

9-27-2019

## Ethics Renewal: Moral Principles, Boundaries, Value Studies, and More!

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# The European Branch of the American Counseling Association (EB-ACA) 60th Annual Conference



## *Counseling Around the World: Reaching Beyond Borders*

September 27th-28th, 2019  
Webster University – Vienna Private University  
Vienna, Austria

**Webster**  
UNIVERSITY

**Vienna**  
Private University

**We wish to thank the following individuals for their invaluable assistance with the  
60th Annual EB-ACA Conference:**

**Conference Committee:**

Elizabeth Crunk, PhD  
Mercedes ter Maat, PhD  
Steve Bain, PhD  
Olivia Bentley, MA, Doctoral Candidate

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**Keynote Speakers:**

Mag. Stefan Geyerhofer  
Bradley Erford, PhD

**Webster University:**

Camila Poell, BA  
Prof. Dr. Peter Walla

**Webster Volunteers:**

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Suzanne Preston-Mroz

**EB-ACA Volunteers:**

Clarissa ter Maat, Webmaster  
Katherine Bascuas, MA Candidate  
Cassandra Riedy, MA, Doctoral Student

We also extend our deep gratitude to everyone else who assisted with the conference. Your service to EB-ACA is greatly appreciated.

## Message from the President of EB-ACA



Welcome to the 60th Annual Conference of the European Branch of the American Counseling Association (EB-ACA) at Webster University – Vienna! We are excited to join with you in learning, connection, and collaboration over the next two days. I thank each of you for your involvement in bringing the conference to fruition, whether by attending the conference, presenting an education session or poster, serving on the Conference Committee, or volunteering. I also wish to thank our sponsor and the planning team, faculty, and students at Webster University – Vienna for hosting our conference and for their invaluable assistance in this endeavor.

At this year's conference, we honor EB-ACA's 60th year with a focus on *Counseling Around the World: Reaching Beyond Borders* – a celebration of EB-ACA's history and a reflection on the future of the counseling profession in Europe. The conference features a dynamic lineup of keynote speakers, education sessions, poster presentations, a banquet and awards ceremony, a business luncheon for members, and other opportunities to build relationships with counseling professionals and students from Europe, the United States, and across the globe.

EB-ACA is dedicated to helping counselors in Europe and the communities they serve, and we are enthusiastic about another year of offering continuing education and networking opportunities to professionals and students. Our primary objectives for 2019-2020 include growing our committees, creating a repository of resources on European counseling issues, and continuing to build partnerships with counseling organizations and universities in Europe and across the globe. We are also excited to offer another year of professional development and continuing education, including this year's conference in Vienna, as well as efforts to increase accessibility to events with remote participation via webinars and "Virtual Coffee Breaks."

I invite you to become more involved in EB-ACA by becoming a member or renewing your membership, attending or presenting at our professional development events, or serving on a committee. (You may refer to the handout in your conference folder for a description of EB-ACA committees.) Continue checking our website and follow us on Facebook for the latest news on our upcoming events.

With this year's conference set in Vienna, Austria – the home of many great thinkers whose work helped shape the mental health professions as we know them – I trust you will be inspired as you orient yourself to the conference and explore this great city. I hope you will find here a positive outlet for sharing your knowledge and ideas among a community of professionals and students who are passionate about the counseling profession and international counseling issues. I look forward to meeting each of you over the next two days.

Warmly,  
Elizabeth Crunk, PhD  
President, European Branch of the American Counseling Association (2019-2020)

**60th Annual EB-ACA Conference  
September 27th-28th, 2019  
Webster University – Vienna Private University  
Vienna, Austria**

**Conference Activities-at-a-Glance**

**Friday, September 27th, 2019**

<b>Time</b>	<b>Activity</b>	<b>Location</b>
8:00-8:30 a.m.	Registration	Atrium entrance
8:30-9:45 a.m.	President's Welcome Keynote Address: Mag. Stefan Geyerhofer	Atrium
9:45-10:00 a.m.	Networking and transition time	Atrium
10:00-10:30 a.m.	Poster session and coffee break	Atrium
10:30-11:20 a.m.	Education Session I	Classrooms
11:30 a.m.-12:20 p.m.	Education Session II	Classrooms
12:30-2:00 p.m.	Lunch (see handout in folder for options)	On your own
2:00-2:50 p.m.	Education Session III	Classrooms
3:00-3:50 p.m.	Education Session IV	Classrooms
4:00-4:50 p.m.	Education Session V	Classrooms
5:30-6:00 p.m. 6:00-6:30 p.m. 6:30-8:00 p.m.	Conference Banquet President's remarks & awards ceremony Banquet Keynote: Dr. Bradley Erford Banquet social and networking time	Atrium

**Saturday, September 28th, 2019**

<b>Time</b>	<b>Activity</b>	<b>Location</b>
8:00 a.m.	Registration	Atrium entrance
8:00-8:50 a.m.	Education Session VI	Classrooms
9:00-9:50 a.m.	Education Session VII	Classrooms
10:00-10:50 a.m.	Education Session VIII	Classrooms
11:00-11:50 a.m.	Education Session IX	Classrooms
12:00-1:30 p.m.	EB-ACA Business Meeting	Atrium
1:30-2:20 p.m.	Education Session X	Classrooms
2:30-3:20 p.m.	Education Session XI	Classrooms
3:30-4:20 p.m.	Education Session XII	Classrooms
4:30-5:00 p.m.	CE certificate distribution	Atrium
5:00 p.m.	Conference ends	Atrium

Continuing Education Information:

The European Branch of the American Counseling Association (EB-ACA) has been approved by NBCC as a Continuing Education Provider (ACEP No. 1102). Sessions marked **(Ethics CEs)** qualify for Ethics CE hours. Each education session qualifies for 1.0 CE hour unless otherwise indicated.

