curriculum, and broach these conversations with students and supervisees.

11:00 - 11:50 AM | Willow B  
614 | Education Session | CE 1.00

### **Previous Journeys: Supporting Counselor Development of Students with Varying Work Experiences**

*Timothy Hakenewerth, Masters Degree; LPC (ID, MO); NCC*

Previous work experiences of counselors-in-training are rarely considered in counselor education programs. Yet, in facing the ambiguity of a counseling program, students will draw from the concreteness of their previous work experiences. This discussion and activity based session will review critical periods of counselor development when previous work experiences may impact student learning. Specific strategies for incorporating students' previous work experiences will be discussed, including a conceptual metaphor, card sorts, and a creative arts activity. By routinely incorporating students' previous journeys into their education strategies, counselor educators can enhance the knowledge, skills, and professional dispositions of their students as they embark on their new journey towards becoming a professional counselor.

11:00 - 11:50 AM | Columbia  
616 | Education Session | CE 1.00 | **E**

### **Counselor Dispositions: More Than Just Best Practices, Exploring Empirical Research**

*Melissa Henry, Masters Degree; LMHC; LAMFT, Katie Brammer, MA*

This presentation will provide results of an empirical study that explored dispositions of professional counselors and counselors in training. Research from teacher education was replicated and provided insight into how counselor educators can evaluate and assess for counseling dispositions during admission and gatekeeping procedures. Legal and ethical recommendations will be explored, and a multicultural and social justice framework will be asserted to the application of experimental based research practices for further study in exploring instruments to assess counselor dispositions.

11:00 - 11:50 AM | Cedar A  
617 | Education Session | CE 1.00

### **Teaching Wellness Counseling: Tools and Techniques for Incorporating Wellness Across the Counseling Curriculum**

*Abigail Conley, PhD, Jonathan Ohrt, PhD; K-12 Certified School Counselor, Philip Clarke, PhD; LPC*

This action-packed session will explore creative and innovative ways to teach wellness counseling as a stand-alone course or infused within existing counseling courses. Moving beyond a basic wellness-approach to counseling, the practical application of theoretically and empirically supported wellness models and counseling interventions to address holistic client conceptualization through emotional expression, social connectedness, mental health, physical health, and spirituality will be highlighted. Attendees will be presented with activities to engage students, assignments that meet identified learning goals, and receive sample syllabi.

11:00 - 11:50 AM | Seneca  
619 | Education Session | CE 1.00

### **Educating School and Mental Health Counselors on School Safety**

*Judith Justice, EdD; LSC (IN); LMHC(IN), Jennifer Money-Brady, EdD; NCC; DCC, Amanda Schwyn, Masters Degree; School Counseling License; NCC*

School and Mental Health Counselors should collaborate with administration to foster an atmosphere of alertness without fear in times of crisis. Current affairs in schools dictate increased need for school safety, with stronger school mental health. This workshop gives practical suggestions to instruct counselors to enhance school safety through prevention and collaboration. This session will assist counselor educators to 1) unify school mental health workers, 2) collaborate with school administrators, school counselors, educators, staff, and youth, and 3) provide information on best practices for prevention and intervention for youth at risk.

11:00 - 11:50 AM | Jefferson B  
620 | Education Session | CE 1.00

### **Teaching Expressive Arts and Creativity in Counselor Education: New and Timely Techniques and Activities**

*Jolie Daigle, PhD; LPC, Christy Land, PhD; LPC*

In this session, participants will learn how to embed the use of creativity and expressive arts in counseling coursework or as a stand alone course. New and timely creative counseling activities and techniques related to visual arts, imagery, bibliotherapy, music, yoga/mindfulness, and play will be discussed and presented. The activities and demonstrations will be tailored across developmental levels, age, and clinical setting.

11:00 - 11:50 AM | Cedar B  
624 | Education Session | CE 1.00 | (E) (S)

### **Supervision and the Suicidal Client**

*Gregory Elliott, PhD; LPC, Erin Binkley, PhD; LPC; NCC, Brandon Wilde, PhD; LPC; CMHC; NCC*

With increased emphasis in the last several years on counselor preparation to work with clients who are thinking about suicide, this presentation will provide practical guidance to clinical and university supervisors on how to assess supervisee readiness to work with suicidal clients, and on key knowledge and skill areas where supervisors must be prepared to potentially supplement supervisee training. The presentation will cover assessments which can be utilized in supervision to identify supervisee deficiencies, on original research which provides guidance on use of the self-efficacy construct related to working with suicidal clients, and on key tasks which counselors must be able to complete but which may not always be adequately covered in CACREP-accredited Counseling programs.

11:00 - 11:50 AM | Chelan  
Meeting | CE 0.00

### **12-Step Meeting**

This is an open, semi-structured group forum for those experiencing addiction and/or working on recovery. This group is designed for ACES conference attendees; it is a space to seek support during the conference for all things related to your experience with recovery and addictive tendencies. All are welcome to attend.

11:00 - 11:50 AM | ACES Suite  
Meeting | CE 0.00

### **Awards Committee Meeting**

12:00 - 1:20 PM | Grand Ballroom C & D  
CE 0.00

### **ACES Awards Luncheon**

12:00 - 12:50 PM | ACES Suite  
Meeting | CE 0.00

### **Social Justice and Human Rights Committee Meeting**

1:30 - 2:20 PM | Boren  
627 | Education Session | CE 1.00 | (E) (S)

### **Addressing Current Trends in Counselor Education and Supervision: One State Division's Efforts**

*Tamekia Bell, PhD; LCPC, NCC, Justin Lauka, PhD; LCPC; NCC; ACS, Katie Miley, PhD; LCPC*

The training of counselors is ever-changing. With the flux in online counselor education, supervision and accreditation standards, and gatekeeping, it is important to stay abreast on emerging trends in the field. The presentation focuses on the current trends in counselor education and supervision and what a state division is doing to assist their members and the professions within their state to address and best manage these emerging trends. Participants will leave this presentation with recommendations on how to address these trends within their community. Handouts will be provided to participants.

1:30 - 2:20 PM | Juniper  
628 | Education Session | CE 1.00

### **More Relevant Than You Think: Teaching Career Counseling as a Pathway to Justice and Advocacy Work**

*Eric Brown, PhD; LPC; NCC, Mandy Baraka, PhD; LCPC (IL)*

Many students enter the career counseling course questioning its relevance for their career goals as therapists. The presenters have found that teaching career counseling as an invitation to the work of social justice and advocacy is a viable path toward increasing student interest in this specialty. As students learn how career counseling can empower their clients toward greater economic and vocational equity, students are more inclined to see the relevance of vocational guidance to wholistic well-being. The presenters will utilize both research and their experience to engage class participants in a dialogue on ways in which we can motivate students toward the work of career counseling and its relevance in clinical settings.

1:30 - 2:20 PM | Aspen  
630 | Education Session | CE 1.00

### **Punking Research: Disruption, D.I.Y. Ethic, and Reflexivity in Counseling Research**

*Brittany Hudson, Masters Degree, Chelsea Barron Davila Conaway, Masters Degree; LPC-I*

This presentation will explore how the punk concepts of disruption, do-it-yourself, and reflexivity can be used to conceptualize and strengthen critical research in counseling. The presenters will incorporate postmodern philosophy as well as the social justice counseling competencies. Concrete strategies for "punking" counseling research will be provided. Studded vest optional.

1:30 - 2:20 PM | Capitol Hill  
632 | Education Session | CE 1.00

### **Research Mentoring in Master's only Programs: Unique Challenges and Opportunities**

*Margaret Lamar, PhD; LPC, Megan Speciale, PhD; LPC, Frederica Dennis, BA*

Research mentorship and training can strengthen the researcher identity, research interest, and research self-efficacy of master's student counselors. However, challenges, such as low interest, overwhelming workloads, and little resources exist, for both master's students and faculty, in research mentorship. Presenters utilized a single case research design to investigate the effect of a research mentoring group on master's students' researcher identity, research self-efficacy, and attitudes about research. We will share the curriculum and structure of the research group, how we gained support from the administration, and lessons we learned along the way. Data collection methods, findings from the study, and implications for counselor educators will be discussed.

1:30 - 2:20 PM | Cedar A  
633 | Education Session | CE 1.00

### **Getting Comfortable Being Uncomfortable: Using Process-Based Groups and Experiential Activities in a Multicultural Counseling Class**

*Helena Stevens, PhD; LPC; LPC; pupil personnel service credential, Tracy Peed, PhD; PEL (IL)*

When students enter a Multicultural Counseling course, we encourage them to be open and get comfortable with being uncomfortable. The question to Counselor Educators is, how comfortable are YOU with being uncomfortable in your teaching? Teaching beyond explicit learning categories (i.e., the gray areas of the construct) can be challenging and highly impactful for students (Dawson, 2013). We encourage you to lean into the discomfort and allow for authentic, in-the-moment, dialogue and processing to occur. This session will demonstrate how to shift your mindset while fostering critical discourse and skill building amongst your students through unique pedagogical approaches, such as high impact experiential work and process groups infused with a mindfulness-focused and constructivist/ experiential pedagogical framework.

1:30 - 2:20 PM | Ballard  
635 | Education Session | CE 1.00

### **Developing Counselor-In-Training Advocacy Skills Using an Intern-Led Staff Training Model**

*Erin Mason, PhD, Sarah Springer, PhD*

Presenters will outline how counselor educators can support the advocacy skills development of their counselors-in-training by encouraging interns to lead staff development sessions. By interns providing professional workshops for others they can serve as agents for change for their clients while developing a critical advocacy skills. To anchor this presentation, the results of a recent Conceptual Qualitative Research (CQR) study focused on an elementary school staff professional development program regarding the meaning they made from participating in an intern-led professional development presentation on the needs of transgender and gender non-conforming students will be shared. A group discussion will follow and include a 'how-to' for counselor educators wishing to implement similar practices in their counselor education program.

1:30 - 2:20 PM | Jefferson A  
636 | Education Session | CE 1.00

### **Fostering Ecosystems to Nurture Professional Identity Development of Counselor Education Doctoral Students**

*Edward Ewe, PhD; LMH; NCC; ACS*

Helping counselor education doctoral students develop their professional identity is unique and vital to the success of the students and counselor education programs. The presenter will discuss several ecological factors and strategies that can promote the professional identity development of doctoral students. Be part of this workshop and contribute ideas to strengthen our professional identity as counselor educators and supervisors.

1:30 - 2:20 PM | Issaquah B  
637 | Education Session | CE 1.00 | (S)

### **Innovative Online Supervision: Meeting the Needs of a New Generation of Cyber Learners**

*Nicole Arcuri Sanders, PhD; Ph.D.; ACS; LPC; NCC; BC-TMH; SAC, Theresa Kascsak, PhD; LPCS; NCC; RPT-S; LSC (NC)*

This workshop applies the framework of traditional counseling supervision models as teaching tools in providing courseroom instruction and feedback in both synchronous and asynchronous teaching platforms. While these models apply to the larger courseroom environment, this workshop will target online supervision for fieldwork learners. The presenters will actively demonstrate their transformative and creative approaches to supervision in the online environment.

1:30 - 2:20 PM | Redwood B  
638 | Education Session | CE 1.00

### **Scholarship in Counselor Education: Developing Future Leaders**

*Amanda La Guardia, PhD; LPCC-S; NCC, James Korcuska, PhD; NCC; LPC, Erin Hagen, Masters Degree; LPCC-S*

Presenters will review guidelines for publication specific to CE&S while providing detailed information related to manuscript development. Presenters will discuss expectations for peer reviewers and their role in dispersing scholarship to the greater mental health community. Attendees will develop a greater understanding of empirical and conceptual article presentation and an ability to critically examine manuscripts to determine appropriateness for publication. Presenters will review guidelines for the new brief reports section in CE&S and discuss the editorial fellowship program.

1:30 - 2:20 PM | Columbia  
639 | Education Session | CE 1.00

### **Integrating Service Learning Into the Curriculum: Three Course Integration Examples**

*Regina Moro, PhD; LPC; LMHC; LCAS; NCC; BC-TMH; ACADC, Laura Gallo, PhD; LPC; NCC, Rebecca Scherer, PhD; CPC; NCC; ACS, Brette Stephenson, MA*

Applied learning pedagogies, such as service learning (SL), are an appropriate and natural fit for counselor education curriculums. This session will explore the history of SL, and discuss the integration of SL into three counseling courses. The presenters have integrated SL into two Multicultural Counseling courses and one Child and Adolescent Counseling course. Discussion will explore planning of the SL assignment including how to partner with community organizations, gaining student buy-in for the experience, integrating meaningful reflection, and will explore assessing student learning outcomes identified by the instructor. Participants will gain a step-by-step model for integrating SL into their counseling courses. In addition, we will discuss research opportunities, and explore dissemination options for SL scholarship.

1:30 - 2:20 PM | Medina  
640 | *Education Session* | CE 1.00

### **Who Do I Have to Become? The Intersection of Identities In Counselor Trainees In Recovery from Substance Use**

*Andrea McGrath, Masters Degree; LPC; LAC*

Counselors in recovery have represented a distinct subset of the counselor population for several decades, but little is known about their training process at the graduate level. This presentation will explore the experiences of counselor trainees in recovery, highlighting the intersection of the personal recovery identity and the developing professional identity as a counselor throughout the training process. Emphasis will be placed on the development, maintenance, and privileging of competing social identities of counselor trainees in recovery through a lens of social identity theory. This presentation will emphasize strategies for engaging counselor trainees in recovery throughout the training process, supporting both the recovery and counselor identities.

1:30 - 2:20 PM | Greenwood  
642 | *Education Session* | CE 1.00

### **Can CES Programs Ensure Trauma-Informed Practices?**

*Janis Powers, Masters Degree; Professional School Counselor (IA), Jiwon Kim, Masters Degree, Eunae Han, MA*

The big question of this presentation is "What can CES programs do to ensure ethical, trauma-informed treatment of staff and students in our programs?" This question needs to be addressed because the percentage of people with childhood adverse experiences is especially high among the people who enter helping professions (Esaki & Larkin, 2013; Keesler, 2018). To resolve the main question, this presentation will explore and discuss what it means to be a trauma-informed organization and how our CES programs can become "trauma-informed" as they evolve to meet the needs of all staff and students in our programs. The presenters will also share their research experience regarding this topic in education settings and community service agencies.

1:30 - 2:20 PM | Virginia  
643 | *Education Session* | CE 1.00

### **A Multidimensional Framework for Teaching Sexuality Counseling**

*Amber Pope, PhD; LPC; Approved Supervisor for LPCs; Virginia Department of Health Professions, Board of Counseling; LMHC; Florida Approved Qualified Supervisor for MHC and MFT Registered Interns; State of Florida Department of Health, Division of Medical Quality Assurance, Vanessa Dominguez, PhD; RMFT-I (FL), Bianca Augustine, Masters Degree; CCTP*

Educators face many challenges in teaching a course on sexuality counseling, including: managing students' discomfort in talking about sexuality; helping students reflect on their

personal biases; and addressing cultural and diversity issues related to sexuality. The presenters will discuss organizing a course around a multidimensional and positive sexuality framework and share specific teaching tools and assignment ideas, such as case studies, application exercises, ethical discussions, and guided reflection activities they have utilized in their courses. The presenters will provide a resource list of multimedia content on sexuality-related topics for counselor educators to integrate into their courses.

1:30 - 2:20 PM | Seneca  
644 | *Education Session* | CE 1.00

### **#Dont-Phone-It-In - Smartphone Mindfulness for Counselor Trainees and Their Clients**

*Andrew Campbell, PhD; LCPC (MD); LPC (DC); NCC, Amber-Lynn Mitcheltree, BA*

Compulsive smartphone use is a growing issue for both counselor trainees and clients, with average American smartphone users opening their phone 47 times each day, and 47% of users attempting to limit their usage (Richter, 2018). Dispositional mindfulness is the personal characteristic of maintaining a mindful attitude, and interventions that support its development have been shown to support new counselors' growth and self-awareness. The current presentation highlights research demonstrating how dispositional mindfulness may be associated with less maladaptive smartphone use in individuals, including those of diverse ages, races, and genders. The presenter will discuss incorporating mindfulness into counselor training to increase awareness, manage their own maladaptive smartphone use, and support later treatment of compulsive users.

1:30 - 2:20 PM | Willow B  
645 | *Education Session* | CE 1.00

### **Promoting Counselor Trainee Self-Care Through Gamification of Wellness**

*Robert Freund, PhD; LMHC; NCC, Debra Ainbinder, PhD; LMHC; NCC; LCS, Carman Gill, PhD*

Counselor self-care and attention to wellness is an important focus of pedagogical endeavors. In this presentation, attendees will be introduced to the Wellness Tribe, a gamified approach to encouraging and supporting counselor trainees in the development of positive health and wellness habits. Wellness Tribe incorporates Adlerian models of wellness with group support and engagement to create short-and-long term reinforcement strategies for self-care behaviors. The impact of wellness and self-care on student performance will be discussed, and presenters will additionally share from their experiences in the classroom of how the Wellness Tribe supports increased opportunities for supervisory support and gatekeeping.

1:30 - 2:20 PM | Leschi  
646 | *Education Session* | CE 1.00

### **Creative Interventions for Teaching Empathy in the Counseling Classroom**

*Hope Schuermann, PhD, Jessica Lloyd-Hazlett, PhD; LPC; NCC*

Empathy is a foundational, necessary component of counseling. Relaying an understanding of empathy is critical to the development of counselors-in-training. Creative practice is linked to experiential learning and meaningful integration of new knowledge in counselor education and can be used to teach empathy to counselors. This experiential presentation will define empathy, discuss the science of empathy, and demonstrate specific creative interventions to use within counseling courses to increase empathic knowledge and skills. Interventions will include experiential perspective-taking activities, role-playing, mindfulness interventions, movies, literature, and improvisation. Attendees will be invited to engage in creative play, have fun, and learn new ways to promote empathy in the counseling classroom!

1:30 - 2:20 PM | University  
647 | *Education Session* | CE 1.00 | (S)

### **Dramatized Experiential Supervision: An Exploration of Supervisee Satisfaction**

*Dominique Hammonds, PhD; LPC; QS; NCC; BC-TMH, Jennifer Hall, PhD; LPC; RPT; ACS*

The Dramatized Experiential Supervision (DES) model is a structured method of peer group supervision that utilizes intermodal interventions to create an experiential dramatization of session themes and feedback. It offers a creative way to foster student learning, uses the power of the group to process session themes, and provides a structured way of moving from verbal processing to experiential learning. This presentation will review literature related to the use of experiential and creative interventions in counselor education as well as preliminary results from a recent research study examining student satisfaction with supervision using the DES model.

1:30 - 2:20 PM | Issaquah A  
648 | *Education Session* | CE 1.00 | (S)

### **Counselor Educators In the Academic Medical Settings: Implications for Clinical Practice and Supervision**

*Agatha Parks-Savage, EdD; LPC; Registered Nurse; AACS, Caroline Bertolet, PhD; LPC-R, Cory Gerwe, MS.Ed; LPC; NCC*

Counselor Educators (CEs) have been traditionally associated with career paths in university settings, community mental health agencies, private practices, and/or in consultative roles. There has been limited scholarly publications on the role of CEs in the academic medical education settings. In the past few years, we are seeing a growing interest for CEs in the medical

education field. In this presentation, the role of counselors in medical setting will be defined. A description of how CEs are uniquely suited for the medical education environment will be discussed. Lastly, a demonstration of how counselor supervisors are equipped to provide supervision in the academic medical setting will be explored.

1:30 - 2:20 PM | Cedar B  
649 | *Education Session* | CE 0.00

### **Facilitating Career Readiness and Well-Being: Diverse Pathways for Counselor Educators**

*Elif Balin, PhD; PhD; LPC; NCC, Lindsey Nichols, PhD; LCPC; NCC; LPC, Tamara Hinojosa, PhD; LPC, Dogukan Ulupinar, Masters Degree; LPC; NCC, Nancy Nguyen, PhD; LMFT*

Career readiness and career well-being strategies can facilitate meaningful goal-setting and job search planning for counselor educators to prevent future burnout and job dissatisfaction. This presentation is designed by counselor educators who integrated their expertise in career counseling with their job search experiences in diverse career pathways. Their stories illustrate unique strengths, challenges, and support systems during job search process with significant implications for career readiness and career well-being in counselor education programs. The participants will learn about both short-term and long-term strategies to reflect on their current professional training or experiences. They will also identify career readiness and career well-being goals to design a meaningful and effective job search plan.

1:30 - 2:50 PM | Jefferson B  
629 | *80-Minute Panel Discussion* | CE 1.50

### **Preparing Future Counselors for Integrated Behavioral Health Care in Pediatrics**

*Chris Sink, PhD; NCC; LMHC (WA, inactive), Emily Bebbler, Masters Degree, LPC (VA); PCIT; TF-CBT, Kyrie Shomaker, PhD; Board certified M.D. in Pediatrics; licensed in the Commonwealth of Virginia to practice medicine; Her roles' Pediatric Hospitalist, Academic Director, Division of Pediatric Hospital Medicine, and Co-Director, Pediatric Clerkship*

In an effort to manage costs and improve care outcomes for children experiencing comorbid diagnoses (e.g., mental health and physical issues), health care systems have implemented Integrated Behavioral Health Care (IBHC). As mental health providers and counselor educators, we need to fully comprehend these evolving systemic care approaches and assist in preparing future clinicians for expanding roles in mental health service. To help with this goal, presenters will discuss a real-world application of IBHC using a case study approach alongside a panel discussion composed of a counselor educator, a mental health counselor, and a pediatric physician. We will also explore the impact of IBHC dynamics on counselor education and the emerging opportunities and challenges for supervision in IBHC.

