Improving the Counseling Profession through Teaching, Research, Practice, & Supervision

North Central Association for Counselor Education and Supervision

2012 Conference

October 18-20, 2012

Westin Kansas City at Crown Center, Kansas City, Missouri
WELCOME!

Thank you so very much for attending the 2012 North Central Association for Counselor Education and Supervision Conference in Kansas City, Missouri.

Our theme this year is “Improving the Counseling Profession through Teaching, Research, Practice, and Supervision”. The choice of the theme was driven by our desire to achieve two important goals. First, we wanted a theme that was broad enough to sufficiently represent the many roles and functions that supervisors and counselor educators and perform. This theme continues the scientist-practitioner focus that was set in 2010 by Past-Presidents Sebera and Roseman. Secondarily, and conceived with tongue planted firmly in cheek, we felt compelled to provide a theme that was absent of any for superfluous punctuation. More specifically, our goal was to avoid using the omnipresent colon. We are confident that your review of the program offerings will lead you to the conclusion that our esteemed colleagues’ presentations, round table discussions, and poster sessions embody the spirit of our conference’s theme.

This year's conference provides some "firsts". We introduced Emerging Leaders to NCACES; a group of nominated graduate students who will work to develop leadership in ACES. We also introduced new media to NCACES with the conference program and a conference twitter feed available for viewing on portable devices, including an ebook format of this very program (http://ncaces12.ncaces.org)

We are thrilled to welcome ACES President Dr. Nicole Hill and ACES President Elect, Dr. Robin Lee to Kansas City. We appreciate that you made time in your busy schedules to attend our conference. NCACES also welcomes Dr. Robert Urofsky and his CACREP team, who will provide training seminars for Team Members.

We look forward to having your join us for our NCACES Awards Luncheon On Friday from 11:00 to 1:00. Come and enjoy a fine meal, hear comments from Dr. Hill and Dr. Lee, as well as network with your fellow NCACES members.

On behalf of all of those on the 2012-2013 NCACES Leadership Team, we welcome you to this 2012 conference and wish you the best.

Sincerely,

Marty Jencius          John Laux
NCACES President      NCACES President-Elect
We are grateful to the following individuals for their part in planning this conference:

In addition to those listed below, we are thankful for and acknowledge our members for the continued support of NCACES, without which this conference would not be possible.

Geof Yager - Registration Coordinator
Courtney Holmes & Rebecca Michel - Career Network Co-coordinators
Kerry Sebera - NCACES Research Awards
Darcie Davis-Gage - NCACES Awards
Christine Suniti Bhat - Graduate Student Volunteer Coordinator
Kristin Bruns & Randall Moate - Graduate Student Programming
Tarrell Ah Agahe Portman - Emerging Leaders Coordinator
Susan Huss - Treasurer

Graduate Student Volunteers
Jack D. Simons, Mais Imad Al-Deen Al- Nasa’H, Mashone N Parker, Carol Robinson, Kristen Caldwell, Bilge Sulak

Program Reviewers
Anna Viviani, Lynne Guillot-Miller, Vicki Sepulveda, Randy Moate, Debra London, Matthew Branfield, Maiko Xiong, Diana VanWinkle, Steve Rainey, Jason McGlothlin, Betsy Page, Phillip Gnilka, Nanseol Heo, Jee Hyang Lee, Carol Klose Smith, Mitzi Hutchins, Courtney Holmes, Cassie Storlie, Suzanne A. Whitehead, Hongryun Woo, Susannah Wood, Sylvia Lindinger-Sternart, Mohamed Badra
# Table of Contents

NCACES Current Leadership ..........................................................5  
NCACES Past-Presidents ..............................................................6  
NCACES 2012 Award Recipients ..................................................7  
NCACES 2012 Research Grants ....................................................8  
Emerging Leaders .....................................................................8  
Map of Westin Hotel ..................................................................9  
Additional Information ...............................................................12  
Graduate Student Events .............................................................13  
NCACES Conference Overview ..................................................14  
Educational Sessions  
  Thursday, October 18 .............................................................16  
  Friday, October 19 .................................................................24  
  Saturday, October 20 .............................................................51  
Conference Evaluation ...............................................................64
Current NCACES Leadership

Marty Jencius
President
Conference Coordinator
Kent State University

John Laux
President Elect
Program Coordinator
University of Toledo

Kerry Sebera
Past President
Northern Kentucky University

Susannah Wood
Secretary
University of Iowa

Christine Suniti Bhat
Secretary Elect
Ohio University

Susan Norris Huss
Treasurer
Bowling Green State University

Geoffrey G. Yager
Membership Co-Chair
University of Cincinnati

Peg Olson
Membership Co-Chair
University of Wisconsin-Oshkosh

Darcie Davis-Gage
Member at Large
Northern Iowa University

Mitzi Hutchins
Member at Large Elect
Kent State University

Toni Tollerud
Parliamentarian/Historian
Northern Illinois University
NCACES Past Presidents

NCACES 2012 AWARDS

NCACES Outstanding Professional Service Award: To honor outstanding service to NCACES and or the cause of counselor education and supervision that is of regional and national importance to the profession.

   No Award Given This Year

NCACES Outstanding Professional Teaching Award: To honor excellence in teaching in a counseling, counselor education, or counseling supervision program in the North Central Region.

   Kimberly Donovan

NCACES Professional Leadership Award: To honor excellence in leadership of an officer, committee person, or other major contributor at the national, regional, or state level.

   Daniel J. Weigel

NCACES Research Award: To honor significant research in the profession including the areas of counseling, counselor education, or counselor supervision.

   Nick J. Piazza

NCACES Outstanding Supervisor Award: To honor an individual in NCACES who has demonstrated outstanding work as a supervisor in a university, community/mental health counseling, or school setting.

   Julia Champe

Deanna Hawes Outstanding Mentor Award: To honor an individual in NCACES who has been a significant mentor to graduate students, emerging professionals, educators, and/or supervisors in the manner demonstrated by Dr. Deanna Hawes over the course of her career in counselor education.

   No Award Given This Year

NCACES Outstanding Diversity Award: To honor significant multicultural contributions to the profession of counseling, counselor education, or supervision.

   No Award Given This Year

NCACES Innovative Counselor Education Program Award: To honor an outstanding, innovative, and/or unique counseling or counselor education program at an institution in the NCACES Region. (Note: Depending on the number and distribution of nominations, a Master’s programs and for a Doctoral program may be recognized.)

   Indiana University Purdue University - Fort Wayne (IPFW)

NCACES Outstanding Graduate Student Award: To honor a graduate student in NCACES who has provided outstanding leadership or service to the profession at the state, regional, or national level that has promoted the profession.

   Eric Beeson

NCACES Special Recognition Award: To honor and recognize NCACES members and non-members who have promoted and/or supported the counseling profession.

   No Award Given This Year
NCACES 2012 Research Grants

The purpose of the Research Grant Award program is to further our knowledge of and the development of best practices in counselor education and supervision. This program will fund professionals, students, and collaborative efforts between professionals and students in research endeavors that increase our understanding of counseling, counselor training, and supervision. This competition is open to both professional and student members of North Central ACES. Both individual and collaborative efforts may be funded. Individuals may submit only one proposal, whether individually or as a part of a research team.

Professional

A National Survey on Counseling Training Clinics in CACREP Accredited Programs
Dr. Justin D. Lauka & Dr. Amanda McCarthy, Northern Illinois University

Student

School Counselors’ Perceptions of Digital Natives: A Qualitative Research Proposal
Laura Gallo, The University of Iowa

Collaborative

Instrument Construction and Initial Validation: Professional Identity Scale in Counseling
Hongryun Woo (Doctoral Candidate) & Dr. Malik Henfield, The University of Iowa

NCACES 2012 Emerging Leaders

Jee Hyang Lee  University of Iowa
Brynn Luger  North Dakota State
Deanne Mesquita  Governors State University
Mary Ollor Onungwe*  North Dakota State University
George Rashid*  University of Iowa
Stef Standefer*  Northern Illinois University
Jessica Taylor  University of Missouri-St Louis
Maiko Xiong*  Kent State University

* Indicates ACES Presidential Fellow
Additional Information

CAREER NETWORK

NCACES Counselor Career Network is online!

If you are in the job hunt, go to the website: http://ncaces12.ncaces.org/ for a large database of open positions. Additionally, there will be a bulletin board with hard copies of the postings located near the poster presentations.

If you are an employer and posted a position prior to the conference, you should be able to access the database of applicant vitas. If desired, you can arrange for a time and place to meet with applicants during the conference.

Please let Dr. Becky Michel (rmichel@govst.edu) or Dr. Courtney Holmes (courtmh@bgsu.edu) know if you have any questions. We hope you take advantage of the career network throughout the conference!

NBCC CONTINUING EDUCATION CREDIT

Continuing education forms can be gleaned from Geof Yager at registration.

SESSION EVALUATION FORMS

Session evaluation forms will be available in each of the presentation rooms. Your feedback helps us to improve the quality of presentations at our conferences. Please fill out your session evaluations and give to the student volunteer in your room or leave it at the back of the room to collect.
Graduate Student Events

Thursday: 4-5pm, Washington Park 3

Doctoral Symposium: Teaching in Counselor Education

This presentation is for doctoral students and newly hired faculty members, who seek to engage in dialogue pertaining to teaching. Three experienced faculty members have agreed to participate in a panel discussion about teaching, as it relates to counselor educators. This panel has been designed to be an interactive experience, whereby audience members will be given opportunities to ask the panel members questions that relate towards teaching.

Friday: 2-3pm, Washington Park 2

Doctoral Symposium: Scholarship in Counselor Education

This presentation is for doctoral students and newly hired faculty members, who seek to engage in dialogue pertaining to scholarship/research. Three experienced faculty members have agreed to participate in a panel discussion about scholarship and research. This panel has been designed to be an interactive experience, whereby audience members will be given opportunities to ask the panel members questions that relate towards scholarship and research.

Friday: 6:30-8:30 The Cashew (located approximately 1 mile away from hotel)

Graduate Student Social Event

This event will be a meet and greet for graduate students attending the NCACES conference. Several newly hired faculty members will be in attendance to share their experiences with the job searching/hiring process. Some appetizers will be provided on a first come, first serve basis. We hope to see you all there!

The Cashew, 2000 Grand Boulevard, Kansas City, MO 64108
NCACES Conference Overview

Thursday October 18, 2012

12 - 1
Registration

1 - 5
Content Sessions

5 - 7
Reception - Garden Terrace

Friday October 19, 2012

7:10 - 8
NCACES State Presidents’, Past Presidents’ and Executive Board Breakfast - Roanoke Room

7:30 - 9:30
Continental Breakfast for Attendees - Century Ballroom A

8 - 11
Content Sessions

10 - 5
Career Connection - Washington Park Foyer

11 - 1
Luncheon/Awards Ceremony/ Business Meeting - Century A Ballroom

1 - 6
Content Sessions

1 - 2
CACREP Team Member Training

3 - 5
Stop in for a Snack Break - Washington Park Foyer

4 - 6
CACREP Standards Revision Feedback

6:30 - 8:30
Graduate Student Social at “The Cashew”
Saturday October 20, 2012

8 - 12
Content Sessions

9 - 12
Career Connection - Washington Park Foyer
CONTENT SESSIONS

Thursday 18th 1:00 - 2:00 Washington Park 1

Trauma Work: Using Interactive Learning and Performance Based Assessment in Teaching Trauma Counseling
Debra A Pender, Rebecca Pender, Ann Friesema, Amy Barth, & Nate Perron

Teaching counselors and counselor educator-in-training how to assist clients with trauma histories is an imperative. The Adverse Childhood Experiences (ACE) study (Center for Disease Control and Prevention) reports that two-thirds of adults have had at least one ACE, and one in five has experience three or more during childhood. Data from child and adolescent mental health agencies suggests 40-60% of child referrals presents with a co-existing trauma history. This program will present an instructional design model for a hybrid course on trauma counseling across the lifespan, using face to face and online segments that are developed to promote interactive, problem-based learning. We will share examples of instructional technology, learning outcome assessments and reflections of the students and instruction team. A special focus will be the development of counselor and supervisor resilience when working with trauma-influenced populations. Examples of client outcome measurement including a prototype instrument being piloted in the mental health field will also be included. Participants will receive handouts on how to develop interactional learning tasks, as well as performance-based assessment.

Thursday 18th 1:00 - 2:00 Washington Park 2

Finding a Good Match: Effective Admission Procedures for Master-Level Counseling Programs
Darcie Davis-Gage and Jan Bartlett

Selecting students for admission in counseling programs can be an exciting but difficult process for faculty. Faculty at one university will share their process of admission into either the CACREP-accredited clinical mental health or school counseling program. The goal of this session is to provide participants with a template of how to integrate the mission statement and philosophy of the program into the admission process. The presenters will demonstrate how to connect the admission and interview activities with the mission and philosophy of the program to ensure students who are selected for admission are a “good fit.” Presenters will share examples of the admission paperwork, interview questions and activities, and evaluation rubrics which are based on the values faculty identified to be central to the mission of our program. During this session, the presenters will demonstrate admission activities which revolve around assessing multicultural competencies, understanding ethical practice, managing ambiguity, evaluating of critical thinking skills, and observing basic counseling skills. Participants will be provided with a handout outlining the material presented in the session.

Thursday 18th 1:00 - 2:00 Washington Park 3

Multicultural Leadership Development in CES Programs: A Qualitative Analysis of Emerging Leaders
Mashone Parker, HongRyun Woo, and Cassie Storlie

Leadership has been a prominent theme in the most recent counseling conferences and is now making its way into counseling research, as well. The definition of leadership, according to the counseling literature, is subjective with educators varying in their style and approach to aiding in the development of future counselors. Moreover, with the changes in diversity among the United States (U.S.) population, counselor educators have been challenged to improve the multicultural understanding, competency and development of student counselors. This presentation explores leadership concepts and the multicultural development of counselor education students-in-training. This session presents findings from a qualitative research study examining the perceptions of and experiences with the meaning of multicultural leadership development among eight doctoral students in counselor education programs. Using grounded theory methodology, five themes emerged from participant interviews that served to define important components of multicultural leadership, according to participants: progressive development, privilege, value in relationships, modeling, and personal and professional experience. Implications for counselor educators and doctoral students will be provided.

Thursday 18th 1:00 - 2:00 Brookside

Utilizing a Doctoral Program for Development of Self
Using the 5F-WEL (Myers & Sweeney, 2004) set of wellness categories (Physical Self, Creative Self, Coping Self, Social Self and Essential Self), this 50-minute content session will use an experiential component to deliver ideas about developing self and wellness for students in counselor education doctoral programs. Topics such as: Advising and Mentoring (navigating the four year experience and planning ahead), Balance of Work/School and Personal Self (when to take breaks and how much is too much?), Free Ways to Reinvigorate Your Life (you’ve got to get out and treat yourself—it’s easier than you think!), and Wellness Self-Checklists will be presented in a dynamic and interactive way to encourage participation and the understanding of the importance of self-development through the concept of wellness. Time for questions and answers will be allotted at the end of the program and handouts will be supplied.

Thursday 18th 1:00 - 2:00 Independence

Meeting Professional Standards for Program Development through Curriculum Mapping

Dawnette Cigrand, Jo Hittner, Andrea Bjornestad, Mary Fawcett, and Veronica Johnson,

The 2009 CACREP Standards require programs to submit documentation regarding the assessment of student outcomes as well as program area standards. In this presentation, participants will learn how the process of curriculum mapping can help their Counselor Education (CE) programs meet these two program requirements. Attendees will learn how to develop curriculum maps, and synchronize them in order to determine expected student development. In addition to improving curricular alignment, this process can also help programs establish necessary curricular changes as program alignment with the new standards and movement towards a 60 semester hour program. Presenters will discuss the ways in which one university CE program used curriculum mapping to delineate assessment points, modify assessment procedures, identify gaps in curriculum, and set goals for movement from a 48 semester hour Community Counseling program toward a 60 semester hour Clinical Mental Health Counseling program.

Thursday 18th 1:00 - 2:00 Crossroads

Guarding the Profession: The Challenges of the Gatekeeper Role

Amy L. Gilbert

Counselor educators are charged with the responsibility of serving as gatekeepers for the counseling profession by educating, training, and evaluating students in order to ensure that they enter the field as competent professionals. A component of this gatekeeping role is the remediation and dismissal of students who lack the professional skills and attributes necessary to be competent counselors. Many counselor educators find the gatekeeper role to be a challenging one. The goal of this presentation is to increase understanding about the nature of the challenges that influence gatekeeping practices of counselor educators and to encourage and empower counselor educators in taking on this role. Objectives include increasing knowledge about the gatekeeper role, identifying obstacles to applying effective gatekeeping practices, and exploring strategies for addressing students who are professionally incompetent. The presentation is comprised of unpacking the dual roles of educator and gatekeeper by exploring issues of ethics, due process, and current strategies for addressing students lacking professional competencies. The presentation format will include a didactic component that incorporates audience interaction.

Thursday 18th 1:00 - 2:00 Union Hill

Assessing Counseling Student's Attitudes Regarding Substance Abuse and Treatment

Christine Chasek and Maribeth Jorgensen

An important objective of an addiction counseling course is to help students become aware of their attitudes, beliefs, and biases regarding addiction. Holding optimistic and accurate views of substance abuse treatment and the building of positive counseling relationships with clients has been shown to improve the treatment outcomes for those struggling with addiction issues. This presentation will outline a research project that assessed graduate counseling student’s attitudes and perceptions regarding addiction treatment and the beliefs they hold regarding substance use. Results of this research will be presented along with ideas to use in the classroom to assess and address counseling students’ attitudes towards addiction and their knowledge regarding addiction counseling treatment.

Thursday 18th 2:00 - 3:00 Washington Park 1

Counselor's Preparedness for Working with Traumatized Clients

Asabi Afi Dean
Trauma is quite prevalent and has been found to be the underlying cause for many diagnosable conditions. Clinicians may treat clients for concerns without ever knowing the client is suffering from trauma and thereby never work with the source or root cause of the client’s concerns. This can lead to hopelessness, for the clients, in the therapeutic process and in the clinician’s ability to help with or even identify the client’s true concerns. According to Courtois and Gold (2009), clinicians who make this error may do so because they aren’t aware of the symptomatology of trauma outside of the information listed in the DSM-IV under the PTSD diagnosis. These authors further posit that future clinicians (current students) are rarely, if ever, taught about the many layers of trauma and how these layers may affect a because trauma is not included in the curriculum for student in counseling and similar programs. The CACREP standards address this matter by requiring CACREP accredited counseling programs to place trauma-related issues into their curricula by 2014. Research in trauma and counseling can help determine how address this matter these issues in counseling and in counselor preparation.

Thursday 18th 2:00 - 3:00 Washington Park 2

Preparing for Success: Training School Counselors to Be More Effective With Students of Varying SES

Dorea Glance

This presentation will review the current research into the effects of student socioeconomic status on school counselor self-efficacy. Specific attention will be given to ways that school counselor educators can better ensure that school counseling graduate students are knowledgeable, confident, and prepared for the unique challenges that working with students of various socioeconomic statuses presents in the K-12 setting. Literature will also be reviewed that discusses the specific ways that student SES and biases impact school counselor self-efficacy. Additional emphasis will be placed on the emerging roles and strategies that school counselor educators can encourage new school counselors to engage in to create a positive and safe learning environment for all students as well as an open environment for their families. This presentation will be very informative for any who are planning to work as a school counselor or as a school counselor educator.

Thursday 18th 2:00 - 3:00 Washington Park 3

“I saw you on Facebook!” Social Networking, Professional Boundaries, and the Implications for Counselors-in-Training

Peter J Boccone

Technological developments have had an undeniable impact on the counseling profession. Counselors can now transmit client information, collect fees, and even conduct sessions from the other side of the country with the click of a button. Another such development has been the emergence of an endless online community through social networking. Although such a community opens up new opportunities, it also creates a new forum in which counselors must create and maintain professional boundaries. At one time counselors could simply choose to live in different towns than where they practiced and process with clients what to expect in case of a chance meeting at the supermarket. Today however, answering machines have been replaced with status updates and counselors now face the challenge of belonging to the same social network or bumping into clients in chat rooms. This presentation will examine the issues related to being part of an online community. Attendees will learn how ethical standards associated with professional boundaries can be applied to social networking. Information will be linked directly to how the development of online communities impacts students. Suggestions will also be provided on how best to prepare counselors-in-training to maintain professional boundaries in their communities, on and off the internet.