**60th Annual Conference of the  
European Branch of the American Counseling Association (EB-ACA)  
*Counseling Around the World: Reaching Beyond Borders***

**FRIDAY, SEPTEMBER 27**

8:00am-8:30am	<b>Registration (Atrium)</b>
8:30am-9:45am	<b>President's Welcome and Opening Keynote Address (Atrium)</b>  Welcome, Elizabeth Crunk, PhD President, EB-ACA, 2019-2020  Keynote, Mag. Stefan Geyerhofer Clinical Psychologist and Co-Founder of the Institute for Systemic Therapy in Vienna <b><i>"The Role of Humor and Provocation in Counselling"</i></b> (1.0 CE hour)
9:45am-10:00am	<b>Networking and transition time (Atrium)</b>
10:00am-10:30am	<b>Poster session and coffee networking break (Atrium)</b>

**POSTER PRESENTATIONS (0.5 CE hour):**

1. Considerations for providing mental health services to international students

Genee Glascoe, LPC, MA, University of South Carolina  
Esther McCartney, NCC, MEd, University of South Carolina

As international students attend universities abroad, they may experience numerous issues that may have an impact on their mental health and their ability to effectively acculturate. Due to cultural factors with international students, their ability to engage in mental health services are less than students who are from the United States. This presentation will help bring awareness to professionals who work with international students and how they can engage them with services.

## 2. Lived experiences of professional counselors repeatedly impacted by hurricanes

Sarah Krennerich, Texas State University

Hurricanes and other tropical storms impacting coastal communities have lasting mental health effects on the individuals in these communities. Mental health professionals in these community's work with changing client need from the immediate impact through long term recovery. This presentation aims to provide an overview of the experiences of professional counselors who repeatedly facilitate post-disaster counseling in coastal areas where they live and work.

## 3. The Wannabe Project: Improving students' self-esteem

B. Nicole Hamm, University of South Carolina  
Madison Farmer, University of South Carolina

The Wannabe Project is a program designed to teach self-esteem and kindness to students in grades K-12. This project aims to help students understand body image, healthy social media usage, exploring the "wannabe mentality," and learning positive self-talk. During this session, we will engage in activities to enhance positive self-esteem in the school setting. Self-esteem cuts across cultural boundaries and is important to the growth of students to become well-rounded adults.

## 4. Hidden crisis: The growing misuse of benzodiazepines and implications for counselors

Alex Fields, Graduate Assistant, University of Central Florida

Benzodiazepines are a commonly prescribed medication for anxiety disorders. The effectiveness of these drugs in treating anxiety is well established. However, modern research has identified benzodiazepines as having a great deal of abuse and dependence issues. While many other types of drugs are known by counselors to be a risk for abuse and addiction, benzodiazepine misuse is often overlooked until it causes significant problems for clients. Recent research has also found connections between benzodiazepine use and mood disorders. Counselors must have an understanding of this growing problem to both prevent and treat the misuse of these medications. A working knowledge of how these drugs work, intended use, side effects, withdrawal symptoms, and addictive properties can help a counselor assist clients with managing their benzodiazepine use.

## 5. Home without walls: School counselor support and advocacy for student transience

Crystal Speaks, University of South Carolina

This presentation provides a description of the effects of transience on students' academics, emotion, and motivation. This population of students often go unnoticed and are not offered emotional support within the school, which is so vital to their development and potential for achievement. Student transience is often associated with children who come from military families, foster care, or transitioning back to traditional schools from alternative school. The presenters will share strategies for school counselors to support and offer a smooth transition for this population of students.

## 6. Using child-centered play therapy to break cultural barriers

Madison Farmer, University of South Carolina  
B. Nicole Hamm, University of South Carolina

Child-Centered Play Therapy is a culturally responsive approach for children (Jayne & Ray, 2016). This theory allows children to feel free to express themselves within each session. Incorporating Child-Centered Play Therapy into school counseling is effective in helping the students express themselves in a way that is developmentally appropriate for the student. In this session, participants will learn specific play therapy techniques that they can use in their work settings to help children.

## 7. Adlerian therapy as a means to abate risky behaviors in youth aging out of foster care

Gabriela Huber, Northern Arizona University  
Shelli Dea, Northern Arizona University

The experiences of children who are in foster care and respective contributions to engagement in risky behaviors later in life are well documented. Little is mentioned, however, about effective interventions once they age out of foster care. This proposed study would aim to engage this population in Adlerian-based group counseling.

### 10:30am-11:20am **Education Session I**

#### Room 4.06      Another world: Military-connected youth in transition beyond borders

Taqueena S. Quintana, EdD, LPC, NCC, BC-TMH, Department of Defense Education Activity

Military-connected youth move approximately 6 to 9 times during their educational experience, relocating every 1-4 years (Ruff & Keim, 2014). Although counselors are uniquely trained to address the diverse needs of individuals, many are not familiar with military life and culture. In this session, attendees will examine the impact of transition on this population and highlight ways in which counselors can support military-connected youth.

#### Room 1.14      Violence against women around the world: Joining together in education and practice

Paulina Flasch, PhD, Texas State University  
Leah Walter, M.A., LPC Intern, LMFT Associate, NCC, Texas Community Supervision Alternatives  
Rasley Easley, M.A., LPA Intern, NCC, Colors of Austin Counseling and Therapy Austin

Gender-based violence continues to be a public health concern in violation of women's human rights. The World Health Organization (WHO) estimates that 1 in 3 women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime. This presentation aims to provide an overview of gender-based violence around the world, how it is relevant to counseling and psychotherapy, and the role of helping professionals.