1:30 - 2:20 PM | Willow A  
631 | 80-Minute Panel Discussion | CE 1.50

### **Teaching about Trauma: Course Development, In-Class Activities, and Student Evaluation**

*Laura Land, PhD; NCC; LPCA (TN); Pending LPC (GA), Charmayne Adams, PhD; NCC, Oliver McMahan, PhD*

This presentation will focus on how counselor educators can infuse trauma standards into an existing course or create a stand-alone trauma course. After attending participants will be able to integrate in-class activities to enhance student learning, and effectively evaluate learning outcomes. The presenters will utilize a sample syllabus to demonstrate pacing and course design, provide sample student learning outcomes that align with the CACREP Standards, relay practical ways to evaluate learning outcomes and offer in-class activities that can be utilized to create significant and safe learning experiences.

1:30 - 2:50 PM | Redwood A  
634 | 80-Minute Panel Discussion | CE 1.50 | **E**

### **The Vulnerability of Counselor Educators in The Gatekeeping Process**

*Christina Harrell, Masters Degree; LPC (CO), Penny Sanders, Mark Manzanares, PhD, Courtney Allen, PhD*

The gatekeeping process for counselor educators is fraught with challenges and pitfalls. In this panel discussion we will discuss and explore the vulnerability of faculty and clinical supervisors as they attempt to address problematic student behaviors and issues, and at the same time, protect themselves from legal jeopardy brought about by accusations of discrimination. We will discuss various situations experienced by the presenters and the audience participants involving mental health concerns, complications related to ADA requirements, and communication challenges with students who have difficulty accepting responsibility. Participants will walk away with recommendations from panel and audience members as to best practices for dealing with difficult gate-keeping scenarios.

1:30 - 2:20 PM | ACES Suite  
Meeting | CE 0.00

### **Multicultural Interest Network**

2:00 - 2:50 PM | Chelan  
Meeting | CE 0.00

### **Friends of the Children-Seattle**

We call our professional mentors "Friends" because it isn't just a job. They are forming meaningful relationships with our youth that last for years.

This could look like:

- Helping a child's math skills by counting successful free throws
- Helping a child find constructive outlets for stress and frustration
- Advocating for a special education service at a child's middle school
- Being the consistent adult in a child's life as they move from placement to placement in the foster care system
- Often, the Friend is the only person the family calls when a crisis occurs.

2:00 - 4:00 PM | Fremont  
CE 0.00

### **Meditation Room**

2:00 - 4:00 PM | Kirkland  
CE 0.00

### **Wellness Area**

2:30 - 3:20 PM | Virginia  
650 | Education Session | CE 0.00

### **Constructing Reflexivity: Discourses Discovered in Student's Pre-Practicum Reflection Journals**

*Melisa DeMeyer, PhD; NCC; LPC*

A discourse analysis of students' pre-practicum reflection journals was conducted to help address a gap in counseling literature regarding how an individual can become a reflective counseling practitioner (Wong-Wylie, 2006). Participants will be given a brief overview of discourse analysis. In analyzing the students' reflection journals, six dominant discourses were found, including: Disposition as Discourse, Holistic Person as Discourse, Self-Care as Discourse, Consumer as Discourse, Student as Discourse, and Future Professional as Discourse. Provided to participants will practical implications and guidelines for counselor educators and students based on the dominant discourses. Lecture, discussion, and handouts will be utilized throughout the presentation.



2:30 - 3:20 PM | Seneca  
652 | Education Session | CE 1.00

### **Equity & Access for Immigrant Populations**

*Shekila Melchior, PhD; NCC; LPC (VA), Jyotsana Sharma, Masters Degree; LCMHC (NH); NCC*

Immigration historically has been vast, legislation to correct the broken immigration system has been limiting and immigrants have faced numerous challenges and barriers. In light of recent events, it is imperative that counselor educators continue to gain knowledge of the immigrant population. Participants will learn basic information on immigration such as the difference between asylee & refugee, temporary protected status and undocumented immigrants. Participants will gain knowledge of immigrant contributions to this country and the challenges and barriers they face. Implications will be provided for counselor educators to incorporate this population into their curriculum and provide foundational knowledge for supervisors to enlist with supervisees who may be working with immigrant populations.

2:30 - 3:20 PM | University  
653 | Education Session | CE 1.00 | ⑤

### **Inviting The Whole Supervisee: Relational-Cultural Theory and The Repair of Disconnected Identities within Supervision**

*Rachel Carter, Masters Degree; NCC, Rachel Darcy, Masters Degree; LMHC-P (Limited Permit), Karen Mackie, PhD; Ph.D.; NCC; LMHC; ACS*

Supervision as a 21st-century practice is emerging as an experience of interdependence and collaboration between supervisor and supervisee. Recentring supervision on the experience of interdependence helps supervisees whose identities may have been marginalized within our profession, experience empowerment. This opens up the opportunity for supervision to support greater authentic connection and more socially just practice. This session will apply Relational-Cultural Theory (RCT) to counselor supervision to identify and repair potential relational disconnections stemming from experiences of oppression that can impact the supervision alliance. RCT supervision with a specific focus on gender will be illustrated, explained and applied in this session.

2:30 - 3:20 PM | Medina  
654 | Education Session | CE 1.00

### **Merging Mindsets: Navigating the CACREP/CORE Merger from a Program Perspective**

*David Christian, PhD; LPC-S; LSC, Kristin Higgins, PhD; LPC-S, Brent Williams, PhD; CRC, Timothy Schoonover, M.S.Ed*

The CACREP/CORE merger altered the identity and environment of many Counselor Education and Supervision (CES) programs. Questions about professional identify, examination, credentials, and accreditation created a sense of uncertainty. At institutions with both CACREP and CORE programs, many faculty anxiously awaited direction from

administrators regarding the future of their programs. Attendees will hear the insights and suggestions of faculty who are currently merging their CES and Rehabilitation programs. Key concepts covered will include understanding the unique professional identity of both CES and Rehabilitation, addressing the unique educational and supervision needs of combined programs, aligning new courses and specialty areas to CACREP standards, and paths forward that result in merged mindsets and strong programs.

2:30 - 3:20 PM | Jefferson A  
655 | Education Session | CE 1.00 | ⑤

### **Student-Led Dilemma Discussions in Ethics Education for School Counselor Trainees**

*Richelle Joe, PhD; NCC; ACS; LPC (VA), Jon Borland, Masters Degree; LPSC (OH)*

Various methods of facilitating moral and ethical development and teaching counseling ethics exist, including direct instruction, case study, simulation, and dilemma discussions. The focus of this presentation is on the use of student-led dilemma discussions in a counselor preparation course focused on legal and ethical issues in professional school counseling. These student-led discussions required school counseling students to consider ethical dilemmas from various perspectives and incorporated Bloom's Taxonomy to encourage higher-order thinking. The presentation will include a discussion of the method, students' experiences with this teaching strategy, and implications for education and practice.

2:30 - 3:20 PM | Boren  
656 | Education Session | CE 1.00

### **Unintentional Racial and Cultural Exclusivity**

*Michelle Ghoston, PhD; LPC (VA); ACS, Lauren Ghoston; Masters Degree; MA*

This session should particularly benefit those who work to advance social justice and equity across a variety of spaces. The exclusion of others based on their racial, social, or cultural associations is commonplace, though many remain oblivious to this rampant exclusion. Practices such as celebrating heritage month but not addressing systemic issues associated with the identified culture and using diversity trainings as a "checkbox" to indicate the understanding of differences and the existence of equality only hint at pervading exclusion. The authors examine the concept of "faux-clusivity" as a way of explaining this state of unintentional racial, social, and cultural exclusion that occurs on a regular basis often times with the belief that inclusivity is happening.

2:30 - 3:20 PM | Columbia  
657 | *Education Session* | CE 1.00

**Welcome to Hell: Integrating Child Loss/Death Education Into Counselor Education and CACREP 2016 Standards**

*Chaya Abrams, Masters Degree; LPC; LAC; PhD candidate, David Wyner, Masters Degree; MA; LPCC*

Child loss or death is among the most shattering of experiences to occur within the lifespan and its effects on surviving parents are everlasting (Riley et al. 2007; Worden, 2008). Though CACREP 2016 Standards address evolving needs of society in cases of crisis, trauma, and disaster (D'Andrea & Liu, 2009), counselors report uncertainty and distress associated with treatment of death and dying than with other clinical concerns (Kirchberg & Neimeyer, 1991; Servaty-Seib & Tedrick Parikh, 2014). This presentation introduces cross-cultural theories of death education consistent with CACREP 2016 Standards addressing crisis, trauma and disaster. Learners will improve understanding of balancing theories of death education in counselor education and will be provided a forum through which to discuss fear and distress associated with loss or death.

2:30 - 3:20 PM | Cedar B  
658 | *Education Session* | CE 1.00

**Counselor Educators: Working with Future Students to Change the Narrative of Mental Health Education in School Settings**

*Tabitha Cude, Masters Degree; LPC (TN), Mary Dempsey, EdD; NCC*

Counselor educators are responsible for helping students understand the connection between school and and clinical mental health counseling. With national attention on mental health education in schools, counselor educators should consider adjusting their training programs to include instruction on mental health education and on collaboration. This presentation will focus on how counselor educators can change the narrative of mental health in school settings. The presentation will inform counselor educators of the importance of mental health education and of teaching counselors in training how to collaborate and consult across counseling disciplines. The presentation will also include specific strategies counselor educators can use to train counselors on how to collaborate across counseling disciplines to inform mental health education.

2:30 - 3:20 PM | Cedar A  
659 | *Education Session* | CE 1.00

**Pedagogical Implications for Sexual Assault Stigma: Rape Myth Acceptance Among Counselors-in-Training**

*Camille Frank, Masters Degree; LPC (ID); NCC*

It is the pedagogical imperative of counselor education programs to train trauma-informed clinicians (CACREP, 2016). Advancing and assessing trauma-informed knowledge,

attitudes and skills becomes a complex issue as it interacts with CIT personal experience and cultural socialization surrounding sexual assault. Counselor educators are implored to develop pedagogical interventions to transform these harmful beliefs for the betterment of CITs, future clients and a trauma responsive society. Findings from a rape myth acceptance pilot study will be reviewed. Stigma surrounding trauma experiences will be discussed. Assessment and learning objective measurement of rape myth acceptance will be disseminated. And finally pedagogical interventions and considerations to address sexual assault stigma will be formulated.

2:30 - 3:20 PM | Issaquah B  
660 | *Education Session* | CE 1.00

**Multicultural Counseling Make-Over: Creative Strategies for Revamping the Multicultural Counseling Course**

*Kendra Jackson, PhD; LPC; LPSC; NCC; CFLE, Jessica Henry, PhD; LPC; CRC*

With society becoming increasingly diverse, counseling students must possess awareness, knowledge, and a variety of skills in order to provide culturally relevant counseling services to diverse populations. In the counselor education curriculum a multicultural counseling course serves as a catalyst in developing competent counseling professionals that will learn to integrate culturally appropriate interventions and theoretical approaches into clinical practice. However, with lectures and routine coursework, the class can become mundane, which can lead to decreased student participation and create barriers to learning. Through this presentation, counselor educators will learn creative modalities to aid in revamping their multicultural counseling course to invigorate students, enhance learning, and augment skill development.

2:30 - 3:20 PM | Capitol Hill  
661 | *Education Session* | CE 1.00

**Exploring the Experiences of Gay Male Counselor Educators**

*Vincent Marasco, Masters Degree; MA; LPC; NCC, Randall Atramovich, PhD; Phd, LPC*

There are numerous benefits to gay individuals who come out, including increased self-esteem and confidence, empowerment, and job satisfaction. In higher education, students and faculty benefit from having 'out' instructors. Yet, instructors may face negative consequences when coming out. Counselor education programs accredited via CACREP are expected to maintain diverse representation among faculty. However, little research has explored counselor education faculty members' experiences of coming out. The presenters will explore the cultural history of gays in educative settings, review implications for counselor education, and present results from original research using Interpretative Phenomenological Analysis (IPA), a qualitative methodology to explore experiences of gay male counselor educators coming out in their programs.

2:30 - 3:20 PM | Issaquah A  
662 | Education Session | CE 1.00 | (E) (S)

### **Supervising Cases of Religious Abuse in the LGBTQ Community**

*Paula Swindle, PhD; LPCS, Craig Cashwell, PhD*

Understanding Religious Abuse is an emerging area of study in the counseling community. This session will provide an opportunity for participants to increase their understanding of common experiences of Religious Abuse in the LGBTQ community, and how to supervise counseling students who may have LGBTQ clients who have experienced Religious Abuse.

2:30 - 3:20 PM | Greenwood  
663 | Education Session | CE 1.00 | (S)

### **Religion and Spirituality In Supervision: Where Are We and Where Do We Go from Here?**

*Rebecca Cash, Masters Degree; MS; LPCA; NCC*

Counselors-in-training report little cultivation of self-awareness around religion and spiritual issues in their training programs. Supervision could be a solution to this problem; however, supervisors rarely discuss these issues in supervision, largely due to lack of training in this area. This presentation will present ideas and interventions supervisors could implement with supervisees that could increase self-awareness around issues of religion and spirituality.

2:30 - 3:20 PM | Aspen  
664 | Education Session | CE 1.00 | (E) (S)

### **Ethical Considerations Regarding Multiple Roles in Supervision: When University and Site Supervision Collide**

*Kellie Camelford, PhD; LPC-S; NCC; NCSC, Krystal Vaughn, PhD; LPC-S; RPT-S; NCC*

Multiple relationships present challenges within counseling and are often seen as a boundary violation between the counselor-client; however, there appears to be acceptance of boundary crossings when the multiple relationship is related to supervision. In this presentation, the speakers will explore the unique issues related to multiple relationships in supervision and how there are differences compared to multiple relationships in the counselor-client relationship. The related ethical standards from the ACA Code of Ethics on supervision and multiple relationships will be reviewed, and participants will consider the differences between boundary crossings and violations, reflect on their perceptions of their role as supervisors, and discuss the importance of developing self-awareness when maintaining multiple relationships in supervision.

2:30 - 3:20 PM | Ballard  
665 | Education Session | CE 1.00

### **Six Intervention Strategies**

*Jane Warren, PhD; LPC; LMFT; LAT, Amanuel Asfaw, PhD; NCC, Hridaya Sivalingam*

Research has found that to be effective, counseling requires a relationship connection, positive regard, and empathy. To have an empathic response may create an emotional drain on counselors who do not attend to their own self-care. Clients' stories often reflect shame, stigma, loneliness, fear, abuse, and anger. And counselors work daily with overuse of substances such as alcohol, illegal drugs, internet, work, gambling, sex, cigarettes, and food. This presentation offers six interventional strategies that can be used with counselors-in-training to address any challenges with any mental health and substance abuse concerns. The interventions help clients and counselors to have better self-care and wellness practice. These activities are based on a number of theories, are practice based, and are offered as experiential activities.

2:30 - 3:20 PM | Willow B  
666 | Education Session | CE 1.00

### **Counselor Educators as Scholars: Shared Values and Challenges in the Area of Scholarship**

*Atsuko Seto, PhD; LPC; ACS; NCC, Nancy Forth, PhD; LPC; NCC, Sherritta Hughes, PhD; LPC; ACS*

Join us for this interactive presentation as the presenters discuss preliminary findings from a study that explored how counselor educators are pursuing their scholarly goals as part of their continuous professional development. Presenters will address questions, including; What demographic factors are associated with faculty scholarly productivity?; What types of scholarly activities do counselor educators value?; What are common struggles?; and What are the keys to meaningful and sustainable scholarly development? Audience participation is encouraged to brainstorm practical strategies for bolstering faculty scholarly productivity.

2:30 - 3:20 PM | Leschi  
667 | Education Session | CE 1.00

### **A Rule of Life: Supporting Counselor Identity and Wellness**

*Kara Holt, PhD; LPC; RPT-S; CCPT-S; CPRT-S*

A rule of life is different than the goals, intentions, or resolutions we tend to set for ourselves. Its a process of self assessment, guidance, and accountability as we are in the lifelong process of refining our identity and maintaining wellness. This experiential workshop with engage individuals with a reflective learning process to evaluate daily life commitments to self, community and work. As a result participants will have the knowledge to implement this exercise into relevant courses in counselor preparation programs.

2:30 - 3:20 PM | Juniper  
668 | Education Session | CE 1.00

### **Collaborating on Textbooks in Counseling: Rewards, Challenges, and Current Considerations**

*Mark Stauffer, PhD; NCC, David Capuzzi, PhD; LPC; NCC*

Counselor educators often consider publishing a textbook, but have unanswered questions about how their creative ideas fit with the realities of the current publishing process and market. This session will start by examining the process of textbook publishing and then compare multi-author collaborative publishing to single author publishing. We will explore the rewards and challenges of collaborating with others on textbook creation and the current market trends to consider. Finally we will have a discussion period to field personalized questions.

2:30 - 3:20 PM | ACES Suite  
Meeting | CE 0.00

### **Rural Counseling Interest Network**

3:30 - 4:20 PM | Issaquah B  
669 | Education Session | CE 1.00

### **Assessment Use and Training Needs: Implications for Rehabilitation Counselors and Educators**

*Sang Qin, Masters Degree; CRC; LPC, Katherine Nieweglowski, Masters Degree; CRC; LPC, Nicole Ditchman, PhD; CRC; LCPC*

Rehabilitation counselors who serve primarily individuals with disabilities are expected to strategically implement testing accommodations and interpret results with consideration of the impact presented by disability. Yet, many rehabilitation counselors report feeling underprepared in this area and face barriers to the use of assessment in practice. We present findings from two research studies: one identifying assessment instruments used in a random sample of Certified Rehabilitation Counselors and a second study reporting qualitative interview data from rehabilitation counseling educators on assessment-related training needs and educational approaches. Implications for the development of assessment-related curriculum and recommendations for bridging the gap between training and practice will be discussed.

3:30 - 4:20 PM | Juniper  
670 | Education Session | CE 1.00

### **Integrating Expressive Modalities Throughout Counselor Education**

*Eric Price, PhD; Ph.D., Sara Haas, PhD; Ph.D.*

Counselors-in-training come to class with a variety of learning styles. Counselor Educators can utilize expressive arts in the classroom to appeal to learners who prefer hands-on creative

activities and exercises. In this session, presenters will discuss the purposes and benefits of using these modalities in class. Examples of activities will be provided for each of the core courses in the counselor education curriculum. Additionally, the presenters will discuss ways to help students process their experiences in class to ensure learning outcomes are met. Participants will also discuss ways they have infused these modalities in class themselves.

3:30 - 4:20 PM | Medina  
671 | Education Session | CE 1.00 | (S)

### **Live Supervision: The Experience of Supervisors and Supervisees**

*Mark Young, PhD; LMHC (WA); NCC, McKenna Paulsen, Bachelors Degree, Natalie Crawford, Bachelors Degree*

Multiple forms of live supervision combine direct observation with some method of intervention to enable supervisors an ability to provide immediate feedback and training to the supervisee. This presentation will review the different forms of live supervision and the possible advantages of each in training counseling students. In addition, supervisors and supervisees will discuss their experience in live supervision. Participants will be asked to engage in conversation about how to better infuse live supervision techniques into individual, triadic, and group supervision to allow supervisors to create teaching opportunities while providing feedback and instruction with the awareness of the possible reactions or experiences of the supervisees.

3:30 - 4:20 PM | Boren  
672 | Education Session | CE 1.00 | (E)

### **Navigating the Direct Experience Requirement in the Group Counseling Course**

*Jacqueline Spiller, Masters Degree; LPC-I (TX); LCDC (TX), Erika Schmit, PhD, Crystal Brashear, PhD*

Counselor educators often utilize experiential growth groups (EGG) to meet the direct group experience required in the training of group counselors in spite of the many ethical dilemmas that arise from experiential activities. This presentation will describe the methods of implementation and structure of the EGG, discuss the ethical dilemmas that present in EGG, and, present the safeguards identified in research to assist counselor educators in navigating these ethical challenges and enhance the group training experiences of counselors-in-training (CIT). Finally, this presentation concludes with a discussion of the factors within the EGG that contribute to CIT perceived importance of group work and self-efficacy in delivery group skills.

3:30 - 4:20 PM | Willow B  
674 | *Education Session* | CE 1.00

**Everybody Talking about Mentoring Ain't Goin' There Mentors, Mentees, and Mentore Making in Counselor Education**

*Chris Wood, PhD; NCC; NCSC, Jared Lau, PhD; LPC, Brett Gleason, PhD; NCC, Heather Dahl-Jacinto, PhD; LPC; NCC; ACS*

The presenters will describe the current research on mentoring and potential applications in the field of counselor education. Drawing on Satir's iconic images from *Peoplemaking*, the presenters will describe some typical problematic mentor identities and subsequent strategies for avoiding negative mentoring dynamics. The session will also include an opportunity for participants to discuss potential mentoring programs and/or scholarship in this area.