Thursday 18th 2:00 - 3:00 Brookside

iPad Technology: Inspiring the Next Generation of Counselor Educators

Diane Coursol and Jacqueline Lewis

Technological advances over the past decade have impacted the world profoundly on both personal and professional levels. While some technologies are more established (email, computer technologies, and web-based services) newer technologies (iPads, smartphones, videoconferencing, telepresence) continue to challenge counselor educators to anticipate how these technologies may be effectively used in the field and be mindful of potential limitations and risks. Twenty-first century instruction includes an understanding of the role of technology in preparing counselors and counselor educators. It has been suggested that educators who appropriately model the use of technology in the classroom, in their research, and in their discussion of counseling practice may inspire students to develop new and innovative uses of technology in their own careers. (Gore, Wade, Leuwerke, Krumboltz, 2002). This presentation provides an introduction to the use of iPads in counselor education preparation for both masters and doctoral students. Participants will be guided through the implementation of iPads as a mechanism to record and distribute classroom performance evaluations, provide immediate digital feedback, engage in video conferencing, and provide a range of experiential learning activities in the classroom. Presenters will provide information about the challenges and successes in implementing iPads in the classroom.
Maintaining Quality Counseling Programs in a Budget Cutting Environment

Verl Pope, Jan Ward, Travis Smith, Melissa Odegard, and Julieta Monteiro-Leitner

The pressures of universities’ cost-cutting initiatives are having an impact on counseling programs. Faculty are exploring ways of balancing quality with the increased pressures of financial necessities. This presentation will explore ideas that will help faculty maintain quality while, at the same time, speak the same language understood by administration. Multiple perspectives and ideas will be discussed. The primary objectives of this content session are: clearly defining and defending quality programs, understanding the impact of current budget pressures that universities are facing, and, constructing ways to accommodate reasonable change while maintaining program integrity. Participants can expect to gain a clearer understanding of how programs can navigate the budgetary review process and advocate for a quality program.

Assessing Counselor Competence: A Comprehensive Review and Critique of the Literature

Kevin A. Tate and Margaret (Peggy) Bloom

The assessment of, and research about, counselor competency is central to evidence-based counselor education and supervision. This presentation will present a review, analysis and critique of quantitative instruments that have been used to measure counselor competence. In total, there are at least 35 instruments that have been used in the professional literature to measure this construct. The content of this presentation will be based on a comprehensive review of the counseling and counselor education literature, and will critique this literature in terms of psychometrics, target constructs, format, and frequency of use in the literature. Recommendations will be provided in regard to future use of these instruments in the context of program evaluation, performance assessment, and large-scale counselor competence research. Finally, this presentation will facilitate a “brainstorming session” intended to generate collaborative research project ideas that are may be carried out across NCACES departments using such instruments.

Creating Opportunities for Personal and Social Transformation: Implementing Service Learning in Counseling Classes

Kristina Peterson, Dennis Frank, and Jasmine Knight

Service learning enhances counselor education by enriching the curriculum and encouraging students to put course matter into context. It can help students to become more self-aware, tolerant, appreciative of diversity, and encourages them to become agents of social change. In this workshop, the presenters explain how counseling faculty can use service learning to increase students’ personal and social transformation. Participants will discuss several current examples of transformational learning projects that have been implemented in a counselor education program. The presenters will also explain how instructors can use reflection exercises to encourage students to connect their service-learning work with their own attitudes, values, and personal history through critical introspection. Finally, participants will be offered strategies and ideas for connecting with their own local community agencies and programs to enhance the service learning opportunities for students in their counseling programs.

Memoirs, Movies, and Make-Believe: Teaching Advanced Counseling Skills

Darcie Davis-Gage

Once students have completed a basic counseling skills course, many programs teach advanced counseling and conceptualizations skills in a variety of formats and courses. Experiential teaching techniques have been found to be effective in teaching these types of skills. The goal of this presentation is to provide participates creative ways to teach advanced counseling and conceptualization skills which have been used successfully in a variety of counseling coursework. Participants will be provided with a list of movie clips, memoirs, and various ways to use role plays when teaching students clinical skills. During the session, the presenter will explain how to use the various experiential methods in teaching students how to work with a variety of clinical challenges such as resistance, diagnosing, goal-setting, ethical practice, and confrontation. The presenter will also share how she used a semester-long role play to teach initial assessment, treatment planning, diagnoses, suicide assessment, and termination from a variety of theoretical perspectives. Participants will be provided with a handout outlining the material presented in the session.
An Integrated Model of Supervision for Counselor Educators: Synthesizing the Discrimination Model and the Synergistic Model

Laura Maki, John Seymour, and Karin Lindstrom Bremer

In many counselor education programs, supervision crosses tracks and includes both clinical and student affairs administration components. Clinical supervision contexts might emphasize micro-level processes or social-contextual factors, whereas student affairs contexts might emphasize macro-level processes or organizational factors. Further, each might define the client as either an individual or as an organization or unit. An improved model of supervision for counselor educators integrates individual and organizational components. The goal of this content-based, experiential program is to introduce an integrated model of cross-track supervision that (1) connects and integrates the different contexts in which supervision occurs and (2) offers a framework for understanding the developmental process that occurs in the related contexts of clinical and student affairs supervision. Bernard’s (1979) discrimination model and Winston and Creamer’s (1997) synergistic model provide the basis for the integrated supervision model. In this presentation, participants will explore strategies for (1) assessing the supervision context, (2) evaluating the merits of micro- and macro-level focuses, and (3) attending to individual development. Further, participants will reflect on the intersecting identities of supervisor and supervisee, given that counselors-in-training and new professionals inhabit both roles within a given day, and how negotiating these identities might influence their approaches to supervision.

Thursday 18th 3:00 - 4:00 Washington Park 3

Supervision in the Real World: Balancing Clinical and Administrative Tasks in Community Agency Supervision

Julia Champe & Muthoni Kimemia

Supervisors in community settings have both clinical and administrative responsibilities, with administrative tasks taking precedence due to the requirements and pressures of working in the overworked-underpaid-high burnout world of community agencies (Tromski-Klingshirn & Davis, 2007). These supervisors often find themselves in supervisory roles, but may lack specific training in the practice of clinical supervision. However, most research on effective supervision practices is based on the study of supervision in academic settings, where the focus can be almost entirely on the clinical issues of client well-being and counselor development (Aasheim, 2007). Supervision models developed in academic settings do not address the time constraints and administrative responsibilities that present obstacles in the community setting. In this interactive session, presenters will discuss factors that present obstacles for community agency supervisors, provide an overview of existing research, including regional survey data that highlights the competing tasks of administrative and clinical supervision, and offer suggestions for addressing these challenges. Join us for a discussion on the realities of supervision in community settings, with an emphasis on ways that counselor educators can better prepare and advocate for counselors-in-training and the agency supervisors who are doing the difficult work of managing multiple roles with increasingly limited resources.

Thursday 18th 3:00 - 4:00 Brookside

GLB and T: What's the T all about?

Diana L. VanWinkle

The population that falls under the umbrella term “transgender” is often under or misrepresented in discussions of diversity and diagnosis in counselor education courses. Often this group is lumped together with Gays, Lesbians, and Bisexuals under the GLBT label. Textbooks routinely provide scant information about the unique character and needs of this population. This session will provide educators and clinicians with appropriate and accurate information regarding transgender individuals so that educators can thoughtfully engage students in discussion of the distinctive developmental, diagnostic, and social concerns regarding this population. Clinicians will receive information to enhance therapeutic alliance. During the session, participants will gain knowledge regarding: within group differences, differences between GLB and T, Standards of Care, social difficulties, and challenges of transgender adolescents. Participants will leave the session with the knowledge necessary to supplement textbook materials regarding this population along with resources and materials suitable for supplementing other class materials.

Thursday 18th 3:00 - 4:00 Independence

Becoming a Group Leader: The Student Process of Learning Through Experience

Steven J. Moody, Katie Kostohryz, and Linwood G. Vereen

This program will present the findings from a grounded theory study on the process of learning experientially within a group techniques course for master’s-level counseling students. This presentation will provide attendees a review of relevant literature, presentation of findings, and an opportunity to collaborate on innovative supervision and teaching strategies. The primary goal is to provide counselor educators and supervisors a window into the personal dynamics at play for students as they learn group
techniques experientially. In the study, five students were interviewed during and after eight weeks of leading and observing process groups with live supervision. A focus group was conducted to ensure findings were consistent across individuals and grounded in each participant’s experience. Several themes emerged regarding the integration of the person with group counseling leadership constructs. The study supported the cyclic nature of experiential learning as developed by Kolb (1984). Within this cyclic process, elements of time, supervisory and peer relationships, and personal beliefs and emotions were paramount. These findings provide valuable insight for counselor educators and supervisors regarding the interventions and supervisory feedback that might be the most helpful during experiential learning exercises.

Thursday 18th  3:00 - 4:00  Union Hill

The Learning Process of Supervisees who Participate in the Reflecting Team within Group Supervision: A Grounded Theory

Rebecca L Pender

Supervision is an integral part of counselor development (Ogren & Sundin, 2009). Throughout the last several years, counselor educators have begun to incorporate the use of the reflecting team process with the training of counselors. Specifically, the reflecting team has been used in didactic (Cox, 2003; Landis & Young, 1994; Harrawood, Wilde & Parmaman, 2011) and in supervision (Cox, 1997; Prest, Darden, & Keller, 1990; Stinchfield, Hill & Kleist, 2007; West, Bubenzer, Morrison, Evans, 1994). However, no study has investigated the learning processes of counselors-in-training (CIT’s) who participate in the reflecting team model within group supervision. This study utilized Charmaz’ qualitative grounded theory as the method of inquiry. Four CIT’s, who were participating in internship utilizing the reflecting team within group supervision, were participants. Participants engaged in a two rounds of interviews and interpretive dialogues and a final focus group. All interviews were transcribed and coded using initial, focused and theoretical coding. The purpose of this presentation is to share the grounded theory of supervisee learning processes as they engage in the reflecting team within group supervision. This study could serve as a starting point for how to implement this type of instructional method in counselor training.

Thursday 18th  4:00 - 5:00  Washington Park 1

Creating a Mutually-Beneficial Partnership: Hosting a Doctoral Internship within a Masters-Only Counseling Program

Brenda Rust O’Beirne and Amber Schoepke Randolph

Doctoral training creates a foundation for the improvement of the counseling profession. This interactive, discussion-based presentation will provide participants with an overview of the various approaches to doctoral internships in counselor education programs, the structure of the internship position created through a partnership between the co-presenters and their respective institutions, and the joys and challenges associated with the creation and execution of a doctoral-level teaching internship housed in a masters-level counseling program. In addition to these primary goals, participants will have an opportunity to share their ideas and experiences with developing meaningful internship experiences for doctoral students. Presenters will suggest that the partnership they have developed has certainly helped to improve the profession through teaching practice and supervision, and this approach may be a viable model for other programs.

Thursday 18th  4:00 - 5:00  Washington Park 2

Barriers to seeking accreditation from the Council for Accreditation of Counseling and Related Educational Programs

Annette K. Sauselen, Laura J. Pressley, J. Alex Reed, and Bilge Sulak

The presentation aims to explore why some graduate level counseling programs are not accredited by the Council for Accreditation of Counseling and Related Educational Programs [CACREP]. This presentation will provide significant information for attendees to gain a better understanding of the barriers that non-accredited programs have. The presenters conducted a qualitative survey, asking for Counselor Education faculty members from non-accredited schools to discuss their rationale for not becoming accredited; and, to identify if there are any perceived barriers from seeking accreditation. Understanding the perceptions that non-CACREP accredited schools have can provide information to Counselor Educators and Supervisors about standards of practice and the pedagogy around how we are educating future counselors. Our presentation will give equal opportunities for opponents and proponents of CACREP accreditation. Conference attendees will gain information around the legislation and future direction of CACREP accreditation, understand some of the reasons for programs not being accredited, or, for not seeking accreditation, and be able to identify barriers to achieving accreditation from CACREP. The attendees will also learn from our research the perceptions of counseling faculty about accreditation.
Thursday 18th 4:00 - 5:00  Washington Park 3

**Doctoral Symposium: Teaching in Counselor Education**

**Thursday 18th 4:00 - 5:00  Brookside**

**Student-Veterans Counseling Considerations**

Stephanie M. Murakami

With the Iraq and Afghanistan wars ending, there is an influx of veterans using the new Post 9/11 Government Issue (GI) Bill. Of the estimated 2.4 million Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF) era veterans (active duty, reserves, and national guard), over 2 million are expected to take advantage of this GI Bill benefit (Madaus, Miller, & Vance, 2011). These veterans present with both the mental health issues common in any veteran returning from a war zone, but also with issues concerning their transition from military duty to the classroom. These implications will cause a greater influx of veterans possibly seeking assistance through campus counseling services and at community clinics. Counselors must be prepared to provide appropriate services to these veterans to allow them to better transition into college and civilian life. This PowerPoint lecture presentation will provide the various aspects of mental health issues that may be present with these student-veterans and their families. Also presented will be the various transitional issues that may arise for these veterans as they learn to integrate back into a non-combat environment and into the world of higher education. The goal is to provide an overview and clearer understanding of the various presenting problems that these student-veterans may encounter.

Thursday 18th 4:00 - 5:00  Independence

**Teaching and Learning Cross-Culturally in the Classroom**

Penny J. Rosenthal

As educators of future counselors we have a responsibility to provide students with experiences to examine their own positionality, levels of privilege, and personal responsibility when working cross-culturally with others in order to be effective counselors. In order to enhance and provide this experience for students, educators must begin with an examination of their own positionality, levels of privilege, and personal responsibility in order to provide authentic and effective learning opportunities for students. This program will provide participants with the opportunity to further their understanding of privilege and power dynamics in and outside of the classroom. Participants will be invited to reflect on themselves and themselves in relation to others and to begin to identify learning curves where additional understanding and insight may be needed in order to enhance the learning environment for students. The program will provide participants with a variety of tools that can be applied to their classrooms and departments. The objectives for the program include the reflection upon and identification of current awareness and ability, the development of awareness of areas for growth and experience, and an increased ability to work within a culturally diverse environment in and outside of the classroom.

Thursday 18th 4:00 - 5:00  Crossroads

**Experiential Group Work in Counselor Education: An Exploratory Study of Student Perceptions**

Mary L. Anderson, Raymond Sheets, and Amber Larson

The purpose of this presentation is to present and discuss research findings focused on counselor education students, and how they perceived and navigated the experiential component of their group counseling course. This study came about in response to statements that have been issued from the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009) and the Association for Specialists in Group Work (ASGW, 2000) requiring experiential components within the structure of group dynamics courses. While experiential groups are often included as a group course requirement, little empirical research has addressed the process by which counselor trainees who are involved with this aspect of training actually manage it (Smith & Davis-Gage, 2008). The goal of this presentation is to provide attendees with exploratory research results that shed light on both the opportunities and challenges related to implementing the experiential components of group work training. The discussion will include recommendations for counselor educators, based on a synthesis of emerging research and current literature in the field of counselor education.

Thursday 18th 4:00 - 5:00  Union Hill

**Counseling Children Whose Guardians Don’t Play Well Together: Supervising and Supporting Counselors in their Work Amidst Conflicting Guardians**

22
Counselors and counseling students provide services to children and their families, often during times of intense stress and transition. Counselors need additional support when contentious relationships of adults impact communication and behavior toward the clinician and the child. Many counselors working with children seek supervision or consultation when custody issues arise or attorneys are involved in the family system. Working with parents requires specific training, but working with those in conflict necessitates additional knowledge and support. Without support and proper training it is difficult to provide the best client care and proper communication with guardians. Clinicians working with minors must maintain working relationships with parents/guardians without becoming triangulated in familial conflicts. This presentation will provide practical recommendations for supervisors and clinicians as they work with children whose parents are divorced or in heated conflict. Presenters will highlight several areas to address when working with clinicians of children caught in the crossfire. Attendees will gain information on 1) specific counselor personalization issues likely to emerge 2) counseling skills to focus on 3) common conceptualization issues including legal and ethical concerns. The session will include time to exchange ideas and ask questions.
CONTENT SESSIONS

Friday 19th 8:00 - 9:00 Washington Park 1

Integration of Teaching, Research and Service in Doctoral Counselor Education Classes
Mei Tang, Ching-Chen Chen, Marva L. Duvall, and Jennifer Willis

Doctoral students in counselor education programs need to develop competencies and skills to work as counselor educators, supervisors, researchers, and practitioners in academic and clinical settings. Doctoral students are also expected to assume leadership roles in the counseling profession. How to effectively help doctoral students develop these skills and be well prepared to assume leadership roles at graduation is central to doctoral curricula. This presentation will illustrate a Problem-Based Learning model that has been applied in a CACREP accredited CES program for over 10 years. The PBL model has been applied in variations in higher education for many years and is particularly appealing to helping professional training programs because it aims at providing students real world experiences in the process of acquiring and applying knowledge. The presenters will share their experience of teaching and learning as faculty member and students in the doctoral classes that integrate teaching, research and services in one class project. The learning activities and materials will be illustrated for discussion of improving counselor education curriculum.

Friday 19th 8:00 - 9:00 Washington Park 2

Mentoring Counselor Education Doctoral Students to Teach Basic Counseling Skills
Erin Binkley, Joel Lane, & Sarah Eikelberg

As doctoral students in the field of Counselor Education prepare to become faculty members, engaging in supervised teaching experiences are both helpful and necessary to their development. In this presentation, two doctoral students and one faculty member will discuss their experience with mentoring as a tool for developing skill in teaching. In this mentoring relationship, the two doctoral students co-taught the Basic Counseling Skills course with the faculty member, and were mentored in areas of teaching, supervision, governance, and student evaluation. Experience of the mentoring process and development of teaching skills will be discussed by both the faculty member and the students, along with advantages and drawbacks of the experience, and suggestions for how to utilize the Basic Counseling Skills course to mentor future counselor educators-in-training.

Friday 19th 8:00 - 9:00 Washington Park 3

Evaluating Student Competency Development: A Tracking Tool for Counselor Educators
David K. Duys, Susannah Wood, and Carol Smith

Tracking counselor development over the length of a training program is both challenging and important. The presenters will review a multi-domain tool developed at the University of Iowa to track master’s students’ progress over a school counseling program. This new measurement method is designed to address 2009 CACREP standards related to monitoring students’ professional, personal, and academic development. A rationale will be provided for the inclusion of useful developmental domains that target specific competency subcategories across students’ classes. Discussion will focus on participants’ experience with current tracking methods at their own sites, and participants will be asked to share ideas for monitoring students’ progress in different ACA counseling specialties. Participants are encouraged to consider adaptations and iterations of the tracking instrument for their own programs and ongoing student assessment efforts.

Friday 19th 8:00 - 9:00 Brookside

APA Style 6: Writing winning research papers
George J Rashid and Jee Hyang Lee

Master’s and doctoral level students and faculty in counseling and counselor education are invariably required to prepare research papers in APA Style 6 format. However, some have not had formal instruction in APA Style and may have had difficulty understanding all its nuances. For those who have not had such instruction, or even those who would like a refresher, this presentation will provide students and faculty with the knowledge required to prepare and submit papers in proper APA Style format.
This presentation will cover the following topics: 1) document and sentence formatting (e.g. title and abstract pages, authors, headers, margins, spacing, running head, tabs), 2) grammar, punctuation, and the mechanics of style (including seriation, capitalization, italicizing), 3) displaying research results (equations, figures, tables, charts), 4) in-text reference formats (how to cite publications), and 5) end-of-document reference formats (such as how to properly list journal articles and books). Handouts with the elements of APA Style will be provided.

**Friday 19th 8:00 - 9:00 Independence**

*Improving the Counseling Profession Through Teaching: Understanding Whiteness Using Helms’ A Race is a Nice Thing to Have*

Jacqueline Lewis, Karina Harstad, Jennifer Londgren, Jackie Brand, and Karin Lindstrom Bremer;

In an increasingly diverse society, counselors need to have the ability to work with a variety of clients. If counselors are to be effective, they need to have an awareness of their multiple identities (Sue, Ivey & Pedersen, 1996). This includes an understanding of their racial identity development. For White counselors, there are several models of White identity development including those by Hardiman and Helms. The Helms’ model is one of the most widely used models (Spanierman & Soble, 2010). It provides a framework for understanding the cognitive and emotional experiences of White persons as they develop their racial identity. The goal of this presentation is to discuss the impact of the Helms’ text, *A Race is a Nice Thing to Have*, on White racial identity development in a doctoral course. This session will provide the participants with (a) an understanding of the Helm’s model of White Racial Identity Development, (b) an overview of the process and experience of using the book, (c) the experiences of the instructor and the students in the class and (d) examples of related activities used in class. Recommendations for integrating diversity issues especially with regard to race, into curriculum, will also be discussed.