Room 4.08                      Lost in translation: Working with lay interpreters and translators in counseling

Mehmet Nurullah Akkurt, PhD, Ege University

Communication is the main tool in helping process, and when helper and helpee do not speak the same language, a need for additional support arises. Lay interpreters serve as a mediator between the therapist and client however in most cases they neither have the education nor the understanding in mental health helping process. This presentation will inform the audience toward possible challenges and how to navigate around these challenges when working with lay interpreters.

Room 5.01                      Disruptive behavior: How mental health and “C/cultural” norms impact K-12 classrooms

Laura Welfare, PhD, LPC, Virginia Tech University

School discipline infractions derail academic progress for millions of K-12 students. The most common school discipline infractions are disruptive behaviors such as defiance, disrespect, or disturbing the classroom environment. Yet these misbehaviors are often tied to student mental health and “C/cultural” norms. In this session, attendees will have the opportunity to explore strategies for helping teachers consider student disruptive behaviors through a more empathetic lens. Implications for prevention and systemic change will be highlighted.

Room 5.02                      Developing resilience through the integration of mindfulness practice in trauma counseling

Patricia Robey, EdD, LPC, NCC, Governors State University  
Shannon Dermer, PhD, Governors State University

Trauma is an international concern that often results in compensatory behaviors which may provide immediate comfort but also often results in public health problems. Mindfulness strategies such as meditation and other compassion-based practices are designed to build resilience through reworking negative deep self-structures that effect many people but especially traumatized individuals. In this workshop, participants will learn how mindfulness strategies can be useful in developing resilience and reducing ineffective behavioral responses to trauma

11:30am-12:20pm    **Education Session II**

Room 4.06                      Beyond supervision: Fostering clinical expertise and vitality over a lengthy professional lifespan

Robert Fink, PhD, LP, NCC, Oakland University

Psychotherapy is a stressful profession. Given its ambiguous indicators of success, exposure to profound suffering, and the current economic and social climate, it is not surprising that recent research has found (1) 40% of mental health professionals are in the high burnout range and (2) expertise levels off for most therapists after 10 years of practice. This presentation will discuss the themes and processes that stimulate growth, clinical expertise, vitality and passionate commitment over a lengthy professional career.

**Room 1.14                    Art therapy for trauma survivors**

Mercedes Ballbé ter Maat, PhD, LPC, ATR-BC, Nova Southeastern University

Interested in incorporating art-making into your clinical practice with trauma survivors? This presentation addresses the power of art in recalling the traumatic event and accessing trauma-related emotions in a non-threatening way. Learn how art assists trauma survivors in identifying, expressing, and containing emotions by engaging in a process that creates a safe distance from painful feelings while providing a concrete vehicle to explore potentially volatile emotions. Artwork will be shown to illustrate this process.

**Room 4.08                    Exploring intersection of traditional and contemporary mental health practices in Nigeria**

Aneneosa Okocha, PhD, NCC, LPC, University of Wisconsin-Whitewater  
Olamojiba Bamgbose, PhD, NCC, LPC, IL-PEL, University of Wisconsin-Whitewater  
Ijeoma Alike, PhD, University of Benin, Benin City

This is a presentation about mental health practice in Nigeria. A brief historical account of the development of mental health work is highlighted. Using a case study paradigm, the intersection of the indigenous approaches involving the traditional as well as the spiritual/faith healers and contemporary methods are explored. Implications for counseling, including international and global collaboration regarding mental health practice are highlighted.

**Room 5.01    Far from home: Helping students abroad and expats thrive**

Paula Salvioni, MEd, AssoCounseling

Students studying abroad and expats have the thrill of being overseas but also added challenges that can impede their ability to make the most of their experience. Counselors can help them explore and navigate the seemingly strange waters they are in. Meanwhile, counselors need to stay curious and flexible considering the potential variety of clients that can come to their door.

**Room 5.02                    Compassion fatigue, vicarious trauma, & burnout**

Kasia Wereszczynska, MA, LCPC, RYT, Counseling Speaks

Helping professionals give much of themselves day in and day out. Whether on the front line or any other point along the way, they open themselves up to absorb an array of emotions from external as well as internal stimuli. Therefore, recognizing compassion fatigue, vicarious trauma, and burnout is an important step toward both the prevention and intervention of such debilitating effects. Once done, one may engage in desirable activities to maintain one's satisfaction.

**12:30pm-2:00pm    Lunch on your own \*See handout for nearby lunch options\***

**2:00pm-2:50pm      Education Session III**

**Room 4.06              Prolonged grief disorder: When a universal experience elicits complicated reactions**

Elizabeth Crunk, PhD, NCC, The George Washington University

Although most bereaved individuals adapt to loss with relative resilience, a subset of mourners struggles to adapt to loss, experiencing prolonged grief disorder (PGD; also termed complicated grief). PGD is a persistent, debilitating, and sometimes life-threatening grief response, and is expected to be included in the upcoming edition of the International Classification of Diseases (ICD-11). The purpose of this session is to provide an overview of PGD and international implications for diagnosing and treating PGD.

**Room 1.14              Utilizing a trauma-sensitive integrative approach with child survivors of sexual abuse**

Maria Haiyasoso PhD, LPC, RPT, NCC, Texas State University – San Marcos

Female survivors of child sexual abuse (CSA) often struggle to establish connection and trust in relationships, including with their own children. The presentation will include an overview of results of a narrative study focused on female survivors of CSA navigating parenthood, and the presenter will discuss relational-cultural framework for understanding the parent-child relationship. Implications for counselor education, supervision, and counseling practice will be discussed.