3:30 - 4:20 PM | Seneca  
675 | *Education Session* | CE 1.00

**Increasing Master's Students' Research Self-Efficacy: Testing an Intervention**

*Nicola Meade, Masters Degree; NCC*

Historically master's students have struggled with being engaged with research concepts, despite these being critical to meet our field's call to evidence-based practices. To assist counselor educators in overcoming these barriers, a pedagogical method designed to increase this population's research self-efficacy was created from publications that had demonstrated an ability to increase self-efficacy in university and college students. Its effectiveness was tested using an experimental design. Different research-supported techniques to increase self-efficacy, details of a verified reliable measure of master's students' research self-efficacy, and the study's results will also be discussed.

3:30 - 4:20 PM | Columbia  
676 | *Education Session* | CE 1.00

**Cultivating a CES Professional Identity Among Early-Stage Doctoral Students**

*Kerry Diekmann, EdD, Rick Auger, PhD; Licensed Psychologist (MN); Approved Supervisor, MN Board of Behavioral Health and Therapy, Heather Kaasa, Masters Degree, Deja Jackson, Masters Degree; LPC (KS), Stephanie Siatsis, MS*

For some, embarking on a doctoral degree is a significant transition from a career back into graduate studies; for others, it is the next step that soon follows completion of a master's degree. Regardless of the path taken, the transition into a CES program is often steeped with anticipation, anxiety, and

uncertainties. Part of a counselor educator's role is to guide students through this transition and foster their development as a counselor educator. This presents several important questions: Where does the counselor educator begin? What should the mentoring and socialization process look like for doctoral students as they progress through their CES program? Through discussing real-life experiences, this program will explore how to socialize and foster the professional identity of emerging counselor educators.

3:30 - 4:20 PM | Cedar B  
677 | *Education Session* | CE 1.00

**Cultivating Cultural and Intellectual Humility in the Counselor Education Classroom**

*Rafe McCullough, PhD; PhD; LPC; NCC, Alexia DeLeon, PhD, Heather Hadraba, PhD*

At a time where classroom environments are increasingly fraught with social justice performativity and callout culture, students may feel less willing to take intellectual or emotional risks, especially when engaging in social justice topics. Utilizing intellectual and cultural humility frameworks, this presentation will attempt to answer the question: How can we create counseling classrooms that help our students to take the necessary intellectual and emotional risks be able to journey into the realm of deeper self-awareness and cultural consciousness? Participants will identify and discuss pedagogical challenges to engaging students in more meaningful, risk-taking dialogue in the classroom and will hopefully gain new pedagogical strategies for fostering culturally and intellectually humble classrooms.

3:30 - 4:20 PM | Leschi  
678 | *Education Session* | CE 1.00

**Teaching online: Ethical and Pedagogical Considerations in Counseling**

*Gina Frieden, PhD; Licensed Psychologist #1349 TN HSP; ACA ACES TCA Member, Nicole Cobb, PhD; LPC*

This presentation will focus on updates in the field of online learning, cognitive science and ethical practice as it relates to online instruction. Presenters will acquaint participants with relevant teaching strategies for use with counseling graduate students enrolled in online courses. Three specific interventions will be discussed with a goal of enhancing the learner's knowledge, skills and abilities related to experiential coursework. Presenters will discuss effective practices and lessons learned from their own experience in developing and facilitating these courses. Strategies presented can be used with students specializing in school and clinical mental health counseling.

3:30 - 4:20 PM | Virginia  
679 | Education Session | CE 1.00 | ⑤

### **Meet Them Where They Are: Choosing Techniques Tailored to Supervisee Development**

*Dee Ray, PhD; LPC-S; NCC; RPT-S, Hannah Robinson, Masters Degree; LPC, Kim Walker, Masters Degree; LPC-I; NCC*

Although most supervisors are familiar with developmental supervision models, they may struggle with interventions that target skills and competencies for particular developmental levels. In this presentation, attendees will learn techniques to improve supervision that can be tailored to the developmental level of supervisees. Presenters provide a systemic model for selection of the most effective techniques to use with counselors-in-training and will offer specific techniques to use in supervision, including activities, process experiences, and video techniques. Participants will be able to apply methods of promptly assessing a supervisee's developmental level across the clinical curriculum, match competency goals with specific interventions, and apply effective methods of facilitating growth toward competency.

3:30 - 4:20 PM | Cedar A  
680 | Education Session | CE 1.00

### **The Role of Self-Compassion in Counselor Education**

*Monica Leppma, PhD; LMHC (FL), Tracy Hutchinson, PhD; LMHC (FL), Christine Schimmel, EdD*

Self-compassion, comprised of the concepts of self-kindness, mindfulness, and common humanity, provides a favorable construct for healthy self-attitudes among counselor educators and counseling students, as well as clients. It is an important life skill that assists in recognizing and identifying underlying dynamics that impede healthy functioning. Researchers suggest that self-compassion is more enduring and beneficial than self-esteem. In this session, participants will have the opportunity to learn the benefits of incorporating self-compassion to promote wellness and to practice self-compassion exercises.

3:30 - 4:20 PM | University  
681 | Education Session | CE 1.00

### **A Call for Counselors from Diverse Student Voices in Postsecondary Spaces**

*Molly Strear, PhD; NCC; LPC; LSC, Dan DeCino, PhD; NCC; LPC, Adria Dunbar, PhD*

By integrating student voice and data-based decision making, this presentation will provide a framework to prepare future school counselors to meet the needs of diverse students transitioning into postsecondary spaces. The results of a recent phenomenological study with historically underrepresented students will illuminate student perspectives about postsecondary success. The voices of these youth provide insight into educational initiatives supporting postsecondary transitions, and have direct implications for counselor educators as they recruit and prepare school counselors that foster more equitable postsecondary access and attainment.

3:30 - 4:20 PM | Greenwood  
682 | Education Session | CE 1.00

### **Teaching Innovation in Counselor Education**

*Scott Young, PhD; PhD; LPC; NCC, Carrie Wachter-Morris, PhD; PhD; NCC; ACS*

Counselors need to be effective problem solvers. Recent research suggests that creative problem-solving, risk-taking, drive, and strategic thinking are all characteristics that employers desire in the individuals they hire. This presentation will describe how to effectively prepare counselors-in-training to adopt an innovation mindset to approach problems of practice they will encounter in the field. In this presentation, a unique step-by-step process for teaching innovation that has been successfully utilized in master's and doctoral counselor preparation will be shared. The five-step process can easily be translated into any counselor training setting. Examples of counseling student innovative solutions will be shared, including emotion regulation, addressing IEP requirements in a school, and college and career readiness, among others.

3:30 - 4:20 PM | Redwood B  
683 | Education Session | CE 1.00

### **Glass Houses: Addressing White Fragility in Our Classrooms**

*Anjabeen Ashraf, PhD; LPC-I, Tanya Johnson, PhD; LMHC; NCC; CCMHC; BC-TMH*

As counselor educators, we are tasked with training ethical, competent, and social justice embodying counselors. Much of that work occurs in our classrooms but not without challenges. This session will cover the concept of white fragility, how it presents in the classroom, and how to address it with a focus on helping our students grow.

3:30 - 4:20 PM | Aspen  
685 | Education Session | CE 1.00

### **Understanding the Phenomenon of Technology Facilitated Sexual Violence**

*Emily Donald, PhD; LPC-S (NC); RPT; NCC; ACS, Rebecca Milner, PhD; LPC (VA)*

One needs only to turn to the media for a short time to be reminded that sexual violence is an ongoing societal issue. Sexual violence continues to be prevalent, and along with the rising popularity of dating apps and the anonymity provided by the online environment, this provides an opportunity for unwanted and unsolicited sexual content to be shared. All counselors-in-training must be prepared to work with clients affected by technology facilitated sexual violence (TFSV), as well as advocate for systemic changes needed to address this growing issue. In particular, school counselors must be prepared to address safety issues with students, so that TFSV does not become normalized in their environment. Join us for a timely discussion of how to prepare students and supervisees to work with and advocate for clients affected by TFSV.

3:30 - 4:20 PM | Ballard  
686 | *Education Session* | CE 1.00

### **How to Support Latinx, First-Generation Graduate Students in Counseling Programs**

*Matt Englar-Carlson, PhD, Carla Sotomayor, Bachelors Degree*

First generation Latinx graduate students face unique challenges in the field of counseling. They often feel isolated, under-represented in their academic program and on many campuses, and may struggle with feelings of inferiority and the imposter syndrome. Culturally-focused mentoring for 1st generation counseling graduate can provide effective support for academic and professional success. This program reviews common themes of 1st generation Latinx graduate students, outlines effective culturally focused mentoring practices, and offers insights to counselor education about ways to support these students throughout their educational journey.

3:30 - 4:20 PM | Jefferson B  
687 | *Education Session* | CE 1.00

### **Digging Even Deeper: Helping Students and Supervisees to Address the Hidden Biases We Don't Discuss**

*Brittany Pollard, PhD, Heather Uphold, Masters Degree, Monica Nelson, Masters Degree; EMDR-certified, Adam Stephens, stephena@newpaltz.edu*

We all have implicit biases and it is likely that somewhere along the way in our professional journey we have explored our preconceptions around important issues such as race, gender, and socioeconomic status. But what about the myriad of other prejudices that impact the clinical populations we serve, the supervisees we guide, and the students we teach? In this session, we will explore hidden biases related to lesser-discussed constructs such as ability, weight, age, and appearance, highlighting the ways in which these biases manifest and their impact on the various relationships that form the foundation of our work. We will invite attendees to participate in, reflect on, and take home a powerful, easily modifiable activity designed to foster self-awareness and growth in any clinical, academic, or supervisory setting. Hope you'll join us!

3:30 - 4:20 PM | Capitol Hill  
688 | *Education Session* | CE 1.00

### **My Door is Always Open: Using Simulated Encounters in School Counselor Education**

*Kathryn Kozak, Masters Degree; LSC (Initial, 5-12), Melissa Luke, PhD; PhD; LMHC; NCC; ACS*

Simulated school counseling encounters are a unique pedagogical tool for master's-level training programs. Working with standardized clients, future school counselors can

apply knowledge in an experiential, low-risk context, even in early stages of their training. The presenters will describe logistical considerations for integrating simulation exercises into master's program curricula and provide an overview of related benefits. In addition, results from a grounded theory study of a series of simulations will be shared. In particular, the presenters will discuss evidence of school counselors-in-training conceptualizing their roles as leaders, advocates, collaborators, and agents of systemic change during simulated parent meetings. Implications for facilitating and assessing professional identity development will also be discussed.

3:30 - 4:50 PM | Issaquah A  
673 | *80-Minute Panel Discussion* | CE 1.50

### **Operationalizing the Multicultural and Social Justice Counseling Competencies: A Call to Action for Counselor Educators and Supervisors**

*Sylvia Nassar, PhD; Ph.D., LPC; NCC; ACS, Anneliese Singh, PhD; Ph.D., Rebecca Toporek, PhD, Danica Hays, PhD*

In a panel discussion format, long-standing leaders of multicultural and social justice counseling movements will tackle issues such as historical roots of multiculturalism and social justice, including competency development, within counseling and broader professions; an overview of the current MSJCC model; the status of multicultural and social justice research and assessment; opportunities for methodological innovation; and a call to action for counselor educators and supervisors in areas of counseling research, practice, and advocacy. Powerpoints and handouts will be utilized, and audience participation will be encouraged.

3:30 - 4:50 PM | Willow A  
684 | *80-Minute Panel Discussion* | CE 1.50

### **Shoulders to Stand on: Research Mentoring for the Next Generation**

*Tracy Stinchfield, EdD; NCC, Nicole Hill, PhD; NCC; LPC, Casey Barrio Minton, PhD; NCC, Kelly Wester, PhD; LPC; NCC, Holly Wagner, PhD; NCC; LPC, Kristy Brumfield, PhD; NCC; LPC; RPT-S*

This panel will offer participants an opportunity to enter into the research mentoring dialogue with established scholars in the field of counselor education. Panelists will provide (a) insight into developing and maintaining research and scholarly projects throughout their careers in academia; (b) the significance of developing professional working relationships; and (c) finally, share their experiences with their research mentors and how these relationships have impacted their scholarly work.

3:30 - 4:20 PM | Redwood A  
Meeting | CE 0.00

### **ACES Graduate Student Meeting**

3:30 - 4:20 PM | Diamond A  
Meeting | CE 0.00

### **CES Editorial Board Meeting**

4:30 - 5:20 PM | Aspen  
689 | Education Session | CE 1.00 | (E)

### **A New Model for Teaching and Learning about Suicide assessment and Intervention**

*John Sommers-Flanagan, PhD; LMHP, Kelley McHugh, Masters Degree; Licensed School Counselor; NCC, Hana Meshesha, Masters Degree; Working on Addictions Counseling License*

Suicide rates in the U.S. have risen for 13 consecutive years. Given these dramatic increases, counselor educators have an opportunity to develop new approaches to address this critical public health problem. In this Education Session, a new model for training counselors in suicide assessment and intervention will be described. The model emphasizes relational connection, collaboration, and eight overarching suicide dimensions. The model is designed to enhance collaborative goal-setting and treatment planning. Educational content, experiential activities, and quantitative and qualitative pilot data associated with a three-hour training will be integrated into the presentation. All participants will be given electronic access to an extensive description of the training model.

4:30 - 5:20 PM | Medina  
690 | Education Session | CE 1.00

### **Empathy Saturation: A New Construct in Vicarious Exposure to Trauma and Counselor Wellness**

*Debra Hyatt-Burkhart, PhD; LPC; NCC; ACS, Eric Owens, PhD; LPC; NCC; ACS; CPSC (PA)*

Mr. Rogers said "When I was a boy and I would see scary things in the news, my mother would say to me, Look for the helpers. You will always find people who are helping." But what do helpers do when they find the world to be a sad and scary place? This session discusses empathy saturation, a new construct in vicarious exposure to trauma related to counselors' cumulative exposures to vicarious trauma. Every day we are confronted by disturbing news of disasters, acts of terrorism, and human cruelty. Much like a sponge can only absorb a finite amount of water, counselors may experience a similar saturation in their ability to absorb distressing information. This program explores the construct, the ramifications of saturation, and ways that practitioners, educators, and supervisors can promote wellness in the face of vicarious exposures.

4:30 - 5:20 PM | University  
691 | Education Session | CE 1.00 | (S)

### **Getting Unstuck In Supervision: Using the Conceptual Mapping Task as a Dynamic Supervision Tool for Trainees and Seasoned Counselors**

*John King, PhD; LPC (PA), David Savinsky, PhD; LPC; LMFT; CSAC; ACS*

The Conceptual Mapping Task (CMT) is a dynamic supervision tool that promotes counselor autonomy in case conceptualization. It originated as a tool in qualitative counseling research and has also been used in supervision with both new and seasoned counselors. In this session, the presenter will provide a live demonstration of the CMT with a supervisee, and then give additional strategies for how this tool can ethically promote autonomy for counselors. The presenter will also show how this tool can be utilized as a counseling intervention with clients. A review of the empirical support for the CMT will be provided.

4:30 - 5:20 PM | Willow B  
692 | Education Session | CE 1.00 | (S)

### **The Effects of Supervisory Style and Supervisory Working Alliance on Supervisee Disclosure in Supervision: A Moderated Mediation Analysis**

*Chi Li, Masters Degree; NCC*

The current study found that the SDSS seems to be a psychometrically sound instrument to measure supervisee disclosure in supervision based on the CFA and other validation analysis results. In addition, the SEM results showed that the supervisory working alliance significant mediated the relationships among all three types of supervisory styles and supervisee disclosure in supervision, and the task-oriented supervisory style also significantly moderated the mediation relationship among task-oriented supervisory style, supervisory working alliance and supervisee disclosure in supervision. Discussion of the major results and implications for counselor education and supervision as well as future research were provided.



4:30 - 5:20 PM | Cedar B  
693 | Education Session | CE 1.00

### **Tidying Up Your Academic Research and Writing: The KonMari™ Method**

*Nina Medyk, Masters Degree; MSW; certification in Child Welfare, Patrice Leopold, Masters Degree; NCC, Jo Lauren Weaver, Masters Degree; MS; NCC, Stevie VanAusdale, Masters Degree; Ed.S.; RMH-I (FL), Ken Myers, Masters Degree; MA; NCC*

It's about sparking joy! Marie Kondo, best-selling author, prominent tidying consultant, and Netflix star is well-known for her KonMari™ Method for organization. This presentation focuses on teaching how to apply the KonMari™ Method to writing and publishing research. Attendees will learn practical steps for being more efficient in their research and will be invited to a collaborative writing-challenge post-conference.

4:30 - 5:20 PM | Ballard  
694 | Education Session | CE 1.00

### **You Don't Practice What You Don't Know: the Need for a Trauma Course in Counseling Master's Programs**

*Johana Rocha, Masters Degree; NCC, Garrett McAuliffe, Ed.D*

Lack of trauma-informed training in counseling master's programs may lead to negative outcomes for the counselor-in-training and the client due to the counselor-in-training's poor understanding of the client's presenting concern, which decreases effective responsiveness to the client's needs and increases potential of re-traumatization. Therefore, a trauma-informed course in the master's program is imperative because clients deserve to be treated by a competent counselor-in-training that is able to identify the client's trauma and respond to it in an efficient manner.

4:30 - 5:20 PM | Virginia  
695 | Education Session | CE 1.00 | (S)

### **Integrating Neuroscience into Clinical Supervision: A Phase-Based Model**

*Shedeh Tavakoli, PhD; LCPC; ACS; CRC; CCMHC*

The presentation addresses a phase-based model of supervision developed by the presenter. Essential elements of neuroscience that inform clinical supervision of counselors in-training are synthesized into five phases of supervision. The application of each phase in the context of clinical supervision is demonstrated through case examples.

4:30 - 5:20 PM | Redwood B  
696 | Education Session | CE 1.00

### **Addressing Microaggressions in the Classroom: Implications and Pedagogies for Counselor Educators**

*Myra Jordan, PhD, Kerrie Fuenfhausen, PhD; LPCS; NCC, Lindsay Miler, BA*

Microaggressions in counseling have received increased attention in recent years with calls for multicultural and social justice competence in counseling. As counselor educators, we are tasked with the responsibility of educating our students on microaggressions within counseling relationships, but also of creating safe spaces for all students to learn effectively. This session will provide participants with results from a recent study on student experience of microaggressions in CACREP-accredited Master's in Counseling programs as well as strategies for addressing microaggressions in classroom settings based on theoretical underpinnings from Relational Cultural Theory and Engaged Pedagogy.

4:30 - 5:20 PM | Juniper  
697 | Education Session | CE 1.00

### **Transforming Colorblindness: How Do White Counselors Confront Their Racially Colorblind Worldviews?**

*Caroline O'Hara, PhD; LPC; NCC, James McDonald, Masters Degree, Mitchell Schramper, Bachelors Degree*

Colorblind worldviews hinder White racial identity development and multicultural skill acquisition. Racial colorblindness, including power-evasiveness and color-evasiveness, perpetuates systems of privilege by denying and distorting racial realities. Using grounded theory, we present original empirical findings and a provisional theory of the processes that facilitated White counselors' transition to confront their colorblindness. We will assist audience members in ways of working through colorblind attitudes. We will also identify means of encouraging and supporting students and counselors who are working through their own or others' colorblindness. We will achieve this by sharing information from our current study - providing concrete information about the events, factors, and situations that facilitate challenging colorblindness.

4:30 - 5:20 PM | Cedar A  
698 | Education Session | CE 1.00

**Beyond Place-Based: Addressing Negative Biases, Attitudes and Beliefs about Technology in Counselor Training**

*Jocelyn Novella, Masters Degree; LPC; NCC; ACS; BC-TMH, Mary Roberts, Masters Degree; LMHC; NCC; BC-TMH; Counselor Educator; Counselor; Clinical Supervisor*

The emphasis on in-person counseling in counselor education programs does not adequately prepare students for a complex mental health future that includes technology. It also ignores the disparities in access to mental health care for marginalized populations, either due to geographic or financial limitations, the nature of specific clinical distress, or other barrier to physical attendance at place-based counseling. Incorporating telemental health pedagogy into counselor training is one strategy for addressing the issues of access, but bias against telemental health services remains among students and faculty. This program will discuss how counselor educators can address biases and concerns about the use of technology in counselor training and ensure students develop skills in competent and ethical telemental health delivery.