**Friday 19th 8:00 - 9:00 Crossroads**

*How Was I Supposed to Know?: A Reflection of How Counselor Educators can Better Prepare Doctoral Students for the Job Search*

Megan B. Michalak and Amanda J. Minor

This presentation will give Counselor Education faculty information on ways to integrate the job search process into doctoral level curriculum. An examination of where career related discussions can fit into the curriculum will be explored. Presenters will outline how adding this information is congruent with the 2009 CACREP standards and will provide methods related to how this information can be incorporated. The presenters will also provide counselor education job seekers/doctoral students information into the job application process. Steps and secrets will be shared relating to preparation, networking, search tips, cover letter, vitae, phone and on-site interviews, example questions, travel tips, and negotiation. Collaborative discussion will be used throughout the presentation to enhance meaning making and understanding. The presentation will also provide opportunities for networking!

**ROUNDTABLE SESSIONS**

**Friday 19th 8:00 - 8:50 Pershing North**

*Table 1: Developing Effective Supervision Training Opportunities for Site Supervisors*

Andrea Bjornestad and Jo Hittner

The CACREP standards specify that site supervisors obtain relevant training in supervision. Additionally, the standards state that counseling program faculty members maintain a responsibility for providing site supervisors with orientation, assistance, consultation, and professional development opportunities. The purpose of the roundtable discussion is to provide participants with innovative ideas regarding the implementation of training site supervisors. A review of the literature on the topic of training site supervisors will be provided as well as an overview of a current research study, which includes a discussion related to utilizing technology to enhance the training of site supervisors. Examples of training materials will be provided. Participants will also have the opportunity to share ideas regarding professional development opportunities for site supervisors. Specific learning objectives include: discussing research related to training site supervisors, learning new and innovative ideas regarding the implementation of training, discussing the utilization of technology, and sharing ideas regarding training within counselor education programs.

**Friday 19th 8:00 - 8:50 Pershing North**

*Table 2: Adlerian-Focused Advising: The Role of Social Interest in Doctoral Advising Relationships*
Stephen E. Craig and Baochun (Jojo) Zhou

The quality of the advisor-advisee relationship is one of the greatest predictors of whether or not students report a positive experience in graduate school (Cummins-Collier, 1998; Ferreira, 2000; Heinrich, 1991). Although there is a growing body of literature that has explored the advisor-advisee relationship with respect to the advisory working alliance, little attention has been given to the examination of constitutional factors (i.e. personality; social interest) of both advisors and advisees and how these factors may affect advisees' professional development. We believe Adler's construct of social interest, and the degree to which it manifests in both advisors and advisees, may play an important role in the overall quality of advising relationships. According to Adler, all human beings strive to belong. People with a well-developed social interest have a desire to contribute to the betterment of others (Sweeney, 1998). In this roundtable session, presenters will provide an overview of the literature related to doctoral advisement, engage participants in a discussion related to doctoral advising relationships, introduce Adlerian-Focused advisement, including a concept, reciprocal humility. The presenters believe may be a logical outgrowth of social interest and thus, may play an important role in successful, doctoral advising relationships.

Friday 19th 8:00 - 8:50 Pershing North

Table 3: Increasing Awareness of Interpersonal Violence in LGBT Relationships

Courtney M. Holmes

This program will provide an overview of the incidence of intimate partner violence (IPV) in LGBT relationships. An estimate that IPV incidences in lesbian relationships is equal to, or greater than, women in heterosexual relationships (Greenwood et al., 2002) and the fact that for gay men, IPV is the third largest health risk (Island & Letellier, 1991; Oatley, 1994) make this presentation important to counselor educators. While awareness of heterosexual intimate partner violence has increased, same-sex couples maintain relational dynamics that do not always fit under the heterosexual IPV umbrella. These relational dynamics are critical to understand, as the number of LGBT clients seeking counseling is increasing (McClenen, 2005). Counselor competency, and therefore counselor educator competency, with IPV in this population includes a thorough understanding and awareness of LGBT relationship and culture, as well as the cognizance that same-sex partner IPV is multi-faceted and potentially different from heterosexual IPV. The goals of this presentation are (a) to briefly describe the differences in relational dynamics and implications of IPV among LGBT couples; and (b) to facilitate discussion among participants with regard to personal experience in working with this population, and ideas for implementing advocacy surrounding this topic into counselor education programs.

Friday 19th 8:00 - 8:50 Pershing North

Table 4: Community Engagement: Establishing a Counseling Training Clinic in a Local School

Kerrie R. Fineran and Amy Nitza

The presenters will share their experiences with establishing a counseling training clinic in a brand new alternative school in the local community. Although the new school was developed to serve over 100 students, many of whom were experiencing significant academic, social, emotional, and legal difficulties, no counseling services were to be available on-site. We will discuss how this community need was identified, the process of connecting with school leaders, the details of establishing a working practicum site at the school, and how this project reflects the value of community engagement that is the mission of our college. Successes, challenges, and future directions will be highlighted. This presentation will serve as a forum for counselor educators to engage in dialogue and discussion regarding their experiences and ideas for enhancing clinical training opportunities for student counselors while serving the needs of local communities.

Friday 19th 8:00 - 8:50 Pershing North

Table 5: Religious African American: Historically Rooted Perceptions of Professional Counseling

Rachelle D. Smith

The purpose of this presentation is to investigate the perception of the mental health community that many religious African Americans have that impact collaboration between African American churches and the professional counseling community.

CONTENT SESSIONS

Friday 19th 9:00 - 10:00 Washington Park 1
Inviting Counselor Educators to Creatively Discover the Generative World of Suffering

Aaron Suomala Folkerds & Diane Coursol

"If there is a meaning in life at all, then there must be a meaning in suffering" (Frankl, 2006). Professional counselors face a unique challenge because they face the agony of suffering in both their personal and professional lives. Unfortunately, counselor education programs have done little to address the importance of the concept of suffering in the curriculum. Not surprisingly, the literature has done little to address this concept, which is ironic given the counselor’s role to guide clients through their suffering (Miller, 2005). Suffering evades definition and for thousands of years the disciplines of theology and philosophy have sought to provide an understanding of human suffering. The disciplines of counseling, psychology, and sociology have only recently begun to identify how suffering impacts the lives of individuals. This presentation will first review suffering from a historical perspective and blend more contemporary approaches to understanding suffering. Secondly, the presentation will raise awareness about the importance of suffering as a generative process in the therapeutic journey. Lastly, the presentation will offer guidelines for how counselor educators might teach about the concept of suffering through both experiential and didactic methods.

Friday 19th 9:00 - 10:00 Washington Park 2

Transforming Supervision through Mindfulness-Based Relationships

Karrie Swan and Jessica Lane

Through present awareness and thoughtful attention to intentionality, mindfulness-based practices can lead to strengthened relationships, increased problem-solving skills, greater acceptance of self and others, and increased mutual empathy. Attendees will learn how to incorporate mindfulness-based relationship practices into clinical supervision. Participants will experientially discover the benefits of mindfulness-based practices and learn how to incorporate mindfulness-based relationship practices into the supervisor-supervisee relationship. The presenters will discuss the existing research on the impact of mindfulness-based practices, as well as the importance and effectiveness of how mindfulness practices enhance relationships. Participants will learn how to incorporate the mindfulness-based relationship approach into clinical supervision, and through experiential activities, learn how to employ mindfulness-based relationship practices supervisees. This session will also address how counselor educators can incorporate mindfulness-based relationship practices into clinical supervision training.

Friday 19th 9:00 - 10:00 Washington Park 3

Working on the Reservation: A Resource Review and Call to Action For Counseling Practitioner Wellness

Brynn Luger

A central theme within the counseling profession involves practitioners expending their mental, spiritual, and physical energy in order to provide services to the individuals they are committed to helping. Past research on mental health practitioner well-being has focused on the effect that wellness has on one’s ethical decision-making, job performance, and specific strategies that can be used to ensure counselor wellness. Previous studies have also examined how client issues, specifically trauma, can affect counselor burnout rates as well as their personal wellbeing. There is a gap in the research with regards to Native American practitioner wellness and the wellness of non-Native practitioners working on reservations. The goal of this presentation is to guide participants through the specific issues surrounding practitioner self-care and wellbeing unique to those serving on Indian reservations in the United States. In addition, this session will provide the status of research on the wellbeing of both Native and non-Native mental health practitioners working on Indian reservations, with the goal of making an initial assessment of the direction for further research and treatment.

Friday 19th 9:00 - 10:00 Brookside

Dispelling Myths about CACREP

Friday 19th 9:00 - 10:00 Independence

What do I need to know about medications? Exploring graduate students and new professionals’ opinions regarding psychopharmacology in counselor education.

Victoria Sepulveda & Alyssa Frederick
According to the 2009 CACREP Standards, counselor education students who specialize in (a) clinical mental health; (b) addiction; or (c) marriage, couple, and family counseling are expected to demonstrate knowledge in the area of psychopharmacology. Current research is needed to explore what counselor education students are learning about this topic, as well as how these students and new professionals perceive the necessity of this topic when working with clients. In this session, the presenters will (a) discuss the implications of teaching psychopharmacology to counselor education students and (b) review the history of this training within counselor education and related programs. Attendees will learn how current students and recently licensed professional counselors perceive the necessity and salience of psychopharmacology to counselor education and clinical practice, as well as the means in which students are learning about psychopharmacology within counselor education programs. The presenters will provide a PowerPoint presentation (including results from a recent study), both research- and practice-oriented references, and opportunities for research-related feedback.

Friday 19th 9:00 - 10:00 Crossroads

What Counselor Educators Need to Know About Bath Salts and Synthetic Cannabis: The Scary New World of Legal Highs

Chad Yates, Kristin Stewart Yates and Carrie VanMeter

Designer drugs like synthetic cannabis and Mephedrone are becoming better known to counselors treating clients in substance abuse agencies, community agencies, and schools. Synthetic cannabis is known by street names such as K2, Cloud 10, and spice. Mephedrone is known by street names such as bath salts and plant fertilizer. Teenagers and young adults are using these two drugs as an alternative to other drugs and as a perceived legal high. Clients often experiment with these substances because they also fail to register in routine urine drug screens for cannabis or amphetamines. The drug has been a source of much debate as it is largely unregulated, and because there is minimal evidence in the literature on the long-term effects and health risks to clients who abuse these substances. This session will explore the effects of synthetic cannabis and Mephedrone, where clients are obtaining these drugs, and special treatment considerations for clients who abuse them. The presentation will also explore what counselor educators need to know about these substances, and how to incorporate this information into an addictions course. The most up-to-date research from the substance abuse disorders literature will be reviewed during this presentation.

ROUNDTABLE SESSIONS

Friday 19th 9:00 - 9:50 Pershing North

Table 1: Innovative Screening Techniques

Dawnette Cigrand and Andrea Bjornestad

Gate keeping is an important role that Counselor Education faculty have the responsibility to fulfill. This function begins even before applicants are admitted into a counseling program. Screening quality applicants for enrollment into Counselor Education programs is critical in maintaining a thriving program and in producing competent counselors. Qualities especially relevant for counselors to possess, such as interpersonal skills, boundaries, and awareness of the importance of advocacy and social justice in counseling, among others, need to be assessed in order to predict goodness-of- fit for the counseling profession. From years of experience refining the screening process, faculty presenters will offer an objective, structured, and effective method for screening applicants into a Counselor Education program which exposes the most self-aware, flexible, and open counseling students. Presenters will review the literature addressing screening of counselor education applicants, share the screening process they have developed, and offer suggestions that attendees can adapt to their own counselor education programs.

Friday 19th 9:00 - 9:50 Pershing North

Table 2: Counselor Educators with Mental Disorders - Preliminary results

Kimberly K. Asner-Self

Counselor Educators (CE) are responsible for “growing” quality counseling professionals and have an obligation to model self-care and wellness for counselors-in-training (CIT) (c.f. ACA Code of Ethics, 2005; Hill, 2004; Wester, Trepal, & Myers, 2009.) Wester et al. found that, for the most part, counselor educators have strong levels of wellness. And to paraphrase Hill, well Counselor Educators make well counselors (2004). Wellness, however, includes the ability to recognize, address, and integrate potentially impairing occasions such as trauma, illness, chronic conditions, and mental health diagnoses. Certainly, as gate-keepers and researchers, we are aware that counselor and CIT impairment can have detrimental effects on clients’ mental health and wellness (c.f. Emerson & Markson, 1996; Sheffield, 1998; Witmer & Young, 1996). The ACA Taskforce on Counselor Wellness and
Impairment offers resources for counselor self-care and wellness as well as resources for impaired counselors. What do we know, however, about how Counselor Educators who have a mental health diagnosis address their own wellness and/or impairment? In this session, participants will be exposed to literature and the results of a preliminary, exploratory study of Counselor Educators with mental health diagnoses. Discussion will focus on findings, implications for the profession, and recommendations for further research.

**Friday 19th  9:00 - 9:50  Pershing North**

**Table 3: Exploring the Experiences of Excellent Teachers in Counselor Education: Outcomes and Inquiry Into What Makes an Excellent Teacher In Counselor Education**

Allison Buller

Teaching holds considerable value and importance within the field of counselor education for many reasons: a) the counselor education degree is clearly sought for faculty positions, b) teaching is a valuable part of the tenure and promotion process, c) counselor educators devote a great deal of time and derive a lot of satisfaction in teaching. Doctoral-level training in counselor education is focused on preparing graduates for a career in higher education. However, the way counselor educators are prepared to teach has been minimally addressed in the counseling literature. This session will provide the results of a qualitative research dissertation in which counselor educators, identified as “Excellent” teachers examined the meaningful experiences that contributed to their development as faculty in counselor education. The results of this study provide insight into teacher preparation and development in counselor education. Outcomes will be addressed as well as an in depth discussion on how teachers are trained in counselor education doctoral programs.

**Friday 19th  9:00 - 9:50  Pershing North**

**Table 4: Working with Struggling Students**

Fred A. Washburn and Frances Barnes

Counselors in training who struggle to meet minimum levels of competency present challenges for their professors and can cause possible harm to their clients if these issues are not dealt with before practicum. While there has been research that examines contributing factors for competency problems (e.g. anxiety, job stress, burnout, and lack of self-care) little research has been done that examines how to help these counselor trainees (Roach & Young, 2007). The purpose of this roundtable discussion is to give an open forum for counselor educators to discuss different remediation strategies and interventions to help these students. Topics of discussion include: the use of formal non-academic benchmarks for trainees to meet (Duba, Paez, & Kindsvatter, 2010), proper remediation and dismissal policies (McAdams III, Foster, & Ward, 2007), and the use of the word ‘impairment’ (Elman & Forrest, 2007). In light of recent court proceedings, it is important for counselor supervisors and counseling programs to understand how to best work with professional and competency issues, and know what types of remediation and dismissal policies have held up under legal scrutiny.

**Friday 19th  9:00 - 9:50  Pershing North**

**Table 5: Teaching Strategies for Infusing Ethical Discussions in Psychopharmacology**

Cassandra A. Storlie and Holly Nikels

According to 2005 tabulations, 77% of individuals seeking mental health treatment were given psychotropic medications (Frank & Glied, 2005). In answering the call by CACREP standards to understand the rise in use of psychotropic medications, many counseling programs have infused a psychopharmacology class into their sequence of classes. Teaching psychopharmacology from a constructivist, counseling perspective can create unique challenges and difficulties for counselor educators. This roundtable discussion will offer key insights in how to infuse essential ethical discussions into a master’s level psychopharmacology class and provide participants with a foundation of ideas in teaching this subject in didactic and experiential ways. Implications for teaching and research will be provided.

**Friday 19th  9:00 - 9:50  Pershing North**

**Table 7: Using Problem-based Learning in Counselor Education Programs: Shaping the Future of Instruction**

Susannah Wood

Meeting CACREP requirements and providing quality instruction is a difficult task in itself, yet counselor educators must also provide additional training for their students that meet the seemingly impossible task of teaching the intangible or detailed elements of their future daily jobs. Research in several academic disciplines has demonstrated that problem-based learning is an effective best-
practice method of instruction. Problem-based learning emphasizes group collaboration, critical thinking and reasoning skills and the development of students' abilities to ask good questions, utilize resources, and work together to create a quality product that provides a "solution" to the problem at hand. This roundtable will provide an overview of the current use of problem-based learning in academe and how it is currently applied in counselor education. Participants and the facilitator will engage in a lively discussion of instructor responsibilities, ways to facilitate the process, typical student concerns, and generate a list of possible "problems" they would like to use with their students.

POSTER SESSIONS

Friday 19th 9:00 - 9:50 Washington Place Foyer

The Presence of Historically Underrepresented Groups of Interest in Professional of School Counseling Scholarly Journal

Shawn A. Bultsma

Given the importance of school counselors to learn about the unique counseling needs of diverse student groups (Borders, 2002; Constantine, 2001; Holcomb-McCoy, 2004; Lee, 2001; Schwallie-Giddis, 2004), this session includes consideration of the extent to which scholarly literature in Professional School Counseling, the premiere scholarly journal for school counseling professionals, has included historically underrepresented student groups as reflected in a recent 14 year period from 1996 to 2009. Three research questions will be presented and findings will be examined with time for discussion of implications when considering scholarly literature used to inform our teaching and practice. Categories included in the analysis were multicultural, race/ethnicity, sexual orientation, gender, embodiment (disability), low socioeconomic status, and older adults. Subsets of several of these groups were also included in the analysis. Trends will be described and implications for counselor educators will be presented. The results of this study were a part of a larger coding project covering all American Counseling Association (ACA) journal publications.

Friday 19th 9:00 - 9:50 Washington Place Foyer

International Counseling and the Psychometric Properties of the AMAS-ZABB-JP

Makoto Miyoshi

Acculturation is the ongoing psychological/behavioral change an individual undergoes due to long-term contact with another culture (Berry & Sam, 1997). Its impact is of interest to both researchers in counselor education and mental health professionals studying and working with immigrants, refugees, and sojourners. There are limited studies with Japanese; existing ones reveal the struggle Japanese sojourners experience in the US (Seto & Woodford, 2007) and that of Japanese returnees home (c.f. Kikokushijo: Kanno, 2000); and no acculturation scale has shown adequate cultural and psychometric properties with this population (Matsudaïra, 2006). The AMAS-ZABB, an existing acculturation scale, was translated according to Marin and Marin (1991) and normed on 270 Japanese sojourners. Presentation participants (counselor educators, supervisors, and practitioners) will receive a handout of this presentation including contact information for the AMAS-ZABB-JP, be able to discuss the merits of the measure for use with Japanese sojourners and with minority groups in Japan, be able to use the measure as an aid in cross-cultural counseling in a professional mental health setting (Community Mental Health Agencies; College Counseling Centers; Employee Assistance Programs) to work on acculturation issues with Japanese sojourners (i.e. students; multinational company employees and families).

Friday 19th 9:00 - 9:50 Washington Place Foyer

Examining the Relationship between Career Decision Self-Efficacy, Academic Self-Concept, and Ethnic Identity of African American High School Students

Patrice S. Bounds and Dena High-Rogers

Career development of African American adolescents has been a major concern in light of literature describing numerous challenges that affect their personal, educational, and career development (Constantine, Wallace, & Kindaichi, 2005). There has been consistent research findings that suggest that youth in low-income, culturally diverse, inner-city schools are at risk for low educational attainment, limited future career options, and severely reduced earning potential (Jackson, Kacanski, Rust, & Beck, 2006; Education Trust, 2000; Turner & Lapan, 2003; U.S. Department of Education, 1996). These perceived barriers can lead to the belief that their academic effort and achievement will not pay off for them when it comes to selecting a career (Jackson, Kacanski, Rust, & Beck, 2006). The purpose of this presentation is to examine the relationship between career decision self-efficacy, academic self-concept, and ethnic identity of African American high school students in urban areas. The presenters will also explore demographic characteristics such as age, gender, grade level, GPA and socioeconomic status, and how they relate to career
decision-making self-efficacy. Participants will be provided insight on educating ethnic minority students in an attempt to improve their overall career decision-making self-efficacy, ethnic identity, and academic self-concept and achievement.

CONTENT SESSIONS

Friday 19th 10:00 - 11:00 Washington Park 2

Problem- and Case-Based Curriculum in Counselor Education

Eric T. Beeson

“The mind is not a vessel to be filled but a fire to be kindled” (Plutarch, On Listening to Lectures). While many educators agree with this philosophy, some may struggle to provide curricular experiences that help students connect theory to practice and become reflective practitioners. In response, many disciplines, such as Business and Medicine, implement innovative problem- and case-based learning curriculum to enhance student learning outcomes. However, until recently, little focus has been given to these practices in Counselor Education. Therefore, this session will assist counselor educators by exploring a brief history of pedagogy in counselor education that will drive a much needed conversation regarding how to infuse innovative curricular experiences into their programs. Attendees will review a sample curriculum that highlights how problem- and case-based learning might be implemented to better meet the 2009 CACREP student learning outcomes within the core curriculum of counselor education programs.