**Room 4.08              Social class bias within the clinical dyad**

Bitá Rivas, EdD, LPC, LMFT, LAC, NCC, ACS, MAC, HS-BCP, California State University Sacramento  
Anthony Rivas, EdD, LAC, LMFT, MAC, SAP, Metropolitan State University of Denver

This presentation examines current evidence on the role that counselor implicit bias may play in treatment disparities, and whether training in implicit bias can effectively reduce the biases that clinician's exhibit. Social class bias in treatment is a fundamental issue that arises in the clinician client relationship. Social class bias has been indicated to impact treatment, diagnosis, and prognosis. Current literature indicates that clinician bias negatively affects clients and impacts treatment outcomes.

**Room 5.01              Multicultural approaches for group counseling**

Katie Miley, PsyD, Capella University

Culturally responsive group counseling values collectivist perspectives and the experiences of marginalized groups. In contrast, traditional group therapy historically grounded in psychoanalytic concepts focus on personal growth. A flexible approach to group work addresses the unique needs of communities where collectivism emphasizes being part of a group over individualistic needs. Effective group leaders adapt their leadership style in combination with different types of groups to better meet the needs of members in varying cultural settings.

Room 5.02                      **Becoming a global mental health advocate**

Steve F. Bain, DMin, LPC-S, NCC, Texas A&M University-Kingsville

This presentation will emphasize the importance of global mental health advocacy by reviewing the differences between promoting the counseling profession and promoting mental health. Mental health illness is not only becoming more prevalent across the globe, but it is also morphing as technology, war, and economic changes impact humanity as a whole. Participants will review the importance of global mental health advocacy and examine key strategies designed to enhance their own advocative capacities.

3:00pm-3:50pm              **Education Session IV**

Room 4.06                      **Community-based participatory research in counseling: Reaching marginalized youth through engagement and art**

Gerta Bardhoshi, PhD, University of Iowa  
Jeremy Swanston, MFA, University of Iowa

Community Based Participatory Research (CBPR) is a collaborative research approach that combines both examination of important issues within a particular community (often marginalized), and subsequent action that benefits that community. Our research utilizes Photovoice, a visual research methodology situated within CBPR, to enable marginalized youth to reflect on the strengths and concerns of their particular community, promote critical dialogue, and advocate for policy change. Presenters will share findings from two recent studies involving marginalized youth using Photovoice to showcase their experiences and highlight avenues for change. The first group are LGBTQ students in a rural conservative community, and the second group are Latinx students in a rural, and socio-economically diverse, community. We will present participant photographs, narratives, and policy outcomes for each project to highlight the powerful potential of Photovoice in engaging marginalized youth and amplifying processes for change.

Room 1.14                      **Ethics renewal: Moral principles, boundaries, value studies, and more!**

Mercedes Ballbé ter Maat, Ph.D., LPC, ATR-BC, Nova Southeastern University

This presentation is intended to go beyond mandatory ethics to raise participants' self-awareness to practice clinical mental health counseling. It fulfills 1 hour of ethics CEU requirements toward licensure renewal in a fun and interactive way. Participants will engage in active discussions and activities regarding personal beliefs and values, boundary dilemmas, moral principles, and ethical decision-making processes to promote client welfare. HIPAA, FERPA, and other key legislation will be discussed with emphasis on confidentiality. **(Ethics CEs)**

Room 4.08                      **The issues and challenges of mental health counseling globalization**

Natalia Zapolsky, EdD candidate, MA, LMHC, NCC, National Louis University

This presentation addresses challenges of mental health counseling globalization process. The issue of domination of the U.S. model in counseling and how it hampers the process of mental health counseling globalization will be discussed based on the analysis of the American

counseling education programs in Europe. The experience of international students from the former Soviet bloc countries enrolled in American counseling programs in European campuses will be considered to address the cross-cultural validity and applicability of employing U.S. models with non-U.S. population.

**Room 5.01            LGBTQ+ clients and work environments**

Rachael Marshall, PhD, California State University Sacramento

Borders of control and oppression are present within the world of work, and counselors must gain insight and awareness to better serve LGBTQ+ clients in career-focused counseling. LGBTQ+ individuals have to consider workplace discrimination and coping strategies in career choice. The presentation will explore the individual national policies and practices in the world of work, recent research about working conditions in the global market, and outline a framework for career-focused work with LGBTQ+ clients.

**Room 5.02            Mandala use in multicultural counseling**

Kathleen Jones-Trebatoski, Private practice

The creativity of mandalas is natural, playful and non-threatening. It enables one to create a cosmos out of chaos. It is humanistic and multicultural in approach, a means to be accepted and valued. It is effective in helping the client or supervisee to identify a pressing issue, monitor the progress of finding strategies, and implementing strategies through the use of mandalas.

**4:00pm-4:50pm      Education Session V**

**Room 4.06            Creative interventions for counseling vulnerable youth across borders**

Page Thanasiu, PhD, LMHC, RPT-S, Stetson University  
Leila Roach, PhD, LMFT, LMHC, NCC, Stetson University  
Judith Burnett, PhD, Stetson University  
Joey Lynn Jachec, Graduate Student, Stetson University

Counselors are often challenged to find effective strategies for working internationally with vulnerable youth. Through experiential activities, participants will gain an understanding of how to apply cultural competency while also using developmentally appropriate creative interventions. Presenters will share creative interventions they have personally used while counseling vulnerable youth in Kenya, Bhutan, and Haiti.