4:30 - 5:20 PM | Columbia  
699 | Education Session | CE 1.00

**Effective Global Mental Health Education Practices: A Mixed Methods Study of Counselors-In-Training International Service Experiences**

*Mariaimeé Gonzalez, PhD; LPC, Dani Baker-Cole, MA; LMFT; ATR-BC, Leah Batty-Hibbs, MA, Erin R. Bezins, MA, Michelle Byrd, MA*

Immersive international service learning courses, offered within counseling programs encourage professional development, while attending to diversity, multi-cultural competency, social justice counselor identity and self-reflection. This session will review results of a mixed methods study of MA level counselors' perception of the impacts of having participated in an immersive international service and social justice focused experiences. Highlights will include respondents' self-reports of concurrent increased humility and confidence in counselor self-efficacy in response to transformational learning. A discussion of how these themes, and other results from the data analysis may enhance the counselor education, culturally competent and social justice counseling professional identity in training programs will be facilitated.

4:30 - 5:20 PM | Leschi  
700 | Education Session | CE 1.00

**Using Critical Pedagogy to Enhance Students' Social Justice Advocacy**

*Peggy Ceballos, PhD; NCC; CCPT-S; CPRT-S, Caitlyn Bennett, PhD; LPC; LMHC; NCC, Natalya Lindo, PhD; LPC; NCC; CCPT-S*

This interactive workshop will explore how to implement critical pedagogy in the classroom to foster counseling students' personal motivation and professional skills as social justice advocates. Presenters will discuss activities and assignments that can be integrated in content and clinical classes (e.g. family counseling, practicum, multicultural). Presenters will share real classroom examples, ethical considerations, as well as personal challenges and remedies they have implemented when integrating critical pedagogy into the classroom learning experience.

4:30 - 5:20 PM | Boren  
701 | Education Session | CE 1.00 | (E) (S)

**Assessment in Gatekeeping: Suggestions and Implications for Counselor Educators and Supervisors**

*Kimberlee Mincey, Masters Degree; M.S; LPC-I, K. Michelle Hunnicutt Hollenbaugh, PhD; Ph.D.; LPC-S*

This presentation will explore evaluation and assessment standards for gatekeeping supervisees' and master's level practicum and internship students. We will discuss the lack of formal assessment and evaluation options within gatekeeping. We will also discuss how remediation plans and assessment and evaluation can be implemented within the academic setting. There will also be a discussion of the function of informal assessment and evaluation, supervisory gate slippage, professional and supervisee problematic behaviors, and implications regarding personality characteristics and professional competency.

4:30 - 5:20 PM | Capitol Hill  
702 | Education Session | CE 1.00

**Examining School Counselors' Competence in Lesson Plan Design**

*Caroline Lopez-Perry, PhD; Pupil Personnel Service Credential, Erin Mason, PhD*

Classroom core curriculum has been identified as an efficient use of time for addressing developmental issues within academic, career and social-emotional domain. However, to date there is little information on the specific training needs of pre-service school counselors in relation to classroom core curriculum. In this presentation, we discuss the findings from a content analysis of school counselor generated lesson plans. Participants will leave with an understanding of school counselor training needs, receive a lesson plan evaluation rubric, and discuss implications for school counselor education programs.

4:30 - 5:20 PM | Jefferson B  
703 | Education Session | CE 1.00

### **Single Couch Conversations: Mentoring Master Students Through a Research Lab**

*Nedeljko Golubovic, PhD; NCC, Ana Carbonell, BA, Sandra Romero, BA, Emily Park, BA, Lauren Flynn, BA, Madison Nash, BA*

During this session, the presenters will share a model for mentoring master's level students through a research lab. Participants will have an opportunity to hear both instructor's and students' experiences (Clinical Mental Health & School Counseling). From the instructor's perspective, participants will learn about the original intention for starting this lab, obstacles faced along the way, adjustments that were made to improve functioning of the lab and students' experiences, and the benefits of engaging with master's students in this manner. From the students' perspective, participants will learn about the impact this lab had on their development as researchers as well as the influence this lab had on their professional identity.

4:30 - 5:20 PM | Issaquah B  
704 | Education Session | CE 1.00 | (E)

### **Student Remediation as a Gatekeeping Tool**

*Michael Jones, Masters Degree; LPC-S; NCC; BC-TMH, Camille Humes, EdD; NCC; LPC; LCPC; I/ECMH-C*

Student academic development and competence issues can contribute to their inability to complete graduate programs (Kallaguer & Mollen, 2017). The ACA Code of Ethics, Section F.9.b, reminds counselor educators of their responsibility to address a student's inability to "achieve counseling competencies." In this presentation, we will provide an overview of some remediation strategies that have been used in graduate counseling programs. Using a case study, we will also discuss ways to make developing and utilizing a remediation plan less overwhelming for faculty and more practical for students.

4:30 - 5:20 PM | Greenwood  
706 | Education Session | CE 0.00

### **Great Idea! How Are We Going to Do That? The Challenges and Benefits of Counselor Education Programs at Small Teaching Institutions**

*Shauna Nefos Webb, PhD; NCC, Rebecca Sapp, PhD; LMFT, Christine Browning, PhD; LPC/HSP; NCC;SPE*

Institutional type has a significant influence of the experience of counselor educators. The presenters will share their stories of why they chose small teaching institutions. In addition, the session will include a discussion about the challenges and benefits of working at smaller schools, and attendees will brainstorm suggestions for increase collaboration across counselor education programs regardless of institutional type.

4:30 - 5:20 PM | Seneca  
707 | Education Session | CE 1.00

### **Reflexive Journaling: A Practice for Increasing Students' Abilities to be Reflective Counseling Practitioners**

*Melisa DeMeyer, PhD; NCC; LPC (ID)*

There is a vast number of resources devoted to reflective practices including an entire journal, Reflective Practice, dedicated to the topic. Despite the available resources, there is a lack of literature regarding how an individual becomes a reflective counseling practitioner (Wong-Wylie, 2006). One way to engage in and encourage reflexive practice is through the intentional use of journaling. During this presentation, participants will learn the variations of reflexivity, the relevance of reflexivity to counselor education, and will be provided guidelines for students and educators for facilitating reflexive practice.

4:30 - 5:20 PM | ACES Suite  
Meeting | CE 0.00

### **Technology Interest Network**

4:30 - 5:30 PM | Jefferson A  
Reception | CE 0.00

### **ACES Women's Retreat Reunion (Open to All)**

Please join ACES Women's Retreat participants, past and present, for an reunion. Join us from 4:30-5:30PM, Saturday in Jefferson A to reconnect and visit with friends and colleagues and celebrate the history of the Women's Retreat.

5:30 - 10:00 PM | Jefferson A  
814 | Meeting | CE 4.00

### **ACES Women's Retreat**

*Christine Schimmel, EdD; NCC; LPC*

Please join us as we cultivate leadership and vision among ACES women. We aim to expand leadership within the retreat venue so that women of all stages of their careers can practice skills to better advocate and lead in their respective lives and professions. This experiential Mini-Retreat is open to past and new participants and we especially welcome and embrace diversity in all its rich forms.

5:30 - 6:30 PM | Second Floor Window Area  
Reception | CE 0.00

### **ACES Graduate Student Reception Ice Cream Social**

# SUNDAY | OCTOBER 13, 2019

## SESSION HIGHLIGHTS

7:00 am - 6:30 pm | Second Floor Lobby

### **Registration**

8:00 am - 4:00 pm | Grand A/B

### **Exhibit Hall**

9:00 am - 5:00 pm | Jefferson A/B

### **How to Write a CACREP Self Study Workshop (Invitation Only)**

12:00 - 12:50 pm | Willow A/B

*INFORM General Session*

### **Supporting Doctoral Students from Marginalized Populations as Researchers: Disseminating Power in Counseling Research**

The ACES INFORM Plenary session will focus on an open dialogue of the experiences of doctoral level, and junior faculty researchers from historically marginalized populations. As emergent researchers from historically marginalized populations, the thought and process of conducting, publishing, and presenting research in predominantly white spaces can be a daunting endeavor. Fear of professional ostracism for conducting research not only as a member of a historically marginalized population, but on the concerns and well being of this population may lead to direct confrontation of systems of oppression in professional societies, and society at large. The panel represents diverse positionalities to speak on this topic, from personal to professional standpoints, ultimately seeking to encourage doctoral students and new counselor educators from marginalized populations to go forth and develop research agendas to advance the field of counselor education and supervision, and society as a whole.

1:00 - 5:00 pm | Boren

### **ACES Emerging Leaders (Invitation Only)**

1:00 -5:00 pm | Issaquah A & B

### **ACA Deep Dive Ethics Presentation**

*John Duggan, MA, EdD; LPC; LCPC*

This session will be conducted by ACA staff members to provide information about recent efforts to codify discrimination against the ACA Code of Ethics. Counseling professionals must be prepared to define, protect, and defend the ACA Code of Ethics at a moment's notice. Moving forward as one strong, unified community is by far the best way to preserve the integrity of the counseling profession.

ACA will deliver a thoughtful, thorough Code of Ethics deep dive presentation to update attendees in such areas as professional values, social media, the imposition of counselor personal values, defining the moment ethical responsibility begin, and fee splitting. Attendees will practice ethical decision making and bracketing; skills that protect against malpractice lawsuits and licensing board complaints.

**SESSION TYPE:** (S) Supervision (E) Ethics

8:00 - 8:50 AM | Virginia  
253 | *Education Session* | CE 1.00 | (S)

### **A Supervisor's Guide to Understanding the Powerful Dynamics of Animal-assisted Counseling**

*Cynthia Chandler, EdD; LPC-S; MFT-S*

Animal-assisted counseling (AAC) is a modality with established clinical efficacy. Yet, many counselors, counselor educators, and supervisors do not clearly understand how and why it is effective, nor how it may be utilized for greatest benefit. The presenter, a well-known expert in the field, provides clear explanations of the powerful dynamics of AAC and the social science elements that form these dynamics. Participants can gain a clear understanding of how to recognize and optimize the effects of therapeutic opportunities presented in AAC.

8:00 - 8:50 AM | Redwood B  
708 | *Education Session* | CE 1.00

### **Are You Ready for This? Alumni's Perceived Level of Preparation for Professional Counseling**

*Ali Cunningham Abbott, PhD; PhD; LMHC; (QS), Angela O'Gieblyn, PhD; LPC, Jonathan Sperry, PhD; PhD; LMHC; NCC, Debra Ainbinder, PhD; LMHC; NCC; LCS*

After graduation, counselor educators and supervisors may have limited contact with alumni who are now working as professional counselors. We spend years helping them learn, develop and grow but are often left wondering how our teaching and supervision influenced them in the "real world". We mostly learn about alumni outcomes through aggregate assessment data, but qualitatively we may be missing pieces that help us learn more about how to improve ways we teach and supervise to best prepare graduates for this career. This program reviews one method for engaging alumni in a semi-structured interview that helps address this curiosity. Participants will learn about how to effectively connect with alumni and apply results from interview data to programmatic changes that can best prepare students for the field.

8:00 - 8:50 AM | Cedar A  
709 | *Education Session* | CE 1.00 | (S)

### **Beyond Self-Care: A Pilot Research Study on the Prevention of Compassion Fatigue**

*Julie Ballew, Masters Degree; LCPC MT license # 11055; CCFP*

This session will focus on building understanding surrounding the phenomenon of compassion fatigue. Psychoeducation and experiential learning surrounding compassion fatigue concepts will be provided. The rationales for the inclusion of specific compassion fatigue prevention training in counselor education programs will be offered through a review of the literature. A

pilot study that outlines a predictive model of how compassion fatigue manifests in the beginning phases of counseling careers will also be discussed. This model will help counselor education faculty equip their students with the knowledge and skills for both the immediate and future prevention of compassion fatigue and support students' professional careers as resilient professionals.

8:00 - 8:50 AM | Capitol Hill  
710 | *Education Session* | CE 1.00

### **Intentionality with the End in Mind: How to Exceed the CACREP Standards on Diversity and Inclusion in Counselor Education Programs**

*Shon Smith, EdD; LMHC; CRC; ACS*

Counselor Education Programs have made advancements in the area of diversity and inclusion since the 1995 adoption of the multicultural and diversity standards by CACREP (CACREP, 1995). Programs are addressing multicultural, social justice, diversity, inclusion, privilege and power within their curriculum through a one course model, infused model or combined model (D'Andrea) However, CEPs continue to struggle to meet the multicultural and diversity standards within CACREP that addresses retaining and recruiting a diverse student body and faculty. This presentation will provide resources and strategies to CEPs on how to assess, develop and implement such a plan to enhance their programs.

8:00 - 8:50 AM | University  
712 | *Education Session* | CE 1.00

### **Teaching Beyond Advocacy: Promise and Perils of Talking about Strategies for Systemic Change in the Counseling Curriculum**

*Andrew Wood, PhD; NCC*

The ACA Advocacy Competencies provide a stellar overview of counselor advocacy and also stand as a teaching aid to counselor educators. This presentation addresses issues in teaching past social and political advocacy, in teaching about direct change that can be done in communities and larger systems to promote systemic change. Drawing upon various critical perspectives, the presenter will address some of the issues and benefits in addressing systemic change throughout the counseling curriculum and how it can be an overall benefit to the development of counselors-in-training. Using case examples and conversation, those in attendance will be able to discuss their efforts, shared shortcomings, and future avenues for encouraging systemic change in the counseling field, with a focus on counselor education for this presentation.

8:00 - 8:50 AM | Cedar B

713 | Education Session | CE 1.00 | (E)

**Distance Learning, Gatekeeping, and Group Projects**

Kelly Dardis, PhD; NCC, #292912, National, 2011-current; LPC, (OH) #C1200401, 2012-current; LSC (TX) # 63984, 2010-current; LPC (OH), # OH3140431, 2011-current; LSC (TX), 2005-current; Life Lines Suicide Prevention Trainer, 2010-current, Crisis Intervention Management System (basic and peer), 2006-current; Lifetime Texas Teaching Certification grades 6-12, Composite Science, 1995-current, Courtney Holmes, PhD; LPC-S; LMFT; NBCC

The mention of group work in DL environments can evoke feelings of resistance in students and educators alike. The ability to fosters professional growth for all students is a missed opportunity when group work is avoided. Utilizing CE gate keeping skills will foster positive group work experiences, even in the face of professional disposition concerns. Presenters will explore the differences between normal group work anxiety and more persistent professional disposition concerns and how-to manage both. Join us as we unpack a tool box of gate keeping skills, ethical codes, best practices from the field of higher education that guide group work development, sample rubrics to measure professional behaviors, and more. Leave with strong gate keeping skills that foster professional growth for all students through group work in DL environments.

8:00 - 8:50 AM | Boren

714 | Education Session | CE 1.00 | (S)

**Supervision of Group Work: A Conceptual Framework for Site Supervisors**

Staci Tessmer, Masters Degree; LPCC-S; NCC, Cassie Storlie, PhD; Ph.D.; LPCC-S; NCC

Supervision and group work are two distinct areas of counseling; however, it is difficult to find resources and guidelines that discuss how the two are interrelated. Participants will gain an understanding of relevant research and literature in order to provide a conceptual framework for facilitating site supervision with the unique challenges of group work. The presenters will discuss techniques and strategies to provide site supervision of group work in an efficient and ethical manner.

8:00 - 8:50 AM | Medina

715 | Education Session | CE 1.00 | (S)

**Medical Marijuana: Issues in Counseling and Supervision**

Zach Sneed, PhD; CRC; LCDC, H. L. Brostrand, PhD; LPCC; CRC

Counselors need to be prepared to work with people using cannabis as a medical treatment. Counselors and educators face myriad ethical and professional issues when providing

clinical counseling for this burgeoning population. The rapidly changing legal landscape, unconscious bias, and misinformation can create confusion when providing services. Our research suggests multiple gaps exist in clinical service delivery for medical marijuana patients. This session will provide counselors and supervisors with clinical counseling best practices for this population. A better understanding of the needs of people using medicinal marijuana will allow the counselor and supervisors to be more effective in providing comprehensive, compassionate, responsible and ethical care.

8:00 - 8:50 AM | Willow A

716 | Education Session | CE 1.00

**Facilitating Multicultural Awareness for Racially/Ethnically White Counselors in Training**

Bryan Lamb, Masters Degree; LPC; NCC, Anna Elliott, PhD

Participants are invited to engage in dialogue informed by our collective experiences, a recent study on the topic, and multicultural awareness literature. We will discuss the process of facilitating multicultural awareness development for racially/ethnically White counselors in training. Examples of multicultural awareness development will be provided and participants will discuss application if their respective settings.

8:00 - 8:50 AM | Diamond A

717 | Education Session | CE 1.00

**Artificial Intelligence: Promise, Bias, and Cultural Considerations for Counselor Education**

Russell Fulmer, PhD; LPC, Tonya Davis, PhD; LCPC, Kesha Burch, PhD; LCPC, Stephanie Standefer

Has Artificial Intelligence (AI) entered the field of counseling? Is it true that AI can show bias and be discriminatory? This presentation explores these questions and delves into the reality and promise of psychological artificial intelligence, both good and bad. Considering the paucity of counseling research about AI, many counselor educators are unfamiliar with how AI-bots are used by clients in ways reminiscent of a clinical counselor. Unfortunately, the field of AI has shown a lack of cultural awareness, an error traced back to the programming of the algorithms that drive mental health chatbots. The presenters discuss AI in relation to counselor education, such as supervision and research implications, and advocate for the inclusion of cultural considerations in the manufacture of psychological artificial intelligence.

8:00 - 8:50 AM | Columbia  
718 | Education Session | CE 1.00

### **K-12 Discipline Disparities and School Resource Officers: What Should We be Teaching Our School Counselors?**

*Laura Welfare, PhD; LPC; NCC; ACS, Gerard Lawson, PhD; LPC; LSATP; NCC; ACS*

The growing presence of law enforcement and security staff in K-12 schools necessitates attention in counselor education. How can counselor educators and supervisors prepare school counselors for effective interdisciplinary collaboration with school security? Based on our federally funded research, we will provide an in-depth explanation of the roles of School Resource Officers and School Security Officers. In addition, we will highlight empirical evidence of relevant discipline disparities, such as the over-representation of males of color and students with mental health challenges or trauma histories. Finally, we will explore the importance of counselor educators preparing graduates for ethical interdisciplinary collaboration, which is complex when the discipline-specific priorities and goals differ.

8:00 - 8:50 AM | Juniper  
720 | Education Session | CE 1.00 | 

### **The forgotten "S" in ACES: An interpretative Phenomenological Analysis of Simultaneous Supervision**

*William Lane, Masters Degree; MCOUN; LPC; NCC, Camille Frank, Masters Degree; MCOUN; LPC; NCC, Timothy Hakenwerth, Masters Degree; EDS; LPC; NCC, Tessa Price, Masters Degree; MA; LCPC*

Supervision is imperative to the development of counselors-in-training (CITs). Many CITs receive simultaneous supervision (i.e. supervision sessions with multiple individual/triadic supervisors during the same semester), but there is limited research regarding this experience. We conducted an Interpretative Phenomenological Analysis to gain greater understanding of how CITs experience simultaneous supervision. Participants will engage in dialogue on how they can incorporate the results of this study to improve supervision outcomes when working with students receiving simultaneous supervision.

8:00 - 8:50 AM | Ballard  
721 | Education Session | CE 1.00

### **Exploring the theoretical Character of Interpretative Phenomenological Analysis: Phenomenology, Hermeneutics, and Idiography**

*Jonathan Wiley, Masters Degree; NCC; National Board of Certified Counselors, Certification No: 671145, October 2017 - Present; Disaster Mental Health Certification, American Red Cross, October 2017 - Present; LPC (VA), Board of Counseling, License No: 0701007240, August 2017 - Present*

Interpretative Phenomenological Analysis (IPA), grounded in phenomenology, hermeneutics, and idiography, is a burgeoning qualitative method within the scholarly literature of Counselor Education and Supervision. In this session, the presenter will lead an in-depth exploration of the theoretical foundations underlying IPA that allow for meaningful and contextual examination of personal lived experiences. The presenter will draw from the primary source material of the theories that inform IPA.

8:00 - 8:50 AM | Aspen  
723 | Education Session | CE 1.00

### **Infusing Culturally Responsive Counseling Interventions Through Collaborative and Interdisciplinary Approaches Into Counselor Education Coursework for Deaf/Hard of Hearing Clients**

*Alicia Hall, Masters Degree; LPCC-S, Victoria Giegerich, Masters Degree; LPC, Chemical Dependency*

Counseling programs strive to identify and eliminate barriers resulting in intentional and unintentional oppression of clients. This session addresses an interdisciplinary and culturally responsive approach within one CES program's Counseling Skills courses to eliminate treatment barriers for Deaf/Hard of Hearing (Deaf/HH) clients. Presenters will review a collaborative, interdisciplinary teaching approach with Sign Language interpreters, provide recommendations for integrating cultural responsive guidelines when working with Deaf/HH culture, and apply results of a qualitative study of students' experiences working with interpreters. Attendees will receive examples of course presentations, videos/demonstrations, and interpreted counseling practice activities to design innovative collaborations and learning activities for students.

8:00 - 9:20 AM | Issaquah B  
724 | 80-Minute Panel Discussion | CE 1.50

### **Master's Students and Evidence-Based Practices: What Skills Do Students Need?**

*Nicola Meade, Masters Degree; NCC, Lindsey Umstead, Masters Degree; NCC; LPC-A(NC), Kelly Wester, PhD; LPC; NCC*

A counseling journal editor, a CACREP staff member, along with two established published researchers will discuss their expert perspectives regarding the role of master's students learning research methods as it relates to ACA's call for evidence-based practices. The members of this panel will discuss historical and present factors that have influenced what master's students are taught in relation to research methods, various possible strategies for master's students learning research methods to meet CACREP (2016) standards and ACA (2014) Ethical Codes, and potential desired outcomes of a research methods course for master's students.