Friday 19th 10:00 - 11:00 Washington Park 3

How a Feminist Perspective Can Enhance the Ethical Decision-Making Process

Jessica A. Headley and Carrie M. Price

When faced with an ethical dilemma, many counselors and supervisors turn to professional decision making-models to guide their practice. Models of choice usually reflect counselors’ and supervisors’ personal and professional values (Hill, Glaser, & Harden, 1998). These models often advocate a rational-evaluative process, focusing on the use of logic when choosing a pertinent course of action. The presenters aim to introduce how a feminist perspective can enhance the ethical decision making process. A feminist model of ethical decision-making includes: (a) the integration of rational-evaluative and emotional-intuitive responses of the therapist, (b) the influence of the sociocultural and political context, and (c) the importance of the egalitarian relationship between client and counselor. The presenters advocate that the American Counseling Association (ACA) 2005 Code of Ethics be used in conjunction with the 1999 Feminist Therapy Code of Ethics, which specifically focuses on cultural diversity and oppressions, power differentials, overlapping relationships, therapist accountability, and social change. Case scenarios will be used to address the linkage between individual experience and sociocultural practices set forth by the profession.

Friday 19th 10:00 - 11:00 Brookside

Digital Storytelling: Teaching, Experiential Activity and Multicultural Exploration

Diana VanWinkle

The application of digital storytelling (DST) in a multicultural counseling course creates an opportunity for students to explore their own cultural journey. DST is an experiential learning tool bringing personal narratives to life in a non-traditional form using technology. As a technological tool, DST allows for a richness and a depth to be shared through photos, music and the storyteller’s own voice. Sharing stories creates a synergy expanding students’ awareness of self via a cultural lens giving rise to a critical aspect of personal consciousness for the emerging counselor. Participants will explore the mechanics of DST technology, classroom application, and student engagement in the learning process. Individuals participating in this session will experience digital stories created as part of a course assignment. DST resources will be provided to participants for the application of DST technology in counselor education.

Friday 19th 10:00 - 11:00 Crossroads

Social Class and Classism: Expanding Multicultural Awareness

Karrie Swan and Jessica Lane

Broadening multicultural competency through social advocacy is becoming increasingly important in the field of counseling. Despite calls for understanding diverse cultural constructs, there have been relatively few calls for understanding the role poverty and social
class plays in counseling and supervision. In this presentation, participants will learn how social class worldview influences the process of counseling, the counseling relationship and supervisory relationship. The presenters will also present a model for how counselors can engage in social justice practices that improve the lives of clients affected by poverty. Participants will learn about the impact of social class and classism and how these concepts influence relationships. Through experiential activities, participants will discover their own social class worldview and how this worldview affects their counseling and supervision relationships.

ROUND TABLE SESSIONS

Friday 19th 10:00 - 10:50 Pershing North
Table 1: The Experiences of Counselors who work with Spanish-Speaking Clients
Daniel Romero

The presenter will present his current dissertation topic, "the experiences of counselors who work with Spanish-speaking clients." The growing number of Spanish-speakers in the United States calls for increased counseling services to meet the mental health needs of this population. Linguistic and cultural competence is necessary for effective work with this population; however, a lack of counseling competence has been indicated. The program will include the background and rationale for this qualitative study, as well as a review of the current literature, key issues, methodology process, forthcoming findings, implications, and recommendations for counselor education. Discussion and questions regarding the study are invited at this roundtable presentation.

Friday 19th 10:00 - 10:50 Pershing North
Table 2: Exploring Counselor Educator Perceptions of Online Counselor Education
Ken Oliver

This program will present results of a study exploring perceived competence of counselor educators and counselors trained in online and blended programs. Participants will then engage in a discussion of relevant factors believed to be associated with counselor competency, the role of accreditation, employment tendencies, and other general perceptions related to online counselor education. Handouts will be provided. All are welcome to join us for this spirited and timely discussion.

Friday 19th 10:00 - 10:50 Pershing North
Table 3: Using Mindfulness Awareness in the Treatment of Recurrent Depression
Amita L Pujara and Richard Wantz

Mindfulness Awareness (MA) is a counseling technique that can significantly improve the quality of life for clients. The goal of this PowerPoint presentation is to teach MA techniques counselor educators can use to help counselors alleviate their clients' symptoms of depression. MA is useful in the prevention of additional episodes of Recurrent Major Depressive Disorder. This intervention is effective in reducing the relapse rate for clients who have experienced more than three episodes of Major Depression. Learning to control and experience disheartening thoughts without becoming depressed is a focus of these MA interventions. These techniques are easily learned by counselor educators, counselors, and clients. We will explore aspects of melancholy thoughts and how they often lead to depression. Becoming Mindfully Aware can facilitate counselors and clients being more present in the “here and now”. The techniques reviewed will be the three minute breathing space, body scan, sitting meditation, and guided imagery. Also explored will be how tension and stress are often harbored in our body and can offer clues to our well-being. Handouts with a reference list will be provided.

Friday 19th 10:00 - 10:50 Pershing North
Table 4: Mentoring Among Counselor Education Faculty and Doctoral Students
LaSonda Wells

Mentoring has been established and continues to be explored in professions such as law, medicine, business, and education. More recently, mentoring research in graduate education has increased due to its potential impact on doctoral completion. Unfortunately, mentoring research in the counseling profession is limited in comparison to other counselor preparation topics. Little is known about the mentoring needs of students, effective mentor characteristics, or successful mentoring programs specific to counselor education. Despite this, mentoring is valued as a training and socializing method for counselors and counselor educators-in-training. Therefore,
the goal of this 50 minute roundtable will be to share the presenters research and preliminary statistics, provide an overview and synthesis of current mentoring literature, evoke open dialogue of personal mentoring experiences, and explore the implications for further mentoring research in the counseling profession.

Friday 19th 10:00 - 10:50 Pershing North

*Table 5: In Love with a Computer Screen: Pornography Addiction*

**Brad Hinman**

The Internet offers unprecedented opportunity for individuals to have anonymous, effortless, and private access to an essentially unlimited range of sexually explicit texts, still and moving images, and audio materials. Anyone can acquire sexually explicit content on the Internet as a direct expression of their sexual and personal characteristics and inclinations. The Internet provides a perceived sense of safety and a discreet arena to express their sexuality without fear of repercussions. Online sexual pursuits are 'a hidden public health hazard exploding in part because very few are recognizing it as such or taking it seriously' (Manning, 2006). In the last ten years the rate of compulsive pornography use has steadily increased (Wolfe, 2005). Many individuals have private access to the Internet and can access pornography without fear of being recognized or discovered because of the availability, anonymity and accessibility of online pornography (Cooper, Delmonico, Planchon, & Bois, 1999). This program will examine the effect of pornography addiction on individuals as well as its prevalence today. The proposed DSM V guideline of Hypersexual Disorder as well as treatment plans will be examined. How counselors are currently handling this topic in session will also be discussed.

11:00 – 1:00

**Luncheon/Business Meeting/Awards Presentation**

Century A Ballroom

**CONTENT SESSIONS**

Friday 19th 1:00 - 2:00 Washington Park 1

*Honoring Culture as an Aspect of Supervision*

**Mitzi Hutchins and Maiko Xiong**

This session will explore cultural influences within the supervision relationship and discuss the implications of cultural influences when not identified in the supervisory relationship. Attendees will heighten their awareness of the significance of cultural influences within the supervision relationship and will understand the need to open safe space for cultural awareness as part of the developmental process for emerging clinicians. The presenters will engage attendees in an experiential activity that will identify contributing factors to closing and opening space in a supervisory environment and demonstrate the significance of exploring cultural influences and the responsibility of the supervisor to initiate dialogue. Attendees will engage in a discussion to explore their experiences related to the experiential activity and the demonstration. Resources will be provided.

Friday 19th 1:00 - 2:00 Washington Park 3

*Integrating Mindfulness Meditation & Self Care Practices into Counselor Education Programs: An Imperative for the 21st Century*

**Jennifer Sharp**
The purpose of this presentation is to present the presenter’s dissertation research and connect the research findings with counselor educators’ teaching practice. This session explores the impact of a stress management and burnout prevention training provided to K-12 school personnel. The intervention, called Cultivating Awareness and Resilience™ in Education (CARE) provides skills training in mindfulness meditation, stress management, and self-care practices. This session will provide insights into how counselors make sense of the CARE program experience and integrate the practices introduced throughout the program (e.g., mindfulness of breath, scanning the body for tension, cultivation of positive feeling states) into their professional and personal lives. The presenter will discuss the CARE intervention findings from research and mindfulness practices that can be infused into counselor educators’ practice. Counselor educator participants will be provided with key resources and information for those who wish to further explore implementing these transformative practices in their own programs.

Friday 19th 1:00 - 2:00 Brookside

Role of the School Counselor Residing in a World Where Class Matters

Mashone Parker

Students from economically disadvantaged backgrounds have consistently performed lower in educational settings, having on average lower college admission, and higher drop-out rates. While race has been a salient factor in this educational gap, social class is pertinent to the discussion. Yet students from families whose income is higher have greater resources which grant them a privilege over their economically disadvantaged counterparts. This privilege has sustained this educational gap in society’s educational history. However, social class is underrepresented in counseling theory, scholarship, and practice. The current program focuses on social class issues in an educational context exploring the role of the school counselor. School counselors are in a unique position to meet the needs of students from diverse social classes, having direct contact with these students in the school. This makes it imperative to help school counselors understand their role in this educational reform, the major goal of the presentation. The presenter utilizes videos, vignettes and an open discussion seeking to understand this topic and how it is taught in counselor education school counseling programs.

Friday 19th 1:00 - 2:00 Independence

Counselor Education Preparation Programs: Preparing School Counselors as Advocates for Immigrant Children & Families

Berhan W. Gelan, Nanseol Heo and Jee Hyang Lee

Children from immigrant families represent one quarter of the student population in K-8 schools today. Often, school counselors lack the cross-cultural training required for working with immigrant students and their families. The academic achievement of immigrant students is in peril due to required high-stakes standardized testing required of schools. No Child Left Behind (NCLB) and other mandated legislation has made it difficult for immigrant students to receive the educational training they need to be successful in school. Presenters will provide a candid view of the challenges that exist for immigrant students and families. This encompasses the need for CACREP accredited counselor education preparation programs to integrate cross-cultural experiences and curriculum into school counselor coursework and internship experiences. Empirical findings linked to successful immigrant student achievement will also be addressed. This highly interactive presentation will include case studies, group discussion, and relevant resource materials.

Friday 19th 1:00 - 2:00 Crossroads

Going Beyond Counselor Education and Advocating for LGBT* Students on Campus Through Dialogues with Faculty/Staff

Cindy L. Anderton and Jennifer Stubbs

In order to responding to the needs of LGBT* students at the University of Wisconsin Whitewater, a counselor educator and a counseling student paired up to create and facilitate a seven week psychoeducational group with the purpose of educating university faculty and staff on the needs and concerns of LGBT* students on campus and in the classroom. Participants in this session will gain a greater appreciation of the necessity to step outside the counselor education profession and advocate for the needs of all LGBT* students on campus. Counselor educators already exist on campuses across the nation and potentially already have the knowledge and training necessary to facilitate a psychoeducational groups on LGBT* issues and thus are in a unique position to take on this advocacy role. Participants will obtain information on both the challenges and opportunities that were presented when the co-facilitators engaged in this advocacy effort. The facilitators will share with participants both content and group activities that were created and utilized during the seven week psychoeducational group. Also, the facilitators will share with participant’s examples of group outlines of different sessions that were held during this seven week group.
In most states, counselors are legally obligated to report suspected or known child abuse or neglect (Bitter, 2009) to relevant state agencies. However, if acting in accordance with professional ethics and state statutes is perceived as a violation of a community’s standard, counselors in small-community practice may be vulnerable to community retaliation. Ethics literature provides little guidance, and supervisor admonitions to ‘do the right thing’ ignore the social price the small-community counselor may pay. This roundtable discussion presents a supervision case study in which an African American counselor-in-training considers potential negative consequences to acting as the sole ‘designated reporter’ in a case of suspected abuse. Drawing on a variety of literature on ethical small-community counseling practice (Schank et al., 2010), the ‘anti-snitch’ ethos in African American communities (Woldoff & Weiss, 2010), and the role of the African American church in community counseling (Bradley et al., 2005), this discussion will articulate the conflicting ethical, legal and social roles of counseling professionals living and working in their small communities. Supervisor and counselor challenges, strategies for addressing community pressures, and identifying sources of community advocacy will be addressed.

This round table discussion will look at survey research that was conducted and utilized to gather information regarding demographic, cultural, and geographic challenges faced by nontraditional students seeking training as counselors. Also to be discussed will be the information gathered about students’ experiences with class type (hybrid, online, and face to face), and the CACREP standards as they apply to online counseling programs. The result of this research study will be used for round table dialogue and discussion.

Conflict in schools creates ‘discipline issues’ which generally either stem from or result in inter-personal conflict. These difficulties often leave those involved feeling hurt, resentful, anxious or even afraid. A common complaint from students is chronic harassment from peers, which has serious negative implications for both academic achievement and physical and emotional health. Among the most common student behaviors that threaten the safety of others are bullying, physical intimidation and harassment. Often, schools respond to these issues with punishment. Using this approach, offenders are punished but they never really get a sense of how their actions impact their victims or the community at large. Restorative justice seizes the opportunity to make the process of justice a learning activity and promotes empowerment of both victim and offender. This workshop offers information on using a restorative justice approach to transform the punitive climate in schools. Participants will discuss how to engage school counselors, administrators, teachers, and counseling students in the process of change.

This round table discussion will look at survey research that was conducted and utilized to gather information regarding demographic, cultural, and geographic challenges faced by nontraditional students seeking training as counselors. Also to be discussed will be the information gathered about students’ experiences with class type (hybrid, online, and face to face), and the CACREP standards as they apply to online counseling programs. The result of this research study will be used for round table dialogue and discussion.
A hallmark of rigorous scholarship is a coherent grounding of the project in theory and research. Although 2009 CACREP Standards require candidates to know 'instructional theory and methods relevant to counselor education' (CACREP, 2009, IV.C.2) and include SLOs regarding course design, delivery, and evaluation, most literature regarding teaching and learning in counselor education is conceptual with empirical evidence limited to idiosyncratic evaluation of a smattering of teaching techniques. This interactive presentation will include a content analysis of 178 peer-reviewed articles regarding teaching and learning in counselor education published in journals sponsored by ACA and ACA divisions between January 2001 and December 2010. Results will include examination of degree to which articles represented original research, methodologies employed, constructs investigated, instrumentation, sample characteristics, primary focus, and theoretical foundations. Presenters will reflect upon implications for Scholarship in Teaching and Learning (SoTL) in counselor education and invite participants to explore opportunities to link SoTL projects to learning theories. After participating in this session, participants will be able to identify trends in SoTL within counselor education, explore the degree to which counselor education SoTL is grounded in learning theories, and consider methods for preparing the next generation of counselor educators to ground SoTL practice and projects in learning theories.

Friday 19th 1:00 - 1:50  Pershing North

**Table 5: Using Syllabi to Engage Students in Learning**

Jane A. Cox and John D. West

Syllabi serve many purposes, such as creating excitement about a course, motivating students to be interested in a course, describing what a course will cover, explaining course expectations, and setting a tone for the course. This presentation will discuss these various functions and how we might enhance how we carry them out. Particular attention will be paid to the tone we wish to set for a course through the syllabus, such as a learner-centered tone, a collaborative tone, a warm tone, and so forth. This presentation will also consider a variety of ways to construct syllabi and invite students to be learners, such as finding ways to connect with students before the beginning of the term and ways to motivate student learning through the syllabus. We will also consider challenges to syllabus construction, such as how to be collaborative while setting forth appropriate instructor authority.

Friday 19th 1:00 - 1:50  Pershing North

**Table 6: Research-based Program Assessment Methods for Accountability and Improving Student Learning**

Margaret (Peggy) Bloom and Kevin Tate

Assessment in counselor education programs has a dual purpose; for internal improvement (i.e., "Is student learning improving?") and for external accountability to the profession and public (i.e., "Does the program meet professional standards?"). Counseling faculty, familiar with evaluating individual student performance may only consider accountability measures for program assessment. This presentation focuses on the key choices and decisions that faculty must make at each step in the assessment cycle to create a unique assessment system for their particular program that will yield information for accountability and for program improvement. Research-based best assessment practices are highlighted for each step in the assessment cycle: identifying learning outcomes and performance indicators, designing assessment measures, conducting data collection, analyzing and reporting assessment data and making program improvements. Using the Mature Assessment System Checklist (Bloom, 2010) participants will discuss actual counseling program assessment examples to identify effective and ineffective assessment approaches.

**POSTER SESSIONS**

Friday 19th 1:00 - 1:50  Washington Place Foyer

**CACREP Standards: Should Substance Abuse Counseling be a Requirement?**

David R. Brown, John L. Klem, and Mark S. Parrish

Through the clinical experiences of the presenters, it has become increasingly apparent that substance abuse and chemical dependency issues have an influence on many clients' presenting concerns. As counselor educators, the presenters are concerned that substance abuse counseling is not a core training standard required by CACREP, nor does it appear as a minimum counseling/mental health licensing requirement by many state counselor/mental health licensing boards. This prompted a review of current literature, and a research study based upon this literature review is currently under development to evaluate counselor educator and practitioner perceptions on this seeming training gap. Specifically, this presentation will provide information regarding current counselor education training standards in the area of substance abuse and chemical dependency, recommendations for improved training requirements, and information regarding research in substance abuse counselor training.
Invisible not Imaginary: Navigating Chronic Illness in Counseling and Counselor Education

Rebecca Tadlock-Marlo

Within the ever-expanding definition of multicultural counseling, counselors and counselor educators need tools to strengthen and navigate counseling competencies. The necessity for innovative counseling skills to empower clients and counselors-in-training to comeback from an invisible chronic illness is imperative. The presenters will offer a framework based on a 12-week manual they have created and researched for working with young adults faced with invisible physical chronic illness. The audience can expect to learn: (a) foundational information regarding physical chronic illness, (b) a framework for facilitating counseling and pedagogical experiences for individuals with invisible chronic illness, (c) and a current training exercise in working with individual with invisible chronic illness. Through expanding knowledge, awareness, and skills regarding how to work effectively and efficiently with individuals with invisible chronic illness, counselors and counselor educators can work in unison for the improvement of the profession.

Counselor Cognitive Complexity and Information Processing

David K. Duys and George Rashid

Changes in counselors’ case conceptualization skills have been linked to cognitive complexity, information processing, and a variety of supervised training conditions in counselor education. Researchers continue to explore how these variables are related to each other, and how they serve as reliable predictors for specific training outcomes. This poster session will examine counselor cognitive complexity (as measured by the Role Category Questionnaire) as it relates to information processing and personality style (as measured by the Myers Briggs Type Indicator). The presenters recently examined these variables at 3 different programs with 74 counselors in training. The results from this study can inform supervisors’ strategies to support case conceptualization skill development and will assist counselor educators in planning effective curricular sequencing and content issues in clinical training courses. Findings from the study have implications for the design of new complexity assessment instruments and enhanced counselor development models.

Career Intentions in Academia: Doctoral Students of Color in Counselor Education Programs

Hongryun Woo

In general, experiences of doctoral students of color across disciplines have helped professionals understand the variables that encourage or discourage doctoral students from pursuing careers in academe (Ancheta, 2006; Elisabeth, 200; Museus & Kiang, 2009). However, little research exists regarding career choices counselor education doctoral students of color make after graduation, or what factors influence their future career plans and decisions in academia. The purpose of this presentation is to introduce major findings of a research study that explored career choices that counselor education doctoral students of color make after graduation and factors that impact their career intentions in academia. The Social Cognitive Career Theory (SCCT) that was used as a theoretical framework for the research will also be introduced. This presentation would provide current counselor educators with insight on how to utilize information about variables on career intentions in academia among doctoral students of color. In addition, the presentation would seek to help students effectively navigate respective doctoral programs and career preparation. Resources and handouts will be available to audience members.

Tips for Applying for Counselor Education Faculty Positions

Rebecca Newgent

Tips for applying for counselor education faculty positions will be presented to attendees. Experiences applying for faculty positions and what was helpful and what was not helpful will be shared. Information regarding how to balance expectations at the graduate student level in terms of classes, research, service, and professional experiences in order to establish one’s dossier will be provided. Guidance will be provided on vita development so attendees can create an image that will attract the attention of search committees. Attendees will be provided with the steps in the job search process. They will learn how to read what is really being asked in job postings. The university search process and procedures will be explained. Attendees will be provided with guidance on putting together an application package, including the components of a cover letter. Attendees will develop an understanding of the multiple roles of faculty and how to best prepare for the world of academia, including how to prepare for a faculty candidate interview.
and for their colloquium. Attendees will have the opportunity to ask questions and seek guidance from faculty regarding their future job search.