**Room 1.14            An introduction to attachment centered play therapy**

Clair Mellenthin, LCSW, RPTS, University of Southern California, Wasatch Family Therapy

Through the lens of attachment theory, participants will gain a new understanding of how children and families interact and bond to one another in healthy vs maladaptive ways. We will be exploring how trauma, abuse, and neglect impact the bonds of attachment within the family system and how the power of Attachment Centered Play Therapy can help to heal these wounds.

Room 4.08            Advocacy beyond borders: Developing a 360-degree perspective

Marilyn Haight, PhD, LPC, Walden University  
Terri Hamm, PhD, LPCC-S, Walden University  
Judy Green, PhD, LPCC, Walden University

This session will feature a discussion of how counselors can participate in social justice advocacy efforts which extend beyond legislative advocacy. A creative instructional approach will be shared. Participants will have the opportunity to discuss methods they use to move beyond traditional advocacy instruction.

Room 5.01            International counseling: An investment in the future

Vera Sonja Maass, PhD, Living Skills Initiatives, LLC

Due to changing demographics and the shrinking of global boundaries the number of immigrants and of survivors of natural and human-made disasters are rapidly growing, presenting counselors with an increasing population of culturally diverse clients. Counseling expertise needed to serve international, culturally different populations requires more than just assistance with clients' assimilation processes; it requires an ever-expanding multifaceted knowledge about mental/emotional suffering and healing as outlined and described in the proposed presentation.

Room 5.02            Give yourself a break: Self-compassion for caregivers

Amanda DiLorenzo, EdS, University of Central Florida

As professional helpers, it may be easy to find ourselves exhausted. Self-compassion offers a way to combat compassion fatigue and self-critical thoughts. This session will inform participants on self-compassion practices and review the research supporting self-compassion. Additionally, the session will have opportunities for participants to partake in self-compassion practices. Lastly, the application of self-compassion practices for clients will be discussed after consideration of clients as caregivers.

**FRIDAY BANQUET EVENTS**

**All banquet activities will be held in the Atrium.**

5:30pm-6:00pm      **President's remarks and awards ceremony**

6:00pm-6:30pm      **Banquet Keynote Address:**  
Bradley Erford, PhD  
Professor of Human Development Counseling at Vanderbilt University and Past President of the American Counseling Association  
***"Leadership and Advocacy for the Counseling Profession: At Home and Internationally"*** (0.5 CE Hour)

6:30pm-8:00pm      **Banquet social and networking time**

## **SATURDAY, SEPTEMBER 28**

**8:00am Registration continues**

**8:00am-8:50am Education Session VI**

**Room 4.06 Writing my way through Italy: Arts-based autoethnography for international education & counseling**

Nancy Teresi Truett, MS, NCC, LPC-MHSP, University of Tennessee

This autoethnographic study draws from the life of a nontraditional adult learner doctoral student who while traveling through Italy alone, embarked on a journey of self-discovery and transformation. Using a narrative voice, the researcher Blogs her way through a month of travel in which “writing a way through” becomes a metaphor for life. Framed in a seven lens autoethnographic model (Custer, 2014), the researcher’s writing touches universal themes of loss, longing, and loneliness as the traveler anticipates personal challenges and changes along with academic coursework. Implications for students and faculty in adult education programs, as well as for practitioners, include the benefits of intersecting arts-based approaches with adult learning and research methodology.

**Room 1.14 Addressing trauma beyond borders: Utilizing multicultural creative grounding techniques**

Sharon R. Thompson, PhD, LMHC, NCC, RPT-S, Troy University  
Mary Sears Taylor, BS, MA Candidate

Individuals who have experienced trauma and are overwhelmed with anxiety commonly experience dissociation. For these individuals, traditional talk therapy may be challenging. Utilizing multicultural creative therapies provides individuals an inspired alternative to grounding techniques. Dissociative symptoms and the use of grounding techniques will be discussed in this session. In this workshop practitioners will walk away with 8 multicultural creative grounding techniques that can be used to help survivors reconnect.

**Room 4.08 Historical & community trauma in Ferguson, MO: Applying research to trauma treatment**

Jessica Haas, PhD, LGPC, NCC, Nova Southeastern University

Client trauma is often not a one-time event with easily delineated impact. Following the shooting of Michael Brown in Ferguson, MO, many people suffered from intersecting historical and community trauma. In this presentation, the trauma related findings are presented from speaking to 35 diverse participants from many walks of life. We will further discuss application of our findings to treatment of clients with intersecting traumas- an important component of the competent trauma counselor’s repertoire.

**Room 5.01            Using narrative therapy with victims of human trafficking: A case study**

Terri Hamm, PhD, LPCC-S, Walden University  
Marilyn Haight, PhD, LPC, Walden University  
Judy Green, PhD, LPCC, Walden University

Human Trafficking is a global issue, and the two main types of Trafficking are Sex and Labor. This presentation will discuss the current statistics for both types of Trafficking, and the indicators to help identify victims. Narrative therapy allows clients to tell their stories of their experiences and to redefine their story. This presentation will describe the principles of narrative therapy and how to apply the intervention strategies to a sex trafficking victim.

**Room 5.02            Third culture kids and their community: Unique problems require unique solutions**

Scott Miller, Northern Arizona University  
Gianna Wiggins, Northern Arizona University

This presentation will explore the unique challenges Third Culture Kids encounter in international schools as a result of transitional living. By learning more about the negative effects transition can have on students and what programs are being used to reduce these effects, school counselors and educators can identify unique approaches to help foster student academic success and social-emotional well-being.