8:00 - 8:50 AM | Seneca  
725 | Education Session | CE 1.00 | 

### **The Neuro-Informed Clinical Supervisor**

*Lori Russell-Chapin, PhD; LCPC; NCC; ACS; BCN; CCMHC, Theodore Chapin, PhD; LCP; BCN; LMFT, Nancy Sherman, PhD; LCPC; ACS; NCC; CCMCH*

fMRI research results have demonstrated that counseling changes the brain. If the same therapeutic relationship exists and many of the same counseling skills are used in supervision, then it makes sense that similar changes are occurring in the brain with clinical supervision. It is imperative that supervisors/supervisees understand the neurocounseling benefits for improved supervision. Therefore, this workshop will offer essential neuroscience information for the supervisor/supervisee to become more neuro-informed. Every component of the supervisory process and every supervision model has a correlating neurocounseling partner. Here are just a few examples that participants will discover and discuss: ethics and the dorsal lateral cortex; group processes and the parietal lobes; and corrective feedback and negative bias.

8:00 - 8:50 AM | Willow B  
726 | Education Session | CE 1.00

### **Teaching the Johari Window: A Qualitative Study**

*Jan Parker McCandless, EdD; EdD; LPCC (KY); LPC (MS); NCC; ACS*

The combination of film and literature in increasing understanding of the Johari Window for group counselors-in-training will be presented, specifically using the story of Disney's *Alice in Wonderland*, directed by Tim Burton (2010). Participants will experience a journey involving a creative pedagogical approach and the narrative analysis method utilized to capture this experience. The presentation will explore relevant literature, the participants' voices, and results of the study.

8:00 - 9:20 AM | Issaquah A  
711 | 80-Minute Panel Discussion | CE 1.50

### **Training Preservice School Counselors to be Collaborative Leaders in Multi-Tiered Systems of Support (MTSS): A Panel Discussion**

*Jennifer Betters-Bubon, PhD; LPC; LSC, Emily Goodman-Scott, PhD; LPC (VA); NCC; NCSC; ACS; school counseling certification (VA), Peg Donohue, PhD; CSC (CT)*

There is a growing national trend to integrate Multi-tiered Systems of Support (MTSS) within PK-12 schools. Counselor educators should be on the forefront of understanding this approach and preparing their preservice school counselors to be leaders and systemic change agents in the process. Participants: attend this session to learn from a panel of counselor educators with expertise in MTSS. Discuss how to teach preservice school counselors about MTSS as a collaborative, culturally responsive approach aligned with comprehensive school counseling programs. Further, learn strategies and gain sample activities to infuse MTSS content into your counselor education curriculum.

8:00 - 9:20 AM | Greenwood  
719 | 80-Minute Panel Discussion | CE 1.50

### **Diversity In Practice: How Far Does "Inclusion" Go for Counselor Educators?**

*Elliott Ingersoll, PhD; PCC-s; Psychologist, Kathryn MacCluskie, EdD; Counseling Psychology, Dakota King-White, PhD; Counselor Education, Claire Campbell, MS*

The panel is made of five counselor educators who embody diversity as we typically describe it. Each panel member identifies and functions as counselor educators. Just as our identities illustrate diversity, we will discuss how the diversity of training experiences has brought far more richness to our counseling graduate program than if each of us had earned Ph.D.s from CACREP-accredited programs. We will also present the concept of common factors in counselor education, discuss the developmental nature of professional identity, and discuss how diversity of training experiences and earned degrees among faculty expands the breadth and enhances the quality of training from which students benefit. We will provide with examples of how our training experiences complement each other and make for strong counseling programs.



9:00 - 9:50 AM | Columbia  
729 | Education Session | CE 1.00

### **Barriers and Bypasses: A Gateway to Student Success In Teaching online Skills Courses**

*Kristin Vincenzes, PhD; Ph.D., LPC, ACS, NCC, Ashley Pechek, PhD; Ph.D., LPC, NCC, Kaitlynn Timko, Bachelors Degree, Robyn Storey, Bachelors Degree, Kelsi Lucas-Collins, Bachelors Degree*

Counselor education programs continue to expand their abilities to provide quality education via distance modalities. As of January 2019, there were 66 online CACREP accredited programs offering over 50% of their curriculum via distance modalities (CACREP, 2019). As programs engage in these modalities, counselor educators may be challenged with diversifying the assignments while also creating a collaborative learning environment that addresses CACREP standards (Li & Irby, 2008; Trepal, Haberstroh, Duffey, & Evans, 2007). Many counselor educators are unsure of how to offer skills courses 100% online. This educational session will share strategies to overcome barriers to teaching these courses online while maintaining the integrity, expectations, and CACREP standards to successfully prepare counselors-in-training for the profession.

9:00 - 9:50 AM | Leschi  
730 | Education Session | CE 1.00 | (E) (S)

### **Ethical Dilemmas in Non-Client Settings**

*Meagan McBride Klein, PhD; LPCC-S; CTP, Marjorie Shavers, PhD; LPCC-S; LPSC*

As educators we teach our students how to navigate ethical dilemmas, and as supervisors we help our supervisees work through the steps to identify how to best respond. This session will explore what happens when the dilemma is in your department, campus, or agency and how to work through it. This session will pull from actual situations to help seasoned supervisors and educators tackle higher end dilemmas.

9:00 - 9:50 AM | Virginia  
731 | Education Session | CE 1.00

### **International Registry of Counsellor Education Programs: The First 10 Years and What's Next**

*LoriAnn Stretch, PhD; LPC-S; NCC; ACS, Syntia Santos Dietz, PhD; NCC*

Counseling as a profession in the U.S. is fairly well developed; however, this is not the case in the rest of the world. We live in a global society and have a responsibility to teach and supervise from a global perspective. Counselor educators often express an interest in engaging in global partnerships but do not know where to start. The International Registry

of Counsellor Education Programs (IRCEP), the international division of CACREP, provides ongoing support for global partnerships, quality assurance standards, information exchanges, and assistance in the professionalization of counselling worldwide. Join this session to learn the history of IRCEP and see how you can contribute to the next 10 years of counselling education at a global level.

9:00 - 9:50 AM | Cedar B  
732 | Education Session | CE 1.00

### **Shifting the Culture of Counseling Skills Courses: Alleviating Anxiety Through Experiential Approaches**

*Ashlei Rabess, Masters Degree; APC; NCC, Kyndel Tarziers, Masters Degree; NCC, Jamian Coleman, Masters Degree; CRC; APC; NCC, Maria Istre, Masters Degree; PLPC; NCC, Melissa Zeligman, PhD; LPC; NCC*

Counseling skills courses serve as a foundation upon which counselors-in-training (CIT) build their professional skills and identity. However, counseling skills courses also often bring great anxiety for CITs, which can hinder skill development. This presentation will demonstrate experiential tools to use in counseling skills courses to effectively combat CIT anxiety and enhance skill development.

9:00 - 9:50 AM | Willow A  
733 | Education Session | CE 1.00

### **Utilizing the Situated Knowledge of Asian International Students to Innovate Counseling Pedagogy**

*Peng Wang, Masters Degree; Provisional School Counselor Certificate; Certificate in Public Mental Health (China), Rachel Carter, MA*

Recent studies (e.g., Goh, Yon, Shimmi, & Hirai, 2014; Lau & Ng, 2012; Li, Lu, Bernstein, & Bang, 2018; Nayar-Bhalerao, 2013) on the experiences of International counseling students suggest a gap still exists in meeting the educational and supervision needs of students from collectivist and high-context cultures. This presentation will address this gap to enhance the relevance of counselor education and supervision in today's global world. The presenters will draw on relevant strategies from the counseling literature and their department's own practices with Asian International students to suggest needed improvements, emphasizing the knowledge these students have shared about how to enhance the counseling curriculum and the supervision experience to better create cross-cultural transferability.

9:00 - 9:50 AM | Capitol Hill

734 | *Education Session* | CE 1.00 | (E)

### **Gatekeeping the Profession: The Role of Evaluation and Remediation**

*Azra Karajic Siwiec, PhD; LPC, Ruthann Anderson, PhD; LPCC-S, Tiffany Peets, PhD; LPCC-S, Claudia Lingertat Putnam, PhD; LPC, Varunee Faii Sangganjanavanich, PhD; LPCC-S*

While we struggle to balance all of our counselor educator hats, gatekeeping seems to be one that invokes discomfort. This presentation is designed to offer participants a roadmap to effective gatekeeping efforts through all phases of a program. The presenters will share effective gatekeeping processes from three different institutions. Processes that each have utilized to strengthen gatekeeping efforts will be discussed, including programmatic refinement and the provision of support to external supervisors in various settings. Strategies will be offered through case examples and discussion. Participants will walk away with methods to strengthen gatekeeping processes at their own institutions.

9:00 - 9:50 AM | Boren

735 | *Education Session* | CE 1.00

### **Doctoral Advising as a Multigenerational Process**

*Kirsten Murray, PhD; PhD; LPC, Ariel Goodman, PhD, David Kleist, PhD, Michaela Sacra, PhD, Arianna Vokos, MA*

Join us for a transgenerational exploration of the doctoral advising and dissertation chair experience. Using concepts from Bowen's Multigenerational approach, we will explore what is learned and passed down through iterations of doctoral advising. The presenters (three generations of a Counselor Education doctoral "family") will map their advising experiences across generations. We will take a look at the relationship patterns, narratives, communication styles, and professional identities that are learned in the advising relationship and either adjusted, recreated, or abandoned in the next generation's iteration.

9:00 - 9:50 AM | Medina

736 | *Education Session* | CE 1.00

### **Screening, Brief Intervention and Referral to Treatment (SBIRT) for Problematic Substance Use: Training Outcomes for Graduate Students in a Clinical Mental Health Counseling Program**

*Stephen Craig, PhD; LPC, Tiffany Lee, PhD; LPC; CAADC, Andrew Clay, PhD; LPC, Diana Charnley, Masters Degree; LLPC; NCC, Hanny T. Wuysang, Masters Degree; LLPC; NCC, Annette Perales, MA, Jeanette Perales, MA*

Counselors-in-training are increasingly asked to demonstrate both knowledge and skill in screening and brief intervention for clients with problematic substance use. As part of a three-year research study, funded by a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA), the

presenters trained graduate students, counselors and other allied health professionals in Screening, Brief Intervention, and Referral to Treatment (SBIRT), an approach designed to facilitate early intervention for individuals at risk of developing a substance use disorder. Presenters will highlight the components of the SBIRT training experience for graduate students, describe how the training was integrated into the clinical mental health counseling curriculum at one CACREP-accredited program, and summarize relevant training outcomes.

9:00 - 9:50 AM | Redwood B

737 | *Education Session* | CE 1.00

### **A Missing Piece? Political Identity in Counselor Education and Practice**

*Hannah Bayne, PhD; LPC (VA); NCC, Olga Dietlin, PhD, Rebecca Michel, PhD*

Political identity is not often addressed within multicultural training, and yet it can represent a meaningful component of client and counselor identity. Evidence suggests political identity is salient for clients, and that the 2016 presidential election impacted people both individually and relationally. In this presentation we will discuss how to integrate an understanding of political identity within classroom discussion, supervision, and clinical training. We will present results from our own research on how significant and politically divided relationships were impacted by the 2016 election, with implications for counselor education and professional practice.

9:00 - 9:50 AM | Diamond A

738 | *Education Session* | CE 1.00 | (E)

### **Engaging Dramatic Vignettes in Dynamic Ethical Decision-Making Instruction**

*Walter Frazier, PhD; NCC; LPC-S (MS #0779), Jason Patton, PhD; LPC-S; BC-TMH (GA: LPC008166; TX: 62503), Robert Pincus, PhD; LSC (FL, TN, NC, LA, NY), Marsha Milan, PhD; LPC (MI); NCC*

Counselor educators have traditionally taught ethics in a one-dimensional format using written case studies. These scenarios are often far more cut-and-dry than real-world ethical dilemmas in which many players engage in a problematic, nuanced, systemic interaction. A live depiction of a real-world scenario allows participants to advance through the steps of ethical decision-making while engaging the players' in character and seeking clarity. The outcome of this interaction is a re-scripted exercise in which a more-ethical result is obtained and all participants have a greater understanding of the complexity of real-world ethical concerns. Ultimately, participants will explore the andragogical impact of dynamic and participatory dramatic instruction. Emerging research will be informed by participants' feedback.

9:00 - 9:50 AM | Willow B  
739 | *Education Session* | CE 1.00

### **Training the Trainer: Teaching Basic Helping Skills to Increase LGBTQ+-Affirmative Practices in Schools and the Community**

*Nicole Stargell, PhD; LPC-A (NC); LPC (OH); LSC (NC, OH); NCC, Whitney Ackers; PhD, Shenika Jones, PhD; Counselor Education, Maggie Parker, PhD; LPC; RPT; CCPT-S*

Despite the best efforts of school administrators, teachers, school counselors, and support personnel, students who identify as LGBTQ+ experience lower self-esteem, lower GPAs, and lower career expectations than their heterosexual/cisgender peers (GLSEN, 2015). The importance of advocating for populations who identify as LGBTQ+ will be highlighted in regard to mental health and wellness. Next, the theoretical support for a 1.5-hour training program that encourages professionals to utilize basic helping skills to support LGBTQ+ individuals will be explained, and the effectiveness as determined by pre- and post-assessments will be presented. Next, the implications of this effective program will be explored for counselor educators and supervisors. Participants will be provided with the full training curriculum upon request.

9:00 - 9:50 AM | Ballard  
740 | *Education Session* | CE 1.00

### **Creativity Meets Teaching: Using Experiential Mindful Photography for Enhancing the Counselor Education Learning Experience**

*Priscilla Selvaraj, PhD; NCC; LPC (OH); LPC-I, Kendra Jackson, PhD; LPC; LPSC; NCC*

In Counselor Education, educators are working diligently to explore creative modalities to foster the participation of their students and enrich their learning experience. Embedded in the field of Positive Psychology are a variety of techniques that focus on fostering well-being and shift in "mindset", including mindfulness and savoring. With the burgeoning camera technology and accessible smartphone users, one could capitalize on the technique of Mindful Photography within the learning process. Learn ways to integrate this innovative approach to seeing self and the world through an experiential session. Practical ideas on adapting and integrating this creative modality into teaching Counselor Education core courses will be explored.

9:00 - 9:50 AM | Juniper  
741 | *Education Session* | CE 1.00

### **Innovative Pedagogical Methods Infusing Neurocounseling Into Counselor Training Curriculum: Human Growth and Development**

*Torey Portrie-Bethke, PhD; NCC, Franc Hudspeth, PhD; NCC; LPC-S; ACS; RPh; RPT-S; CPC, Ruth Ouzts Moore, PhD; NCC; LPC, Brooks Bastian Hanks, PhD; LCPC*

Neurocounseling education broadens counselor knowledge of the mind-body connection and the impact of mental health concerns on human development. Neurocounseling incorporates the study of the brain and nervous system, known as neuroscience, with the application of counseling theory to treat clinical, psychological, and behavioral challenges. As a requirement of CACREP 2016, counselor educators are required to provide knowledge, skill, and awareness of neurological factors that impact human development and mental health. Given that this content is often outside of the scope of practice and expertise of the faculty within counselor training programs, the presenters will provide a prerecorded lecture for classroom use detailing knowledge and training to integrate neuroscience into a counselor's lens across the human development stages.

9:00 - 9:50 AM | Seneca  
742 | *Education Session* | CE 1.00

### **Let' Talk about Sex: Why Sexuality Belongs in Counselor Education**

*Angela Schubert, PhD; LPC; NCC; CCMHC, Fran McClain, Masters Degree; LCPC; NCC, Robert Zeglin, PhD; LMHC; NCC*

Because sexuality is intersectional (Monro, 2010), it is highly likely that a counselor will work with clients struggling with some aspect of their sexuality, regardless of the counselors' training, theoretical perspective or populations they serve. As such, counselor educators need to increase their comfort and competency in addressing counseling sexuality in the classroom (Sanabria & Murray 2018; Zeglin, Van Dam, & Hergenrather, 2017). As a result of this session, counselor educators will be able to improve standards of practice in relation to sexuality counseling services provided to clients and communities with a goal of enhancing overall wellness. Counselor educators will be better able to develop, implement, and provide educational programs designed to contribute to awareness and advocacy for all persons' rights to sexual wellness.

9:00 - 9:50 AM | Cedar A  
743 | *Education Session* | CE 1.00

### **Supporting African American Males in Becoming Counselors and Counselor Educators**

*Jason Branch, PhD; LiPC; ACS; NCC*

Attendees of this session will learn about African American males' professional development as counselors and counselor educators. Original research is used to provide a look at professional and personal barriers overcome by African American men, and successful experiences that encouraged their development. Implications of this research for the counseling profession, including practical tools that can aid in the recruitment and retention of African American male counselors and counselor educators, will be discussed.

9:00 - 9:50 AM | Aspen  
744 | Education Session | CE 1.00

### **Promoting Counselor Identity by Creating Undergraduate Counseling Courses**

*Sarah Agarwal, Masters Degree; NCC; LPC-I, Angie Cartwright, PhD; LPC-S; LSOTP-S, Mónica Rodríguez, Sunny Teeling, MA*

There is limited research on ways to influence undergraduate students into the counseling profession. Further, other mental health fields such as psychology and social work recruit graduate students through offering undergraduate bachelor's degrees. An introduction into the counseling profession, with the history, philosophy, and practical applications, is an important step in actively working with undergraduates to promote counselor identity and encourage students into graduate programs. In this presentation, attendees will identify ways to begin implementing undergraduate counseling courses as a way to provide diverse teaching experiences for doctoral students seeking to become counselor educators. Additionally, those attending will become aware of the limitations and obstacles to planning an undergraduate counseling degree.

9:00 - 11:00 AM | Eagle Boardroom  
Meeting | CE 0.00

### **ACES Executive Council Meeting**

9:00 AM - 5:00 PM | Jefferson A/B  
Meeting | CE 0.00

### **How to Write a CACREP Self-Study-Invitation Only**

10:00 - 10:50 AM | Greenwood  
745 | Education Session | CE 1.00 | (E)

### **Intimate Partner Violence: Guidelines for Ethical assessment and Intervention with Individuals and Couples**

*Paulina Flasch, PhD; PhD; NCC; LMFT Associate*

Failing to properly assess for and treat intimate partner violence (IPV) in individuals and couples can have severe consequences, including death. A large portion of counselors unintentionally fail to recognize and adequately assess for IPV (especially in same-sex clients) and may select inappropriate interventions, such as continuing couple's counseling or urging leaving. In order to make ethical decisions about clients and treatment, counselors need to be aware of how to assess for the presence of IPV, whether it's situational or characterological, and for lethality risks. Further, counselors need to know how to use best practices for intervention, including safety planning and crisis intervention. This presentation will introduce the audience to best-practice approaches for assessment and treatment of IPV.

10:00 - 10:50 AM | Capitol Hill  
746 | Education Session | CE 1.00

### **Loss and Grief Explorations within Counselor Educator and Supervision Programs**

*Leah Batty-Hibbs, Masters Degree; MA; Ph.D. Candidate; LMHC; CMHC, Dani Baker-Cole, Masters Degree; MA; LMFT; ATR-BC, Cleopatra Bertelsen, MA; LMHC; RDT*

The intent of this presentation is to enrich counselor educators awareness of personal perspectives of loss and grief, clinical assessment skills (what theoretical approach or perspective resonates with the style of assessment and counseling), critical thinking skills in conjunction with possible interventions and an opportunity to become more familiar with different types of loss and grief experiences. This presentation also aligns with CACREP learning outcomes in order to weave this new learning into clinical counseling programs for new clinicians in training. Participants will have the opportunity to learn and practice specific interventions tailored to CES programs. An emphasis is placed upon multicultural competency and the ethical application of clinical technique, specifically within grief and loss training.

10:00 - 10:50 AM | University  
747 | Education Session | CE 1.00 | (E)

### **Oral assessment in Counselor Education: Practice-Based Measurement of Competence in Pre-Practicum Courses**

*Dominique Hammonds, PhD; LPC; QS; NCC; BC-TMH, Mark Schwarze, PhD; LPC-S; NCC; LCAS; CCS*

Oral assessment refers to the systematic verbal monitoring and evaluation of critical thinking and application-based clinical skills. This approach helps students integrate cognitive and didactic information with application to clinical scenarios. Oral assessment may represent a unique opportunity for skill building and conceptualization practice in pre-practicum courses. In this way, oral assessment can replicate the value of live supervision strategies, but can be implemented in classroom experiences where feedback and integration of the feedback can be delivered and received in a safe environment. This presentation will include an overview of oral assessment concepts and a brief video presentation of a live demonstration within a pre-practicum course. Discussion of implications for practice and research will follow.