Friday 19th 1:00 - 1:50 Washington Place Foyer

A Comparison/Contrast of "Clinical Supervisor" Requirements Among Licensure Boards in the NCACES States

Cindy R. Boyle

The issue of counselor licensure portability has been a topic of discussion for several years. This discussion tends to focus on developing more uniformly reliable requirements among state licensure boards. This would not only help progress portability issues, but provide clients, insurance companies and other mental health professionals throughout the United States with a more consistent understanding of the competencies and identity of "professional counselor". Interestingly however, the issue of supervisor requirements is often left out of the discussion and the competencies of the "counselor supervisor" are somewhat more obscure. Nationally, just as there is wide variability among state licensure boards regarding counselor education, training, and experience for practice, there is also inconsistency regarding the requirements for those practitioners who provide clinical supervision. This session will concentrate on the 13 states represented in the North Central ACES region and provide a comparison/contrast of current licensure board requirements for those practitioners engaged in providing clinical supervision to other professional counselors, and/or newly graduated counselors accumulating hours for independent clinical licensure. Inconsistencies will be identified and implications for future policies will be discussed.

Friday 19th 1:00 - 1:50 Washington Place Foyer

Focusing on Relationships in Counseling Adult Cancer Survivors

Jessica Taylor

Despite the evidence pointing to positive and supportive social relationships being beneficial for adult cancer survivors, outcomes of numerous individual and group counseling models for cancer survivors have only alluded to relational benefits while using psychological outcome measures to assess effectiveness. This program will: (a) review the evidence pointing to the importance of supportive social relationships for adult cancer survivors, (b) briefly describe counseling models for cancer survivors which allude to the importance of relationships while only measuring psychological outcomes, (c) propose a shift in paradigmatic thinking to the systemic-relational paradigm when counseling adult cancer survivors as well as in assessing counseling interventions, and (d) suggest possible outcome measures for assessing social relationships with adult cancer survivors. It is important for counselor educators to be knowledgeable of current counseling models and relevant psychosocial topics for this population so they can teach and supervise counselors working with adult cancer survivors.

Friday 19th 1:00 - 1:50 Washington Place Foyer

Strategies for Infusing HIV/AIDS Training into Counselor Education and Supervision

Joseph A. Campbell

Virtually all counselors are faced directly or indirectly with HIV/AIDS related concerns. Hunt (1996) found that only half of CACREP accredited programs offered HIV content in any forum (e.g., part of a class, an entire class, or colloquium). The goal of this presentation is to provide counselor educators and supervisors' strategies and processes for infusing HIV/AIDS training into teaching and supervision. The objective of this presentation is for participants to learn and understand ways the implement HIV/AIDS training in the classroom and supervision. This presentation will focus on techniques for teaching HIV/AIDS counseling through experiential learning (Britton, Cimini, & Rak, 1999); supervision of counselor trainees considering their competence, emotional awareness, autonomy, identity, respect for individual differences, and professional ethics (Werth, Jr., Carney, & Morris, 1996); and counselor trainee self-efficacy including comfort with HIV/AIDS population, skill level, willingness to work with people affected by HIV/AIDS, and knowledge and attitudes (Britton, Rak, Cimini, & Shepherd, 1999).

CONTENT SESSIONS

Friday 19th 2:00 - 3:00 Washington Park 1

Advocating for a Profession: The School Counselor Effectiveness Rubric

Carrie Wachter Morris and Chris Slaten
In Indiana, as with many states, school counselors are often evaluated using teacher evaluations, rather than an evaluation focused on their specific job descriptions and foci. In 2010, as a response to a statewide push for a outcomes-based merit pay system, a multi-disciplinary team met to develop an evaluation specific to practicing school counselors. This presentation will provide 1) an overview of the process for developing a school counselor effectiveness rubric for the state; 2) how school counselor educators can use this rubric to teach school counselors-in-training to advocate for the profession; 3) lessons learned from the process; and 4) the benefits of engagement for school counselor educators. Resources will be provided, including the School Counselor Effectiveness Rubric and examples of how to use it in relevant core school counseling coursework.

Friday 19th 2:00 - 3:00 Washington Park 2

Doctoral Symposium: Scholarship in Counselor Education

Friday 19th 2:00 - 3:00 Washington Park 3

Get Your Dissertation Done 101: Lessons and Wisdoms from New Docs

Yi-Chun Lin

This is a qualitative study which summarizes the successful experience from 15 new doctors in counselor education programs. Self-reflective journal and open-ended questions are used to collect opinions on how they accomplish their dissertations. This presentation is designed to help and encourage doctoral students in related fields, and to provide wisdom that can be shared for all novice scholars and researchers.

Friday 19th 2:00 - 3:00 Brookside

Theory, Supervision, and Compassion Fatigue

Anna M Viviani

In this session participants will explore the role of theoretical orientation, and various supervision modalities in the prevention of compassion fatigue with difficult counseling topics such as eating disorders, childhood sexual abuse, and suicide. Recent qualitative and mixed methods research data will be shared leading to a group discussion of the value of solid theoretical base (not just eclectic) individual, group, and peer supervision consultation, and mentorship as a preventative measure against compassion fatigue. This lecture/discussion format will allow participants to hear recent research results then explore their own experience or better prepare themselves for future clinical work or classroom instruction. Session will include example from school, clinical mental health, and rehabilitation counseling settings.

Friday 19th 2:00 - 3:00 Independence

The Art of Creating Counselors

Cayla Bland and Tricia Brown

In order to teach students to become excellent counselors, we must create a solid foundation of helping skills during pre-practicum coursework. Although skill development is one goal, it is the art of counseling that educators really desire to impart, and often find the most difficult to communicate in early developmental stages including teaching students to go beyond formulas, and to listen in new ways in a variety of emotional and real situations while discovering their own rhythm and style in session is a challenge. Finding best practices and innovative teaching techniques to create both skill and art in the beginning counselor is a unique task. Furthermore, limited resources can complicate the process of providing sufficient support to students as they learn new skills. This program will discuss how these challenges allowed for creative solutions and new methods of teaching to emerge, which enhanced counselor training. This presentation will provide practical recommendations on how to facilitate skill acquisition, counselor self-reflections, and counselor self-efficacy through modeling techniques, support, and innovative technology. Additionally, this presentation will highlight the use of peer mentors in providing feedback and help in the classroom. Finally, a discussion of barriers to learning and faculty gatekeeping responsibilities will be explored.

Friday 19th 2:00 - 3:00 Crossroads

Process Addictions: What We Don’t Know CAN Hurt Our Clients
In spite of the 2009 changes in the CACREP requirements, there are still counselor education programs that are not mandating an addictions class as part of their program (Lee, 2011). Even if students take a class in addictions, it is quite likely process addictions only receive a slight mention in passing, rather than being an integral part of the class. Most counselors encounter clients who present with a process addiction as either their sole concern, or as a co-occurring disorder (Hagedorn, 2009). These counselors are likely to find themselves with inadequate preparation to assess, diagnose and treat process addictions or even to understand the prevalence and etiology of such addictions (Manning, 2006). If practitioners are unwilling or unable to discuss this issue intelligently with their clients, then their clients will be unable to evaluate the harm that has come from these addictions in their lives and they will be prohibited from developing positive relationships. (Delmonico & Carnes, 1999). A synopsis of the literature will be presented, as well as research findings that show counselors desire more training in this topic. Suggestions for how to incorporate process addictions into an already packed counselor education program will be provided.

Friday 19th 2:00 - 3:00 Union Hill

CACREP team member training

**ROUNDTABLE SESSIONS**

Friday 19th 2:00 - 2:50 Pershing North

Table 1: The Use of Technology in Teaching Counselor Skills: Trends and Implications

Ann McCaughan

In a society that is increasingly dependent upon technology as a method of communication and education, the field of counselor education has been faced with demands and opportunities to utilize technology in numerous ways in training programs. Clinical skill development is one area in which the use of innovative technology may be especially useful, and there are a multitude of technologies that lend themselves, or have been developed, to focus on that area. This presenter will share her own experience utilizing technology to aid in the teaching and supervision of skill development, as well as introduce trends in the field regarding the use of technology to focus on the development of clinical skills. A discussion of ways in which we might further utilize technology in counselor skill training, as well as the implications for integrating technology in a humanistic field, will also be a focus of this presentation.

Friday 19th 2:00 - 2:50 Pershing North

Table 2: The Power of Personal Storytelling in Enriching Counselor Education

Charles E. Myers and Toni R. Tollerud

Counselor educators have many responsibilities; two that are central to our role is the preparation of professional counselors and provision of public service. As ethical and effective counselor educators, we need to leave our “Ivory Towers” and continue to hone our skills through professional and community service. In addition, our students want to learn from professors who are currently practicing. Tragedy, such as campus violence and natural disasters, create a call for experienced counselors to provide crisis and grief counseling. The presenters responded to such calls (e.g., NIU campus shooting in 2008 and the Haiti earthquake 2010), providing crisis and grief counseling to those affected directly by tragedy and those affected vicariously through their support of the survivors. Presenters will share their personal stories, the lessons they learned through their experiences, and how they have used their stories to enrich their preparation of professional counselors.

Friday 19th 2:00 - 2:50 Pershing North

Table 3: Who’s Keeping the Gates of Professional Counseling?: A Qualitative Study of Clinical Supervisors

Jill R. Nelson, James S. Korcuska, Amber Bach-Gorman, Brynn Luger, Kirsten Katers, and Mary Onungwe

Little is known about how clinical supervisors view gatekeeping and related supervision practices. Most literature focuses on the supervision of practicum students and counseling interns and there is little known about the endorsement of post-master’s/pre-licensed counselors. To address this gap, we investigated supervisors of pre-licensed counselors and their views on gatekeeping...
and endorsement. We will present the preliminary findings from this qualitative study. Attendees will gain a deeper understanding of clinical supervisors’ views of gatekeeping and supervision, their training needs, implications for master’s and doctoral level education. Moreover, we hope that the stories of the participants will further our understanding of supervision.

Friday 19th 2:00 - 2:50 Pershing North

Table 4: Cultivating Understanding of Power and Oppression: Tools for the Classroom

Matthew Branfield, Mitzi Hutchins, and Maiko Xiong

The goal of this program is to provide teaching tools that will engage counseling students in exploring the dynamics of power and oppression. This session will provide attendees with provocative experiential learning tools that will heighten counseling students self-awareness, facilitate a dialogue on the impact of power and oppression, and cultivate an understanding on the importance of exploring the relationship between power and oppression on our clients’ well-being. Attendees will participate in experiential learning activities centered on learning about the dynamics of power and oppression. The program structure will include experiential learning activities followed by a processing session. Attendees will be provided with the experiential learning activities following the closing of the program.

Friday 19th 2:00 - 2:50 Pershing North

Table 5: Counseling Immigrant Families: Exploring the Pattern and Function of Customary Marriage Gifts Practice

Reuben Mwangi

Sue, Arrendondo, and McDavis (1992) suggest that change is taking place in American society and therefore it will be increasingly important for therapists to develop multicultural competency and awareness. Therapists are likely to encounter immigrant families from countries where marriage gifts practice is upheld, a practice that is considered no longer consistent with new social values. The purpose of this presentation is to gather more knowledge about the little-understood phenomenon of the customary marriage gifts or “paying dowry” practice. This presentation will discuss the social and philosophical implications of the practice within a family. This session will help participants to understand the process of marriage transaction and studying the state and custom of marriage gifts practice. The presenter will discuss the development of a substantive theory that attempts to explain the current understanding and perception of customary marriage gift practice and how it is likely to impact family relationships and marital conflicts. Participants will be given important information regarding to work with international students and immigrant families who have experienced dowry practice.

Friday 19th 2:00 - 2:50 Pershing North

Table 6: Navigating Unchartered Waters: Finding Life and Career Balance after Graduation from Counselor Education Programs

Ameena Mu’Min and Victoria Sepulveda

Some graduates of counseling master’s and doctoral programs may experience what the presenters have coined the ‘Now What? Phenomenon,’ which occurs after degree completion. This includes (a) the post-degree let-down, (b) finding gainful employment, (c) researching and publishing, and (d) re-identification of one’s self as a graduated professional. While this ‘phenomenon’ could be considered amusing or ironic, life and career balance has long-term implications for counseling professionals’ well-being, counseling identity, and career longevity. This balance is particularly meaningful when transitioning from student to professional. This roundtable discussion is specifically targeted for soon-to-be and recent graduates of master’s and doctoral programs who are seeking strategies for maintaining balance and wellness as they move forward in their professional counseling careers. The presenters will incorporate a research-based presentation, provide references and resources, and conduct a wellness activity for session participants.

Friday 19th 2:00 - 2:50 Pershing North

Table 7: Multimodal Instructional Design: Integrating Differentiated Learning and Cognitive Styles for Counselor Educators in a Changing Educational Environment

Christian Wright and Julie M. Robinson

The educational environment is changing to provide greater access for students and to promote continuous learning outside the classroom. The development of new technologies and synchronous/asynchronous learning sessions provides Counselor Educators an opportunity to diversify their approach to instructional design as a model of adaptive learning for future counselors. The process
begins with understanding how students learn and/or process information also known as Learning or Cognitive Styles. Differentiating instructional material can engage and challenge students to be adaptive to their comfortable way of learning or processing as seen in counseling sessions with clients. The presenters will provide information about how to adapt course instruction to support the diverse learning styles of the students and creating a model of adaptive counseling for clients. Participants will gain an understand of the development of the nervous system and its role in learning, identify and differentiate learning and cognitive styles, identify different types of instructional models and integration, and tools to adapt course instruction and counseling sessions to complement different learning styles.

**CONTENT SESSIONS**

**Friday 19th 3:00 - 4:00 Washington Park 1**

**A Creative Approach to Student Integration of Counseling Skills into Everyday Practice**

Geoffrey G. Yager

This presentation will discuss one creative approach to help students learn and integrate developing counseling skills into their ongoing work with clients, both in practicum and later in professional practice and specifically will describe the creative application of counseling-related stories in the development of counseling skills. Participants will (a) experience the learning potential of good, counseling-related stories, (b) learn specific applications of creative storytelling to the communication of the principles of counseling skill training, and (c) share reactions to the ideas presented, discussing their own creative ways of teaching the assimilation of skills. Although many skills-related topics could well be addressed through story-like analogies and metaphors, some of those that have been employed by the presenter include stories related to topics such as counselor self-care, the nature of counseling, empathy, ethics, and perfectionism. The presenter will relate two stories illustrating their potential use in practicum and apply them to teaching and counseling practice.

**Friday 19th 3:00 - 4:00 Washington Park 2**

**Supervision Straight Talk: A Qualitative Analysis of What Masters Level Counselors-in-Training Conceptualize as the Supervisory Working Alliance and Ruptures During their Internship Experiences**

Amber Bach-Gorman

Findings from a qualitative research study exploring master's level counselors in training experiences of the supervisory relationship during their internship experiences will be discussed including participant experiences with the working alliance and supervision ruptures. The presenter will provide recommendations for fostering a strong supervisory working alliance in accordance with research themes. Attendees will be provided with common areas of supervision ruptures and recommendations of how to prevent and navigate supervision ruptures. Workshop participants will receive a number of useful tools to support them to provide supervision from an empirically supported lens.

**Friday 19th 3:00 - 4:00 Washington Park 3**

**Challenges and Strategies in Career Counseling with Undocumented Latino Students**

Cassandra A. Storlie

Approximately 65,000 undocumented immigrant Latino youth graduate from American high schools each year (Passel, 2006). These students graduate high school with little option on what to do with the rest of their lives due to multiple barriers related to lack of citizenship. There are few attainable career choices for undocumented students due to realistic fears of deportation, restrictions in obtaining lawful employment, and different cultural values. Options for legal work in this country are prohibited, and college aspirations are virtually unattainable due to limited financial resources (Ortiz & Hinojosa, 2010). As such, undocumented Latino students in the United States experience an unconventional career development trajectory. The purpose of this session is to address the complexities of working with undocumented Latino students, provide current qualitative research collected by this presenter on this topic, and discuss the implications for counselor educators in their teachings to future counselors. Suggested multicultural career counseling models will be provided as a foundation to working with and teaching about this unique population.

**Friday 19th 3:00 - 4:00 Independence**

**Clinical Supervision Training for School Counseling Site supervisors: Issues and Practices**
Preparing and training site supervisors for supervision responsibilities is an important aspect for the growth of MA counseling students. The Council for Accreditation of Counseling and Related Programs (CACREP) 2009 standards requires that site supervisors receive "relevant training in counseling supervision." University faculty can assist in this dilemma by providing site supervisors with a better understanding of the supervision experience. This is especially true for the school counseling site supervisors who have a unique set of needs to consider when designing and constructing relevant training in counseling supervision. It is well documented that many school counseling professionals receive little or no clinical supervision upon graduation and are less likely to take advantage of professional development related to clinical supervision. Therefore, they are often unprepared and overwhelmed with how to properly supervise the practicum and internship experiences. The focus of this session will be to examine the specific training needs of the school counseling site supervisors, examine common barriers to providing supervision workshops, and explore of the use of the Integrated Development Model (Stoltenberg & McNeil, 2010) in assisting with school counselor supervisor training. Participants will take away strategies and resources to consider using with their site supervisors.

**Friday 19th 3:00 - 4:00 Crossroads**

*The Professional Journey: The Path of Transformation*

Mary L. Anderson

Professional counselors are challenged with many transitions throughout their careers, beginning as counselors-in-training and continuing into retirement. This presentation will provide participants with an opportunity to reflect on the transitions of their careers, while also planning for what lies ahead. A discussion of life/career transitions will be framed as a path to personal and professional transformation. Attendees will come away with an increased understanding of transition theory and how this applies to their own chosen professional journey. This session will include an overview of theory, and inclusion of experiential activities, and a chance to share with other participants. The discussion will also relate to how this translates to mentoring young professionals through teaching and supervision.

**Friday 19th 3:00 - 4:00 Union Hill**

*CACREP Team Member Training*

**ROUNDTABLE SESSIONS**

**Friday 19th 3:00 - 3:50 Pershing North**

*Table 1: When a Student's Personal Values Conflict with Training Needs*

Ashley J. Wildman and Pamela Elmore

Cases such as Ward v. Wilbanks et al. and Keeton v. Anderson-Wiley have brought several issues to the attention of counselor educators. One issue these cases brought to the fore is that of students whose religious convictions may seem at odds with aspects of the ACA Code of Ethics. Training students to honor the client, honor the ethical code, and honor their own belief system can be a challenge for a counselor educator. This roundtable discussion will consider: ways of opening ethics discussions in a way that respects the convictions of students with conservative religion-based values, ways to train students to view their clients with unconditional positive regard by modeling that same regard for students and, ways of understanding the experience and valuing the contribution of students with a conservative worldview. Two graduates of Christian masters-level counseling programs will relate the insights gained from their experiences as students into recommendations for how to best meet the needs of religiously conservative students. Session participants are encouraged share their own experiences as students/educators/supervisors working with religiously conservative students for discussion and consultation.

**Friday 19th 3:00 - 3:50 Pershing North**

*Table 2: Children and Grief: Bereavement Support Groups for Children and Adolescents*

Brianne L. Overton
Research suggests that grief interventions such as death education and support groups are beneficial to children and adolescents while going through their grief journey. The presenter will share experiences facilitating bereavement groups with children and adolescents, offering support through anticipatory grief work, challenges experienced, and lessons learned in regards to meeting each individual child where they are in their journey. By the end of the end of this program, attendees will learn more about (1) how group work can be a useful tool with grieving children, (2) a developmental understanding of death in children and adolescents, (3) types of significant childhood loss, (4) the importance of death education, and (5) how to recognize the signs of a grieving child. This program may be of interest to school, college, and community counselors who are interested in information tailored to grieving children and adolescents, death education, and implementing bereavement groups into educational settings. Those in attendance will have the opportunity to share their own professional experiences working with grieving children, their knowledge facilitating bereavement groups, and ways to implement death education into school curriculum.

Friday 19th 3:00 - 3:50 Pershing North

Table 3: Counselor-Specific Safe Zone Training: Opportunities to Safe Our Spaces

Pete Finnerty

Safe Zone training is often in the news these days as an opportunity to build ally membership as bullying of LGBTQIQ students and community members runs rampant in many regions of our country. For counselors this basic training can seem remedial without the specific counseling recommendations for establishing persons/environments as acceptable places for students and other LGBTQIQ persons to turn to in times of crisis. Thus the presenters have created a Safe Zone program specifically targeted towards school and mental health counselors in an effort to sufficiently inform and infuse an emotional reaction to practitioners regarding LGBTQIQ issues in counseling, schools and the community as a whole. Learners will gain an opportunity to learn about the reasoning for a counseling-specific training, learn how to implement such a training and gain experiential exercises to utilize in setting up safe spaces within their communities, schools and programs.

