LIVE STREAMING SESSIONS

OCTOBER 7–10

ACES 2021
Atlanta, Georgia | October 5–10
THURSDAY, OCTOBER 7

10:00 AM - 10:50 AM | HANOVER F & G | OCT 7
2046 | 50-MINUTE EDUCATION SESSION | CE 1.00

A Narrative Means To A More Equitable Lens: Using A Narrative Pedagogy To Foster Diversity, Equity, And Inclusion
Courtney Allen, NCC; LPCC, Christina Harrell, PhD; LPC; NCC, Blaine Reilly, LPC, Robert Duckworth, M.A., LPC-S, Jeff Tucker, LPC-S; CCMHC; NCSC

This presentation will explore themes of diversity, equity, and inclusion using a Narrative framework. The presenters will utilize didactic, experiential, and small group process to cultivate greater self-efficacy for initiating and facilitating difficult, meaningful, and transformative conversations around race, privilege, marginalization, and equity. In the process, participants will learn a myriad of communication tools stemming from Narrative theory. Participants will form small groups facilitated by each presenter; each group will create time for participants to deconstruct their narratives using the “I am From” poem activity. Participants will process their experiences and learn how to integrate Narrative tools into their classrooms with the expressed purpose of elevating critical consciousness and forging inclusivity.

11:10 AM - 12:05 PM | HANOVER F & G | OCT 7
2062 | 50-MINUTE EDUCATION SESSION | CE 1.00

A Path Analysis of Cultural Humility Between Multicultural Awareness, Knowledge, and Skills and Social Issues Advocacy among Master’s Counseling Students
Christian D. Chan, Tahani Dari, LPC, LSC, NCC, Ching-Chen Chen, NCC

Cultural humility has exploded in conceptual and empirical research within counseling, counselor education, and supervision modalities. Stemming from the work of Tervalon and Murray-Garcia (1998) in medical education, cultural humility has augmented an explicit approach to self-critique personal gaps and biases within counselor education and supervision (Cook et al., 2020; Jones & Branco, 2020; Zhu et al., 2021), which has dovetailed with the advent of the Multicultural and Social Justice Counseling Competencies (Ratts et al., 2015) in Master’s program curricula. Through applications to curriculum and pedagogy, the presenters will present results from a quantitative research study exploring how cultural humility can explain the relationship from multicultural knowledge, attitudes and beliefs, and skills to advocacy.

12:30 PM - 1:20 PM | HANOVER F & G | OCT 7
2110 | 50-MINUTE EDUCATION SESSION | CE 1.00

Able Privilege and Disability Rights: Implications for Counselor Education and Supervision
Michael Hartley, CRC, Toni Saia, Certified Rehabilitation Counselor (CRC) Licensed Associate Counselor (LAC)

Disability identity/pride is gaining recognition in the counseling profession. Yet, there continues to be a noticeable absence in research and training materials around the deeper social justice issues of ableism and able privilege. In response, this presentation shares the results of an innovative educational research project that explored a new means of mapping power and privilege relationships between people with and without disabilities. Specifically, an Able Privilege Inventory was developed and validated as a tool to increase awareness of disability equality as a human right. Implications address the need for innovative pedagogical curriculum focused on the experience and social construction of disability, including how to teach counseling students to apply the recently developed Disability-Related Counseling Competencies.

1:45 PM - 2:35 PM | HANOVER F & G | OCT 7
2131 | 50-MINUTE EDUCATION SESSION | CE 1.00

Application of the Counselor Cognitions Questionnaire to Enhance Supervisee Cognitive Development
Laura Welfare, LPC, NCC, ACS, Jennifer Kirsch, LPC

Promoting supervisee development and clinical effectiveness are fundamental and universal foci of clinical supervision. Supervisee cognitive development is an important area for supervisor emphasis, as supervisees with higher levels of cognitive complexity demonstrate more autonomy (McAuliffe & Lovell, 2006), empathy (Kaiser et al., 2012), objectivity (Borders, 1989), cultural competency (Martinez & Dong, 2020), and self-efficacy (Fong et al., 1997). Therefore, supervisors facilitate supervisee cognitive development by supporting them through the challenging and perplexing experiences that often emerge during clinical work. In this presentation, we will define counselor cognitive complexity and describe how to use the Counselor Cognitions Questionnaire (CCQ) to facilitate supervisee cognitive development in clinical supervision.

3:00 PM - 3:50 PM | HANOVER F & G | OCT 7
2188 | 50-MINUTE EDUCATION SESSION | CE 1.00

Best Practices in Mentoring Underrepresented Minoritized Counselor Educators
Tara Gray, Rachaun Callender, Licensed Professional School Counselor

The research on best practices and outcomes of faculty mentorship of minority faculty will be presented along with a real example of faculty mentorship. Mentoring, support and retention of culturally diverse, underrepresented, minoritized faculty is integral to the social justice mission of counseling programs and the counseling profession. Mentoring minority faculty is especially important in maximizing opportunities for equity. A collaborative mentoring relationship provides support for new faculty, while increasing confidence, instruction, and productivity for both mentor and mentee. Using a relational leadership style, a collaborative, non-hierarchical mentoring relationship
provides support for new faculty with many positive outcomes that will be presented for mentor, mentee, program and the field of counseling.

4:15 PM - 5:05 PM | HANOVER F & G | OCT 7
2209 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Bilingual Supervision, Pedagogy, and Curriculum Development
Karen Roller, LMFT, FAAETS, DNCCM, CT, CFT, C-SCR, RYT-200, William Snow, Licensed Practicing Clinical Counselor, Martha Hernandez, PhD, MFT, Blanca Pineda, PhD, Jackie Grapa, BA, Mercedes Palacios PhD

The Multicultural Competencies provide aspirational goals for clinical service to an ever-diversifying population, however there are currently no roadmaps or curricular requirements to support developing language-and-culture specific clinical skills for clients who do not speak English as a first or second language. Bilingual clinicians are therefore burdened with teaching themselves how to provide accurate and attuned language-specific clinical services, often without the support of reporting to a supervisor who speaks the language in which they are delivering services. This training gap and the expanded caseloads and required client-centered advocacy results in increased rates of burnout for bilingual clinicians. This presentation provides resources and a roadmap for developing language-and-culture specific clinical training.

5:30 PM - 6:20 PM | HANOVER F & G | OCT 7
2219 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Building Relationships And Developing Cultural Humility: Lessons Learned From A Faculty Cultural Humility Group
Kathy Coule, LPC;LMFT, Sue L. Banks, LPC; NCC, Duane Halbur, LMHC-IA; LPC-IL; NCC, Doris Atanmo-Strempek, Licensed in Ohio (LPCC-S); Georgia (CPCS); and Texas (LPC), Shelli Friess, LPC; NCC; ACS, Rodney Pennamon, LPC; NCC

As counseling programs engage in necessary examination and education of systemic racism, faculty are encouraged to reflect more deeply on cultural humility and teach this concept to graduate counseling students. This program will engage counselor educators in discussion of cultural humility. Presenters will discuss current research on the topic along with their experiences and insights as participants of a cultural humility faculty group. Attendees will also explore culturally humble approaches to virtual teaching, supervising, and mentoring diverse student populations through case discussions.

FRIDAY, OCTOBER 8

10:15 AM - 11:05 AM | HANOVER F & G | OCT 8
3034 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Clinical Supervision in a Virtual World
Robyn Emde, Clint Limoges, LPC (Missouri)

Based on the existing research, the presenters have developed best practices and rigorous protocols for evaluating counselor skills and disposition across multiple virtual formats. Included in this presentation are modules on the ethical issues encountered when providing virtual supervision, the implementation of supervisee theoretical orientation when providing virtual supervision, evidence-based practices in virtual supervision, and methods of evaluating supervisee competence core counseling skills and dispositions.

12:45 PM - 1:35 PM | HANOVER F & G | OCT 8
3112 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Cultural Code-Switching Among Students From Underrepresented Identities:Implications for Counselor Training and Supervision
Joan Looby, LPC; Approved Clinical Supervisor; NCC, Chiquita Holmes, Sumetha Therthani, PLPC, Kendra Blakely, LPC, NCC, Tinnuk Li, Harmanpreet Kaur, MS

Enrolling in and successfully completing graduate counseling programs at Predominantly White Institutions (PWI) can be very challenging for students from underrepresented identities. To function effectively, they may develop a necessary bicultural identity to include cultural code-switching. Cultural code-switching is a practice that students from underrepresented identities utilize to assimilate into PWI, and may be manifested in several ways and across varied social identities. Both biculturalism and cultural code-switching impact the psychological and academic success of counseling students from underrepresented identities who attend PWI. This presentation focuses on these challenges, their clinical implications, and strategies for addressing cultural code-switching.

11:30 AM - 12:20 PM | HANOVER F & G | OCT 8
3095 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Conceptualizing Group Dynamics and Supervision Theory in University Level Group Supervision Courses
Helena Stevens, LPC, LSC, PPS Stephanie Siatsis, LSC; NCC

Supervising practicum and internship students in counselor education programs is a core function, one that most faculty are expected to execute. While counselor education and supervision programs deliver courses on supervision, emphasis on group supervision and group dynamics receive less emphasis or focus. Conceptualizing supervision theory into groups and addressing group dynamics in university supervision courses,
2:00 PM - 2:50 PM | HANOVER F & G | OCT 8
3168 | 50-MINUTE EDUCATION SESSION | CE 1.00

Enhancing Students’ Trauma Work Competencies Through Parallel Process
Lisa Compton, Sherie Hawkins, LPC, NCC Certified Professional Counselor Supervisor, Certified EMDR Practitioner, Certified Anger Management Specialist

Now more than ever, clients are entering counseling with significant trauma histories. We, as counselor educators and supervisors, have the incredible opportunity to train students to not only become effective trauma treatment providers, but also to develop into counselors who are competent in multicultural counseling and equipped to navigate the hazards of vicarious trauma exposure. One key element to this essential training is increasing students’ awareness of the parallel processes that occur during counseling sessions. This interactive workshop will provide specific, experiential activities related to parallel process which can be incorporated into already existing curricula for trauma-informed professional development.

3:15 PM - 4:05 PM | HANOVER F & G | OCT 8
3196 | 50-MINUTE EDUCATION SESSION | CE 1.00

Envisioning a New Future for Behavioral Health Training: A Case Study of Simulation Education Course Development
Tobin Richardson, NCC, Frankie Fachilla, LPC with Mental Health Service Provider Designation; Approved Supervisor; EMDRIA certified

There are many types and styles of training programs utilized within behavioral health settings. Simulation education refers to an emerging type of learning program which is practical, hands-on, and often allow the learner to participate in mock training environments which mirror the real-world application of skills. Within this presentation, the presenters will describe their experiences in the development of simulation courses in motivational interviewing and brief cognitive behavioral therapy developed using guidance from the ANCHORS model (Banks & Lockman, 2020). The ANCHORS model combines best practice strategies within counselor education, adult learning, and psychotherapy to help guide the development of training courses that are applied, experiential, and outcomes-oriented.

4:30 PM - 5:20 PM | HANOVER F & G | OCT 8
3203 | 50-MINUTE EDUCATION SESSION | CE 1.00

Fostering Identity Development Among Preservice School Counselors
Kathryn Kozak, NCC

Burnout and attrition among practicing school counselors is a pervasive professional issue. What can counselor educators do to help? This session will provide an overview of intrapersonal and organizational risk factors associated with school counselor burnout. Original research findings on the relationship between master’s-level training experiences and subsequent practitioner burnout will also be shared. Based on these findings, practical pedagogical interventions to help preemptively mitigate burnout will be suggested.

8:00 AM - 8:50 AM | HANOVER F & G | OCT 9
4021 | 50-MINUTE EDUCATION SESSION | CE 1.00

Innovative Infusion: Integrating Social Justice Advocacy in Counselor Education and Supervision
Lorraine Guth, LPC; NCC; Licensed Psychologist, Brittany Pollard-Kosidowski

This presentation highlights how social justice advocacy and servant leadership principles can be actively and intentionally integrated into all five core facets of counselor education and supervision practice. The presenters share their firsthand experiences with engaging students and supervisees in experiential learning opportunities through teaching, counseling, scholarship, supervision, and service and detail key strategies for enhancing the social justice learning of counselors-in-training. Attendees will engage in thoughtful discussion about opportunities for integrating advocacy into their own professional practice, as well as reflect on the ways in which they can integrate relevant strategies into their work with trainees. We hope you’ll join us for this interactive experience!

9:15 AM - 10:05 AM | HANOVER F & G | OCT 9
4036 | 50-MINUTE EDUCATION SESSION | CE 1.00

Integrating Social Justice, Advocacy, and Personal Values into Counseling Ethics
Ye Luo, Hailey Morris, NCC, Donna Sheperis, PhD, NCC, ACS, CCMHC, BC-TMH

Social justice advocacy has become an essential part of the counselor’s identity. Incorporating social justice advocacy pedagogy in an entry level counseling ethics class is one way to plant the seed for later social justice advocacy efforts. Integrating the role of the personal values of the student is essential in this early stage of training and discernment as a beginning counselor. In this session, presenters will share the importance of, and ways to incorporate social justice advocacy and values in a counseling ethics class. Attendees will learn applicable assignments and class activities developed on the basis of critical consciousness (Freire, 1970; Godfrey & Grayman, 2014), social justice literature, and a values based conflict model.
Leaving Fear at the Door: Intentional Multicultural Supervision: Developing Multicultural Competencies to Integrate Cultural Discussions in the Supervision Process

Zoricevit Davila

There has been a debate indicating that there is a neglect in the integration of multicultural dialogues in counseling supervision. Supervisors indicate low self-efficacy and feelings of inadequacy to integrate cultural topics during the supervision process while supervisees report dissatisfaction with the supervision process when such topics are not addressed. This session will focus on providing a model to develop multicultural counseling competencies and intentionally integrate cultural topics in the supervision process. Two components of competent multicultural supervision will be presented, the characteristics of a competent multicultural supervisor and the strategies implemented in a competent multicultural supervision process.

Power in Counselor Education & Supervision

Melissa Fickling, Illinois LPC, Jodi Tangen, National Certified Counselor; Approved Clinical Supervisor, Sharazazi Dyson, MEd

Empowerment, a central tenet of counseling, is a process that must begin with awareness of power dynamics. Little is known about how power is perceived by counselor educators who, by necessity, operate in many different professional roles with their students and serve as gatekeepers to the profession. Since counselor educators serve as models to students regarding clinical and professional behavior, understanding power could have implications for both pedagogy and clinical practice. We used a descriptive phenomenological methodology to help generate an understanding of the lived experience of power in the context of counselor education according to 13 women counselor educators. We share a review of the literature on power and the results from our study, in dialogue with attendees.

Strategies for Addressing Wellness, Self-Care and the Ethical Issues of Impairment Across the Counseling Curriculum

Harriet Glosoff, Cheryl Fulton, LPC-TX

Engaging in self-care to mitigate impairment can be a challenge under ordinary circumstances. It is more difficult during times of great stress. The dual crises of COVID-19 and racial injustice have brought this vulnerability into sharp focus over the past year. Counselors and counselor educators are ethically required to monitor for impairment and respond accordingly, yet curriculum requirements and clinical competency demands may leave little time to teach about self-care. In this interactive session, we will discuss ethical issues related to wellness and impairment. We will also share experiences and challenges of addressing impairment and engage in strategies to model self-care for students (e.g., mindfulness, compassion, secular, and spiritual practices) incorporated in courses across the curriculum (didactic and clinical courses).

Teaching Telemental Health and Distance Counseling in CACREP Counseling Programs

Heather Robertson

In the aftermath of the COVID-19 crisis, telemental health and distance counseling have become common practice. Professional counseling organizations, employers, and clients are calling on counselors to use technology ethically and efficiently. Yet prior to COVID, Counselor Education programs had not necessarily infused concepts on distance counseling and telemental health counseling into their curriculum. The presentation outlines current CACREP counseling standards dictating distance knowledge and practice. The program will outline areas in which distance counseling, telemental health, and technology can be embedded into existing Counselor Education curricula, focusing on CACREP core and specialization areas. Ample opportunity for discussion and sharing of best practices will be provided.

The Ethical Imperative of Anti-Racist Professional Disposition Evaluation

Allison Levine, Ramar Henderson, James Soldner, Certified Rehabilitation Counselor, Elizabeth Boland, PhD, Kate Bakhuizen, Certified Rehabilitation Counselor

Professional disposition (PD) evaluation, or the evaluation of non-academic, personal characteristics of students, is an essential component of gatekeeping and counselor education. While measures have been developed for the purpose of facilitating PD evaluations, rarely has a discussion been brought forward that covers the ethical imperative of educators and supervisors to be anti-racist while engaging in professional disposition evaluation. The ethical evaluation of students is a well-established notion in the field, however there is a dearth of discussion related to the ethics of anti-racist evaluative practices. This educational session will provide participants with a discussion into the ethics of anti-racist PD evaluation, including racial identity development, theoretical frameworks, and resources for implementing such practices.
SUNDAY, OCTOBER 10

8:00 AM - 8:50 AM | HANOVER F & G | OCT 10
5016 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Psychology Of A Belief And Its Impact On The Strong Black Woman; A Call To Action For Counselors And Counselor Educators
Cecily Moore

This presentation will examine the psychology of a belief. Specifically, how the Strong Black Woman Schema influences the stress-depression connection and adversely impacts the mental, physical, and emotional well-being of Black women. Through this exploration the presenter with discussing the development of the Strong Black Woman Schema, the history of mistrust as it relates to the Black community, and how counselors and counselor educators can be advocates and allies for this population through understanding culturally relevant language and treatment practices.

9:15 AM - 10:05 AM | HANOVER F & G | OCT 10
5036 | 50-MINUTE EDUCATION SESSION | CE 1.00

Trauma-informed Ethical Decision-making: Employing the 9 Principles of Trauma-Informed Ethical Practice
Cortny Stark, Diane Stutey, Kylie Rogalla, PhD LPC NCC, Assistant Professor, Alberto Castillo, MA in Counseling Student

Trauma is a public health issue with individual and systemic impact. In the post COVID-19 world, counselor educators have a responsibility to provide counselors-in-training with an ethical decision-making framework that attends to the impact of adversity. The proposed trauma-informed ethical decision-making model provides counselor educators with a framework that weaves together the 9 Principles of Trauma-informed Ethical Practice (authors, 2021) with Kitchener and Anderson’s (2011) ethical decision-making model. The proposed principles build upon the SAMHSA (2014) three E’s, four R’s, and 8 key principles of trauma-informed care. Key concepts, to include ACEs and their long-term impact (Anda, 2007; Edwards et al., 2005; Felitti et al., 1998; Felitti & Anda, 2010; Wade et al., 2016) further inform this model.

10:30 AM - 11:20 AM | HANOVER F & G | OCT 10
5052 | 50-MINUTE EDUCATION SESSION | CE 1.00

Understanding And Enhancing Students’ Peer And Faculty Relationships In An Online Counseling Program
Leah Clarke, LPC; NCC, Sarah N. Brant-Rajahn, Nationally Certified Counselor

Online counseling programs have grown in recent years, but there is a gap in the literature exploring student experiences with such programs. The presenters engaged in a qualitative study to address this gap. Phenomenological analysis of interviews with 12 students in online CACREP-accredited Master’s programs revealed a central theme and multiple sub-themes related to students’ relationship development experiences. This presentation will share these findings along with related literature that speaks to remote students’ needs for mentoring, advising, networking, collaboration, and connection. Strategies to meet these needs through community building and course design will be discussed. The presenters will also highlight the potential online learning has to close opportunity gaps for non-traditional and marginalized student populations.

11:45 AM - 12:35 PM | HANOVER F & G | OCT 10
5073 | 50-MINUTE EDUCATION SESSION | CE 1.00

Understanding Intolerance Of Uncertainty As A Component Of Mental Health In Covid-19
Jessica Tyler, LPC-S, NCC, Madeline LaPolla, NCC, Joanna Collins, Associate Professional Counselor, Jamie Carney

The natural, global disaster of the COVID-19 outbreak has several implications for mental health outcomes. Several unknowns surround the COVID pandemic, especially given the novelty of a situation of this size, in this era, and in the United States. Intolerance of Uncertainty (IU) significantly affects mental wellbeing and increases the possibility of engaging in maladaptive coping strategies to increase a sense of control. In response to IU, individuals will attempt to regain a sense of security, control, and certainty about the future. This may lead to such responses as avoidance, distraction, anger, mistrust, rumination, denial, and fatigue. This presentation will increase participants’ knowledge of the implications of intolerance of uncertainty and COVID-19 on mental health outcomes.