10:00 - 10:50 AM | Willow B  
748 | Education Session | CE 1.00

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

Mary Hermann, PhD; LPC; NCC, Emeline Eckart, PhD; LPC-S, Caroline Perjessy, PhD; LPC; LMHC, Melanie Larussi, PhD; LPC-S, Noelle St. Germain-Sehr, PhD

In order to achieve gender equity in the academy, it is necessary to understand how traditional gender roles impact university practices and policies. In this session, the impact of gender norms on women counselor educators' teaching, research, and service responsibilities will be explored. Results from recent studies on this topic will be provided. Strategies for successfully navigating the academic culture will be discussed. Ethical responsibilities related to the recruitment and retention of a diverse faculty will be considered. Advocacy activities designed to promote equity in academia will be recommended.

10:00 - 10:50 AM | Willow A  
749 | Education Session | CE 1.00

### **Educating the Heart: Fostering Cultural Competence Through Digital Storytelling**

Bethany Novotny, PhD; LPC; NCC

It is essential for counselors in training to participate in deep and meaningful explorations of their personal identity in order to empathize with and better understand the diversity of others. This presentation highlights the use of digital storytelling as a reflective tool for personal and professional intercultural growth in Counselor Education. Inherent in the project is a belief that before a student can meaningfully understand and connect with other cultures, they must first understand their own complex identities and how those identities impact how they view and interact with the world around them. Participants will learn how to design and incorporate a digital storytelling assignment.

10:00 - 10:50 AM | Juniper  
750 | 50-Minute Career Focused Session | CE 0.00

### **Negotiating a Start-Up Package: What I Didn't Know to Ask for**

Kara Hurt-Avila, PhD; LCPC (MT), Bryan Stare, PhD

This program is aimed at counselor educators considering entering the academic job market. Recent hires will share insights (the wins and the woes) about their process of negotiating start-up packages (SUPs) in academic settings. The presenter will provide information about SUPs and the important role these resources play in establishing a productive (and funded) academic agenda. The presentation will include discussion of missed opportunities and insights developed through the process of becoming an established counselor educator. This program will provide first-time job seekers with important foundations to make informed requests in

their negotiation process. The presenter will offer a refreshing combination of humor and experience that can serve as a model for managing this intensely stressful situation.

10:00 - 10:50 AM | Diamond A  
751 | Education Session | CE 1.00 | Ⓢ

### **Mindfulness Techniques to Engage Supervisees In the Development of Competence in Working with Clients Who Identify as LGBTQ+**

Joseph Krivos, Masters Degree; LPC (OH); Licensed Independent Chemical Dependency Counselor (OH); NBCC, Sarah Billingsley, MA; LPC; NCC

Supervision is a space that fosters the formation of new counselors in numerous areas, especially in multicultural competence. This session explores the use of mindfulness in the supervisory relationship to further development of counselor competence in working with LGBTQ+ clients. We will examine the counselor competencies for working with LGBTQ+ clients and how these competencies inform supervision of counselors working with this population. Then we will explore effective supervisory relationships; discuss LGBTQ+ competency development; and show how mindfulness can aid in supervision. The session will conclude with experiential learning about mindfulness experiences to be used in supervision of counselors working with LGBTQ+ clients.

10:00 - 10:50 AM | Virginia  
752 | Education Session | CE 1.00 | ⓔ Ⓢ

### **Helping Students Accept Critical Feedback**

R. Erin Berzins, Masters Degree; LMHC

Feedback is crucial to counselor preparation. Students need guidance about counseling skills, ethical decision-making, and academic work. As many professors and supervisors are aware, students are not always prepared to hear negative feedback. Few people like to receive critique or correction and yet students must be able to listen to critical feedback without becoming defensive. In this workshop, we will discuss the ways in which feedback is processed and then move into practical strategies for helping students listen to critical feedback. We will explore methods for orienting students to feedback and strategies for engaging students in the process of self-enquiry. Giving and hearing negative feedback may never be truly enjoyable, but it can be a constructive process, characterized by openness, curiosity, and a passion for growth.

10:00 - 10:50 AM | Aspen  
753 | *Education Session* | CE 1.00

**Addressing Perceived Barriers to Counseling Older Adults Among Master's Level Counseling Students: Preparation, Self-Efficacy, Awareness, and Contact**

*Nathaniel Wagner, PhD; LMHC*

Older adults are the fastest growing segment of the United States population. Yet, a deficiency of mental health providers interested in working with older adults has resulting in a need reaching crisis levels. This issue is also prevalent among future counselors as researchers have reported a lack of preparation and interest among counseling students. This presentation will discuss the results of a study of 303 master's level counseling students' perceived barriers to working with older adults. Themes that emerged from this study including, lack of preparation, interest, and knowledge along with ageist beliefs and attitudes about the aging process and older adults will be discussed along with future steps including integration of older adult themes and experiences in coursework, advocacy, and methods for developing contact experiences.

10:00 - 10:50 AM | Medina  
754 | *Education Session* | CE 1.00 | Ⓢ

**Integrating Experiential Activities Into Clinical Supervision within Face-to-Face & Online Settings**

*Pamela Cassellius, EdD; LPC; NCC, Selin Philip, PhD; LPC, Rebecca Taylor, EdD; LPC; NCC*

This session will focus on how to integrate experiential activities into clinical supervision within face-to-face and online environments. Discussion will include how to adapt and apply experiential supervision activities to different supervision settings including, individual, group, face-to-face, and online. Activities presented and discussed will be appropriate for both counselor educators and clinical supervisors.

10:00 - 10:50 AM | Leschi  
755 | *Education Session* | CE 1.00

**Introducing An Integrative Model for Teaching/Advising Quantitative Research Methods within the Context of Counselor Education**

*Deyu Pan, Masters Degree; M.Phil.Ed; M.S.Ed, Injung Lee, Masters Degree; NCC*

Teaching and advising on quantitative research methods continues to present challenges for counselor educators. The goal of this presentation is to introduce an integrative model for teaching and advising quantitative research methods within the context of counselor education. The presenters will provide descriptions of the five basic components of the integrative model, sharing how each of these components interact in

order to form the comprehensive model. Counseling-specific exercises and examples will be utilized in a way that will encourage audience members to deconstruct the integrative model and apply it to the context of counselor education. Recommendations for counselor educators who teach and advise graduate students will be provided. Attendees will share their experiences on teaching quantitative research methods.

10:00 - 10:50 AM | Ballard  
756 | *Education Session* | CE 1.00

**Teaching the Teacher: Maneuvering Student-Faculty Dynamics in Counselor Education**

*John Harrichand, PhD; NCC; Certified Canadian Counselor; Resident in Counseling (VA), Krista Kirk, PhD; NCC, Patricia Kimball, PhD; LPC-S, Lucy Phillips, PhD; NCC; LPC, Michael Takacs, PhD; LPC (VA)*

This education session presents a brief overview of the current literature regarding challenges faced by new counselor education faculty members, followed by presentation of the Consensual Qualitative Research method used for a pilot study, and results obtained. Participants will be asked to provide feedback on their own experiences as counselor educators in graduate counseling programs, and doctoral students' preparation for entry into faculty life. Finally, implications will be provided for doctoral students, counselor educators, and administrators to address the student-faculty relationships and maneuvering challenging situations in academia.

10:00 - 10:50 AM | Seneca  
757 | *Education Session* | CE 1.00

**Soul Ties: Connecting Counseling and Religion to Improve Mental Health Outcomes for Black People**

*Benita Lewis, Masters Degree; LPCA; NCC, Jeff Wolfgang, PhD; LPC*

Historically the church and religious leaders have influenced Black communities. To many Black people the impact of religion reaches beyond worship experiences and biblical teachings. From politics to popular culture religion influences their lives. The impact spans across time, encompasses all generations, and has far reaching implications that permeate the well-beings of Black people. For many their emotional and mental well-beings are tied to religiosity. However, many counselors continue to address the emotional "dis-ease" of Black clients in isolation from a religious context. Participants will discuss the barriers that stand between mental health counseling and religious traditions, and become immersed in counselor education pedagogy that incorporates both counseling theories and religiosity.

10:00 - 10:50 AM | Cedar A  
758 | *Education Session* | CE 1.00

### **A Multisystemic Approach to Advising and Mentoring Counseling Students**

*Kok-Mun Ng, PhD; NCC; LPC (OR, TX); ACS, Christopher McBride, Masters Degree; LMHC, Gideon Litherland, MA*

Research has indicated that positive advising and mentoring experiences are associated with student success and graduates' subsequent work performance and personal well-being. The literature in counselor education further recognizes the importance of advising and mentoring in the development of counseling students. Some counselor educators have recently advocated for a bioecological approach to advising and mentoring students. We will engage participants through discussions, case studies, and small group work that will help them generate an advising and mentoring guide that recognizes the primacy of the person, process, time, and context that they can use in their work with students.

10:00 - 10:50 AM | Redwood B  
759 | *Education Session* | CE 1.00

### **Enhancing Cultural Humility Through a Native American Immersion Experience**

*Julie Smith, PhD; LPCC; LSC; LHE, Lorraine Guth, PhD; LPC; NCC; Licensed Psychologist*

This presentation will discuss an innovative Native American cultural immersion experience that was offered for counselors/counselor educators and will highlight the results of a qualitative research study conducted with select attendees. Key findings that emerged from the analyzed interview data revealed a main theme of cultural humility and the six sub-themes that included difficult conversations, appreciation and application of Native American spirituality, hearing the silent scream, desire to share leads to activism, learner's mindset, and connection. In this interactive presentation, select Native American cultural practices will be experienced along with ten strategies for counselor educators and supervisors who want to enhance cultural humility

10:00 - 10:50 AM | Boren  
760 | *Education Session* | CE 1.00

### **From Integration to Application: Research-Based, Equity-Minded Teaching in the Counselor Education Classroom**

*Javier Casado Pérez, PhD; LPC-I; NCC*

This program reviews how seven research-based learning principles were combined with equity-minded curricular and course design in counselor education. Using instructional

resources common in teacher preparation and higher education disciplines (e.g. problem-based learning, leveraging prior knowledge, self-directed learning) the presenter proposed a classroom climate centered on critique, and planned course activities focused on progressive skill development, identity-in-context exploration, and continuous learning. Using equity-mindedness as the overarching principle for the course, students also engaged in continuous practice identifying disparities, sociological factors, and areas for cultural responsiveness. The presenter provides sample activities from three different courses, along with student responses to those activities.

10:00 - 10:50 AM | Cedar B  
761 | *Education Session* | CE 1.00

### **How to Become a Published Author: Refereed Journal Acceptance Tips and Guidance**

*William Snow, PhD, J. Scott Hinkle, PhD; NCC; CCMHC; ACS*

This program will provide tips and guidance to assist counselor educators, supervisors, and graduate students with the process of becoming published in counseling journals.

10:00 - 10:50 AM | Redwood A  
762 | *Education Session* | CE 1.00

### **Scaffolding Self-Compassion Into Counselor Education Programs**

*Bethany Townsend, Masters Degree; LPC (CO); NCC*

Approximately 68% of counseling students report perfectionistic tendencies, which may hinder the therapeutic alliance as well as affect trainees academically and in supervision. Self-compassion training has been shown to decrease elements of perfectionism; however, like any skill, it must be intentionally scaffolded over time. Several programs have developed stand-alone mindfulness courses, but benefits may be seen with brief methods. Using original research, the presenter will discuss ways to scaffold self-compassion into classroom curriculum and supervision for the purposes of promoting students' professional development and personal wellness. Participants will engage in brief self-compassion and mindfulness activities and discuss ethical considerations of introducing these practices to students.

10:00 - 10:50 AM | Issaquah A  
763 | *Education Session* | CE 1.00

### **Preparing Supervisees to Use Trauma-Informed Treatment to Address Substance Use in College Student Survivors of Childhood Trauma**

*Maria Haiyasoso, PhD; LPC; RPT; NCC, Courtney Borsuk, PhD, Christine Wong, PhD; NCC*

Previous research indicates a strong association among childhood trauma and substance use. Given that substance use is prevalent on college campuses and is often a coping mechanism for survivors of childhood trauma (Calmes et al., 2013) and interpersonal violence and abuse (WHO, 2006), preparing supervisees working with college students to effectively treat both substance and trauma is warranted. Prevalence, assessment, and treatment of substance use among college students who have experienced childhood trauma will be explored using case examples and discussion.

10:00 - 10:50 AM | Issaquah B  
764 | *Education Session* | CE 1.00

### **Defining Scholarship in Counselor Education: A Delphi Study**

*Jade Letourneau, PhD; LCMHC; NCC; ACS, Brandon Wilde, PhD; LPC (AZ); CMHC (UT); NCC*

Counselor educators working as full-time faculty are typically expected to engage in a blend of teaching, scholarship, and service, with scholarship assuming first or second priority depending on the institution. What is considered scholarship, however, can vary among institutions and disciplines. Defining scholarship is not without challenges. The presenters will share the results of a Delphi study in which they assembled a panel of experts to develop and describe a definition of scholarship that is specific to counselor education. Attendees will also engage in dialogues about traditional and expanded definitions of scholarship, as well as other disciplines' definitions of scholarship.

10:00 - 10:50 AM | Columbia  
765 | *Education Session* | CE 1.00

### **Experiences of Conflict While Teaching Multicultural Counseling: An Ecological Perspective**

*Marsha Milan, PhD; LPC-Michigan (6401007755); NCC (62698), Jason Patton, PhD; LPC-S; BC-TMH (GA: LPC008166; TX: 62503), Corinne Wehby-Bridges, EdD*

Little is known about counselor educators' experiences with conflict while teaching multicultural counseling, with the potential for negative repercussions for both students and counselor educators if conflict occurs. This highly interactive

program starts with a presentation about a recently published study that provided an ecological perspective of counselor educators' experiences with conflict related to teaching multicultural counseling. Participants will apply an ecological framework to their own experiences of teaching MC. Participants will then develop practical strategies to apply in future instruction of MC courses. Participants will leave with a handout outlining the study findings and a worksheet outlining specific actions they can take to prepare for future conflict related to teaching multicultural counseling.

11:00 - 11:50 AM | Leschi  
766 | *Education Session* | CE 1.00

### **Health Privilege and the Invisible Elephants of Chronic Illness and Pain**

*Marion Toscano, PhD; PhD; LCPC (MD); NCC, Jessica Haas, PhD; PhD; LGPC; NCC*

Unlike other -isms and privileges, issues surrounding ableism and health privilege tend to draw less focus and thus are examined less in classrooms and clinical settings. Even when health privilege is the topic, less observable issues, such as chronic illness and chronic pain, tend to be omitted. This session intends to shed light on these hidden diversities, providing space for education, discussion, and reflection in an attempt to make the invisible visible.

11:00 - 11:50 AM | Issaquah A  
767 | *Education Session* | CE 1.00

### **Nature Is Nurture: Research and Teaching in Ecotherapy**

*Jason Duffy, PhD; LMHC; NCC; ACS, Megan Delaney, PhD; LPC*

There is growing evidence that the natural world promotes mental and physical wellbeing including stress relief, improved mood and neurological benefits (Sweatman & Warner, 2009; Waller, 2009). Ecotherapy is defined as contact with the outdoors and nature as a method or element of therapy (Clinebell, 1996) and addresses the critical fact that as humans we are interwoven with the natural world (Buzzell & Chalquist, 2009). Ecotherapists help clients revisit their bond with nature and rebuild a healthy reciprocal connection, healing to the client and translatable to other relationships. The presenters, both Ecotherapists, will outline the definition and theoretical tenets of Ecotherapy, provide an overview of their research involving Ecotherapy and provide ways in which counselor educators can infuse nature into their courses.



11:00 - 11:50 AM | Medina  
768 | Education Session | CE 1.00

### **Online Experiential Training Groups: Lessons from an Immersion Experience**

*Deborah Rubel, PhD*

The group membership requirement is a unique and challenging aspect of CACREP master's programs for a number of reasons. As more hybrid and online counselor education programs emerge, this becomes more complicated. Offering synchronous online groups is a possible solution but it has its own challenges. The presenter led four online experiential groups during her sabbatical and has led and supervised the leadership of several other online training groups. This presentation outlines a rationale for online experiential groups, covers ethical and legal issues, shares observations, and provides suggestions for structure and leadership.

11:00 - 11:50 AM | Greenwood  
769 | Education Session | CE 1.00

### **Overcoming the 'Reality' of Impostor Phenomenon**

*Angie Anderson, Masters Degree; LPC (VA); NCC; MA, Jeri Ellis, EdD; LPC; NCC; CTRTC; BC-TMH, CCTP*

Impostor phenomenon is an experience for many professionals (including counselors, clinical supervisors, and counselor educators) struggling with internalized fear of incompetency despite professional accomplishments and credentials. Current research will be incorporated to further explore the reality of the phenomenon through the lens of choice theory. Participants will be introduced to the impostor phenomenon concept to create awareness on the potential of impostor characteristics on professional role performance. Negative and ethical implications will be explored throughout the session. Clear cut strategies to overcome impostor phenomenon will conclude the session.

11:00 - 11:50 AM | Redwood A  
770 | Education Session | CE 1.00

### **"I'm a Counselor Not a Writer:" Scaffolding Writing and Counseling Skills in Counselor Education**

*Stephanie Scott, PhD; LMHC (FL), Joshua Francis, PhD; LPCC-S (OH); LICDC-CS (OH), Jenise Wilson, Masters Degree; LPCC (ND)*

This presentation offers an innovative method to improve both writing and clinical skills in counseling students through a recursive scaffolding process. By understanding the correlations between writing skills and clinical skills, counseling

students can become more adept at both through conscious reinforcement and practice of these skills. This presentation provides counselor educators with a step-by-step tracking of parallels between writing skills and clinical skills, a guide for conceptual integration into pedagogy, and options for diversity considerations.

11:00 - 11:50 AM | Virginia  
772 | Education Session | CE 1.00

### **Experiences of the Non-Religious in Counseling: Results of a Nationwide Survey and Implications for Counselor Education**

*Steve Byrne, PhD; Licensed Psychologist (NY)*

This presentation will highlight the results of an original study of the impact, prevalence, and types of unwanted religious intervention in counseling among explicitly non-religious clients. As the population of individuals in the US identifying as atheist, agnostic, secular, or otherwise non-religious is growing rapidly, counselors and counselor educators need to be aware of the ways in which their own values and interventions may have a negative impact on their clients, such as worsening symptoms, poor perceptions of the therapeutic relationship, and shifting opinions about counseling in general. Implications for counselor education will be discussed in a variety of contexts, such as in didactic courses, advising, and clinical supervision.

11:00 - 11:50 AM | Cedar B  
773 | Education Session | CE 1.00

### **Researching the Research Course? Creative Strategies and Techniques for Cultivating Student Interest and Engagement in Research and Program Evaluation**

*Mandy Baraka, PhD; LCPC (IL); NCC*

The CACREP (2016) standards provide a framework for masters' level students to demonstrate conceptual knowledge of research design and methods and be active consumers (Lenz, 2016). However, apprehension for entry-level counseling students towards research coursework is not uncommon. Counselor educators and students would often rather avoid research than tackle it. Research course instructors face interesting challenges including low student motivation, high student anxiety, and perceived lack of relevance to future clinical practice (Heppner, et al., 2008). This interactive session will focus on instruction and activities to increase student interest and engagement in the research and inspire entry-level counselors to not only consume but promulgate intervention strategies throughout their professional careers (ACA, 2014; Barak, 1998).

11:00 - 11:50 AM | Boren  
774 | *Education Session* | CE 1.00

### **Implementing Teaching Strategies to Facilitate Learning in a Multicultural Counseling Graduate Course**

*Jessica Fripp, PhD; NCC, Kim Coggins, PhD; NCC*

Training in Counselor Education graduate programs emphasize the importance of multicultural competence, yet many students feel ill-equipped when working with clients from diverse populations. Despite evidence to support unique challenges in marginalized communities, many instructors who facilitate such content are often met with resistance related to the course's subject matter. To address ways to navigate these concerns, workshop presenters will discuss barriers to teaching multicultural course content, introduce a revised concept to structuring the course material and recommend strategies for facilitating and implementing effective teaching methods to increase student preparation in the Counseling field.

11:00 - 11:50 AM | Redwood B  
775 | *Education Session* | CE 1.00 | (S)

### **Doctoral Students becoming Supervisors: An Examination of Pedagogy and Student Experiences**

*Robert Smith, PhD; Ph.D; NCC; CFT, Psychologist, Ajitha Chandrika Prasanna Kumaran, Masters Degree; M.S.*

The presenter's, counselor educators with experience in teaching clinical supervision courses and supervising counselors share the journey of doctoral students' who are learning to become clinical supervisors. Data is presented on students' level of anxiety, confidence as a clinical supervisor, students' supervision style, and their theoretical perspective of supervision. Doctoral students are assessed prior to and after supervising masters level practicum students and completing an advanced clinical supervision course.

Presenters share their teaching pedagogy used in advanced clinical supervision classes. Teaching methods discussed include flipped classes, Socratic questioning, case-based learning, and assessment of video tapes of doctoral students supervising masters level students who are enrolled in practicum.