**9:00am-9:50am      Education Session VII**

**Room 4.06            Career counseling considerations for undergraduate students of color and international students**

Diandra J. Prescod, PhD, Pennsylvania State University

Students of color and international students are minoritized populations with unique needs. Whether lacking a sense of belonging, feeling isolated by their peers and instructors, or having academic/career difficulties, these populations are at risk for leaving their institutions and not graduating. Additionally, they can experience mental health issues that make it difficult for them to continue with their studies and face day to day challenges. This presentation will explore career counseling considerations for these populations.

**Room 1.14            Creativity in counseling**

Melanie Drake Wallace, PhD, NCC, LPC-S, ACS, Jacksonville State University  
Christina M. Rosen, EdD, LPCS, LCAS, CCS, ICADC, NCC, Appalachian State University

Everyone shares an inner source of creativity. Incorporating creative arts and techniques into counseling practice is a valuable way to help clients effect change and work through trauma. The presenters will share what they have found to be successful and resources will be provided to replenish your own counselor's toolbox.



**Room 4.08**                    **Interdisciplinary, multicultural dialogue on posttraumatic growth – implications for the field of counseling**

Cailen Birtles, PhD, LPC, NCC, Liberty University  
Brenda Hall, EdD, North Dakota State University

Within the domain of trauma research, writers discuss frequently the topic of posttraumatic growth (PTG). However, researchers from multiple disciplines conceptualize posttraumatic growth differently (Zoellner & Maercker, 2005; Peterson, Park, Pole, D'Andrea & Seligman, 2008). In this session, the presenters describe various viewpoints on the concept of PTG, and address the relationship of PTG to trauma work in counseling. Participants acquire information about PTG, and discuss the implications of an interdisciplinary conceptualization of posttraumatic growth.

**Room 5.01**                    **DoD schools and supporting the transitions of students in military families**

Neffisatu Dambo, PhD, University of Nevada Las Vegas  
Randolph Burnside, PhD, Southern Illinois University

Approximately 1.2 million children have parents that are active-military. Children from military families are a unique population due to their exposure to multiple transitions that require them to adapt to new cultures, environments, and social contexts. Military children move an average of 6-9 times during their primary and secondary school years. Students experience a high level of stressors, but may not have the supports, coping skills, and resources readily available to maintain their healthy progression.

**Room 5.02**                    **Stress management: Using the big 4**

Bradley T. Erford, Peabody College at Vanderbilt University  
Kelly Duncan, Peabody College at Vanderbilt University  
Zumra Atalay, Peabody College at Vanderbilt University

Stress is everywhere and learning to cope with and even turn it to one's advantage can often make or break you. In the modern world, more and more people are suffering from stress-related illnesses and symptoms. This session provides essential information and effective techniques for battling anxiety, stress, depression, and phobias in children, adolescents and adults. Instruction will involve a combination of didactic and hands-on participation.

**10:00am-10:50am**    **Education Session VIII**

**Room 4.06**                    **A developmental paradigm using photo-elicitation and supervision: A border-less therapeutic venture**

Shannon Kakkar, PhD, LCPC, LMHC, NCC, The Chicago School of Professional Psychology  
Nikki Freeburg, PhD, LMHC, Bridgewater State University

Attendees will learn about using photo-elicitation and a combination of the Integrated Development Model (1987) and the Discrimination Model (1992). This is a holistic activity that simultaneously engages the cognitive and emotional aspects of the brain while fostering one's own identity, values, and skills. Attendees will be provided with formulated prompts and debriefing questions which allows for a fuller exploration of the self while providing solutions for client scenarios in a multiculturally-aware format.

**Room 1.14                    Using socio-emotional relationship theory and vulnerability as a foundation for couples counseling**

Julie Riley, PhD, LCSW, MEd, CCTP, MAC, Purdue University Global

The application of socio-emotional relationship therapy in couples counseling will be discussed based on the idea that vulnerability is a strength-based tool used in clinical work. Research on vulnerability and how it positively affects relationships will be illustrated through case study examples. In addition, clinicians will take away steps for treating couples using socio-emotional relationship theory and the positivity of vulnerability.

**Room 4.08                    Mental health professionals providing counseling services to refugees in Greece**

Philia Issari, National and Kapodistrian University of Athens

This presentation reflects upon the findings of a qualitative study that looked at the experiences of mental health professionals who provide counseling services to refugees in Greece. Thirty in depth interviews were conducted with professionals and thematic analysis was used. The research findings included: the challenges that counselors face related to refugee mobility, boundaries of space and time, cultural elements and the participation of interpreters; adoption of multiple roles and practices in their counseling work.

**Room 5.01                    Experiential & multi-sensory approaches to working with adolescents**

Jill W. Van Horne, PhD, LPCS, RPTS, NCC, NCPSC, EAGALA certified, Appalachian State University

Learning through textbooks and lectures captures only a portion of participants of any experience. Furthermore, it engages and fosters minimal physical and present connection with one's self. Experiential/multi-sensory approaches engages all five senses. This opportunity provides learning in ways that are often overlooked and underutilized; Such as mindfulness and metaphors! Come join us for a fun and interactive session that will allow counselors and clients to build the relationship through interactive and creative ways!