Friday 19th 3:00 - 3:50 Pershing North

Table 4: College Counselors in Transition: Preparing Counselors in Training to Work in a Post-Virginia Tech Era

Tracie Self

As colleges continue to grapple with issues of suicide, homicide, and other threats to the campus community, the practices counselors engage in have come under intense scrutiny by both internal and external stakeholders. These crisis events on college campuses across the nation have proven to be a catalyst for changes in service delivery, role expectations, and prevention and intervention planning at university counseling centers. Counselor preparation in crisis management is more critical than ever and is currently reflected in the CACREP 2009 standards. Participants in this presentation will obtain the following: current best practices in college counseling, including specific challenges related to crisis planning and management, instructional methods for assisting counselors in training in integrating new role expectations for those who will be seeking employment in college counseling centers, advocacy initiatives in college counseling mental health, review of CACREP 2009 standards related to crisis prevention, planning and implementation and meeting these criteria, and ethical considerations facing college counseling centers as service delivery options continue to evolve.

Friday 19th 3:00 - 3:50 Pershing North

Table 5: Helping Counseling Students Develop a Theoretical Orientation

Amita L Pujara

Developing a theoretical orientation is important for all counseling students. Many students enter the profession thinking an eclectic approach is the answer. Research shows that having an eclectic orientation is often overwhelming for beginning counselors (Goldenberg & Goldenberg, 2008). Development of skills in a specific orientation is often the most effective mode of therapy. It provides a framework for inventions and treatment plans, assumptions about human behavior, and model for structuring the counseling session. According to (Halbur & Halbur, 2011), common factors account for 70% of success in therapy. It is important university supervisors and site supervisors help students develop a definitive theoretical orientation. This program will offer a step by step model of helping students explore their beliefs, values and assumptions. Students will enter the counseling profession having a roadmap for their interventions, structuring counseling sessions and homework they can assign the client. We will explore the foundations of Psychodynamic, Behavioral, Humanistic, Pragmatic, and Constructivist interventions and how to help students discover their orientation.

Friday 19th 3:00 - 3:50 Pershing North

Table 6: The SIMPLE STEPS Model of Suicide Assessment: Results from a Large Scale Study
The SIMPLE STEPS model for suicide assessment was developed to provide clinicians with a comprehensive assessment tool for determining suicide lethality. The results of a study based on a sample of 5,632 callers to a suicide prevention hotline, will be discussed that validated the SIMPLE STEPS model. In addition, implications for counselor training and supervision will be emphasized.

Friday 19th  3:00 - 3:50  Pershing North

Table 7: Preparing Future Rural Counselors through Teaching and Supervision

Tara Hindman and Dana West

Participants attending this presentation will engage in a facilitated discussion on the unique challenges of practicing in rural environments. Although they share some similarities, counseling in rural environments differs from urban counseling. Isolation, dual relationships, lack of resources, and increased stigma are a few of the areas that will be discussed. Further, participants will identify evidence-based prevention and intervention strategies to overcome these issues especially pertinent to rural well-being. Ultimately, the purpose of this presentation is to offer the latest information and research regarding rural mental health through engaging participants in an open ended discussion that will improve the teaching and training of future rural counselors. Obstacles faced by both mental health counselors and school counselors will be addressed.

CONTENT SESSIONS

Friday 19th  4:00 -5:00  Washington Park 2

Social Justice: The Next Step in Our Multicultural Counseling Training

Terencio Daunte McGlasson

A decade after the creation of the multicultural counseling competencies, Vera and Speight (2003) wrote that a sure sign of our progress was that there were no longer articles being written arguing whether diversity was important or not. But they went on to challenge us that multicultural knowledge was not enough and that we must not allow our profession to settle for serving as a “remediation” for oppression. They believed that counselors could transcend their practices, serving as societal change agents. This is the cause of social justice whose chief concern is “…issues of equity, self-determination, interdependence and social responsibility. Given this, how will we answer the question that so many graduate students eventually ask, “What do we do with our multicultural counseling training?” Or more to the point, “Can we really make a difference?” This session will seek to assist counselor educators in answering those questions by: (1) reviewing the key voices in social justice and liberation literature, (2) presenting practical examples of social justice-oriented classroom exercises that can be included in existing multicultural courses, and (3) provide an open forum where attendees can share their ideas and experiences to the benefit of everyone.

Friday 19th  4:00 -5:00  Washington Park 3

Pedagogical Concerns Surrounding the Promotion of Critical Consciousness in Counselor-Trainees

Ken Oliver

This program will introduce a pedagogical model for teaching social and cultural courses within an oppression-centered framework. Upon completion of the program, participants will be able to identify: gaps in current pedagogy and theory related to oppression dynamics, corresponding problems with current approaches to teaching about social and cultural issues, and a clear charge for counselor educators desiring increased cross-cultural competence for the trainees they serve. An exploration of the interconnection between Racial Identity Development, Multicultural Competence, Social Justice, Micro-Aggressions, Critical Consciousness, and other relevant culture-related concepts will be discussed. Additionally, results from a research study of Multicultural Competence in CACREP accredited programs will be shared. The sharing of audience experiences with teaching about social and cultural issues will be encouraged. Handouts will be provided.

Friday 19th  4:00 -5:00  Independence

Singularity of Professional Identity within Counselor Education: Implications for Teaching, Supervision, Practice and Research
Jennifer Taylor

A long-standing debate among ACES members and CESNET is whether or not counseling students should be exclusively trained by faculty who have their doctoral degrees from Counselor Education programs with strong ties to ACA, ACES and CACREP and who have professional identity as counselors. The group promoting homogeneity of counselor educators within faculty focuses on the need for strong professional identity and preventing hierarchical positioning of counseling within the helping professions. The group supporting heterogeneity within counselor education program faculty focuses on the strengths that an interdisciplinary approach can provide to students and the profession. Because there is little empirical research about the benefits of each perspective, an initial content analysis of CESNET postings on the subject and a review of the relevant literature was performed. This presentation will discuss the initial findings from the content analysis with an aim to engage counselor educators in an examination of the pros and cons of the issues from the perspectives of: best practice in teaching, supervision, clinical practice and research. The presenters will facilitate a discussion of possible future directions that counselor education may consider to improve the profession.

Friday 19th  4:00 -5:00  Crossroads

The Influence of Personal Factors and Experiences on International College Students

Deborah Duenyas, Matthew Branfield, Kristen Bruns, Randy Moate, Suleyman Akcil, Erin West, Phillip Gnilka, and Amie Martin

The goal of this program is to provide supervisors, counselors, and counselor educators with information about the effects of various personal and environmental factors on international college students in the United States. Specifically, the presenters will discuss the effects of coping resources, perceived microaggressions, and acculturative stress on international students’ levels of depression and life satisfaction. This program will offer a synthesis of current research and its implications for practice. Attendees will gain new insight into the experiences of international college students in the United States. Specifically, the presenters will discuss how international students’ available coping resources, level of acculturative stress, and perceptions of microaggressions effects their overall well-being. Participants also will learn new tools and techniques for working with and supervising counselors working with international students, and a better understanding of factors that can contribute to international students’ feelings of depression and life satisfaction. The presentation format will include an introduction to issues surrounding international students, followed by a review of current research pertaining to international students and an overview of tools/strategies for working with an international student population.

Friday 19th  4:00 -5:00  Union Hill

Building the Bridge: Creating Collaborative Research Relationships between Counselor Educators and the Counselors in their Community

Megan B. Michalak and Steven J. Moody

Counselors face numerous barriers in regards to creating scholarly pursuits. Counselor educators can support counselor driven scholarship by seeking collaborative research relationships with counselors in their community. Counselors potentially benefit from this relationship by receiving support in research methodology while counselor educators may benefit from different perspectives on the utility and importance of research within the field of counseling. This presentation will explore a potential model for increasing research created by master’s level counselors working in the field. The presenters will share a potential model for implementing collaborative research relationships with counselors in the community. Presenters will utilize group discussion and experiential methods to outline the necessity for counselor driven research, explore how this model promotes counselor driven research, as well as highlight how these relationships are beneficial to counselor educators.

Friday 19th  4:00 -6:00  Pershing North

Emerging Leaders Training

October 19th  4:00 -6:00  Signboard 2

CACREP Standards Revision Feedback Session

Friday 19th  5:00 -6:00  Washington Park 1
Connecting Learning With Life: Cultivating Social Consciousness Through the Use of Current Events in Teaching

Aaron Jeffrey and Richard Auger

Social consciousness, the awareness of and relationship with the state of one’s society and culture, is a critical trait of competent counselors. The goal of this session is to provide Counselor Educators with concrete teaching tools for cultivating social consciousness in their students. The presenters will discuss the meaning and relevance of social consciousness for counseling students. The use of current events, in varying forms, will be presented as an engaging and thought-provoking method to connect class material to real world events. The presenters will demonstrate the use of current events by sharing a variety of examples pertaining to different subject matters including: Multicultural Counseling, Counseling Skills, Couples Counseling, and Family Counseling. Through the use of lecture, demonstration, and discussion, participants will become familiar with a teaching technique to enliven classes while cultivating social consciousness.

Friday 19th 5:00 - 6:00 Washington Park 2

Diverse School Counselors / Environment Interaction: Implications for Counselor Education

Colette T. Dollarhide, Nikol Bowen, Caroline Baker, Felice Kassoy, Renae Mayes, and Amber Baughman

School counselors of diversity have not been studied to date, yet their presence in schools has been linked to positive role modeling, a sense of connection to the school, and better educational outcomes for students of diversity. In this qualitative study, the voices of diverse school counselors and their experiences in their schools are explored, and the goal of this presentation is to give counselor educators a chance to hear what school counselors are experiencing in their workplaces. Through presentation and discussion, the objectives are to present these findings of the study, to facilitate the participants’ understanding of the challenges faced by diverse school counselors, and to encourage application of these findings to participants’ current training protocols for school counselors. Content will include an overview of the study and results, with a model presented that highlights the interaction between diverse school counselors and their experiences of their jobs. Discussion with participants will allow for application of insights gained with programmatic and curricular implications.

Friday 19th 5:00 - 6:00 Washington Park 3

Creativity in Supervision: Using Expressive Arts with Supervisees

Kristin Meany-Walen

Supervision is an essential part of counselor development and continued professionalism. Just as in the practice of counseling with clients, supervisors are wise to have an understanding of and work from a theoretical framework with their supervisees. This presentation will explain the Discrimination Model of Supervision (Bernard, 1979) as well as creative ways in which to work with supervisees within the Discrimination Model’s framework. The practical and theoretical application of expressive arts will be explained as well as how to integrate expressive arts with the Discrimination Model for supervisors’ work with supervisees.

Friday 19th 5:00 - 6:00 Brookside

Teaching School Counselors to Reach At-Risk Students

Marguerite Wentzel

How can we train school counselors to motivate students who are not used to achieving? Students who are considered at risk struggle continually in and out of the classroom. These students have experienced difficulties and/or failures as learners (Alfassi, 2003). At risk students are more likely to drop out of school and this is a process, not an event (Ward & Kouzekanini, 2009; Stanard, 2003). This progression begins as early as the elementary grades and intensifies during the high school years (Stanard, 2003). There is a need to teach counselor trainees the risk factors surrounding these students, as well as counseling techniques to use with them (Au, Watkins, & Hattie, 2010; Pershey, 2010; Knesting, 2008) In this presentation, participants will explore reasons why students struggle to maintain being successful, ideas on how to train counselors to work with these students, and methods of training counselors to build relationships with at risk students. By exploring the millennial culture and different types of at risk students, participants will better understand how to more effectively train school counselors (Atkinson, 2004). The school counselor’s role in bridging this gap between the student and success will also be analyzed and discussed.

Friday 19th 5:00 - 6:00 Independence

Trauma-informed Counselor Education and the impact of Childhood Maltreatment Experienced by Counseling Students

David Van Doren

This presentation will address the importance of trauma-informed counselor education and examine the implications of research on childhood maltreatment experienced by graduate students in counseling. Participants will: (1) explore counselor educators’ awareness and understanding of the extent of childhood maltreatment experienced by counseling students and the implications for counselor training, (2) the relevance of trauma-informed and trauma-competent counselor training, (3) examine the roadblocks to the development of trauma-competent counselors, and (4), discuss future research on adverse childhood experiences of counseling students.

Friday 19th  5:00 -6:00  Crossroads

OSMD: Cultural Competence Tool for Research, Education, and Practice

Rebecca Tadlock-Marlo and Danny Applegate

Results from a mixed methods study provide insight into redefining multicultural counseling competencies specific to school counselors. Foci include new counseling competencies and implications for counselor educators. Attendees will explore aspects of multiculturalism, counseling competencies of school counselors, research implications, and its importance for the field. Also discussed will be applying information to the development of skills, knowledge, and awareness of counselors-in-training through specific pedagogical examples. Participant discussion is vital to this presentation to further discuss content area, explore redefining multiculturalism, and implications this research has for both practicing counselors and counselor educators. A brief PowerPoint presentation will be used to highlight and illustrate research results and implications for retraining counselors. Attendees can expect to gain groundbreaking theory based in detailed research to restructure multicultural counselor education.

Friday 19th  5:00 -6:00  Union Hill

Social Class Constructs in Counseling: A Content Analysis of 15 ACA Journals

Jessica Taylor, Brenda Bryant, K. Elizabeth McDonald, Jack Simons, and Patricia Keller

Language and constructs pertaining to social class have caught the attention of counselor education scholars, especially in the context of attending to social justice issues with clients. A research team conducted a content analysis of 15 counseling journals associated with ACA from 2006-2010 to assess how frequently social class concepts are included, in what contexts they are discussed, and how deeply they are integrated into scholarly work. This program will present the findings of this content analysis study and discuss implications for counselor educators incorporating constructs related to social class in research as well incorporating such constructs into teaching and supervising counselors.

POSTER SESSIONS

Friday 19th  5:00 - 5:50  Washington Place Foyer

Encouraging Resilience of Youth: How Some Youth Adapt Well to Stress

Rebecca E. McCabe and Sahra Ahmed Ali

The goal of this literature-review based poster session is to inform participants of research concerning resilience of youth as well as interventions and mentoring for youth who are considered at risk. Participants will understand how various issues such as stressful background experiences, poor developmental outcomes, or problem behaviors contribute to the risk factors of youth. Variables that enable resilience will be explored in order to comprehend why some children defy expectations in spite of these risk factors. Participants will gain an understanding of what defines resilience in youth, and identify protective factors that are important in explaining why some children adapt well to stress. These protective factors include personal attributes such as intelligence or locus of control. Other variables that will be explored include internal and external problems, such as anxiety or aggressive behaviors. In addition, the development of relationships, such as peer or familial, will be examined in order to explain how these relationships could encourage resilience of youth. Recommendations are made for future research on the influence of family dynamics, peer relationships, as well as interventions and mentoring to encourage resilience of youth.

Friday 19th  5:00 - 5:50  Washington Place Foyer

A “How to Guide” for Counselor Educators: Conducting Research in a College Counseling Center
The need for research within the field of counseling, especially in clinical settings, continues to be important. While obtaining this type of data is valuable, the process of creating an infrastructure to collect this type of data can seem daunting to counselor educators. This presentation provides an overview of counselor educators with a “how-to guide” for conducting research within clinical settings, specifically geared toward college counseling centers. Participants will share their own experiences of data collection within a college counseling center, and also detail how to set up an infrastructure to collect data in this type of setting. After presenting general information on how to set-up a data collection program, the presenters will briefly share preliminary findings from their clinical study on perceived support and resiliency, risk and protective factors, perfectionism, and suicide among college students. Audience members will then be encouraged to participate in a brief question and answer session.

Friday 19th 5:00 - 5:50 Washington Place Foyer

The Use of Counseling Self-Estimate Inventory (COSE) Among Asian Peoples: The State of The Art

Hapsah Md Yusof and Zachary Pietrantoni

Self-efficacy is an important element that measures how a counselor perceives his or her competence to conduct a counseling session (Barnes, 2004). Bernard and Goodyear (1998) demonstrated that the clinical supervision method assists a counselor trainee in maintaining counseling skills. However, research indicated the counselors who received continuous supervision received high levels of self-efficacy (Cashwell & Dooley, 2001). Due to practicing counselors currently not receiving adequate supervision in Asia, this study will discuss the findings of self-efficacy during supervision among counselor trainees in Asia. By referring to the Counseling Self-Estimate Inventory (COSE), the goal of this program is to provide attendees with findings from studies that have used this scale. Specifically, five areas of self-efficacy (a counselor trainee’s confidence in using micro skills, attending process, dealing with difficult client behavior, cultural competence and being aware on his or her values) will be examined. This presentation will be useful for Asian students as well as supervisors in helping Asian supervisees.

Friday 19th 5:00 - 5:50 Washington Place Foyer

An Intensive Model of Group Supervision and Training of Leadership

Joseph Campbell and Asher Pimpleton

Counselor educators and supervisors are responsible for providing knowledge, training, and skills to masters- and doctoral-level practicum students. CACREP and ACA discuss the importance of providing opportunities for training and growth in group counseling skills and leadership. Additionally, community-based counseling organizations and schools are increasingly moving towards group counseling for providing services. It is imperative that counselor educators and supervisors are knowledgeable about supervision and training strategies. Therefore, this presentation will describe an intensive model for group supervision, leadership, and training to be implemented by counselor educators and supervisors. As a result, participants will learn information regarding the model and evaluation of skills based on leadership functions, including emotional stimulation, caring, executive functioning and meaning attribution (Lieberman, Yalom, & Miles, 1973). Additionally, a reflective team approach to group and triadic supervision strategies incorporating process, personalization, and interventions will be discussed.

Friday 19th 5:00 - 5:50 Washington Place Foyer

Factors Related to Provision of Mental Health Services to Somali Immigrant Families

Sahra Ahmed Ali and Rebecca Elizabeth McCabe

The traumatic events experienced by Somalis during the civil war in the 1990s-present may have a lasting effect on the mental health of many Somali immigrants who migrated to North America and Europe. These immigrants left family members, including their own children, and witnessed the killing of their love ones. Mental health issues include depression, Post Traumatic Stress Disorder (PTSD), and schizophrenia. Additionally, there are cultural taboos and misunderstandings that isolate Somali immigrants with such mental health concerns from the support of their family members and communities. This poster session will present the factors related to the provision of mental health services to Somali immigrants and their families. Participants will gain an understanding of a) how the civil war impacted the mental health of Somali Immigrants, (b) Somali immigrant families’ as well as communities’ cultural beliefs on depression, PTSD, and schizophrenia; (c) how barriers of seeking mental health services affect the lives of Somali immigrants and their families. Recommendations for improving the structural and social context as well as different ways of providing culturally-relevant mental health services for Somali immigrants and their families will be shared.

Friday 19th 5:00 - 5:50 Washington Place Foyer
**Using eTexts in the classroom: The Iowa Kindle Project**

Tarrell Awe Agahe Portman, Asabi Dean, Tawanda Carson Owens, Janice Byrd, & Fred Wasburn

In 2010, a technology grant entitled, “The Kinder Text: The Kindle Project” was granted for the purchase of 18 Kindles and multiple electronic textbooks for CES students. This program will present the process and benefits for providing electronic text through Kindles for graduate students. The pros and cons will be shared from faculty and student perspectives. In addition, discussion of how to do this in counselor education classrooms will be held. Audience participation is encouraged.

**Friday 19th 5:00 - 5:50 Washington Place Foyer**

**Tennessee Self-Concept Scale-2: Malay Translation: Implications From a Cross-Cultural Perspective**

Siti Rozaina Kamsani

Adolescence is a critical time for developing identity and strong self-concept has been linked to identity formation. Family functions, peers and environment influences lead to the development of self-concept among adolescents (Zainah, Nasir, Khaireddin & Wan Shahrazad, 2011). Having positive or negative self-concept can be associated with positive or maladaptive behaviors and emotions respectively (Hadley, Hair, & Moore, 2008). Measures such as the Tennessee Self-Concept Scale - 2 (TSCS-2) assist both counselors and researchers in identifying levels of adolescent self-concept. Yet the TSCS-2 was designed with a Western cultural understanding of self-concept, therefore conducting research and counseling in more collectivistic or Eastern cultures with this measure may be ethically inappropriate. Given the growing internationalization of the counseling field, appropriate culturally norm measures will be increasingly needed. The purpose of this presentation is to discuss the translation-back translation of the TSCS-2 from English into Malay to be subsequently normed on Malaysian adolescents. Participants will learn about issues related to cross-cultural construct validity (self-concept) as well as psychometric concerns when adapting a Western measure for use in research and counseling with Malaysian adolescents. This presentation should be of interest to researchers and counselors engaged in cross-cultural work. Handouts will be provided.