11:00 - 11:50 AM | Aspen  
776 | *Education Session* | CE 1.00

### **"This Is Us": Incorporating Transracial Adoption into Counseling Pedagogy**

*Charmaine Conner, Masters Degree; M.S.; LPC-I; NCC, Susan Branco, PhD*

In the United States, approximately 40% of adopted children are adopted by parents from a differing racial, ethnic, or cultural group (Vandivere, Malm, & Radel 2009). Transracially adopted children experience the following: a) racial isolation,

discrimination, and identity conflicts, greater feelings of dissimilarity from adoptive families, and potential for racial incidents to be ignored or dismissed by adoptive parents (Godon-Decoteau & Ramsey, 2018). However, counselors in training may not be prepared to counsel this diverse population. The purpose of this presentation is to course content for counselor educators and supervisors to prepare their students for working with transracially adoptive families.

11:00 - 11:50 AM | Capitol Hill  
777 | *Education Session* | CE 1.00

### **Fostering Deep and Relational Learning Through Hybrid Course Design**

*Kok-Mun Ng, PhD; NCC, LPC (OR, TX), ACS, Gideon Litherland, Masters Degree; LCPC (IL), NCC, CCMHC, BC-TMH, Christopher McBride, Masters Degree; LMHC*

Counselor Educators trained in web-based learning and course design are individuals who can play a significant role in shaping the future of the counseling profession because Web-based technology is increasingly becoming indispensable in education. We will engage counselor educators and supervisors in a focused, in-depth learning experience so they can critically reflect, examine, and develop skills in creating hybrid learning environments that are based on pedagogy, andragogy, research, and current best practices to promote deep and transformative learning among counseling students. The presenters assume participants to have exposure and basic training in course design and e-learning.

11:00 - 11:50 AM | University  
778 | *Education Session* | CE 1.00

### **Investigation of the Job Seeking Process, Work Environment, Mentorship, and Tenure Process of Black Female Counselor Educators: A Phenomenological Study**

*Jessica Martin, PhD; CRC, Olivia Uwamahoro, PhD*

This presentation will focus on the results of a phenomenological study that looked at the lived experiences of Black female counselor educators and their experiences with the job search, work environment, career mentorship, and the tenure track. We will present the current literature and statistical data regarding Black female counselor educators, study findings, and the implications of this research. This will be an interactive presentation that will allow participants to respond and reflect on some of the questions that were posed for and by the research that we will present.

11:00 - 11:50 AM | Seneca  
779 | Education Session | CE 1.00

### **Peace in Every Class: Mindfulness and Self-Care in Trauma Education**

*Megan Shaine, PhD; LCPC; LPC; NCC, Lyda Holguin, Masters Degree; LPC; LCPC; NCC, Andrew Campbell, PhD; LPC; LCPC; NCC*

Counselors in training, particularly those with previous trauma histories, may be at risk for vicarious trauma and re-traumatization through their coursework and field experiences involving work with trauma survivors. Counselors educators often tout the buffering effect of self-care on vicarious trauma but do not always provide experiential examples of self-care activities, such as mindfulness, in class. This presentation will provide concrete ideas and examples of mindfulness-based activities designed for infusion into a course on trauma theory and/or practice, with the dual goal of modeling effective interventions for use with clients, while also providing opportunities for respite and regulation for students learning emotionally difficult content.

11:00 - 11:50 AM | Juniper  
780 | Education Session | CE 1.00

### **Building a Bridge between Education and Clinical Practice: Utilizing Developmental Based Review Modules to Enhance Practicum and Internship Experiences**

*Patricia Kimball, PhD; LPC (VA); CCS (VA), Mary Deacon, PhD; LPC (VA); NCC; CCMHC; ACS, Stacey Lilley, PhD; LPC (VA); CCS (VA), Steve Johnson, PhD; LPC (VA); LMFT (VA); ACS, Kerry Marsh, Masters Degree; LPC (MO)*

In this presentation, we discuss the use of developmentally-based series of learning modules in practicum and internship courses. These modules are designed to reinforce key knowledge and skills acquired over the course of the program increasing competence and decreasing student anxiety while in clinical settings. These modules allow students to revisit learning experiences as they work with clients, facilitating assimilation of key learning from core course work within the context of clinical experiences. This developmental approach allows programs to incorporate their core and specialty area program objectives systematically into their clinical experiences. The use of modules in program evaluation is also provided.

11:00 - 11:50 AM | Diamond A  
781 | Education Session | CE 1.00

### **A Grounded Theory of Counselor Educators as Academic Leaders**

*Danica Hays, PhD; LPC, Stephanie Crockett, PhD; LPC; NCC, Rebecca Michel, PhD; LPC; NCC*

Counselor educators have a natural skill set to be successful academic leaders (e.g., program coordinator, Chair, Dean). Although doctoral counseling graduates are often prepared to lead in diverse professional settings, there lacks scholarship

on how academic leadership development is experienced during training as well as in the workplace, what factors relate to entering academic leadership positions, and what outcomes occur for those who serve as academic leaders. This grounded theory of 20 counselor educators with academic leadership experience articulates the factors that influence their development process. Presenters will identify contextual considerations, leadership benefits and challenges, and recommendations for training and encouraging future academic leaders. This study was supported by an ACES Research Grant.

11:00 - 11:50 AM | Issaquah B  
782 | Education Session | CE 1.00 | (E)

### **Exploring Suicide Instruction in Counselor Education Curriculum: Partnering with a Local School to Provide Extended Training**

*Tracie Self, Masters Degree; LMHC, Darcie Davis-Gage, PhD, Steven Dreesman, Bachelors Degree*

The past two updates of CACREP standards have increased requirements for instruction of suicide assessment to counselors-in-training (CIT). Even so, researchers have indicated discrepancies are prevalent among counselor education programs in regards to the specific type, efficacy, and amounts of instruction CIT receive. Moreover, researchers suggest CIT who receive didactic instruction and obtain greater amounts of experience delivering suicide assessments are better equipped and report increased levels of self-efficacy throughout the semester. By expanding upon current instruction models, the present study tested whether the implementation of a joint experiential program between a counselor education assessment course and a local high school would increase CIT perceived self-efficacy and competence in implementing suicide assessment.

11:00 - 11:50 AM | Cedar A  
783 | Education Session | CE 1.00

### **Best Practices for Faculty Advising for Online Counselor Education Programs**

*Patti Hinkley, EdD; LPC; LMFT; NCC; BCC, Angel Golson, PhD; LPC-S; NCC*

The world of technology has opened up countless opportunities to train students in an online environment. At the same time, the lack of personal "face-to-face" connection can pose challenges in engaging students in a meaningful and productive way. One important vehicle for student engagement is through the faculty advising role. Advising is a primary vehicle in which faculty members have extended contact with specific students throughout the course of their program. The presenters will discuss their research on faculty advising models for online programs as well as the results from their own original research study conducted on a large online counselor education program. This presentation will offer valuable strategies and tips in order for attendees to construct a research-based personalized faculty advising model.

11:00 - 11:50 AM | Ballard  
784 | *Education Session* | CE 1.00

### **Using Sandtray in a Doctoral-Level Multicultural Counseling Course**

*Michelle Saltis, Masters Degree; MS; LPCC; NCC, Jennifer Smith, PhD; LPC (CO, GA); NCC; ACS; RPT-S, Heather Helm, PhD; LPC; RPT-S*

This education session will provide a brief overview of how sandtray processing can be used in Counselor Education and Supervision with doctoral students to enhance their awareness of their own multicultural identity development. The authors will then present qualitative results from a thematic analysis using sandtray journaling at three time points within a doctoral course in Counselor Education and Supervision on diversity. Lastly, participants will have an opportunity to experience a way to use sandtray processing through an experiential activity led by presenters.

12:00 - 1:30 PM | Greenwood  
785 | *Post Conference Session #3* | CE 1.50

### **School Counselors Interest Network Post-conference Session**

*Emily Goodman-Scott, PhD; LPC; NCC; NCSC; ACS, School Counselor Certification (VA), Barbara Herlihy, PhD; NCC; LPC (TX), Stephanie Eberts, PLPC, Sam Steen, PhD; Pk-12 SC Certification (AZ, VA)*

The purpose of this session is to provide a safe setting to discuss recent professional changes, particularly surrounding school counseling, and look toward next steps. This presentation is a result of the 2018-2019 ACES School Counseling Task Force. As such, presenters and task force members will address some of the work that has been taking place therein. We invite counselor educators across specialties and diverse backgrounds to come together for (a) small group and large group discussion to process recent professional changes, and (b) recommending how to navigate the current professional climate together. Within these conversations, facilitators will encourage a safe space for critical discourse regarding marginalization across personal and professional identities.

12:00 - 12:50 PM | Willow A/B  
786 | *Keynote* | CE 1.00

### **INFORM General Session: Supporting Doctoral Students from Marginalized Populations as Researchers: Disseminating Power in Counseling Research**

*Anneliese A. Singh, PhD; LPC, S. Kent Butler, PhD; LPC; NCC; NCSC, Shawn Patrick, EdD; NCC; LPC, Heather Trepal, PhD; LPC-S, Stephanie Lusk, PhD; CRC, Cirecie West-Olatunji, PhD*

The ACES INFORM Plenary session will focus on an open dialogue of the experiences of doctoral level, and junior faculty researchers from historically marginalized populations.

As emergent researchers from historically marginalized populations, the thought and process of conducting, publishing, and presenting research in predominantly white spaces can be a daunting endeavor. Fear of professional ostracism for conducting research not only as a member of a historically marginalized population, but on the concerns and well being of this population may lead to direct confrontation of systems of oppression in professional societies, and society at large. The panel represents diverse positionalities to speak on this topic, from personal to professional standpoints, ultimately seeking to encourage doctoral students and new counselor educators from marginalized populations to go forth and develop research agendas to advance the field of counselor education and supervision, and society as a whole.

12:00 - 5:00 PM | Diamond A&B  
813 | *Post Conference Session #1* | CE 5.00

### **e Clinic Directors/Placement Coordinators Post-Conference Session**

*Rob Atchison, PhD; LMFT; NCC*

This post-conference will offer breakout sessions designed for professionals who oversee counselor education training clinics or engage in field placement coordination. Participants will gain knowledge of best practices in these specialized areas, and engage in a collaborative learning environment where they will be given an opportunity to share resources and scholarship to further enhance their work.

12:30 - 3:30 PM | Ballard  
*Meeting* | CE 0.00

### **ACES Governing Council Meeting**

1:00 - 1:50 PM | Cedar A/B  
788 | *50-Minute ACES INFORM Session* | CE 1.00

### **Elevating Stories to Learn and Grow: Narrative Inquiry in Counselor Education Research**

*Charmayne Adams, Masters Degree; MA; NCC, Nancy Thacker, Masters Degree; NCC*

This session reviews narrative research methodology and methods to be used within counselor education research. The presenters explore common research methods associated with this form of inquiry and offer applied practice strategies to conduct rigorous, culturally-responsive narrative research. Through this presentation, participants will gain a better understanding of how to utilize narrative inquiry in their own work and an understanding of the applicability of the methodology with vulnerable and marginalized populations.

1:00 - 5:00 PM | Issaquah A & B  
789 | *Post-Conference Session #4* | CE 4.00 | **E**

### **ACA Deep Dive Ethics**

*John Duggan, MA, EdD; LPC; LCPC*

This session will be conducted by ACA staff members to provide information about recent efforts to codify discrimination against the ACA Code of Ethics. Counseling professionals must be prepared to define, protect, and defend the ACA Code of Ethics at a moment's notice. Moving forward as one strong, unified community is by far the best way to preserve the integrity of the counseling profession. ACA will deliver a thoughtful, thorough Code of Ethics deep dive presentation to update attendees in such areas as professional values, social media, the imposition of counselor personal values, defining the moment ethical responsibility begin, and fee splitting. Attendees will practice ethical decision making and bracketing; skills that protect against malpractice lawsuits and licensing board complaints.

1:00 - 1:50 PM | Cedar B  
791 | *50-Minute ACES INFORM Session* | CE 1.00

### **Talk-In-Interaction: Enriching Counselor Education Research Through Conversation Analysis**

*Kristen Lister, PhD; LPC, Steve Moody, PhD; LPC*

Conversation Analysis (CA) is a qualitative methodology that enables researchers to engage in close examination and analysis of conversational interactions. This methodology has broad international recognition in a range of social science fields. CA is well-suited for counselor education research though it remains relatively unknown as a valuable research tool for the field. Presenters will provide an overview of the methodological basics of CA including its specialized transcription methods, CA-specific analytic concepts, and design ideas for counselor education research.

1:00 - 1:50 PM | Redwood B  
792 | *50-Minute ACES INFORM Session* | CE 1.00

### **Interpretive Phenomenological Analysis as a Collaborative Student Group Approach**

*Anthony Zazzarino, PhD; LPC; ACS; CPRP, Pamela Riley, Masters Degree; CMHC, Jenae Thompson, PhD; Counselor Education and Supervision, Veronica Kirkland, PhD*

This program will highlight how to use the Interpretive Phenomenological Analysis (IPA) process within a collaborative group approach. Using data from a qualitative research study, this presentation will detail each step in the IPA process that the group used. Additionally, this presentation will display visual pictures that correspond to each step to demonstrate how IPA can be completed in a group approach.

1:00 - 1:50 PM | Juniper  
793 | *50-Minute ACES INFORM Session* | CE 1.00

### **Shifting the Lens: Centering Queer and Trans Experiences Through a Photovoice Methodology**

*Whitney Akers, PhD; LPC (NC); NCC; ACS*

Developed as a means of social advocacy, grounded in Participatory Action Research, and based on feminist principles of transitioning the power of self-depiction and self-definition into the hands of marginalized populations (Wang & Burris, 1997), Photovoice evidences a foundation of client-centered ideology in research and counseling. Through lecture, experiential exercise, and discussion, attendees will explore ethical and logistical components of implementing Photovoice within research, advocacy, and counseling, specifically focusing on queer and trans populations. Countering heterosexism and cissexism, photovoice offers clients and participants the opportunity to challenge norms of being defined and depicted by privileged populations and allows for self-directed and creative means of self- and community-definition and social action.

1:00 - 5:00 PM | Boren  
Meeting | CE 0.00

### **ACES Emerging Leaders (Invitation Only)**

2:00 - 2:50 PM | Redwood A  
794 | *50-Minute ACES INFORM Session* | CE 1.00

### **Demystifying Psychometric Research Designs: An Overview of the Major Approaches to Factor Analysis**

*Michael Kalkbrenner, PhD; NCC*

The presentation will begin with an overview of the most common approaches to factor analysis that are used in counseling research, including exploratory factor analysis (EFA), confirmatory factor analysis (CFA), multiple-group CFA, and higher-order CFA. Participants will learn about best practices for conducting psychometric research, including writing research questions and determining if one should utilize existing instrumentation from the literature or if they should develop their own measure. Original data will be presented to provide examples of how to match research questions with the appropriate psychometric analysis. The presentation will conclude with a group discussion about the utility of factor analysis for enhancing the rigor of methodology in counseling research.

2:00 - 2:50 PM | Redwood B  
795 | 50-Minute ACES INFORM Session | CE 1.00

### **Introduction to Statistical Analysis of Data Collected Over Time (i.e. Longitudinal Data)**

*Hideyuki Tanaka, PhD; LPC; NCC; CCMHC*

This is an introduction of statistical analyses when you have longitudinal data (i.e. data collected over time for each individual). In this presentation, first, the basic nature of longitudinal data as well as some statistical options of analyzing longitudinal data will be introduced briefly. Then, among these options, Multilevel Modeling will be described in more detail because it helps researchers gain good insights of the nature of "change." In this PowerPoint presentation, simple examples and many graphic representations will be used to facilitate audience's understanding. Also, only simple math equations will be used.

2:00 - 2:50 PM | Cedar A  
796 | 50-Minute ACES INFORM Session | CE 1.00

### **Using Item Response Theory to Test Questions Upon a Masters Level Counseling Comprehensive Examination: An Exploration of Test Items on the Counselor Education Comprehensive Examination**

*Chad Yates, PhD; LPC, Katie Sacco, Masters Degree; LPC; NCC, William Lane, Masters Degree; LPC; NCC*

Approximately 35% of counselor education programs utilize a locally drafted multiple-choice comprehensive examination. Counselor educators benefit from the implementation of locally drafted comprehensive examinations because of the freedom to incorporate a variety of content from the faculty. However, counselor educators face many challenges when implementing comprehensive examinations; such as determining if the exam assesses for the necessary knowledge reliably and validly. Item response theory is a statistical methodology that can assist counselor educators in assessing their comprehensive examination. This presentation will explore item response analysis and how to utilize the results from the analysis to create a stronger comprehensive examination.

2:00 - 2:50 PM | Cedar B  
797 | 50-Minute ACES INFORM Session | CE 1.00

### **Conducting Rigorous Case Study Research in Counseling: Design, Procedure, and Practical Considerations**

*Yanhong Liu, PhD; NCC, Dan Li, PhD; NCC; LSC*

The counseling literature comprises a preponderance of quantitative methods and increasing qualitative research exemplified primarily through phenomenology and ground

theory. The case study design, as a rigorous empirical inquiry (Yin, 2014), stays underutilized in counseling research. This program will introduce the design, procedure, and considerations in regards to conducting a rigorous case study in counseling. It will clarify basic misunderstandings about the design through a comprehensive review of its goal, theoretical propositions, data collection, multiple data triangulation, and data interpretation and reporting. In illustrating various aspects associated with conducting a case study, the presenters will demonstrate a longitudinal case study conducted to examine identity development in an adoptive family.

3:00 - 3:50 PM | Juniper  
798 | 50-Minute ACES INFORM Session | CE 1.00

### **Using Amazon's MTurk as a Research Data Collection Tool in Counselor Education Research**

*Kathleen Bazile, Masters Degree; LPC; NCC*

Data collection methods have become noninnovative and rather typical in counselor education research. Crowdsourcing is a more innovative tool for researchers. MTurk is an online marketplace used for crowdsourcing, which uses human intelligence to complete work. The use of MTurk for data collection has become increasingly popular in social science published research since 2006, as well as other disciplines, for several reasons. Despite its benefits and increasing popularity, the use of MTurk has not been taken full advantage of in counselor education research. This session will cover the benefits of using Mturk as a data collection source and examine how it can be used in counselor education research. The content of the session will also cover instructions of using Mturk and integrating raw data into Qualtrics.

3:00 - 3:50 PM | Redwood A  
799 | 50-Minute ACES INFORM Session | CE 1.00

### **Introduction to Survival Analysis**

*Hideyuki Tanaka, PhD; LPC; NCC; CCMHC*

This presentation will introduce Survival Analysis, which can be apply to counseling/supervision researches. This analysis will help graduate students and researchers in counselor education answer questions regarding "survival" against certain event over time (for example, rates of people remaining sober without relapse as time passes). Group differences and possible predictors can be also analyzed. This presentation will help audience understand the basic frameworks of this analysis (eg., Life Table, Hazard Function, Survival Function, and Cox Regression Model), interpret the basic computer output, and have some idea of how to apply this analysis to counseling/supervision researches. Simple examples and graphic representations are used to facilitate understanding with minimal use of mathematical explanations.

3:00 - 3:50 PM | Cedar B  
800 | 50-Minute ACES INFORM Session | CE 0.00

### **Dissertations without Tears**

*Cass Dykeman, PhD; NCC; NCSC; MAC; School Counselor Certification (WA)*

Half of the doctoral students in the social sciences never complete their degree (Sowell, 2008). One of the main reasons is a lack of research mentoring (Sowell, 2009). The presenter has successfully guided 30 students through the dissertation process and is on a trajectory to be the most productive dissertation advisor in the history of the large Research I university where he works. Students and advisors alike, come learn how to have dissertations without tears.

3:00 - 3:50 PM | Cedar A  
801 | 50-Minute ACES INFORM Session | CE 1.00

### **Critical Qualitative Research: An Analytical Framework for Discourse and Race**

*Desa Daniel, Masters Degree; LMHC; NCC, Tanupreet Suri, Masters Degree; LPCC (NM); LMHC (NY); NCC*

Discourse is defined as the complex, subtle, and often not so subtle, ways in which taken-for-granted, socially situated, gendered assumptions and hegemonic power relations are discursively produced, sustained, negotiated, and challenged in different contexts, communities, and relationships (Larza, 2007). Critical Race Theory is the belief that race is a factor and within everything you do, say, believe, think, or anything else. This research presentation will leave participants with the ability to apply their understanding of the intersectionality of Discourse Analysis and Critical Race Theory in counseling research.

3:00 - 3:50 PM | Redwood B  
802 | 50-Minute ACES INFORM Session | CE 1.00

### **Cross-Cultural Measures in Counseling Research: Understanding and Conducting Measurement Invariance Research**

*Ching-Chen Chen, EdD; NCC; NBCC, Jared Lau, PhD; LPC, George Richardson, PhD; NCC, Shannon Stuebs, BA*

This INFORM session will discuss about questionable practices on cross-cultural measures in counseling research and teach attendees best practices for evaluating validity, including measurement invariance. This INFORM session will provide attendees an opportunity to understand the importance of measurement invariance in counseling research as well learn how to conduct measurement invariance research by using advance statistical methods (e.g., Multi-Group Confirmatory Factor Analysis and Item Response Theory).