**Room 5.02                    Creating healing trauma narratives: Expressive interventions for therapeutic meaning-making**

Mary DeRaedt, PhD, LPC, NCC, The George Washington University

Worldwide, the long-term effects of trauma exposure are depression, anxiety, and PTSD, as well as other mental health and medical challenges. The need for effective trauma treatment on a massive scale reaching an overwhelming level, especially in places with fraught with instability and conflict. The most effective forms of treatment, both for adults and children, have consistently included active participation in meaning-making and support in creating a therapeutic narrative which allows the individual to heal and grow. This workshop will focus on the process of supporting an individual through working stage of trauma by creating a therapeutic trauma narrative using expressive and creative interventions. Each participant will be given the opportunity to participate in at least one narrative creation activity.

11:00am-11:50am

**Education Session IX**

Room 4.06      Cyberbullying, acculturative stress, and depression among international college students

Suleyman Akçil, PhD, Zonguldak Bulent Ecevit University (Turkey)

The purpose of this study was to examine the relationship between cyberbullying-victimization, acculturative stress, and depression among 178 international college students using path analysis. This study may help counselors and university personnel to better understand this specific population's needs, and assist them in addressing their experiences of cyberbullying and teach them how to cope. Implications of the findings, limitations of the study and recommendations of future research will be provided during the presentation.

Room 1.14      Addressing common mental health concerns in global communities: A task sharing approach

Julie Riley, PhD, LCSW, MEd, CCTP, MAC, Purdue University Global

This session will highlight recent qualitative research surrounding task sharing and training community workers to engage in basic mental health treatment in low income countries. The benefits of this approach to global mental health will be discussed in an interactive session. Additional research on global initiatives surrounding mental health awareness as well as the positive outcomes resulting from training and decreasing stigma will be discussed.

Room 4.08      The use of DBT techniques creatively in the treatment of postpartum depression

Missy Fauser, Ed.D., LMHC, ATR, Capella University

Postpartum Depression (PPD) is a serious clinical condition that impacts many woman worldwide. This presentation will discuss how Dialectical Behavior Therapy (DBT) can be successfully utilized in the treatment of PPD, as well as highlight creative DBT techniques that can encourage clients to learn and practice mindfulness-based skills, emotional regulation, distress tolerance, and interpersonal effectiveness.

Room 5.01      Expanding counseling services to minority students with mental health disorders

Genee Glascoe, MA, LPC, University of South Carolina  
Esther McCartney, MEd, University of South Carolina

In children ages 3-17, the most mental health issues are Attention/Deficit Hyperactivity Disorder (ADHD), behavioral problems, and/or anxiety. Students with mental health disorders are less likely to graduate from school, and minority students are more likely to be diagnosed with a behavioral disorder and less likely to engage in mental health services. This presentation will focus on utilizing community and school-based supports and engaging minority students with mental health disorders in mental health treatment.

Room 5.02            **Beyond global boundaries: Mental health collaborations for rural populations**

Steve F. Bain, DMin, LPC-S, NCC, Texas A&M University-Kingsville

This presentation will emphasize the importance of global mental health research collaboration as it relates to the needs of rural/remote communities worldwide. Participants will be introduced to research that attests to the disproportionate mental health resources and services rural peoples face. Participants will review the need for global collaboration and examine some important strategies which can be used to reach out to global rural partners.

12:00pm-1:30pm    **EB-ACA business meeting \*Lunch provided for attendees who pre-registered\* (Atrium)**

1:30pm-2:20pm    **Education Session X**

Room 4.06            **A psychoeducational support group and the sociocultural adjustment of international students**

Madelynn Marlow, LMFT/LPC, Graduate Student, Texas State University  
Paulina Flasch, PhD, Texas State University

The U.S. has become an international hub for higher education; therefore the social and psychological well-being of international students deserves closer attention. The majority of the literature on therapeutic interventions with international students is primarily focused on traditional, one-on-one counseling practices. Given the collective background of the majority of international students and the impact of social connectedness on sociocultural adjustment, the author looks at the benefits of implementing a six-week psychoeducational support group for first-year international students.

Room 1.14            **A relational-cultural framework for understanding parenthood after surviving child sexual abuse**

Maria Haiyasoso, PhD, LPC, RPT, NCC, Texas State University – San Marcos

Female survivors of child sexual abuse (CSA) often struggle to establish connection and trust in relationships, including with their own children. The presentation will include an overview of results of a narrative study focused on female survivors of CSA navigating parenthood, and the presenter will discuss relational-cultural framework for understanding the parent-child relationship. Implications for counselor education, supervision, and counseling practice will be discussed.

Room 4.08            The role & impact of psychological evaluations for undocumented immigrants: Client & clinician experience

Wanda Y Quezada, Faithlift & Hope, LLC  
Rosa Rodriguez, MA, LSW, Faithlift & Hope, LLC  
Karen Rentas, PhD, Faithlift & Hope, LLC

The Role & Impact of Psychological Evaluations for Undocumented Immigrants: Client & Clinician Experience discusses the purpose and impact of the process for asylum seekers from the lens of the client and clinician. It describes the psychological evaluation process and analyzes the clinician's role to the impact of the evaluation to the client.

Room 5.01            Youth suicide awareness and prevention in the age of technology

Angela Brinton, EdD candidate, MSCP, LMHC, National Louis University

Expanding the clinical toolkit to address youth suicide awareness in the clinical setting requires a specific understanding of adolescent suicide risk factors. The purpose of this workshop is to analyze current social media trends and the influence on youth suicidal behavior. Participants will gain a greater awareness of suicide treatment options through case conceptualization and exploration of various therapeutic and theoretical models.

Room 5.02            Ethical best practices in conveying informed consent: Ensuring borderless inclusion

Nikki Freeburg, PhD, LMHC, Bridgewater University  
Shannon Kakkar, PhD, LMHC, Chicago School of Professional Psychology

Attendees will learn about a research investigation into best practices in conveying the Informed Consent document (as informed by the ACA code of ethics) at the onset of a counseling relationship. The presentation will showcase the studies rationale, methodology, findings, and implications for ethically sound clinical work. Attention to how the findings, using college age students, encourage conveying multiculturally sensitive and inclusive practices will be emphasized. **(Ethics CEs)**

2:30pm-3:20pm            **Education Session XI**

Room 4.06            Perfectionism, social support, and well-being among a sample of international students

Philip Gnilka, PhD, Virginia Commonwealth University  
Donna Dockery, PhD, Virginia Commonwealth University

Perfectionism has been identified as an important risk factor contributing to depressive and anxiety symptoms among international college students. Few studies have explored the Perfectionism Social Disconnection Model linking perfectionism dimensions with well-being. The purpose of this presentation is to extend the understanding of the relationships between both dimensions of perfectionism, social support, depression, and anxiety utilizing a large dataset of international students.

**Room 1.14**                    **Best practices for intimate partner violence assessment & treatment in individual and couple's counseling**

Paulina Flasch, PhD, Texas State University

About half of U.S. women and 35% of men will be victims of intimate partner violence (IPV). However, a majority of counselors rate their IPV training as inadequate, and 66% of counselors are incorrect in their knowledge of state standards for IPV treatment, which can have traumatizing and fatal consequences for clients. This presentation discusses assessment & treatment of IPV, specifically as it applies to couples work.

**Room 4.08**                    **Contemporary practices from professional educators: Strategies to enhance asynchronous teaching beyond walls**

Doreen A. Erickson, PhD, LPC, LSC, NCC, ACS, Capella University  
Erin Berry, PhD, LSC, Capella University  
Ellen Smith, PhD, LSC, NCC, Capella University  
Catherine Stower, PhD, NCC, LMHC, LPC, ACS, The Chicago School of Professional Psychology

Establishing yourself as an online educator can be daunting and sometimes frustrating. What if someone gave you a tool box to streamline the process? Experienced university instructors will share proven strategies to enhance teaching effectiveness in a web-based environment. The discussion will focus on useful techniques, templates, and best practices that enrich and simplify online teaching. Participants will leave with tangible tools, strategies, and resources to strengthen teaching skills in an asynchronous setting.

**Room 5.01**                    **Incorporating Equine Assisted Psychotherapy into Your Practice**

Jill W. Van Horne, PhD., LPCS, RPTS, NCC, NCPSC, EAGALA certified, Appalachian State University

This session will focus on the basics of Equine Assisted Psychotherapy and Learning. Participants will learn what equine assisted therapy is and how it is used with various populations. Dr. Van Horne will share about how this she uses this technique with at risk students in middle grades and high school settings. Participants will learn the differences between equine assisted therapy approaches and other animal assisted techniques.

**Room 5.02**                    **Powerful play therapy techniques for the treatment of childhood disorders**

Clair Mellenthin, LCSW, RPTS, University of Southern California

Play therapy is a powerful and developmentally appropriate therapy model to use when working with young children and their families. In this workshop, we will discuss and demonstrate various play therapy interventions and techniques that can be used when treating childhood mental health disorders, including anxiety disorders and depression. Through a blend of lecture, discussion, hands-on experiential learning, and group process, participants will learn effective, evidence-based play therapy interventions including guided imagery, mindfulness, CBT, and sand play—all of which include parent-child relationship enhancement activities.

3:30pm-4:20pm      **Education Session XII**

Room 4.06              College student-athletes: Mental health needs, attitudes, diversity,  
and interventions among the population

Sonja Lund, MEd, University of Scranton  
T'Airra Belcher, MEd, LPC, Loyola University New Orleans

Student-athletes are a unique population within college and university settings around the globe. Compared to their nonathletic peers, they face more stressors and benefit from mental health services tailored to their unique needs. Additionally, the needs of diverse student-athletes may differ from those of their athletic peers. To provide the most effective mental health care it is important to understand these dimensions of this population along with student-athletes attitudes towards mental health.

Room 1.14              Change it up: Using creativity in counseling for reaching beyond  
borders

Fariba Ehteshami, PhD

As the world grows more connected, the counseling profession has developed a significant focus on multicultural concerns and internationalization. The CACREP standards emphasize that counselors must have an understanding of the relationships and issues to understand multicultural trends both nationally and internationally. Creativity is a crucial component in the advancement of all major cultural entities including effective counseling. If counseling does not keep an eye on what is next in the way of effective treatment, it will become the next subject area for documentary movies about the past.

Room 5.01              Ambiguous loss and the transitional family

Amanda DiLorenzo, EdS, University of Central Florida

Ambiguous Loss (AL) has been studied within the context of families and their transitions (health, geographical, and situational). AL is termed as an "incomplete or uncertain loss" (Boss, 1999, p.3). When families are in transition, unacknowledged loss occurs. This presentation will review AL and how to work with families who have experience it.

Room 5.02              Offering hope and healing across borders and around the world  
using Adlerian-based trauma competencies

Joyce A. DeVoss, PhD, NCC, Northern Arizona University

Trauma-based competencies from an Adlerian perspective are described. Social interest honors the power of diverse culture and community in helping heal from trauma. Encouragement and confidence in the client's ability to recover is stressed in the therapeutic relationship. The client is in control as trauma is reprocessed. Clients are approached holistically with self-care as a priority. Counselors provide education on trauma, neurobiology of trauma, its impact on functioning and the process of healing.

4:30pm-5:00pm      **CE certificate distribution (Atrium)**  
5:00pm                  **Conference ends**