**Friday 19th 5:00 - 5:50 Washington Place Foyer**

**Suicide Postvention in Schools: Preparing School Counselors**

Kerrie R. Fineran, Tara Hill, Carrie VanMeter & Christie Jenkins

The presenters will share the results of a national mixed methods study on the postvention practices of school counselors. A survey was conducted in which school counselors described postvention plans in their schools, rated the importance of these plans, and evaluated training for school counselors in managing postvention activities. Additional interviews were conducted with school counselors who had experienced student suicide in order to gain their perspectives on the effectiveness of postvention plans. The presenters will discuss the results as well as implications for counselor educators who train school counselors. Specifically, the presenters will emphasize how counselor educators can: (1) assist school counselors in ensuring that their schools have suicide postvention plans in place, are familiar with these plans, and are advocates for crisis response preparation; (2) advocate for school counselors to be dynamic members of crisis intervention teams in schools who work to evaluate, improve, and update current plans; (3) encourage school counselors to actively seek out and participate in professional development opportunities that will increase their knowledge and skills in these areas; and (4) engage proactively in preparing school counselors for crisis intervention, including suicide prevention, intervention, and postvention activities.
**CONTENT SESSIONS**

**Saturday 20th 8:00 - 9:00 Washington Park 1**

_The Use of Per-Session Clinical Assessment and Feedback with Clients: Training Implications for Beginning Counselors._

Chad Yates

Per session assessment and feedback has been shown to increase the treatment outcomes that counselors achieve while treating clients, and has been shown to reduce dropout rates for clients deteriorating during counseling. Adding an objective measure to track client's progress can enhance the ability of counselors to evaluate the treatments they deliver, and can increase the likelihood that a client’s progress is monitored more closely during counseling. The presenter will discuss his study that explored how counselor trainees utilized per session assessment and feedback. This study found that the use of the per session assessment and feedback impacted treatment planning and supervision positively, created a negative feedback loop that assisted in learning, and appeared to decrease anxiety and increase counselor self-efficacy in a counselor trainees. This presentation will also explore implementation strategies and the training potential of per session assessment and feedback systems.

**Saturday 20th 8:00 - 9:00 Washington Park 2**

_Helping Students-in-training Navigate Termination with Clients: An Experiential Approach_

Jennifer M. Foster

Before addressing termination in counseling with clients, practicum students should prepare themselves for coping with termination. The termination of the student and client mirrors the termination of the student and supervisor. Thus, the supervisor’s action can serve as a model for terminating professional relationships. This presentation provides attendees with an opportunity to experience an intentional expressive arts termination activity that encourages students to reflect on their experiences from the beginning to end of practicum. Attendees will acquire knowledge regarding the physiological consequences of music, guided imagery, drawings and written reflections and will learn the underlying basis for the effectiveness of imagery in connecting with inner wisdom. The presenter will share themes that emerged from the analysis of 30 students' written reflections following the experiential activity. A model of an expressive art supervision termination will be explored and applied, and attendees will discuss implications of expressive art supervision in counselor education.

**Saturday 20th 8:00 - 9:00 Washington Park 3**

_Emerging Adults in Transition: The Role of Counselors and Educators_

Joel Lane

Emerging adulthood, the developmental period that occurs between the ages of 18-25, is characterized as a time of feeling “in-between.” Individuals identify subjectively with aspects of both adolescence and adulthood while being presented with new opportunities and challenges consistent with adulthood. It is a time of many transitions (e.g. high school and/or college graduation, leaving home, entering the workforce, etc.) in which individuals make important decisions with lasting future implications. While many emerging adults view these transitions positively and as opportunities, for others they can provoke feelings of upheaval, uncertainty, and distress. It is important, therefore, that counselors understand the unique needs of this age group and how to assist them in navigating these transitions. This presentation will offer a summary the recent literature concerning emerging adulthood and the psychological implications of transition on emerging adult well-being. The presenter will describe personal factors that have been identified as facilitative of positive transition experiences, such as social support and resilience. Practical applications for clinicians and higher educators working with emerging adults will also be discussed, as will areas requiring further research.

**Saturday 20th 8:00 - 9:00 Brookside**

_Broaching the Subject of Sexuality with Spousal Caregivers_

Gilonda Williams-Butler and Charles Edwards
Sexuality is no longer a taboo subject when discussing the issues with couples in relationship counseling. However, sexuality of a couple facing a chronic or terminal illness is often overlooked or avoided. New and experienced counselors are often uncomfortable broaching the subject of sexuality when working with a couple facing an illness. The presentation will promote competence in training counselors to be sensitive and effective practitioners when working with couples facing illnesses. The presentation will also challenge the perception that problems related to sexuality are better addressed by medical professionals rather than mental health professionals. Participants will understand key elements of caregiver’s experience of sexuality to identify potentially inaccurate perceptions about caregiver sexuality and increase their comfort with the idea of broaching the subject of sexuality with caregivers. The presenter will provide literature on caregiver issues, report the results of a study on caregiver experience of sexuality, and provide suggestions for training and experiences to help counselors and counselor educators become comfortable with discussions about sexuality with caregivers.

Saturday 20th 8:00 - 9:00  Independence

Consulting service for evidence-based school counseling practice

Nanseol Heo

Evidence-based practice (or Result-based, or outcome-based) in the school counseling field has been a compelling agenda, since No child left behind act (NCLB, 2011) emphasizes actual result data as education and service outcomes. However, there is a huge gap between agenda in academia and practices, since school counselors have several challenges to deliver evidence-based practice such as time limitation, or less trained to do data-analyses with intentional service planning. In this sense, consulting service to identify and solve problems with data can help school districts or individual school counselors deliver evidence-based school counseling practice. The consulting service can include the domains of survey development and data-based decision making (Dimmit, Carey & Hatch, 2007), choosing interventions based on outcome research, program and intervention evaluation, measuring individual students’ change, action research project, and result report and dissemination. In this session, the presenter will analyze the needs of consulting services for school districts and school counselors based on the human competence model (Gilbert, 1978). The participants, counselor educators will gain the knowledge about the need and possible domains of the consulting service for evidence-based school counseling, and discuss about how university programs or professional organizations can assist them with consulting services.

Saturday 20th 8:00 - 9:00  Penn Valley

Pizza and Proposals: Increasing Scholarship Through Collaborative Mentoring Communities

Eric T. Beeson, Laura Pressley, Kayla Thompson, and Christine Suniti Bhat

The 2009 CACREP standards emphasize the importance of scholarly inquiry and dissemination of results through publications and presentations while providing Counselor Education programs with the freedom to develop programming that meets this standard. As a result, this presentation will review an innovative program initiated by a local branch of Chi Sigma Iota, Pizza and Proposals, aimed at increasing the scholarly productivity and self-efficacy of both master’s and doctoral level students through a collaborative mentoring community. Attendees will learn of Pizza and Proposals’ genesis, objectives, and evaluation and be provided with all the information needed to implement similar initiatives in their respective programs. This presentation will engage attendees in active discussion following a brief overview of the program’s evaluation with ample time for Q&A.

Saturday 20th 8:00 - 9:00  Union Hill

Using a Prevention- and Development-oriented Small-Group Model with Youth at Risk for Poor Outcomes

Jean Peterson and Christopher D. Slaten

In schools, the default perception of group work is that kids with a similar social and/or emotional concern should be brought together to focus on that concern. Pertinent listserves abound with requests for materials related to anger, bullying, peer relationships, and grief, for example. Similarly, in alternative schools, detention centers, psychiatric facilities, and court-ordered therapy groups the focus may be on specific behaviors, not the process of "growing up." Rarely considered in these contexts is prevention- and development-oriented group work. All teens, for example, face developmental challenges related to identity, emotional differentiation and regulation, relationships with peers and adults, direction, autonomy, and sexuality. Most problematic behaviors reflect struggles with these, but troubled youth may not get to focus on them, per se. Discussion geared to a developmental topic, in depth, with "content" from group members and brief psychoeducational information available if appropriate, can help them feel less out of control. PTSD is often rampant in the contexts mentioned above. Information about PTSD and sub-threshold responses to trauma, for example, can be helpful. A one-down, nonjudgmental, strengths-focused facilitator can help even the most distressed kids make sense of feelings and behaviors, connect with peers, and look to the future.
Table 1: Are We Sufficiently Preparing School Counselors to Work with Generation Z?

Laura Gallo

School counselors foster positive social and emotional growth and development in the students they serve. The students we encounter in schools today are of a different generation than most of the practicing school counselors or counselors-in-training. The internet holds an overwhelming attraction with instant access to an indeterminate number of young people all over the world. They make up a generation of students who are highly “connected” to one another through the use of the internet, cell phones, Facebook, Twitter, and instant messaging. Are students building authentic relationships or has this type of social networking changed their concept of friendship? This type of social “connectedness” can prove to be challenging for school counselors who are working with students but are unaware of how these mediums affect students’ lives. As counselor educators and supervisors we have an ethical obligation to provide information and training to our supervisees in regards to current trends that are affecting the students in the K-12 school system. Suggestions for how to address the ramifications and risks of the cyberworld with students and how to prepare school counselors in training are discussed.

Table 2: Research, Writing, APA style, Oh My! An Activity-Based Model for Teaching a Master’s Level Research and Writing Class

Rick Auger and Laura Maki

Students are prone to view their masters’ level research requirements as unpleasant chores that are divorced from the true work of counselors. Furthermore, many students struggle to master academic writing, often becoming overwhelmed by the need to attend to the details of APA style while simultaneously refining general writing skills such as conceptualization, organization, appropriate use of citations, and development of their voice as a writer. In this session, we will discuss an activity-based model for a master’s level research and writing class that provides opportunities for progressive skill development by gradually presenting students with foundational research and writing concepts in order to provide a scaffold for a culminating literature review assignment. Integral to this model is the incorporation of a number of experiential activities to teach research and writing skills and concepts. The session will consist of a combination of brief lecture, demonstration, and discussion. Participants will leave with a developmental model for teaching research and writing, as well as ideas for a number of experiential activities.

Table 3: Mosaic, Pauline & Adlerian: Social Interest as an Ecclesiastical Advocate for the Counseling Profession

J. Howard Streeter III

Rabbinical instruction and Pastoral teaching agree on the Greatest Commandments as articulated by Moses, in the Old Testament, and the Apostle Paul, in the New Testament of the Christian Bible. Moses taught love for God is paramount, as noted in the Jewish prayer, the “Shema.” To counter potential ill-will towards others, Mosaic Law commands a genuine love for one’s neighbor also. 1,500 Years later, the Apostle Paul distilled the commandments of God into the “Royal Law” for the Church, (“love your neighbor as yourself”). Almost two millennia later, Alfred Adler, a seminal contributor to the counseling field, equated social interest to mental health. His assertion that the primary indicator of one’s mental health is his, or her, social interest, harmonizes with the Synagogue’s and the Church’s teaching to “love.” Social interest will be discussed to equip practitioners with tools to establish rapport with their religious clients and show the potency of integrating spirituality and psychotherapy, when appropriate. Presentation objectives include: introducing attendees to Adler’s concept of social interest in light of commonly held spiritual beliefs, illustrating how these connections can bridge the divide between faith and science, and assisting attendees with implementing this paradigm in therapy for spiritual clientele.

Table 4: Intercultural Friendships: Implications for Higher Education

Zachary Hansen, Sang Yang, and Vang Xiong

Friendships are an integral part of the human experience. Healthy friendships foster identity development and psychological wellness during all stages in life. Despite the unique rewards of intercultural friendships, the topic has not received much attention in
the research and is under acknowledged for its role in developing cultural awareness. The development of intercultural friendships is especially relevant in college campuses because this is where many students have their first opportunities to make friends outside of their culture. It is suggested that institutional programs should be developed to foster intercultural friendships among individuals. This poster presentation integrates recent research on intercultural friendship development and college student’s friendship diversity. The presenters will describe the concept of intercultural friendships, highlighting the importance of intercultural friendships, and discuss ways to foster intercultural friendships in higher education. Furthermore, the poster presentation will discuss the implications for counselor educators and student affairs professionals.

Saturday 20th 8:00 - 8:50 Pershing North

Table 5: Actively Teaching the Concepts of Wellness

Pete Finnerty

Wellness in counseling is a perspective that is often talked about yet not demonstrated through thoughtful preparation of students and counselors at large. Thus wellness concepts, while primary building block of the counseling profession, are often not emphasized in actual practice. The presenter will integrate theory with practice through the wellness components of physical, creative, coping, social, and essential wellness and utilize specific techniques to engage the audience. Active exercises to utilize in teaching students how to integrate wellness counseling into their work with clients will be demonstrated. Participants will also gain knowledge of experiential techniques for engaging students in thoughtful processing of wellness concepts including self-care strategies.

Saturday 20th 8:00 - 8:50 Pershing North

Table 6: Beyond Parts, Positions, and Pleasures: An Attachment Based Model for Teaching Human Sexuality

Todd Bowman

Oftentimes teaching human sexuality focuses specifically on the various body parts, sexual positions, and pleasures emerging from the sexual experience. This emphasis on parts, positions and pleasures is reflected in the DSM-IV-TR diagnoses for Sexual Disorders. With the rise in attachment-based approaches to the conceptualization and treatment of both individual and relational concerns, it seems there should also be a simultaneous shift in how counselors think about, teach, and supervise concerns related to human sexuality. Specifically, the shift to a holistic model of human sexuality that involves physiological, affective and spiritual dynamics is critical in helping students gain comfort in working with sexual concerns as well as helping clients achieve the intimacy they desire in their relationships. This presentation is designed to equip participants with a framework for understanding the differences between hungry touch and selfless touch in the relational dyad. In addition, it will focus on exploring the negotiation of self-gratification oriented sex, fertilization oriented sex, and pair-bonding focused sex in human relationships, and the consequences when these dynamics get out of balance.

CONTENT SESSIONS

Saturday 20th 9:00 - 10:00 Washington Park 1

Creative Approaches to Serving LGBTQ Youth in Schools

Dennis A. Frank II & Joel M. Filmore

The psychological, social, and emotional needs of lesbian, gay, bisexual, transgender, and questioning youth often go unmet in schools. These students may be “out and proud” or they may be silent and invisible; either way, providing effective services to them creates unique challenges for professional school counselors. Providing direct services in schools may be difficult; therefore, indirect methods may create a more hospitable environment for LGBTQ youth. It is the purpose of this presentation to offer a better understanding of the complexities that sexual minority youth deal with in schools and to offer school counselors and others working in the school environment creative ways to work with LGBTQ students.

Saturday 20th 9:00 - 10:00 Washington Park 3

Professional Identity Development of Doctoral Students: Transformational Tasks

Colette T. Dollarhide
Professional identity development is a crucial part of the doctoral experience, and according to a recent qualitative study, comprises several transformational tasks that occur at nodal points in the doctoral program. These results are useful in understanding the developmental needs of doctoral students in counselor education, and the goal of this program is to improve the doctoral experience in counselor education, thereby improving retention and graduation of doctoral students. Through presentation and discussion, the objectives are to present these transformational tasks, to facilitate the participants’ understanding of these tasks, and to encourage application of these tasks to participants’ current doctoral programs. Content will include an overview of the study and results, with a model presented that highlights when these transformational tasks are formative for doctoral students. Discussion with participants will allow for application of insights gained with programmatic and curricular implications.

Saturday 20th  9:00 - 10:00  Brookside

The Tale of Two Helpers: Ethical Considerations for Clinicians with Religious Clients and Clerics who Counsel

Jack Streeter III

Close (2010) indicates that 80% of Americans prefer to have their personal beliefs interwoven throughout therapy. Moran (2005) asserts clergy and pastoral counselors are integral to the mental health of their communities. Traditionally, many religious congregants have sought spiritual and emotional guidance from their respective clergy members (i.e. Rabbi, Priest, Pastor, Imam, etc.), but with the notable increase of diagnosable mental illnesses (Satcher, 2000), many clergy members find themselves ill-prepared and with little time to adequately address such issues within their congregations. The presenter will describe his experiences, the scholarly literature related to the unique role of clerics who hold professional counseling licenses, and discuss the considerations that can be made when serving a congregation in both roles (pastor and clinician). He will describe the possible ethical discrepancies between the role of cleric and clinician and describe effective informed consent procedures for congregation members regarding the ministerial or therapeutic relationship. The presenter will also help the audience recognize potential dual relationship issues that may surface, how to manage unavoidable dual relationships, and how to establish collaborative relationships with clergy.

Saturday 20th  9:00 - 10:00  Independence

Enhancing Cultural and International Knowledge: A Counselor Educator Travels to Brazil on a Fulbright-Hays Award

Angela D. Coker

This presentation provides a description and summary of the presenter’s experiences as a participant on a Fulbright-Hays research team that traveled to the country of Brazil. While in Brazil, the presenter examined issues of racial inequality and social class disparity. The goals of this presentation is to (1) share the impact a cultural immersion experience had on the personal and professional identity development of one counselor educator, (2) examine how an international immersion experience could enhance counselor education curriculum development, and (3) explore how international education can be a vehicle for expanding counselor educators’ cultural competence and worldview. Handouts will be given, in addition to information about the Fulbright-Hays grant application process.

Saturday 20th  9:00 - 10:00  Penn Valley

Building a Collaborative Culture among Doctoral Students in Counselor Education and Supervision Training Programs

Nanseol Heo, Jee Hyang Lee & Berhan Gelan

Doctoral students in CACREP-accredited Counselor Education and Supervision training programs progress through programs at a rigorous pace. Students experience tremendous amounts of stress, doubt, fear, and identity shifts due to the challenges required of them as scholars. The climate of cohorts can affect the ability to build collaborative cultures for learning. The purpose of this presentation is to explore ecological factors that contribute to collaborative cultures for learning in doctoral level cohorts. Tuckman’s group development stages will be discussed, as well as how each of the five stages of group development hinge on the multicultural facets of cohorts. This interactive session will allow beginning doctoral students an opportunity to learn from the presenters’ experiences as members of a multicultural cohort (involving international and domestic students of color) who succeeded at building a more collaborative culture for learning in their doctoral training program.

Saturday 20th  9:00 - 10:00  Union Hill

The Doctoral P.A.W.: Research Indicating Enduring Effects of a Shared Pre-Admission Experience

Kelly J. Melvin, Justin D. Lauka and Scott A. Wickman
First impressions can often have long-lasting effects. In this session, we present a unique approach to gatekeeping at the doctoral level through a Pre-Admission Workshop (P.A.W.) and share the results of a study conducted to identify how various components of the P.A.W. process shaped current doctoral students' professional development and sense of community within their program. P.A.W.s are often a part of the gatekeeping procedures of similar programs; however, their effects on professional development and community building within programs have not been thoroughly researched. Session participants will learn about this unique P.A.W. process and be able to identify ways in which specific elements of the process affected students’ relationship to their doctoral program community and long-term professional identity development.

ROUNDTABLE SESSIONS

Table 1: Practical Tips for Masters and Doctoral Students from Application to Diploma

Rebecca Michel

In this interactive session, participants will learn practical techniques for applying and thriving in graduate school. The presenter, who has coordinated counseling admissions for a masters and doctoral program, will discuss a 3-step process to follow when applying to graduate school. Attendees will learn techniques to create a successful application package and discuss interviewing best practices. Individuals will also gain personal experience developing an academic excellence plan. Participants will review effective time management techniques and evaluate their current life balance. Attendees will leave with suggestions to maintain positive well-being throughout their educational and professional journey. All students considering applying or enrolled in counseling graduate programs are welcome to attend!

Table 2: Diversity in Counseling: Current Issues and Best Practices

Karen D. Banks and Brian Hutchison

This presentation will cover some current issues in the field of counseling surrounding diversity. The presenters will provide information on current research and ways to incorporate diversity into one's clinical practice. This presentation will also cover some stereotypes about minority groups and how to be aware of counselor bias in a clinical setting. Presenter will use information from first-hand experiences as well as current research about diversity issues as it pertains to cognitive behavior therapy.

Table 3: School-based Prevention and Intervention Counseling Approaches for African American Female Adolescent Peer Relational Aggression Victims

Janice Byrd

Research suggests that adolescent involvement in relational aggression causes serious problems that affect current and future social maladjustment, internalizing problems, and school violence. However, do African American female adolescents experience relational aggression differently from others? Should school-based prevention and intervention programs be culturally relevant to effectively address this population? The purpose of this presentation is to support the need for culturally relevant school-based approaches by identifying the growing impact of relational aggression on female African American adolescents. This content session will focus on evaluating the strengths and weaknesses of current programs and explore the implications for school counselors, and will facilitate participant increasing awareness relating to the experience of marginalized groups undergoing peer relational aggression. Time will be allotted for questions and answers as well as discussion.