4:00 - 4:50 PM | Redwood A  
803 | 50-Minute ACES INFORM Session | CE 1.00

### **Concept Mapping: A Constructive Mixed-Methods Research Design for Counselor Education and Supervision Research**

*Gulsah Kemer, PhD; NCC; ACS, Amber Pope, PhD; Ph.D.; LPC; LMHC*

As a constructive mixed-methods design, Concept Mapping (CM; Kane & Trochim, 2007), has been increasingly utilized as a methodology in counselor education and supervision research. Researchers have been using CM to explore and understand complex abstract constructs, and advance theoretical knowledge by developing conceptual frameworks. CM is a promising design for research studies also examining the nuanced and idiosyncratic concepts (e.g., relationship commitment, concept of god) in our field. In this session, presenters will provide information on the details of utilization and implications of CM through step-by-step application procedures from different completed research projects. The presenters will also offer information on how to further use findings from these studies to advance our research and clinical practices.

4:00 - 4:50 PM | Redwood B  
804 | 50-Minute ACES INFORM Session | CE 1.00

### **Using Profile Analysis in Counseling Outcome Research**

*Michael Schmit, PhD; LPC, Donna Hickman, Masters Degree; LPC; NCC, Joshua Watson, PhD; LPC-S, NCC, Erika Schmit, PhD; LPC, Sarah Silveus, MS; LPC-I*

Have you ever wanted to make your research findings more accessible to counselors in practice? Or, have you ever wondered what profile analysis is all about? If you answer yes to either of these questions, then this presentation may be right for you. Participants will be introduced to a powerful multivariate data analysis technique known as Profile Analysis. In this session, you will learn how to determine if profile analysis is an appropriate choice for the data you have collected and shown how to perform this analysis using SPSS.

4:00 - 4:50 PM | Cedar A  
805 | 50-Minute ACES INFORM Session | CE 1.00

### **Using Technology to Support Large Unit Content Analyses in Counseling Research**

*Madeline Clark, PhD; LPC; NCC; ACS, Jennifer Cook, PhD; LPC; NCC; ACS*

Presenters will outline the ways counseling researchers can utilize technology such as Python programming, Sharepoint, journal sourcing, and Qualtrics to support large unit content analyses. Presenters will include standards of rigor as outlined by Krippendorff (Hayes & Krippendorff, 2007; Krippendorff, 2014), Schreier (2012), and the PRISMA standards (Moher et al., 2009) for systematic reviews. In addition to the theoretical background of content analysis, presenters will review topics and research questions congruent with this method. Further, they will present ways in which technology can be integrated in unit selection, data management, data analysis, and consensus coding procedures. Finally, presenters will include examples from large unit content analyses they have conducted.

4:00 - 4:50 PM | Juniper  
806 | 50-Minute ACES INFORM Session | CE 1.00

### **Advocacy Evaluation: A Methodological Framework for Social Justice and Advocacy Research in Counseling**

*Randall Agramovich, PhD; LPC, Olivia Ngadjui, Masters Degree; LPC, Kalin Morley, Masters Degree; LPC, Linsdale Graham, Masters Degree, Anna James Krzemieniecki, Masters Degree; LPC*

Advocacy and social justice have become essential philosophical components in the training and supervision of professional counselors within all counseling specialities. Yet, counselor education research on advocacy outcomes is sparse and, consequently, little information currently exists to help professional counselors identify effective, and empirically supported, advocacy and social justice practices. Presenters will review the emancipatory research paradigm of advocacy evaluation which may provide a methodological framework for counselor educators and professional counselors to assess advocacy outcomes and to identify evidenced-based advocacy and social justice counseling practices.

5:00 - 5:50 PM | Redwood B  
808 | 50-Minute ACES INFORM Session | CE 1.00

### **Autoethnography: A Multipurpose Methodology for Counselors and Counselor Educators**

*Melissa Fickling, PhD; LCPC; NCC; ACS*

In autoethnographic research, the researcher analyzes personal stories and experiences to understand herself as part of a culture (Ellis, Adams, & Bochner, 2011). Put another way, autoethnography is "cultural analysis through personal narrative" (Boylorn & Orbe, 2014). Autoethnography can take many forms, so the presenter will spend time providing an overview of the well-established types of autoethnography (e.g., reflexive, narrative). Next, the presenter will discuss unique ethical and methodological considerations for this form of research. Autoethnography falls under the umbrella of qualitative approaches, but data collection and analytic methods may look different from those to which experienced qualitative researchers are accustomed.

5:00 - 5:50 PM | Cedar B  
809 | 50-Minute ACES INFORM Session | CE 1.00

### **How to Use Corpus Linguistics as a Research Method in Counselor Education**

*Cass Dykeman, PhD; NCC; NCSC; MAC; SCC (WA), Allison List, Masters Degree; NCC; SCC (WA)*

The purpose for this proposed session is to help counselor educators acquire a new research methodology that is (1) efficient, (2) typically free from IRB review, and (3) able to answer research questions highly relevant to a language-based profession.

5:00 - 5:50 PM | Cedar A  
810 | 50-Minute ACES INFORM Session | CE 1.00

### **Consensual Qualitative Research In Counseling Journals: Methodological Challenges and Best Practices**

*Hannah Bayne, PhD; LPC, Brooke Wymer, PhD; MSW; LISW-CP/S*

Consensual qualitative research (CQR) is a structured and comprehensive qualitative methodological approach. CQR contains recommendations for each step of the process, from study design, to methods of coding, to presentation of results. In this presentation we provide a primer on CQR recommendations and discuss findings from a recent analysis of CQR studies published within counseling journals. We will explore common practices as well as challenges and limitations for implementing CQR in counseling research.



5:00 - 5:50 PM | Redwood A  
811 | 50-Minute ACES INFORM Session | CE 1.00

**Community-Based Participatory Evaluation and Research: Methodological Issues**

*Brenda Freeman, PhD; NCC; LCPC; Registered Supervisor, Kenneth Coll, PhD; NCC; LCPC; Registered Supervisor; MAC, Sibela Osmanovic, MS*

This program will focus on community based participatory research and evaluation (CBPR) as a viable, culturally sensitive methodological approach for counseling research and evaluation. The presenters will offer examples of CBPR projects and will discuss challenges in CBPR research designs, implementation issues, IRB concerns, and strategies for publishing results of CBPR studies. Many of the examples shared in this program were conducted using CBPR in American Indian communities. Participants will be invited to share their ideas and experiences with CBPR.

5:00 - 5:50 PM | Juniper  
812 | 50-Minute ACES INFORM Session | CE 1.00

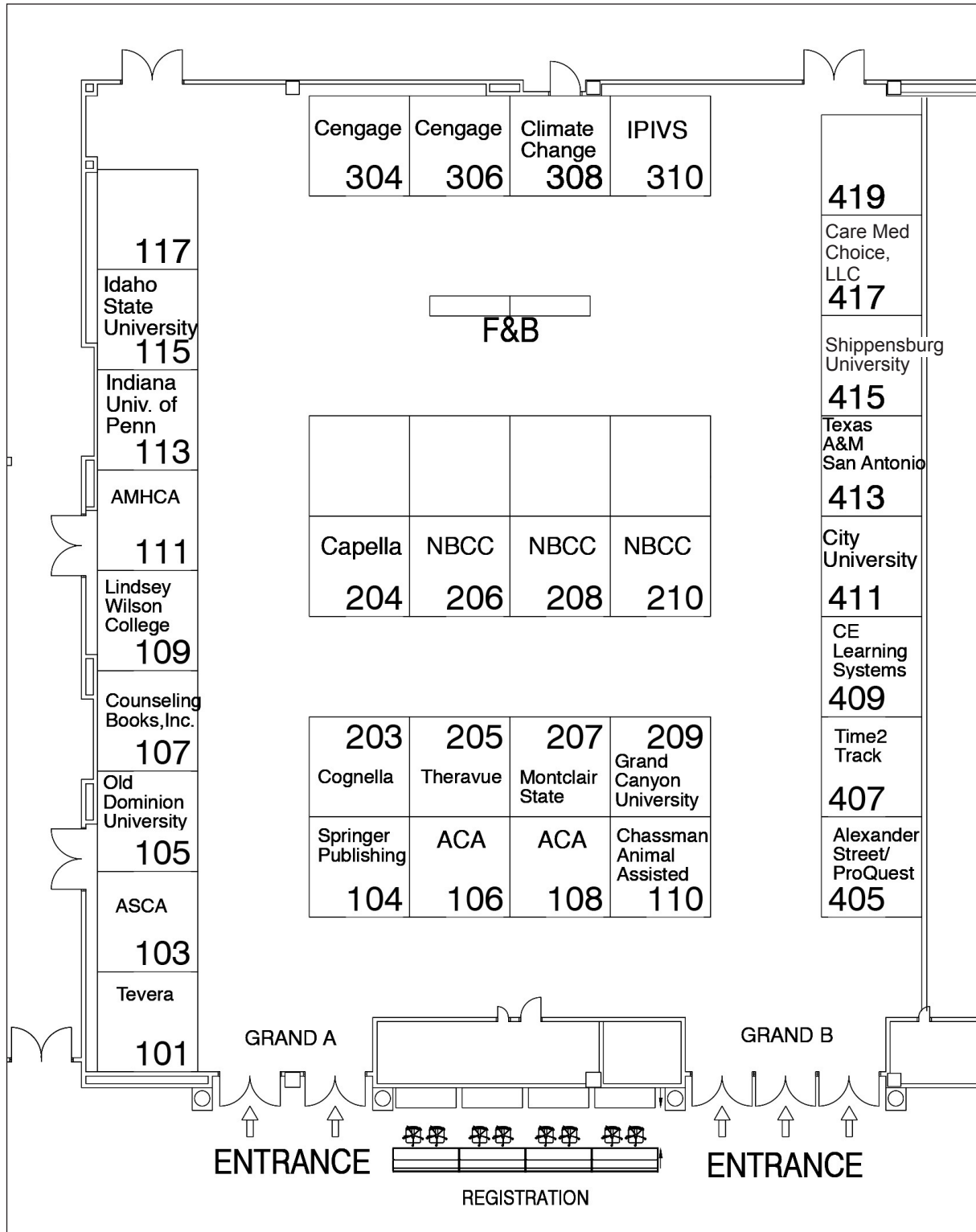
**Initial Measure Development and Validation: Item Generation, Factorability, and Structural Confirmation**

*Yanhong Liu, PhD; NCC, Peitao Zhu, Masters Degree; MHC-P; NCC*

The counseling literature offers a scarcity of information on step-by-step guideline for initial scale development, evaluation, and validation, despite prolific publications on actual instruments development or validation across counseling journals. While resources such as Standards for Educational and Psychological Testing provide abundant information on assessments development and evaluation, further illustrations of assessment work specifically to counseling professionals are entailed. This program aims to provide participants with a robust protocol outlining steps such as item generation, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). Utilizing a recently developed cultural humility scale, the presenters will illustrate a trajectory of constructing, analyzing, and validating an initial scale in counseling.

5:00 - 6:00 PM | Boren  
Meeting | CE 1.00

**Emerging Leaders Reception (Invitation Only)**





## AMERICAN COUNSELING ASSOCIATION

Booth 106 - 108

ACA has the tools you need to make a difference in your career and in the classroom. From books, journals, and our magazine *Counseling Today*, to conferences and legislative action, ACA is where counselor educators, supervisors, and students turn for credible content and support. Visit the ACA booth to browse our latest texts, including *The Counselor and the Law*; *Wellness Counseling*; *The Art of Integrative Counseling*; *Gatekeeping in the Mental Health Professions*; *Counselor Education in the 21st Century*; *Orientation to the Professional Counseling*; and *Counselor Self-Care*.

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Booth 405

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## AMERICAN SCHOOL COUNSELOR ASSOCIATION

Booth 103

Regardless of whether you work in an elementary setting, on a college campus or somewhere in between, the American School Counselor Association is here for you. ASCA believes in one vision and one voice and works to ensure it meets the needs of all school counselors, regardless of setting, experience level or needs.

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## THE AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION

Booth 111

The American Mental Health Counselors Association (AMHCA) is the only organization working exclusively for the mental health counseling profession. AMHCA's mission is to enhance the profession of mental health counseling through licensing, advocacy, education, and professional development. AMHCA is a striving community of mental health counselors. We have a national office in our nation's capital and state chapters across the country.

## ANIMAL ASSISTED THERAPY PROGRAMS OF COLORADO

Booth 110

Animal Assisted Therapy Programs of Colorado operates a nonprofit mental health counseling center incorporating animals into treatment at their Barking C.A.A.T. Ranch near Denver, CO. Seeing the need for mental health clinicians to receive professional training and certification in animal assisted psychotherapy, in 2012 they developed one of the first online certificate programs in the world. Having been developed by clinician educators, AATPC's certificate program meets all ACA Competencies in Animal Assisted Counseling and is one of the few programs geared specifically towards practicing mental health clinicians. AATPC's international program has students from over 12 countries and conducts 3-day Intensive Workshops in Colorado and Australia.



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## HOW ARE COUNSELOR EDUCATORS ORGANIZING AND RESPONDING TO CLIMATE CRISES?

Booth 308

We welcome all attendees who are interested in sharing with others their thoughts, ideas, and resources for how counselor educators, supervisors, counselor consultants, counselors, and advocates are organizing and responding to climate crises.



**CAPELLA UNIVERSITY**

## CAPELLA UNIVERSITY

Booth 204

At Capella University, you can fuel your passion for helping others with curriculum focused on real-world application. Designed around professional standards, Capella's counseling programs help you build competencies and skills that can be used immediately to make a bigger difference in the lives of others. To help you progress through your program, you'll be assigned a faculty advisor to support you throughout your academic journey and your growth as a professional counselor. Capella has earned CACREP accreditation in Counselor Education and Supervision, Mental Health Counseling, and School Counseling programs. Our MS in Marriage and Family Counseling/Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Find out more at [www.capella.edu](http://www.capella.edu) or call 1.888.CAPELLA (227.3552).



**SupervisionAssist**

## CE LEARNING SYSTEMS - SUPERVISION ASSIST

Booth 409

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## CENGAGE

Booths 304 and 306

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## CITY UNIVERSITY OF SEATTLE

Booth 411

City University of Seattle's Counseling programs focus on social justice and advocacy. The Master of Arts in counseling program trains well-rounded mental health counselors and marriage, couple, and family counselors for the realities of day-to-day practice and emphasizes: practical application of theory and case conceptualization skills; ethical awareness; appreciation of diversity; and self-awareness. The Ph.D. in Counselor Education and Supervision promotes a scholar-practitioner model for advanced counseling, supervision, teaching, research, leadership, and advocacy. This Ph.D. program prepares students for practitioner roles in counselor education and supervision, professorial roles within academia, and scholarship/research roles within the counseling field.



## COGNELLA

Booth 203

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## COUNSELING BOOKS, ETC.

Booth 107

Counseling Books, Etc. offers a wide variety of textbooks written or co-authored by Ed Neukrug, including books on counseling theory, counseling skills, testing and assessment, professional and ethical issues, introductory texts, and more.

Dr. Neukrug is a well-known, prominent author in the field of Counseling and Human Services. He has written 11 books that are used in Counseling and Human Service programs throughout the country as well as overseas. His easy to read, comprehensive texts consistently receive rave reviews by both professors and students. In addition, Dr. Neukrug has added video role-plays demonstrating major counseling theories to his list of accomplishments.

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## GRAND CANYON UNIVERSITY

Booth 209

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Idaho State  
University

## IDAHO STATE UNIVERSITY

Booth 115

The Department of Counseling offers a master's degree (MCOUN). We have four counseling specialties for students to select from: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs counseling. In addition, we offer a doctorate in Counselor Education and Counseling (Ph.D.), and an Education Specialist degree in counseling (Ed.S.).

The principal mission of the Department of Counseling is to prepare quality, ethical, and culturally inclusive counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings; Marriage, Couple and Family Counselors; and Clinical Mental Health Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers. We also prepare doctoral level counselor educators and supervisors to work primarily in institutions of higher learning as faculty members.



**PHD IN COUNSELOR  
EDUCATION AND SUPERVISION**

DEPARTMENT OF COUNSELING  
COLLEGE OF EDUCATION AND COMMUNICATIONS

**INDIANA UNIVERSITY OF PENNSYLVANIA**

Booth 113

The Department of Counseling at Indiana University of Pennsylvania (IUP) is currently accepting application for the 2020-2021 Pittsburgh East cohort. We will continue to accept new applications until all seats in cohort are filled. The program offers competitive graduate assistantship opportunities, as well as a paid teaching experience in the second year. Our PhD in Counselor Education and Supervision is a 48-credit hour program that builds on the 60-credit CACREP Master's degree.

For additional information please visit:  
<http://www.iup.edu/counselingphd> or email  
Dr. Desmond, Docotoral Coordinator, at [kdesmond@iup.edu](mailto:kdesmond@iup.edu).



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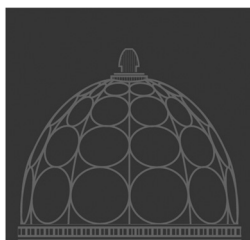
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**LINDSEY WILSON COLLEGE**

Booth 109

The School of Professional Counseling at Lindsey Wilson College provides educational opportunities to underserved students in Kentucky and surrounding states. The SPC offers an undergraduate degree in Human Services, a master's degree in Counseling and Human Development, and a doctoral degree in Counselor Education & Supervision. All programs are offered in formats that accommodate the needs of working adults.





## MONTCLAIR STATE UNIVERSITY

Booth 207

The Montclair State University PhD in Counseling program affords students an exceptional, student-centered doctoral program experience. Students have the opportunity to develop scholarly expertise – **tailored to their specific interest** – while engaging in faculty research. Intentional diversity is the signature of the PhD in Counseling program and is reflected in our faculty and students, research areas, and commitment to advocacy and social justice. The program accepts **full- and part-time students** and is CACREP accredited. Montclair State is designated a research doctoral university by the Carnegie Classification of Institutions of Higher Education.

National Board for Certified Counselors  
and Affiliates  
Center for Credentialing & Education  
NBCC Foundation

## NATIONAL BOARD FOR CERTIFIED COUNSELORS

Booths 206, 208, 210

The National Board for Certified Counselors (NBCC) is the nation's premier professional certification organization for the counseling profession. Founded in 1982 as an independent, nonprofit credentialing body, NBCC certifies more than 63,000 National Certified Counselors worldwide. NBCC also develops and administers the examinations that are required for counselor licensure in all 50 states, the District of Columbia and Puerto Rico. Since its inception, NBCC has created two affiliate organizations, the Center for Credentialing & Education (CCE) and the NBCC Foundation, and one division, NBCC International (NBCC-I). NBCC is actively engaged in advocacy efforts to advance the counseling profession worldwide.

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## NATIONAL CAREER DEVELOPMENT ASSOCIATION

National Career Development Association (NCDAA) provides professional development, publications, standards, and advocacy to practitioners and educators who inspire and empower individuals to achieve their career and life goals. Visit NCDAA at [www.ncda.org](http://www.ncda.org)

*Program insert provided with your registration materials*



## OLD DOMINION UNIVERSITY

Booth 105

Old Dominion University, a state-supported university located in Norfolk/VA Beach, VA, offers master's degrees in school counseling and clinical mental health counseling and a Ph.D. in Counselor Education, all of which are CACREP-accredited. The award-winning program's faculty is nationally and internationally known, and ODU students consistently win national awards for their work. This high-level research university of approximately 25,000 students offers generous financial support for those seeking their Ph.D. and has a number of assistantships for master's students.



## SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

Booth 415

Shippensburg University of Pennsylvania Counseling and College Student Personnel program offers the following degrees:

- EdD in Counselor Education and Supervision
- MEd Masters of Education in Counseling
- MS in Counseling (Mental Health, College Student Personnel, & College)

We teach the skills necessary for the professional practice of counseling with an emphasis on personal growth. Each of our students is encouraged to develop knowledge, awareness, and skills that enhance and facilitate the helping process.



## SPRINGER PUBLISHING COMPANY

Booth 104

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## TEVERA

Booth 101

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## TEXAS A & M UNIVERSITY SAN ANTONIO

Booth 413

The Department of Counseling, Health and Kinesiology is committed to extending the knowledge base of counseling, health and kinesiology through a combination of scholarly inquiry, reflective practices, and student centered learning. The faculty and staff are dedicated to preparing counselors and health/kinesiology professionals to meet the needs of a growing and diverse community.

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## THERAVUE

Booth 205

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**TIME2TRACK**

Booth 407

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**WESTERN SEMINARY**

Western Seminary is a graduate-level institution integrating theology and counseling for service in mental health professions.

*Program insert provided with your registration materials*

## 2019 CONFERENCE PROGRAM REVIEWERS

The 2019 Proposal Committee is grateful for all our reviewers and their excellent work reviewing proposals—thank you for your time and effort! We are especially grateful to our “pinch hitters,” the individuals who stepped in at the last minute and completed additional reviews when others did not complete their reviews. Thank you for your willingness to go above and beyond!

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