Table 4: Using the ACA Cultural Competency Guidelines to Inform Resources for Pediatric Medical Practitioners

Jennifer J. Taylor, Lisa M. Vaughn, LaSharon Mosley, and James Page

Delivering culturally competent care is an important aspect of the counseling profession's identity. Other clinical professions (e.g., medicine) are now identifying the need for culturally competent care with growing awareness that it leads to better patient outcomes. However, they face the challenge of providing cultural competency resources for highly diverse staff that may represent cultural
diversity, a wide range of educational levels, diversity of experience, and a hierarchical environment. This challenge is amplified when clinicians must work within family system to treat children. Resources for major hospital systems tend to focus on traditional diversity areas (e.g., race, ethnicity, religion). These resources rarely encourage self-awareness for the practitioner, and do not address the growing complexity and diversity of U.S. populations or the influence of cultural intersections on patient perspectives. This presentation discusses how the ACA Cultural Competency Guidelines were used to advocate for, and assist in the development of, a cultural competency resource for a major pediatric medical center. With a focus on improving patient care, this resource both a) encourages an understanding of increasing complexity of diversity and identity in the U.S., and b) provides a set of tools for self-reflection regarding cultural values and biases.

Saturday 20th 9:00 - 9:50 Pershing North

Table 5: Student Mentoring: An Attachment-Based Approach

Scott Koeneman

The recent research on the importance of the quality of therapeutic relationships as a robust curative factor in psychotherapy and the empirical findings that support modeling as an effective pedagogical strategy has important implications for how counselor educators cultivate mentoring relationships with our students. However, as competency-based models of training continue to shape the current landscape of our educational terrain, the space for a more relational, attachment-based approach to mentoring seems to be shrinking. As the number of performance-based means of assessments continue to grow, counselor education runs the risk of cultivating the student’s achievement-striving “false self”, which paradoxically, results in a decreased dispositional performance. An attachment-based model of mentoring will enhance secure attachment between students and faculty, resulting in an increased motivation to learn and grow as student counselors. This session will explore how an attachment-based model of mentoring can flourish along-side the current structure of competency-based models of training.

Saturday 20th 9:00 - 9:50 Pershing North

Table 6: Implementation of a Lecture Capture Recording System in a Counselor Education Training Clinic

Ann M. Miller

This presentation will discuss the efficacy of a lecture capture recording application in the context of a counselor education program. Lecture capture is typically the domain of traditional classroom settings - recorded by faculty in 50-minute blocks several times weekly, and replayed on demand by students. When repurposed for a counselor education program however, researchers found that the product was equally effective. Rather than being composed by faculty, recordings are composed by counselors-in-training when working with clients and later reviewed by faculty in classroom settings for group and individual supervision. Survey results from students and faculty indicate that lecture capture products can be effectively repurposed for counselor education programs. Emporia State University is one of the first institutions to implement a lecture capture recording system into a counselor training setting. We encourage other universities to consider this technology when purchasing a video recording system for supervision purposes. Universities can obtain a lecture capture recording system for much less money than most counselor training recording systems, and the technology can be used across campus for a variety of purposes.

CONTENT SESSIONS

Saturday 20th 10:00 - 11:00 Washington Park 1 Texting and Typing…

Who Are Our Clients and Our Students?

Courtney Holmes

Society’s changing relational demands, expectations, and norms are affecting both the general population and the field of counselor education by creating an evolution in the demands and expectations of our clients and counselors-in-training. Given these changes, how can counselor educators maintain a focus on the traditional fundamentals of counseling while moving forward with technology to meet student needs and, in turn, clients’ needs? Counselor educators have a responsibility to understand the changing relational structure, and provide students with resources to meet client’s changing needs without losing our core beliefs in the therapeutic nature of the interpersonal relationship. Gore, Leuwerk, and Krumboltz (2002) advise counselors to “explore the psychological, sociological, financial, and political implications of the use of technology in our society” (p. 854), but how can this focus be maintained in the profession? With an increase in the proportion of students raised in the “digital generation,” educators may have to shift classroom interventions and teaching style, and how and what they teach about interpersonal communication. This
presentation will highlight these relational changes through the literature and promote discussion regarding how, as counselor educators, we can support and engage their students.

Saturday 20th  10:00 - 11:00  Washington Park 2

Contemporary Media, Counseling Theories and Ethics: The Use of “In Treatment” as a Classroom Vehicle for Examining Theory and Ethics

Stephen Shumate, Shelly Anderson and Alyssa Greene

Observing realistic counseling session continuity with 4 separate clients provides the classroom with myriad opportunities to examine theoretical applications, case conceptualizations, and ethical discussions. This Emmy award-winning HBO series offers sophisticated, well-performed therapeutic exchanges between counselor and clients over nine sessions with supplementary dialogues between the counselor and his therapist supervisor. As a teaching tool, the production engages students in an examination of the process of therapeutic change, the challenges of the therapeutic alliance, and a foundation from which to examine alternative theoretical applications. This presentation provides an outline of course construction using “In Treatment” as a basis for theoretical and ethical instruction. Specific theoretical and ethical issues are identified and pedagogical methods are illustrated. Perspectives from both faculty and students are included.

Saturday 20th  10:00 - 11:00  Washington Park 3

Teaching Cultural Empathy, Knowledge, Awareness, and Identity Development Through the Medium of Video Games

Cindy L. Anderton and Elizabeth King

Presenters will share their experiences and initial research outcomes on using the technological gaming medium of Elder Scrolls – Oblivion to enhance students personal understanding, awareness, and meaning making of concepts related to culture, identity development, acculturation, oppression dynamics and power. Participants will leave with information on how the course was taught as well as the effectiveness this alternative pedagogy had on increasing students’ cultural empathy, knowledge and awareness and their understanding of identity development, acculturation statuses, oppression dynamics and power. Participants will be provided access to qualitative research findings that illustrate the affect this pedagogical approach had on participants who were journaling about their experiences. Participants will hear from the instructors the pros and cons of teaching a class in this type of format and what type of expertise is needed to teach it.

Saturday 20th  10:00 - 11:00  Brookside

Speaking Their Language: An Age-appropriate Intake Model for Elementary and Middle School Students

Dana West

Participants attending this presentation will become acquainted with an age-appropriate technique which can be utilized as either an intake or initial assessment by elementary to middle school counselor education or clinical practice students. This technique utilizes stuffed animals and an adaptation of a genogram to develop rapport quickly by utilizing the language best understood by children--namely by acting out relational concepts through a dramatic interaction of stuffed animals. By utilizing this technique, your counseling students will have a better method of initial communication with their younger clients. In addition, an age-appropriate adaptation of the use of the genogram will follow up the concrete presentation of the relational concepts. The presenter will model the intake process and participants will then have a chance to practice the technique and/or collaborate to develop further adaptations. Ultimately, the purpose of this presentation is to equip participants with a more meaningful process of intake and initial assessment when working with children. This technique works equally well with elementary and middle school students.

Saturday 20th  10:00 - 11:00  Independence

Buy One, Get Three Free! Learning, Teaching, and Supervision All in a Night’s Work!

Stef Standefer, Tonya Davis, Ann Friesema, Nate Perron, and Oksoon Lee

Learn how to maximize learning opportunities for both doctoral counselor education and supervision and master's counseling students using a multi-tiered approach to teach Individual Counseling Skills and Strategies. Opportunities for rich quadratic, triadic, dyadic, individual, and peer supervision lab experiences occur in conjunction with classroom teaching and lesson preparation. A team of four doctoral students known as "The Porch" work with a co-instructor team consisting of one senior faculty and advanced doctoral student to facilitate an intensive learning experience for all involved.
Exploring Adapted Models of Triadic Supervision: What Practice-Based Evidence Suggests for Next Steps

Paul T. Pagones and Toni Tollerud

This presentation will explore motives and methods for adapting the Reflective Model of Triadic Supervision (RMTS) (Stinchfield, Hill, & Kleist, 2007). RMTS stands as the preferred model for triadic counseling supervision, though anecdotal evidence suggests that counselor supervisors regularly engage in adapting this model. Participants will gain an understanding of the RMTS model and how it is applied in the field, and also explore the implications of adapting the RMTS model for supervisee development, supervisor efficacy and field research.

Counseling Training Clinics: Current Trends of Operation and Management

Justin D. Lauka and Amanda McCarthy

Counseling training clinics offer myriad advantages in the preparation of counseling students during a crucial point in their development. This presentation explores the current trends concerning the operation and management of counseling training clinics from both a clinical and administrative perspective. Different models that are typically employed to satisfy CACREP’s requirement will also be explored. Future directions will be discussed.

ROUND TABLE SESSIONS

Table 1: Homework as a Counseling Technique

Dawn Poindexter

This presentation will introduce and enhance the discussion of homework during the counseling process as a viable counseling technique. Homework is seen as a way to engage the client in their own solutions and to develop skills outside the therapy session. Current research suggests that homework increases the effectiveness of counseling. In today’s reality of managed care, the incorporation of homework as a counseling technique may help maximize brief therapy treatment by enhancing work done during the therapy session and by placing needed responsibility of change on the client. Homework as a counseling technique is being integrated into most counseling theories. Kazantzis and Ronan (2006) suggest that homework is no longer used with just behavioral, cognitive, couples, and family therapies but is being incorporated into client-centered, emotional-focused experiential, interpersonal, psychodynamic, and systems-oriented individual psychotherapies. This presentation will focus on current definitions of the types of homework to offer, how to assign homework to clients during the counseling session, how best to handle noncompliance, and results of current research into the effectiveness of homework as a counseling technique.

Table 2: Research Collaboration for a Cause: The HEART Program

Rebecca Michel

The HEART (Help End Abusive Relationships Today) program was created to increase knowledge and awareness of relationship violence through five psycho-educational groups designed for implementation in a college setting, mental health clinic, or community center. Masters and doctoral students collaborated with faculty members and student organizations to make a difference at their universities. The groups address the unique needs of college-aged participants by offering experiential learning, skill-building, discussion, and instruction on dating violence and healthy relationships. In this education session attendees will gain a comprehensive overview of the HEART program, which has been shown to effectively improve relationship violence knowledge and awareness among college students. The program also changed masters and doctoral student facilitators’ views of relationship violence and community outreach. Participants will brainstorm ideas to engage in their own action research that involves graduate students and makes a positive impact on the community.
Table 3: Professional Identity Development Through Supervision

Hande Sensoy-Briddick, Marla Muxen, and William Christopher Briddick

It is critical for counseling programs to actively implement strategies to foster the professional identity of their students as counselors. Although this developmental task should be emphasized throughout the academic program, supervision sessions in clinical courses provide strategic opportunities to address this essential transition for counseling students. The program will discuss effective strategies that can be utilized during supervision sessions to successfully engage students as they journey toward developing a sound, authentic professional identity as counselors. The presenters will provide a PowerPoint presentation and the audience will be encouraged to actively participate throughout the session.

Saturday 20th 10:00 - 10:50 Pershing North

Table 4: Working with High/Extreme-Ability Kids and Adults: A Short Course in How to Avoid Rupturing the Counseling Relationship

Jean Peterson

Ability joined disability in the CACREP standards in 2009, but ability at the extreme upper end of the bell curve still often receives only token, if any, consideration when discussing or demonstrating differentiated counseling approaches during counselor preparation. This session will examine extreme ability as a risk factor, the impact of asynchronous development on adult judgments about “maturity,” the potential for misdiagnosis and missed diagnoses with this population, and the concept of “therapeutic rupture” (Yermish, 2010). Parents and teachers of high-ability youth, as well as the children and teens themselves, are often frustrated and disappointed when attempting to find a compassionate and informed mental-health professional. Mental health and family counselors who specialize in extreme ability are in short supply nationally, and both children and adults in need of services sometimes despair, after repeated initial sessions, that no one “gets” them—or is interested in understanding their internal world. The presenter, with extensive clinical, K-12, and research background in this area, will offer pertinent information from clinical and empirical literature, briefly connect her own research findings with practice, and offer clinical perspectives related to developmental “stuckness” for both high achievers and underachievers.

Saturday 20th 10:00 - 10:50 Pershing North

Table 5: The Feminist Ecological Model and Utilization in Supervision

Alexis M Rae and Adam Clevenger

During an individual’s first experience with providing supervision with practicum and internship students, they may innately utilize a cognitive model of supervision. This cognitive model is highly structured, and supervisors are conceptualized as authorities who examine the behavior of supervisees in sessions and rate their performance. This presentation will review established literature regarding utilizing Feminist Theory within the supervisory relationship and will include a suggested conceptualization of supervision. Supervision is not limited to the clinical supervisory dyad but is expanded to include multiple levels and roles for the supervisor. This expanded conceptual model of supervision is consistent with the feminist ecological model, outlining the need for the examination of context, multilayered analysis, and underlying power dynamics. This presentation will move beyond multicultural implications within the supervisory relationship and into the implementation of the principles of social justice. This program will contain potential supervisory case conceptualizations where the participants will be able to identify both cognitive concepts and feminist concepts to potentially incorporate.

CONTENT SESSIONS

Saturday 20th 11:00 - 12:00 Washington Park 1

Guiding Counselor Development Through Mindfulness

Dharshini Goonetilleke

“For most students of psychotherapy, the primary challenge is not mastering the academic material, it is summoning the emotional courage to move through the inner space that leads to knowing oneself…The more fearless we become in the exploration of our inner worlds, the greater our self—knowledge and our ability to help clients” (Cozolino, 2004). Mindfulness practice can serve as a means to more effective therapeutic practice. Research indicates that increased practice yields greater compassion, empathy, understanding, and awareness that will contribute to personal and professional development (Bien, 2006). This presentation
provides suggestions for developing and teaching a course in mindfulness and the therapeutic process. Specifically, participants will engage in a variety of experiential activities designed to bring mindfulness into the classroom. Recommendations will also be offered to help bridge the connection between mindfulness and more traditional counselor preparation.

Saturday 20th 11:00 - 12:00 Washington Park 2

SisterScholars-in-Training: A Support Group for African American Female Students

Angela D. Coker, Brianne Overton, and Karen Banks

How can counselors serve to increase the graduation rates of minority college students? How can group work be a positive vehicle for academic and personal growth? In this program, the presenters share their experiences leading personal growth groups with African American female college students. Presenters also discuss positive outcomes, challenges experienced, and lessons learned along the way regarding group planning, implementation, and research data collection. By the end of this program, attendees will learn more about (1) how counselors can become social change agents in the promotion of minority student retention, (2) the academic lives of African American college women, (3) how group work can be a useful tool geared toward enhancing student development and academic retention, and (4) how to increase their group leadership skills when working with women of color. This program may be of interest to school, college, and community counselors who are interested in developing and implementing personal growth groups in educational settings. Attendees of this interactive program will learn about the process of developing and leading such groups, in addition to have an opportunity to share their own professional experiences and knowledge about leading groups in college settings. Handouts will be distributed.

Saturday 20th 11:00 - 12:00 Washington Park 3

Factors in Sojourners' acculturation to the new culture and culture-of-origin: A Japanese Example

Makoto Miyoshi

Acculturation is the ongoing psychological/behavioral change individuals experience interacting with another culture (Berry & Sam, 1997). Research suggests that acculturating people who intend to return to their culture-of-origin (sojourners) generally handle stressors related to acculturation well. However, we do not understand what the differences are in those people who are more successful than others in addressing this stress. There are also no studies considering the well-being of Japanese sojourners in terms of acculturative identity change (Matsudaira, 2006; Seto & Woodford, 2007). In this session we will discuss the relationship among ways of coping, acculturation, ethnic identity, and depressive symptomatology with 220 Japanese international sojourners. Indeed, the results of this study are important for Employee Assistance Counselors in multinational corporations with Japanese employees at home and abroad (c.f. Kikokushijo: Kanno, 2000); college counselors in universities with large populations of Japanese students; and counselor educators working with international students in counseling. Participants will (1) receive a handout of this presentation, (2) discuss implications for counseling and research with Japanese sojourners in specific (3) discuss implications for counseling and research within a global community in general.

Saturday 20th 11:00 - 12:00 Brookside

Psychotherapeutic Interventions for Older Adults with Dementing Disorders

David Hart

The program will focus on the counseling needs of persons with Alzheimer’s disease or a related dementia. This presentation will provide attendees with the following: (1) a brief overview of dementia and Alzheimer’s disease, including pathological changes and treatment modalities; (2) effective psychotherapeutic strategies to effectively work with adults in the early to late stages of dementia and Alzheimer’s disease; (3) descriptions and examples of assessment measures applicable to screening individuals with cognitive impairment.

Saturday 20th 11:00 - 12:00 Independence

White Girl, Black Diary: Using Journaling to Enhance Multi-cultural Counseling Sessions

Meredith Rausch and Janice Byrd

Using the journal of an African-American woman in her mid-twenties, we explore, compare and contrast the themes and experiences represented in her writings to the journal of a Caucasian woman in her mid-twenties. While research shows the benefits of ethnic matching of counselor and client, this session aims to demonstrate ways to mitigate differences and lessen relational aggression within ethnically different counseling relationships. The use of journaling to describe life struggles in a format that may be easier than within the counseling setting allows a deeper understanding for the counselor, opportunity for deeper
empathy towards the client’s individual struggles, and lessening of the difficulties associated with unmatched counselor-client relationships. This content session will focus on teaching counselors in training how to integrate the use of journaling in their work while promoting multicultural competence. Time will be allotted for question and answer as well as discussion.

**Saturday 20th 11:00 - 12:00  Penn Valley**

**Gay and Lesbian Military Families: Research and Practice**

Martina Sternberg

Working with and supporting military families in general can carry a unique set of challenges. The military culture promotes independence and an “I can do it” culture, and asking for help may be considered a weakness by some military members and their families. Sexual orientation can confound the stigma of asking for help for gay and lesbian service members. Support and resources for gay and lesbian families in the military were nonexistent in the past but as a result of the end of Don’t Ask, Don’t Tell, gay and lesbian military families can seek out help. Support, empathy, and compassion can help gay, lesbian, and bisexual military families manage the unique challenges they face in military service. This workshop will focus on understanding the experiences of gay and lesbian service members and their families and offering support can assist in the transition to and success in the new post Don’t Ask, Don’t Tell environment.

**ROUNDTABLE SESSIONS**

**Saturday 20th 11:00 - 11:50  Pershing North**

**Table 1: Technology and Supervision: Clinical+Academic+Students**

Leeann Jorgensen and Lacey Albers

Technology can increase the connection with academic and clinical supervisors; improve the supervision experience for students, offer academic supervisors understanding of the changes in the clinical world and offering clinical supervisors options for advanced study. The goals of the program are: To propose use of technology tools for supervision review and communication in university setting. To outline a counselor supervision workshop and a course that has been used with supervisors incorporating feedback from the supervisors. To provide use technology tools for clinical supervisors to provide clinical feedback as a group to clinical mental health programs. Participants in this seminar will hear of the presenters the experience of working with clinical supervisors who have much experience but little opportunity to talk to other supervisors or review changing supervision guidelines and be offered suggestions for designing an experience. They will see a demonstration of a Skype supervision session and provided an example of clinical supervisor feedback project.

**Saturday 20th 11:00 - 11:50  Pershing North**

**Table 2: Supervision For Site Supervisors: A Web-based Approach**

Brandie Oliver and Tom Keller

This session will demonstrate a technology-driven approach to support site supervisors in their initial training as well as continued professional development specific to supervision. We will share our Supervision site that explores supervisory theories and skills for licensed professional school counselors.

**Saturday 20th 11:00 - 11:50  Pershing North**

**Table 3: MTMM Analysis of the IDEA Student Feedback for and Academic Indicators**

Dale Pietrzak

This presentation will review a Multitrait MultiMethod (MTMM) Analysis of the IDEA student feedback system and several academic indicators including course grades. The strengths and weaknesses of the system will be identified. A comparison of how this fits into the general literature in the area is offered.

**Saturday 20th 11:00 - 11:50  Pershing North**

**Table 4: Strategies for engaging site supervisors in clinical supervision training**
The 2009 CACREP standards mandate that site supervisors have, “Relevant training in counseling supervision.” The amount of training site supervisors have in supervision varies a great deal, and ensuring that site supervisors are prepared is a challenge counseling programs face. Site supervisors have varying levels of experience and work in a variety of settings. Ensuring that they’ve had the requisite training can be a challenge. The goal of this session is to share ideas for effecting counseling supervision training into counselor education programs. The presenters will share information about how various counseling programs in the United States are meeting this requirement. A wide variety of methods are already in place, including online training sessions, workshops, in-service trainings, and utilizing state credentialing systems. Detailed information (including handouts) will be presented to session attendees. Attendees will also be invited to share their ideas for meeting this CACREP requirement.
North Central Association for Counselor Education and Supervision
2012 Conference Evaluation; October 18-20, 2012 -- Kansas City, MO

Please take our online conference evaluation at http://tinyurl.com/ncaces-eval
North Central
ACES

Illinois, Indiana, Iowa, Kansas,
Michigan, Minnesota, Missouri, Nebraska,
North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin