NBCC and Affiliates: Advocating for Counselors Worldwide
Professional counselors have long recognized the value of national certification and the importance of lending their voice to the national counseling community through engagement with NBCC and Affiliates.
Through our certifications and credentialing, we help counselors and other mental health professionals achieve the highest standards. Our international outreach, continuing education, scholarships and fellowships provide access to helping, giving, learning and much more. We’re one of the strongest advocacy forces in counseling today.

Center for Credentialing & Education: Where Excellence Meets Opportunity
We provide practitioners and organizations with assessments and examinations, business support and licensure services and credentialing. Created in 1995 as an affiliate of NBCC, we credential thousands of practitioners globally in a variety of mental health fields. Our promise to you is a steadfast commitment to offer cutting-edge solutions that support your professional journey.

NBCC Foundation: Bridging the Gap and Growing Resources
We are a philanthropic organization within NBCC and Affiliates committed to improving access to quality mental health care for the underserved. We aim to increase the number of board certified counselors and mental health facilitators working with high-priority populations. Our grants help increase mental health resources in rural and minority communities, and our capacity-building program has impacted communities and around the globe.

NBCC
+1.336.547.0607
nbcc.org

CCE
+1.336-482-2856
cce-global.org

Foundation
+1.336-232-0376
nbccf.org
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KEYNOTE SPEAKER

DR. ANNELIESE SINGH

Anneliese Singh, PhD, LPC (she/they) serves as Associate Provost for Faculty Development and Diversity/Chief Diversity Officer at Tulane University and was previously the former Program Coordinator for the Counselor Education and Supervision doctoral program at the University of Georgia. Her scholarship and community organizing explores racial healing and racial justice, as well as NIH-funded work with trans and nonbinary people. She has written extensively on qualitative methodology and multicultural and social justice competency development in the counselor education and the larger helping professions. Dr. Singh has served as President for SAIGE (formerly ALGBTIC) and SACES, and has held multiple other leadership roles within ACES and ACA. Dr. Singh is the author of The Racial Healing Handbook and the Queer and Trans Resilience Workbook. Dr. Singh is @anneliesesingh on Twitter and Instagram

PRESENTATION TIME & TITLE:

Friday 9 AM - 10 AM | Centennial I-IV
Racial Healing: Practical Activities for Counselors to Explore Racial Privilege, Confront Systemic Racism, and Engage in Collective Healing

PRESENTATION DESCRIPTION:

Dr. Anneliese Singh will describe core racial healing strategies that counselor educators and supervisors can practice in the aim of collective racial justice and liberation. In doing so, Dr. Singh invites people to explore their own racial healing so they can build stronger relationships across multiple races/ethnicities to identify and transform structural racism within institutional settings. In doing so, Dr. Singh draws on the human rights and freedom movements within counseling, and the unique role that counselors have in freedom and liberation movements.
Dear 2021 Conference Attendees

At long last, I am delighted to welcome you to Atlanta and to the ACES conference! Events of 2020 and 2021 have amplified the importance of developing a workforce of professional counselors who are able to cultivate culturally responsive and healing relationships while simultaneously advocating in response to the many environmental factors that influence safety, well-being, and access to services. The road to this conference was a long one, wrought with uncertainty related to COVID-19 and concern regarding whether ACES should support the economy of a state leading the nation in voter suppression legislation. In April, we asked you to come to Atlanta in the spirit of building up our counselor education community while also investing in this local community. We are glad you have decided to do just that.

Our conference was carefully planned to provide ample opportunity to restore ourselves as counselor educators and supervisors while developing new skills for teaching and supervising counselors. We are delighted to welcome Dr. Anneliese Singh as our keynote speaker on Racial Healing: Practical Activities for Counselors to Explore Racial Privilege, Confront Systemic Racism, and Engage in Collective Healing. In addition to established ACES inform research sessions, supervision track, and ethics track, we added an anti-racist practices in counselor education track; the ACES Governing Council has already endorsed this track as a recurring conference feature. Also, be on the lookout for empty plate fundraisers aligned with ACES commitment to anti-racism and advocacy in the Atlanta community. Finally, we are grateful to the leaders of Chi Epsilon Chapter of Chi Sigma Iota for curating a guide of local restaurants and tourism that are owned by BIPOC individuals, LGBTQ+ friendly, and disability-friendly; be sure to access the guide at http://www.ACES2021.net/BIPOC.

We invite you to take time to restore and (re)connect with other counselor educators and supervisors who are doing the meaningful work of helping people help people. Whether this be by visiting the wellness room, visiting with interest networks, joining our receptions, or taking advantage of the extra cleaning time between sessions, time together is important. We also invite you to join us for our annual business meeting where we will be sharing new ACES initiatives and member services designed to actively demonstrate our commitment to anti-racism and social justice. It is my hope that these activities come together in a way that helps ACES to feel like your professional home.

I am deeply grateful to Dr. Holly Brant-hoover, Dr. Kori Babel, and the ACES 2021 Conference Committee. They have worked (and re-worked) diligently to envision a safe and successful conference through a great deal of uncertainty, shifting conditions, and unchartered territory. Their love for the counseling profession shines through in the conference they have created for our community. Let’s be sure to extend our gratitude and appreciation for how they have brought us together.

I hope you have a restorative conference and leave with new ideas, energy, and relationships on which to build.

Warm regards,
Casey A. Barrio Minton, PhD, NCC
2021-2022ACES President
Greetings:

As the 60th Mayor of the City of Atlanta, it is my pleasure to welcome the attendees of the 2021 Association for Counselor Education and Supervision Conference.

The Association for Counselor Education and Supervision (ACES) is a premier organization dedicated to quality education and supervision of counselors in all work settings. Your members consist of counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. In addition, your conferences provide opportunities to network and present important research to professional colleagues.

Due to your tremendous work, Atlanta is proud to host your national conference this year, and we look forward to showcasing our city’s rich and diverse culture with your 1,500 counselor educators and mental health professionals.

While visiting Atlanta, I encourage attendees to explore the world-class attractions our city has to offer such as Martin Luther King, Jr. Center for Nonviolent Social Change, the Georgia Aquarium, the World of Coca-Cola, Atlanta Beltline, Ponce City Market, the Atlanta Botanical Gardens, the Woodruff Arts Center and more.

On behalf of the people of Atlanta, I offer best wishes for a successful event.

Sincerely,

Keisha Lance Bottoms
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CODE OF CONDUCT

The Association for Counselor Education & Supervision (ACES) is excited to provide the opportunity for learning and networking at the 2021 conference in Atlanta, GA. By registering for and attending the conference, ACES attendees are committed to behave professionally, ethically, and respectfully. That commitment allows ACES to provide a harassment-free experience for everyone, regardless of gender, gender identity and expression, age, sexual orientation, disability, physical appearance, body size, race, ethnicity, culture, or religion/spirituality (or lack thereof), marital/partnership status, language preference, socioeconomic status, immigration status, or any basis prescribed by law. ACES will not tolerate harassment of conference participants, including attendees, speakers, volunteers, partners, vendors, exhibitors, staff, or others at meetings. Any person engaging in such behavior could be asked to leave the conference without a refund at the discretion of the conference organizers. Attendees are expected to comply with all COVID-19 safety protocols implemented by ACES and the Hyatt Regency. ACES wants to create an environment where attendees can interact safely.
ACES RESEARCH GRANT RECIPIENTS

2021 ACES RESEARCH GRANT AWARD WINNERS

The Relationship Between Perceptions of Professional Dispositions and Social Justice Attitudes in Counseling Supervisors
Allison Levine, University of Iowa

The Impact of Social Resources and Professional Identity on Burnout and Engagement of Counselors-in-Training
Byeolbee Um, University of Iowa

Understanding and Supporting Gender Expansive Graduate Students in Counselor Education: A Phenomenological Approach
Clark Ausloos, University of Denver and Lena Salpietro, University of North Florida

Implementing Social Justice Strategies Across Core Curriculum in CACREP Programs
Ebony White, Drexel University; Alfonso Ferguson, Centenary University; Tyce Nadrich and Candice Crawford, Mollov College; Triana Martinez and Sailume Walo-Roberts, Montclair State University

Using Affinity Groups to Support the Racial Identity Development and Antiracist Work of White School Counselors
Erin Mason, Georgia State University; Vanessa Placeres, San Diego State University; Merideth Ray, Adrianne Robertson, Daniel Dosal-Terminel, and Mia Chang, Georgia State University

Challenges and Resources in Developing Researcher Identity: Women of Color in Counselor Education and Supervision Programs
Eunae Han, University of Iowa

Development and Validation Study of the Vicarious Posttraumatic Growth Inventory
Jennifer Deaton, University of N. Carolina at Greensboro

Antiracist Inclusive Model of Systems Supervision (AIMSS): An Exploratory Investigation of Pre-Service and Practicing School Counselors
Kara Ieva, Rowan University; Kaprea Johnson, Ohio State University; M. Ann Shillingford-Butler, University of Central Florida; Sam Steen, George Mason University; and Jordon Beasley, University of North Georgia

Exploring Ability in the Room: A Mixed Methods Investigation into the Development of Counselor Trainee Disability Competence
Kyesha Isadore, The Pennsylvania State University and Angélica Galván, Tennessee Technological University

Black Counselors’ Motivation to Join the Profession: A Grounded Theory Study
Michael Hannon, Montclair State University; Linwood G. Vereen, University of Pennsylvania; and David Ford, Monmouth University

Bipoc Supervisors’ Culture and Identity Discussion in Cross-Cultural Supervision
Sangmin Park, California State University-Sacramento and Soeun Park, California State University-Bakersfield

African American Counselor Educators’ Experiences of Working in Historically Black Colleges and Universities Versus Working in Predominantly White Institutions of Higher Education
Shea Dunham and Niah Singletary, NC AT&T State University

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2021 ACES

AWARDS

Recipients will be honored at the Awards Luncheon on Saturday, October 9th from 11:30 AM - 1:20 PM

The committee wishes to thank all the nominators for their efforts in preparing comprehensive applications for consideration and we appreciate their support in the awards process.

Outstanding Graduate Student Leadership Award
Ashlei R. Petion

Outstanding Dissertation Award
Lena Salpietro

Outstanding Teaching Award
Richelle Joe

Locke-Paisley Outstanding Mentor Award
Maureen Kenny

The ACES Supervision Award
Ryan Cook

Counseling Vision and Innovation Award
Crystal Brashear

Lifetime Achievement Award
Daya Singh Sandhu

Professional Leadership Award
Natoya Haskins

Distinguished Professional Service Award - Counselor Educator
Selma D. Yznaga

Outstanding Counselor Education and Supervision Article of the Year
Danielle A. Pester, A. Stephen Lenz, & Joshua C. Watson
The Development and Evaluation of the Intersectional Privilege Screening Inventory for Use with Counselors-in-Training

Robert Frank Outstanding Counselor Education Program – Master's Program
University of Central Florida

Robert Frank Outstanding Counselor Education Program - Doctoral Program
University of North Carolina - Charlotte

2021 ACES

LEGACY AWARD WINNERS

The ACES Legacy Awards recognize ACES members, past and present, who have made a significant and lasting impression on ACES or on the counselor education and supervision profession.

Joan England
Rick Gressard
Robin Lee
Spencer Niles
Anneliese Singh
Rebecca Toporek
LOOKING TO SPEND YOUR MONEY WISELY WHILE IN ATLANTA?

SUPPORT LOCAL BIPOC-OWNED BUSINESSES

The conference website includes a guide to businesses that are owned by BIPOC individuals, LGBTQ+ friendly, and accessible.

ACCESS THE GUIDE AT
ACES2021.net/BIPOC/

ACES thanks the student leaders of Chi Epsilon Chapter of Chi Sigma Iota for their work curating this guide.
CELEBRATE CACREP’S 40TH ANNIVERSARY
at the President’s Reception*

Friday, October 8 from 6:45-8:45pm

Excellence in Counselor Education
Since 1981

HIGHLIGHTS AT 40 YEARS
CACREP has accredited counseling programs in
49 states, DC, and Puerto Rico, including:

- 85 Doctoral Level Counselor Education and Supervision
- 13 Addiction Counseling
- 6 Career Counseling
- 358 Clinical Mental Health Counseling
- 24 Clinical Rehabilitation Counseling
- 21 Dually-accredited CMHC and CLRC
- 58 Rehabilitation Counseling
- 50 Marriage, Couple and Family Counseling
- 23 College Counseling or Student Affairs
- 268 School Counseling

*Other events in Hanover A & B

Table Talk
Thursday 10:30-12:00

Standards Revision Committee
Thursday 1:45-3:50

Recognition by state and national credentialing agencies.
Recognition for employment within federal systems.

Be a part of the next 40 years!

New Counselor Educator and Practitioner Board members
sought for 2022. Application available at cacrep.org/News
with an October 30 deadline.
WE SERVE THOSE, WHO SERVE OTHERS, SO THEY CAN SERVE BETTER.

Tevera
Elevating & Serving Counselor Education

JOIN US
NEW TEXTBOOKS for Your Counseling Program

- **This inspiring text** offers a behind-the-scenes look at becoming an effective leader and advocate. After a current perspective on what ethical and culturally responsive leadership entails, 13 counseling leaders—both long established and emerging and representing a wide range of cultural and intersectional backgrounds—share their unique stories in poignant personal profiles.

  List Price: $58.95 | ACA Member Price: $41.95

- **This new edition** is for students, prelicensed professionals, and practicing supervisors seeking the knowledge and skills necessary to effectively supervise others. It is an ideal resource for practicum, fieldwork, and internship seminars and comprehensively addresses key issues in supervision.

  2021 | 344 pgs | Order #78172 | ISBN 978-1-55620-403-6  
  List Price: $74.95 | ACA Member Price: $54.95

- **In this textbook**, prominent counselor educators provide guidance on key aspects of counselor education through case incidents in which an educator, student, supervisor, supervisee, researcher, or leader in the field is facing an ethical, moral, legal, or professional dilemma. Forty diverse case scenarios spanning four CACREP Standard domains for doctoral programs focus on real-world application of theories, concepts, and techniques.

  List Price: $57.95 | ACA Member Price: $40.95

- **Crisis intervention** is rife with potential ethical and legal dilemmas that can result in personal harm and professional liability. Using a case study approach, this crisis counseling tool kit addresses ethical issues in the context of crisis intervention. Following detailed discussions of crisis intervention within the framework of relational cultural theory, a triage assessment system, and an original ethical decision-making protocol, nine case studies with diverse clients in hospital, telebehavioral health, school, clinical, and public settings are presented.

  2022 | 288 pgs | Order #78183 | ISBN 978-1-55620-396-1  
  List Price: $72.95 | ACA Member Price: $50.95

Ordering Information

Order Online: counseling.org/bookstore

By Phone: 800-298-2276 (M–F, 8:30 am – 5:30 pm ET)
SPONSORS

AMERICAN COUNSELING ASSOCIATION

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world’s largest association exclusively representing professional counselors in various practice settings.

ASSOCIATION FOR SPECIALISTS IN GROUP WORK

The Association for Specialists in Group Work (ASGW) is a division of the American Counseling Association (ACA), a professional non-profit organization. ASGW exists to support its members and other helping professionals by empowering them with the knowledge, skills, and resources necessary to practice effective, socially just, and ethical group work in a diverse and global society. ASGW values the creation of community, service to our members, their clients, and the profession; and group leadership as a process to facilitate the growth and development of individuals and groups. The 2022 bi-annual conference, located at the One Ocean Resort & Spa in Atlantic Beach, Florida, from February 17-20, 2022, will be centered around the theme of “Group Work Innovations in a Transforming World.” The world is facing major challenges that impact the ways in which groups come together and operate. As group workers, we embrace a culture of innovation to foster connections, social justice, and advocacy during these unprecedented times. This conference seeks to highlight creative and innovative group work examples that have positively impacted the profession at local and global levels. Visit asgw.org to learn more about the conference and other ASGW events!

COUNSELING BOOKS, ETC.

Counseling Books, Etc. offers a wide variety of textbooks and videos produced, edited, or co-authored by Dr. Ed Neukrug, including books and videos on counseling theory, counseling skills, testing and assessment, professional and ethical issues, introductory texts, and more. His 12 books are used in Counseling and Human Service programs throughout the country and globally, and his easy to read, comprehensive texts receive rave reviews by professors and students alike. In addition, Ed also has open-access counseling-related materials at www.odu.edu/~eneukrug. All his books and videos can be found at www.counselingbooksetc.com/.
**MESSIAH UNIVERSITY**

Messiah University offers a CACREP-accredited Master of Arts in counseling with degree tracks in clinical mental health counseling; marriage, couple and family counseling; and school counseling. If you have a master’s degree in a counseling-related field and would like to take continuing education coursework, Messiah has a Certificate of Advanced Graduate Studies tailored to your professional needs. The Graduate Program in Counseling allows you to achieve work-life balance without sacrificing small class sizes and personalized attention from faculty. It is predominately online, so you may pursue your career and advance your education at the same time.

Learn more at [www.messiah.edu/counseling](http://www.messiah.edu/counseling).

---

**CACREP**

*Excellence in Counselor Education since 1981*

CACREP accredits master’s and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world.

**INTERNATIONAL ASSOCIATION OF PSYCHOLOGY & COUNSELING**

It is the mission of the International Association of Psychology and Counseling to advance knowledge and excellence in education and clinical practice in psychology, counseling, and related professional fields.

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**INTELLIGENT VIDEO SOLUTIONS**

The IVS VALT solution is a hardware and software tool that enables users to leverage video to increase the quality of any Counseling program. This intuitive software gives users the ability to quickly supervise live video, launch recording session, descriptively catalog and stream them via a secure search. Come see us at booth 15 or visit [www.ipivs.com](http://www.ipivs.com) to learn more.
NATIONAL BOARD FOR CERTIFIED COUNSELORS

The National Board for Certified Counselors, Inc. and Affiliates is the premier credentialing body for counselors. We ensure that counselors who become board certified have achieved the highest standard of practice through education, examination, supervision, experience, and ethical guidelines.

Along with our affiliates, the Center for Credentialing & Education and the NBCC Foundation, we have operations and partnerships in 40 countries providing certification, training programs, and public mental health services through credentialing, institutes, and residencies. We engage mental health professionals seeking to expand access in underserved and never-served communities and increase the accessibility of high-quality professional development resources for counselors.

NARACES

NARACES (North Atlantic Region Association for Counselor Education & Supervision) is an organization that promotes counselor education and supervision of master’s and doctoral students, faculty, and site supervisors in the Eastern region of the United States. State settings include the District of Columbia, Europe, Puerto Rico, Virgin Islands, Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. Our goal is to ultimately encourage quality education and supervision of professional counselors who specialize in addictions counseling, career counseling, clinical mental health counseling, college student affairs counseling, K-12 school counseling, and marital, couple, and family counseling.

NOVA SOUTHEASTERN UNIVERSITY

The Department of Counseling at Nova Southeastern University offers an MS in Counseling degree with concentrations in Clinical Mental Health Counseling (CACREP-accredited), School Counseling, Substance Abuse Counseling, and Applied Behavior Analysis. The Department offers several delivery formats, allowing for quality, accessible counselor education. Faculty members care about each student, and they have a wealth of expertise to share. Nova Southeastern University has a strong history and a vibrant presence in the local communities surrounding our main and regional campuses. We proudly support ACES year after year!

SPRINGER PUBLISHING

Springer Publishing is an award-winning publisher of healthcare and behavioral sciences content, featuring books, apps, journals, and digital products. With an acute understanding of how educators teach, how practitioners work, and how students learn, our digital and print products are designed with optimal outcomes in mind: for the learner, the patient, and the client. We’ve been proudly helping to educate the healthcare and helping professions for over 70 years.
Syracuse University

The Department of Counseling and Human Services at Syracuse University is accepting highly qualified applicants for the 2022 cohort in our CACREP accredited PhD in Counseling and Counselor Education program. We have a dynamic faculty and rigorous program that prepares students to be practitioner scholars within the academy, clinics, community agencies, and school districts. Faculty are deeply engaged in servant leadership, social justice, and advocacy activities across the profession and support students in the same through developmentally sequenced curricular, mentoring, and supervisory experiences. Currently, all full-time students are funded through fellowships and assistantships. For more information, visit www.chs.syr.edu.

Tevera

Tevera serves the people and organizations who transform lives with solutions that elevate their academic, pre-licensure, and employment experiences.

Troy University

The Troy University Counseling, Rehabilitation, and Interpreter Training programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Science degree programs in Clinical Mental Health Counseling and Rehabilitation Counseling is offered at the Augusta, Dothan, Fort Walton Beach, Montgomery, Panama City, Pensacola, Tampa, Phoenix City, and Troy locations. The Master of Science in Education degree program in School Counseling is offered at the Dothan, Montgomery, Phoenix City, and Troy Campus locations. Troy also offers a graduate certificate and addictions counseling, a postmaster’s certificate in clinical mental health counseling, a counseling military populations certificate, and rehabilitation and deaf/hard of hearing studies, and a certificate in infant and early childhood mental health counseling. Troy also offers a School Counseling EdS program at our Alabama campuses.

University of Arkansas

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

**THURSDAY, OCTOBER 7TH 9:30AM – 11:00AM**

GRADUATE STUDENT LOUNGE HOSTED BY: NCACES

Morning Memes and Surviving Screens
Laura Dunson, Kevin Kusy, and Emily Herman

Kick off your conference day by joining the NCACES Graduate Student Lounge! This drop-in lounge will celebrate the shared successes and stresses of graduate student life through make-your-own meme activities. In the spirit of our shared virtual space this past year, we will share tips for managing Zoom-fatigue, as well as balancing transitions between virtual and in-person spaces.

We plan on having several blank memes and QR codes stationed around the room, where students can add their own captions / customize their own memes and share captions with one another. (We also may have some larger posters printed where people can take pictures of themselves inside certain memes, but we'll work on the practicality of this). Mixed in-between the memes, we'll have spaces where students can share tips for handling Zoom fatigue, transitioning between virtual and in-person spaces, and other online or in-person common stressors, as well as resources available for wellness strategies and getting involved with NCACES/ACES

**THURSDAY, OCTOBER 7TH 1:30PM – 3:00PM**

GRADUATE STUDENT LOUNGE HOSTED BY: RMACES

Demystifying the Process: Discussion on the Journey from Graduate Student to Faculty
Abigail Crouse, Amirah Nelson, and Emily Anderson

The RMACES graduate student committee is hosting a panel that will explore topics that help students in their journey to gaining a faculty position. The panel of faculty members will share on topics that aid in gaining faculty positions, including what students can do during their graduate experience (i.e., research, presentations, networking) and the process of getting a faculty position (i.e., the interview process, questions, etc.).

**FRIDAY, OCTOBER 8TH 10:30AM – 12:00PM**

GRADUATE STUDENT LOUNGE HOSTED BY: SACES

“SACES Posters, Publishing, and Panel”
Shelby Gonzales, Galaxina Wright, and Lauren Flynn

**FRIDAY, OCTOBER 8TH 3:30PM – 5:00PM**

GRADUATE STUDENT LOUNGE HOSTED BY: WACES

“Unmute: In Person Graduate Student Research Presentations”
Jessie Du Pre and Brain Clarke

**SATURDAY, OCTOBER 9TH 10:00AM – 11:30AM**

GRADUATE STUDENT LOUNGE HOSTED BY: NARACES

“Faculty Career Search 101”
Carolyn Bazan and Yangyang Liu

Calling all job seekers! Curious about the faculty job search process? Looking for strategies to stand out? Come join us at the NARACES graduate student lounge for a chance to engage with a panel of faculty who have recently experienced this process and/or who have served on the hiring committee. Faculty will share their personal stories and ways to make this experience seamless! Followed by the panel will be an opportunity to network with faculty and fellow graduate students.
FLOOR PLAN
Ballroom Level
HOTEL FLOOR PLANS
(continued)

FLOOR PLAN
Exhibit Level
HOTEL FLOOR PLANS
(continued)

FLOOR PLAN
Atlanta Conference Level

Executive Suites
(Located on Second Floor of Atrium Tower)
HOTEL FLOOR PLANS
(continued)
# ACES Conference

## AT A GLANCE

### Conference Overview and Meetings Schedule

#### WEDNESDAY, OCTOBER 6, 2021

<table>
<thead>
<tr>
<th>TIME</th>
<th>TITLE</th>
<th>ROOM</th>
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</thead>
<tbody>
<tr>
<td>8:00AM – 6:00PM</td>
<td>Registration</td>
<td>Grand Hall Foyer</td>
</tr>
<tr>
<td>1:30AM – 2:30PM</td>
<td>ACES Inform General Session: “Continuing Conversations: Supporting Doctoral Students From Marginalized Populations As Researchers: Disseminating Power”</td>
<td>Centennial IV</td>
</tr>
<tr>
<td>10:00AM – 6:00PM</td>
<td>ACES Inform Breakout Sessions</td>
<td>VARIOUS</td>
</tr>
<tr>
<td>12:00AM – 5:00PM</td>
<td>Clinical Directors and Placement Coordinators Pre-Conference</td>
<td>Baker &amp; Dunwoody</td>
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<tr>
<td>1:00AM – 4:00PM</td>
<td>School Counseling Interest Network Pre-Conference</td>
<td>Hanover E</td>
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<tr>
<td>1:00AM – 4:00PM</td>
<td>Rural Counseling Interest Network Pre-Conference</td>
<td>Courtland</td>
</tr>
<tr>
<td>1:00AM – 4:00PM</td>
<td>Diversity &amp; Inclusion Interest Network Pre-Conference</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>2:00AM – 3:30PM</td>
<td>Advocacy Interest Network Pre-Conference</td>
<td>Inman</td>
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#### THURSDAY, OCTOBER 7, 2021

<table>
<thead>
<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>7:00AM – 5:00PM</td>
<td>Registration</td>
<td>Grand Hall Foyer</td>
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<tr>
<td>7:00AM – 8:30PM</td>
<td>Nursing Room</td>
<td>Williams</td>
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<tr>
<td>8:00AM – 11:00AM</td>
<td>ACES GC Meeting</td>
<td>Regency V</td>
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<tr>
<td>10:00AM – 6:20PM</td>
<td>Wellness Area</td>
<td>Edgewood</td>
</tr>
<tr>
<td>10:00AM – 6:35PM</td>
<td>Education, Poster, and Panel Sessions</td>
<td>VARIOUS</td>
</tr>
<tr>
<td>9:30AM – 11:00AM</td>
<td>Graduate Student Lounge: hosted by NCACES</td>
<td>Lenox</td>
</tr>
<tr>
<td>9:30AM – 11:00AM</td>
<td>BIPOC Wellness Affinity Space: hosted by NARACES</td>
<td>Vinings</td>
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<tr>
<td>10:00AM – 10:50AM</td>
<td>Leadership and Advocacy Special Committee Meeting</td>
<td>Fairlie</td>
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<tr>
<td>VARIOUS</td>
<td>Career Link: Job Talks</td>
<td>Auburn &amp; Harris</td>
</tr>
<tr>
<td>11:15AM – 12:05PM</td>
<td>Graduate Student Committee Meeting</td>
<td>Marietta</td>
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<tr>
<td>12:30PM – 1:20PM</td>
<td>Product Development Committee Meeting</td>
<td>Marietta</td>
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<tr>
<td>1:00PM – 6:00PM</td>
<td>Exhibit Hall</td>
<td>Grand Hall B C D</td>
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<tr>
<td>1:00PM – 3:30PM</td>
<td>Region President’s Meeting</td>
<td>Viningas</td>
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<tr>
<td>1:30PM – 3:00PM</td>
<td>Graduate Student Lounge: hosted by RMACES</td>
<td>Lenox</td>
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<tr>
<td>1:45PM – 2:35PM</td>
<td>State Branches Task Force</td>
<td>Marietta</td>
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<tr>
<td>1:45PM – 2:35PM</td>
<td>Bilingual Interest Network</td>
<td>Marietta</td>
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<tr>
<td>3:00PM – 3:50PM</td>
<td>Supervision Interest Network</td>
<td>Marietta</td>
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<tr>
<td>4:30PM – 5:20PM</td>
<td>Qualitative Interest Network</td>
<td>Centennial IV</td>
</tr>
</tbody>
</table>
**CONFERENCE OVERVIEW AND MEETINGS SCHEDULE**

*(continued)*

**FRIDAY, OCTOBER 8, 2021**

<table>
<thead>
<tr>
<th>TIME</th>
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<tr>
<td>7:00AM – 5:00PM</td>
<td>Registration</td>
<td>Grand Hall Foyer</td>
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<td>7:00AM – 8:30PM</td>
<td>Nursing Room</td>
<td>Williams</td>
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<tr>
<td>8:00AM – 6:00PM</td>
<td>Exhibit Hall</td>
<td>Grand Hall B C D</td>
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<tr>
<td>VARIOUS</td>
<td>Career Link: Job Talks</td>
<td>Auburn and Harris</td>
</tr>
<tr>
<td>9:00AM – 10:00AM</td>
<td>Keynote: Dr. Anneliese Singh</td>
<td>Centennial II &amp; III</td>
</tr>
<tr>
<td>10:00AM – 11:30AM</td>
<td>BIPOC Wellness Affinity Space: hosted by NARACES</td>
<td>Vinings</td>
</tr>
<tr>
<td>10:00AM – 6:30PM</td>
<td>Education Sessions, Poster, &amp; Panel Sessions</td>
<td>VARIOUS</td>
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<tr>
<td>10:15AM – 5:20PM</td>
<td>Wellness Area</td>
<td>Edgewood</td>
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<tr>
<td>10:15AM – 11:05AM</td>
<td>Social Justice &amp; Human Rights Committee Meeting</td>
<td>Marietta</td>
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<tr>
<td>10:30AM – 12:30PM</td>
<td>Graduate Student Lounge hosted by SACES</td>
<td>Lenox</td>
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<tr>
<td>10:15AM – 11:05AM</td>
<td>Advocacy Interest Network</td>
<td>Marietta</td>
</tr>
<tr>
<td>10:30AM – 12:30PM</td>
<td>Keynote Follow Up: Dr. Anneliese Singh</td>
<td>Centennial II &amp; III</td>
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<tr>
<td>10:15AM – 11:05AM</td>
<td>New Faculty Interest Network</td>
<td>Marietta</td>
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<tr>
<td>10:30AM – 12:30PM</td>
<td>Membership Committee Meeting</td>
<td>Marietta</td>
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<tr>
<td>12:45PM – 1:35PM</td>
<td>Teaching Special Committee</td>
<td>Vinings</td>
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<tr>
<td>2:00PM – 2:50PM</td>
<td>Clinical Director &amp; Program Coordinator’s Interest Network</td>
<td>Marietta</td>
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<tr>
<td>2:00PM – 2:50PM</td>
<td>Nominations &amp; Elections Committee</td>
<td>Vinings</td>
</tr>
<tr>
<td>3:00PM – 5:00PM</td>
<td>Graduate Student Lounge: hosted by WACES</td>
<td>Lenox</td>
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<tr>
<td>3:15PM – 4:05PM</td>
<td>New Faculty Interest Network</td>
<td>Marietta</td>
</tr>
<tr>
<td>4:30PM – 5:20PM</td>
<td>SACES Women’s Interest Network</td>
<td>Greenbriar</td>
</tr>
<tr>
<td>5:45PM – 6:45PM</td>
<td>ACES Regional Business Meetings</td>
<td>SACES: Regency VII WACES: Virtual RMACES: Hanover F G NARACES: Regency V NCACES: Regency VI</td>
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**SATURDAY, OCTOBER 9, 2021**

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<thead>
<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>7:30AM – 5:00PM</td>
<td>Registration</td>
<td>Grand Hall Foyer</td>
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<tr>
<td>7:00AM – 7:15PM</td>
<td>Nursing Room</td>
<td>Williams</td>
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<tr>
<td>8:00AM – 6:05PM</td>
<td>Wellness Area</td>
<td>Edgewood</td>
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<tr>
<td>8:00AM – 8:50AM</td>
<td>Advocacy Interest Network</td>
<td>Marietta</td>
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<tr>
<td>8:00AM – 4:00PM</td>
<td>Exhibit Hall</td>
<td>Grand Hall B C D</td>
</tr>
<tr>
<td>8:00AM – 6:05PM</td>
<td>Education, Poster, and Panel Sessions</td>
<td>VARIOUS</td>
</tr>
<tr>
<td>VARIOUS</td>
<td>Career Link: Job Talks</td>
<td>Auburn and Harris</td>
</tr>
<tr>
<td>9:15AM – 10:05AM</td>
<td>International Students and Faculty Interest Network</td>
<td>Marietta</td>
</tr>
<tr>
<td>10:00AM – 11:30AM</td>
<td>Graduate Student Lounge: hosted by NARACES</td>
<td>Lenox</td>
</tr>
<tr>
<td>10:00AM – 11:30AM &amp; 5:00PM – 6:30PM</td>
<td>BIPOC Wellness Affinity Space: hosted by NARACES</td>
<td>Vinings</td>
</tr>
<tr>
<td>10:30AM – 11:20AM</td>
<td>ACES Awards Committee Meeting</td>
<td>Marietta</td>
</tr>
<tr>
<td>1:30PM – 2:20PM</td>
<td>Diversity &amp; Inclusion Interest Network</td>
<td>Marietta</td>
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<tr>
<td>1:30PM – 2:20PM</td>
<td>CES Editorial Board Meeting</td>
<td>Vinings</td>
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<tr>
<td>2:45PM – 3:35PM</td>
<td>Rural Counseling Interest Network</td>
<td>Marietta</td>
</tr>
<tr>
<td>4:00PM – 5:30PM</td>
<td>School Counseling Interest Network</td>
<td>Grand Hall East A</td>
</tr>
<tr>
<td>5:15PM – 6:15PM</td>
<td>Graduate Student Meeting</td>
<td>Regency V</td>
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SUNDAY, OCTOBER 10, 2021

<table>
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<tr>
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<tbody>
<tr>
<td>7:30AM – 12:30PM</td>
<td>Registration</td>
<td>Grand Hall Foyer</td>
</tr>
<tr>
<td>7:30AM – 12:00PM</td>
<td>Nursing Room</td>
<td>Williams</td>
</tr>
<tr>
<td>8:00AM – 12:00PM</td>
<td>Education &amp; Panel Sessions</td>
<td>VARIOUS</td>
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TUESDAY, OCTOBER 5 – WEDNESDAY, OCTOBER 6, 2021

<table>
<thead>
<tr>
<th>TIME</th>
<th>TITLE</th>
<th>ROOM</th>
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</thead>
<tbody>
<tr>
<td>Tues PM – Wed AM</td>
<td>CACREP Meetings: Invitation Only</td>
<td>Heritage</td>
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WEDNESDAY, OCTOBER 6, 2021

<table>
<thead>
<tr>
<th>TIME</th>
<th>TITLE</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>9:00AM – 5:00PM</td>
<td>How To Write A Cacrep Self-Study Workshop</td>
<td>Centennial I</td>
</tr>
<tr>
<td>1:00PM – 5:00PM</td>
<td>ACA Ethics Deep Dive</td>
<td>Piedmont</td>
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THURSDAY, OCTOBER 7, 2021

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<tr>
<th>TIME</th>
<th>TITLE</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>9:00AM – 12:00PM</td>
<td>NBCC Foundation Minority Fellowship: Invitation Only</td>
<td>Harris</td>
</tr>
<tr>
<td>8:00AM – 10:00AM</td>
<td>CACREP Team Member/Chair Update</td>
<td>Hanover A &amp; B</td>
</tr>
<tr>
<td>10:00AM – 10:50AM</td>
<td>Invited Session: Publishing In CE&amp;S: Recommendations From The Editors</td>
<td>Centennial II &amp; III</td>
</tr>
<tr>
<td>10:30PM – 12:00PM</td>
<td>CACREP Table Talk</td>
<td>Hanover A &amp; B</td>
</tr>
<tr>
<td>12:30PM – 2:00PM</td>
<td>CSI Chapter Leaders Training</td>
<td>Regency V</td>
</tr>
<tr>
<td>1:45PM – 3:15PM</td>
<td>CACREP Standards Revision Session</td>
<td>Hanover A &amp; B</td>
</tr>
<tr>
<td>4:15PM – 5:05PM</td>
<td>CSI CFA Training</td>
<td>Regency V</td>
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<tr>
<td>5:30PM – 6:20PM</td>
<td>AASCB Meeting</td>
<td>Greenbriar</td>
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FRIDAY, OCTOBER 8, 2021

<table>
<thead>
<tr>
<th>TIME</th>
<th>TITLE</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45PM – 1:45PM</td>
<td>CPCE Presentation Q &amp; A</td>
<td>Piedmont</td>
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## Ancillary Events

(continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30PM – 2:20PM</td>
<td>NBCC, ACES &amp; CACREP Special Session</td>
<td>Regency VII</td>
</tr>
<tr>
<td></td>
<td>“Advancing Portability, Protecting the Public: Safeguarding Counselor Professional Identity in the Counseling Compact”</td>
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</tbody>
</table>

## Social Events

### Events Breakdown

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30PM – 8:30PM</td>
<td>ACES &amp; NBCC Opening Reception</td>
<td>Centennial II &amp; III</td>
</tr>
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### Thursday, October 7, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:30PM – 10:00PM</td>
<td>Women’s Retreat: Pre-Registration Required</td>
<td>Techwood</td>
</tr>
</tbody>
</table>

### Friday, October 8, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>6:45PM – 8:45PM</td>
<td>ACES &amp; CACREP Reception</td>
<td>Centennial II &amp; III</td>
</tr>
</tbody>
</table>

### Saturday, October 9, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:15PM – 7:15PM</td>
<td>ACES Graduate Student Reception</td>
<td>Regency Foyer</td>
</tr>
</tbody>
</table>

## ACES Events

### Events Breakdown

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00PM – 10:00PM</td>
<td>Women’s Retreat: Pre-Registration Required</td>
<td>Techwood</td>
</tr>
</tbody>
</table>

### Wednesday, October 6, 2021

<table>
<thead>
<tr>
<th>Time</th>
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<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00AM – 10:00AM</td>
<td>Women’s Retreat: Pre-Registration Required</td>
<td>Techwood</td>
</tr>
<tr>
<td>2:00PM – 6:00PM</td>
<td>Emerging Leaders: Invitation Only</td>
<td>Regency V</td>
</tr>
<tr>
<td>6:00PM – 7:00PM</td>
<td>Emerging Leaders Reception: Invitation Only</td>
<td>Regency Foyer</td>
</tr>
</tbody>
</table>
# ACES Conference at a Glance

**ACES 2021 Bi-Annual Conference**

## Friday, October 8, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00AM – 10:00AM</td>
<td>ACES Opening Session Keynote: Dr. Anneliese Singh “Racial Healing: Practical Activities for Counselors to Explore Racial Privilege, Confront Systemic Racism, &amp; Engage in Collective Healing”</td>
<td>Centennial I - IV</td>
</tr>
<tr>
<td>10:30AM – 12:30PM</td>
<td>Keynote Follow Up with Dr. Anneliese Singh “Supporting Queer &amp; Trans Client Resilience in The Direction Of Liberation &amp; Advocacy: Navigating Gender &amp; Sexual Orientation Inequities”</td>
<td>Centennial II &amp; III</td>
</tr>
<tr>
<td>1:00PM – 1:50PM</td>
<td>ACES Town Hall &amp; General Assembly Meeting</td>
<td>Centennial II &amp; III</td>
</tr>
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</table>

## Saturday, October 9, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30AM – 1:20PM</td>
<td>ACES Award Luncheon</td>
<td>Centennial II &amp; III</td>
</tr>
<tr>
<td>1:20PM – 1:50PM</td>
<td>Atlanta Community Food Bank (Empty Plate Recipient)</td>
<td>Centennial II &amp; III</td>
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</table>

## Thursday, October 7, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00AM – 11:00AM</td>
<td>ACES GC Meeting</td>
<td>Regency V</td>
</tr>
<tr>
<td>10:30AM – 12:30PM</td>
<td>Legacy Awards Presentation</td>
<td>Centennial II &amp; III</td>
</tr>
<tr>
<td>11:00AM – 12:00PM</td>
<td>ACES First Timer’s Orientation</td>
<td>Grand Hall East A</td>
</tr>
</tbody>
</table>
The ACES Career Link worked with employers and job seekers to connect using our electronic database prior to the conference. If you did not get an opportunity to post your information online prior to the conference, employers have the option to physically post their jobs on our table located in the Crystal Ballroom coat check. Job seekers can review these posts and follow the instructions from the particular employers. Additionally, you may also email to be placed on the ACES website.

We are offering University Job Talks (UJT’s) Thursday afternoon through Saturday. These are opportunities for employers who have previously signed-up to talk about their jobs. Anyone is welcome to attend, but space is limited. Please see the signs posted at the conference for the specific schedule as well as the conference portal.

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

### Thursday, October 7, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Number</th>
<th>Type</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30PM-1:00PM</td>
<td>Grand Hall West-Board 27</td>
<td>2095</td>
<td>30-Minute Poster Presentation</td>
<td>Life as a New Faculty Member in an Online Counselor Education Program</td>
</tr>
<tr>
<td>12:30PM-1:20PM</td>
<td>Hanover A &amp; B</td>
<td>2072</td>
<td>50-Minute Education Session</td>
<td>Securing the Bag: The Experiences of Three Black Women Navigating the Counselor Education Job Search During a Global Pandemic</td>
</tr>
<tr>
<td>3:00PM-3:30PM</td>
<td>Grand Hall West-Board 14</td>
<td>2161</td>
<td>30-Minute Poster Presentation</td>
<td>Orientation and Onboarding Considerations for Early and Mid-Career Counselor Education Faculty Appointments</td>
</tr>
<tr>
<td>5:30PM-6:20PM</td>
<td>Hanover F &amp; G</td>
<td>2219</td>
<td>50-Minute Education Session</td>
<td>Building relationships and developing cultural humility: Lessons learned from a faculty cultural humility group</td>
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</table>

### Friday, October 8, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Number</th>
<th>Type</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15AM-10:45AM</td>
<td>Grand Hall West-Board 26</td>
<td>3032</td>
<td>30-Minute Poster Presentation</td>
<td>Tenure-Track and ABD: Learned Lessons for Obtaining a Faculty Position While Finishing Your Doctorate</td>
</tr>
</tbody>
</table>

### Saturday, October 9, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Number</th>
<th>Type</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15AM-10:05AM</td>
<td>Hanover A &amp; B</td>
<td>4024</td>
<td>50-Minute Education Session</td>
<td>Becoming an antiracist leader</td>
</tr>
<tr>
<td>4:00PM-4:50PM</td>
<td>Hanover A &amp; B</td>
<td>4168</td>
<td>50-Minute Education Session</td>
<td>Discovering Your Cultural Capital: Tapping the Leadership Potential of Minority Counselor Educators</td>
</tr>
<tr>
<td>4:00PM-4:30PM</td>
<td>Grand Hall West-Board 26</td>
<td>4196</td>
<td>30-Minute Poster Presentation</td>
<td>Embracing Adjunct Life: Maximizing your adjuncting experience</td>
</tr>
</tbody>
</table>

### Sunday, October 10, 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Number</th>
<th>Type</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00AM-8:50AM</td>
<td>Techwood</td>
<td>5005</td>
<td>50-Minute Education Session</td>
<td>Thinking Outside of Academia: A Look at Non-Traditional Counselor Educator Careers</td>
</tr>
</tbody>
</table>
COVID IMPACT REPORT: ONE YEAR LATER
April 2020 - March 2021

Heeding The Call
Requests for food assistance increased significantly due to the economic upheaval caused by the pandemic

- 1 in 7 food insecure Georgians in our service area
- 1 in 5 food insecure children in our service area
- 35% of pantry visitors sought help for the first time
- 15,000+ searches for nearby pantries via web or text
- 12,000+ assistance inquiries by phone

Distributing More Food
Our average monthly food distribution increased over 60% during the pandemic, peaking at a record 12 million pounds in October

- 113+ MILLION Pounds Distributed
- 91+ MILLION Meals
- 305% Increase in Food Purchasing Spend
- 60% of Distributed Food Fresh or Frozen
- 8,000 Hours of OT Worked by our Essential Warehouse Crew

Increasing Access
As our network stretched to meet the increased demand, we mobilized thousands of pop-up pantries to increase access and serve more families

- 2,000+ mobile pantries
- 21+ MILLION meals
- 550,000+ families served
- 670+ school distributions
- 9 school districts
- 4.5+ MILLION school meals

Strengthening Our Network
We issued grants to partner agencies to help them adopt new distribution methods, purchase equipment to increase fresh food handling, and serve more families.

- 175+ capacity grants
- $1 MILLION

Engaging More Partners
With increased awareness of pandemic-related hunger, more caring members of our community engaged with our mission: individuals, families, foundations, companies and more stepped up to help

“Everybody’s going through things right now. But it’s gonna be all right.”
Ruth’s Story

Ruth moved to Atlanta a little over a year ago and began volunteering regularly with Malachi’s Storehouse, a partner agency of the Food Bank. What she didn’t realize was that she’d need assistance from them when COVID hit.

A bartender and actress, Ruth found herself and many neighbors trying to make ends meet when she was furloughed from her job. But the community she found at Malachi’s helped her pull through.

“Being a bartender was always kind of scary because you don’t know when you’re going back to work. When you finally did, you’re not even making a quarter of what you were before. So you’re barely holding on, but you see it so much in this community of everybody just trying to make every day worth it.”

Ruth will bring food boxes to her neighbors that aren’t able to get to a pantry easily.

“A lot of us will take extra boxes to neighbors who can’t get off work or have kids who are in school.” Between her and her neighbors, they all help one another out by cooking and sharing. “The three people [living] below me are all out of work and one neighbor with three kids was being threatened with eviction. I have the means to be able to pull together what we have.”

Despite the hardships, Ruth thinks that things are moving toward something better.

“As much as COVID hit and it wasn’t something that was great, what I have seen is how much community has pulled together and how people are working together and I feel like that’s something kind of cool to start 2021 off with because everyone’s on this equal playing field now and people are willing to help each other.”

Ruth is back to work, but things are still tenuous. And not just for her.

The Road Ahead

We expect the increased need for food assistance across our service area to continue for the foreseeable future; and, we will continue to meet the need with creativity, agility and speed: procuring more nutritious food, building new partnerships that increase access to food, advocating for stronger federal and state nutrition programs, and maximizing this moment of heightened attention on our community’s hunger crisis to rally even more people to join our mission.
ACES CROSSWORD

Across
4. This center shares the history of the Jim Crow Laws to honor the lives of the man and women who died because of it
7. The empty plate organization is the Atlanta Food Bank
8. Used to be a railway corridor that has been redeveloped into a walkable 22-mile loop around the city
13. This local is known for his comedy, role as Maca, and his studio located in the city
16. There are over 55 streets with this name
17. There is locally mined gold on this building in Atlanta
18. The actress known for her roles in Steel Magnolias, Knotting Hill, and Pretty Woman
22. Architects modeled it after a mechanical pencil
24. This theatre was first known as the Yaarab Temple Shrine Mosque
28. Busiest airport in the world
30. World of Coca-Cola was first located in what part of Atlanta
32. Atlanta has more than 240 of these
33. What mountains are closest to Atlanta

Down
1. This comedian known for his “here’s your sign” jokes is from Atlanta
2. It was once illegal to put this in your back pocket
3. Last name of keynote speaker for the conference you are attending
5. City symbol
6. One of the largest wine exhibits in the world outside of Singapore
9. Popular chicken sandwich chain founded in Atlanta
10. Acronym for living outside of the 285-loop
11. What is the conference hotel
12. Atlanta hosted this major sporting event in 1996
14. Most diverse square mile in America
15. Atlanta was first named
18. What conference are you currently attending
19. It was once illegal to eat fried chicken with this
21. What is the name of the Atlanta-based football club that started playing MLS in 2017
23. World’s largest drive in
25. Capital of Georgia
26. The Atlanta Braves stadium is named
27. Acronym for living inside of the 285-loop
29. Who is the owner of the Falcons, Atlanta United soccer team, and Mercedes-Benz Stadium
31. The first capital of Georgia
ACES is proud to offer all conference attendees Continuing Education (CE) hours for select programs approved by the National Board for Certified Counselor (NBCC). As an added benefit this year, CEs are included in the price of conference registration.

Please note that not all conference programs may be eligible for CEs. Program content must be consistent with NBCC policies and guidelines in order to be approved for CE credit. NBCC Content areas include: Counseling Theory/Practice and the Counseling Relationship, Human Growth and Development, Social and Cultural Foundations, Group Dynamics, Career Development, Assessment, Research and Program Evaluation, Counselor Professional Identity and Practice, and Wellness and Prevention. Any program that is not eligible for CE credit will be noted with 0.00 credits in the conference program.

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

The Association for Counselor Education and Supervision (ACES) is an NBCC-Approved Continuing Education Provider (ACEP®) and may offer NBCC-approved clock hours for events (or programs) that meet NBCC requirements. Sessions (or programs) for which NBCC-approved clock hours will be awarded are identified in the program bulletin (or in the catalogue or website). The ACEP® is solely responsible for all aspects of the program.

For additional information on the Continuing Education process, please contact Carolyn Schoenbeck and Tiffany Brooks at acescecommittee@gmail.com.

**HOW TO COMPLETE THE SESSION EVALUATION IN CROWDCOMPASS EVENTS**

**ON A PHONE:**
- Download the CrowdCompass Events app by Cvent

**ON A DESKTOP OR TABLET:**
- Visit CrowdCompass Events in your web browser.
  - We recommend using the most up to date version of Chrome. You will be prompted to login using the email address that you used to register.

**NEXT STEPS FOR ALL DEVICES:**
- Search for ACES 2021 Conference and follow the instructions to log in. Remember to use the email you used to register for the conference.
- From the Schedule, add sessions that you attend to ‘My Schedule.’ Sessions MUST be added to My Schedule to be able to evaluate them.
- By October 25, 2021, complete the session evaluations.

**TIMELINE AND PROCESS FOR EARNING CES FOR IN-PERSON CONFERENCE ATTENDEES:**
- October 25, 2021: Conference attendees must complete session evaluations. Please remember that your session evaluation is proof of your session attendance and that you cannot receive CEs for any session not evaluated.
- October 26 – December 24, 2021: Conference attendees who completed session evaluations will receive their CE certificate via email.

**VIRTUAL ATTENDEES WHO WATCH THE LIVE STREAM AND RECORDED LIVE STREAM SESSIONS:**
- Will have access to the recorded Live Stream sessions until November 10, 2021.
- Need to complete the session quiz available on CrowdCompass Events by November 24, 2021, after watching the sessions.
  - Virtual attendees will be notified via email with any updates/information pertaining to access to the quizzes.
  - Complete the session evaluations with the same instructions as above in CrowdCompass Events by November 24, 2021.
**INSTRUCTIONS:** Enter the session number for each session that you attended during the designated time period below. Please note that the session is indicated below the day/time/room in the program. For example:

10:00 AM - 10:50 AM | ROOM NAME | FRIDAY
SESSION # | 50-MINUTE EDUCATION SESSION | CE AMOUNT

If you did not attend a session during that period, please leave the field blank. Please note that all sessions are 1.00 CE unless otherwise noted.

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### Thursday, October 7, 2021
**SESSION # 2001-2234 / Total of 7 possible CE hours for Thursday**

<table>
<thead>
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<th>SESSION #</th>
<th>CE HOURS (if other than 1 CE)</th>
</tr>
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<tbody>
<tr>
<td>10:00 AM – 10:50 AM</td>
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<tr>
<td>10:00 AM – 11:20 AM</td>
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<tr>
<td>11:15 AM – 12:05 AM</td>
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<td>12:30 PM – 1:20 PM</td>
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<td>1:45 PM – 2:35 PM</td>
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<td>1:40 PM – 3:05 PM</td>
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<td>3:00 PM – 3:30 PM</td>
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<td>3:30 PM – 4:50 PM</td>
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<td>4:15 PM – 5:05 PM</td>
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<td>5:30 PM – 6:20 PM</td>
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### Friday, October 8, 2021
**SESSION # 3001-3219 / Total of 6 possible CE hours for Friday**

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION #</th>
<th>CE HOURS (if other than 1 CE)</th>
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<tbody>
<tr>
<td>9:00 AM – 10:00 AM</td>
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<td>10:15 AM – 11:05 AM</td>
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<tr>
<td>10:15 AM – 11:35 AM</td>
<td></td>
<td>1.5 CE, 3050/3051</td>
</tr>
<tr>
<td>10:30 AM – 12:00 AM</td>
<td></td>
<td>2.0 CE 3052</td>
</tr>
<tr>
<td>11:30 AM – 12:20 AM</td>
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<tr>
<td>12:45 PM – 1:35 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 PM – 2:05 PM</td>
<td></td>
<td>1.5 CE, 3123/3124</td>
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<tr>
<td>1:00 PM – 1:50 PM</td>
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<td>2:00 PM – 2:50 PM</td>
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<tr>
<td>2:30 PM – 3:50 PM</td>
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<td>1.5 CE, 3176/3177</td>
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<td>3:15 PM – 4:05 PM</td>
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<tr>
<td>4:15 PM – 5:35 PM</td>
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<td>1.5 CE, 3199/3200</td>
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<tr>
<td>4:30 PM – 5:20 PM</td>
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**Continued on next page**
CONTINUING EDUCATION (CE) TRACKING FORM

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

**10:00 AM - 10:50 AM | ROOM NAME | FRIDAY**

SESSION # | 50-MINUTE EDUCATION SESSION | CE AMOUNT

If you did not attend a session during that period, please leave the field blank. Please note that all sessions are 1.00 CE unless otherwise noted.

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**SUNDAY, OCTOBER 10, 2021**
SESSION # 5001-5075 / Total of 4 possible CE hours for Sunday

<table>
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<tr>
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<td>8:00AM – 8:50AM</td>
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</tr>
<tr>
<td>8:00AM – 9:20AM</td>
<td>5019/5020</td>
<td>1.5 CE</td>
</tr>
<tr>
<td>9:15AM – 10:05AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:45AM – 11:05AM</td>
<td>5038/5039</td>
<td>1.5 CE</td>
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<tr>
<td>10:30AM – 11:20AM</td>
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<td>11:45AM – 12:35AM</td>
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SAVE THIS FORM AFTER THE CONFERENCE. You will be required to complete your session evaluations no later than Monday, October 25, 2021. NBCC requires that certificates be issued within two months of the conference end, so certificates will be issued at that time. You should receive your certificate by December 24, 2021. For additional information on the CE process, please contact Carolyn Schoenbeck and Tiffany Brooks at acescecommittee@gmail.com. Please add this email address to your contacts to minimize the risk of important emails being blocked or sent to spam.

ACES has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 1002. Programs that do not qualify for NBCC credit are clearly identified. ACES is solely responsible for all aspects of the programs.
SESSION HIGHLIGHTS
WEDNESDAY, OCTOBER 6

8:00 AM - 6:00 PM | GRAND HALL FOYER
Registration

1:30 PM - 2:30 PM | CENTENNIAL IV
Continuing Conversations: Supporting Doctoral Students From Marginalized Populations As Researchers: Disseminating Power In Counseling Research

David Ford Jr., Ph.D., LCMHC (NC), LPC (VA, NJ), NCC, ACS, Stephanie Lusk, Ph.D., CRC, S. Kent Butler Jr., PhD, LPC, NCC, NCSC, Deborah Rubel, PhD, Shon Smith

The ACES INFORM Plenary session will focus on an open dialogue of the experiences of doctoral level, and junior faculty researchers from historically marginalized populations. As emergent researchers from historically marginalized populations, the thought and process of conducting, publishing, and presenting research in predominantly white spaces can be a daunting endeavor. Fear of professional ostracism for conducting research not only as a member of a historically marginalized population, but on the concerns and well being of this population may lead to direct confrontation of systems of oppression in professional societies, and society at large. The panel represents diverse positionalities to speak on this topic, from personal to professional standpoints, ultimately seeking to encourage doctoral students and new counselor educators from marginalized populations to go forth and develop research agendas to advance the field of counselor education and supervision, and society as a whole.

1:00 PM - 5:00 PM | CENTENNIAL IV
ACA Deep Dive Ethics Presentation

2:00 PM - 6:00 PM | REGENCY V
ACES Emerging Leaders - Invitation Only

9:00 AM - 5:00 PM | CENTENNIAL I
How To Write A CACREP Self Study Workshop - Invitation Only
How To Write A Cacrep Self-Study Workshop

Robert Urofsky, PhD

This hands-on workshop will address the process of preparing to write your CACREP Self-study. It covers the initial planning phase through the development and submission of a self-Study Report. Attention will be given to the CACREP Standards and Policies, program evaluation, and assessment of student learning. Participants will have the opportunity to view actual self-studies and to ask individual-specific questions of the workshop facilitators.

10:00 AM - 10:50 AM | HANOVER A & B | WEDNESDAY
1001 | 50-MINUTE ACES INFORM SESSION | CE 1.00

A Beginner’s Guide To Scale Development

Joshua Watson, LPC-S, NCC, Lauren Rocha, Ph.D., Chia-Min (Jaime) Ho

Have you thought of creating your own measures for use in research or clinical practice? Does the process of doing so intimidate you? Well, it need not. In this session, the presenters will draw upon their experiences developing measures and guide attendees through a step-by-step process of item development and refinement necessary for creating psychometrically sound measures. Specifically, they will share best practices in terms of how to develop an initial item pool, refine the pool, solicit and incorporate external reviewer feedback, and revise individual items for clarity and improved performance. Attendees will be provided a quick reference guide to assist them in their own scale development efforts.

10:00 AM - 10:50 AM | REGENCY VI | WEDNESDAY
1002 | 50-MINUTE ACES INFORM SESSION | CE 1.00

An Introduction to Q Method

Chad Yates, LPC, Steven Moody, Edson Andrade, Seneka Arrington, LMFT-S, LPC

Q method is a mixed method approach to inquiry. McKeown and Thomas (2014) wrote that the main purpose of undertaking this form of study is to determine participant perception through self-reference. The value of Q methodology is, then, the ability to enter into the subjective worlds and providing tools to make those meanings objective (McKeown and Thomas, 2014). This presentation will cover the purpose and key steps of Q method and provide several lessons learned from recent studies. Presenters will lay out critical steps in defining your concourse, developing the Q sample, participant interactions, and analysis of data using an inverted factor analysis and questionnaire results. Key references will be provided for further study beyond the presentation.

10:00 AM - 10:50 AM | REGENCY VII | WEDNESDAY
1003 | 50-MINUTE ACES INFORM SESSION | CE 1.00

Applying Social Network Analysis in Counselor Education and Supervision Research

Sumedha Terthani, NCCP-LPC, Melanie Walsh

This program provides an overview of social network analysis (SNA) concepts, software packages, and network visualization tools. Program presenters will describe previous research applications that have utilized social network analysis and tools. The foundational concepts of SNA will be described in this program. Program presenters will also discuss various methods for data collection including survey, interview, observational, and use of publicly available data online. Examples of SNA visualizations and software packages will be presented, along with previous SNA research in mental health fields. Program presenters will facilitate a discussion among attendees exploring potential applications of SNA within counselor education and supervision, broadly.

10:00 AM - 10:50 AM | HANOVER C & D | WEDNESDAY
1004 | 50-MINUTE ACES INFORM SESSION | CE 1.00

Accessible, Innovative, And Ethical: Publicly Available Online Data For Sampling And Analysis In Counselor Education

Lauren Robins, Dana Brookover, Bisola Duyile, CRC, LGPC, Janelle Jones, NCC, Megan Cannedy, LMFT (CA, TX)

This session will provide attendees with an overview of using publicly available data to progress counselor education research. There are a myriad of public online data sources and social media outlets that counselor educators can utilize to collect data. Utilization of social media and other online sources is beneficial to Counselor Educators as they provide a reliable, rich pool of data that is easily accessible. Counselor Educators engaging in research and facilitating research teams should be well versed in accessing public data online to foster innovative studies. This session will highlight methods to engage with public online data while illustrating the significance in strategizing public online data collection. This session will demystify the process of incorporating public online data into counselor education research.
Best Practices in Using Amazon's Mechanical Turk for Data Collection

Edward Wahesh

Amazon's Mechanical Turk (MTurk) has become a popular method of data collection in clinical research, likely because it is a convenient and efficient way to collect large amounts of data. Despite the many advantages of using MTurk for recruitment, significant concerns exist about the quality of data collected through online crowdsourcing websites. In this session, we will explore the costs and benefits associated with the use of MTurk, review best practices in setting up human subjects research using MTurk, and discuss the use of response validity indicators as well as other screening strategies that can enhance data quality. Data collection and screening procedures conducted within a recent study of COVID-19’s impact on alcohol use behaviors and mental health will be offered as an illustrative case example.

Community Engagement Initiatives in Counselor Education: Outreach, Relationships, Responses, and Impact

A. Stephen Lenz, LPC; NCC, Carl Sheperis, LPC, NCC

Ever wondered how your teaching, research, and service identities can serve the greater good? Curious about how build a bridge between your department and the community around you? Or what you would do once you were on that bridge? This may be just the session for you! The presenters will share strategies for community-engagement scholarship sourced from best practices literature and decades of cultivating public and private partnerships to address social justice issues in our communities. We will introduce concepts central to identifying opportunities/needs, developing reciprocal relationships, collaborative response planning, and representing the scientific and social impact of initiatives. We will also guide you through mapping process activities that help get your next project started and amplify your potential for social change.

Decolonizing Research in Counselor Education

Salena Hill, Kirsten Murray, LPC

Non-Native Universities and Colleges are beneficiaries of colonization. The research practices conducted in academia are also rooted in colonial systems and structures. Join us, as we present methods for decolonizing research and implementing Indigenous Research Methodology in Counselor Education. Participants will learn Kovach's (2009) approach for implementing an Indigenous Research Methodology and will share the intricacies and challenges of conducting an IRM Dissertation study in the context of a Native/Non-Native dissertation student/chair relationship at a predominantly white institution.
1:30 PM - 2:30 PM | CENTENNIAL IV | WEDNESDAY

The Reality of Rurality: Counselor Education and Supervision in the Rural Environment
Deborah Drew, EdD, LPC, ACS, NCC, Christine Ward, PhD, Melinda Gibbons, PhD, Christine McNichols, PhD, LPC-S, NCC, Karl Witt, PhD, LPC-S, NCC, CSC

Counselor educators are tasked with ensuring that their students are well equipped to work with diverse populations (Crumb et al., 2019). At the same time, rural America suffers from a growing need for counselors (Center of Excellence for Integrated Health Solutions, 2021). However, many times, rural residents are overlooked or minimized in coursework. The ACES Rural Interest Network (RIN) exists to engage counselor educators and supervisors who practice in or prepare students for practice in rural settings and to encourage research on rural counseling. RIN counselor educators, supervisors, and researchers will lead a panel discussion on the challenges and opportunities of counseling in rural settings and share current research, best practices, and innovative ideas for preparing counselors in training to work with rural residents.

1:00 PM - 4:00 PM | THE LEARNING CENTER | WEDNESDAY

Diversity and Inclusion? Taking Intentional Action for Social Change Throughout Our Work
Olivia Ngadjui, PhD, NCC, LPC (ID), Dominique Avery, PhD, LPC, NCC, Aja Burks, PhD, Jenny Cureton, PhD, LPC (TX,CO), Shon Smith, PhD, K. Lynn Pierce, MS, Teysha Bowser, PhD, NCC

The revitalized Diversity and Inclusion Interest Network (formerly known as the Multicultural Interest Network) invites you to a pre-conference session amplifying the group’s mission of promoting the appreciation and understanding of multiculturalism and diversity in research, teaching, leadership, supervision and counseling, and addressing the concerns of minoritized individuals. Attendees’ development of internal and systematic accountability is central to this session. Our workshop will be devoted to brainstorming and creating culturally considerate and inclusive action steps through utilizing intentional workgroups across the five Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards of counselor education and supervision. Attendees of this session can come readily prepared to critically work through case studies with the intent of creating actionable social and inclusive change towards their continued work in counselor education. Workgroups will include topics related to Counseling and Supervision, Research & Publication, Teaching, Leadership & Advocacy, Admissions and Gatekeeping as well as Department Structure/Culture.

Continuing Conversations: Supporting Doctoral Students From Marginalized Populations As Researchers: Disseminating Power In Counseling Research
David Ford Jr., Ph.D., LCMHC (NC), LPC (VA, NJ), NCC, ACS, Stephanie Lusk, Ph.D., CRC, S. Kent Butler Jr., PhD, LPC, NCC, NCSC, Shon Smith

The ACES INFORM Plenary session will focus on an open dialogue of the experiences of doctoral level, and junior faculty researchers from historically marginalized populations. As emergent researchers from historically marginalized populations, the thought and process of conducting, publishing, and presenting research in predominantly white spaces can be a daunting endeavor. Fear of professional ostracism for conducting research not only as a member of a historically marginalized population, but on the concerns and well being of this population may lead to direct confrontation of systems of oppression in professional societies, and society at large. The panel represents diverse positionalities to speak on this topic, from personal to professional standpoints, ultimately seeking to encourage doctoral students and new counselor educators from marginalized populations to go forth and develop research agendas to advance the field of counselor education and supervision, and society as a whole.

2:00 PM - 3:30 PM | INMAN | WEDNESDAY

Are Your Students Ready To Be Advocates?
Preparing Students For Meaningful Work In Advocacy
Cara Metz, EdD, LPC

Advocacy is an important part of counseling and our counseling identity, yet there is not always a large of focus on advocacy in counselor education. Once we get into the field, we are often overwhelmed with our clients, paperwork, phone calls, and other tasks that advocacy can take a back seat. This workshop will examine the role of advocacy in the field, both for the profession and for those we serve. Through this interactive workshop, we will examine how to create meaning and excitement in our students for advocacy projects, as well as gain knowledge of ways to approach advocacy assignments that can be used throughout a program. Finally, participants will work together to formulate advocacy assignments they can use in their classrooms.

2:40 PM - 3:30 PM | REGENCY VII | WEDNESDAY
Examining Subjective and Objective Socioeconomic Measurements and Mental Health Factors
Lisa Hawley

Participants will gain current knowledge of the issues related to measuring socioeconomic studies (SES) in counseling research. Examples of subjective and objective SES measures will be discussed. Two validation studies of a short-item subjective SES measure with mental health status will be presented. One study was completed pre-Covid-19 and a second study completed during Covid-19. Psychometrics and recent clinical testing of the inventories will also be included. Participants will gain information related to implementation of SES measures in counseling settings.

2:40 PM - 3:30 PM | REGENCY VI | WEDNESDAY
1009 | 50-MINUTE ACES INFORM SESSION | CE 1.00

Evaluating Outcomes Using Single Case Research Design
Quentin Hunter, PhD, LPCA, NCC

Single case research design (SCRD) is being used increasingly in research on evidence-based practices in counseling. This session introduces SCRD and its applications for evaluating counseling and clinical supervision outcomes. Visual and effect size analysis of SCRD data will be introduced along with suggestions for implementing SCRD practically in both school and clinical mental health contexts.

2:40 PM - 3:30 PM | HANOVER A & B | WEDNESDAY
1010 | 50-MINUTE ACES INFORM SESSION | CE 1.00

Ching-Chen Chen, NCC, George Richardson, NCC, Yung-Chen Chiu, Certified Rehabilitation Counselor

This INFORM session will discuss about questionable practices on assessing counselor’s multicultural and social justice competencies across culturally diverse populations and teach attendees best practices for developing and testing cross-cultural valid measures. To eliminate measurement bias, this INFORM session will provide attendees an opportunity to understand the importance of measurement invariance in counseling research. The attendees will learn how to conduct multi-group confirmatory factor analysis (MCFA) to examine whether the structures of assessing the multicultural and social justice competencies are invariant across culturally diverse groups, helping professionals, and longitudinal sample.

2:40 PM - 3:30 PM | HANOVER C & D | WEDNESDAY
1012 | 50-MINUTE ACES INFORM SESSION | CE 1.00

Empowering Underrepresented Populations Through Research: An Introduction Of Photovoice
Sojeong Nam, Gerta Bardhoshi, NCC; CSC; LPC; LMHC; ACS; CMC-1, Jeongwoon Jeong, NCC, Seewon Shin

This program aims to introduce a research methodology, photovoice, which is an innovative and effective community-based participatory research method integrating the use of photographs. The presenters will present theoretical foundations and histories of photovoice and discuss the appropriateness and benefits of utilizing this particular methodology to illuminate lived experiences and investigate the needs of diverse individuals, especially those underrepresented, in counseling research. Qualitative studies the presenters have incorporated this methodology into will also be presented, and implications for further research and practice will be discussed.

3:55 PM - 4:45 PM | REGENCY VI | WEDNESDAY
1013 | 50-MINUTE ACES INFORM SESSION | CE 0.00

Item Response Theory Applications in Counseling Research
Gideon Litherland, Gretchen Schulthes, PhD, LAC, NCC, Kok-Mun Ng, PhD, LPC, ACS, Jared Lau, PhD, LCMHC, NCC

As research questions become increasingly more complex, counselor education researchers must rely on an ever-changing toolkit of methodologies and research techniques to advance the field. Multiple counseling researchers have described the importance of building a robust research ecosystem in the counseling profession as a critical task of researchers and leaders in the field. The psychometric evaluation of counseling instruments has historically relied on classical test theory, to the unfortunate exception of emergent methods. Increasingly, however, item response theory is a necessary framework for evaluating the validity and utility of instrumentation. This presentation introduces counseling researchers to item response theory and offers strategies for application in the development, validation, and refinement of instruments.

3:55 PM - 4:45 PM | REGENCY VII | WEDNESDAY
1014 | 50-MINUTE ACES INFORM SESSION | CE 1.00

Measure the Process: Using Temporal Dynamics in Counseling Research
Daniel Gutierrez, PhD, LPC, NCC, CSAC, Stephanie Dorais

Long-term change is at the center of counseling practice and education. The process of growth is complex and non-linear. Counselor educators carefully design their courses and research around this longitudinal process, but they often do not have the methodology to appropriately measure this kind of change in students nor in clients. In this presentation, we demonstrate how to implement practical intensive longitudinal methods specific to counseling research such as Time Series Analysis, Growth Curve Analysis, and daily diary studies.
Finding Focus as a Qualitative Researcher: The Importance of the Research Question and Methodological Alignment

Cynthia Briggs, LCMHC (NC), NCC, Jennifer Preston

Qualitative research is gaining popularity in the doctoral community and is particularly relevant when exploring the experience of underrepresented populations in the counseling literature. However, novice doctoral researchers are often overwhelmed by the range and apparent complexity of qualitative methods. In this presentation, participants will learn fundamental principles of research question development (including focusing the grand question and making the process manageable within the dissertation timeline), ensuring methodological fit, and determining practical social justice implications.

Research Design in the Counseling Profession: A Theoretical and Applied Approach

Stephen Flynn

Contemporary counseling scholarship has called for an enhancement in the uniformity of standards for rigor in research. This presentation provides a pedagogical framework to implement a blueprint of credible and valid standards for qualitative, quantitative, and mixed methods research practices identified in the literature and through research expert panels.

Utilizing Instrumental Case Study Design with Directed Content Analysis

Ashley Roberts, Melissa Fickling, LPC (IL), Peitao Zhu, PhD, NCC

Presenters will share the process of utilizing directed content analysis within an instrumental case study design and outline the kinds of clinical research that can be conducted in this manner. This combination of methods and methodology provides a way for counseling researchers to validate emerging theories in a clinical context through both inductive and deductive analytical processes. This innovative approach serves to enable a more inclusive and holistic investigation of clinical phenomena; furthermore, it helps bridge the gaps between theory, practice, and research. Presenters will focus on different potential applications of this approach, utilizing two different studies to illustrate its merits for clinical research.
SESSION HIGHLIGHTS
THURSDAY, OCTOBER 7

7:00 AM - 5:00 PM | GRAND HALL FOYER
Registration

9:30 AM – 11:00 AM | LENOX
Graduate Student Lounge: hosted by NCACES

10:15 AM - 5:20 PM | EDGEWOOD
Wellness Area

11:00 AM- 12:00 PM | GRAND HALL EAST A
ACES First Timer’s Orientation
This session is open to any ACES attendee who wants to learn how to maximize their conference experience. The content is geared towards first time attendees, but anyone is welcome!

11:30 AM - 12:30 PM | CENTENNIAL II & III
Legacy Awards Presentation

12:20 PM - 2:00 PM | REGENCY V
CSI Chapter Leader Training

1:00 PM - 6:00 PM | GRAND HALL B C D
Exhibit Hall

1:30 PM - 3:00 PM | LENOX
Graduate Student Lounge: hosted by RMACES

3:30 PM - 4:50 PM | REGENCY VI
80 Minute Panel: Presidential Session: Five Year Retrospective Of The ACES 2016 Teaching Best Practices Report: What Do We Know And Where Do We Go

4:15 PM - 5:05 PM | REGENCY V
CSI Chapter Faculty Advisor Training
Leadership and Advocacy Special Committee  

10:00 AM - 10:50 AM | FAIRLIE | THURSDAY  
50-MINUTE EDUCATION SESSION | CE 0.00

A Social Constructivism Model of Ethical Decision Making in Counseling  
Robert Rocco Cottone

Social constructivism is defined as an intellectual movement in the mental health field that directs a social consensual interpretation of experience. A social constructivism approach redefines the ethical decision-making process as an interactive rather than an individual or intrapsychic process. The process involves negotiating, consensualizing, and, when necessary, arbitrating. The supervisory relationship is defined as crucial to ethical decision making, as decisions are taken out of the head and placed within the realm of the supervisor-trainee relationship. The presenter developed the model and is a proponent of “radical social constructivism,” which defines a purely social way of understanding experience. The theory, model, and case examples will be presented. Implications for counselor education will be addressed.

We’re Done! Supervisor Termination of A Supervision for Licensure Relationship Prior to the Supervisee’s Licensure  
Joseph Pistorius, LPC (LA); NCC, Theodore Remley, JD, PhD, LPC, NCC

When supervisors provide supervision to post-master’s degree supervisees who are working toward licensure, things usually go fine and the supervisee is successful in becoming licensed after the supervision period has ended. However, things can go wrong and supervisors sometimes need to terminate the supervisory relationship prior to the supervisee becoming licensed. There are many reasons such termination of the supervisory relationship may become appropriate. Supervisors faced with terminating the relationship with a supervisee prior to licensure are faced with numerous interpersonal, ethical, and legal challenges. This presentation will prepare supervisors for the unpleasant task of terminating a supervisory relationship for licensure prior to the supervisee’s licensure and will help counselor educators prepare future supervisors.

Hazards Facing Counselors in Training: Factors for Resilience  
Michelle Hollomon

A program evaluation was utilized to examine the quality of a learning module developed regarding counseling education considerations for counselors at risk for compassion fatigue, burnout and vicarious trauma. It includes background literature, opportunity for self-assessment, populations at risk, and organizational and personal protective factors that contribute to counselor resilience. The results of this program evaluation and module content will be shared for others to implement.

Good Trouble for Antiracist Counseling Professionals  
Jessica Fripp, NCC, Eva Gibson, LSC (TN)

As counseling programs work to build strong counselors, they must do so by dismantling racist beliefs and practices. In an effort to support student development, counselor preparation programs should challenge students to examine their potentially racist beliefs, introduce antiracist practices, provide remediation as needed, and connect students to community resources. In the words of the late U.S. Representative John Lewis, effective change agents are not afraid to make some noise and get in good trouble, necessary trouble?. This presentation will outline program practices designed to cultivate professional counselors such as: incorporating antiracist strategies into graduate programming, refining advocacy efforts for professional practice, and developing and sustaining community connections through a multi-tiered approach.

Exploring the Impact of the Pandemic on Counselors in Training  
Ciji Mitchell, Angie Smith, LPC-Supervisor

As the world moves to a virtual format and seeks to offer flexibility and alternatives to face-to-face interactions; counselors in training as well as supervisors must consider the ethical guidelines involved telehealth. This presentation seeks to raise awareness about how the pandemic will impact current and future trainings of mental health clinicians.
Grief Counseling And The Indivisible Self: Instruction For Students In Counselor Education To Increase Holistic Grief Counseling Competency
Kathryn Linich, Jonathan Ohrt, CSC
CACREP does not require grief counseling as a part of counseling education despite the fact that it’s a universal experience that all counselors are likely to encounter in their careers. For many counseling programs, it’s not feasible to create a course dedicated solely to grief counseling. This study aimed to create an effective training module that can be integrated into pre-existing counseling courses in order to help students feel more prepared when working with grieving clients from a wellness perspective.

Field-based Clinical Supervision: Implementing the Discrimination Model in an Agency Setting
Alexander Day, Counselor Intern (CPC); NCC, Kenneth Coll, CPC; LCPC; NCC; MAC, Jessica Guthieil, LPC, NCC
Clinical Supervision is an integral part of the on-going professional growth of all counselors and counselor educators. This presentation demonstrates the unique qualities of field-based clinical supervision delivered in a community mental health setting. Based on formative and summative evaluations from three experienced supervisors using the highly-regarded Discrimination Model of supervision over a five year period, this presentation shares supervisory patterns grounded in levels of professional development and competence of 66 supervisees. Results highlight the changing roles and varied interventions used by supervisors in response to the unique levels of their supervisees, which led to demonstrated clinician improvement and growth over time.

Filling the Gap: Teaching HIV Across the Counselor Education Curriculum
J. Richelle Joe, Tiffany Hairston, NCC; LPCC-S; LICDC-CS
HIV currently affects 1.2 million Americans. Given the mental health implications of HIV, counselors can play a critical role in HIV prevention, treatment adherence, and overall wellness of people living with HIV. However, HIV is not widely addressed in counselor preparation programs leaving future counselors with little knowledge of how to address the illness. This presentation will include current information about HIV to bring counselor educators and supervisors up to date on medical advancements and mental health treatment options. Additionally, the presenters will map HIV across the counseling curriculum, providing specific methods of aligning HIV-related content with CACREP standards so that counselor educators can provide counselors-in-training with the knowledge and skills needed to address HIV in practice.
Challenges and Solutions
Gatekeeping in the Online Environment: Implications for Practice
Kevin Knutson

It is an ethical and legal obligation as well as a professional responsibility of counselor educators to effectively apply gatekeeping actions with counseling students who do not demonstrate appropriate dispositions to become a counselor. Problematic student issues that may need to be remediated through gatekeeping practices generally fall into five primary categories that will be discussed in the presentation. Unfortunately, gatekeeping is not happening on a consistent basis. It is becoming even more challenging in the online environment. Attendees to this session will learn about CES responsibilities to gatekeep and will discuss the various reasons that it is a challenge. Attendees will also learn several actionable steps and measures they can take to effectively respond to gatekeeping challenges, with a focus on the online environment.

SESSIONS: THURSDAY, OCTOBER 7

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 14 | THURSDAY
2015 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Experiences of Counseling and Psychology Faculty with Minority Identities: Implications for Practice
Emily Anderson, MA, LCPC, LAC, Kelly Davis, PhD Student, MA, Robert Ryan, Kirsten Murray, LPC, Molly Murphy, LCPC, Ashton Smith, PhD Student, MA

Increasing awareness of how patriarchal and colonized institutions of academia reinforce marginalizing beliefs and behaviors is critical as our field establishes a more diverse faculty. This educational session will focus on the results of an interpretative phenomenological analysis on the experiences of faculty who hold minority status across marginalized intersections of gender, sexual orientation, race, ability, socioeconomic histories, ethnicity, and national origin within the fields of counselor education and psychology. In addition to illuminating these barriers, practices of resiliency, coping, and strength identified by participants will be highlighted.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 13 | THURSDAY
2016 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Experience and Training Needs for Counselors Working in the Integrated Behavioral Healthcare (IBH) Setting
Chi Li, Peitao Zhu, NCC, Courtney Loveless, LPC-MHSP

Integrated Behavioral Healthcare (IBH) refers to the systematic coordination between general and behavioral healthcare (Substance Abuse and Mental Health Services Administration, [SAMHSA], n.d.). Although there are some endeavors from counseling journals, the literature on the experience of counselors working in the IBH settings is still sparse (Johnson & Freeman, 2014). Moreover, given the unique natures of the IBH sites (e.g., clientele and holistic emphasis), it is imperative for counselors to go through specific clinical training in order to obtain competencies. Therefore, we will present on the experience (e.g., caseload, level of integration, and client care coordination) and training needs (e.g., knowledge, skills, and attitudes) for counselors working at the IBH settings.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 27 | THURSDAY
2017 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Gatekeeping in the Online Environment: Challenges and Solutions
Kevin Knutson

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 6 | THURSDAY
2018 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Holding Therapeutic Relationship In A Political Turmoil Time
Larisha Perlote, LMFT - Associate, Wen-Mei Chou, LPC - Supervisor (Texas); LMFT (TX), Harris Leonard, LPC-S

Political identity represents an important aspect of human identity. Research has shown increased mental health distress related to the current political divisions and racial tensions. Mental health professionals also witness many family relationships broke down due to political differences. At the same time, counselors experience political and racial tension on a personal level. The difference between the counselor and the client can become a healing factor or a harmful factor for the clients. In this presentation, the presenters will review the literature related to mental health distress caused by the political climate. The presenter will also share their clinical experience from the minority counselors’ perspectives.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 3 | THURSDAY
2019 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Helping Identity Transformations of Counselors-in-Training with Previous Mental Health Work Experience
Timothy Hakenewerth, LPC

Previous work experiences are highly valued in the world of work and can greatly impact one’s professional identity development. For counselors-in-training (CITs), previous mental health work experiences (PMHWE) are of significant interest due to their overlapping nature with professional counseling. There is a dearth of literature exploring the impact of previous work experiences in counseling, although some studies have suggested that PMHWE may pose unique benefits and challenges to counselor development. This presentation will review an original research study exploring the counselor identity transformations of CITs with PMHWE during a Prepracticum class. Implications will be aimed at counselor educators, supervisors, and CITs.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 9 | THURSDAY
2020 | 30-MINUTE POSTER PRESENTATION | CE 0.00

How Education and Training Support School-Based Counselors Trauma-related Self-efficacy and Intervention Implementation
Amanda Rumsey

Schools are an important entry point for improving access to mental health services and counselors who work in schools play a key role in identifying and supporting students who are impacted by trauma. It is unclear, however, what factors support or predict school counselors’ trauma-related coping and intervention implementation in schools. This session will review the findings from a quasi-experimental study that examined the relationships between trauma training, counselor self-efficacy, capacity to cope with secondary traumatic stress, and implementation of trauma-related interventions among a national sample of school-based counselors. Discussion of potentially protective factors and risks related to secondary exposure to trauma along with implications for improved education and training will be included.
Experiences of Student Parents in Master’s Counseling Graduate Programs

Hillary Ellerman, NCC

Student parents are an overlooked population in research and an underserved population by institutions. With this population growing across campuses, we as counselor educators need to be aware of these students’ experiences as well as ways in which we can help them be successful in their counselor education journeys. This presentation will share original research that provides insight into the experiences of student parents in masters’ counseling graduate programs. It will also provide ways in which these students expressed that they have felt supported in their programs and suggestions as to how to further support student parents in counseling graduate programs.

Exploring the Experiences of Elementary School Counselors Working with Students with EBD: Implications for Counselor Education Programs

Esther McCartney

Students with emotional behavioral disorders (EBD) have behavioral problems that impact their academic success. ASCA has advocated for school counselors to use a school wide MTSS framework to reinforce pro-social behaviors for all students and develop targeted and intensive interventions that include social skills small groups, check-in/out, and/or individual counseling, etc. However, school counselors report not being adequately training to work with students with EBD and develop behavioral plans. Implications for Counselor Education programs will be discussed.

Helping Students Understand the Nuances of Substance Abuse Recovery in Rural Areas

Stephanie Thorson-Olesen, Angela Mensink, Debra Murray, Counselor Education Director

Substance use disorders, compounded by a pandemic and an already vulnerable rural population, present many challenges for counselors in training. Therefore, a consensual qualitative research study was conducted to better understand the lived experience of recovery in rural areas. A qualitative analysis was utilized to recognize the perceived benefits of being in recovery in rural areas and the challenges. The findings can help counselor education students, faculty and supervisors understand the nuances of substance abuse recovery in rural areas. In addition, a review of literature with other evidence-based findings and new rural substance abuse related case studies will be provided for use, to help provide competent care and better meet the needs of this vulnerable population.

Grief Support for Familial Caregivers of Individuals with Alzheimers and Related Dementias: What Counselors Need to Know

Drew Clay, LPC

The number of individuals living with Alzheimer’s Disease or Related Dementias (ADRD) is expected to more than double over the next 30 years, reaching 13 million by 2050. Familial caregivers are often the first line of support for those living with this diagnosis. Diverse forms of psychological strain have been indicated by ADRD caregivers, including grief. This presentation provides a review of the existing literature pertaining to ADRD caregiver grief, as well as an in-depth look at support utilization patterns identified within the presenter’s phenomenological study of this experience. Implications for the counseling profession will be discussed, including strategies for supporting wellness across the grief experience. Finally, recommendations for the inclusion of grief support training in the counseling curriculum will be offered.

From Bricks & Mortar to Virtual and Back: Preparing Future School Counselors to Adjust to K-12 Service Delivery through Virtual Platforms

Erin Berry, Doreen A (DA) Erickson, Licensed School Counselor, LPC, NCC, ACS, Ellen Smith, Certified School Counselor, Maine and Massachusetts; NCC, Nicole Holby, Certified School Counselor

The pandemic created an environment in which professionals provide training, services, and supervision in a format they were not trained to use personally. For Counselor Educators and site supervisors online has become a norm and professionals must think outside of the box, be creative in collaboration, demonstrate flexibility, and embrace the concept of pivot as they now teach and practice on a new platform. Panelists will share lessons learned and resources with audience members as we discuss teaching something you have not done, increasing effectiveness of site supervisors in the initial phases of placement, teaching interns how counsel and build a relationship online, addressing concerns of confidentiality, and fostering creativity to enhance connection with students in a K-12 setting who feel disconnected and disengaged.
SESSIONS: THURSDAY, OCTOBER 7

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 17 | THURSDAY

2026 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Experiential Instruction in Emotion Differentiation
Mary Plisco, Aubrey Gold, BA

The presentation will demonstrate the link between the emotion differentiation process and emotional regulation, highlighting how more distinctive, less global representations of the emotional experience are correlated with more adaptive and flexible coping responses. The presentation will elucidate how to experientially teach the process of identifying, distinguishing, appraising, and responding to the emotion. Specifically, the presentation will identify a step-by-step appraisal protocol for evaluating one’s emotional experience to enhance the emotion differentiation process.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 22 | THURSDAY

2027 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Fostering Advocates And Social Change Agents: Infusing Advocacy Into The Core Counselor Education Curriculum
Erin Sappio, Elyssa Smith, LPC (PA/NJ); RPT; NCC; ACS, Terrilyn Battle, CRC; LMHC (Associate); Licensed Clinical Addictions Specialist (Registered)

The purpose of this panel is to discuss and understand the need for and approaches to inclusion of advocacy activities in counselor education classes to promote counselor identity, antiracist practices in counselor education, and general client welfare as well as to discover opportunities that will provide optimal advocacy activities for counseling students while adhering to CACREP and training standards.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 15 | THURSDAY

2028 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Experiences of Racially Minoritized Students in Counselor Education
Andre Sumiel, Deborah Duenyas, LPC (PA ), LPCC (OH), Jill Krahkinkel, PhD, LPC

The purpose of this poster session is to present the results of a phenomenological investigation exploring the challenges racially minoritized counselor education students experience. Implications on how counselor education programing and curriculum can provide support for racially minoritized students are provided. This poster session will help counselor education graduate students, counselor educators, and supervisors identify strategies to advocate for minoritized students in counselor education programs.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 8 | THURSDAY

2029 | 30-MINUTE POSTER PRESENTATION | CE 0.00

How Can We Better Educate Counselors-In-Training Working With International Students?
Jeongwoon Jeong, NCC, Donghun Lee

The purpose of this program was to learn how we can better educate counseling students by exploring international students’ individual factors that influence their adjustment to university. The study sample includes 139 international students, and multiple regression was used for data analysis. The results suggest that the variables of gender, social support, conscientiousness, resilience, and depression best predicted students’ adjustment. From these variables, depression and resilience contributed with the most variance to the final model. Implications for counseling practice and future research will be discussed during the session.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 10 | THURSDAY

2030 | 30-MINUTE POSTER PRESENTATION | CE 0.00

How The Mind Emerges From The Brain And What This Means For Counselors And Counselor Educators
Oliver Boxell

There are many radically different counseling paradigms, but all could be augmented through a better understanding of the organ in which any counseling processes manifest: the brain. The underlying nature of counseling of any type is a set of neurobiological mechanisms that are responsible for restructuring the neural networks that in turn produce changes in abstract information structures. Counselors and their clients attempt to find the right stimuli to trigger the indirect activation of such mechanisms in order to produce to designated growth and change. This presentation will present research on techniques that can enable counselors to prime targeted activation of the universal neurobiological mechanisms of psychotherapeutic change directly, and as part of traditional transtheoretical counseling practices.

10:00 AM - 10:30 AM | GRAND HALL WEST- BOARD 11 | THURSDAY

2031 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Examining Training Implications for Mental Health Professionals in Integrated Care: A Systematic Review
Alexander Fields, NCC, Cara Thompson, LMFT, LMFT/S

This interactive poster presentation will provide a systematic review on how mental health providers are currently being trained in integrated care, as well as the data and implications from their training. By exploring the current training efforts, counselor educators can better understand a variety of strategies on how to provide integrated care training opportunities for their students in an effort to improve client outcomes. As such, I present (a) an overview of integrated care; (b) current training efforts with empirical data; (c) implications specifically for counselor educators; and (d) future considerations for integrated care to survive in counselor education in the absence of external funding. Information will be provided from the lens of an integrated care student, clinician, and educator.
From Seeds to Blooms: Cultivating Social Justice and Advocacy Strategies in Counselor Education to Foster Macrosystemic Equity

Kelsey Sarasqueta-Allen, Lindsay Vik, LPC; NCC

This presentation will explore tangible, strategic steps to engage and activate CIT’s in macrosystemic change pertaining to intersectional identities in clinical populations. Specifically, legislative advocacy action to challenge racism, heterosexism, genderism, classism, and ableism deeply rooted in our institutionalized legislation and legislature will be addressed. Cultivating and watering the seeds of advocacy identity development in CITs energizes substantial steps towards equity and social justice.

Grieving What We Leave Behind: Acknowledging Disenfranchised Grief And Professional Loss In Counselor Education

Anna Viviani, LMHC (IN), LCPC, (IL), NCC, ACS, CEDS, BC-TMH, Carol Smith, PhD

While the concept of disenfranchised grief is generally accepted in both counseling research and clinical practice, little has been investigated around the role of disenfranchised grief in counselor education. The purpose of this session is to explore the different types of professional losses that can be experienced by counselor educators, but which may not be recognized or honored in the profession or the workplace.

From Empathy to Radical Empathy: What We’ve Learned about the Continuum of Empathetic Expression

Deanna Burgess, Ashley Diaz

We examine how may reflect the profession’s movement to intentional anti-racist practice by investigating empathetic expression. Empathy is a pillar of counseling and is instrumental in fostering a therapeutic and allyship alliance. However, current definitions fall short in describing complex cultural and sociohistorical dynamics involved in perspective taking. In efforts to clarify features of empathy that promote cultural humility, presenters explored empathetic narratives of youth in an anti-racist peer counseling program. Based on these findings, presenters will 1) describe a theory of empathetic expression, which situates empathy as existing on a continuum with radical empathy as an anti-racist expression, 2) discuss recommendations for assessing empathy along the continuum, and 3) suggest strategies for cultivating radical empathy.

Developing Empathy and the Emotional Connection: A Skills Building Session

Patti Hinkley, LPC; LMFT; NCC, Anita Kuhnley, LPC, LPCAAI Certification, Justin Silvey, PreK-12 LSC (VA), Samantha Stokesberry, Certified in Microexpression Recognition and Subtle Facial Expression Recognition, TBRI (Trust-Based Relational Intervention) Trained, Hands that Heal Level 1 Certified, SYMBIS Facilitator

A clinician’s empathetic ability has been demonstrated to greatly influence therapeutic outcomes. However, there are various components to counselor empathy, some of which can be challenging to teach within the context of graduate-level education programs. While many counselor training programs teach reflecting skills, less attention may be given to cultivating the experience and expression of empathy as a character trait. This presentation will offer an exploration into a robust selection of empirically-based approaches to increasing empathy. Research gathered from an online workshop designed to increase empathic ability will be discussed. Participants will learn how to cultivate a greater sense of empathy for self and others and will gain a toolbox of practical skills to enhance empathy.

Development of Racial Social Justice Advocacy in Asian International Counselor Trainees

Fanghui Zhao, Hongshan Shao, NCC, Yangyang Liu, NCC

Approximately one million international students are currently enrolled in U.S. higher education, with more than 60% from Asia. Most Asian international students come from relatively racially homogenous countries, and therefore may not develop their own racial identity until coming to the U.S. To this day, little attention is given to how Asian international counselor trainees develop their racial identity, and if the current counselor education curriculum successfully prepares them to build race-related multicultural and advocacy competencies. Thus, this presentation presents preliminary results from qualitative research of Asian international counselor trainees’ involvement in racial social justice advocacy, such as Black Lives Matter. Implications for counselor education and supervision will be highlighted.
Developmental and Ecosystemic Self-Care
Fred Washburn

Counseling students, counselors, and counselor educators and supervisors all face significant challenges causing distress and potentially burnout/impairment in our work. Graduate training programs have been identified as a primary influence in the development of professional self-care, yet, we still know little about effective self-care educational practices (Coaston & Lawrence, 2019). This presentation is based on the results of a five-year longitudinal qualitative study on the development of self-care amongst graduate students and other helping professionals. The results of the study indicate that successful long-term self-care is understood through developmental and ecosystemic lenses. Using this new understanding of self-care the presenter will address how individuals and organizations can educate and achieve long-term self-care.

Developing Social Justice Leaders and Advocates through Internships for Doctoral Students
Loidaly Gonzalez-Rosario, M.S.; NCC, Melinda Gibbons, Christopher LaFever, LPC-S (KY), LCADC (KY), NCC, Jennifer M. Hightower, PhD

In this session, participants will learn how one counselor education program has integrated leadership and advocacy as part of an internship experience. Participants will understand how this internship was developed and infused into the curriculum and explore three examples of leadership/advocacy internships created by current students. Information on how the leadership and advocacy internship impacted students’ development of theory, professional identity, and social justice will be presented.

Individual Supervision following an Overdose Death
Julie Achtyl, LMHC; Master CASAC; NCC, Scott McGuinness

North America experiences the highest drug mortality rate globally, with the United States claiming roughly 70,000 drug-related deaths per year. A fatal overdose is a significant threat to all clients struggling with moderate to severe substance use disorders. Clients who fatally overdose leave behind a counselor who can experience feelings of guilt, loss, shame, and forms of vicarious trauma. Research and literature about the supervisory relationship following this occurrence are minimal. During this education session, the presenters examine the supervisor’s role and responsibility following this tragedy from varying theoretical lenses. Additionally, the presenters will offer practical strategies to help supervisees cope with this loss and offer insight into preparing supervisees for any organizational reviews that occur.

Demystifying the New APA Publication Manual: Teaching Techniques
Loretta Bradley, PhD; LPC-S; LMFT-S; NBCC, Nicole Noble, LPC, Bret Hendricks, LPC-S, Krystyne Mendoza PhD, LPC, Lori Hollingsworth, PhD Candidate

Recently, the Publication Manual of the American Psychological Association (APA) (2020) was updated. Substantial changes from the 6th edition to the 7th edition of the APA Publication Manual (APA, 2010, 2020) occurred. These changes created a new set of stylistic writing rules with which counselor educators and students should be familiar. Because the APA Publication Manual (2020) can be overwhelming for students to understand, this presentation focuses on providing a pedagogical framework for demystifying and teaching students how to understand and implement the new APA Publication Manual (2020). This presentation will describe innovative strategies to demystify the APA Publication Manual (2020) for students. Emphasis will be placed on experiential learning. An assessment exercise and examples of experiential techniques will be provided.

Dismantling the Whiteness of Counselor Education Programs and How to Implement Antiracism Strategies
Molly Gorzelsky, Katrina King, LPC, NCC

The nature of counseling work highlights social justice issues and inequalities, explaining the relevance of social justice advocacy within the counseling field. This presentation will differentiate antiracist pedagogy and emphasize counselor educators’ responsibility to not only educate future counselors on antiracist practices, but to also implement and model antiracist leadership and pedagogy. Educators are in a position of power that should be leveraged to make space for BIPOC and other marginalized individuals, and to advocate for change within the oppressive systems in which educators belong to. This presentation will address four areas in which leaders in counselor education should consider modeling antiracist leadership including: curricula and course content, pedagogy, community, and organizational structure.
A Narrative Means To A More Equitable Lens: Using A Narrative Pedagogy To Foster Diversity, Equity, And Inclusion

Courtney Allen, PhD, LPCC, NCC, Christina Harrell, PhD, LPC, NCC, Neil Riggsbee, PhD, LPC, Robert Duckworth, M.A., LPC-S, Jeff Tucker, MA, LPC-S, NCC, Sondra Smith-Adcock, Phd

This presentation will explore themes of diversity, equity, and inclusion using a Narrative framework. The presenters will utilize didactic, experiential, and small group processes to help participants form 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.

Decolonizing Multicultural Education in Counselor Training Programs as an Anti-racist Practice

Christina McGrath Fair, LMH(FL), Mercedes Machado, LMHC(FL), Hannah Bayne, LMHC(FL); LPC (VA)

This presentation will focus on the impact of colonization on how diversity education is typically taught within counselor education. We will work collaboratively to demonstrate methods for decolonizing the content, syllabus, and pedagogy of the course. We will explore texts and literature to incorporate into the curriculum, how to create the syllabus and assignments, as well as structure the course..

Developmental Considerations in Addressing Student Value Conflicts

Jay Tift, LPC, NCC, Connie Elkins, LPC, NCC, Jeffrey Parsons, LPCC-S (KY) Laura Smith, NCC; ACS

This session provides a framework to assist counselor educators in supporting students as they internalize the knowledge, attitudes, and skills necessary to counsel diverse populations while navigating significant value conflicts. The framework is drawn from a review of literature in ethical decision-making and multicultural counseling and emphasizes the developmental nature of professional identity development for counselors-in-training. It also bridges the gap between respecting individual student values and maintaining critical gatekeeping functions within counselor education programs.

Developing a Toolkit for Training Counseling Students in Integrated Behavioral Healthcare

Melanie Morris, Licensed Psychologist (TN), Health Service Provider, Douglas Ribeiro, LPC

This session will consider one program’s efforts to integrate with health sciences programs at their university to provide enhanced counseling student training in Integrated Behavioral Healthcare (IBHC). Through real-time interaction, counseling and health sciences students develop treatment plans for mock clinical cases using a simulated electronic health record platform. The workshop will offer a primer on IBHC, a tool-kit for developing IBHC training and integrating with health sciences programs at your university, and examples of clinical case development. Strategies will be given for developing student acceptance for this potential career path as well as developing confidence in real-world collaboration skills. Skills for troubleshooting challenges will also be discussed. Technological resources will be provided.

Culturally Responsive School Counseling: Preparation Leading to Action

Sejal Foxx, Licensed School Counselor, Rachel Saunders, Licensed Professional School Counselor, NCC, Merry Dameron, Licensed Professional School Counselor (NC), Brittany Proleau, LCMHC, NCC, CMHIMP, Maylee Vazquez, LMHC Associate (NC); NCC, Sheree Harper, NC Licensed Professional School Counselor (K-12); NC LCMHC; and NCC

Although racism in schools is not new, the Black Lives Matter movement has ignited an urgency for advancing racial equity and uprooting institutional racism. In 1994, Dr. Gloria Ladson-Billings called upon educators to practice culturally responsive teaching. This pedagogy is grounded in the principle that students’ cultural references ought to be infused in all areas of learning in order to provide all students with equity and access to education. However, the need for culturally responsive services goes beyond the classroom. Using the characteristics proposed by Dr. Ladson-Billings, called upon educators to practice culturally responsive teaching. This pedagogy is grounded in the principle that students’ cultural references ought to be infused in all areas of learning in order to provide all students with equity and access to education. However, the need for culturally responsive services goes beyond the classroom. Using the characteristics proposed by Dr. Ladson-Billings, will share an 8-item culturally responsive check-list as a tool for school counselor educators to evaluate school counselor-trainees’ ability to implement culturally responsive services and strengthen equity focused practices.
Publishing in Counselor Education & Supervision: Recommendations from the Editors
Lindsay Kozachuk, Spencer Niles, EdD, Amanda La Guardia
Scholarly journals provide essential outlets for research addressing key questions within any academic discipline. Although journal editors and editorial board members influence the production of every journal issue, any journal is only as strong as the manuscripts it receives. In this session, we provide current information regarding the editorial process, editors’ priorities, and emerging directions for CE&S. Presenters will discuss expectations for peer reviewers and their role in dispersing scholarship to the greater mental health community. Attendees will develop a greater understanding of empirical and conceptual article presentation. Because this year the journal has transitioned to a new editor, we will reserve for participants to pose questions regarding manuscripts.

Decolonizing Resilience: Essential Features for Counselor Training
Erika Parker, MA; LMHC-A, Openderjeet Kaur, PhD, Christopher Janson, Alisha Guthery, LMHC, CATP, Colin Ward, LMHC, Amy Rastogi, MA; LMHC
There is a need to deconstruct resilience and to reconsider how cross-cultural ways of understanding resilience contribute to healing in the face of adverse conditions. As Ungar noted, it may be that our understanding of resilience is so rooted in the western-centric notion of individualism and self-reliance that incorporating culture and nonwestern traditions of knowing have been neglected (2008; 2010). The purpose of this panel discussion is to present the findings of a cross cultural research group on the essential features of resilience from a global perspective and discuss how their findings relate to the training and supervision of counseling professionals.

CACREP Table Talk
Amy Milsom, PhD
This interactive session is an opportunity for CACREP to provide an update on accreditation matters and for counselor educators to interact with CACREP representatives to ask questions and share information about what is occurring in your program, institution, and/or state that is influencing counselor preparation and counseling practice.
11:15 AM - 12:05 PM | BAKER | THURSDAY
2057 | 50-MINUTE EDUCATION SESSION | CE 1.00

Effectively Addressing Substance Use Disorders & Process Addictions in Counselor Education Programs

Andreas Bienert, Jeff Cline, PhD; LPC-S; NCC; BC-TMH

Addiction continues to be a major problem in the United States. To best address this issue, counselor educators can best prepare competent clinicians by including content related to substance use disorders and process addictions into their counselor education programs. Research on the neurobiology of addiction (substance and process addictions) has grown tremendously over the years. This presentation will focus on effectively addressing issues related to substance use disorders and process addictions in counselor education training programs. The aims of this presentation include how courses should be structured, highlighting essential elements to be included. As presenters we hope to guide a discussion along with addressing resources for counselor educators who may be teaching and/or building addictions courses.

11:15 AM - 12:05 PM | UNIVERSITY | THURSDAY
2058 | 50-MINUTE EDUCATION SESSION | CE 1.00

Does Gatekeeping Work? Examining the Pattern of Competency Problems from Training to Practice

Kathleen Rice, LCMHC Counselor (NC); LCAS (NC); LPC (SD & TX); CAC (SD), Maribeth Jorgensen, LMHC, LMHP; LPC; NCC, Susan Furr, LP

As a profession, the field of counseling aspires to produce highly competent and ethical practitioners, supervisors, and educators. One important aspect of this process is establishing clear procedures for gatekeeping. Based on a series of research studies focused on problems of professional competency (PPC) among different levels of counselors (students, educators, supervisors) the most common issues of PPC will be identified and procedures identified for addressing PPC.

11:15 AM - 12:05 PM | ROSWELL | THURSDAY
2059 | 50-MINUTE EDUCATION SESSION | CE 1.00

Dynamics of Student Resilience: An Intensive Longitudinal Meditation Study

Stephanie Dorais, Michelle Colon, MA, LPC, Jennifer Niles, Allison Dukes, M.Ed, NCC, Spencer Niles, EdD

British philosopher Alain de Botton once said, A good half of the art of living is resilience. Much of our multifaceted work as counselors is helping people in this art of living. This session introduces an evidence-based method of bolstering resilience among university students through a contemplative intervention. We offer a brief guided centering meditation, an explanation of the daily diary randomized controlled trial results, and an overview of the study’s temporal dynamics. Attendees will learn the underlying workings of how meditation confers resilience. Through visual graphs and a practical introduction to longitudinal statistical methods, they will learn how mindfulness, hope, transcendence, and stress influence resilience over time. We geared our implications specifically to college counselors and counseling researchers.

11:15 AM - 12:05 PM | PIEDMONT | THURSDAY
2060 | 50-MINUTE EDUCATION SESSION | CE 0.00

Educational Technology for the 21st Century Counselor Educator: Enhancing Learning and Application

Kara Hurt-Avila, LCPC

Counselor education in the 21st century is defined by technology. The ways we integrate technology into our pedagogical practices can be both meaningful and transformative. The presenter will share the rationale for the use of ed-tech based on Universal Design for Learning and constructivist pedagogy. The presenter will share a literature review of ed-tech in counselor education and will discuss the implications of advancing the use of ed-tech. Participants will see examples of the rich and complex learning outputs achieved through the use of ed-tech in a variety of courses. Participants will get the opportunity to re-design one of their existing course activities to utilize ed-tech with the support of the presenter and peers. Participants are encouraged to bring internet-connected devices to this session.

11:15 AM - 12:05 PM | THE LEARNING CENTER | THURSDAY
2061 | 50-MINUTE EDUCATION SESSION | CE 1.00

Embedding Self-Care Across The Curriculum: It’s A Journey Not A Destination

Kristin Vincennes, LPC; NCC; ACS; BC-TMH, Ascher Pechek, LPC 5779, Leandrea Romero-Lucero, LPCC-NM, ACS, Madison Waller, Rhianne Miller

Counselor training programs are required to infuse self-care strategies into the program curriculum (CACREP, 2016); however, the question surrounds the notion of how to do this effectively, ethically, and competently. The purpose of this presentation is to highlight different programmatic strategies to infuse self-care as a program value, thus emphasizing that self-care is a continual journey. Furthermore, this presentation will highlight how self-care is embedded into systematic evaluations of student dispositions.

11:15 AM - 12:05 PM | HANOVER F & G | THURSDAY
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 Dani, 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.
11:15 AM - 12:05 PM | GREENBRIAR | THURSDAY
2063 | 50-MINUTE EDUCATION SESSION | CE 1.00

Do Elementary School Counselors Really Have to talk to Young Children About Suicide?
Laura Gallo, Meredith Rausch, PhD; NCC, Matthew Beck, LCPC; NCC; ACS

Each day in this country, there are over 3,041 suicide attempts by young people ages 10-24 (CDC, 2017). Youth suicide rates are increasing; however, there is a lack of research surrounding suicide in elementary-aged children. Our phenomenological study provides insight into the experiences of nine elementary school counselors who have worked with youth who are suicidal. The goals of this educational session are: to provide participants with an understanding of how elementary school counselors are experiencing young children with suicidal ideation, to help participants recognize the counselor role and the challenges of working with young children experiencing suicidal thoughts and behaviors, and lastly, to help participants understand various strategies in meeting the needs of young students and their families related to suicidal ideation.

11:15 AM - 12:05 PM | FAIRLIE | THURSDAY
2064 | 50-MINUTE EDUCATION SESSION | CE 1.00

Diversifying Mentorship in Counselor Education: Exploring Variables and Behaviors Associated with Effective Mentorship
Ryan Bowers, Shannon Strohl, Certified Alcohol and Drug Counselor (CADC)

The advancement of mentorship skills in counseling, supervision, and counselor education can help in the future success of diverse and underrepresented students in Counselor Education programs and counseling professionals. Mentoring skills, specifically communication skills found to be effective, can be used to work in mentoring relationships with individuals from different backgrounds. The implication of effective multicultural mentorship practices can have positive ramifications on the lives of all who are involved in the mentoring relationship, creating a more inclusive educational setting for the institution, and meeting standards of recruiting students and faculty from diverse backgrounds. This presentation aims to share information on incorporating effective mentorship skills to all student and professional populations.

11:15 AM - 12:05 PM | INMAN | THURSDAY
2065 | 50-MINUTE EDUCATION SESSION | CE 1.00

Effective Strategies for Counselor Educators to Help Prepare School Counselor Trainees to Work with Students with Disabilities
Jenna Alvarez, Rachel Saunders, Licensed Professional School Counselor, NCC, Vanessa Sinclair, LPCC-S

The COVID-19 pandemic has separated over seven million students with disabilities (SWD) from their classroom supports (Young & Donovan, 2020) and has made it especially difficult for school districts to meet the needs of students with disabilities and comply with requirements of the federal Individuals with Disabilities Education Act (IDEA). Given the role of school counselors to support all students, counselor educators need to assess how their graduate counseling programs adequately prepare future school counselors to serve SWD. In this session, we provide school counselor educators with an application-based approach to utilize in their teaching and supervision with Master-level school counselors to prepare them to serve the needs of all K-12 students, including SWD.

11:15 AM - 12:05 PM | KENNESAW | THURSDAY
2066 | 50-MINUTE EDUCATION SESSION | CE 1.00

Do We Practice What We Preach? Exploring Counselor Education Doctoral Students Experiences from Diverse Religious/Spiritual Backgrounds
Mitchell Waters, LPC, Waleed Sami, Mia Liadis, NCC, Aliza Lambert, Certified Rehabilitation Counselor, Abigail Conley

The researchers will present the findings of a recent qualitative study on the lived experiences of religiously/spiritually diverse counselor education students within CACREP-accredited doctoral programs. The presenters will share the results of if, and how, the students’ religious/spiritual identities were integrated, isolated, supported, and/or challenged in their training program. Participants will reflect on their own experiences with religious/spiritual identity support and/or microaggressions in the counseling profession, and formulate concrete ways to support religious/spiritually diverse students within their own programs.
Creative Supervision: Incorporating Evidence-Based Creative Techniques into Counseling Supervision
Michelle Bruno, Pennsylvania LPC, Brenda Cappy Gruhn
The supervisory process can be stressful for both the supervisor and supervisee. Elevated levels of anxiety can interfere with the development of skills of both parties. This workshop will focus on creating a warm and engaging supervisory environment through the use of evidence-based creative techniques. This approach can increase mindfulness of anxiety, strengthen conceptualization practices and professional identity, hone counseling skills, and help to bridge the gap from theory to practice. Participants will learn how to incorporate a variety of creative supervision techniques such as sandtray, mindfulness, narratives and drawings, and clay and play-doh. Participants will have the opportunity to engage in an experiential learning activity which can be easily incorporated into counseling supervision sessions in a variety of settings.

Doctoral Student Teaching Evaluation Tool Development: Research Findings
Stephanie Merrilees, LPC, Mei Tang, LPC, Alexandra Mott, LPCC
This presentation is based on the initial findings of a research study about doctoral student teaching assessment development. Participants will identify the needs for preparing doctoral students develop effective teaching skills and usefulness of teaching performance evaluation. The process of developing and validating a teaching assessment tool as well as the preliminary psychometric results will be presented for review and discussion. Implications for counselor education programs will be discussed with focus on curricular and practical experiences for doctoral students to gain confidence and competency in teaching.

An Introduction to Engaging in a Supervisory Relationship Through a Framework of Cultural Humility and Competence
Laura Mallow, MA; LLPC (MI), Mou Mallik, LPC (OH); NCC, Jessica Del Re
This presentation will introduce the developmental process of cultural competence and cultural humility within the supervisory relationship. This interactive program will cover the basic tenets of cultural competence, cultural humility, and clinical supervision while centering on the intersection of cultural competence and cultural humility through the use of a case study and discussion.

Diversity and Disability: Developing Disability-Related Pedagogy to Build Counselor Competence
Linda Shaw, Zeynep Yilmaz, CRC
This program will explore the education and training implications of the Disability-Related Counselor Competencies (DRCC), endorsed by the American Counseling Association in 2019. The DRCC includes the knowledge and skill sets needed by all counselors to provide effective services to people with disabilities. This presentation will include a review of the competencies’ content areas, ways in which disability-related content can be incorporated into the curriculum of counselor education programs, and participants will be provided with specific resources for information and consultation.

Art And Sandtray: Implementing Creative Interventions In Counseling Supervision To Promote Counselor Development
Christina Villarreal-Davis, ShayLea LeCraw, Chrisandra Acker-Brown
Utilizing creative art therapies in counseling supervision can be a transformative experience. Participants will benefit from this presentation as they learn effective strategies that build the supervisory relationship, increase their knowledge on the effectiveness of creative and expressive arts in supervision, and gain a better understanding of how to implement a creative art therapy intervention during counseling supervision. Following the formal presentation, participants will have the opportunity to apply creative techniques by taking a hands-on approach by participating in the Phoenix: Rising out of the Ashes? (Bratton & Stewart, 2018) technique and a sandtray technique, which focus on the professional development of counselor-in-training (CITs) and supervisees.

Teaching Counseling Students to Conduct Suicide Risk Assessments: Meeting the Needs of Your Students in a Post-Pandemic World
Darcy Haag Granello, LPCC-S, CWC Paul Granello, LPCC-S, Certified Wellness Counselor, Gerald Juhnke, LPC, NCC, MAC, ACS
The COVID-19 Pandemic has increased suicidal behaviors and ideation. Counseling students and counselors want suicide assessment skills to address this new world. Counselor educators are the logical choice to train counselors and supervisees how to conduct thorough suicide assessments. This program will give counselors educators: (a) knowledge about the current state of suicide risk assessment; (b) skills to use and teach the most up-to-date evidence-based risk assessment protocols; and (c) strategies for integrating this information into the participant’s courses and curriculum. Presenters are recognized suicide assessment and intervention experts. Faculty will leave with essential information and resources that can immediately be taught to students to help prepare them for conducting suicide risk assessments in a post-pandemic world.
While promoting their development as socially just practitioners, theory to engage supervisees in these difficult discussions merges culturally humble practices and Relational Cultural supervision. One way to engage in such practices is through also begin to promote and model socially just practices into not only engage in culturally responsive supervision, but must Counseling Competencies. With this shift, supervisors must framework in accordance with Multicultural and Social Justice field continues to move toward a social justice and advocacy edge of and advocacy against racial injustice, the counseling with overcoming racism, discrimination, and marginalization. This emotional labor can also be found within the job search process, even in counselor education. During our 50-minute career focused session we would like to share our experience of navigating the job search process in the midst of a global pandemic.

12:30 PM - 1:20 PM | HANOVER A & B | THURSDAY
2072 | 50-MINUTE EDUCATION SESSION | CE 0.00

Securing the Bag: The Experiences of Three Black Women Navigating the Counselor Education Job Search During a Global Pandemic

Deanna Burgess, Charmaine Conner, Autumn Cabell, LPC; NCC; CCC; CCTP

In 2020, COVID-19 created an unprecedented public health crisis. The counseling education field was not exempt from the negative impact of the global pandemic. Along with COVID-19, another global pandemic was recognized in June 2020, racism. The Black Lives Matter protests spread throughout the United States of America and across the world after the murder of George Floyd. As a result, many Black people experienced the emotional labor associated with overcoming racism, discrimination, and marginalization. This emotional labor can also be found within the job search process, even in counselor education. During our 50-minute career focused session we would like to share our experience of navigating the job search process in the midst of a global pandemic.

12:30 PM - 1:20 PM | CENTENNIAL IV | THURSDAY
2074 | 50-MINUTE EDUCATION SESSION | CE 1.00

An Operational Ethics Model for Crisis Intervention

Julia Whisenhunt, LPC; NCC; CPCS, Rick Myer, LP, Richard James, LP

Crisis intervention coursework is mandated by CACREP but crises and the accompanying ethical dilemmas are not addressed in the ACA or ASCA ethical standards. We have developed the LASER (Legal issues, Assessment, Setting, Ethical Principles, Resolution) model to facilitate ethical decision-making in the context of crisis intervention. We will discuss the LASER model and the theory and assessment devices that support it, as well as SAFETY social locations (Nobbmann et al., 2014) and how they can be used to make therapeutic contact with clients. We will demonstrate how the Triage Assessment Form (Myer & James, 2009) can be used to rate client destabilization across affect, behavior, and cognition. Participants will develop a foundational knowledge of how assessment strategies can be applied to ethical decision-making in crisis intervention.

12:30 PM - 1:20 PM | CENTENNIAL I | THURSDAY
2075 | 50-MINUTE EDUCATION SESSION | CE 1.00

Broaching Racial Injustice in Supervision

Aiesha Lee, Unity Walker, NCC, Kenson Hiatt, LPC; NCC

With the current social climate promoting an increase in knowledge of and advocacy against racial injustice, the counseling field continues to move toward a social justice and advocacy framework in accordance with Multicultural and Social Justice Counseling Competencies. With this shift, supervisors must not only engage in culturally responsive supervision, but must also begin to promote and model socially just practices into supervision. One way to engage in such practices is through the discussion of social injustices within the supervisory relationship. To do so, supervisors can utilize a framework that merges culturally humble practices and Relational Cultural Theory to engage supervisees in these difficult discussions while promoting their development as socially just practitioners.

12:30 PM - 1:00 PM | GRAND HALL WEST- BOARD 24 | THURSDAY
2076 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Integrating Neuroscience into Counselor Education and Supervision

Tiffany Worley

Counselor education and supervision (CES) programs are tasked with preparing counselors-in-training (CITs) to work with diverse clients across the lifespan. CITs often receive general preparation from their graduate programs and seek specialized training post-graduation. One area of growing interest among professional counselors is neuroscience-informed counseling. Although there is significant research on how post-graduation counselors become neuroscience-informed in their practice, less is known about how CES programs are addressing this need. This presentation summarizes what is known about neuroscience-informed counselor preparation, explores future avenues of inquiry, and provides current counselor educators and supervisors with resources to integrate neuroscience into their current teaching and supervision practice.

12:30 PM - 1:00 PM | GRAND HALL WEST- BOARD 15 | THURSDAY
2077 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Implicit Stereotyping Measured through EEG: Implications for Counselor Education

Wesley Webber, Joy Burnham, Ph.D., LPC, NCC

Counselor education can be viewed as interacting with general human tendencies towards implicit biases and stereotyping. This program will present results from an EEG study of implicit stereotyping among graduate students in mental health fields (primarily counselors-in-training). Implicit stereotyping was measured through EEG in a computerized experiment using the event-related potential (ERP) technique. The study investigated whether aspects of multicultural counseling competence and mindfulness were associated with less implicit stereotyping in graduate students in mental health fields. This presentation will first describe how to use and interpret event-related potentials in research. The results of the study will then be presented, and implications for counselor education will be discussed.

12:30 PM - 1:00 PM | GRAND HALL WEST- BOARD 21 | THURSDAY
2078 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Integrating Antiracist Pedagogies in Rural Counselor Education and Supervision

Kendra Shoge, LPC Jonathan Wiley, LCSW (MS)

Counselor educators serving in rural higher education institutions share much in common with their urban and suburban peers. However, they also have distinct opportunities and challenges in creating inclusive, equitable, and antiracist learning environments. Informed by rural counselor educators’ experiences, this presentation will explore various approaches to integrating antiracist pedagogical practices into counselor education and supervision programs located within rural localities. Specifically, this presentation will help counselor educators identify, discuss, and share strategies for developing contextual antiracist practices within the counselor education professional roles of teaching, supervision, research and scholarship, and leadership and advocacy.
Navigating LGBTQIA+ Issues in the Classroom

Kristin Erickson, Asha Khan-Snyder, B.A. Counseling Psychology from Morningside College, Sioux City, Iowa Present Master’s Program CMHC Student, Bellevue University

Mental health counselors must have the ability to work with people with diverse identities and life experiences (Rose, 2020). The role of counselor educators is to prepare their students to work within these diverse populations confidently and competently. This education should include training regarding specific social justice issues and how they impact not only our clients, but also the counselors, educators, and profession (Roysircar, 2009). One population we must take into consideration when discussing social justice issues in counseling is the LGBTQIA+ community (Rose, 2020). Students in counseling programs are also experiencing microaggressions from faculty members and other students. In this presentation we cover some of these concerns and what faculty can do to assist students and create safer spaces in class & supervision.

Lessons Learned: Experiences of Clinical Coordinators of CES Programs During COVID-19

Sarah Irvin, LPC, NCC, Alexander Becnel

In March 2020, COVID-19 created a global health crisis that compelled counselor educators and supervisors to respond quickly to the changing academic landscape. As they searched for guidance from accrediting bodies, licensing boards, and professional organizations, counselor educators and supervisors were forced to make quick decisions to preserve their programs. This program will present the findings from an original qualitative study that explored the lived experiences of CES clinical coordinators in the immediate aftermath of the COVID-19 pandemic. The presenters will discuss the challenges these coordinators faced and the interventions they used to overcome them. This program will help participants identify strategies they can use to navigate crises in their future programs successfully.

How To: Counseling, Supervision, And Education In A Post Covid World

Ashley Luedke, LMHC; certified online instructor, Rebecca Scherer, LCPC (NV); NCC; ACS

Did you feel overwhelmed making the move from face to face work to remote counseling, supervision, or teaching? You aren't alone. Many went into crisis management mode and did the best to make it work but missed out on incorporating different forms of technology to help enhance their virtual connections and understanding. This presentation will walk through beneficial tools that you can apply to your work as a counselor, educator, or supervisor.

Lights, Camera, Action: Using Action Research as a Teaching Tool for Social Justice Advocacy

Kristin Higgins, PhD, LPC-S, Erin Popejoy, PhD, LPC-S, Anthony Vajda, NCC

One key component of CACREP’s doctoral standards is leadership and advocacy. Among the objectives listed under this key component is the importance of strategies of leadership in relation to current multicultural and social justice issues. In support of this objective, this program content will describe the tenets of action research and its applicability to counselor education training. Action research is an effective way to assess needs of underrepresented and marginalized groups in the community. This program will highlight the use of action research as an assignment in a cultural foundations course at the doctoral level to support leadership development and advocacy practice among students.
Mapping Solidarity, Liberation, and Activism: A Critical Autoethnography of Asian American and Pacific Islander (AAPI) Leaders in Counseling

S. Anandavalli, NCC, LPC (I), Christian D. Chan, John Harrichand, LMHC, LPC, NCC, CCMHC, ACS, Shreya Vaishnav, NCC, APCC

Researchers have documented the disproportionate amount of racism, exclusionary leadership practices, and the factors that ameliorate racial inequities among Asian American and Pacific Islander (AAPI) communities. AAPI leaders have been largely underrepresented in counseling leadership, higher education, and the broader profession. Due to stereotypes associated with the bamboo ceiling and the model minority, AAPI communities are overlooked for advancement and leadership opportunities while experiencing racial discrimination in a given context (e.g., workplace). Using key excerpts from a critical collaborative autoethnography and an AsianCrit paradigm, seven counseling leaders will co-construct a dialogue on leadership experiences to explore the cultural contexts that identified opportunities for solidarity, liberation, and activism.

How to Build Resilience and Wellness in Counselor Education and Supervision During COVID-19

Joseph Pikula, Graduate Student, Summer Moon, MA, Kelly Veal, Melanie Chambers, Graduate Student, Steven Cox, Graduate Student

Research suggests there has been an increase in stress and mental health issues among professors in higher education (Pandurara, 2014). While this increase was present prior to the global mental health pandemic, the increased workload, reduced pay, and requirements to teach asynchronously and synchronously have increased the stress in higher education for both faculty and students. However, research has demonstrated that self-care practices can mediate burnout in academia (Moses, Bradley, O’Callaghan, 2016). Join us to learn what self-care and self-care practices can mediate burnout in academia (Moses, Bradley, O’Callaghan, 2016). Join us to learn what self-care and self-care practices can mediate burnout in academia (Moses, Bradley, O’Callaghan, 2016). Join us to learn what self-care and self-care practices can mediate burnout in academia (Moses, Bradley, O’Callaghan, 2016). Join us to learn what self-care and self-care practices can mediate burnout in academia (Moses, Bradley, O’Callaghan, 2016). Join us to learn what self-care and self-care practices can mediate burnout in academia (Moses, Bradley, O’Callaghan, 2016). Join us to learn what self-care

MTurk Dyadic Data and Qualtrics

Brooke Wymer, Ph.D., LISW-C/PS, Christopher Hipp, Jessie Guest, PhD, N.C.C., LPC, RPT, QS

The advent of dyadic data analysis provides insight into couples and the variables impacting relationship development. Adversely, gathering dyadic data can be extremely difficult. As such, Amazon Mechanical Turk (MTurk) can provide an invaluable resource to obtain dyadic participants even though MTurk is an individually-based survey completion platform. This presentation provides a step-by-step guide to setting up Qualtrics and gathering data from MTurk for dyadic data analysis.
Multiracial Competence: Extending A Commitment For Diversity And Inclusion To Multiracial Clients, Students, And Supervisees

Regina Finan, C. Peeper McDonald, LPC (GA); NCC; ACS

The Multiracial population in America is growing up to three times as fast as the overall population (Pew Research Center, 2015). However, counselors may not be aware of salient and complex issues relevant to this group. As counselor educators, we can bring discussions inclusive of these individuals into focus, thereby preparing counselors to increase their cultural competence. As counselors, we can integrate this knowledge into our work with clients. The Multi-Racial/Ethnic Counseling Concerns (MRECC) Interest Network of the ACA developed the Competencies for Counseling the Multiracial Population in 2015 (Kenney et al.) in an effort to provide a supportive resource. This presentation will use these competencies along with antiracist and decolonizing practices to apply awareness, knowledge, and skills to actionable training, and practice.

How, When, And Why? Strengthening Researcher Identity Across The Doctoral Curriculum

Susannah Wood, NCC, Cassie Storlie, LPCC-S (OH), NCC, Jiwon Kim, Ph.D., Stephen Craig, LPC

The question of how counselor education programs can best support and develop doctoral students’ skills and identity as researchers continues to be examined. However, there is little consensus on how to teach research skills, content, or ways to reflect on researcher identity or when they should be taught with regard to curriculum sequencing. Presenters will a) provide an overview of current literature regarding doctoral student development as researchers; b) suggest a sequence of skills and knowledge that could be reflected in counselor education programs structures; and c) discuss ways and means of developing challenging and supportive research courses designed to promote both research skills and identity.

Moodle and Flipgrid and Zoom, Oh My! Sharing Tools and Interventions to Enhance Student Learning in a Post-Pandemic World

Courtney Walters White, LPCS, CCMHC, NCC, Helen Lupton-Smith, PhD, LCMHCA, Erik Messinger, PhD, LCMHCA, NCC

The shift to online learning in 2020 encouraged all educators to expand their comfort with technology and online instruction. Without time to plan and research best practices, counselor educators incorporated new methods for delivering educational content with limited time and preparation. The purpose of this presentation is to provide counselor educators with new technology tools to try, and strategies to incorporate these tools within their teaching practice, supported by best practices and lessons learned from research and practice in online teaching and learning. We invite you to come prepared to share your own technology toolbox, and discuss examples of how technology has enhanced your own teaching practice.

Life as a New Faculty Member in an Online Counselor Education Program

Heather Barto

This career focused session will discuss the ins and outs of getting started to teach or supervise in an online counselor education program. Research shows that many students graduating from doctoral programs are unprepared to teach in an online counselor education program. The session will address the qualities of successful online faculty. The presenter has onboarded over 10 new full-time faculty members in a growing CACREP online master’s level program. Participants will learn how to get started teaching and supervising in an online counselor education program.

Motivational Interviewing Learning Labs: A Supervised Practicum Experience to Improve School Counselor Training

Tonia Lans, LPC

This poster highlights a unique supervised practicum experience during which school counselors in training work in groups of three or four over the course of eight weeks to practice skills related to motivational interviewing (MI) to support the academic development of students. The experience culminates in a reflection paper in which candidates reflect on their MI lab experiences that involve self-assessing, practicing, and observing use of motivational interviewing skills with peers. A link to the handbook used to facilitate this experience with school counselors in training will be provided to all interested counselor educators and/or supervisors.
Inclusive Counselor Education: The Use of Open Access Curriculum Materials

Regina Moro, LPC, LMHC, LCAS, NCC

This presentation will examine inclusive teaching practices and how they can be applied to counselor education. To begin, a definition of inclusive pedagogy will be presented, and then participants will learn specific strategies for inclusion. These strategies will focus on course design, and evaluation methods. The utilization of open access curriculum materials is one strategy that will be explored in detail. The presenter will share a course syllabus that utilizes open access curriculum materials. These materials center a diverse variety of identities. Participants will leave this presentation having reflected on ways in which they can apply inclusive pedagogy into their work as counselor educators.

Integrating Maternal Mental Health and Wellness into Counselor Training and Supervision

Isabel Thompson, Alexandra Perez, Vanessa Teixeira, LMHC; Approved Clinical Supervisor, Eric Thompson, Ph.D. Licensed Mental Health Counselor(FL), Jamie Hildebrandt Jerome, Clinical Mental Health Counseling Student

This presentation will explore the significance of maternal mental health for individual, couple, infant, family, and community wellbeing. The peripartum period, which includes pregnancy, birth, and the postpartum timeframe, is a time of great adjustment and change for women, their partners, and families that warrants greater attention in counselor preparation. With a focus on wellness and prevention, the presenters will share ways to use strengths-based, feminist, multicultural, and post-traumatic growth perspectives in teaching students about maternal mental health. The presenters will share ways counseling supervisors can help students conceptualize and treat maternal mood disorders such as peripartum depression. Specific strategies to integrate maternal mental health into the curriculum will be discussed.

Innovative Pedagogy in Hyflex Counselor Education using High Impact Teaching Practices

Shalini Mathew, Yasmin Gay, PhD, LPC, CRC

This presentation will introduce High Impact Teaching Practices and their application to counselor education, as we transition to a hyflex model. There has been a lot of transition in teaching and learning since the past year, due to the global crisis that the world had to go through, which also creates new expectations for the field of counseling. There is a growing need in counselor higher education to have innovative pedagogy, which allows counselor educators to meet the various needs of students and help students to better serve the community. High Impact teaching practices (HITS), as an innovative teaching method, are gaining popularity. HITS involves various teaching strategies and enables educators to fully engage students in the learning process. This is an attempt to use high impact teaching practices in counselor education.

Multiculturally Competent Intake Interview with LGBTQI+ Clients

Seungbin Oh, Nayoung Kim, NCC, Caitlyn McKinzie Bennett, LMHC, LPC, NCC

This presentation will use a combination of lecture and case studies to impart information and provide a specific guideline for the multiculturally competent intake interview. With specific case examples, the audience will engage in experiential exercises that have been designed to practice the multiculturally competent intake interview for LGBTQI+ clients, so they will apply it into their practices. The presenter will elicit audience discussion to further enhance learning.

Mentorship in the Professional Development of Early Counseling Professionals: A Global Initiative Created by Counselors for Counselors

Sue Pressman, Pupil Personnel Services License (VA), Anaid Shaver, Pupil Personnel Services License (VA), Judy Daniels, CRC

This session highlights the mentorship program design, development, and implementation of a national counseling organization’s mentoring program lifecycle. This session will provide a model, strategies, lessons learned and recommendations related to inclusive and intentionally diverse mentorship practices between early and seasoned counseling professionals. Best practices and strategies for engaging in transformative mentoring will be discussed. This will include: ethical considerations, successes, challenges, demographics, geographical considerations, program evaluation, and resources. The mentoring relationship through first-hand experiences will be reported.
Moral Distress in Rehabilitation Counseling
Kathleen Green, CRC, Paul Bourgeois

This session will explore the presence of moral distress among rehabilitation counselors and factors contributing to why they felt constrained from engaging in ethical action. We will also discuss the consequences of morally distressing situations and approaches used by practitioners to mitigate these experiences. We will highlight the unique challenges and types of distress that are faced by practitioners. Implications for counselor educators, supervisors, practitioners, and students will be discussed.

Infusing Social Justice into the Virtual Classroom: Embracing Difficult Conversations
Alexandra Mott, LPCC, Kaitlyn Bruns, LPC, Mei Tang, LPC

With the increased popularity and necessity of using technology in counselor education, additional attention is needed towards the specific techniques and pedagogy being used in distance counselor education, especially when approaching difficult conversations. However, despite the recent explosion in technology, there continues to be a lack of literature. This interactive program will summarize the challenges, barriers, and ways to approach critical incidents in the classroom, whether that is face-to-face or online. Critical incidents may include, but are not limited to, social justice issues, advocacy, diversity, ethical concerns.

Expanding Classroom Borders: Strategies for Creating and Implementing a Master’s Level Addiction Specialization Curriculum
DeAndrea Witherspoon Nash, Melanie Morris, TN Licensed Psychologist, Health Service Provider (HSP)

According to the 2019 National Survey on Drug Use and Health (NSDUH), it is estimated that 19.3 million adult Americans had a substance use disorder (SUD), and 3.6 million were identified as having co-occurring SUDs and mental illness (Substance Abuse and Mental Health Services Administration, 2020). Subsequently, there remains a significant need for professionals trained to assess, diagnose, and treat mental health and SUDs. In this presentation, faculty from a clinical mental health counseling program will provide ideas and strategies for developing and implementing a master’s level addiction specialization curriculum. Presenters will provide strategies for developing community partnerships such as local school prevention programs and community drug courts to enhance student counseling training.

Establishing Content-Related Validity Evidence for Assessments in Counseling: Application of a Sequential Mixed-Method Approach
Hulya Ermis, Ph.D, NCC

According to the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014), content-related evidence is a necessary source of evidence in drawing conclusions about the instrument’s quality. To provide best practice recommendations in establishing content-oriented validity evidence for counseling assessments, this session will introduce a four-step sequential mixed-method approach, including the following stages (a) creating an initial draft of the scale, (b) selecting a jury of content reviewers, (c) a qualitative review, and (d) a quantitative review of the scale. Through an illustrative example, participants will benefit learning a detailed, applicable, and step-by-step protocol incorporating both qualitative and quantitative reviews of prospective items to enhance the instrument’s quality prior to the data collection.

Exploring Class Privilege and Classism in Counselor Training Programs
Jessica Taylor, LPC, NCC, BC-TMH, Christina McGrath Fair, LMHC (FL), Lucy Parker, LPC (IL and PA); NCC, Jennifer Greene-Rooks, Frankie Fachilla, LPC with Mental Health Service Provider Designation; Approved Supervisor; EMDRIA certified, Cynthia Miller, LPC (VA)

Class privilege is a common but frequently overlooked form of privilege. This session explores how class privilege may be embedded in the structure of counseling training programs in ways that make a counseling degree inaccessible or increasingly challenging for all but the most privileged. In this session, presenters will also describe two research projects designed to gather information on the experience of class privilege among counseling students and how the structure of training programs may perpetuate classism.

Creatively Adapting DBT Skills to Increase Supervisee Clinical Competencies
Bridget Glass, LMHC, Kelly Emelianchik-Key, PhD; LMHC; NCC; ACS

Dialectical behavior therapy (DBT) is an evidence-based, widely used approach to treat various mental health issues, including, but not limited to borderline personality disorder, eating disorders, and substance use disorders. Supervisees and counselors-in-training often struggle with anxiety, stress, and confidence during clinical training. Supervision is one of the most common and essential contexts for supervisees to address counseling challenges. The core DBT components have potential for creative adaptation to address the common supervisee challenges and assist in skill development and theoretical modeling. This presentation will address and review the four DBT skills and teach participants how to adapt these skills to address common supervision challenges. A case study will be shared to conceptualize the skill application.
Able Privilege and Disability Rights: Implications for Counselor Education and Supervision

Michael Hartley, CRC; Toni Saia, CRC; 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.

Embracing the Big Mistakes: Reflections on 13-Years of Antiracist Teaching

Krista Malott, Tina R. Paone, LPC, NCC, RPT-S, ACS

Efforts to embody an antiracist stance consistently across our personal and professional spaces can be complex, difficult, dynamic, and at the same time—rewarding! This interactive workshop, meant for persons of any race or ethnicity, provides an overview of the thirteen years that each presenter has been designing, teaching, and humbly working to practice, antiracist directives. They will walk you through the top ten surprises, mistakes, learnings, or misunderstandings experienced in their efforts. In addition, participants will gain understanding of more (and less) effective antiracism pedagogical practices, and will have the opportunity to share their own related triumphs and challenges.

Evaluating Journal Assignments: How to Assess Counseling Students’ Reflective Writing

Lindsay Woodbridge, David Duys, LPC; Cindy Anderton, LPC, NCC

Evaluating students’ journals about their clinical experiences can be a challenging task. In this session, we will introduce a new tool for analyzing and assessing reflection in counseling students’ writing. Educators and researchers can use the tool to assess both the depth of the reflection and the range of the writers’ areas of focus for reflective thought. Session participants will see the tool in action and even try it out themselves. Presenters will also discuss the challenges of teaching and assessing reflection and share the results of a pilot study exploring the efficacy of this tool to assess the differentiation and depth of students’ writing.

Exploring Mentorship and Emotional Labor of Female Students of Color

Galaxina Wright, RMHCI; Breannah Hilaire, LMHC; NCC

Mentoring plays a vital role in the success of doctoral students during and after their program. Successful mentoring leads to successful doctoral students who can better advance within their field of study. Decreasing negative interactions between mentor and mentee can lead to female students of color having more access to professional opportunities. Emotional labor is a hidden barrier that takes a physical, mental, and emotional toll on an individual due to the incongruence and inauthentic way a person has to conform to an organization’s direct and indirect standards. This can lead to heightened emotions of guilt and frustration towards studies and the loss of time, relationships, and opportunities.

Examining Determinants for Success: A Holistic Approach to Promoting Post-Secondary Educational Opportunities in Urban School Settings

Anita Young, School Counselor; Erik Hines, School Counseling; Lena Jackson, School Counseling; Dantavis Hicks, School Counseling

Students in urban school settings face insurmountable challenges that translate to limited access to equitable college and career opportunities. This presentation describes an evidence-based framework that employed a holistic approach to determine and minimize academic and social-emotional barriers for students in urban school settings. As a result, the interventions produced meaningful engagement and outcomes.

Cross Cultural Supervision: Racing to Cultural Competence

Tsui-Yee Chow, LPC (IL); Tiffany Stoner-Harris

The counseling profession continues to emphasize the importance of cultural competence amongst counselors in training and Counselor Educators (Ratts et al., 2016). Cross-cultural supervision is increasingly explored through research, focusing on the influences of racial identity, racial microaggressions, the feedback process, cultural responsiveness, and cultural competence (Burkard et al., 2014; Constantine & Sue, 2007; Schroeder et al., 2009). The multicultural competence of the supervisor is a strong indicator of the ability to develop a working alliance within the supervision process, regardless of the race/ethnicity of the supervisee. This emphasizes the importance of supervisor cultural competence and intentional use of effective techniques to implement and manage cross-cultural supervision (Thomas, 2013; Schroeder et al., 2009).
Exploring The Cultural Experiences Of Diverse Men In A Counselor Training Program
Suzy Wise

The presenter in this session will share the results of a qualitative study framed through a feminist and multicultural competency lens focusing on the experiences of seven diverse men CITs at the end of their program. Through Interpretative Phenomenological Analysis, 12 themes emerged representing their ongoing development within their family/culture, the training environment, and the counseling profession. Selected extracts will illustrate these experiences to prompt engaged consideration of the gender socialization paradigm within and outside of the counselor training environment. Discussion on the implications of this work will center on attendee reflection of their own program demographics and recruitment practices, as well as counselor educator, supervisor, and student reflections on gender in classroom and clinical contexts.

Career Success For International And Non-US-Born Counselor Educators And Supervisors
Mariaime Gonzalez, LPC, Katherine Fort, PhD LMHC, Syntia Santos Dietz, PhD, NCC, Keiko Sano, CMHC; NCC

This interactive presentation, utilizing photovoice, is an opportunity for counselor educators and counselors to unpack antiracist practices in counselor education and illuminate how such practices have not only impacted counselor educators, counselors, and students, but the clients of counselors as well. With the focus on the underrepresentation of African American females in the Counselor Education and Supervision (CES) professorate, this session highlights how diverse racial representation can facilitate minoritized students’ retention and simultaneously decrease their attrition. This presentation not only uncovers racists subtleties which poison the field of counseling, but it will conclusively provide strategies which can be implemented to challenge antiracists practices in counselor education.

Experiences of Counselors-in-Training with Microaggressions from Clients
Corrine Sackett, Heather Mack, LPCA

This presentation will be focused on a review of findings from a recent constructivist phenomenological study wherein researchers explored counselors-in-trainings’ experiences of microaggressions from clients towards them in the counseling process. With limited literature on this topic, presenters will discuss how findings from this study can help inform training and supervision of counselors in navigating microaggressions from clients in counseling.

Enhancing Counselor Education through External Funding
Elizabeth Gruber, LPC; NCC, Sheri Boyle, PhD, MSW, Molly Jenkins, Licensed Behavior Specialist (PA), David Loeffler, MA, MS, NCC

This program will assist counselor educators, supervisors, and graduate students in understanding sources for external funding. Attendees will learn tips and techniques to develop effective proposals, as well as strategies for collaboration, delivery, and evaluation. Attendees will learn the importance of external funding in advancing research in the field, as well as providing valuable learning opportunities for students through collaboration and workforce development.
12:30 PM - 1:20 PM | COURTLAND | THURSDAY
2010 | 50-MINUTE EDUCATION SESSION | CE 1.00

Culturally and Competently Working With Clients From Low Socioeconomic Households: Teaching Counselors-in-Training Effective Practice
Angiemil Pérez Peña, LCMHC-A (NC); NCC; CCTP, Allanah Roberts, RMHCI

Limited research exists regarding culturally appropriate interventions for individuals from low SES households; income and socioeconomic status being an essential contributor to an individual’s identity, as well as their individual experience. It is compulsory, therefore, for a counselor-in-training to understand and include SES in their treatment approach. This session will explore how counselor educators can instruct counselors-in-training on effective ways to counsel individuals from low SES. Additionally, it will focus on elaborating on the needs of this group and outline practical ways to incorporate a multicultural approach into the counselor educator’s pedagogy.

12:30 PM - 2:00 PM | REGENCY V | THURSDAY
2144 | 50-MINUTE EDUCATION SESSION | CE 0.00

CSI Chapter Leaders Training
Rebecca Edelman, Annaleise Fisher, LPC, Clark Ausloos, Joe Campbell

Are you a CSI chapter officer, committee chair, or other leader? Learn about best practices for your chapter, such as using Robert’s Rules of Order, designing an effective meeting agenda, and conducting chapter elections. Based on attendees’ interests, we will discuss topics such as chapter awards, initiations, mentoring, recruiting members, involving alumni, program evaluation, preserving history, CSI resources, and conducting chapter events virtually. Handouts on topics will be provided.

1:45 PM - 3:15 PM | HANOVER A & B | THURSDAY
2122 | SPECIAL SESSION | CE 0.00

CACREP Standards Revision
Dana Heller Levitt, PhD, NCC, Le’ann Solmonson, Elizabeth Boland, PhD, Thomas Field, PhD, Brandy Richeson, PhD, Justin Lauka

The CACREP 2024 Standards Revision Committee (SRC) will provide a status update on its work. SRC members will engage in dialogue and invite participants to share their research on requisite knowledge and skills for entry-level counselors in all of the specialty areas and at the doctoral-level with the specific purpose of informing standards revision.
Counselor Self-Disclosure: Developing Novices’ Beliefs About Appropriate Use Of Self-Disclosure In Supervision
Lindsey Grossman, L. DiAnne Borders, LCMHC; NCC; ACS
Counselor self-disclosure (CSD) is a skill that requires thoughtful application to be both therapeutic and ethical. Counselors’ beliefs and understanding of CSD are informed by the counselors’ theoretical orientation, personal values system, skills training, and experience using CSD with clients, all of which are still developing for novices. Often, novice counselors bring CSD-specific anxiety and confusion into supervision, asking ‘Was this self-disclosure?? Is it ok for me to say that?? Is there ‘too much of me’ in this session?? Informed by experiences with novices, presenters will describe challenges novices bring to supervision and illustrate how supervision can be a space for clarifying and solidifying novice counselors’ understanding of what CSD is and how to use it intentionally.

Facilitating Opportunities For Developing Cultural Humility Through Community-Engagement Research: Theory, Practice, And Possibilities
Tahani Dari, LPC, LSC, NCC, Monica Coleman, CRC, NCC, P-LPC, BC-TMH, A. Stephen Lenz, LPC, NCC, Jessica Del Re
Cultural humility is a key characteristic of culturally-responsive counselor educators and supervisors. However, best practices for providing opportunities for related growth and critical reflection are only recently emerging. Join us for a conversation about the potential for community engaged service learning to be your vehicle for joining with your students in ways that advance science, practice, service, and leadership. In this session, participants will learn about cultural humility and critical reflection in relation to community-based experiential learning strategies. Attendees’ will be presented with three case studies offering models for cultivating student awareness using related approaches.

Foreign-Born Faculty Teaching A Multicultural Counseling Course: Experiences And Strategies
Ye (Agnes) Luo, Carol Quinn, LPC-Associate, Angie Cartwright, LPC-S, LSOTP-S, NCC
Foreign-born faculty (FBF) are often viewed to be experts of multicultural issues in counseling and are assigned to teach the multicultural counseling (MC) course. However, little is known about their experiences teaching an MC course in higher education. In this session, presenters will share a phenomenological study focused on the aforementioned areas. Attendees will learn the unique experiences of FBF teaching an MC course, implications for counselor educators and counselor education programs, as well as strategies to implement while teaching topics related to diversity in counseling.

Foreign-born Counselor Educators’ Profile, Strengths and Challenges
Ravza Nur Aksoy Eren, Claudia Interviano-Shiverdecker, Priscilla Prasath, LPC
Foreign-born faculty (FBF) constitute a rapidly growing subgroup in the American professoriate. Yet, very little is known on foreign-born faculty in counselor education and their perceptions of strengths and challenges. This presentation will discuss findings from a descriptive analysis on the profile, strengths, and challenges indicated by foreign-born counselor educators in programs accredited by the Council for Accreditation of Counseling and Related Educational Programs. This presentation will also discuss the impact of the COVID-19 pandemic and areas of support for foreign-born faculty in counselor education programs. This presentation provides a preliminary report to assist stakeholders (i.e., deans, department chairs, faculty) in identifying supportive strategies for foreign-born faculty in counselor education programs.

Enhancing Leadership and Advocacy in CMHC Internships: A Counselor Educator and Site Supervisor Partnership
Staci Tessmer, LPCC-S, NCC, BC-TMH, Annaleise Fisher, LPC
Leadership and advocacy are core to the identity of clinical mental health counselors (CMHC) and will inevitably be required regardless of one’s clinical role. Early exposure can assist with the development and growth of leadership and advocacy skills, therefore it is important to understand how counselor educators and supervisors can bolster opportunities for leadership and advocacy during CMHC internship experiences to best prepare the future leaders in the counseling profession. This presentation will highlight how counselor educators and supervisors can foster leadership growth and development in CMHC internship students, provide recommendations for CMHC internship sites and CACREP programs to collaboratively provide opportunities for leadership and advocacy to student, and provide questions and reflection prompts for conversation.
Facilitating Multicultural and Social Justice Counseling Competency through Cross-Cultural Distance Dialogue

Jehan Hill, Sarah Baquet, LPC, NCC

The current global health crisis has shifted counselor education has quickly implemented opportunities for learning outside of a traditional classroom space. This presentation will explore the innovative pedagogical technique of Cross-Cultural Distance Dialogues (CCDD) when facilitating multicultural and social justice counseling competency (MSJCC). Researchers utilized interpretative phenomenological analysis to explore how counselors-in-training are making sense of their experience in the multicultural course and participating in cross-cultural virtual partnership dialogues. The findings of this original research highlight a collaborative technique that fosters MSJCC development and learning while aiding in the developmental process of critical awareness.
This original research project explores the experience of counselor educators and students in response to the shift to online counselor education following the COVID-19 pandemic. The presenters will discuss the findings from this research and implications of the recent pandemic to how students and faculty experience counselor education programs in a post-pandemic environment. The presenters will also discuss changes teaching methodology that students and faculty found helpful and would like to continue post-pandemic and those that were not conducive to the educational experience.

1:45 PM - 2:35 PM | SPRING | THURSDAY
2138 | 50-MINUTE EDUCATION SESSION | CE 1.00

Faculty and Student Experience of the Transition to Online Counselor Education
Ken Messina, John Mathe, LPC (PA), NCC, Paige Balluch, Margaret Spierto, NCC

This presentation will address the ongoing challenges faced by African American women counselor educators, specifically in an online platform. These challenges aren’t new to African American women in Predominantly White Institutions (PWIs) however, with an increase in online learning they will be highlighted to show the disparities that exist for African American Counselor educators in an online setting. These disparities include but are not limited to rank placement, feeling valued, being heard, disproportionate pay, and racial microaggressions. This presentation will explore how a sense of community fosters a holistic approach to growth and success within the academe.

1:45 PM - 2:35 PM | UNIVERSITY | THURSDAY
2137 | 50-MINUTE EDUCATION SESSION | CE 0.00

Finding A Sense Of Community For African American Counselor Educators In A Predominantly White Online Setting
Aliya Burson, Melanie Richburg, CSC, NCC, LPC (GA)

This original research project explores the experience of counselor educators and students in response to the shift to online counselor education following the COVID-19 pandemic. The presenters will discuss the findings from this research and implications of the recent pandemic to how students and faculty experience counselor education programs in a post-pandemic environment. The presenters will also discuss changes teaching methodology that students and faculty found helpful and would like to continue post-pandemic and those that were not conducive to the educational experience.

1:45 PM - 2:35 PM | FAIRLIE | THURSDAY
2139 | 50-MINUTE EDUCATION SESSION | CE 1.00

Developing a Culturally Humble Supervisor: Implications for Personal Development, the Supervisory Alliance, and Client Care
Deanna Towns, LPCC, LMHC, Ashlyn Jones

This session aims to bridge that gap at a critical juncture in professional growth by providing the opportunity to identify humility-based approaches to self-of-the-supervisor development, actively engage with the concept and components of cultural humility, and apply culturally humble prompts within supervision and clinical sessions to enhance client care.

1:45 PM - 2:35 PM | HANOVER C & D | THURSDAY
2142 | 80-MINUTE PANEL DISCUSSION | CE 1.50

Exploring The Perceptions Of Male School Counselors With Insights Gained Through A Qualitative Research Study
Michele Pinellas, CSC (FL), Eric Davis

Traditionally, education has been a female-dominated profession where males may experience the stigma as being viewed as less masculine, sexually deviant, or unqualified. As a result, many males avoid careers in education; however, research shows that students benefit from the diverse perspectives of male educators. In particular, male school counselors can share their unique world views in addressing the recent increased focus on mental health in school settings. This especially holds true for males of diverse backgrounds as this population is considerably underrepresented in school settings. The presenters will share the experiences and perspectives of a diverse group of 25 male school counselors and discuss strategies to enhance the process of training, supervision, and practice for this unique group of counseling professionals.

1:45 PM - 3:05 PM | DUNWOODY | THURSDAY
2139 | 50-MINUTE EDUCATION SESSION | CE 1.00

Helping Counselor Trainees Find Their Therapeutic Voice: Training Strategies that Increase Practice Maneuverability
Matthew Buckley, John Robbins, LMFT; AAMFT; Approved Supervisor

Counselor educators train counseling trainees (CTs) to work effectively with clients through the mastery of counseling skills, conceptualization, ethical competence, and cultural humility. Less explicit in the training process is helping CTs discover their therapeutic voice in counseling. Developmentally, CTs evolve from seeking the right way? to do counseling, to discovering aspects of their character, presence, and deeply held values that powerfully influence the direction of their growth. The presenters hold that strengthening therapeutic voice? includes being intentional about helping CTs discover and use their inner wisdom to inform professional and personal experience creatively in the personalization of technique. Innovative techniques and approaches towards this end are described and demonstrated in this presentation.
Join editorial teams from three regional ACES division journals for a conversation about publication trends; aims and scopes; and manuscript submission, review, and editorial decision processes of the journals. The presenters will also offer suggestions and tips for publishing research in the journals, including how to organize and construct manuscripts for publication, writing tips, and methodological considerations for researchers. The presenters will also answer questions from attendees related to scholarship and publishing.

3:00 PM - 3:30 PM | CENTENNIAL IV | THURSDAY
2145 | 50-MINUTE EDUCATION SESSION | CE 1.00

Counseling Termination: Preparing Counseling Students for Ethically Sound and Relationally Meaningful Closure
Christina Schnyders, LPCC, Kristin Bruns, LPCC, Amy Williams, LPCC-S, LICDC-CS, IMFT, NCC

Clinical termination is an important part of the therapeutic process, but one that is largely overlooked in comparison to other elements of clinical practice. In this session, we will discuss types of termination and explore the counselor’s role and approach in ensuring that termination occurs in a client-centered, ethically-minded manner. A proposed mnemonic for termination will be presented. This session will explore the integration of the termination mnemonic and how it can be incorporated into counseling and supervision sessions, as well as within the counseling curriculum.

3:00 PM - 3:30 PM | CENTENNIAL I | THURSDAY
2146 | 50-MINUTE EDUCATION SESSION | CE 1.00

Facilitating Strength-Based Remediation Conversations with Supervisees/Students
Victoria Kress, LPCC-S; NCC; CCMHC, Jake Protivnak, LSC, LPCC-S, NCC, Matthew Paylo, PhD in Counselor Education and Supervision (UVA);LPCC-S (OH);LPC (GA)

Counselor educators and supervisors are frequently required to have difficult conversations with students and supervisees who are demonstrating problematic behaviors and are characterized as professionally unfit, impaired, or incompetent. A best practice evidence-based model that can be used in student/supervisee remediation will be presented. Attendees will be provided with strength-based, practical strategies they can use as they facilitate challenging remediation conversations.
Social Determinants of Health Integration in Counselor Education

Lauren Robins, Bisola Duyile, CRC, LGPC, Alex Gannt, M.A., NCC, Janelle Jones, NCC, Megan Cannedy, LMFT (CA, TX)

Counselor education has long focused on addressing advocacy, multicultural competency, equity, and social justice in counselor training (Constantine et al., 2007). In recent years, the focus on human rights, equity, and justice (Gazzola et al., 2018; Singh et al., 2020) has increased. An equity and human rights issue that requires more attention in counselor training is social determinants of health (SDOH). The World Health Organization (WHO) defines SDOH as the conditions in which people are born, grow, work, and live, and the broader set of forces and systems that shape the conditions of daily life (WHO, 2012). This is important to address in counselor education programs, as counselors should integrate this into their practice, both directly and indirectly.

Real-World Experiences: Teaching Counselors In Training How To Put Theory To Practice In A Culturally Diverse Society

Crystal Smith, MA, NCC, LPC, CPCS, Allison Spargo, Latisha Woods, MA, LPC, NCC

Counselor educators and supervisors are responsible for teaching students and supervisees how to facilitate change with clients using a theoretical framework. This program seeks to address the eurocentrism inherent in the foundation of the counseling profession's theoretical underpinnings and explore how to draw from historical approaches with attention to current cultural needs. This program seeks to bridge the gap created by disparities between theory and practice with culturally diverse students and client populations. This program will also encourage counselor educators to utilize students' real-world experience to create a balanced and inclusive classroom environment. Lastly, this program will challenge Counselor Educators and Supervisors to address their own cultural biases and their impact on students' and supervisees' lens.

Optimal Integrative Supervision for Counselors’-in-Training: Insight from Sport Psychology

Gelawdiyos Haile

Counselors' levels of anxiety vary based on their developmental level; researchers have identified that novice counselors experience significant anxiety when working with clients. Consequently, supervisors have put a concentrated effort to provide supervisory interventions that normalize anxiety. Despite that effort, there is a lack of focus to self-regulate before session. Therefore, this poster presentation proposes integrative approach to address the need.
Strategies for Supervising Counselors Working with Couples with Infertility

Niko Wilson, LMHC; Sejal Barden, Ph.D.; NCC, LPC, ACS

Infertility affects approximately 12-15% of couples, exacting a huge emotional and psychological toll for those impacted. Many individuals will not share with their partners the depth and extent of distress the infertility causes them, increasing disconnection in the couple relationship. Also, considering many individuals experience shame related to infertility, they do not readily disclose their infertility in counseling. Hence, supervisors have the opportunity to train their students on how to assess for infertility when working with couples. This poster will provide supervisors with strategies regarding assessment and treatment efficacy for their students who work with couples. Also, the use of the actor-partner interdependence model will be discussed as it pertains to couple research.

Promoting Leadership and Advocacy in Supervision

Erin Guarnero, Ione Rodriguez, Licensed MFT-Associate, Britney Vincent

Models and theories exist to encourage leadership and advocacy through supervision however, research on the mechanisms of its application is still growing. This presentation will provide an introduction to leadership and advocacy and how to incorporate them into practice as a counselor supervisor. Beginning with a review of ethics, models, and theories, participants will strengthen their understanding of associated concepts. Participants will learn various techniques to implement in their own practice, ranging from those that can be used with easy modifications to supervision to some that may take more time and planning.

Orientation and Onboarding Considerations for Early and Mid-Career Counselor Education Faculty Appointments

Shannon Karl, LMHC; NCC; CCMHC; ACS; QS(FL); Tara Jungersen, LMHC, CCMHC, NCC, Florida Qualified Supervisor

New faculty appointments bring excitement and challenges. The 2016 CACREP Standards require some form of orientation and onboarding for new counseling graduate students, practicum/internship site supervisors, and non-core faculty; however, new full-time core faculty appointed to a ranked faculty line are excluded from this explicit requirement for formal program orientation. This presentation reviews successful onboarding strategies for early-career (1-2 years post-doctoral degree completion) and mid-career (those approaching or at the rank of Associate or Clinical Associate Professor) counselor education faculty, who have disparate needs when joining a new institution and faculty. Best practices and relevant experiences will be reviewed with knowledge and resource sharing to enhance counselor educators throughout the academic experience.

Spiritually Competent Orientation In Supervision: A New Model

Kenson Hiatt, LPC; NCC

Since counselors serve the public, they must practice competently in a number of ways in order to avoid harming clients. It is crucial for counselors to have multicultural competence, including religious and spiritual competence. Research indicates that clients generally feel the need to discuss their religious and spiritual beliefs in therapy. Unfortunately, counselors are not yet meeting those needs. New research is causing a helpful paradigm shift toward multicultural orientation in order to foster competence in ways that reduce the risks of cultural harm to clients. Until now, there has not been a model of spiritual orientation in counseling. The new Spiritually Competent Orientation (SCO) will contribute to the shift toward orientation in order to reduce the potential for spiritual harm to clients.

Promoting Student Wellness and Retention During COVID-19

Kevin Doyle, Elizabeth O’Brien, Ph.D., LPC-MHSP, DeQuindre Hughes, Tennessee Provisional License: School Counseling, Lindsay Webster

The COVID-19 pandemic has drastically changed the delivery of higher education within the United States. As institutions have adapted to new realities within the classroom, students have been exposed to a variety of threats to their physical, emotional, and financial wellness. With the increases in stressors to our students, counselor educators must be mindful of the strategies we implement to support and connect with our students, with particular attention to that students that have been disproportionately impacted by the pandemic. We will discuss the challenges the pandemic poses to student wellness, how student wellness and sense of belonging are connected to student retention and progression, and ways programs can augment their pedagogy to encourage connection and wellness amongst students during the pandemic.
Panic in the Pandemic: Clinical & Social Implications for Counselor Educators and Supervisors

Jessica Tyler, LPC-S, NCC; Madeline LaPolla, NCC

The COVID-19 pandemic is a modern disaster & unique stressor. Several aspects of this outbreak may contribute to higher rates of chronic PTSD in its aftermath as essential workers may be risking exposure to the virus?and their own lives?by showing up for work. In an existence where there seems to no longer exist a safe place anywhere in the world, this will explore the emotional and behavioral responses of fear, avoidance, numbing, ruminating, uncertainty, depression, and denial during a global crisis and what that means for counseling and supervision professionals. This program will provide knowledge on trauma-informed supervision and pedagogy, the intersection of observed leadership styles during the pandemic, and introduce prosocial and altruistic counseling education and supervision interventions.

Needs and Acculturative Stress of International Students in Counselor Education Programs

Malvika Behl, John Laux, PCC, LICDC

The international student population in the US has increased over the years since the start of the Fulbright scholarship in 1954/55. International students who move to the US face language, academic, social, and financial issues as well as other concerns like homesickness and an inability to integrate with the new culture. The program will discuss evidence-based data that addresses the needs and acculturative stress of international students enrolled in counselor education programs and provide suggestions for counselor educators to help international students.

Program Evaluation of a School Counseling Induction Course Designed for Non-traditional School Counselors: Implications for Counselor Educators

Neil Rigsbee, Courtney Allen, NCC; LPCC, Christina N. Jurekovic, Ph.D., NCSC, LPC

This poster presentation aims to highlight the research and development of a school counseling induction program designed to train clinical mental health professionals to be effective school counselors. This program, based on the ASCA National School Counseling Model, was developed to meet the specific training needs of licensed professional counselors and licensed clinical social workers entering the school counseling profession under a recently approved alternative licensing pathway in the state of Colorado. The school counseling induction program was evaluated in its pilot year. Presenters designed a research study to examine the effectiveness of this program. Limitations of the study were low enrollment in the program and a low response to the study survey. The presenters will present their findings as part of the poster presentation.

School Counselors' Program Evaluation Skills And Data Behaviors: A Review Of The Literature And Recommendations For Counselor Educators

Erin Friedman

This presentation will provide a comprehensive review and synthesis of empirical findings on school counselors' current program evaluation related data practices. Attendees will be provided with recommendations on how counselor educators can infuse the findings into their pedagogical practices.

Stressors and Coping of College Undergraduate Mexican American Men

Jeanette Perales, Annette Perales, LPC; NCC; Gottman Method Couples Therapy Level One

This study investigated what helps Mexican American college undergraduate men in a PWI maintain/gain mental-wellbeing. This study found that stress influenced motivation. Motivation was based and sustained by family, Latinx community, and self. This influenced persistence and coping to occur. To sustain persistence, interaction with the Latinx community happens, which leads to improved mental well-being. This program will provide counseling, counselor educator, and supervisor implications.

Qualified Clinical Supervisors' Gender, Sexual Attitudes and Level of Preparedness with Sexual Topics in Supervision

Beda Bjorn

This study provides a deeper understanding of the dearth of supervisory protocols for education and training when addressing sexual topics in supervision. By adopting academic and supervisory frameworks prepares the qualified clinical supervisor in addressing sexual topics in supervision. Mental health providers will benefit from this presentation by discussing barriers that affect building competency and self-efficacy skills within the supervisory setting.
3:00 PM - 3:30 PM | GRAND HALL WEST - BOARD 30 | THURSDAY

School Counselor Educators’ Perception Of Social Media Curriculum Used Within School Counseling Programs

Kevin Kusy, Laura Dunson, LPCC (OH), Hannah Anderson

This workshop explores the preliminary findings of an investigative study exploring the ways counselor educators address social media with school counselors-in-training. Informed by prior research which illustrates the complex impacts of social media on adolescents, this research team presents a snapshot of how school counselors are trained to address social media concerns within school communities. Utilizing relational-cultural theory as a framework, presenters will examine how the findings from their research interact with prior research around social media, including potential benefits and detriments to adolescent users. Considerations and suggestions for school counselor educators will be explored, including time for small group discussions to generate practical approaches to social media competence for school counselors-in-training.

3:00 PM - 3:30 PM | GRAND HALL WEST - BOARD 27 | THURSDAY

Research Mentorship and Supervision: Developing a Research Lab

Melissa Henry

Universities provide undergraduate and graduate-level students with opportunities to participate in the design, conduct, analysis, and dissemination of research. This session will provide organizational management and evidence-based pedagogical on how to effectively supervise, train, and advise student researchers from a variety of diverse backgrounds in a research lab.

3:00 PM - 3:30 PM | GRAND HALL WEST - BOARD 4 | THURSDAY

Sexuality In The Classroom: The Importance Of Incorporating The Topic Into Education And Supervision

John Super, NCC; LMFT, Samir Patel, PhD

While counselors are comfortable talking about thoughts, feelings, relationships and careers; discussing the subject of sexuality can seem like crossing a personal boundary with students and clients. From a holistic perspective, sexuality is considered a domain in a client’s life that affects life and relational satisfaction indicating the topic should be discussed. Introducing and discussing sexuality in classrooms, supervision and counseling sessions is an appropriate way to reduce the hesitancy and encourage meaningful conversations. This session explores the benefits of incorporating the topic into counseling spaces including practical applications for doing that. Additionally, the presentation will explore some common causes counselors avoid the topic and suggestions to overcome those concerns.

3:00 PM - 3:30 PM | GRAND HALL WEST - BOARD 17 | THURSDAY

Promoting Classroom Engagement In Online Learning: Understanding the “Learning Style”? of Counselors-in-Training

Eunae Han, Youth Counselor (2014-present), second class, the ministry of gender equality and family (ROK); counseling specialist (2014-present), second class, Korean counseling Association, Injung Lee, NCC

With the outbreak of COVID-19, counselor education was forced to adapt to virtual learning. The purpose of this program is to help counselor educators more fully understand the importance of student learning style, specifically in online classes. Through this presentation, we will introduce Kolb’s (2011) taxonomy of learning style and its relationship with student engagement as well as satisfaction. Also, presenters and attendees will discuss strategies to utilize Kolb’s model in order to improve student engagement in an online learning environment.

3:00 PM - 3:30 PM | GRAND HALL WEST - BOARD 28 | THURSDAY

Revitalize In The Sand: Integrating Qualitative Outcomes Of Humanistic Sandtray Therapy Training Into The Classroom

Naomi Timm-Davis, LMFT

With the pandemic exacerbating the demands placed on counselors, counselor educators and supervisors need to double down on trainee personal and professional resiliency. The presenter will provide research findings and implications from a qualitative study on Humanistic Sandtray Therapy Training, where research participants shared meaningful experiences from their training that related to their personal and professional development. Participants will learn what counselors found valuable about their experiential training and identify strategies to employ these insights in their roles as counselor educators and supervisors to help trainees prepare for career longevity and fulfillment.
Facilitating Advocacy Counseling Skills in Counselor Education and Supervision: Utilizing an Advocacy Evaluation Framework
Randall Astramovich, PhD, LPC, Lee Freed, Daisy Zhaoxuan Zhou

Advocacy and social justice have become essential philosophical components in the training and supervision of professional counselors within all counseling specialties. Presenters will review the process of advocacy evaluation which may provide a framework for counselor educators and supervisors to foster advocacy and social justice counseling skills among new professional counselors. Examples of integrating advocacy evaluation into course assignments, field experiences, and supervision will be provided.

Gatekeeping with the Black Allyship Measure (BAM)
Quentin Hunter, PhD; LPC; NCC, Kristy Christopher-Holloway, LPC; NCC; BCTMH; ACS; PMH-C, Tiffany Brooks, NCC

As counselors and educators, we recognize the need for gatekeeping, specifically regarding counselors-in-training (CITs) developing advocacy skills. In addition, you may have witnessed an increase in self-identified white allies. But what makes a white ally? How do we describe allyship, and how can we talk about white allyship identity with clients and students? We will offer insights gained during our development of a white ally identity instrument. We will also discuss ways to utilize this measure while gatekeeping and the ethical considerations while using these types of instruments.

Equity-Mindedness: Multifaceted Model for Antiracist Counselor Education and Supervision
Javier Casado Perez

Attendees will be introduced to equity-mindedness and equity-minded teaching, as well as the integration of these teaching and learning models with evidence-based teaching practices. Using common resources in faculty development and instructional excellence programs, we review how nine research-based learning principles can be applied through EQM and EQMT. The program responds to calls for greater focus on instructional practices, without centering a greater emphasis on equity, justice, and antiracism in counselor preparation.

Group Counseling: Creative Strategies for Teaching Online
Leandrea Romero-Lucero, LPCC-NM, ACS, Kristin Vincenzes, LPC; NCC; ACS; BC-TMH, Kaitlynn Timko, NCC, McKenzie Monaghan

CACREP (2016) requires that students who are taking a group counseling course receive direct experience in being part of a group, as well as learn about various dynamics and how they impact the group experience. It can be challenging to provide this type of experience in an online program, as there can be unique limitations to providing a real-world group counseling experience. The purpose of this presentation is to highlight creative teaching strategies to help students not only experience what it is like to be a part of a counseling group, but to provide them with real-world experiences in group dynamics, how to be an effective group leader, as well as developing a thorough group development plan to help them see the multifaceted aspect of developing and implementing a group.
Helping Doctoral Students Develop a Research Identity in Counselor Education

Derek Lee, LPCC-S, Jihyeon Choi, Erin Parsons-Christian, LPCC-S, Certified Wellness Counselor Certified National Trainer for Multidimensional Family Therapy, Darcy Haag Granello, LPCC-S; CWC, Patrick Cunningham, Shanterica Blake, School Psychologist, Mark Hamilton, LPC

Developing a professional identity as a researcher is more than just developing research skills. Facilitators will share an innovative doctoral course called Developing a Research Identity in Counselor Education that uses meta-cognitive, affective, and experiential approaches to help students fully embrace a researcher identity. The course helps students create an intentional and self-reflective strategy for their research identity development. Doctoral students and faculty will demonstrate pedagogical approaches used, the process of course assignments, and how these link to successful outcomes in developing a research identity. Attendees will leave this session with a blueprint for creating a research identity and equipped with curriculum templates which include course assignments and explanations linking course content and process.

Gatekeeper Identity Development: An Application of Bioecological Systems Theory

Daniel DeCino, PhD; LPC-Colorado; NCC, Victor Chang

Gatekeeper identity development can be comprised of memorable and transformative experiences for doctoral students and counselor education faculty. Despite the importance of gatekeeping in counselor education, little is known about the important experiences that counselor educators can use to develop their gatekeeper identities. The results of a recent phenomenological study with counselor educators will highlight their experiences and transformations through Bronfenbrenner’s bioecological framework. After attending this presentation, counselor educators, supervisors, and doctoral students will have a better understanding of how gatekeeper identity development occurs through salient experiences pivotal to growth and how a bioecological approach can be used to highlight changes within each system.

Has Disability Been Forgotten in Counselor Education Programs?

Rafe McCullough

Given that people with disabilities comprise the largest minoritized group in the US, and have experienced significant prejudice, stigma, and discrimination as a result, it is unacceptable that discussion of disability is so deeply lacking in counselor education. Counselors and counselor educators often lack critical knowledge of disability cultures, histories, and experiences to begin to develop skills to competently address the needs of disabled clients and students. Moreover, the concept of disability has been used repeatedly throughout history to justify discrimination and mistreatment toward other minoritized groups. We can do better. The presenter will discuss experiences creating and teaching a class solely focused on disability. Pedagogical approaches, including student narratives will be shared. Come engage in the conversation.

Incorporating Core Constructs of Spirituality in Supervision to Enhance Cognitive Complexity and Cultural Humility

Harriet Glosoff

In this interactive session, the presenter will discuss ways to assess and enhance cognitive complexity and cultural humility of supervisees, essential skills in the development of effective counselors. Attendees will be invited to learn about and share concrete supervisory interventions for using core constructs of spirituality designed to promote self-awareness, higher-order thinking, increased comfort with ambiguity, and the development of culturally competent social justice counseling advocates. Through discussion and case scenarios, participants will explore ways to assist supervisees having difficulty working with clients due to cultural issues and values conflicts. A focus will be on enhancing complexity and cultural humility to help supervisees move beyond their values and issues to focus on client needs.
From Good to Great: The Journey from Advocacy to Allyship

Tianka Pharaoh, MS, PPS, W. Bryce Hagedorn, LMHC, NCC, MAC

Recent incidents of racial injustice have illuminated the need to prepare counselors to serve as change agents in order to advocate for the breakdown of systemic barriers and to create support systems for communities of color. Whereas many counselors serve as advocates for such communities, there is a call for a deeper commitment to anti-racist cultural responsivity, which is found in the concept of allyship. Given the crucial role that counselor educators and supervisors play in fostering the multicultural development of their students, this presentation will provide a blueprint that lays the foundation for leading students into advocacy and across the bridge into allyship. This blueprint includes strategies that promote the development of a culturally responsive counseling curriculum that fosters a deeper understanding of advocacy.

From Wellness to Representation: A diverse Faculty discussion on culturally responsive practices at a PWI

Tammy Hatfield, Licensed Psychologist, Laura Schmuldt, Alcia Freeman, LPC, Tiffany Darby, LPC

The deaths of George Floyd, Ahmard Arbery and Breonna Taylor brought the injustice of systematic racism to the national dialogue. During a time of increased anxiety and social isolation due to the dual pandemics? of Covid-19 and the social unrest of 2020, one Counselor Education Department at one sought to create a safe space for courageous conversations during these dual pandemics? This session will explore a series of Wellness Wednesdays? and Friday Lunch and Learns? to promote interdisciplinary discussions of salient issues during 2020. A discussion of student responses to these outreach endeavors will be explored.

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.
**Going Global: School Counselor Preparation Program Policies and Practices to Promote Awareness and Action Beyond Borders**

*Tim Grothaus*

This interactive session will explore reasons for and means of encouraging the development of critical consciousness in our school counseling students, specifically with regards to global awareness and action. Our time together will include the sharing of ideas and practices to facilitate the process of decolonizing our school counselor preparation programs (e.g., promoting linguistic justice, cultivating dynamic cultural and linguistic diversity and dexterity). The session will feature a focus on a lively, collaborative exchange of ideas, insights, inquiries, and concerns via experiential activities and engaging discussions.

**Global Counseling and Mental Health Partnerships: Design, Delivery, and Immersion Considerations for Counselor Educators**

*Wendi Schweiger-Moore, Lorraine J. Guth, LPC; NCC; Licensed Psychologist*

This presentation highlights the importance of collaboration and cultural humility when creating global counseling and mental health partnerships. The presenters will share their personal experiences with designing, delivering, implementing, and participating in numerous cultural immersion experiences that were instituted domestically and abroad. Partnerships in countries such as Bhutan, Malawi, Mexico, Uganda, and the U.S. will be showcased to provide examples of working with local communities to support the development of the counseling profession and adapting mental health training programs to meet local needs. Suggestions for how participants can become involved in co-constructing experiences for faculty and students in counselor education programs and/or become involved at the individual level as a participant will also be shared.

**Clients with Incarceration Histories: Considerations for Reentry Readiness Training in Counselor Education Programs**

*Lindsey Fullmer, Michael Accordin, CRC; LMHC, Kathleen Green, CRC*

The mass incarceration of individuals with mental health conditions is well documented. With attention on reentry, counselors are more likely to support clients with incarceration histories, yet the extent counselor education programs address training needs in this area remains unclear. Readiness is a construct assessed across all counseling emphasis areas (e.g., treatment readiness, career readiness, and education readiness), thus a potential starting point for reentry research. This presentation highlights results from a study that examined contributions of person-specific conditions on perceived reentry readiness among women preparing for release. Implications for counselors and students working with correctional populations will be discussed. Practical recommendations for counselor education programs will also be explored.

**CMHC in a Post-COVID World**

*Heather Ambrose, LCMHC, LMFT, Beverly Smith, PhD, LPC, NCC, CCMHC, ACS, CPCS, NCSC, HS-BCP, BC-TMH, MAC, BC-PCC, CFT, Tahani Dari, LPC, LSC, NCC, Kelly Duncan, PhD, LPC*

2020 was a challenging year, especially regarding mental health. Many practitioners were forced to find different ways of offering mental health services. Many counselor educators were also challenged to find different delivery modalities for their courses. Please join members of ACES and AMHCA for a panel discussion that explores mental health needs post-COVID, the changing landscape for mental health services post-COVID, and implications for counselor education and supervision.
Five Year Retrospective of the ACES 2016 Teaching Best Practices Taskforce Report: What do we know and where do we go?

Susannah Wood, PhD, NCC, Casey Barrio Minton, PhD, Marty Jencius, PhD

ACES mission is “to advance counselor education and supervision in order to improve the provision of counseling services in all settings.” In 2014 the ACES Governing Council created a taskforce to develop best practices in teaching, and in 2016 the taskforce delivered on that promise by providing a document that outlined what is known about teaching in counselor education and future directions for development of teaching in our unique field. This panel will highlight major findings of the report and discuss the degree to which ACES and counselor education have moved forward in how teaching is practiced, prioritized, evaluated, and investigated. Panelists will work together to envision ways for deepening commitment to teaching in counselor education.

Teaching Grief and Loss Across the CACREP Curriculum

Katie Kostohryz, LPC, Marcela Kepic, PhD, LPC (AZ, NJ, DC, VA), NCC, ACS, Megan Shaine, LPC; LPC; NCC, Michael Kocet, Ramya Avadhanam, LPC; NCC, Jillian Blueford, PhD, LPC, NCC, CT

With the recent and long-term ramifications of the COVID-19 pandemic, counselors are recognizing the significant losses everyone is experiencing, along with their subsequent grieving processes. With the prevalence and impact of grief more present than ever, counselors-in-training must be equipped and prepared to recognize and competently support grieving individuals across the lifespan. Expert panelists from the Grief Counseling Competencies Task Force will join earlier career faculty members who specialize in grief and loss to offer practical suggestions and recommendations to add grief counseling content across counselor education curricula. Additional considerations, such as death and non-death losses, utilizing community support, and the unique developmental needs of individuals and families will also be discussed.

CSI Chapter Faculty Advisor Training

Anna Viviani, LMHC Indiana, LCPC, Illinois, NCC, ACS, CEDS, BC-TMH, Raul Machuca, Yiying Xiong

Experienced CSI Chapter Faculty Advisors will lead an interactive workshop about how to build and oversee successful chapters. We will discuss important topics for you to cover with incoming Chapter Leaders, such as Robert’s Rules of Order, financial responsibilities, mentorship, and resources available through CSI. Participants will have the opportunity to ask questions and share experiences regarding best practices for CFAs. Doctoral students interested in serving as CFAs are encouraged to attend.

Incorporating Multicultural Training Leaders (MTL) into a Multicultural Counseling Course

Rohan Arcot, NCC, Sean Newhart, NCC; CCMHC, Ileana Gonzalez

A singular multicultural counseling course (MCC), that adequately addresses all of the awareness, knowledge, skills, and actions students will need to competently serve BIPOC clients has many challenges. One unexamined practice area is using Multicultural Training Leaders (MTL) to aid in advancing the learning goals of MCC. Presenters will use didactic and experiential tools to discuss MTLs role in MCC including ethical considerations, the process of training and incorporating MTL, and how MTL can level the playing field when engaging in racial and cultural dialogue. Presenters will address the impact MTL can have in a MCC through modeling cultural humility, enhancing counselor-educator identity, and impacting pedagogical processes. Implications for future research and practice will be examined.

Implementation of the Online Adult-Learner Focused Program for Students Enrolled in a Hybrid Clinically-Based Graduate Program: A pre-Covid and current analysis of student experiences

Whitney George

As education becomes more accessible through distance learning and hybrid delivery methods, non-traditional students are seeking to continue their education at increasing rates. Many of those choosing to further their education are adult learners who benefit from the flexibility and accessibility of online education (Todd et al., 2015). With this increased demand for online instruction provided to adult learners, programs utilizing this teaching format should participate in discussions on evidenced-based practices aimed at improving student learning outcomes and addressing teaching effectiveness (Allen & Seaman, 2014). This program aims to provide an overview of implementing of the Online Adult Learner program in a clinically based program. Lessons learned from using this program pre-pandemic and during the pandemic will be discussed.
4:15 PM - 5:05 PM | THE LEARNING CENTER | THURSDAY
2199 | 50-MINUTE EDUCATION SESSION | CE 1.00

Integrating Career Development and Mental Health Across the Counseling Curriculum
Seth Hayden, LPC, NCC, CCMHC, ACS, CCCE

career development is a central feature of the human experience. Research indicates a substantial connection between career development and mental health. With this in mind, considering effective ways in which to enhance counseling students’ understanding of this connection and its implications for counseling practice is important. This presentation will involve a discussion of the empirical evidence of career development within domains of mental health and strategies for utilizing this information in pedagogical practice across the counseling curriculum.

4:15 PM - 5:05 PM | TECHWOOD | THURSDAY
2201 | 50-MINUTE EDUCATION SESSION | CE 1.00

Improvisational Theater in the Counseling Classroom
Giovanni Mercado, Student, Meredith Rausch, PhD; NCC

do you want to increase student participation, create a fun atmosphere, or just change up your current counseling pedagogy? Of course you do! Improvisational theater and professional counseling require similar skills--flexibility, safe risk-taking, trust, reading non-verbal cues, and more. By incorporating improvisational games into your current teaching methods, students can practice these skills in fun and engaging ways. This session will provide the foundations of improvisational theater, tools for using games in your classroom, resources for additional games, and allow you to participate in improvisation. Participants will come away from this session with plenty of ideas for educators with any level of experience or interest in including improvisational theater in your classroom. Just say Yes!

4:15 PM - 5:05 PM | SPRING | THURSDAY
2202 | 50-MINUTE EDUCATION SESSION | CE 1.00

Implicit Bias Comes to Life: Incorporating IB Effectively into Your Multicultural Counseling Course
Sheri Atwater

Enabling educators and counselors to recognize their own implicit bias (IB) and its potential impacts on their work should be an essential part of every graduate-level multicultural counseling course (Castro-Atwater, S., 2013; Choi, J., 2008; NASP, 2017; Staats, C., 2014; Ullucci, K.& Battey, D., 2011). This presentation describes the development and execution of holistic IB tools, techniques, theories, and practices that have been culled from existing literature (Staats, C., 2014) and developed for recent use in a multicultural counseling course. Benefits & challenges of this work in a training course is reviewed, with course syllabi & sample IB activities shared.

4:15 PM - 5:05 PM | BAKER | THURSDAY
2204 | 50-MINUTE EDUCATION SESSION | CE 1.00

Infusing Neuroscience into Counselor Education: Examining Concepts and Neurofeedback Research Data
J. Claire Gregory

Neuroscience and neuroscience-infused counseling intervention interest are increasing within the counseling field. Despite this increase, counselor educators possess limited guidelines for infusing neuroscience into teaching, and only a few research studies to refer to. This presentation will provide information on infusing neuroscience into counselor education, while introducing neurofeedback concepts and a neurofeedback study as methods for counseling student training. Specifically, the presenter will explore the data from a pilot study using remote neurofeedback for participants struggling with alcohol use disorder and liver disease. Suggestions for building neuroscience-infused counseling competencies will also be discussed.

4:15 PM - 5:05 PM | DUNWOODY | THURSDAY
2205 | 50-MINUTE EDUCATION SESSION | CE 1.00

Integrated Clinical Supervision: How the Transtheoretical Clinical Model of Supervision informs the integration of Faith in Supervision
David P. Collins, Richard Hoffman, LPC (PA); NCC; ACS

Religion is a diversity-related construct that cuts across age, gender, race and ethnicity, education, and social class, and experts profound effects on world view. Unfortunately, in the field of mental health care, there’s been a serious faith gap between those seeking services and the service providers. Faith based supervision models that encourage and motivate supervisees to engage the whole person provide opportunity for growth for mental health practitioners. The Integrated Clinical Supervision model presented in this seminar provides a framework for supervisors who are interested in systematically focusing on faith as part of their work with supervisees.

4:15 PM - 5:05 PM | PIEDMONT | THURSDAY
2206 | 50-MINUTE EDUCATION SESSION | CE 1.00

Incorporating Self-Determination Theory in Teaching the Research and Evaluation Course
Terence Yee, Rachel Smith

Research is an important component in counselor preparation. However, students often are not motivated in taking the research course. In this presentation, the author explores and applies the Self-Determination Theory (SDT; Ryan & Deci, 2000) to teaching the research and evaluation course. Attendees will learn about different types of motivation, factors that will increase students’ autonomous motivation, and strategies for teaching the Research and Evaluation course.
**High Risk, High Reward: Introducing Simulation Education as a Means to Train Evidence-Based Practice**

*Bre Banks*

Simulation Learning has been defined as a teaching technique, not a technology, to replace or amplify real experiences with guided experiences, often immersive in nature, that evoke or replicate substantial aspects of the real world in a fully interactive fashion? (Gaba, 2004, p. i2). While this educational methodology has been long employed in high risk, high reward fields such as medicine, aviation, and the military, it has largely been ignored within the counseling and behavioral health arenas. Presenters will define and discuss simulation education, its history and development, its current evidence-base, and novel efforts to incorporate it into counselor education in both academic and professional spheres.

**Bilingual Supervision, Pedagogy, and Curriculum Development**

*Karen Roller, LMFT, FAAETS, DNCCM, CT, CFT, C-SCR, RYT-200, William Snow, Licensed Practicing Clinical Counselor, Blanca Pineda, PhD, Martha Hernandez, PhD, MFT, 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.

**Integrating A Trauma-Informed Approach With A Wellness Model Of Supervision**

*Eunae Han, youth counselor (2014-present) second class, the ministry of gender equality and family (ROK); counseling specialist (2014-present), second class, Korean counseling Association, Laura Boddicker, LMHC, CRC*

The purpose of this presentation is to help supervisors and counselors-in-training more fully understand the importance of wellness and a trauma-informed approach in their supervision sessions. Through this presentation, presenters will introduce the wellness model of supervision and the trauma-informed approach. Attendees and presenters will share ideas and experiences regarding the trauma-informed approach and the wellness model of supervision. Ultimately, we will discuss strategies to facilitate integrated supervision in order to prevent burnout and re-traumatization.

**Exploring Values and Biases: Discoveries from a Hermeneutic Phenomenological Examination of the Language Used in Supervision**

*Jacob Wheatley*

This presentation explores the importance of how cultural dilemmas are discussed within clinical supervision. Specifically, the presenter discusses the pivotal role that language plays and how the labeling of values? vs biases? dictate the supervision intervention. The target audience is all current and future supervisors, especially within CACREP programs.

**Charting the Course: A Longitudinal Study of Professional Counselor Identity**

*Benjamin Willis, NCC, ACS*

Since there are still relatively few studies following counselors’ professional identity over time, this presentation will provide data from a longitudinal Q-methodology study to help counselor educators and supervisors better understand this important area of development. A 40 item Q-sort was administered over three different time points to better understand the perspective and experiences of the participants. After providing the results from this study, there will be discussion on several ways to utilize the findings in teaching and supervision. In particular, a focus will be on how to help students at the end of the program prepare for continued development after completing their counseling program.
Collaboration is Key: Recommendations for External Grant Writing

Amber Letcher, PhD, Kristine Ramsay-Seener, PhD, NCC

As the number of tenure-track faculty positions that require externally funded research increases, Counselor Education would greatly benefit from expanded training and preparation in the domain of grant writing. This session will provide attendees with practical skills and techniques related to securing and implementing grants. Some of the topics covered during this session include: (1) how to find external funding, (2) recommendations for building an interdisciplinary team, (3) suggestions for organization of submission materials, and (4) considerations for writing a budget. If you have ever wanted to write a grant but did not know where to start, this presentation is for you.

Promoting School Counselor Identity: Antiracist Inclusive Model of Systems Supervision (AIMSS)

Kara Ieva, PhD, NCC, NCSC, Kaprea Johnson, Jordan Beasley, M. Ann Shillingford-Butler, Ph.D., Sam Steen

An antiracist supervisory framework, provides an ideal space to address gaps in the current understanding of antiracist practices, increase accountability for taking action within oppressive and racist systems, and allow for personal and professional growth on the antiracist continuum for school counselors. This presentation introduces the Antiracist Inclusive Model of Systems Supervision (AIMSS), a conceptual framework that fosters critical reflection on systemic racism and extends traditional models of supervision and peer consultation through its roots in antiracist tenets. The realities of current supervision practices in schools and general tenants of supervision and peer consultation practice juxtapose the AIMSS model will be discussed. Further, implementation strategies at the training and practice level will be presented.

Males of Color and School Counseling: Major Considerations and Best Practices

Erik Hines, School Counseling, Paul Harris, S. Kent Butler, Vernon Smith, Brandee Appling, Shanel Robinson, Issac Burt, Clewiston Challenger, Janice Byrd, Regina Williams

This panel is comprised of authors who contributed to the Professional School Counseling Journal’s Special Issue, Males of Color and School Counseling: Major Considerations and Best Practices. Specifically, panelists will discuss their articles with a conversation framed around Counselor Educators preparing preservice school counselors or preservice counselors planning to work in school settings to thoughtfully engage with males of color. Panelists will cover a range of topics around males of color such as working with Black male athletes, school-family-community partnerships, using bibliotherapy, and Asian-American Masculinity.

The Evolution Of A Crisis, Trauma & Disaster Counseling Course: Integration Of Theory And Practice

William Kolodinsky, LPC, Ph.D of Counselor Education and Supervision, Shane Haberstroh, AZ LPC; NCC

Crisis, Trauma and Disaster Counseling should be an essential part of any counselor education training program given the frequency, intensity and importance of this type of clinical work. In this program, 3 long-time counselor educators and experienced/trained CTD therapists will discuss the evolution of our CTD course within the contexts of CACREP CTD-related standards and Relational-Cultural Theory, and the ways students engage in highly experiential CTD counseling strategies covering a wide range of clinical issues themes. We will share our internal pedagogical struggles to develop a course that balances theory and practice, relies on Evidence-Based practices, and aims to balance each of these 3 CTD elements. Lastly we will describe how we embed certificate-yielding CTD elements within the course.

Integrative Existential Therapy for Conceptualization and Treatment for Existential Crises Related to Life-Threatening Event and/or Illness

Jiale Man

Anxiety disorder is one of the most common mental illnesses in the United States. Research shows that death anxiety correlates with high levels of anxiety symptoms. Death anxiety is highly prevalent among survivors of life-threatening events, individuals with terminal or chronic illness and their family members, and helping professionals. Studies show that the COVID-19 pandemic exacerbated such anxiety symptoms due to personal, social, political, and economic reasons. The core tenets of existential psychotherapy support a unique conceptual perspective for the treatment of anxiety related to death terror, grief, and life meaning. This session will explore the effectiveness of existential therapy and provide counselor educators with examples to discuss the implications for counselor training and supervision of utilizing integrative existential therapy in the clinical practice and case conceptualization of clients.
**Building Relationships And Developing Cultural Humility: Lessons Learned From A Faculty Cultural Humility Group**

Shelli Friess, LPC; NCC; ACS, Sue L. Banks, LPC; NCC, Katherine Coule, LPC;LMFT, Duane Halbur, LMHC-IA; LPC-IL; NCC, Doris Atanmo-Strempek, LPCC-S(OH); CPCS(GA); LPC(TX), 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.

**Integrating Study Abroad and Service-Learning Experiences into Counselor Education Programs to increase Multicultural Orientation**

Brandi Chamberlin, NCC, Jama Davis, LMHC (IN), LCMHC (NC), NCC, ACS, Charity Frazier, MA; LPCC (OH), Jerry Vuncannon, LCMHC (NC); NCC, David Brown, LPCC-S (OH); LCDC-III; NCC; ACS

As study abroad and cultural immersion experiences continue to grow in popularity, counselor education programs should consider not only the benefits of these experiences for student development, retention, and overall satisfaction but also for students to learn and cultivate multicultural competency (MCC) development and multicultural orientation (MCO) understanding. This presentation will address the importance of utilizing study abroad programs as platforms for learning both MCCs and MCOs.

**It's Not Us, It's You: Reconsidering Impostor Syndrome Through the Lens of Internalized Oppression**

Sarah Silveus, LPC Associate, Edith Gonzalez, NCC

Despite the ongoing focus on teaching multicultural competence in counseling classrooms (Killian & Floren, 2020; Gonzalez-Voller et al., 2020; Singh et al., 2020) and repeated calls for increased diversification within the field (American Counseling Association, 2014), instances of racial prejudice and discrimination are still commonplace within counseling programs at both the departmental and classroom level. Given the known relationship between racial discrimination, Impostor Syndrome, and counseling student mental health, this educational session will consider the results of a qualitative study aimed to explore the internalization of racial discrimination and its relationship to Impostor Syndrome symptomatology among counseling students of color.
Legislative Professional Advocacy: Student Voices Informing Counselor Education and Supervision

Jennifer Parzych, Connecticut Certified School Counselor, Louisa Foss-Kelly NCC, ACS, LPC; Madison Feshler, Julie Yule, LPC, NCC; Margaret Generali, CT School Counselor Certification, Kari Sasso, Licensed Psychologist; Nationally Certified School Psychologist; CT State Certified School Psychologist; CT State Certified School Administrator

Legislative Professional Advocacy (LPA) is a cornerstone of the counseling profession, and essential to protect and advance the scope of practice for counselors. Central to this is increasing awareness among policy-makers about the needs of counselors and those we serve. Engaging pre-service counselors in LPA as part of their training may be critical to expand future efforts in this area. This presentation is designed to explore LPA as illustrated by an interpretive phenomenological study of counseling students. Experiences and strategies for promoting LPA in counselor education and supervision programs will be explored.

Language and Online Learning: The Power of Words to Engage and Transform

Cynthia Briggs, LCMHC (NC), NCC, Linda Foster, NCC; NCSC; LPC; BC-TMH

Online counselor education has increased in recent years, particularly as a result of the worldwide pandemic which forced instruction online. The transition from face-to-face to online instruction can be stressful, isolating, and impersonal for faculty and students like. Counseling and communication are based on oral and non-verbal expression. However, in an online classroom, written language is the primary form of communication. How can faculty members in online counselor education programs translate oral and non-verbal communication skills to the written form in ways that support vibrant learning communities? In this presentation, two experienced online faculty members will provide an overview of research and practice in regard to communication and language in online learning communities based on research and practice.

Invisible Disabilities - Beyond the Unseen within Pedagogy

Celeste Fiori, MA, PPC, NCC, Patrice Parkinson, PPC; NCC; Rachel Ratliff, PPC, NCC

Participants will be exposed to the integration of a biopsychosocial-spiritual approach within a pedagogical environment, to frame conversations that promote a multicultural and social justice framework for the under-represented population of individuals with ID. Combining a pedagogical instructional method and universal design through the biopsychosocial-spiritual lens addresses the gap between disability competence in Counselor Education Programs and the lack of awareness counselor educators may experience in a program that does not regularly implement conversations around ID.
Intentional Integration of Human Sexuality Content throughout Counselor Education Curriculum: An Experiential, Open Discussion

Samuel Sanabria, LMHC; NCC; CST, Shannon Lollar, M.S., NCC, LPC-Associate, Caitlyn McKinzie Bennett, LMHC, LPC, NCC

Sexuality, a nuanced and complicated part of being human, is an essential component of self and identity. While human sexuality within counselor education programs has received more attention over the past 30 years, requirements for human sexuality have fallen behind. Ethical concerns and multicultural competence are called into question when counselors are not adequately trained to explore human sexuality with clients served. Therefore, this presentation aims to engage with attendees, via discussion and experiential activities, to explore: (a) the importance of a stand-alone human sexuality course; (b) how to infuse human sexuality throughout core counseling and counselor education courses; and (c) experiential course activities that focus on enhancing student awareness of self and others, multicultural orientation, and empathy.

It’s Time to talk about the ASCA National Model: A Critical Review

Patrick Mullen, PhD; NCC; NCSC; ACS

The ASCA National Model is a structured framework that school counselors use to implement components of comprehensive school counseling programs. It is widely taught in counselor preparation programs and in professional development training with school counseling practitioners. The ASCA National Model has received much attention and praise from counselor educators and practitioners alike. Yet, there is limited evidence that the unique elements of the ASCA National Model result in more effective educational outcomes for students. Also, there is minimal research critiquing the model in a way to bring about improvements. Thus, the goal of this session is to raise both strengths and challenges of the model to ignite a conversation on ways to enhance it and help school counselors deliver effective services for students and their families.
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FRIDAY, OCTOBER 8

10:15 AM - 11:05 AM | HANOVER A & B | FRIDAY
3001 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Multicultural Environment Of Cacrep-Accredited Counseling Programs And Its Impact On Students’ Sense Of Community And Program Satisfaction
Sojung Nam

This program aims to the multicultural environment of counseling programs as one of the essential elements of counseling students’ learning experiences. Discussing what constructs a multicultural environment, this program will present the current status of the CACREP-accredited counseling programs’ multicultural environment. In addition, the impact of the multicultural environment on counseling students’ sense of community and program satisfaction will be explored. Descriptive and demographic statistics will also be reported, and implications for future practice and research will be discussed.

10:15 AM - 10:45 AM | GRAND HALL WEST- BOARD 3 | FRIDAY
3004 | 30-MINUTE POSTER PRESENTATION | CE 0.00

The Development and Application of the Humility in Counseling Scale
Jennifer Santopietro, Christopher Sink, PhD

As clients’ needs grow in depth and complexity, the field of CES must also evolve. It is imperative that counselor educators have a process for training counselors-in-training (CITs) to develop nuanced intrapersonal qualities and further prepare them for the challenges of the therapeutic relationship. Clinical humility could be a catalyst to both scaffold and deepen learning experiences to foster intra- and interpersonal development. Moreover, a self-assessment measure of clinical humility could be an important tool for counselor educators to facilitate these experiences. This presentation will explore the theoretical conceptualization of clinical humility, factors of clinical humility, and the validity and application of the Humility in Counseling Scale.

10:15 AM - 10:45 AM | GRAND HALL WEST- BOARD 21 | FRIDAY
3005 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Teaching Creative Counselors-in-Training: A Grounded Theory Study
Laura Bruneau, LPC; Licensed School Counselor, Christina Harrell, PhD; LPC; NCC

As educators, it is our responsibility to provide meaningful coursework and assess the benefits for our students. This presentation will highlight the results of a grounded theory study that examined how an online, elective course on creativity impacted students’ sense of personal creativity and their ability to use creative techniques in counseling. The analysis process revealed four major themes: (a) broadening thinking, (b) experiencing self-growth, (c) sensing power and possibilities, and (d) developing professional autonomy and taking risks. Indeed, students gained practical tools for future use and experienced significant personal growth through experiential activities. Also, the presenter will offer tips for designing an online course on creativity and showcase examples of students’ creative projects.
The Importance of Culturally Responsive and Afrocentric Theoretical Frameworks—A Call for More Inclusive Curriculum in Counselor Education

Erin Durrah, Andrea Hampton Hall, M.S.; C.R.C.

Counseling interventions and services overwhelmingly reflect Eurocentric models of care and practices (McGoldrick & Hardy, 2003), however communities of color, experience health disparities at disproportionately high rates due in part to culturally specific barriers to care (OMH, 2018). With these issues in access and specific multicultural counseling approaches notably absent from mainstream American counseling curriculum (Hays, 2008), the importance of inclusive curriculum cannot be overstated. The program facilitators will highlight some of the existing culture specific models including Afrocentric frameworks, while also emphasizing the importance of integrating multicultural perspectives on the theory and practice of counseling in order to develop culturally responsive practitioners.

Teaching Social Justice And Multicultural Counseling Using Diverse Middle-Grade And Young Adult Novels

Kara Wolff

Counselor educators can employ creative interventions in the classroom to engage students in their development as multicultural and justice-oriented practitioners. In this program participants will explore the use of middle-grade and young adult novels as tools for cultivating empathy, cultural humility, and anti-oppressive action with counselors in training. This pedagogical strategy emphasizes the usefulness of narrative in demonstrating a different way of meaning making. Using a mixture of lecture, discussion, and small group activities, participants will examine how these fiction texts offer a unique opportunity to expand the learning of counselors in training around experiences of gender diversity, sexual identity, and racial consciousness. Goals for concrete anti-oppressive action are discussed and identified.

The Impact of COVID-19 on Familial Units: Implications for CES Professionals

Amber Randolph, Kristin Page, NCC; LMHC (FL); Crisis Certified, Juquatta Brewer, M.S., LPC, CPC

COVID-19 has caused a myriad of issues for families including, but not limited to, educational disruptions, economic insecurity, and relational issues. Counselors are on the front lines attending to the mental health needs of these individuals and families. Counselor Educators and Supervisors, in turn, are responsible for caring for their own mental health and families during an unprecedented time, as well as providing support, supervision, and instruction for student counselors. Our goal for this presentation is to acknowledge the opportunities and challenges related to the Counselor Educator and Supervisor role during this pandemic, as well as provide participants with knowledge and resources to increase resilience and wellness for self, students, and supervisees.

The Ableist Mindset: Exploring Barriers And Best Practices To Integrating Disability Competencies Into Counselor Education And Supervision

Jose Tapia-Fuselier, Christine Sacco-Bene, CRC, Daniel Balva, NCC; CRC

Developing inclusive practices as an educator or supervisor is essential to meet the growing needs of addressing vulnerable and minoritized populations in counseling. Specifically, disability related education, if included in program courses, is often limited to one course in clinical training without further exploration in other courses. This lack of inclusion, not only impedes the development of counseling competencies for working with people with disabilities, but also marginalizes students with disabilities. The presentation will discuss the impact of having an ableist mindset in counselor education and supervision and offer best practices to integrate disability competencies into core and specialized courses and clinical supervision. Participants will obtain practical information and strategies to utilize.
Struggles First Generation Students In Counseling Programs Face: Considerations And Strategies For Faculty And Fellow Students To Support
Jennifer Wallace, Nathaniel J. Wagner, LMHC in Florida and Indiana
First-generation graduate students (FGGS) experience unique challenges in their academic pursuits of a professional counseling degree. Oftentimes, FGGS have to navigate the environment of graduate level academia and professional identity development with little guidance or understanding from their families. Additionally, demographic characteristics of many FGGS could put them at risk of attrition in their graduate program. In this 50-minute information session, counselor educators and supervisors will learn about the specific struggles of FGGS, as well as approaches to support them in their graduate education and professional counseling identity development.

The Impact of Beginning Practicum Experiences on Counselor-in-Training Mental Health: Implications for Counselor Educators
Amanda Arnold, NCC, Hannah Brinser, NCC, Certified School Counselor (ESA-School Counselor)
Graduate student mental health has been described as a crisis, with research suggesting that graduate students are more than six times more likely to experience mental health concerns than the general population. Students beginning practicum may be at additional risk for psychological distress due to the evaluative nature of this process and the potential for burnout, compassion fatigue, and secondary traumatic stress. This presentation will focus on the prevalence and associated outcomes of mental health concerns amongst counselors-in-training, specifically those beginning their practicum experiences. Current research, future areas of study, implications, and practical suggestions for counselor educators and supervisors will be discussed. Lastly, considerations related to the COVID-19 pandemic will be explored.

Surviving and Thriving: The Development and Validation of the Intimate Partner Violence Recovery Measure
Joy Phifer
Intimate Partner Violence (IPV) is consistently defined in the literature as a systematic pattern of power and control perpetrated by one romantic partner against another. Oftentimes, these pervasive power and control dynamics lead to debilitating physical and/or psychological consequences in both the short and long-term, which is the primary focus of much of the IPV literature to date. However, in the long-term, many IPV survivors endorse positive psychological growth and transformative change within the IPV recovery experience as described by initial, exploratory investigations of positive long-term IPV recovery via the Intimate Partner Violence Recovery Measure (IPVRM) as investigated by the presenter.

Teaching Counselors-in-Training How to use Trauma-Informed Mindfulness Practices with Children and Adolescents
Laura Gallo, Molly Moran, PhD
More than two-thirds of youth reported at least one traumatic experience by the age of 16. These types of events can lead to depression, anxiety, suicidal ideation, and other mental and physical health disorders. Mindfulness practices such as meditation, breathing exercises, and yoga have proven to reduce or even eliminate the negative effects of trauma. Counselors and counselor educators are well positioned to provide this type of training and intervention for trauma survivors with adequate information. The presenter will share evidence-based, trauma-informed mindfulness-based practices and previous research that supports the use of these interventions with traumatized populations. A goal of this presentation is to provide counselor educators with information regarding how to incorporate trauma-informed content into their courses.

Teaching School Counselors To Apply Family Systems Theory In College Readiness Counseling
Beth Gilfillan, LPC (OH), NCC, PEL (school counseling), Bagmi Das, LMFT
School counselors are tasked with supporting students and their families through the postsecondary planning process, which includes many academic, emotional, and financial challenges. One way to better help students and families through this process is by incorporating concepts and practices from Family Systems Theory. The presenters developed a framework from existing research and literature, that utilizes Family Systems Theory and can guide school counselors’ work with students and their families. This session will explain the framework, and discuss both how to implement it as a school counselor, as well as how counselor educators can teach the framework to school counselors.
The Depth Scale: Measuring Overall Competence in a Counseling Session

Daniel Gutierrez, PhD, LPC, NCC, CSAC, Mark E Young

The Depth Scale is an alternative or complementary way of assessing counselor competence instead of counting specific interventions such as reflections of feeling (e.g., Young, 2022). The Scale characterizes a session as superficial or deep depending on the counselor invitation to go deeper and the client’s response. Participants will receive copies of the scale and instructions for use.
The Art of Teaching in Counselor Education: Learning through Collaboration
Kimberlee Barrella, LPC, Natalie Ricciutti, LPC; NCC, Kristin Bruns, LPCC, Amy Williams, LPCC-S, LICDC-CS, IMFT, NCC
This poster session will provide an overview of research and practices related to developing teaching competencies in counselor education, with an emphasis on experiential co-teaching to promote the development of andragogical skills. Presenters will describe their teaching philosophies and experiences with a co-teaching model for supporting the development of teaching proficiencies in doctoral students.

Success Strategies For Faculty In Small Counseling Programs Housed In Interdisciplinary Departments
Valerie Couture, LPC; CRC
This presentation is geared towards counselor educators who work in small counseling programs which are housed in interdisciplinary departments. Faculty who are seeking tenure must have an understanding of the best practices that are useful to having a successful tenure application. Participants will learn how to build professional networks in their departments with non-counseling colleagues, while at the same time, enhancing their counseling professional networks. Strategies for building a strong foundation of counseling research, teaching, and service will be given, as well as, strategies to maintain counselor professional identity.

Teaching The Teachers: A Toolkit For Counselor Educators To Build An Inclusive Pedagogy To Engage International Counseling Students
Mira Narouze
This presentation will introduce the audience to the Universal Design for Learning model and explore practical applications to implement the model in order to support the unique needs of international counselor students in counseling training programs. Audience will learn about the unique but common needs of international counseling students. These unique needs warrant alternative instructional and curriculum design approaches from their educators and supervisors. Applying the framework of the Universal Design for Learning model ensures equitable educational access for the widest spectrum of students. The presentation will explore ways to reconstruct the counseling curricula in ways that make it accessible to all learners as an integral requirement for an inclusive educational environment using the UDL.

The Anatomy Of A Quality Online Module And Understanding The Changes In Federal Regulations On Regular & Substantive Interactions And Engagement In An Online Course
Mark Manzanares
Using best practices in online learning and the new federal regulations on regular & substantive engagement and Interactions, this presentation will discuss the components of a quality online course in counselor education. Counselor educators considering moving to an online format will benefit from understanding the anatomy of a quality online course.

Tenure-Track and ABD: Learned Lessons for Obtaining a Faculty Position While Finishing Your Doctorate
Brittany Sager-Heinrichs, Ashley Coombs, MA, LPC, ACS, NCC, CAADC
While counselor education doctoral candidates may be more prepared to fully engage in scholarship, research, and leadership when they enter a faculty position now as compared to previous years (Brown et al., 2020), doctoral candidates still face several challenges (Dickens et al., 2016). Since many doctoral candidates hope to pursue a tenure-track faculty position (Bernard, 2006; Hongryun et al., 2017), it is essential that doctoral candidates identify and develop strategies for balancing dissertation completion with seeking gainful employment as a counselor educator. The purpose of this session is to disseminate challenges facing doctoral candidates seeking tenure-track employment and to collaboratively evaluate best practices for securing a faculty position as well as creating a personalized career plan.

Clinical Supervision in a Virtual World
Clint Limoges, LPC (MO), Robyn Emde
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.
10:15 AM - 11:05 AM | TAMPA | FRIDAY
3031 | 50-MINUTE EDUCATION SESSION | CE 0.00 | ☑


discussion of doctoral education. This will be an interactive session.

measuring survival. The aim of this program is to focus not merely

growing trends in attrition rates; rates that can be interpreted as

pertaining to the growth and development of counselors-in-training and

measures to support counseling. These challenges have contributed to

and creating supportive program elements may increase

for the field. Mindfulness practices may help counselor trainees

ulted to adapt to distance counseling. One

in distance counseling and responding to crisis. The presentation

COVID-19 has caused a stark rise in mental health concerns, most notably, anxiety and depression (CDC, 2020). In addition, the United States is experiencing multiple crises (e.g., civil unrest, racism) compounding stress brought about by the COVID-19 pandemic. No research to date has explored how counselors-in-training (CITs) are coping with these stressors. Intentionally supporting counselor trainee well-being during this time is imperative to prepare counselors for the field. Mindfulness practices may help counselor trainees improve their ability to cope with COVID-19 related distress. This presentation will explore how teaching mindfulness practices may promote healthy coping, emotion regulation, and well-being in CITs.

10:15 AM - 11:05 AM | GRAND HALL EAST-A | FRIDAY
3038 | 50-MINUTE EDUCATION SESSION | CE 1.00 | ☑
Here we Grow: Promoting Holistic Wellness in Counselor Education and Supervision
Mark Mayfield, PhD; LPC, Jeff Cline, PhD; LPC-S; NCC; BC-TMH

Holistic wellness is a multidimensional construct that involves the pursuit of optimum health in various spheres of life—mind, body, and spirit. Counselor educators and supervisors can support the growth and development of counselors-in-training and supervisees through modeling, highlighting evidenced-based research, and encouraging self-care practices to support personal and professional quality of life. Additionally, this informative session will highlight practical strategies to help emerging professionals promote the virtues of holistic wellness in the communities where they live and serve through developing wellness initiatives, engaging in professional networking, and providing psychoeducation in clinical and non-clinical contexts.

10:15 AM - 11:05 AM | UNIVERSITY | FRIDAY
3039 | 50-MINUTE EDUCATION SESSION | CE 0.00
Measuring Multicultural Counseling Competencies: How To Practice What We Preach
Vanessa Placeres

In this presentation, the presenter will discuss the multicultural counseling competencies (MCC’s), empirical literature supporting the MCC’s, and results from a content analysis focused on ACA affiliated journals. The presentation is aimed to shed light on current trends within the MCC literature, discuss the assessment of MCC, and identify strategies to increase student multicultural competence, and strengthen the empirical measurement of the MCC model. Training strategies, including practical implications for teaching and measurement of multicultural competencies, will be discussed in addition to recommendations for future research regarding the empirical assessment of multicultural competence.

10:15 AM - 11:05 AM | GRAND HALL WEST | FRIDAY
3040 | 50-MINUTE EDUCATION SESSION | CE 1.00
Multicultural Supervision in Counseling: A Content Analysis of Peer-Reviewed Literature
Gulsah Kemer, Mina Altia, NCC, Mijn Chung, Ph.D., LPC, Anita Neuer Colburn, PhD, LPC (VA), LCMHCS (NC), BC-TMH, ACS, NCC, Aparna Ramaswamy, EdD, PhD, LPC, LCS, ACS

In this session, we will present results from a Qualitative Content Analysis (QCA) of 14 years of peer-reviewed multicultural counseling supervision literature. QCA revealed six themes of multicultural supervision research (i.e., Multicultural Supervision Interventions that Enhance Supervision and Counseling, Supervisor Multicultural Competencies, Supervisee Multicultural Competencies, Model/Theory/Framework of Multicultural Supervision, Focus of Singular Form of Identity and Intersectionality/Multiplicity, and Social Justice Development) represented among four categories of methodology (i.e., qualitative, quantitative, mixed-methods, conceptual). We will also discuss these results with limitations and offer further areas of multicultural supervision research and practice.
Lucky Seven: APA 7th Edition Updates and Tips for Writing Success

Kelly Kearsins, MS, LMHC, Caroline O’Hara, LPC; NCC, Yu Hsuan (Ariel) Peng, MS, Alonzo Turner, M.S., Ed.S, LCMHC (NC), NCC

Join our presentation to learn key updates in APA Style. We will include information on new and expanded topics such as new reference format examples, bias minimization, student-specific resources, accessibility, and ethical practices. Identify what writing standards have changed so that you may communicate clearly and convincingly. Learn how to avoid common pitfalls such as anthropomorphism, passive voice, and incorrect abbreviations. Feel free to bring questions and writing tools to engage your work as we present.

Making the Most of Mentoring Relationships in Counselor Education

Kristal James, Ed.D., LCMHC, LPC, CCMHC, ACS, Melissa Wheeler, NCC, ACS, Verl Pope, Ed.D., LCMHC, LPC, CCMHC, ACS

Professional identity training (e.g. counseling, supervision, teaching, research, and scholarship) for counselor education is integrated into CACREP standards (CACREP, 2016). Doctoral students and pre-tenured faculty have found value in mentoring relationships through support, emotional connection, teaching, supervision, and research experience encompassed in effective mentorship (Borders, et al., 2011; Perera-Diltz & Sauerbauer, 2017) and in various career development, self-efficacy, and goal attainment settings as theorized in Social Cognitive Career Theory (Lent et al., 1994). This presentation will discuss the various roles of mentorship in counselor education, strategies for best practice mentoring relationships in face-to-face, hybrid, and online modalities, and integrate theory into mentorship application.

Meaning Making and Mindfulness in Counselor Education: Creative Strategies for Fostering Student Resilience

Quinn Pearson, Amy Davis, Alabama School Counseling Certificate, Chris DaSambiagio-Moore, Licensed Professional Counselor; National Certified Counselor

Resilience is a protective factor against the negative effects of adversity and ongoing life stressors that counselors in training experience in their arduous journey of becoming counselors. Participants will experience activities that are designed to enhance students’ insight, self-care, and sense of meaning and purpose—essential components of resilience. These activities harness the unique ability of creative strategies to enable risk taking, foster self-awareness, and engage meaning making. A variety of activities (e.g., mindfulness exercises, sand tray, card sorts, guided imagery, poetry/prose readings, drawings, creative writing) that can be infused throughout the counselor education curriculum will be presented. Handouts will include detailed descriptions of activities.

Mental Health Stigma in Media: Impact and Influence Among Clients On A College Campus

Laura Dunson, LPCC (OH), Cassie Storlie, LPCC-S (OH), NCC

Recent increases in utilizing streaming services over the past year by college students (Conklin, 2020) suggest that as people quarantine or avoid social settings, they turn to entertainment media such as movies and television. As media consumption becomes increasingly more prevalent in our clients’ lives, understanding and teaching the potential impact such media has on their mental health becomes more and more pressing. This presentation includes the development of and findings from a grounded theory qualitative inquiry exploring how clients at a college counseling center process affirming and stigmatizing representations of mental health in entertainment media. Implications or teaching, supervision, and counseling will be discussed.
10:15 AM - 11:05 AM | BAKER | FRIDAY
3046 | 50-MINUTE EDUCATION SESSION | CE 0.00

Moral Disengagement: Implications of Violence and Bullying in Higher Education
Chiquita Holmes, Joan Looby, LPC; ACS; NCC, Kevin Meridith, MS, NCC, LPC, Kimberly Gray, MS, Lindsey Donald, MS, PLPC, Regina Alexander

The intersection of programmatic demands, personality, power dynamics, worldviews, and departmental mores can turn a seemingly benign counselor education environment, if not carefully maintained, into a space that gives rise to unethical behaviors, including bullying and acts of psychological violence. Academic Bullying and Violence (ABV) can include sabotage, socially and professionally isolating victims, inequity of workloads and assignments, and acts of retaliation, that impact the morale, productivity, and attrition in the workspace. ABV is described through the lens of Bandura's Theory of Moral Disengagement. This program explores the implications of ABV on counselor educators' moral agency, ethical decision making, social and professional development, and career satisfaction.

10:15 AM - 11:05 AM | FAIRLIE | FRIDAY
3047 | 50-MINUTE EDUCATION SESSION | CE 1.00

Loss and Bereavement During COVID-19: Preparing Counseling Students to Provide Grief Counseling
Stephanie Gotay, Ed.D., NCC, CRC, Blake Sandusky, LMFT; LPC, Asher Pimpletton-Gray

The presenters will address the lack of and need for grief counseling training for developing counseling students. The presenters will review current trends in counselor education programs regarding grief counseling, identify specific knowledge and skills students need to provide effective grief counseling (e.g., grief theory, clinical techniques), and will share pedagogical techniques and resources (e.g., textbooks, journal articles, and assignments) to implement a grief course or integrate grief counseling instruction into existing courses. Though this need is not new, it has become increasingly relevant in the wake of the COVID-19 pandemic.

10:15 AM - 11:05 AM | REGENCY VII | FRIDAY
3048 | 50-MINUTE EDUCATION SESSION | CE 1.00 | ☑

My Role, My Responsibilities, My Purpose; The Need for Post-Graduate School Counseling Clinical Supervision
Megan Thompson, MA; NCC; LCMHCA, H. Jeanette Vaughn, CSC (GA), NCC, Erica Daniels, LPSC, Lisa Schuster, Jasmine Knight, LSC PreK-12 (VA); NCC; Resident in Counseling (VA), Helen Runyan, LPC; Registered, Approved Supervisor; NCC, ASCA Mental Health Specialist, ASCA Cultural Competency Specialist; ASCA School Counseling Leadership Specialist; EMDR-Trained Counselor; ASIST-Certified; Approved Clinical Supervisor

The roles and responsibilities of school counselors have grown exponentially and shifted dramatically. As a result of these changes, calls for school counselor (SC) supervision have increased. However, unlike their clinical mental health counterparts, the majority of school counselors receive little to no post-graduate clinical supervision. This interactive presentation will describe a model for post-graduate school counselor clinical supervision (SCCS). Participants will explore the need for SCCS, discuss SC supervision models and trends, and investigate methods for implementing post-graduate SCCS.

10:15 AM - 11:05 AM | HANOVER E | FRIDAY
3049 | 50-MINUTE EDUCATION SESSION | CE 1.00 | ☑

Grief Is More Than Stages: Understanding the Role of Supervision in Effective Grief Work
Hannah Coyt

Understanding grief is important for supervisors working with supervisees who treat clients suffering from loss. Grief is not limited to feelings of sadness. It can also involve guilt, anger, and regret. Emotions can run high and counselors-in-training should be equipped to assist clients on their grief journey. This workshop will focus on the importance of supervisors and graduate students understanding effective approaches for processing grief, as well as being aware of how their own unresolved grief may surface. The training will also identify best practices including current research on grief work, as well as processing the importance of differentiation between practicing empathy and compassion with clients. Scenarios for supervision will be processed, including how clients from various populations are affected by losses related to COVID19.
Should There Be A Section On Crisis Intervention In The Ethical Standards? A Critical Discussion

Julia Whisenhunt, LPC; NCC; CPCS, Rick Myer, LP, Richard James, LP

Crisis intervention coursework is mandated by CACREP but crises and the accompanying ethical dilemmas are not addressed in the ACA or ASCA ethical standards. We have developed a working model that we believe begins to address ethical decision-making in the fast-paced context of crisis intervention. Participants will be introduced to the LASER model and the theory and assessment devices that support it. The focus of this conversation will be threefold: (1) to discuss the general role of ethical decision-making in crisis intervention and the application of ethics in the fast-paced crisis intervention process, (2) to invite feedback and discussion on the LASER model as we continue to refine the model, and (3) to brainstorm what and how crisis intervention might be incorporated into the ethical standards.

Racial Healing Practical Activities for Counselors to Explore Racial Privilege Confront Systemic Racism and Engage in Collective Healing Contd

Anneliese Singh, PhD, LPC

Dr. Anneliese Singh will describe core racial healing strategies that counselor educators and supervisors can practice in the aim of collective racial justice and liberation. In doing so, Dr. Singh invites people to explore their own racial healing so they can build stronger relationships across multiple races/ethnicities to identify and transform structural racism within institutional settings. In doing so, Dr. Singh draws on the human rights and freedom movements within counseling, and the unique role that counselors have in freedom and liberation movements.

Breaking Down Barriers: Addressing How Supervisors Respond to supervisee’s Countertransference

Jessica Gazzola, Shannon Strohl, Certified Alcohol and Drug Counselor (CADC), Brenda Everett, LPC; NCC

Most counselor education programs discuss countertransference and how it manifests; however, the unaddressed aspect is how this phenomenon is approached in counselor supervision. This gap posits the question: how can supervisors help a supervisee seeking help to address their countertransference? Besides hypothetical case studies, exploratory suggestions, and ways that countertransference originates, most research only addresses the difficulties and challenges supervisors experience. Our presentation aims to share preliminary findings which have hypothesized specific strategies for supervisors. Presenters will provide suggestions for further exploration to gain a deeper understanding for the purpose of broadening existing research, and enhancing teaching and practice of managing countertransference within the supervisory relationship.
Utilizing an 8-Week Mindfulness Intervention with Counseling Students: Impacts on Empathy and Anxiety
Hope Schuermann, LPC, Taylor Sweet, Registered Mental Health Counselor Intern, NCC

As counseling students enter their clinical experiences, anxiety can often disrupt the ability to connect and form relationships with clients. Mindfulness practices assist in lowering anxiety through regulating the body, focusing on the present, and reducing the noise inside one’s head. Poster presenters will share an outline of an 8-week mindfulness protocol developed by the research team and completed by students in clinical experiences, the results of the intervention in relation to student anxiety and empathy, and discuss implications and practical applications of mindfulness in counseling curriculum.

The Past, Present and Future of Online Counselor Education
J. Scott Hinkle, Licensed psychologist NC, Jennie Ju, LPC, William Snow, LPCC

Counselor Education has been increasingly impacted by new technologies and the rise of distance counselor education. COVID-19 has accelerated the adoption of online learning strategies and many temporary changes will likely become part of the permanent landscape of counselor education. What can we learn from the past to help our current work and to also help us navigate the future? The presenters will review the history of technology in education and the lessons learned. They will then review the recent research and update the audience on current best practices. Finally, they will discuss emerging technologies and make some predictions about future trends.

Tracking Personal and Professional Growth of Counselors-in-Training Participating in Experiential Counseling Groups
Vincent Marasco, LPC; NCC, Injung Lee, NCC

Counselor education programs are tasked with training group counselors who must demonstrate competence in a number of professional and personal areas. Experiential groups are a commonly adopted training component in group counseling courses to meet CACREP standards. These groups allow counselors-in-training (CIT) to have a true client experience as a group member, which will help them work more effectively with their clients’ struggles and concerns. This poster will introduce an original research study that explores CIT’s personal and professional growth during their participation in experiential ‘counseling’ groups, and how their group leader self-efficacy and multicultural competence develop. Additionally, the presenters will discuss opportunities to enhance group counselor education and training.

Training Students and Supervisees in a Unique Model to Understand Clients from Diverse Cultures
Jerry Vuncannon, LCMHC (NC); NCC, Holly Johnson, LCMHCS; NCC, Cailen Birtles, LPC; BC-TMH; NCC

Counselor educators are tasked to guide students and supervisees in developing multicultural competencies in accordance with professional ethics. Oftentimes, students and supervisees are insecure and underprepared in working with clients from diverse backgrounds. They should not only gain understanding of a multitude of cultures but also should understand the individual nuances and differences of persons in cultural groups. This presentation will assist counselor educators and supervisors by presenting a model that incorporates understanding of those differences within cultural groups and provides application for their work with students as they cultivate professional identity and work with clients from diverse backgrounds.

The Prediction of Master Student Success Using Admission Applications
Philip Gnilka, NCC, LPC, Kristian Robinson

Counselor educators often rely on a combination of undergraduate GPA and standardized test scores to predict the academic success of master-level students in a counseling program. Less common, however, is examining the feedback provided within students’ letters of recommendations to better contextualize what skills, qualities, and predisposing experiences may also contribute to a counseling student’s academic success. This poster presentation will explore the combination of quantitative and qualitative admissions-related data collected over several years in a CACREP-accredited counseling program and how these application materials and assessment tools predict a student’s on-time graduation rate and academic performance in a master’s program.

Trauma-Informed Counselor Supervision: Integrating Historical Trauma
Camellia Green, NCC; LPC-S, Anabel Mifsud

Historical trauma and its present-day ramifications pose a threat to the mental health and well-being of racial and ethnic populations in the United States which cannot be overlooked. Clinical supervisors must address historical trauma in supervision as part of culturally responsive, trauma-informed practice. Additionally, historical trauma needs to be part of the conversation about supervisees’ cultural identity and the cultural influences on the supervisory relationship. The education session will address supervision interventions to help supervisees understand the painful legacy of cultural violence and oppression that can impact their counseling relationship.
11:30 AM - 12:00 PM | GRAND HALL WEST- BOARD 23 | FRIDAY
3063 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Training Counseling Interns in Interprofessional Learning and Team Based Care
Gina Frieden, Emily Siegler

In the past decade, the demand for mental health practitioners who are trained in behavioral health care has soared as experienced providers retire or leave the field. At the same time, health policies that support increased access to care are creating opportunities for collaboration across disciplines in behavioral health settings. This presentation will describe a training model and curriculum that prepares counseling students to participate in behavioral health services in interprofessional contexts contributing to an overall improvement to the treatment of patients served. Students have the opportunity through their specialized placements to learn about team communication, professional roles, patient centered care and integration of cultural competencies.

11:30 AM - 12:00 PM | GRAND HALL WEST- BOARD 3 | FRIDAY
3064 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Using the Transtheoretical Model to Address Intimate Partner Violence: A Model for Counselor Education
Laura Craven, LPC, Jessie Guest, PhD, N.C.C., LPC, RPT, QS

Intimate partner violence is an important public health problem with significant impacts on victims’ physical and mental health. Victims’ worsening mental health symptoms may lead them to seek counseling. Research shows that counselors regularly do not assess for and respond to intimate partner violence appropriately, which may place the victim in greater danger and discourage further engagement in counseling. The purpose of this poster presentation is to provide a model for training counselors to identify and address intimate partner violence using the Transtheoretical Model. Attendees will learn about teaching counselors to use the Transtheoretical Model as a guide to assess for intimate partner violence and readiness to change as well as to identify appropriate interventions for clients who have experienced intimate partner violence.

11:30 AM - 12:00 PM | GRAND HALL WEST- BOARD 21 | FRIDAY
3065 | 30-MINUTE POSTER PRESENTATION | CE 0.00

There’s an App for That -The Use of Mental Health Apps in Counseling and Counselor Education
Saumya Arora, Steven Farmer, Sara Haas, LPC (TX); Certified School Counselor (ID); NCC; CCPT S/T; CPRT S/T

It is estimated there are over 10,000 mental health apps on the market which consumers can use on cellphones, wearable technology, and other wireless devices. The vast majority of these apps have undergone little to no empirical assessment, leaving counselors and clients uncertain which ones may be safe and effective. This presentation will examine the market of mental health apps, some of their features, the current state of evidence base for these apps, and provide examples of clinical use. Guidelines will be offered for counseling student use of mental health apps with practicum and internship clients. Presenters will examine how the use of mental health apps is applied in telehealth, and ethical issues around the use of mental health apps.

11:30 AM - 12:00 PM | GRAND HALL WEST- BOARD 30 | FRIDAY
3066 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Use of Distance Supervision to Support Supervisee Development
James McGinn, LPC; NCC, Lisa Surrency, NCC; LPC-S; RPT

Numerous factors have dramatically increased the number of supervisors who provide distance supervision. However, seemingly few are comfortable with the technology and knowledgeable of the considerations and appropriate practices to support supervisee development. This presentation will review supervisee development needs as well as application of distance supervision practices to ethically and legally support them.

11:30 AM - 12:00 PM | GRAND HALL WEST- BOARD 20 | FRIDAY
3067 | 30-MINUTE POSTER PRESENTATION | CE 0.00

The Use of Metaphor When Teaching a Supervision Course
Paula Lazarim, Joel Diambra, EdD; LPC-MHSP; NCC, Alexandria Barnett, Covington Hanley, Lisa Matthews, M.S.; LPC-MHSP; NCC

Preparing supervisors-in-training to be effective supervisors is critical. The relationship between supervision learning and practice, and supervisors’ identity development is complex. Researchers emphasize the need for counselor educators to develop robust pedagogy and effective supervision instruction based on best practices. In this presentation, we explore a class-based case study experience in which we, the presenters, were the participants. Using Bloom’s cognitive and affective taxonomy domains and creative arts theory, we assert the use of metaphor as a supervision instructional tool linked to best practices in web-based and in-person counselor education instruction. We will emphasize the connections between the use of metaphors and the outcomes related to complex thinking and professional identity development.

11:30 AM - 12:00 PM | GRAND HALL WEST- BOARD 1 | FRIDAY
3068 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Unveiling the Intricacies of Online Counselor Education
Stephen Gitonga, LPC; LCMHC; ACS, Lisa Weaver, PhD; ACS; LPC

Program Summary This presentation unveils the intricacies of online andragogy for counselor education programs that may be considering a paradigm shift from face-to-face to 100% online. The Covid-19 pandemic has forced programs to try the online delivery option as a stop-gap to mitigate and reduce the spread of the virus (CDC, 2021). The presenters will draw parallels and contrasts between contemporary face-to-face and 100% counselor training. The participants will be encouraged to reflect on the strategies that they consider effective and facilitative and contribute to the development of an evolving checklist of ins and outs of 100% counselor education, which other counselor educators could use to enhance the quality counselor education in their respective programs.
The Presence of Grief and Loss Issues in Hispanic-Serving Schools

Lorraine Dinkel

Results of a pre-pandemic, exploratory needs assessment conducted in Hispanic serving Texas border school districts will be shared. The investigators briefly describe types of grief and developmental aspects of grief and loss. Categories include loss by death, ambiguous loss, loss of safety, and loss of dignity. The results, broken down into elementary, middle and high school grade levels, indicated these Hispanic children have higher levels of grief and loss compared to number of national metrics. Given the Covid-19 pandemic, levels of grief and loss have most certainly risen and a revised post-pandemic needs assessment might provide new insights as to the impact of the pandemic. Suggestions and resources for addressing grief and loss among staff and students are also explored and recommended.

The Inclusion of Problematic Smartphone Usage within Addictions Curriculum

Chad Yates, LPC, William Lane, LPC (ID); NCC, Caroline Brown

Smartphones are a ubiquitous form of technology in modern life. There are nearly 3.5 billion Smartphone users worldwide (Statista, 2019). Most smartphone users do not experience significant problematic use; however, a growing number of users have reported smartphone use that is impairing, dangerous, and uncontrollable (Pivetta et al., 2019). Clinicians may be confused about how to integrate PSPU into existing conceptualizations of client concerns. This is problematic because the impact of problematic usage may go unnoticed and untreated for clients. This presentation will explore how counselor educators can infuse this topic within addiction classes, explore the classification of PSPU as an addiction or as problematic behavior, investigate contributors to problematic usage, and explore the treatment and assessment of PSPU.

Using Brainspotting Therapy to Overcome Microaggressions: a Participatory Intervention Study with Women of Color in STEM

Meghan Berger

The current poster disseminates major findings from a participatory-based clinical intervention study assessing Brainspotting therapy with women of color in STEM professions that have experienced gendered racial microaggressions. Brainspotting therapy is an integrative, participant-centered mental health treatment that relies on the human visual field to locate eye positions that correlate with internally stored emotional thoughts and body sensations (Corrigan & Grand, 2013; Grand, 2013; Gurda, 2015; Shapiro & Brown, 2019). This poster will present the background, research methodology, procedures, survey findings, and recommendations for future research.
Understanding the Embodiment of Micro-Skills in Counselors in Training (CiTs)
Kelsey Sarasqueta-Allen, Lindsay Vik, LPC; NCC, Seneka Arrington, LMFT-S, LPC, Aishwarya Joshi

The purpose of this poster presentation is to discuss the findings from a phenomenology study exploring and understanding the experiences of masters-level counseling students as they use embodiment activities to learn basic counseling skills. The concept of the embodiment has two important senses, referring to the state of being a self-aware organism and the metalevel process of realizing and experiencing that we are the self-aware organism (Totton, 2015, p. 9). In addition, counselor educators and supervisors (CES) exploring and teaching the concept of an embodiment of micro-skills may enhance the pedagogical style of CES and doctoral students in training as they continue to expand and hone their teaching and supervisory skills.

Supervisor Development: What Are The Different Perspectives For Supervisors Of Group Work
Yuh-Jen Guo, LPC-S; RPT; NCC, Eric Darch, Assistant Professor, Shu-Ching Wang, LPC; RPT, Paul Hard, Associate Professor

The study of supervisor development has received less attention in research while research focus shifts to the study of supervisee development. The literature shows even less attention on the supervisor development of supervisors who supervise supervisees in group work. Lacking guidance from research outcomes, group supervisors may have to rely on their past training and experience in group work to assume the supervisor role. This presentation intends to study the different perspectives that group supervisors find essential for supervisor development. The implications of this discussion aim to bring attention to the supervisor development of group supervisors.

Understanding and Working with Supervisee Shame
Hannah Ray, LPC, Erin Goedegebure, LPC

This poster will investigate supervisee shame, analyze four common supervisee reactions to shame (Hahn, 2001), and suggest ways supervisors can reduce shame and help supervisees manage shame. Supervisors must be mindful of these reactions so they can respond helpfully. In an effort to meet individual supervisees where they are in their training process, supervisors must be aware that some supervisees may be more prone to experience shame than others. Supervisors can help supervisees reduce and manage shame by creating a trusting environment, being consistent in their support, and providing feedback to supervisees in ways that do not induce shame. Supervisors can also work to normalize the experience of supervisees feeling shame in supervision.
and beyond the pandemic. Issues to consider when teaching from various platforms during the pandemic would include pitfalls that would not be present pre-pandemic (and beyond the pandemic).

In particular, we will share information acquired from using a HyFlex learning model. We will offer real case examples (which include pitfalls that would not be present pre-pandemic) and observations made about teaching during the pandemic, strategies employed, that failed, and insights gained from students. Attendees will experience an education session that features strategies employed, that failed, and insights gained from students.

In particular, we will share information acquired from using a HyFlex learning model. We will offer real case examples (which include pitfalls that would not be present pre-pandemic) and observations made about teaching during the pandemic, strategies employed, that failed, and insights gained from students.

Attendees will experience an education session that features the current literature on counselor education pedagogy and insights gained from teaching during COVID-19. Topics to be covered include history of traditional and online teaching formats, observations made about teaching during the pandemic, strategies employed, that failed, and insights gained from students. In particular, we will share information acquired from using a HyFlex learning model. We will offer real case examples (which include pitfalls that would not be present pre-pandemic) and offer a new learning-based paradigm which emerged from feedback requested from counseling graduate students. Moreover, we would like attendees to leave with a sense of the important issues to consider when teaching from various platforms during and beyond the pandemic.
Suicide is the 2nd leading cause of death for those 10-24 years of age, with a rate of 13.4 per 100,000 deaths. For every adolescent that dies by suicide, it is estimated that 100-200 have made an attempt. Many intersecting identities (e.g., LGBTQ+ race/ethnicity) also impact these numbers. This presentation will provide an overview of relevant statistics, risk and protective factors, cultural awareness and values considerations, and an approach to intervention that can be used by counselor trainees, counselors, or taught to caregivers.

Now and Later: Supporting Student Well-Being During Ambiguous Times
Tiffany Bordonada, Sonja Lund, LPC-R (VA)
Since 2020, rates of anxiety and depression have sharply increased among students as a result of both the pandemic and our socio-political environment. At the same time, adaptability and flexibility of counselor educators and students was demanded as many transitioned to online learning. In a time where many ask what’s next?? but often have no concrete answers, it is no surprise that unexpected compounding stressors have taken a toll on physical, emotional, and psychological well-being. Counselor educators, attend this presentation to discuss and learn more about the implications of current and future threats to student well-being. This session is an opportunity to evaluate challenges specific to your class and supervision settings. Interventions to increase and improve your multicultural competence!

Opening the Conversation: Identifying and Intervening in Suicidality with Children and Adolescents
Heather Dahl, LPC, NCC, ACS, Katherine Shirley, LMHP; CPC; NCC; ACS, Wendy Hoskins
Suicide is the 2nd leading cause of death for those 10-24 years of age, with a rate of 13.4 per 100,000 deaths. For every adolescent that dies by suicide, it is estimated that 100-200 have made an attempt. Many intersecting identities (e.g., LGBTQ+, race/ethnicity) also impact these numbers. This presentation will provide an overview of relevant statistics, risk and protective factors, cultural awareness and values considerations, and an approach to intervention that can be used by counselor trainees, counselors, or taught to caregivers.

In Search of Terra Firma: Nurturing Theoretical Orientation Development in Supervisees
Jason Martin
Supervising new clinicians involves processing clinical experiences and ethical questions, but supervisees typically are still in the midst of developing a theoretical orientation throughout the supervisory experience. Students and new professionals often struggle to know how to implement theory in session. Theory drives practice, and as supervisees develop their practice, the role of the supervisor is to nurture and support the supervisee’s theoretical development, helping them fully integrate theory into their counselor identity. This session will help supervisors support supervisee theoretical development, even if the chosen theory differs from that of the supervisor. By embracing and building upon the roles of teacher and mentor, attendees will learn how supervisees may derive theory from practice and find themselves within theory.

Conceptualizing Group Dynamics and Supervision Theory in University Level Group Supervision Courses
Helena Stevens, PhD, LPC, LSC, PPS, Stephanie Siatisis, 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, is imperative for conducting efficient supervision sessions and supporting students’ holistic and collective growth. The purpose of this session is to provide education on how to infuse group counseling theory and supervision theory into group supervision courses, how to address group dynamics and utilize group process to maximize growth and learning, and to provide guidance for dealing with legal and ethical issues.

Nature and Counselor Education: Research and Practice
Megan Delaney, LPC, Sage Rian, NCC, Nicole Owenburg
There is growing evidence that the natural world promotes mental and physical wellbeing including stress relief, improved mood and neurological benefits (Reese et al., 2014). Ecotherapy is defined as contact with nature as a method or element of therapy and addresses the critical fact that as humans, we are interwoven with the natural world (author, 2020). Ecotherapists help clients revisit their bond with nature to rebuild a healthy, reciprocal connection and partner with nature in the therapeutic process. The presenters will outline the definition and theoretical tenets of Ecotherapy, discuss the development and implementation of a specialization in Ecotherapy and provide an overview of their recent research involving Ecotherapy in counselor education. Concrete methods to infuse nature into practice and the classrooms will be discussed.
11:30 AM - 12:20 PM | COURTLAND | FRIDAY
3097 | 50-MINUTE EDUCATION SESSION | CE 1.00

Multicultural Counseling Courses: Student Experiences in Online and Site-Based Education Formats
Andrea Olsen, Melanie Person, Nikki Roy, CCC

This educational session will explore phenomenological research conducted into the lived experience of graduate students in online and in-person diversity and multicultural graduate counseling courses. Attendees of this session will learn the unique themes identified within each group and explore ways to strengthen the multicultural and diversity education experiences of graduate counseling students as a result of these findings. Results of this research will be disseminated with the objective of continuing the dialogue around best-practices in multicultural and diversity education in graduate counseling programs for optimal care of all clients.

11:30 AM - 12:20 PM | PIEDMONT | FRIDAY
3098 | 50-MINUTE EDUCATION SESSION | CE 1.00

Online Multicultural Pedagogy: Multiple Perspective and Recommendations from Simultaneous Instruction
Lorraine Gordon, Angela Jackson, LCPC (IL), LPC (OH), Matthew Paylo, PhD in Counselor Education and Supervision (UVA), LPC-S (OH), LPC (GA)

Traditionally, faculty of color teach the master’s level Social and Cultural Diversity course in counseling programs at predominantly white institutions. Motivated to shift this instruction pattern, multicultural counselor educators share their voices addressing racial identity, gender, faith, and white privilege. While teaching the Social and Cultural Diversity course, the authors present excerpts from their cultural awareness journaling, cultural dialogues in Zoom, and assessment results from the Intercultural Development Inventory (IDI).

11:30 AM - 12:20 PM | DUNWOODY | FRIDAY
3099 | 50-MINUTE EDUCATION SESSION | CE 1.00

Portrait of an Expert Supervisor: Findings from a Consensual Qualitative Research Study
W. Bradley McKibben, IMH (FL); NCC, A. Lara George, Anjalie Sukhwa

What does it mean to develop expertise in clinical supervision? In this presentation, we offer findings from semi-structured interviews with 11 expert supervisors from counseling and psychology in four countries. We will discuss how experts conceptualize and approach the supervisory process, establish a supervisory working alliance, and understand the concept of mastery or expertise and seek lifelong learning. We also contextualize the findings within the context of previous expertise literature in supervision and psychotherapy practice, as well as interdisciplinary conceptualizations of expertise.

11:30 AM - 12:20 PM | BAKER | FRIDAY
3100 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Effect of Self-Forgiveness on Self-Stigma in Individuals Diagnosed with Substance Use Disorders
Michael Verona, Jennifer Kennedy, MA, LPC, NCC

When individuals internalize the prejudices of society and the accompanying stereotypes, they are experiencing self-stigma, characterized by a deep sense of shame, a negative transformation of identity, and decreased help-seeking behaviors. Empirical literature recognizes self-forgiveness as a repair mechanism that helps heal psychological wounds and bring about a sense of inner peace. A randomized, control group study was performed to examine the relationship between self-stigma and self-forgiveness in individuals diagnosed with substance use disorders. Regression analysis on pre-test and post-test data indicated a statistically significant relationship among participants’ scores on the Substance Abuse Self-Stigma Scale (SASSS) and the Self-Forgiveness Dual Process Scale (SFDPS).

11:30 AM - 12:20 PM | REGENCY VII | FRIDAY
3101 | 50-MINUTE EDUCATION SESSION | CE 1.00

Predictors for Supervisee Disclosure in Supervision: A Mediation Model
Chi Li

With a sample of 239 supervisees, our path analysis results revealed that supervisory role ambiguity significantly mediated the relationship between supervisory working alliance and supervisee disclosure in supervision (i.e., counseling- and supervision-related). Specifically, our results also indicated that via supervisee role ambiguity, supervisory working alliance had a stronger impact on supervisees’ counseling-related disclosure than on their supervision-related disclosure. In the presentation, we will also discuss the implications for future supervision research and practices along with the limitations of the study.

12:45 PM - 1:35 PM | HANOVER A & B | FRIDAY
3102 | 50-MINUTE EDUCATION SESSION | CE 1.00

Understanding Grief and Loss Intricacies for Children and Adolescents: Implications for Counselors, Educators, and Supervisors
Rebekah Byrd, LPC, Sonya Lorelle, LCPC, NCC, RPT-S

Counselors, educators, and supervisors who understand the many facets of grief and loss responses for children and adolescents are imperative. Many children and adolescents are experiencing loss not associated with a death, and these children and adolescents are not getting the support they need and deserve (Pataky & Parent, 2018). We must carefully listen for and acknowledge the losses that occur for clients so that we are aware of the grieving taking place (Humphrey, 2009). Children are vulnerable to the neglect of their needs, especially if the adults are overwhelmed and unavailable to support them through the grief process. (Di Ciacca, 2008, p.36). Multicultural issues can play a role in how children and adolescents grieve and importantly- how they are supported through their grieving.
12:45 PM - 1:35 PM | REGENCY V | FRIDAY
3103 | 50-MINUTE EDUCATION SESSION | CE 0.00

Career Crossroads: Developing and Living Fulfilling Mid-Career Narratives
Donna Gibson, Teresa Fletcher, LCPC; ACS, Catherine Chang, LPC; NCC; CPCS

In higher education, much attention has been given to the recruitment and retention of new professors. However, research indicates that attrition is high for mid-career professionals and could be attributed to a lack of sense of direction during this time. With this program, the presenters represent a group of female counselor educators who will discuss multiple factors that influenced their mid-career decisions. Issues related to access and equity to opportunities will be highlighted and building a community of mentors that provide diverse perspectives will be discussed. Attendees will also learn how challenges can be addressed in obtaining opportunities with an emphasis on empowerment and self-advocacy.

12:45 PM - 1:35 PM | CENTENNIAL IV | FRIDAY
3104 | 50-MINUTE EDUCATION SESSION | CE 1.00

Ethical Issues in Counseling Organizations: Considerations for New Ethical Standards
Stephanie Dailey, LPC (VA); Board Certified Counselor (NCC), Michael Kocet

While the 2014 ACA Code of Ethics provides guidance on ethical conduct between the counselor-client, supervisor-supervisee, faculty-student, and researcher-participant relationships, few ethical standards address unethical conduct of leaders within counseling organizations, such as national counseling organizations, counseling divisions, state branches, and affiliate organizations that address licensure and programmatic accreditation. Using case studies and evidence-based practice, this interactive presentation will outline key ethical issues impacting counseling leaders in organizations, such as ethical health of organizations, conscious strategies for ethical leadership (Johnson, 2022), and ethical bracketing (Kocet & Herlihy, 2014). Ethical standards related to leadership in counseling organizations will be proposed.

12:45 PM - 1:35 PM | FAIRLIE | FRIDAY
3106 | 50-MINUTE EDUCATION SESSION | CE 1.00

Multiculturalism isn’t Enough: Anti-Racist Education Happens in More than One Class
Jordan Jalen Evans, Renita Newton, LPC Associate, Ana Salazar, LPC, Ashley Burks, LPC Associate

As counselor educators, we have the responsibility to guide students during the development of their professional counselor identity. As counseling professionals, we are expected to adhere to the Multicultural and Social Justice Counseling Competencies, highlighting the imperative of implementing anti-racist and social justice initiatives throughout counseling curriculums, beyond taking a single-course approach. Counselor educators, counselors-in-training, and clients will benefit from counseling programs incorporating anti-racist social justice activities throughout the curriculum. Presenters will assist counselor educators in identifying anti-racist practices in counseling programs and provide pedagogical support for counselor educators to incorporate and implement anti-racist social justice activities into their classrooms.

12:45 PM - 1:35 PM | COURTLAND | FRIDAY
3107 | 50-MINUTE EDUCATION SESSION | CE 1.00

Past, Present, And Future Of Resilience Studies And Implications In Teaching
So Rin Kim, NCC

As the future in counseling lies with a better understanding of trauma and its impacts, it is critical to use a strength-based approach and recognize the process of overcoming and living with traumatic experiences. This presentation sheds light on resilience, an ability to bounce back? Despite the decades of history in resilience research, some are still confused with resilience from other similar concepts, such as posttraumatic growth or grit. This presentation will provide an overview of two schools of thought in resilience, elements of resilience that promote better outcomes, trends of resilience research, and suggestions in teaching and studying resilience for counselor educators. Participants will be able to join the discussion about directions of resilience research and teaching suggestions to emphasize resilience in counseling.
Proficient Documentation in Supervision

James Dalton, Kim Street, PhD, LPC/MHSP, Mike Cravens, LPC/MHSP (TN); LMFT (TN); NCC; Clinical Fellow in the American Association of Marriage and Family Therapy, Certified Sex Therapist, and Diplomat in Integrative Behavioral Health Care Counseling

Competent clinical supervision requires sufficient documentation. This session will build on the documentation standards in the ACES Best Practices in Clinical Supervision (2011), drawing from other publications and the authors’ own experience to encourage proficiency in all aspects of supervision documentation. This will involve examination of the purposes and goals of supervision documentation, specific recommendations for the content of the supervision record (the agreement, session notes, and other documents), documentation security, and external standards impacting documentation. By reviewing, explaining, and building upon each of these documentation best practices, this presentation will prepare participants to improve their own supervision documentation to achieve proficiency in this important aspect of clinical supervision.

Play Therapy Training for Social Justice and Advocacy

Emily Brown, LPC, NCC, Emily Oliveira, LPC; NCC

Counselor educators providing play therapy training must consider how they are building multicultural awareness and social justice competencies throughout their play therapy instruction and supervised clinical experiences. This includes creating intentional learning experiences within their programs and committing to broader play therapy outreach and advocacy in the community. Although the Association for Play Therapy tasks training programs with focusing on multiculturalism in play therapy training, few guidelines exist for how to do so in a holistic way. In this presentation, we use our experiences to offer examples of how counselor educators can promote social justice and advocacy competencies in play therapy coursework, supervised clinical experiences, and community outreach efforts.

Practicum Student Counselor Identity Development Through the COVID-19 Pandemic

Sarah Silveus, LPC Associate, Joy Teles Oliveira, M.A; LPC Associate

Counselors-in-training often begin exploring their counselor identity development during practicum coursework. However, events surrounding the COVID-19 pandemic caused significant disruptions to many students’ practicum experiences. Given the ongoing nature of the COVID-19 pandemic, minimal research exists regarding the impact of COVID-19 on counselor identity development during the practicum experience. This educational session will discuss the results of a qualitative study exploring the counselor identity formation process of Master’s-level counseling practicum students during the events of the COVID-19 pandemic. Topics to be explored include practicum students’ counselor identity development, study findings, multicultural considerations, and implications for counselor educators, supervisors, and counseling programs.

Cultural Code-Switching Among Students From Underrepresented Identities: Implications for Counselor Training and Supervision

E. Joan Looby, LPC; Approved Clinical Supervisor; NCC, Chiquita Holmes, Tinnuk Li, Kendra Blakely, LPC, NCC, Harmanpreet Kaur, MS, Sumetha Therthani, PLPC

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.
Preparing Counseling Professionals to Support Grieving Clients Facing COVID-19 Related Loss and Grief
Nancy Thacker, Jennifer Guffin, MEd, ALC, NCC

In the U.S. alone, COVID-19 has resulted in over 500,000 deaths and countless non-death losses (e.g., employment, housing, social connections, health). These loss experiences disproportionately impact communities of color, individuals facing poverty, and vulnerable health groups. Counselors and educators were suddenly called to provide counseling, instruction, and/or supervision for individuals grieving unique forms of compounded loss. Although we have learned a great deal on the job, there is need for evidence-based preparation to adequately support individuals dealing with COVID-19 losses and aftereffects. This presentation will discuss grief counseling practices for COVID-19 related losses. Educational strategies and activities to prepare counseling students to support grieving clients will be provided.

Preparation to Teach, Supervise, and Practice Distance Counseling and Telemental Health
Heather Robertson, Ryan Lowell

In this post-COVID era, are counseling programs prepared to teach distance counseling (DC) and telemental health (TMH) to the next generation of students? With the increase of distance service delivery following COVID, are counseling supervisors and practitioners prepared to engage in distance practice? This presentation outlines the results of a research study conducted prior to COVID that explored the perceptions, preparation, and practice of counselor educators, counseling supervisors, and counseling practitioners with distance counseling, supervision, and practice. The presentation addresses training preparation and confidence in teaching, supervising, and practicing via DC/TMH modalities, while also examining educators, supervisors, and practitioners’ beliefs about infusing DC/TMH content into counselor training programs.

Posttraumatic Growth & Spirituality: Rethinking How We Prepare Counselors-In-Training To Work With Trauma Survivors
Elizabeth Norris, LPC; NCC; BC-TMH, Jamian Coleman, MM, MS, LPC, CRC, NCC, Melissa Zeligman, LPC, NCC, Andrew Wood, PhD

Nearly 90% of clients report having experienced trauma, making it likely that professional counselors in all settings will find themselves working with trauma survivors. This presentation will expand the ways in which students have historically been taught to conceptualize trauma by emphasizing the potential for client growth following a traumatic event (i.e., posttraumatic growth; PTG), and how spiritual characteristics can support this client growth. More specifically, this presentation will share the results of multiple research projects exploring how spiritual virtues, as well as attachment to God, can aid in PTG, and present how these findings can inform how we train counselors-in-training to work with clients who have experienced trauma.

Poverty Simulations and Cultural Competence Among Counselors-in-Training
Amber Norman, LMHC, M. Ann Shillingford-Butler, Ph.D., J. Richelle Joe

Poverty simulations are experiential learning tools used to engage and expose counselors-in-training to the challenges of poverty. The use of poverty simulations in multicultural instruction serves to disrupt biased thinking about individuals who are economically marginalized. This presentation will present the preliminary findings of mixed methods research that explored the experiences of counselors-in-training with poverty simulations and examine the effect of the simulations on cultural competence. Attendees will learn about online and in-person methods of facilitating poverty simulations, including resources for materials and processing questions to guide preparation and debriefing discussions.

Preparing School and School-Based Mental Health Counselors: An Adaptable Model for Collaboration
Carrie Alexander-Albritton, LCPC (IL); NCC; CADC, Erin Lane, LPC, NCC

School and clinical mental health counselors must recognize the importance of each other’s role when addressing the mental health needs of youth in schools. Forming understanding and interprofessional relationships should originate within counselor education training programs. This session will explore current research examining collaboration between the two types of school-based counselors. Additionally, we will discuss didactic and experiential pedagogy designed to assist school and clinical mental health trainees learn about each role and build relationships with each other in an effort to improve K-12 student outcomes.
Preventing Counselors to Serve Culturally and Linguistically Diverse Refugees

Zobaida Laota

The underutilization of mental health services by refugees and the limited availability of culturally congruent care highlights the mental health disparity that exists for this racially, culturally, and linguistically diverse population. A significant barrier to access is the limited availability of counselors adequately trained to counsel refugees. In this presentation, the educational barriers that impact access to mental health services for refugees will be highlighted, and the results and implications of research on the learning and training experiences of mental health professionals who work with refugees will be shared. Attendees will gain practical recommendations, strategies for multicultural education, and tools to incorporate into practice, supervision, and professional development.

Supervision, Creativity, and Cultural Awareness: Enhancing the Art of Clinical Supervision

Jennifer Boswell, M. Elsa Sato Leggett, LPC-Supervisor; RPT-Supervisor; Certified School Counselor; Kathy Ybanez-Llorente, Ph.D, LPC-S

The use of creative and cross-cultural approaches in supervision can yield positive outcomes for supervisees, clients, and the supervisory relationship. The use of creative and cross-cultural approaches in supervision can open communication between all parties and yield positive outcomes for supervisees, clients, and the supervisory relationship (Shiflett & Remley, 2014; Thomas, 2015). In this session, the presenters will review several creative and cross-cultural interventions that can be used to assist the supervisee in gaining a deeper understanding of their role as a counselor, their professional identity, and the skills needed to counsel diverse clientele. The presenters will provide an explanation of the purpose and rationale of each intervention, how the intervention will aid the supervisor, and short demonstrations.

Predictors Of Cultural Humility In Counselors-In-Training: The Role Of Multicultural Training, Intellectual Humility And A Quiet Ego

Elvita Kondili, Dana Isawi, LPC; NCC

This educational session will present the findings of a recent study on the role of multicultural training, intellectual humility, and a quiet ego in predicting cultural humility in counselors-in-training. Cultural humility is an open, unassuming, respectful and collaborative cultural disposition that differs from cultural competency. While research on cultural competency is extensive, studies on cultural humility in counselor education are lacking. If counselor educators are to promote cultural humility in counselors-in-training, they need a better understanding of the construct and its predictors. Based on the results of a recent study, this session will offer practical insights on how counselor educators and supervisors can facilitate the development of cultural humility among counselors-in-training.

Creating Procedural Memory through Deliberate Practice

Mark Young

How do you peel an orange? When and how did you learn the proper steps to peel an orange, potato, or egg? How do counselors build relationships, demonstrate empathy, and create corrective emotional experiences in session? Come learn how the principles of Deliberate Practice can be included in your supervision and training of counseling students to increase their procedural knowledge of how they engage with clients and work towards creating change.

Supervision of Counselors Who Work with LGBTQIA+ Clients: Topic Discussions and Q&A Panel

Sandra Gavin, LPC; NCC Laura Piccolo, Licensed Clinical Professional Counselor (LCPC), Tamekia Bell, Ph.D.; LPC; NCC

Counselor educators and supervisors hold an ethical responsibility to possess a working knowledge of both supervision models and various multicultural competencies. The purpose of this session will be to discuss and explore various supervision models as they relate to clinical competencies in working with LGBTQIA+ clients. Program goals are: a) explore common multicultural supervision models that support LGBTQIA+ client work, b) explore counseling competencies in working with LGBTQIA+ clients as they relate to clinical supervision and c) obtain resources on strategies for clinical practice and supervision.

Multicultural Competencies During A Pandemic And Election Year: Not That Easy

Marcos Ghali, Yvonne Glass, LPCC-S

This presentation will focus on the challenges the presenters encountered in teaching social and cultural issues during a pandemic year and in the midst of a political upheaval and social injustices spreading throughout the society. Learned pedagogical and programmatic assumptions and strategies will be shared with attendees in addition to recommendations to enhance the learning experience and protect the multicultural competency of students and future counselors.
Understanding the Tug of War Family: Strategies for Supervisors Working with Court-Ordered Families

Ruth Ouzts Moore, Susan Foster, PhD, LPC-S, NCC, ACS, BC-TMH, CCTP, Ann M. Ordway, NCC; JD

This presentation will discuss the legal and ethical obligations of counselors working with families who are court-ordered to attend counseling, and the role of supervisors when guiding supervisees. The presenters will discuss discretionary confidentiality, the informed consent process, and multidisciplinary collaboration. Emphasis will be given to supervision theory and the role of the supervisor in providing direction to the supervisee. The participants will be asked to conceptualize challenging court cases, identify the potential legal/ethical issues, and determine the best course of action for the supervisor involved. The presentation will close with a discussion of vicarious liability and how supervisors should approach their work to protect their license.

Counselor Flexibility Checklist: A New Tool for Faculty and Supervisors

Brenda Ross

The Counselor Flexibility Checklist is designed to help faculty and supervisors Identify, Evaluate, and Promote flexibility in counselors-in-training. This original research tool breaks flexibility into five themes. It can help you efficiently recognize how a lack of flexibility may present itself in new counselors and give you avenues to work with supervisees in improving flexibility in themselves and their work with clients. It may also give counselor educators and supervisors more confidence in evaluating flexibility as a disposition of gate-keeping responsibilities.

Ethics is FUN! Integrating Creativity in Ethics Courses

Melissa Alvarado

Ethical practice is the foundation of the profession. Unfortunately, many times students do not usually look forward to ethics courses. Ethics is often perceived as dry and boring. Students often have an expectation that ethics and laws are absolute with minimal understanding of the complex and ambiguous nature of ethical dilemmas. The integration of creative and experiential activities can assist students in gaining a better understanding of ethics overall. This presentation will introduce ways to integrate creativity to increase student engagement and promote ethical development.

Wellness Curriculum: Carving Out Space For Wellness In Counselor Training

Michele Mahr, CRC- Certified Rehabilitation Counselor, Carly Scarton, NCC; LGBTQ Health, Policy, & Practice Graduate Certificate, Rachael Marshall

The past year has been full of drastic changes and new ways to educate, and in the chaos of our current time counselors are more than ever dealing with compassion fatigue. Compassion fatigue is common, therefore, it is also imperative that counselor educators help fieldwork interns cultivate a practice of implementing wellness into their professional identity. How many times have you heard students lament that they do not have time for self-care and are feeling overwhelmed? It can be difficult to carve out time in our busy and demanding schedules. This presentation will introduce a Wellness Curriculum which shows specific ways wellness is integrated into fieldwork experiences, illustrates how to evaluate counseling program wellness, and helps cultivate professional counseling identity and pedagogy rooted in wellness.

A Social Justice Pedagogy Committee: Informing Counselor Education Curricula with Anti-Racism Philosophy and Practices

Syntia Santos Dietz, PhD, NCC, Amy Morrison, PhD, LMHC, ATR-BC, Debora Smith, PhD, LPC, Devona Stalnaker-Shofner, Cathy Lounsbury, EdD, LCPC

Acknowledging the need for decolonizing counselor education curriculum and committing to the adaptation of said curriculum to include anti-racism principles, this presentation will examine the experiences of counselor educators in the endeavor to revamp their CMHC Program. Along the way, this academic responsibility has become a journey of self-discovery, fostering growth and relationship-building, and an alliance towards social justice. This presentation focuses on not only anti-racism pedagogy, but also how to engage in a self-reflective process around what it means to be an educator and advocate during these times of racial unrest.
A 30-year Content Analysis of Counseling Standards and Competencies

Kathryn Kozak, NCC, Harvey Peters

Counseling scholars have continued to invest in the development of rigorous and professionally grounded standards and competencies. Despite such investments, most of these standards and competencies are association- or specialty-specific and dispersed across various journals. This presentation will provide session attendees with the results from a 30-year content analysis of counseling standards and competencies. Implications for research, clinical practice, and training will be discussed.

A Grounded Theory Study of Critical Consciousness Development for Non-Native English-Speaking Counseling Students

Angélica Galván, NCC

Counselor education recognizes the importance of diversity and attempts to recruit diverse counseling students. Language diversity is a much-needed addition to this diversification, but little research focuses on the experiences of non-native English-speaking counselors and counselors-in-training. This session will present an original critical grounded theory qualitative study on the experiences of non-native English-speaking counseling students in the United States. The generated theory describes a process of critical consciousness developed by participants as they navigate a minoritized status in majority spaces within counselor education. In this process, four phases emerged and will be described in detail. Implications for counselor education and counseling will be discussed along with critical studies for future research.

A 30-year Content Analysis of Counseling Standards and Competencies

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3130 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Year of Return: Black Counselors Connecting across the West-African Diaspora

Jasmaine Ataga, Zachary McNiece, Ashlei Rabess Petion, M.A., LAPC, NCC

African Americans today often report experiencing a disconnect from West African culture and heritage (Parry, 2018). For African American counselors, this may influence competence and confidence in providing therapeutic services to clients identifying as African and African American. This poster will capture the exploration of Black counselors participating in the ‘2019 Ghana: Year of Return’ heritage tourism, clinical outreach, and cultural immersion trip. The presenter will showcase the phenomenological experiences of Black and African-American diasporic counselors reconnecting with West African society, ancestry, and culture. Specifically exhibiting themes of multiculturalism, Black counselor identity, racial battle fatigue, and diasporic connection.

A Narrative Inquiry Into A Female Counseling Student’s Experiences With Vision Disability

Jody Fiorini, LCPC-S, Susan Bray, Jason Li, LPC

An important consideration in education recently has been the issue of student voice (Robinson & Taylor, 2007). The issue of student voice gives primary consideration to students as consumers of education. This original research examines the voice of a student with a visual disability in counselor education. The goals of this program are to give voice to a counselor education student with a visual disability. Unique challenges and opportunities provided to the student will be discussed. The role of the counselor education faculty in providing accommodations to meet the unique needs of the counseling student with a visual disability. This poster presentation is based on original narrative inquiry into the unique experiences of a student with a vision disability.

A Grounded Theory Study of Parents of Transgender and Gender-Diverse Youth: Implications for Counselor Educators

Charles Shepard, Karli Fleitas, Darius Green, Resident in Counseling (VA); NCC

Despite considerable association with improved mental health and quality of life outcomes, transgender and gender-diverse (TGD) youth often wish to participate in gender-confirming endocrinological interventions (GCEI) in a social environment shrouded in clinical, political, and legal controversy. Parents of TGD youth have the difficult task of granting or declining informed consent for GCEI without the support of a robust body of research to guide their decision-making. The presenters will discuss the findings from their grounded theory study of parents of TGD youth and their decision-making process for resolving this dilemma. A dissonance-to-consonance model will be presented and the implications for counselor education will be discussed.
Walk the line: Helping students ethically navigate pandemics and professionalism without becoming their counselor

J.C. Ausmus, Elizabeth Brittany Dennis, Associate Licensed Counselor-Alabama; NCC

Due to COVID-19 and racial injustice, students and faculty are being forced to cross boundaries to provide care and learning in their own homes, leading to a constant barrage of obligations that they may have never experienced. This may lead to burn-out among both faculty and students who are finding that keeping firm boundaries in place has become more difficult as the pandemic rages on. The ACA Code of Ethics calls for counselors to, “monitor themselves for signs of impairment from their own physical, mental, or emotional problems...” (ACA 2014, pp. 9), but now, students and counselor educators have been forced to extend boundaries in an effort to make it through, putting their own mental health at risk. This poster will examine ways faculty and students can set their own boundaries in an effort to combat burnout and practice ethically.

A Mixed Methods Analysis Of Ally Development Within Religious/Spiritual Contexts

Thomas Killian, Emma Fredrick, PhD in Experimental Psychology

Experiences within religious/spiritual (R/S) communities have the potential to influence congregant perspectives towards sexual/affectional and gender expansive minorities (i.e., queer persons). Therefore, it is important for counselor educators and professional counselors, who actively endorse queer allyship within training to understand: a) the factors that hinder and promote queer allyship within R/S contexts and b) the intersectional influence of self-perceived religiosity/spirituality on queer allyship. To explore this intersectional process, I used a convergent mixed methods approach, which employed Enhanced Critical Incident Technique (ECIT) and multivariate statistics, to observe 316 participants who self-identified as R/S and queer allies, focusing on the factors that influenced this unique internal negotiation process.

When Silence is Violence: An Antiracist Adlerian Approach for Addressing Racism through Counselor Education

Nuk Oden, LMHCA, NCC, LaShauna Dean, Anna Lee Brown, LPCC - Supervisor, Pierre Durant, Licensed School Counselor, Jordan Luck, LPC/LMFT

In the current time of heightened racial tension, dismantling racism in counselor education is an ethical imperative. Unmitigated microaggressions and racist classroom interactions can continue to silence diverse, authentic perspectives and experiences. This presentation will focus on how Adlerian concepts of social interest and relationality can be used to strengthen anti-racist andragogy. Educators will have the opportunity to draw out personal and systemic bias by examining anecdotal classroom interactions and language. Educators will develop a personal anti-racist educational plan to create an equitable community of learning.

Working with Individuals and Families in Haitian Culture: Assessment and Intervention Strategies all Counselor Educators Should Know

Shannon Karl, LMHC; NCC; CCMHC; ACS; QS-Florida, Renata Schloss Goldhagen, Elda Karzki-Veloso, LMHC, Katarzyna Wojnas

Issues of diversity and healthcare quality for minority populations have had a spotlight cast on them in recent months. With over a million Haitians living in the U.S., it is vital to increase cultural awareness for counselors to provide appropriate and culturally informed services to members of this abundant minority community. As counselor educators and supervisors, we have an obligation to train our students in these best practices. Starting with challenges related to the migration process, this poster presentation will provide a detailed breakdown of Haitian culture, education, religion, values, and beliefs and review how these impact treatment and therapeutic relationships. Assessment, diagnostic, and treatment considerations are provided in the interest of promoting culturally competent and effective counselor training practices.
A Phenomenological Investigation of HBCU, PWI, and HSI Counselor Education Graduates

Michael Brooks, PhD; NCC; LCMHC-S, Tyra Whittaker, PhD; LCMHC; CRC, Tazeur Matthews, Justin Adams, PhD

Maya Angelou once said, “I can be changed by what happens to me, but I refuse to be reduced by it.” The presentation will explore lived experiences of Black PhD Counselor Education Graduates who attended a HBCU, PWI, and HIS CACREP program. The learning objectives include: identifying the lived experiences of Black PhD graduates of CACREP Counselor Education Programs from HBCU, PWI, and HIS institutions; developing awareness for Counselor Educators on what factors impact students’ experiences; identifying common themes of HBCUs, PWIs, and HSIs contributions/deficiencies to the lived experiences of Black PhD graduates; identifying impacts of faculty involvement or lack of had on Black PhD graduates’ experiences; and the overall experiences in CACREP Counselor Education Programs have influenced their post-graduate experiences.

A Reflexive Approach to Culturally-Informed Mentorship: Deconstructing Power and Privilege to Foster Relationship and Growth

Nancy Thacker, Kevin White, APC, NCC

Mentorship is necessary for successful professional development in counseling and counselor education fields. Yet, diverse counseling professionals commonly report experiencing microaggressions in mentoring relationships that challenge their growth. Mentors who are critically conscious and work to decenter power differentials are more readily able to address internalized biases and mentor with cultural humility. This presentation will discuss findings from a constructivist grounded theory study on the reflexive process in which counseling professionals engage to practice culturally-informed mentorship with professionals from all cultural backgrounds. Strategies and activities to enact this process will be provided.

I Will Have Your Back*: Teaching School-based Mental Health Professionals to Understand the Lives of Children of Incarcerated Parents

Aubrey Uresti

Mass incarceration has led to more than 10 million American children having a parent in jail or prison. From school failure, to potential future incarceration for youth, to ambiguous loss and disenfranchised grief, the academic, career, and social/emotional implications for these children are undeniable. Families endure shame, stigma, and complex trauma and mental health issues. While mass incarceration in the United States is widely examined in literature, less is understood about the perspectives of children of incarcerated parents. This session presents original research on the effects of parental incarceration for children and offers anti-racist pedagogy and strengths-based strategies for practitioners, supervisors, and counselor educators to support this population through their work, supervision, and teaching.
SESSIONS: FRIDAY, OCTOBER 8  ACES 2021 BI-ANNUAL CONFERENCE

2:00 PM - 2:30 PM | GRAND HALL WEST- BOARD 19 | FRIDAY
3147 | 30-MINUTE POSTER PRESENTATION | CE 0.00

A Culturally-Responsive Ethics Training Template for Counselor Education

Michell Temple, CRC, NCC, LPC-MHSP, Tyra Watts, Kesheia Ross-Williams, LPC, LCMHCS, LSATP, CCS

The counseling profession operates within a society known for inequity, divisiveness, and exclusion. Counselors representing all racial, ethnic, national origins, spiritual/religious, gender identity, and sexual identity seek to serve people from equally diverse backgrounds. Notably, alongside the apparent ethnic and racial injustices, the acts of discrimination and violence against people based on disability, spirituality and religion, gender identity, and sexual identity continue to permeate personal and professional settings. Therefore, society must recognize systemic racism in America; a phenomenon which impacts both people and institutions and demands a reexamination of policy and practices to facilitate equity. The purpose of this interactive session is to provide attendees with a framework, resources, and evaluation of a culturally responsive ethics training.

2:00 PM - 2:30 PM | GRAND HALL WEST- BOARD 18 | FRIDAY
3148 | 30-MINUTE POSTER PRESENTATION | CE 0.00

What About My Grief? Counseling Students’ Experiences Working With Non-Death Losses During Covid-19 Pandemic

Heather Delgado, LPCA, NCC

The grief experience of a non-death loss often goes unrecognized and the conceptualization of this experience from a grief model provides an important piece of the holistic treatment for clients. This presentation will provide results of a qualitative study that examined the experiences of counseling students applying grief models to their work with non-death losses. Attendees will gain an understanding of the current literature concerning non-death losses in counseling, gain a new conceptualization of non-death losses from grief models, and gain insight into the experience of counseling students utilizing this conceptualization in clinical practice. Implications for counselor educators and supervisors on how to incorporate this topic and conceptualization into the curriculum and supervision settings will be provided.

2:00 PM - 2:30 PM | GRAND HALL WEST- BOARD 8 | FRIDAY
3149 | 30-MINUTE POSTER PRESENTATION | CE 0.00

ACES and Intergenerational Trauma and in Chicago Urban Areas

Lisa Vinson, LPC; ACES; NCC; CADC; CODP1, Shirlyn Garrett

The increased public understanding of adversity, including ACEs, can cause trauma and toxic stress and, in turn, have a lasting impact on physical and mental health. This training will present an important opportunity to turn this awareness into action. We will take caution to focus on the avoidance and exclusive focus on ACEs adversity and complex trauma its interpersonal nature and its long-term effects of the exposure to varied events within Chicago’s Urban Areas.

2:00 PM - 2:30 PM | GRAND HALL WEST- BOARD 28 | FRIDAY
3150 | 30-MINUTE POSTER PRESENTATION | CE 0.00

A Multicultural Course Responds To Racism And Discrimination

Susan Schaming

The intersection of culture, beliefs, and values seems to be an antecedent for racism and a multitude of discriminatory incidents today. Intolerance of human differences and intergroup relationships is revealed in Vega’s [1978] conceptual framework, which stimulated an analysis of both individual and institutional behavior. Counselor educators must respond to the imperative of supporting trainee awareness, reflection, response and action to their personal biases. Left unaddressed, the discrimination of marginalized individuals and groups will persist. This presentation offers promise to help students grasp Koppleman’s [2014, 2017 and 2020] call to understand human differences. A 14-week experiential multicultural course illustrates how this counselor educator aspired to respond to the discrimination and racism apparent in America.

2:00 PM - 2:30 PM | GRAND HALL WEST- BOARD 25 | FRIDAY
3151 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Working from the Margins: Centering Anti-Racist Practices within Counselor Education Programs

Nevin Heard

The murders and subsequent protests of Ahmuad Arbery, Breonna Taylor, and George Floyd rekindled a racial reckoning in the U.S. for individuals and organizations nationwide, including counselor education programs (Chang, et al., 2020). Many organizations were confronted by their constituents to outline their plans for embedding anti-racist practices so that their advocacy was practical and not performative. The goal of this presentation is to provide an anti-racist framework for counselor educators. Lecture, discussion, and experiential activities will be used to illustrate the importance of decolonizing learning and working environments in the various spaces that compose counselor education programs. Attendees will gain tools that will allow them to adopt practices for individual use and for creating change at the program level.
"I had to find out the hard way": College Experiences of African Immigrant College Students

Grace Wambu, NCC, LAC, Wangui Gathua, Assistant Professor, Ph.D, LPSC

The number of African-immigrant college students has been on the rise on many college campuses (Anderson, 2017). Despite this increase, there has been limited research on African Immigrants and their college access and career development. Studies have focused on the career development of native African American students (George Mwangi & Frie-Britt, 2015). Understanding African immigrant students’ experiences and contexts is important in developing an inclusive curriculum that prepares counselors who are culturally competent and equipped to work and implement effective and culturally appropriate interventions with this population. The purpose of this program is to share findings of a qualitative study exploring the experiences of African immigrant students in their college and career development.

Zoom University: First Year Doctoral Student Development during Covid-19 in Counseling Programs

Tatiana Cruz, LMHC (NY), Michael Lillis, LMHC (NY), Katherine McVay, M.S., NCC, LPCA, Madelyn Duffy, Ross Spears, M.S.

The onset of the pandemic, requiring programs to transition to online learning, presented unique challenges and opportunities for graduate and doctoral counseling students. The experiences of graduate students impacted by the pandemic can provide a unique view for future related counseling departmental programming and best practices. Lessons from pandemic-based online counselor education programs can help counselor educators navigate other unanticipated virtual and hybrid learning experiences. Through providing our account and a first-hand view of this transition, our goal is to explore considerations of how COVID, and unintentional virtual learning, alters professional identity development of counselor educators. Counselor educators can explore evidenced-based humanistic and strengths-based coping strategies for students.

Wellness And Resiliency Implications Of A Wellness-Based Cancer Support Group

Daniel Kissinger

This presentation outlines the impact of a study examining the wellness implications of a 12-week cancer support group cancer survivors and their caregivers. The study’s rationale and design are provided, while the focus remains on the wellness outcomes of implications on participants and how these results could influence their immediate sense of wellness and long-term resilience.

A Phenomenological Study of Black MSM Afro-Caribbean Immigrants

Alfonso Ferguson, LPC, LMHC, ACS, NCC

This program will presents the findings of a descriptive phenomenological study focused on the intersectional experiences of Afro-Caribbean male immigrants living in the United States who identify as gay, same gender loving, queer, and/or men who sleep with other men. This study also explored the unique experiences of participants’ navigating their intersectional identities in the multiple communities to which they belong. Eleven participants who migrated from Anglophone colonized territories in the Caribbean participated in two semi-structured interviews. Data were collected and analyzed using descriptive phenomenology tenets. Findings of this study suggest implications for the counseling profession to better provide culturally responsive services to multiply marginalized communities.

Virtual Reality as an Experiential Learning Tool for Suicide Preparedness

Tyler Wilkinson, LPC; NCC: ACS, Hanna Cespedes, NCC

Virtual reality (VR) as an accessible technological tool creates opportunities to bring heightened forms of experiential learning to counselor training. The potential benefit of using VR is to heighten exposure to experiences where students may be lacking (e.g., suicide or trauma) in a controlled setting and creating heightened exposure prior to students’ entering practicum or internship. This presentation will discuss preliminary findings of a quasi-experimental research project in which students’ perceptions of preparedness to work with suicidal clients were assessed. Quantitative and qualitative findings will be shared comparing groups of students who were provided either a written case study of a suicidal client or were exposed to a first person, virtual version of the same case. Implications for counselor training and future research.

A Grounded Theory of Research Identity Development of Counselor Education Doctoral Students

Dodie Limberg

We will present a grounded theory of research identity development of counselor education doctoral students (CEDS). The purpose of this presentation is to (a) gain a better understanding of the research identity development process of CEDS during their doctoral program, (b) identify specific experiences of CEDS that influenced their research identity development, and (c) discuss implications for counselor education doctoral programs.
Promoting Critical Thinking in the Digital Age: Pedagogical and Supervision Strategies for Counselor Educators and Supervisors

Kate Fetzer, PhD, LPC-S, NCC, Matthew Lyons, PhD

Critical thinking (CT) is a fundamental skill for counselors to harness throughout the counseling process. Namely, CT is crucial for building cultural competencies and for conducting evidenced and comprehensive case conceptualizations. The rising amount of digital usage and absorbed digital content in the present digital age has led to digital information overload, which has shown to have a crippling impact on CT development. This presentation will provide knowledge of the impacts of digital overload on CT and will offer pedagogical and supervision strategies for critical thinking development and digital self-care.
2:00 PM - 2:50 PM | INMAN | FRIDAY
3165 | 50-MINUTE EDUCATION SESSION | CE 1.00

An Exploration of Counseling Student Experiences in Social Justice Supervision
Jenna Taylor, LPC Associate, NCC, Clare Merlin-Knoblich

Social justice is fundamental to the fields of counseling and supervision, yet despite calls for social justice supervision approaches, no researchers have published research on experiences in social justice supervision. In this presentation, we deliver findings of a qualitative case study designed to fill this research gap and begin exploring social justice supervision in practice. We will lead attendees in understanding participant themes and how to implement social justice supervision.

2:00 PM - 2:50 PM | GREENBRIAR | FRIDAY
3166 | 50-MINUTE EDUCATION SESSION | CE 1.00

Preparing School Counselors to be Leaders and Advocates: Interdisciplinary Training Strategies for Counselor Educators
Haley Wikoff, Matthew Beck, LPC; NCC; ACS

Limited scholarship addresses how counselor educators can infuse interdisciplinary practices that aim to strengthen advocacy and leadership skills. Presenters will share practices and lessons learned from a qualitative advocacy project and other programmatic activities, integrated into coursework, that seek to foster interdisciplinary relationships. This session will allow attendees to share and brainstorm possible pedagogical activities and discuss how their training programs currently incorporate interdisciplinary work to bolster the leadership and advocacy skills of school counseling students.

2:00 PM - 2:50 PM | HANOVER F & G | FRIDAY
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.

2:00 PM - 2:50 PM | ROSEWELL | FRIDAY
3169 | 50-MINUTE EDUCATION SESSION | CE 0.00

Promoting Social Change Through Person-centered Approach to Teaching and Learning
Stephaney Morrison, LPC, NCC, Damon Chambers, Doctoral Candidate and Faculty

Promoting social change through the person-centered approach to teaching and learning requires attentiveness to social justice education. Counselor educators are encouraged to employ pedagogy that incorporate social justice/advocacy into courses and thereby fostering students’ understanding of the social issues underlying the human needs to which students respond through social action. Using the person-centered approach in teaching social justice/advocacy is a non-authoritative approach, where the instructor shares authority with students, leading students to participate in the process of learning, and discovering their own voice (Quin, 2012). Participants will learn how to infuse the social justice/person-centered approach in all aspects of the class, e.g. syllabus design, class structure, activities and dealing with resistances.

2:00 PM - 2:50 PM | COURTLAND | FRIDAY
3170 | 50-MINUTE EDUCATION SESSION | CE 1.00

Preparing School Counselors to Assess Suicide Risk
Alicia Jackson, Alexander Becnel, Jessica Lane

Suicide is one of the top leading causes of death for school-aged children and adolescents. Although it is becoming increasingly likely that school counselors will eventually encounter a suicidal student, recent research demonstrates that school counselor are entering the profession feeling unprepared to assess students for suicide. This presentation will demonstrate pedagogical techniques for effectively teaching suicide assessment skills to school counseling students. The presenters will also discuss common issues that school counseling students face when completing suicide risk assessments as well as strategies to increase risk assessment self-efficacy in school counselor supervisees.

2:00 PM - 2:50 PM | UNIVERSITY | FRIDAY
3171 | 50-MINUTE EDUCATION SESSION | CE 1.00

Promoting Anti-Racist and Ant-Ableist Practices in Counselor Education: An Examination of Disability Counseling Competence
Michele Rivas

The counseling profession has made significant strides in recognizing and embracing multicultural frameworks that affirm diverse communities’ experiences. However, little attention has been given to the intersection of disability and race and the intersecting dynamics that create a variety of social, historical, and political implications for clients. This education session will present qualitative findings related to the counselors’ development of disability competence and will engage counselor educators in a dialogue aimed at elucidating anti-racist and anti-ableist practices to address many inequalities multicultural minorities experience in the mental health system. Curricular and programmatic implications for the multicultural education of counselors will be identified.
Preparing School Counselors to Work in Complex Systems Not Designed for Them

Erin Hughes, Certified K-12 School Counselor in Pennsylvania, Education Specialist II Nationally Certified Counselor, Stephanie DePalmer, Jocelyn Kraus, Certified K-12 School Counselor in Pennsylvania, Education Specialist II Nationally Certified Counselor

While there is an accepted national definition of a school counselor and a framework provided on how to implement a comprehensive program (ASCA, n.d.), local definitions and programming vary widely from district to district. Counselor education programs, especially CACREP-accredited programs, standardize their training of school counselors. Students then have to figure out how their training fits into local definitions, and on the job, school counselors have to figure out how to fit their role and their programs into a system that isn’t designed for them. How do we better prepare students for this reality?

Pluralistic Qualitative Approaches: Integrating Hermeneutic and Portraiture Methodologies

Carol Benoit, PhD, LPCS, NCC, Patricia A. Thomas, PhD; LPCS; NCC, Theodore Remley, JD; PhD; LPC; NCC

This session will explore emerging questions about pluralistic methodologies in qualitative research. Research designs can include an array of methods in attempts at enlarging the capacity for capturing data and meanings. Since qualitative methodologies stem from varied philosophical orientations, inter-compatibility levels vary. From this, questions emerge about the challenges and implications of utilizing multiple approaches with philosophical congruencies and contradictions. Potential benefits of pluralistic designs, including cultural-responsiveness, will be unpacked. To illustrate concepts, a hermeneutical study involving multiple qualitative approaches will be utilized. Within this, portraiture methodology, a unique interpretive narrative approach that attempts to bridge empiricism and aestheticism, will be explored.

The Consideration of Lifespan Development Through a Cultural and Contextual Lens

J. Kelly Coker, LCMHC-NC; QLS-NC; BC-TMH; NCC, Savitri Dixon-Saxon, LCMHC, Karen Roller, LMFT, FAAETS, DNCCM, CT, CFT, C-SCR, RYT-200, Kristi Cannon, LPC, NCC

Let’s face it. For many counseling students, Lifespan Development is a class they take just because it is required in counselor training programs. Historically, the ways in which mental health professionals have been trained to understand lifespan development is through mono-cultural frameworks developed predominately by western, white, educated, industrialized males (and sometimes females). But what if we considered these and other theories through the lens of the young Black man, emerging into adulthood? The transgender teenager figuring out how he fits in the world? The immigrant toddler being thrust into kindergarten in the US for the first time? The goals of this interactive 80 minute panel discussion include sharing our experiences in researching and exploring new ways to consider teaching and talking about Lifespan Development.

Perspectives on Suicide Training: Ideas for Improving Self-awareness and Conceptualization for Connective Counseling and Teaching

Jenny Cureton, LPC (TX); LPC (CO), Charmayne Adams, NCC, LIMHP, Alfredo Palacios, LPC, NCC, Anastasia Musko, LPCC, Gregory Elliott, LP, Erin Binkley, LCMHC, LPC, NCC, CCTP

The CES field is responsible for training future counselors to address suicide. Research points to gaps in counselor practice and training, worries from CES members that they are ill-equipped to address this topic in counselor preparation, and requests for more of their own training to better inform their work with students and supervisees. In this panel, participants will increase understanding of 1) self-awareness for counseling clients with suicide risk and supporting counselors who serve them, 2) ways to better conceptualize suicide risk and training, and 3) curricular and teaching strategies for improving training on suicide. The panel is composed of educators, supervisors, and practicing counselors with myriad strategies for clients of varied backgrounds and identities, and will invite audience interaction and shared wisdom.
A Decade of Dissertations: Lessons from a Quantitative turned Qualitative Methodologist
Don Redmond

Should I do a Qualitative or Quantitative Dissertation? Counselor Educators serving in doctoral programs have likely heard some variation of this student question. How do we go about answering? In this session, the presenter will share observations from experiences chairing and/or serving as the research methodologist for quantitative, qualitative, and mixed-method Counselor Education and Supervision dissertations. The presenter will also suggest techniques for helping students find, and refine, topics that are personally, culturally, and professionally meaningful.

Emerging Leaders: Exploring Leadership Development of Counselor Education Doctoral Students
Dareen Basma, LPC, Amanda DeDiego, NCC, PPC

Counselor educators often serve in leadership roles in professional organizations. These leadership activities often begin as graduate students through leadership development programs (e.g., Emerging Leaders), growing in popularity among professional counseling organizations. The proposed session presents the findings of original qualitative research which included interviews with 24 doctoral students who had recently participated in a leadership development program. The session includes discussion of representation of marginalized identities in leadership, barriers to leadership development access, and implications for professional organizations and counselor education programs.

Frank Gorritz, Chelsea Falcone, K-12 School Counseling, John McCall, Amina Ross, P-12 School Counseling

While counseling supervisors embrace the ideas of social justice, supervisors can struggle in implementing social justice in their supervision work (Kassan et al., 2015; Tohidian & Mui-Teng Quek, 2017; Watkins, 2014). This program aims to educate counselor educators on how to utilize multicultural supervision through a critical social justice lens, as well as provide strategies on developing culturally affirmative supervisory relationships and utilizing liberation theory in supervisory interventions.

Rural School Counselors and RAMP: Findings and Implications for Counselor Education Programs
Rawn Boulden, Licensed School Counselor, NCC, NCSC, Candice Brown

A litany of research exists purporting the efficacy of comprehensive school counseling programs and the Recognized ASCA Model Program (RAMP) distinction in promoting improved student outcomes. Despite these benefits, rural schools are often underrepresented among previous and current RAMP recipients. This presentation discusses the results of a qualitative study that explored the lived experiences of rural school counselors who earned RAMP, offering valuable suggestions counselor educators and counselor education programs can incorporate to support the proliferation of rural school counselors who pursue and earn RAMP.

Social Justice Self-Efficacy Matters: Fostering Critical Consciousness Across The Curriculum
Christina Woloch, LPC; LICDC, Samantha Pfeiffer, LPC; LICDC

Considering there is a growing movement calling counselors to implement social justice advocacy in practice, it is imperative that their preparedness and belief in their capacity to be successful is fostered during counselor education. When trainees have social justice self-efficacy (SJSE) or strong, positive beliefs about their perceived ability to perform social justice related tasks, they are likely to set higher goals and exert more effort to accomplish tasks (Miller et al., 2009). In this presentation, correlates of SJSE and commitment that increase social justice engagement for trainees will be explored, as well as how advocacy is developed through training experiences during graduate school (Inman et al., 2015). Participants will also learn pedagogical strategies that foster SJSE and critical consciousness across curriculum.

Shaking Up The Room: The Process of Professional Identity Development of Black Doctoral Students in Counselor Education
Olivia Ngadjui, NCC, LPC (ID)

Counselor educators and counselors continue to advocate for diversifying the counseling field to provide better consideration and care for diverse clients with sparse strategies and considerations for inclusion (Meyers, 2017; Ngadjui, 2021). This program provides results from a dissertation study surrounding the process of professional identity development of Black doctoral students in counselor education across the five regions (e.g., NCACES, NAACES, SACES, RMACES and WACES) of the United States. This grounded theory study provides a model that asserts reflexivity as a major component within the process of budding counselor educators. The study graciously received full funding from both the 2020 Association for Counselor Education and Supervision Research Grant and the 2020 Association for Adult Development and Aging Research Grant.
Rev Up Research Identity in Master's Students: Practical Knowledge for Developing Scientist-Practitioners
Madeleine Stevens, Christine Bhat, Doctor of Philosophy; LPC (Ohio), Licensed School Counselor (OH)
Counselor educators are tasked with preparing future counselors with knowledge and skills in all facets of professional counselor identity, including research engagement. However, results of an informal poll of counselor education master’s students would most likely show a disdain for research coursework. Presenters of this session describe the importance of research identity as it relates to overall professional counselor identity. They also review elements of research identity and discuss how counselor educators can better support students in becoming effective scientist-practitioners who uphold the professional values of the counseling field.

What's in a Grade? Moving Beyond Scoring in Counselor Education
Karrie Swan, LMHC, Child-centered play therapy trainer/supervisor, Child-Parent Relationship Therapy trainer/supervisor, Certified K-12 school counselor, Paul Maxfield
Engaging counseling students in classes can often be a struggle. Students often do just enough to earn a desired grade, but no more. We suggest that the focus on grades is a distraction from the learning and education that should take place in counselor education courses. Furthermore, by preparing students to perform to minimal expectations, we produce professionals with the same orientation. This session explores the limitations of professional grading and its effect on student’s mental health and development. We will propose alternative strategies for student assessment and evaluation that substitute extrinsic for intrinsic motivations towards education and excellence that also take into account the gatekeeping role of counselor educators charged with maintaining the integrity of the profession.

Closing The Treatment Gap: A Model For Training Counseling Students In Sbirt, Motivational Interviewing, And Relational Approaches To Addictions Counseling
Everette Coffman, LMHC, LMFT, Ramon Aleman, Counselor in Training
Often, clients struggling with addictions do not receive the treatment they need. The presenters discuss how counselor educators can help to address this treatment gap by enhancing courses with applied training in an elearning format of screening, brief intervention, and referral to treatment, as well as targeting counseling students’ ability to understand and apply relational strategies to enhance therapeutic relationships in addictions counseling. This presentation is an overview of a training the presenters developed to enhance addictions counseling content within their counselor education master’s program by infusing the content throughout the curriculum. The presenters will discuss core concepts, along with practical examples that counselor educators can adapt to for their own programs.

Shining the Light: Stress, Forgiveness, and QOL for Clients Living with HIV and also in Recovery from Substance Use
Jamian Coleman, MM, MS, LPC, CRC, NCC, Franco Dispenza, Licensed Psychologist (LP), Melissa Zeligman, LPC, NCC, Kyndel Tarziers, Associate Professional Counselor (APC)
Persons living with HIV now have the chance to live long, full, and meaningful lives with new medical advances in HIV research. However, these individuals continue to report a lower quality of life (QOL) than those not living with HIV, particularly for those living with HIV and also in recovery from substance use. This presentation will introduce a quantitative study looking at the relationships between stress, forgiveness, and QOL for this population. Attendees will explore how this knowledge can be integrated into counselor education curriculum and courses, as well as discover interventions and treatment models CITs and professional counselors can utilize to help persons living with HIV and in recovery from substance use move towards an increased QOL.
School Counselor Burnout Profiles and Early Training and Professional Experiences
Byeolbee Um, Gerta Bardhoshi, NCC; CSC; LPC; LMHC; ACS; CMC-1

Recent studies have shown that counselor burnout is a common phenomenon that can develop and extend over time, necessitating adequate prevention and intervention. For this mixed-methods study, we surveyed 993 school counselors and used cluster analysis to identify and examine three unique school counselor burnout profiles. Qualitative responses about school counselors’ early professional experiences were also analyzed according to each unique burnout profile. Presenters will discuss implications for school counseling programs and recommendations for training experiences that prepare school counselors to successfully deal with workplace demands.

Research Informed School Counselor Education: A Community Engagement Approach
Adam Wilson, LPC, Kelsey Hauser, Colorado Department of Education

Three-Year Substitute Teacher Authorization

School Counseling sits at the rapidly changing crossroads of traditional P-12 education and mental health-informed practice. Counselor educators are called to utilize data to promote advocacy, accountability and collaboration within schools in order to promote wellness and mitigate the effects of mental illness. CES andragogy must be evaluated in order to remain current to the trends within the field. This presentation provides a framework for research-based community engagement, exploring student mental health, effective school counseling prevention and intervention programming and school counselor education. Participants will examine and discuss the results of a current, and ongoing, community-based school counseling research initiative, as well as how this approach informs the training of current and future school counselors.

Providing Trauma-Informed Supervision During Critical Events
Heather Thompson, NCC, Melodie Frick

Supervisees and supervisors can experience vicarious traumatization when working with trauma-filled narratives. This can be compounded, individually and in shared ways, when world events and disasters occur. In this presentation, participants will learn how to use the five guiding principles of trauma-informed practice in supervision, how to assess supervisees’ trauma awareness and clinical competencies, and the importance of examining the parallel process of client-supervisee and supervisee-supervisor relationships, including the impact of critical events and how to address these in supervision. Participants are encouraged to share their supervision practices and how world events have influenced their work.

Race-related Stress and the Professional Quality of Life for Black Mental Health Therapists
E Mackenzie Shell, Justin Hua, Phillip Sullivan

The compounding effects of the CoVID-19 pandemic, police violence, and structural inequities adversely impacted mental health of Black American communities (Bor et al., 2018; Novacek et al., 2020) and has led more Black Americans to seek counseling specifically with Black counselors (Henderson, 2020). Black counselors are helping clients through these mental health challenges while also processing these same challenges for themselves (Lipscomb & Ashley, 2020). The combination of the stressors and increased caseload of Black clients with similar concerns could possibly lead to burnout and compassion fatigue for Black counselors. This presentation aims to (1) explore factors that contribute to burnout and compassion fatigue among Black counselors and to (2) postulate considerations to support compassion satisfaction.
Envisioning a New Future for Behavioral Health Training: A Case Study of Simulation Education Course Development
Tobin Richardson, National Certified Counselor (NCC), Frankie Fachilla, Licensed Professional Counselor 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.

Social Justice Practices and Pedagogy in Counselor Education
Allison Levine, Debra Harley, CRC; LPC Counselor- Supervisor

This presentation discusses a research study that evaluated the methods used to incorporate social justice concepts into counseling courses taught by rehabilitation faculty. Calls for the infusion of social justice into counseling curricula have been well documented. Recently, focus has been on anti-racist pedagogies. Previous studies have evaluated multicultural counseling courses and competencies but rarely are the specific methods used to develop coursework described in the literature. The study used a quantitative method to evaluate the pedagogical practices, course development activities, and professional development activities likely to be used by a sample of rehabilitation educators. Implications for all counselor educators are discussed, as well as opportunities for future professional development trainings, and research.

Antiracist School Counselor Preparation: Expanding on the Five Tenets of the Transforming School Counseling Initiative
Adrienne Robertson, Jan Gay, NCC; LICSW, Nkenji Clarke, NCC

A need for anti-racist school counselors (SCs) is more apparent considering the racial injustices occurring in 2020 and the Black Lives Matter Movement. It is imperative that the school counseling profession embrace a shift beyond multicultural competence to include anti-racist school counseling with the current climate. As a profession, SCs must expand upon being multiculturally competent to actively serve as a force against systemic racism. School counselor preparation must equip future professionals as anti-racist agents of change (Bemark & Chung, 2008). This presentation expands the Transforming School Counseling Initiative (TSCI) tenets with current language that supports antiracism. The presenters define anti-racist school counseling and provide activities that align with the revised tenets and are based on anti-racist practices.

Outside Looking WITHin: Creating an Anti-Racist Culture on the Journey from Student to Faculty
Nevin Heard, Laura Rendon-Finnell, LMHC, NCC, Michelle Mitchell, LPC (PA), NCC, Yvette Saliba, LMHC, NCC, Elizabeth Pennock, PhD, LMHC, NCC

As society becomes more diverse, so has access to higher education necessitating their commitment to diversity and inclusion. The question still remains if higher education structures are actually prepared to handle the diversity and inclusion it yearns for, including counselor education programs. Universities’ commitment to diversity nationwide juxtaposed with a society going through a racial reckoning? following the murders and subsequent Summer 2020 protests calls into question the actual experiences of diverse individuals navigating higher education. This presentation follows the experiences of a racially diverse cohort who entered into a counselor education doctoral program during the tail-end of the Ferguson unrest, continued through the wake of Charlottesville, and serve as junior faculty in today’s racialized America.
4:30 PM - 5:20 PM | HANOVER F & G | FRIDAY
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.

4:30 PM - 5:20 PM | HANOVER F & G | FRIDAY
3204 | 50-MINUTE EDUCATION SESSION | CE 1.00

Student Connectedness in an Online Counseling Program: Counselor Educators’ Roles

Tabitha Cude, Claire Dempsey, NCC

Counselor educators are more than just instructors. Counselor educators walk alongside students through many challenges personally, professionally, and throughout and beyond the Covid-19 pandemic. The presentation, offered by counselor educators who teach in an exclusively online counseling program, will focus on the importance of connection and belonging for online students and on how counselor educators can create a sense of connection and belonging within their online courses and within an online program. Based on the presenters’ current experience, specific strategies promoting connection and belonging will be offered and discussed. Additionally, the presentation will address how counselor educators can use these opportunities for connection to encourage self-care and check-in on student mental health and wellbeing.

4:30 PM - 5:20 PM | BAKER | FRIDAY
3205 | 50-MINUTE EDUCATION SESSION | CE 1.00

Broaching Power and Cultural Issues in the Supervision Room: a Constructive Approach for International Student Supervisors

Zhaopu Xu

International doctoral students frequently provide clinical supervision to master’s students in training, which can be incredibly beneficial to both supervisors and supervisees. However, these experiences can also become problematic when cultural misalignments, communication, and power issues arise. In this presentation, participants will learn how the Constructive Approach to Supervision (Guilffrida, 2015) can be used to broach the power and cultural issues and foster effective cross-cultural relationships in the supervision.
4:30 PM - 5:20 PM | FAIRLIE | FRIDAY
3207 | 50-MINUTE EDUCATION SESSION | CE 1.00

Stamped From the Beginning: Integrating Antiracist Practices in Counselor Education

Shaywanna Harris-Pierre, PhD; LPC-Associate (TX), Charmaine Conner

Over the course of 5 years, 2015-2020, there were 5,367 fatal police involved shootings. Little has been done to mitigate the issue of officer involved shootings; as of 2020 some people still did not believe racism existed in America. However, the deaths of Breonna Taylor, Ahmaud Arbery, and George Floyd sparked national outrage regarding racism in America. As a result, many people sought to expand their understanding of racism with the goal of becoming antiracist. Join the presenters as we prepare to discuss how you can integrate antiracist practices in counselor education. You will have an opportunity to develop a goal and receive feedback during this interactive presentation.

4:30 PM - 5:20 PM | HANOVER E | FRIDAY
3208 | 50-MINUTE EDUCATION SESSION | CE 1.00

Combatting Ableism in Academia: Recommendations For Supporting Counselors-In-Training With Disabilities

Kanbi Knippling

Over the past several decades, legislative victories have been achieved that have allowed individuals with disabilities to pursue academic and professional goals, including counseling, at greater numbers than ever before. However, while considerable literature exists regarding best practices for counseling clients with disabilities, little is known about the experiences of counselors-in-training (CITs) with disabilities themselves. If the field of counseling should be reflective of the clients that they will serve, it is vital that inclusionary steps are taken to support CITs with disabilities. This presentation will include a brief overview of the disability rights movement and resulting public policy as it relates to counselor education, leading to recommendations for developing effective strategies to support CITs with disabilities.

4:30 PM - 5:20 PM | DUNWOODY | FRIDAY
3209 | 50-MINUTE EDUCATION SESSION | CE 1.00

School Counseling Supervision: Voices from School Counselor Supervisors

Mi-Hee Jeon, NCC, LAC, Grace Wambu, NCC, LAC, Charles Myers, LPCC-S (KY), LMHC-S (FL), LPC-S(TX), NCC, NCSC, RPT-S

Supervision plays a critical role in developing trainee’s competency due to specialized knowledge and skills that professionals can gain through it. However, the significance of education or training for the future supervisory role at master’s program does not seem to be given equal attention between mental health and school counseling. School counselors often find themselves in an awkward situation when asked to supervise a counselor intern who has been placed in their school with no prior formal preparation about supervision (Magnuson, Black, & Norem, 2004). This presentation discusses research findings from a qualitative study conducted to explore school counselor site supervisor’s experiences and perceptions of their supervisory role.
Virtual Orientation & Residency: Shifting due to COVID-19

Jennifer Randall Reyes, LPC; ALPS; EMDR-C, Kendra Surmitis, LPC (VA), LCMHC, (NC), Stacey Carrillo, NCC

Counselor education programs faced a unique set of challenges during COVID-19. Institutions had to adapt course offerings into an online platform within the mere span of two to three weeks as the nation went into lockdown. Counselor education programs that were already online had an easier transition, but those programs that required an in-person residency also had to determine what was in the best interest of their program and counselors-in-training; cancel residencies or convert to an online format. One limited residency program offers insight into its decision-making process and the steps it took to shift its highly experiential and community building in-person orientation and residency to an online format. Examples will be provided of effective program formatting and activities that created cohesiveness and facilitated skill building.

White counselors’ Multicultural Self-Efficacy in Working with Immigrants and Refugees in the U.S.

Anquinetta Calhoun, State of Florida Professional Educator Certificate; School Counseling, PK-12, Mary Fawcett, LPC; NCC, Dawnette Cigrand, Licensed School Counselor (WI), PhD in Counselor Education, Rieko Miyakuni, NCC; LPC(IL)

This mixed method study describes themes and reflections of five white female counselors-in-training who interviewed Hmong and Latinx immigrants about migration experiences that included racism, threats to safety, and cultural challenges. Presenters will share data that supports CITs’ learning about global experiences of immigrants as it relates to counselor’s self-efficacy in working with immigrants in counseling, specifically in terms of counselor bias and racial identity development. Themes include like me vs. not like me, ?I am not confident, but I can use my skills to listen, ? and I know what I don’t know.? Investigators’ insights focus on otherness, ? bias awareness, common (ineffective) responses to difficult conversations, and plans for pedagogy development for future multicultural content.

Student Athlete Mental Wellness Through COVID: Implications for Counselor Educators and Counselors-in-Training

Melanie Person, Ciara Malone

University student athletes have been uniquely impacted by the COVID-19 pandemic. This presentation will disseminate the results of research into the mental wellness and functional supports of university student athlete populations. Participants will explore how to support university student athletes in addition to discussing how the results of this research are applicable to the educational experiences of counselors-in-training.

Strengthening the Undergraduate Pipeline into Graduate Counseling Programs

Atiya Smith, PhD, LCPC; NCC, Certified Child and Adolescent Trauma Professional, Brittany Spoor

Unlike the professions of psychology and social work, the counseling profession does not have an undergraduate degree program that offers a clear path to counseling graduate programs. Without this standardized path, recruiting undergraduate students can be challenging. Counselor educators are often tasked with being intentional about connecting with potential applicants. Unfortunately, there is not clear guidance on how to enhance recruitment efforts. This session will provide attendees with findings from relevant research, data from an original study examining factors that shape students’ decisions to enter graduate counseling programs, and an opportunity to informally evaluate recruitment efforts in their own programs. Attendees will leave the session with strategies to strengthen recruitment efforts at their own institutions.
Student and Faculty Experiences of Vulnerability in the CES Classroom

Ryan Cheuk Ming Cheung, MA; LPCC; NCC, Evan Engle-Newman, LPC; NCC, Bonnie Nicholson, M.A.; NCC, Jennifer Smith, LPC; RPT-S, Jesseca Manson, LPC; NCC; RPT, Danielle Kahlo, LPC; Licensed Psychologist

Vulnerability has gained increased attention in the literature, being recognized as a key component in the counseling and supervision relationship (Jordan, 2010; Jordan et al., 1991). One area where there is less understanding is the role of vulnerability within a counselor education and supervision classroom. This session will review current literature on vulnerability within the field and present emergent themes from an interpretive phenomenological analysis study exploring vulnerability. Five student-faculty dyads have been interviewed to explore how educators express vulnerability in a classroom and how students experience this phenomenon. Findings that emerged include vulnerability differences, modeling and reciprocal vulnerability, eliciting uncertainty, fear and risk, being authentic, and facilitating an egalitarian conversation.
### Session Highlights

**Saturday, October 9**

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<th>Time</th>
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<td>7:30 AM - 5:00 PM</td>
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<td>9:45 AM - 11:05 AM</td>
<td>Hanover C &amp; D</td>
<td>80 Minute Panel: Presidential Session: Practical Strategies for Inclusive Teaching Across the Counselor Education Curriculum</td>
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<td>11:30 AM - 1:20 PM</td>
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<td>ACES Awards Luncheon</td>
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<td>1:20 PM - 1:50 PM</td>
<td>Centennial II &amp; III</td>
<td>Atlanta Community Foodbank</td>
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Applying Research To Clinical Practice With LGBTQIA+ Clients Using Empirically Based Competencies And Affirmative Practice

Sandra Gavin, LPC; NCC, Laura Piccolo, Licensed Clinical Professional Counselor (LCPC)

This session will focus on participants gaining knowledge of researched clinical competencies and affirmative practices needed when working with LGBTQIA+ clients. Presenters will provide information and then seek to facilitate experiential interaction and discussion regarding conceptualization of content with participants. Presenters will review the current counseling competencies developed by the Association for Lesbian, Gay, Transgender, Bisexual Issues in Counseling (ALGBTIC). Participants will learn practical applications, including clinical and environmental considerations for counseling LGBTQIA+ clients. The session will include a brief review of research and competencies, followed by implications for teaching in clinical practice. While the competencies will not be delineated in their entirety due to time constraints, presenters will highlight the most important areas relevant to ethical practice. Applications for both teaching and clinical practice will be discussed.

Empowering Faculty and Staff in Counselor Education: A New Model of Tiered Leadership for Counselor Education Programs

Ron Welch, Licensed Psychologist

This innovative seminar will present a unique model of leadership for counselor education programs that focuses on empowering several tiers of leaders within those programs. The strengths and challenges of resourcing staff and faculty with the autonomy and authority to develop and grow their own programs will be presented, as well a comparison to other leadership models. The presenter will discuss the Five ‘A’s of Tiered Leadership? that are central to this model. Attendees will discover that fostering emerging leadership from within a counselor education program leads to increased program productivity and effectiveness in achieving mission critical objectives. The presenter will explain how this model creates increased student learning outcomes, higher levels of student, faculty and staff satisfaction, and greater levels of engagement.

Poetic Justice: Supervision as Liberation

Jasmine Ataga, Zachary McNiece

BIPOC counselors-in-training (CITs) face additional obstacles in their training experiences, due in part to the perpetuation of systemic racism and White-centered pedagogy. Although recent attention in these areas has highlighted key improvements for counselor education (CE) pedagogy, a gap remains in supervision literature. This experiential session will explore supervision as an opportunity for decolonization and liberation through poetry interventions. After reviewing unique stressors and possible sources of trauma for BIPOC students in the completion of their training, presenters will introduce poetry as a vehicle for processing and liberating. Participants will receive instruction in the development and ethical, culturally-responsive processing of original poetry interventions.

Suicide Assessment: Increasing Counselor-in-Training (CIT) Self-Efficacy

Angela Weingartner, LPC, NCC, Jennifer Santopietro

CACREP has two specific standards pertaining to efficacy with managing suicidality, yet there is not a defined protocol for counseling programs to follow regarding educating CIT’s on suicide assessment. This presentation will share the results of a research study measuring CIT’s self-efficacy with suicide assessment following implementation of suicide assessment training within their first practicum experience with clients.
Community Based Participatory Research: Using Decolonizing Research Methodologies

Melissa Henry

Community-based Participatory Research (CBPR) is a collaborative approach to research that combines knowledge and action for social change. It is designed to improve community health and eliminate health disparities (Wallerstein et al., 2018). This session will introduce the counseling field CBPR concepts, principles, and models to incorporate in mental health and social justice research. Participants will be provided recommendations to engage and advocate for social change through collaborative, cooperative, and community-centered research.

Who Am I?: Foreign-Born Counselor Educators’ Professional Identity Development Journey

June Hyun, LMHC, NCC, Szu-Yu Chen, LCPC; NCC, Kara Hurt-Avila, LCPC, Caroline O’Hara, LPC; NCC

Foreign born counselor education (CE) faculty experience unique challenges in career navigation and professional identity development (PID). We present the findings from a qualitative study investigating the PID of foreign-born CEs with attention to influential factors, strengths, challenges, and processes that differ from domestic CEs. Insights from the study and recommendations for foreign-born and domestic CEs at all stages of the career will be shared that can inform doctoral CE training.

Supporting Counselors-in-Training: Understanding Adverse Childhood Experiences, Social Connectivity, and Wellness to Prevent Burnout

Catherine Kelly, Angela Pezzella, Maggie Parker, Aliya Subhit

Given the mental and physical health implications of ACES, it is important to examine their impact within mental health fields. Counselors and counselors-in-training need awareness of ACES in addition to the possibility of burnout when entering the world of professional counseling. Providing counselors with knowledge, resources, and strategies to assess the effects of stress early in counseling programs may better prepare counselors-in-training for challenges unique to the profession such as burnout. Counselor education programs should include exploration of students’ experiences, considering prevalence of ACES, and development of coping strategies to mitigate effects of burnout. By promoting a culture of understanding, counseling programs will allow students to cope with their own traumatic experiences to improve personal well-being.

What Are You? Themes And Implications From The Stories Of Multiracial Adults

Becky Willow

What are you?? Does this question really mean, Why are you Brown?? Our findings and the literature suggest that multiracial individuals struggle to respond to this frequent question and, further, to reach a positive multiracial identity. There are implications for counselors who work with multiracial individuals and their families. This presentation will convey the results of a qualitative study of eight multiracial adults as they recalled their own racial identity development. Three main and nine sub-themes will be explained and specific verbatim that illustrate the emergent themes will be shared. A slide presentation will review the rationale, method, and results of this research. Participants will be invited to contribute their perceptions of the implications for counselor educators, supervisors, and counselors.

Social Justice Supervision: Model and Outcomes

Colette Dollarhide, Emily Baker, Kayleena Brashear, LPC; Certified REACH(c) Trainer; Erin Parsons-Christian, LPCC-S; Certified Wellness Counselor Certified National Trainer for Multidimensional Family Therapy, Sarah Shrewsbury, OH, License Type: 5 year Professional Pupil Services, School Counselor; TN, License Type: Professional School Service Personnel, School Counselor PreK-12, Emily Herman, LPC; Licensed Professional School Counselor

In order to decolonize counselor education and supervision, we must understand how to apply social justice to counselor supervision. This session will discuss the importance of social justice in supervision, present a transtheoretical model of social justice supervision, and then provide outcomes data from the supervisees and from the supervisors using the model. You will be challenged to think about how you could provide social justice in your own program. How would counselor education and supervision look if we decolonized the profession?

Successful Dissertation Advising in Counselor Education: What Works?

Tameka Grimes, NCC, Jasmine Graham, Michelle Ghoston, PhD, LCMHC (NC), LPC (VA), ACS, Justin Grimes

Nearly 100,000 people pursue a doctoral degree in the United States every year, yet the doctoral completion rate lags at 57%. A key support in the dissertation process is the student’s faculty chairperson; however, knowledge around strategies that faculty utilize to support students in successfully navigating this process are limited. This presentation will share research findings from a recent study examining strategies used in Counselor Education programs by faculty chairpersons to help doctoral students successfully navigate the dissertation process. Attendees will leave with specific strategies that can be used to support doctoral students through the dissertation process.
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Race-Based Traumatic Stress Injury: Integrating Assessment and Treatment Strategies into Counselor Education and Supervision
Carrie Merino

Racism. Stress. Mental Health. Injury. Social forces today highlight the interactions of these elements, and educators, supervisors, counselors-in-training and supervisees bring shared experiences of these issues with a desire to prevent further harm. In this powerful workshop, counselor educators and supervisors will explore how to identify, assess, and intervene with clients who have experienced Race-based traumatic stress (RBTS) injuries. Ways to translate both content and process into interactive learning for counselors-in-training and supervisees will be a primary focus. Leave with greater understanding of RBTS assessment, intervention, and how to introduce these important advocacy topics to counselors-in-training and supervisees.

Sex Positivity as a Model for Integrating Sexuality into Counseling and Supervision
Shannon Dermer, Martha Mason, LCPC, Molli Mercer, LCPC

Sexuality is a fundamental aspect of human development. Professionals, through their language and actions need to: convey acceptance of others, challenge myths about sexuality, and be able to give information about typical and atypical sexual responses. The presenters will review the literature on counselor training and comfort level and discuss the concept of sexual positivity as a model for integrating comfort with sexual issues into training and the overall field of counseling.

Supervisee Perception of Supervisor Requests for Feedback and the Impact on the Supervisory Alliance
Beverly Hines

The ACES Taskforce on Best Practices in Clinical Supervision (2011) includes the directive that a supervisor is to elicit and open to candid and ongoing feedback from the supervisee? (p. 8) as a way to develop and maintain a strong supervisory relationship. But no supervision literature can be found that investigates the effectiveness of this practice. While Blue (2017) found that supervisors self-reported a high frequency of requesting feedback from their supervisees about the supervisory relationship, Calvert et al.’s (2020) study casts doubt on the accuracy of these self-reports. The results from a recent study that investigated supervisee perceptions of supervisor requests for feedback about the supervisory relationship, and the impact these requests have on the strength of the supervisory relationship, will be presented.

Preventing Stigma from the Beginning: Counselors’ Addiction Stigma and how to Prevent it Through Education and Supervision
Natalie Ricciutti, LPC; NCC

The counseling profession has a history of using intervention techniques to combat stigma, yet little has been explored on stigma prevention towards clients with substance use disorders or behavioral addictions. Counselor educators and supervisors are in a position to prevent stigma toward both types of addictions. In order to strengthen the therapeutic relationship, it is necessary to examine educational and supervisory techniques that may prevent future stigma held by counseling students and supervisees. Through this 50-minute educational session, literature on stigma toward the addiction community will be explored and relevant preliminary data will be shared. Then, participants will be informed of techniques that can be used in education and supervision settings to prevent future stigma and a large group discussion will be invited.
8:00 AM - 8:50 AM | KENNESAW | SATURDAY
4019 | 50-MINUTE EDUCATION SESSION | CE 1.00

Suicide Assessment and Pedagogical Self-Efficacy Among Counselor Education Doctoral Students
Tracie Rutherford Self
The presenter will explore the outcomes of a study which was designed to determine if doctoral students and early career faculty had perceived confidence, as defined by self-efficacy, in their ability to provide suicide risk training to counselors-in-training (CIT). Researchers have shown as levels of self-efficacy increase, there may also be positive outcomes for CIT, which then may lead to greater client outcomes. However, there is a scant data which previously explores the current self-efficacy among counselor-education-doctoral-students (CEDS) and new faculty as it relates to prior clinical experience and perceived suicide assessment training. Additionally, no prior research has linked suicide assessment self-efficacy and teaching self-efficacy among CEDS and new faculty, which may influence pedagogical interventions with CIT.

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

Innovative Infusion: Integrating Social Justice Advocacy in Counselor Education and Supervision
Lorraine J. 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!

8:00 AM - 9:20 AM | KENNESAW | SATURDAY
4020 | 50-MINUTE EDUCATION SESSION | CE 1.00

Supporting International And Immigrant Counselors-In-Training As They Navigate Experiences Of Migratory Grief, Discrimination, And Limited Social Support
Dareen Basma, LPC, Isabel Farrell, Amanda DeDiego, NCC, PPC
The process of immigration sets in motion losses and profoundly disrupts one’s identity. Most of the literature explores the challenges counselors-in-training who belong to the mainstream culture face in counseling ethnic minority clients. Few studies have explored the challenges faced by international and immigrant counselors-in-training living and working abroad. We will report the findings of our research study that examined different parts of the immigrant clinician’s experience. In presenting these results, counselor educators and supervisors will gain insight into external factors that may impact and predict the personal and professional life of international and immigrant counselors-in-training and recognize strategies to mitigate such effects.

8:00 AM - 9:20 AM | REGENCY VI | SATURDAY
4023 | 80-MINUTE PANEL DISCUSSION | CE 1.50

Behind the Portal: Collaborative Reviewership through the CE&S Fellowship Program
Renée Howells, LPC; NCC, Liliana Burciaga, LCPC; CCTP, Amirah Nelson, LPC; CAGS, Mark Gillen, NCC; LPC; LSC
Scholarly production and dissemination of research is integral to advancing the counseling profession and building professional identity within academia (Dollarhide et al., 2013; Hunt & Milsom, 2011). However, for many counselor educators and graduate students, navigating the peer-review and publication process can be an arduous and mystifying experience (Anekstein & Vereen, 2018; Lambie et al., 2011). Have you ever wondered how to optimize your own scholarly output and editorial contributions as an academic? If so, consider attending this interactive panel on collaborative reviewership, where perspectives from select CE&S Fellowship Program mentors and mentees will be shared. Content coverage includes information about the fellowship and strategies for augmenting research productivity and editorial efficacy.

8:00 AM - 9:20 AM | HANOVER C & D | SATURDAY
4025 | 80-MINUTE PANEL DISCUSSION | CE 1.50 | ⏩

Post 2020: Training School Counselors Beyond Brick and Mortar
Shannan Shiderly, Certified School Counselor-(PA), Diana Wildermuth, Paige McLain, Marissa Damon
This panel presentation will describe how the challenging events of 2020 impacted and changed school counseling pedagogy and curriculum. School Counselor educators and school counseling graduate students will discuss innovative pedagogical practices to implement in a virtual environment for creating a community of inquiry while avoiding potential barriers and learning in isolation.
9:15 AM - 10:05 AM | REGENCY V | SATURDAY
4025 | 50-MINUTE EDUCATION SESSION | CE 1.00

Evaluating Practicum and Internship Site Supervisors: Identifying Trends and Best Practices

Leslie Neyland-Brown, LPC (OH); Ohio Professional School Counselor, Robin DuFresne, Marlise Lonn, LPC-S (TX); NCC

Counseling programs provide students with the opportunity to share feedback about their experiences with on-site supervision. In this session, we examine results of research conducted to identify common site supervisor evaluation items and their alignment with current literature on effective clinical supervision. Participants are encouraged to bring and share current practices regarding practicum/internship site supervisor evaluation.

9:15 AM - 10:05 AM | CENTENNIAL IV | SATURDAY
4026 | 50-MINUTE EDUCATION SESSION | CE 1.00

Helping School Counselors-in-Training Navigate Ethical and Legal Practices in Mandated Reporting

Lacey Ricks, PhD, NCC, NCSC, Malti Tuttle, PhD, LPC, NCC, NCSC

Mandated reporting is among the many responsibilities of school counselors. Laws and definitions of child abuse can vary from State to State, therefore, it is the responsibility of the school counselor to become familiar with their State laws regarding child abuse and mandated reporting. This presentation will explore school counselors’ role in mandated reporting in schools. This will include exploration of the challenges school counselor face in reporting. Next, counselor educator pedagogical practices in mandated reporting and infusion in counselor educator curriculum will be explored. Lastly, mandated reporting models and advocacy strategies to use in supervision with school counselors-in-training will be explored.

9:15 AM - 10:05 AM | CENTENNIAL I | SATURDAY
4027 | 50-MINUTE EDUCATION SESSION | CE 1.00

SuperVISION 3.0: Moving Clinical Supervision With Anticolonial Principles

Mahsa Maghsoudi, NCC; LPC, Edil Torres Rivera

While the need for cultural characteristics to be addressed in supervision has been discussed a number of times in the past four years that issues of race and ethnicity still unresolved. Specifically, the methodology of clinical supervision seems to follow the Western, Educated, Industrialized, Rich, Democratic (WEIRD) training concepts, thus the VISION model of cultural responsiveness with the infusion of liberation psychology concepts is described as a practical means of supervisors exploring multicultural issues in the supervisory relationship.

9:15 AM - 10:05 AM | HANOVER E | SATURDAY
4028 | 50-MINUTE EDUCATION SESSION | CE 1.00

Community Cultural Wealth: An Assets-Based Approach to Advise International Doctoral Students in Counselor Education

S Anandavalli, NCC, LPC (I), Yi-Wen Su

According to CACREP vital statistics report (CACREP, 2018), non-resident alien doctoral students have counted 3.16% of a total of 2,561 doctoral students who enrolled in a CACREP-accredited program. Despite a growing number of international students, there is a lack of culturally sensitive mentoring for doctoral students in the Counselor Education field. In this presentation, we will discuss the value of using the concept of community cultural wealth. Community cultural wealth emphasized various capitals that help people of colors or minorities become successful under dominant culture. This presentation will focus on supporting international doctoral students in the Counselor Education field by integrating the concepts of community cultural wealth in advisory relationships.

9:15 AM - 10:05 AM | REGENCY VII | SATURDAY
4029 | 50-MINUTE EDUCATION SESSION | CE 1.00

Supervising Superwoman: The Strong Black Woman Phenomenon and Culturally Responsive Approaches for Counseling Supervision

Rhemma Payne, MA, LMHC, NCC, ACS, Adwoa Bonney-Graves, MA; LCDC-I; CCSP

Black women (BW) who identify with the strong Black woman (SBW) phenomenon experience challenges in graduate studies due to perceptions of strength that deter them from seeking support during counseling supervision (CS). Building from an anti-oppressive framework, this education session will address how counselor educators and supervisors have an opportunity to respond to these challenges and intervene by fostering an atmosphere of support and connectedness in nurturing BW’s professional identities. This presentation will define the SBW phenomenon and review case examples of challenges within CS settings. Attendees interested in learning about the SBW phenomenon are invited to participate in critically engaged discussions about ethical and professional implications for culturally responsive approaches to CS.

9:15 AM - 10:05 AM | UNIVERSITY | SATURDAY
4030 | 50-MINUTE EDUCATION SESSION | CE 1.00

Virtual Applications of Creative Counseling Pedagogy and Supervision

Cat Vincent, Mary Bess Pannel, LCC; NCC

Faculty and supervisors made a rapid collective leap from traditional supervisory and pedagogical applications to remote practices overnight. Amidst our global compounding factors, integration and intentionality in meeting supervisory goals and pedagogical outcomes are as needed as ever. The presenters will discuss best practices in virtual pedagogy and supervision while promoting resourcefulness and the use of your creative license. Creative experiential activities will be demonstrated with opportunities for participant engagement.
Survival Strategies Faculty of Color Use to Teach Multicultural Counseling Courses

Eric Brown, Mandy Baraka, LCPC (IL); NCC, BC-TMH

Faculty of color often teach multicultural competency courses and encounter significant challenges in teaching white students topics such as privilege and systemic racism. This education session will present findings of an original research project that explored the experiences of twenty Black and Asian American professors who teach graduate-level multicultural courses. Presenters will provide insights on how faculty of color successfully taught challenging concepts while protecting themselves and students of color. In addition, presenters will share strategies, practical applications, and recommendations from research participants that contribute to faculty and students of color survival during multicultural courses.

Supervising Addictions Counselor Trainees: Unique Challenges for Counselors with Personal Recovery History

Renee Ludwig, NCC, Natalie Drazda, PhD; LPC

In this session, presenters describe uses for developmental models of supervision when working with new counselors in the field of addictions. We expand upon uses of developmental models, incorporating spirituality and relevant student recovery experience into supervision, while still ensuring conscientious and ethical practice.

Whose Syllabus Is This, Anyway?: The “Pedagogical Purgatory” Of Early Career Faculty

Sara W. Bailey, LPCA; LCAS-A; NCC, Jennifer L. Cannon, Ph.D.; LCPC; NCC; ACS

Once the initial thrill (and relief!) of landing a prized faculty appointment begins to fade and reality sets in, early-career faculty may find themselves struggling to transition from being a perennial student into being “Dr. So and So.” Join us as we explore academic “code switching”, “imposter syndrome”, “PhDtsd”, developing educator identity, inheriting syllabi, faculty politics, and more. Whether you are still dissertating or have landed in your new role, this presentation is for you.
The topics of addiction and addictions treatment should be infused throughout counselor education programs. When providing instruction related to addiction, counselor educators should consider multicultural factors to present the content in the appropriate context with cultural humility. Information related to the history of drug policy and drug laws, the targeting of specific populations, and the impact of generational trauma, systemic oppression, discrimination, and toxic stress should be presented so counseling students can acquire a holistic understanding of addiction and an accurate understanding of racial disparities in substance use. In this presentation, attendees will gain information related to these multicultural considerations as well as the use of a public health model to encourage culturally competent pedagogical practices.

9:15 AM - 10:05 AM | SPRING | SATURDAY
4041 | 50-MINUTE EDUCATION SESSION | CE 1.00

Utilizing Dr. Edward De Bono’s Hats And Tele-Supervision With The Integrative Developmental Model And Considering Attachment On The Effect On Counselor Trainee Self-Efficacy

Ashleigh Bruns, Corey Bruns, Anita Kuhnley, LPC, LPCA/II Certification

This presentation explores a structured emotionally intelligent approach to tele-supervision, providing safe haven/secure base strategies for case discussion, by utilizing an adaptation of DeBono’s six hats. The Experiences in Close Relationships Assessment (Fraley et al., 2000) assessed attachment related anxiety and avoidance. Providing a structured framework for navigating complex discussion increases a sense of self-efficacy that may offer strategies for increasing exploration and creative group supervision discussions. Acknowledging emotion reinforcers that emotions are mentionable and manageable (Kuhnley, 2020) the essence of emotional intelligence informs this approach to supervision. A tool kit of strategies to navigate supervision will be shared, as well as qualitative feedback from students related to their experience.

9:15 AM - 10:05 AM | FAIRLIE | SATURDAY
4042 | 50-MINUTE EDUCATION SESSION | CE 1.00

Teaching and Supervision of Human Trafficking in Counselor Education Programs

Kristy Eldredge

This presentation will explore the benefits of using a Trauma-Informed teaching approach and a Trauma-Sensitive Supervision (TSS) model for teaching and supervising students about human trafficking in doctoral and graduate counseling and counselor education programs. Presenters will discuss the unique challenges of training students and supervisees both in classroom and fieldwork settings on the complex issue of human trafficking. Teaching and supervision models with specific strategies will be provided from the presenters’ own experiences as counselor educators, supervisors, doctoral and graduate students. Case studies will offer a glimpse into the intricacies of teaching and supervising such complex trauma cases, highlighting vicarious trauma, countertransference, and social justice issues that are integral to training on human trafficking.

9:15 AM - 10:05 AM | KENNESAW | SATURDAY
4043 | 50-MINUTE EDUCATION SESSION | CE 1.00

Sustaining Ourselves In Challenging Times: Using Neuroscience To Establish Effective Wellness Practices

Cathy Lounsbury, EdD, LCPC

While Counselor Educators (CEs) understand the importance of wellness, demands of academia can impinge upon routine self-care practices to effectively mitigate the effects of stress. During times of uncertainty (e.g. the pandemic), maintaining effective wellness practices can be especially challenging, decreasing the capacity for social engagement, so critical to our roles as educators, supervisors, and advocates. This workshop applies polyvagal theory to counselor and CE wellness. How do CEs attain to their own neurobiology and tend to their reactions to threatening events such as the pandemic and incidents of social and racial injustice? Utilizing polyvagal theory as a foundational lens, this talk will focus on effective strategies to mitigate the negative impact and build capacity for social engagement in an intentional way.

9:15 AM - 10:05 AM | FAIRLIE | SATURDAY
4038 | 50-MINUTE EDUCATION SESSION | CE 1.00

Best Practices in Determining Cut Scores for the CPCE

Suzanne Dugger, Sean Hall

Counselor education programs often use the CPCE as a measure of foundational knowledge. Results on the CPCE are thought to help programs decide whether students are sufficiently prepared to begin clinical training (non-exit) or whether students have acquired the sufficient knowledge to safely enter the clinical workforce (exit). However, unlike the National Counselor Examination (NCE), the CPCE doesn’t possess a well-defined passing score that has been systematically linked to the CACREP core curriculum. The purpose of this session is to provide counselor educators with information about best practices in establishing CPCE cut scores. You will leave this session well-versed in three primary methods of determining cut scores and be equipped with knowledge of the advantages and disadvantages of these methods.
Teaching Experiences: The Relationship Between Teaching Experiences of Doctoral Students in Counselor Education and Post-Graduate Job Opportunities

Bridget Van Cook, Aleta Gibbs, DBHDS Certified Prescreener, NCC, Nivshchi Edwards, PhD, LLPC, NCC, BC-TMHMH, Lynn Bohecker, Ph.D., LMFT

This presentation provides original qualitative research on the teaching experiences of 38 counselor education faculty and how they think those experiences influenced their ability to obtain employment in counselor education. Findings include the importance of early and frequent teaching experiences and pedagogy course(s) within doctoral programs are associated with securing a position as a counselor educator. The implications for this research indicate the importance for counselor education programs to offer ample teaching experiences and robust pedagogy courses early on and consistently throughout CES doctoral programs.

Building, Expanding, and Utilizing Community Stakeholders to Provide Culturally Appropriate Therapy to Black Clients

Andrea Ross, LPC-S, Shay Carper, Yurandol Thompson, LPC, NCC

Counselors and counselor educators have the challenge to meet the demand of the need within our communities. The need for mental health services can be widened as individuals do not always seek professional counselors (Avent, Cashwell, & Brown-Jeffy, 2015). Within the Black population, clients typically seek out guidance from religious leaders (Plunkett, 2014). The panel will present on the challenges clinicians and counselor educators face and how they can partner with other leaders in the community to meet the needs in their community using knowledge acquired through experiences as counselor educators, supervisors, and research with the Black population. The need for faith-based counseling has increased and the presenters will provide knowledge to increase collaboration with community and faith-based stakeholders.

Practical Strategies For Inclusive Teaching Across The Counselor Education Curriculum

Krista Malott, Christian D. Chan, Marion Johnson, Janice Byrd, Javier Casado Perez, Casey Barrio Minton

Most counselor educators and supervisors will readily endorse the need to decolonize pedagogical practice? and be anti-racist? even as they are unsure about what this looks like in the classroom. The panel will engage in an interactive dialogue to explore the various inclusive teaching practices they have developed over the years, pondering challenges and mistakes made along the way. Attendees will leave with some concrete strategies they can begin to use across a wide range of courses.
Clinical Mental Health Counseling Interns’ Experiential Reflections on the Popular Film, Moonlight

Joshua Elliott

Considering the pronounced need for multiculturally competent counselors, it is incumbent upon counselor educators to intentionally utilize pedagogical tools that encourage the development of cultural self-awareness and the cultivation of culturally sensitive skills of counselors-in-training. Cinematography has been supported by numerous scholars as a tool to augment multicultural counseling training. In this presentation, findings of a qualitative research study that explored counseling interns’ perceptions of and reactions to the film Moonlight will be presented and implications explored.

An Antiracist Framework: Integrating the CACREP Standards and the Culturally Engaging Campus Environments Model

Matthew Gonzales, Dwayne White, LPC; NCC; CCMHC

Counseling and Counselor Education programs place value in social justice and multicultural competence, which is reflected in the inclusion of multiculturalism-focused standards within the overall CACREP standards. However, implementing these standards in practice is oftentimes geared toward helping White students improve their multicultural competence or examining structures of power within the context of societal norms. Students who hold historically marginalized identities still tend to have inequitable experiences compared to their peers who do not hold marginalized identities. Integrating the CACREP standards with the Culturally Engaging Campus Environments model of student success can provide a holistically supportive, antiracist, and empirically testable framework for Counseling and Counselor Education programs.

Advocacy and the Counseling Profession: Understanding the Experiences of Policy Makers

Katie Fetzer, Matthew Lyons, Marina Bunch, Ph.D., LMHC

Counselor educators are increasingly faced with the need to advocate for effective and just policies, and in turn to offer effective, realistic, and appropriate political advocacy and leadership preparation to counselors in training. This presentation will review the literature related to political advocacy, the ACA advocacy competencies, and the results of a phenomenological study that captured the experiences of policymakers related to their decision-making on mental health related issues and experience working with mental health advocates. Major themes that emerged from this study will be presented with focus on developing strategies for advocacy and integrating advocacy into CES curriculum.
Barriers to Degree Completion for First-Generation Graduate Students: Methods and Strategies for Student Success

Kate Worley, LPC-MHSP TN, Colton Shannon, LPC-MHSP TN

First-generation graduate students (FGGS) may face many barriers to the successful completion of their graduate programs. In comparison to non-first-generation graduate students, FGGS report higher rates of risk-factors for attrition and lower academic self-efficacy. Additionally, FGGS may experience family dynamics, such as a lack of support, which makes degree completion difficult. Due to the many factors that adversely impact FGGS, programs that alleviate life stressors and prepare students for academic course work may lead to higher program completion rates. Also, intentional and abundant supervision opportunities for FGGS may aid in degree completion.

Coming Out And Coming Of Age: Bildungsroman And The Methodology Of Narrative Inquiry In The Stories Of Queer Youth

Nathaniel Smith

For queer youth coming out is inextricably linked to coming-of-age, but is rarely presented in counseling research (Singh & Shelton, 2011). Narrative research is a methodology that is expressed in the stories of individuals (Creswell & Geutterman, 2019). While, Bildungsroman is defined as a coming-of-age story, or story of personal growth (Kim, 2016). This presentation will focus on the literary device of Bildungsroman, in the context of narrative research, to understand the journey of queer youth. We will explore the basic tenets of a Bildungsroman and how it fits into the framework of narrative research. Further, how to harness this methodology to represent the stories queer youth’s coming-of-age, so counselors can engage in their untold stories of surviving and thriving. The presenter will share a personal Bildungsroman.

Beginning Counselor Educators’ Growth and Challenges in Teaching

Paula Swindle, LCMHCS, Daniel Hall, LPC (VA); NCC, Phillip Waalkes, NCC, ACC

Intentionally developing student-centered learning skills in counselor educators is critical to training effective counselors. Yet, beginning faculty can struggle with their teaching and with implementing student centered learning, often teaching in content-focused and teacher-focused ways in a desire to prove the knowledge and expertise. Therefore, in this presentation, we will discuss findings from our Consensual Qualitative Research Study on the teaching development of 13 beginning counselor educators to illuminate common themes in the developmental process of beginning counselor educators’ growth and challenges in student-centered learning. Attendees will reflect on their own developmental process as teachers and how we can support more intentional teaching supports.

Addressing Privilege while Supervising, Advising, and Mentoring: Steps and Strategies for Using an Evidence-Based Assessment

Rachel McClain, NCC; Certified School Counselor (Georgia), Erica Montgomery, SheerahNeal, LMHC (Florida); LPC (Mississippi); NCC; Registered Play Therapist, Monica Coleman

Interested in learning how to address privilege with supervisees, advisees, and mentees using an evidence-based approach? Dive into why and how to use the recently-developed and validated Intersectional Privilege Screening Inventory (IPSI) in this interactive discussion with colleagues who have successfully implemented this assessment. Engage with and explore the assessment’s subscales and consider innovative strategies that add more meaning and context in using the assessment. Every counselor educator and supervisor can confidently add this evidence-based assessment, including strategies for its implementation, to their skills in multicultural and social justice competence by the end of this session.
Campus Connections: A Therapeutic Youth Mentoring Program Promoting Community Engaged Pedagogy And School Counselor Skill Development

Summer Yoast, LPCC, Angela Weingartner, LPC, NCC, Jennifer Murdock Bishop, LPC, NCC, ACS, Heather Pendleton-Helm, Licensed Professional Counselor; Registered Play Therapist-Supervisor

Presenters will provide resources for implementing a therapeutic mentoring program. Participants will learn about the integration of School Counseling (SC) practicum students in their first clinical experience into the Campus Connections program. Providing SC students the opportunity to engage in counseling related activities in a community engaged class, allows for a rich training experience that closely mirrors the school environment. Participants will learn how this structure provides School Counselor Educators the opportunity to observe students in student response activities, crisis management, peer support, and skill development. Finally, many school counseling students may lack experience with diverse populations, presenters will discuss the benefits community engaged learning has on responsive services to diverse students.

Career Counseling Supervision in Virtual Settings

Shanice Armstrong, Terri Howe, LPC-S

Providing effective career counseling supervision adds dimensions of difficulties often neglected within clinical supervision training processes. As supervisors and counselor educators have had to respond to the pandemic, changing dynamics of providing career counseling supervision offers a herculean level of difficulties and challenges for supervisors to consider. This poster presentation will center the experiences of counselor educators who teach and provide supervision in virtual formats to master’s level interns who are completing experiences in a career development-focused setting. An integrated developmental model of supervision will be presented to organize potential strengths and opportunities.

Building Antiracist Andragogy And Supervision Into School Counselor Training

Eva Gibson, LSC (TN), Sarah N. Brant-Rajahn, PhD, NCC, LAPC, Mariama Sandifer, Ph.D.; LPC; CPCs; NCC; NCSC

School counselor educators are expected to prepare school counselors in training to understand the impact of culture and lived experiences on worldview, apply theories and models of multicultural development and counseling, and engage in social justice and advocacy work (CACREP 2016). There is a need for effective preparation of school counselors to be able to push beyond awareness and engage in anti-racist work that addresses racial, social, political, and cultural discrimination against Black students (Sandifer et al., 2021). This presentation will draw on Critical Race Theory to examine racial injustices, outline culturally responsive andragogy, and explore relevant practices designed to prepare future school counselors to engage in anti-racist work.

Addressing K-12 Student’s Academic, Mental Health, and Career Development Needs during COVID-19

Shelby Gonzales, Alexander Fields, NCC

Schools provide a place for children and their families to receive services; however, even though students can’t go to school they still have academic, mental health, and career development needs. As such, the immediate and long-term impact of closing schools on students due to COVID-19 needs to be understood. In our study, we used consensual qualitative research to explore how school counselors addressed these needs of K-12 students during the outbreak of COVID-19. The results of our study will have immediate and future implications for school counselors and more importantly the students they serve.

Compassionate Strategies That Reduce Shame: Helping the Counselor Educator Flourish

Wayne Smith

Shame! Not just a five letter word. We all do shame! Or at least, we should all recognize our shame and process it. Join us as we discuss ways to acknowledge the shame counselor educators feel and learn treatment approaches that will help process this shame. This will include creative and evidence based strategies from Brené Brown's Daring Way curriculum, Randy Gutenberg-er’s Managing Your Crazy Self, and other resources that help build compassion and reduce the devastating impact of shame. Participants will understand how to utilize brief neurobehavioral therapy to identify core emotional wounds and change the way the brain operates. In addition, attendees will learn how to process shame and understand the positive impacts of being vulnerable.
10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 10 | SATURDAY
4069 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Virtual Third PLACES: The Creation and Evaluation of Creative Communities in Online CES Programs
Denita Hudson, PC (OH); NCC; CCTP (Certified Clinical Trauma Professional); Master Mental Health Facilitator (MHF), Susan Foster, PhD, LPC-S, NCC, ACS, BC-TMH, CCTP

The concept of Third Places theory as a social connection between home (first place) and work (second place) within physical communities and neighborhoods is not new. The application of the theoretical tenets in online programs to address isolation and retention provides valuable insight when creating and maintaining a sense of community in CES programs. This presentation applies the concepts, strategies, and assessment process of Third Places to building inclusive communities that promote interpersonal interactions with administrators, faculty, and student support staff beyond the classroom. Participants will explore the Third Places concept and the creation of a third place in an online Counselor Education and Supervision program.

10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 14 | SATURDAY
4074 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Adverse Childhood Experiences and Neuroscience-Informed Counseling: CACREP Implications for Counselor Educators
Cara Thompson, LMFT, LMFT/S

This presentation discusses the neurobiological effects of Adverse Childhood Experiences (ACES) and Early Life Stress (ELS), specifically the sensitization of Stress Responsive Systems (SRS), the impact on client functioning, and how counselor educators can incorporate neuroscience-informed content into existing courses and supervision processes. We will present specific applications for counselor education courses, provide attendees with practical strategies for clinical application, and discuss applications for supervision of counseling trainees.

10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 4 | SATURDAY
4072 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Client Experiences of EcoWellness within the Counseling Process
Olivia Lewis

The use of nature as a tool in the counseling process has the potential to lead to some positive client outcomes. This poster will present findings from a consensual qualitative research study looking at client experiences of the use of nature in their counseling process. The poster will provide an overview of the methodology used, information on data analysis and findings, and a discussion regarding implications for the field of counseling and directions for future research.

10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 20 | SATURDAY
4073 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Assessing Your Counseling Program for Multicultural Competence and Introducing Curriculum Decolonization Strategies
Lauren Shure, Doctorate degree in Counselor Education and Supervision, Licensed Mental Health Counselor; Board Qualified Supervisor, Raul Machuca

This presentation demonstrates a process for a collaborative multicultural assessment of counseling programs and the introduction of curriculum decolonization strategies. Guided by the presenter’s experience adapting a community multicultural assessment instrument to a counselor education program, this presentation seeks to demonstrate how the implementation of a curriculum decolonization process can be implemented and maintained in counselor education programs.

10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 15 | SATURDAY
4076 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Adverse Childhood Experiences as Neurological Predictors
Gina Martin

This session will be educational in nature and seeks to inform clinicians and counselor educators about basic brain anatomy, brain development, and how this knowledge applies to clinical practice, as well as counselor education. We will also discuss the connection between trauma and the brain, such as how development and changes occur after trauma and how that is connected to emotional regulation. I will share results from a study that incorporates adverse childhood experiences and brain imaging to reveal an objective measure of neurological shifts and what that means clinically.

10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 6 | SATURDAY
4077 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Clinical Supervision and Client Suicidality
Shannon Stalnaker

When faced with a client experiencing suicidality, clinicians often feel underprepared and lack confidence. The role of the clinical supervisor becomes increasingly important to protect the client, support the clinician, and ensure appropriate policies and procedures are followed to safeguard everyone. This presentation is designed to highlight common experiences, explore the balance between supporting the clinician and ensuring procedures are followed, and discussing safety and ethical considerations.
10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 11 | SATURDAY
4078 | 30-MINUTE POSTER PRESENTATION | CE 0.00

When Students Disclose Trauma: Counselor Educator Roles, Responsibilities, and Responses
Melissa Wheeler, NCC, ACS, Ann M. Ordway, NCC; JD

When students disclose trauma in the classroom, counselor educators face challenges addressing disclosures while maintaining professional boundaries. The recent shift to online learning has brought additional challenges to identifying and addressing classroom instances. Once identified, faculty must decide if and how to intervene based on professional, legal, and ethical obligations. This session will present various layers of trauma disclosures and non-disclosures in both the face-to-face and online classrooms. Presenters will outline professional responsibilities of counselor educators related to trauma disclosures. Approaches to address arising issues while maintaining boundaries will be discussed.

10:30 AM - 11:20 AM | TECHWOOD | SATURDAY
4081 | 50-MINUTE EDUCATION SESSION | CE 0.00

A Comparison of Student Engagement in Flipped, Online, and Active Lecture Counseling Courses
Clare Merlin-Knoblich, Joshua Smith, LCMHC; LCASA; NCC

Flipped learning is an increasingly popular hybrid teaching approach in which instructors deliver course content through pre-recorded video lectures, then engage students in application activities during face-to-face class time. This approach allows counselor educators to free up class time for additional skills practice, class discussions, and other activities. Research on flipped learning in counselor education is limited, however, and scholars have questioned the benefits of flipped learning compared to active lecture or online counseling courses. In this presentation, we share findings from a quasi-experimental study in which we compared student engagement in flipped, online, and active lecture counseling courses. We will share the statistically significant differences we found, as well as implications for counselor educators.

10:30 AM - 11:00 AM | GRAND HALL WEST- BOARD 11 | SATURDAY
4078 | 30-MINUTE POSTER PRESENTATION | CE 0.00

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10:30 AM - 11:20 AM | ROSWELL | SATURDAY
4079 | 50-MINUTE EDUCATION SESSION | CE 1.00

A Counselor Education Program's Response to a Mass Shooting
Thelma Duffey, LPC; LMFT, Derek Robertson, Ph.D.; LPC-S, Elias Zambrano, Certified School Counselor

Attend this session to learn about comprehensive mental health services delivered to residents of communities after a mass shooting. Learn about expressed community needs, mental health services being delivered, community partnerships, and training being provided to sustain program efforts. Presenters will address challenges experienced, opportunities for service and student development, and lessons learned!

10:30 AM - 11:20 AM | HANOVER E | SATURDAY
4080 | 50-MINUTE EDUCATION SESSION | CE 1.00

Compassion Fatigue: How Do We Sit In The Tension With Clients While Navigating Our Own Unique Traumas?
Renée Howells, LPC; NCC, Kelley Holladay

Counselors and Counselors-in-training worked with the collective and cumulative trauma of 2020-2021. We addressed the worldwide trauma faced among clients while simultaneously dealing with our own trauma. So, how did counselors respond? The presenters conducted a retest using a Trauma Competency Inventory that was designed to measure the competencies of counselors-in-training who are preparing to work with an individual who has experienced trauma (e.g., war, disaster, illness or death, terrorism, motor vehicle accidents, and violence). Counselors and Counselors-in-training reported experiencing increased personal trauma and compassion fatigue as they helped clients navigate their traumas and lived experiences. Resources will be provided to counselor educators to better prepare clinicians for treating trauma within a diverse society.
10:30 AM - 11:20 AM | REGENCY VII | SATURDAY
4083 | 50-MINUTE EDUCATION SESSION | CE 1.00

Teaching Broaching Skills to Develop Counselors' Racial and Cultural Competencies in Counselor Education and Supervision

MaryRose Kaplan, Renee Shand-Lubbers, LPC; NCC

Given the current socio-political climate in the United States, it is vital that counselors have the necessary attitudes, skills, and knowledge to engage in conversations about racial and cultural issues, power, and oppression (Sue, 2015). In accordance with the American Counseling Association’s (ACA) Code of Ethics (2014) and their adopted Multicultural and Social Justice Counseling Competencies (MSJCC) (Ratts et al., 2015), counselor educators and supervisors are responsible to foster racial and cultural competence within the supervisory relationship. The goal of the educational session will be to use Day-Vines et al.’s (2018) Getting Comfortable with Discomfort? framework to teach, practice, and model several broaching strategies for counselor educators and supervisors to use to engage and model broaching with counselors in training.

10:30 AM - 11:20 AM | FAIRLIE | SATURDAY
4084 | 50-MINUTE EDUCATION SESSION | CE 1.00

“Do I have to take the Research Course?” Creating a Growth Mindset in Research Abilities for Graduate Counseling Students

Krista Kirk, NCC, Carolyn Moen, Jody Vernam, MA, LPC, NCC, Brittany Lashua, LPC, NCC

Graduate students in CACREP-accredited counseling programs are expected to develop a research identity as a part of their overall professional counseling identity; however, most students experience ambivalence, anxiety, and fear at the anticipation of having to complete the research course. The research identity is an under-researched component of the counselor identity, and counselor educators and program administrators have much to consider when developing the curriculum. In hopes to help students develop a growth mindset in their research abilities, this presentation seeks to promote discussion regarding the pressing need to consider the research identity through programmatic structure, and to collaborate on pedagogical approaches to support students in developing their own research identity.

10:30 AM - 11:20 AM | BAKER | SATURDAY
4086 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Acculturation Process of International Students in Counseling Programs: Grounded Theory Approach

Hanny Wuyssang, Ayla Ludvig, MA, LLPC, NCC, CCC

International students bring diversity and multicultural perspectives to the U.S. education system through their participation in education institutions. The growing number of international students in counseling programs increases the importance of understanding their acculturation process in the U.S. higher education institutions. This study aims to generate a theory derived from data (grounded theory) about international counseling students’ acculturation process. Using a semi-structured interview, 10 participants were interviewed. On average, these interview lasted for 75 minutes. Training implications and counseling implications will be discussed.

10:30 AM - 11:20 AM | GREENBRIAR | SATURDAY
4087 | 50-MINUTE EDUCATION SESSION | CE 1.00

Teaching Online Courses: Exploring the Use of Tools to Increase Classroom Collaboration

Valerie Couture, LPC;CRC, Na Mi Bang, NCC, Odunola Oyeniyi

Online teaching is a recognized productive way to deliver counseling courses. Counselor educators who graduate from typical training programs oftentimes lack the technology skills to create an online collaborative classroom environment. Online instructors must create classroom collaboration using tools accessible to all students. Presenters will describe different tools they use to build classroom collaboration between students and between students and instructors.

10:30 AM - 11:20 AM | PIEDMONT | SATURDAY
4088 | 50-MINUTE EDUCATION SESSION | CE 1.00

TelePlay Through A Multicultural Lens

Mary Huffstead, Tianka Pharaoh, MS, PPS

Over the past year, the world has experienced the impact of a global pandemic due to COVID-19. Counselors were responsible for ethically making an abrupt transition overnight from face-to-face to virtual services while simultaneously experiencing the pandemic themselves. Arguably, counselors implementing Play Therapy techniques were required to stretch themselves by identifying or developing creative online platforms. Also, the dearth of multicultural techniques in virtual play sessions became more apparent during the summer of 2020. While concurrently dealing with the global pandemic, the US faced an undeniable truth of racial injustice and discrimination that reached its breaking point. This presentation will give counselors who work with children and/or adolescents tangible tools to incorporate from a multicultural lens in teleplay.
Telemental Literacy Education

Nils Juarez Palma, John Thomas, LPC (VA 2022); CSAC (VA); Certified Sex Therapist (CST); Certified Sexual Addiction Therapist (CSAT)

Professional counseling and supervision telemental guidelines present technological competence as the gateway to synchronous video-conferencing counseling. The guidelines imply that technological competence along with ethical and legal codes qualify counselors to provide telemental health services. A recent study by the author found that the majority of the respondents reported not having received instruction during their professional education on telemental health services. Technological and ethical competence are precursors to telemental literacy. The presentation defines and compares technological and telemental literacy, and argues for the need to implement pedagogical strategies for counselor education and supervision programs to bridge the gap. Strategies for incorporating telemental health literacy in the classroom and supervision.

Supervisor Self-Disclosure

Dan Bates, George Richardson, NCC

Supervisee nondisclosure limits the supervisor’s knowledge of client-related issues and opportunities to provide guidance and consultation. Without input from supervisors, client welfare and treatment outcomes could be negatively affected. Therefore, it incumbent on the supervisor to make use of strategies that increase supervisee disclosure. There are a number of factors supervisors may employ to increase supervisee disclosure, and evidence suggests supervisor self-disclosure is key among them. Supervisor self-disclosure, including its benefits to the supervisory relationship and related issues, are explored in this article.

Leave Fear At The Door! Intentional Multicultural Supervision: Developing Multicultural Competencies To Integrate Cultural Discussions In The Supervision Process

Zoricellis Davila, LPC-S, NCC

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.

A Call To Action: A Social Justice Recruitment And Retention Model For Diversifying School Counselor Education

Caroline Lopez-Perry, PPS, Malti Tuttle, PhD, LPC, NCC, NCSC; June Hyun, LMHC, NCC, Shanel Robinson

This presentation represents a call to action for counselor educators to examine their practices and policies for recruiting and retaining racially and ethnically diverse school counselors into doctoral programs and the field of counselor education. Presenters will bring attention to the unique contributions of BIPOC counselor educators and describe practices and policies that inhibit their recruitment and retention. Utilizing Critical Race Theory and the Community Cultural Wealth Model, a social justice recruitment and retention cycle for counselor education doctoral programs is described.

Teaching Individualistic and Collectivistic Cultures in Multicultural Counseling Course

Qu Chen, Laurie Bonjo, NCC, PA Certification - Professional School Counselor

This session is based on the presenter’s research investigating the effect of individualism and collectivism on counselor trainees’ empathy. Participants will experience an interactive way to teach individualism and collectivism in the multicultural counseling course. The session will enrich attendees’ understanding of empathic personal distress as an important subconstruct of empathy impacting counselors’ ability to convey empathy. Counselor educators and supervisors will gain insight into how to use the cultural concepts discussed to assist their supervisees in managing their empathic personal distress to deliver their empathy more successfully.

Adverse Childhood Experiences, Training-Related Retraumatization, and Traumatic Stress among Counseling Trainees

Isak Kim, Yangyang Liu, NCC

Traumatic stress, such as Vicarious Traumatization (VT) and Secondary Traumatic Stress (STS), is considered occupational hazards for counselor trainees and professionals. This presentation will discuss counselor trainees’ personal history of Adverse Childhood Experiences (ACES), training-related retraumatization, and current traumatic stress. Specifically, the presenters will examine the mediating role of training-related retraumatization in the relationship between counselor trainees’ ACES and current traumatic stress. Suggestions and considerations for building a Trauma-Informed Counselor Education will be discussed in areas such as coursework, practicum, internship, and supervision.
Culturally Responsive Practice: Holistic Admissions in Counselor Education
Lucy Purgason, Washington School Counselor License; Approved Clinical Supervisor; NCC, Dominique Hammonds, NC-LCMHC, NCC, BC-TMH

Recently counselor educators have proposed the need for a dispositions tool in the admissions process (Garner et al., 2020) and researchers have identified the benefits of dispositions in regard to process counselor training, especially related to gatekeeping (Garner et al., 2020; Gilbert et al., 2019). While this moves forward important considerations beyond academics in the admissions process, it has not necessarily been viewed through a lens of cultural responsiveness as it focuses on potential dispositional challenges students may arrive with rather than capitalizing on strengths students from socially and culturally diverse backgrounds may possess. This presentation explores holistic admissions, reviews the results of a Delphi study featuring experts from the field, and examines implications for counseling program admissions.

Increasing Community Among Online Counseling Faculty
John King, Ph.D., M.Div., M.A., LPC, Sarah Kitchens, Ph.D., LAPC, NCC, Cynthia Doney, LPC, LMHC, NCC

For counselor educators who work in online programs, the opportunity to connect with both students and colleagues in meaningful and tangible ways can be a challenge to job satisfaction. In a study of online faculty, Maier (2012) found that most faculty (87%) desire collegial interaction. Further, faculty indicated a two-fold need for this interaction: 1) building relationships and decreasing isolation, and 2) sharing best practices for online instruction/improve instruction. The delivery of online education and the ability to connect with colleagues has improved significantly since the inception of online learning. With platforms such as Webex, Zoom, Microsoft Teams, Skype, etc., we can have real time meetings with our colleagues and students. Other technologies, such as Jing and Screen Capture videos serve to enhance the classroom expert.

Utilizing Standardized Patients in Behavioral Health Training
Atalanta Siegel, MFA, Tobin Richardson, NCC

Modern technology provides extensive opportunities for creative and applied approaches for teaching and learning within counselor education (Snow & Coker, 2020). One such consideration which may allow counselor educators a practical, safe, and low-stakes training environment is the incorporation of standardized patients within training. Standardized patients (SPs) are actors trained to portray a client. SPs have been commonly used for training purposes in traditional medical education for decades, yet behavioral health has been slow to adapt this practice. This presentation will convey considerations in the development of a training program for motivational interviewing which utilized SPs as a culminating educational experience within the training, as well as practical considerations such as SP training and assessment tools.

Creating a Space for All: Anti-Racist Practices For Counselor Educators and the Minority Students They Serve
Sylvia Hollins

Because of the recent, highly publicized racially motivated murders in the US, as well as incidents of hate and inequities on university campuses, there is a significant need for Counselor Educators to demonstrate a commitment to diversity, equity and inclusion. And beyond this commitment, there is now a call for leadership and advocacy to address systemic issues that continue to adversely impact students from oppressed groups. The presenter will discuss both the lived experiences and the research findings on the effects of racism in higher education. Attendees will also leave the session with resources and strategies to effectively support their students of color so that they matriculate successfully through counselor education programs feeling valued, supported and included.

Counselors in Training Experiences with an Indigenous Healer
Laurel Jackson-Cook, Ph.D. Candidate; LPC, Meredith McNiel, Ph.D.; LPC; NCC, Derek Robertson, Ph.D.; LPC-S

Clinical mental health counselors have an ethical responsibility to provide services that both honor and are inclusive of clients’ culture and beliefs regarding mental health, healing, and spirituality. Best practices for working with indigenous clients include having openness and awareness regarding indigenous healing practices. Awareness of one’s own biases is crucial if counselors are to provide services without imposing their beliefs on their clients. This presentation discusses a current study on the experiences of counselors-in-training who participated in an indigenous healing practice, and how these experiences affected their personal beliefs and biases when working with diverse clients.
Our current scope of a global pandemic will also be discussed. The risk of burnout is a significant concern. Implications for continuing these practices beyond the early months of the COVID-19 pandemic. In this study, counselor supervisors are in a unique position to teach and provide personal instruction and wellness techniques. The concepts of Dewey, Kohlberg, Kolb, Piaget, Rogers, and Vygotsky are explored. Counseling students often fall within the emerging adulthood age range (18-29 years). Counselor educators can enhance their pedagogical and experiential activities and provide support and wellness for their students. Constructivist and experiential learning has long been known to promote deep learning and enhance student engagement. These approaches to learning meet the student where they are and allow for personal integration of new concepts into their worldview. This presentation aligns counselor education curricula with constructivist, developmental, and experiential activities and their underlying constructs in a chart form. Participants will provide context and support for helping supervisees through the lens of a wellness-based supervision model. The presenters will discuss the findings from their original research, actively engage learners are described in F2F and online formats. Findings from a phenomenological study are discussed to increase understanding into the lived experiences of urban school counselors and how they make sense of their role. Counseling supervisors must understand into the complexities of the role and often compels experiential learning experiences influenced their cultural humility and multicultural competence. Participants of the study took part in an international cultural immersion trip, including their perceptions on how the experience influenced their cultural humility and multicultural competence. The presenters will explore the results of a qualitative research study that sought to understand the meanings the students made from their experiences of a cultural immersion trip, including their perceptions on how the experience influenced their cultural humility and multicultural competence. Participant experiences are explored and used to align the activities to constructivist, developmental, and experiential constructs. Activities designed to actively engage learners are described in F2F and online formats. Cultural immersions have the potential to be an effective andragogical strategy for improving multicultural competence and cultural humility of counselors-in-training. The presenters will explore the results of a qualitative research study that sought to understand the meanings the students made from their experiences of a cultural immersion trip, including their perceptions on how the experience influenced their cultural humility and multicultural competence. The presenters will explore the results of a qualitative research study that sought to understand the meanings the students made from their experiences of a cultural immersion trip, including their perceptions on how the experience influenced their cultural humility and multicultural competence. Participants of the study took part in an international cultural immersion experience and mental health conference in Thailand that was organized by a CACREP accredited program. Implications and ideas for future directions are also discussed. Counselor supervisors are in a unique position to teach and reinforce skills, within a Wellness-Based supervision model, that promote professional resilience during COVID-19. In this study, counselor supervisors will provide context and support for helping supervisees to participate in resilience-inducing activities to lower supervisees risk of burnout. Implications for continuing these practices beyond our current scope of a global pandemic will also be discussed.
1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 28 | SATURDAY
4106 | 30-MINUTE POSTER PRESENTATION | CE 0.00

**Courageous Teaching: A Call To Vulnerability And Presence**

Jeff Cook, Edward Ewe, LPC; ACS

Gone are the days of viewing the educator as a separate entity capable of maintaining a separateness, a neutrality or an objectivity within the classroom experience. Teaching on the heels of constructive and social constructivist philosophy maintain that instructor and student are always contributing in vulnerable ways. Courageous teaching engages the integration of identity development, cultural humility, and clinical development through the educators use of relational process and the classroom experience.

1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 20 | SATURDAY
4107 | 30-MINUTE POSTER PRESENTATION | CE 0.00

**Counselor Educators’ Perceptions of Gatekeeping Role in Graduate Admissions Screening**

Becky J. Hartwig, Jeri Ellis, EdD Counselor Education & Supervision, NCC

How do counselor educators perceive their gatekeeping role in conducting graduate program admissions screening? Is assessment of prospective students’ personal characteristics a relevant factor? Five distinct themes emerged from qualitative data analysis and will be discussed. The themes are: necessary first gate, duty of professional transparency, priority of professional advocacy, appraisal of candidate suitability, and high stakes role in need of support. Types of support identified by the research participants for carrying out successful admissions screening processes also will be presented. Recommendations for future research are offered with consideration for the complex decisions and justifications needed to ensure high quality candidates for the profession of counseling and counselor education and supervision.

1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 18 | SATURDAY
4109 | 30-MINUTE POSTER PRESENTATION | CE 0.00

**Counselor Educators Role in Addressing Mental Health Needs on College Campuses**

Dylan Wren, LPC; NCC, Kassie Terrell

Mental health remains a growing concern across many college campuses; yet, many universities are unable to meet the needs of students. Counselor Educators are in a unique position to assist in addressing these concerns. This session will discuss the implementation of service learning and advocacy initiatives that can be built into course curriculum to provide creative programing, activities, and interventions counseling students can implement to address the mental health needs on campus.

1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 4 | SATURDAY
4110 | 30-MINUTE POSTER PRESENTATION | CE 0.00

**Culturally-Responsive Play Therapy with Military-Connected Children and Families: Opportunities for Rigorous Research**

Elizabeth Prosek, NCC, LPC, Elizabeth Burgin

Military-connected children represent diverse identities and demonstrate unique vulnerabilities and strengths, such as resilience, that may be overlooked in mental health interventions. The wellbeing of military families is complex given stressors related to frequent separations, geographic relocations, and the high-risk nature of the armed forces. In this session, presenters describe limitations of interventions provided to military-connected children and methodological flaws that inhibit establishing exemplary practices. Presenters describe ways play therapy is responsive to the cultural values and mental health needs of military families. Presenters outline strategies for researchers to improve the rigor of studies, including sampling, design, and analysis; thus, supporting the efficacy of play therapy with military-connected children.

1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 19 | SATURDAY
4111 | 30-MINUTE POSTER PRESENTATION | CE 0.00

**Counselor Educators’ Experiences With Problems of Professional Competency: A Generic Qualitative Study**

Diane Mandina-Morrill

Professional competence is an expectation of the professional counseling field (ACA, 2014; ACES, 2011; CACREP, n.d.a.). Counseling competency skills are expected to be learned, developed, maintained, and built upon during the entire duration of a professional counselor’s career (ACA, 2014). Counselor educators know that professional competency is expected, but what the ACA (2014) Code of Ethics does not tell counselor educators is how to identify, assess, or address problems of professional competency (PPC) within themselves or within others. This 30-minute poster presentation is the first study to ask the population of counselor educators about their personal and professional challenges with PPC and the approaches chosen to identify, assess, and address PPC in themselves, with colleagues, with supervisees, and with students.
Counselor Preparation For Work With Spanish-Speaking And Latinx Clients: Where Are We Now And Where Are We Heading?

Daniel Romero

Recently there has been increased attention for the need to train counselors for work with Spanish-speaking/Latinx clients. Because of the diversity within this population, as well as other reasons, there is a lack of consensus on how to best train counselors for work with this population. This presentation will address historical and current issues, including challenges and needs of the population, how the counseling profession has responded to these challenges, and recommendations for counselor training and preparation to meet the mental health needs of the diverse Spanish-speaking and Latinx population in the United States.

Considerations for Counselor Supervision in the #MeToo Era: A Feminist and Trauma-Informed Approach

Courtney Walters White, LPCS, CCMHC, NCC

The #MeToo movement has drawn worldwide attention to the widespread impact of sexual violence. Counselors need to be aware of the history and impacts of #MeToo, knowledgeable about trauma, and competent to work with clients who identify as survivors of sexual assault. This presentation will provide an overview of feminist and trauma-informed frameworks, along with recommendations for how to incorporate these into your clinical supervision practices.

Defining Help-Seeking in Counseling and Counselor Education

Jordan Shannon

The CACREP standards mandate that counselor educators integrate content related to the “help-seeking behaviors of diverse clients (2.F.2.f.),” within their coursework. Research and education on help-seeking has largely reflected the empirical work done from the psychology field. However, little research exists to explore how this construct of help-seeking has been applied to seeking counseling services specifically. This presentation is focused on how counselor educators understand help-seeking, implement content into their classrooms, and future direction towards defining this construct within the counseling profession.
1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 24 | SATURDAY
4119 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Counselor Self Inventory: A Way To Address Counseling Students’ Dispositions In Supervision

Donghun Lee

The program introduces a way to evaluate counselors-in-training’s disposition by using the Counselor Self Inventory designed to compare their personality characteristics with ones that contribute to effective counseling. The inventory can be used to identify discrepancies in their disposition and to address incongruence in their personality characteristics. The presenter aims to discuss how counselor educator can use the inventory as a reflective activity with their students. The presenter shares research findings of their own study investigating the relationship between counselors’ self-discrepancies and their levels of burnout and wellness. Implications for counselor educators and supervisors will be discussed.

1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 27 | SATURDAY
4120 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Courageous Compassion: Using Interpersonal Empathy in Supervision to Address Burnout in Supervisees

Emily Dries, Michael Sickels, MS.Ed.; LPC; NCC

This 50-minute education session poster seeks to facilitate attendees in understanding how interpersonal empathy can be incorporated into clinical supervision as a way of mitigating the effects of burnout in supervisees. As a disaster event, the COVID-19 pandemic may precipitate mental health symptoms such as anxiety, depression, stress, or insomnia, which in turn, may exacerbate supervisee burnout. The presenters will address the current situational difficulties most clinicians are experiencing during the current COVID-19 pandemic, and how empathic supervision can help supervisees in successfully navigating these difficulties.

1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 7 | SATURDAY
4121 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Dear Student, Please be Honest! Well, but Not Too Honest: Psychological Safety and Gatekeeping in Counselor Education

Krista Kirk, NCC, Patricia Kimball, LPC-S, Lucy Phillips, LPC; NCC, Mike Takacs, LPC, John Harrichand, LMHC, LPC, NCC, CCMHC, ACS

This education session will present the results of anACES grant-funded thematic analysis where researchers explored the perceptions of 17 counselor educators in their role as gatekeepers while also providing psychological safety to develop self-awareness for counselors-in-training. Following a brief overview of the current literature, themes that emerged among the research participants will be discussed, and session participants will be asked to provide feedback on their own experiences as counselor educators who balance gatekeeping and psychological safety both inside and outside the classroom. Finally, implications will be provided to address how doctoral students, counselor educators, and administrators can create supportive learning environments while adhering to their ethical responsibility to protect the student and the field.

1:30 PM - 2:00 PM | GRAND HALL WEST- BOARD 5 | SATURDAY
4122 | 30-MINUTE POSTER PRESENTATION | CE 0.00

Culture In Supervision: Using Documentaries To Encourage Counseling Supervisee Cultural Reflexivity

Blake Sandusky, LMFT; LPC, Courtney East, NCC

This presentation invites supervisors, educators, and students to discuss the role of cultural reflexivity in shaping professional identities. Counselor Educators and Supervisors have a duty to not only provide such training to students, but to also help them meaningfully engage in their own identity exploration. This helps students to understand how to serve a variety of cultural backgrounds with genuineness and empathy. The presenters will share their experiences of using a variety of documentaries within group supervision courses with the aim of assisting the professional identity development and reflexivity of supervisees. Feedback, questions, and meaningful conversation are welcomed. Handouts provided.
The Assessment of Current and Future Application of Revolutionary Pedagogy versus Pedagogy of the Oppressed in Counselor Education

Tyreeka Williams, Brittany G. Suggs, LPC (VA)

“Pedagogy of the Oppressed” (Freire, 1970), deemed a classical text in the world of education, once served as the initial impetus to revolutionize humanity, morals, ethics, education, and life itself. Since then, many revisions have been disseminated and his ideas further capitalized by mainstream media diluting the primary conceptualizations of revolutionary consciousness, awareness, and transformation of education methodologies (Mojab, 2020). The purpose of this presentation is to highlight the major concepts of the origin of Freire’s work and assess how they have been implemented in today’s society. Furthermore, we will discuss how the pandemics have contributed to further unveiling of consciousness, with aims to increase awareness of how to apply revolutionary pedagogy at both micro and macro levels going forward.

The Case for a Core Anti-racist Course for Counselors in Training

Ileana Gonzalez

Counseling programs must change in order to prepare students to work with BIPOC clients and instruct regarding the varied ways that systemic racism pervades society. Given the events of the last year, the counseling field must reconsider how it prepares trainees to incorporate antiracism in their personal and professional lives. The purpose of this presentation is to discuss the case for a core counseling course developing antiracist counselor identity and practices. This presentation will include course components including theoretical orientation, pedagogical practices, course learning objectives and assignments to assist counselor training programs in developing an antiracist counseling course. Implications for counselor preparation programs, research, and counselor educators will be explored.
A Mixed-method Investigation of Cultural Humility within Practicum Counselors-in-Training
Peitao Zhu, NCC, Dana Isawi, LPC; NCC, Melissa Luke, LMHC; NCC; ACS

Cultural humility has been increasingly recognized as playing a crucial role in the counseling, pedagogical and supervisory process in counselor education. In this session, we present a mixed-method study of the enactment and development within Practicum counselors-in-training (CITs). Utilizing correlation analyses and discourse analysis, we (a) articulate the sociolinguistic markers and strategies associated with the enactment of cultural humility within counseling sessions; (b) uncover how the process of enacting cultural humility shapes the relational dynamics within counseling sessions; and (c) examine the development of cultural humility within CITs across their semester-long practicum training. Implications will be discussed as to how counselor educators may foster cultural humility within CITs in their work.

A Guide to Conducting a Diversity and Inclusion Audit in a Rural, Liberal Arts Setting
Michelle Steimer, Alison Dorogi, NCC, Leann Romitti, NCC; LPC (PA)

Diversity and inclusion audits are a form of systematic program evaluation that focuses specifically on assessing the diversity and inclusion practices and needs within an organization, particularly in higher education. Counselors and counselor educators are called ethically to engage in the crucial task of advocating for positive change on both the micro and macro levels. Conducting a diversity and inclusion audit enables counselor educators to take an active role in enacting positive change in policy, programming, and curriculum development. This presentation will provide participants with the opportunity to explore the efficacy, development, and execution of a diversity and inclusion audit at an institution of higher learning.

Power in Counselor Education & Supervision
Melissa Fickling, LPC (IL), Jodi Tangen, NCC; 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.

A Pilot Study on Rupture and Repair in Counseling Mentorship
Zori Paul, MA, PLPC, NCC, Jessica Rohlfing Pryor, Diana Gallardo, M.A., NCC, Kirsis Dipre, MA, NCC

In recent years CES scholars have given particular attention to understanding mentorship in cross-cultural dyads. Interestingly, while we know that negative experiences (or, rupture) do occur in cross-cultural mentorship dyads, there is a notable absence of literature on how to identify what happened or repair such a rupture. We present a theory-based model to better understand rupture and repair in cross-cultural mentorship dyads. Specifically, we will share qualitative interview data showing the manner in which cross-cultural rupture may occur at each of Kram’s developmental stages (initiation, cultivation, separation, redefinition) across the four CES domains of development (research, teaching, supervision, professional development).

Contemplative Pedagogy: The Promotion of Authentic Relating, Being, and Learning
Clarissa Cigrand, Blaine Reilly, LPC

In this interactive presentation, participants will learn about contemplative pedagogy, a new model of teaching and learning in counselor education. This model was developed out a grounded theory study involving seventeen counselor educators and it synthesizes their conceptualizations on the integration of contemplative practices and perspectives in counseling training. In this experiential-based session, we will discuss contemplative pedagogy as a way of being, including teacher presence, relational teaching, and the selfhood of the educator; contemplative elements that do not involve direct practice, such as first-person inquiry, use of silence, and the promotion of authentic communication and classroom community; and the direct use of contemplative practice in the classroom, including key considerations when facilitating the practice.
A Thematic Analysis of International Counselor Educators’ Experience Navigating through the Job Search and Immigration Process

Terence Yee, Yi-Yun (Minnie) Tsai, State of Florida Department of Education Professional Educators Certificate Endorsements: Elementary Education (Grades K-6), English for Speakers of Other Languages (ESOL) Endorsement, Exceptional Student Education (Grades K-12), and Reading Endorsement (Department of Education)

International faculty are a core component in the discussion of faculty diversity in U.S. academia (Levin & Stephan, 1999). Despite the importance of international faculty, little attention has gone into understanding their experiences in academia (Kim et al., 2011) and even less attention is being focused on international counselor educators (Minor et al., 2017). Due to their international identity, international counselor educators have a unique consideration when applying for jobs: navigating through the immigration process. Based on a qualitative research done on international counselor educators, we present some themes regarding international counselor educators’ experience in navigating their job search and immigration process.

The African-American Christian Senior Pastor’s Beliefs about Mental Health Treatment

Trinaa’ Copeland

The educational session will provide information gained from a phenomenological study on the African-American Senior Pastor’s beliefs about mental health treatment. The session will present research for expanding the participant’s knowledge base on the African-American Senior Pastor, the Black Church, and the role of both in the African American community when addressing mental health issues. For most African-American persons the senior pastor is the first, and sometimes only counselor? they will speak with about their personal challenges and possible mental health issues. The information shared during this presentation would allow counselors to identify how to build bridges for establishing possible therapeutic alliances and/or relationships with African-American churches in the community for which they render mental health services.
The Case for Counseling: The Importance of Clinical Skills for School Counseling Students
Gail Roaten, Charity Kurz, PhD, NCC, LPC (OH), LPC Associate (TX), LSC (Ohio), CSC (TX)
The rise in mental health issues among our nation’s youth is alarming. Many consider this a public health crisis. 49.5% of American youth will have a diagnosable mental illness at some point before they are 18 years of age (www.childmind.org). This presentation will focus on the need to include clinical counseling skills for professional school counselors in training to meet the mental health needs of youth in schools today. Based on recent data on the mental health issues of today’s youth, the professional identity of professional school counselors, along with the associated pedagogy in counselor education programs, must change to include education in clinical counseling skills alongside education and training in the planning, implementation and evaluation of a comprehensive school counseling program.

A Disposition-Focused Approach to Assessing Counselor Trainee Effectiveness
Ryan Cowell, LPC (AR), Chris Hull, LMHC, Tim Dinger, LPC (AR)
There is emerging research ascribing variables of counselor effectiveness to aspects of disposition and personal attributes (Castonguay & Hill, 2017). This presentation will discuss the benefits and challenges of assessing and remediating trainee dispositions within counselor education programs while providing a programmatic approach where dispositions are important markers in determining trainee development and

Community Engagement and Multicultural Counselor Education
Elissa Martinez, LMFT, Raul Machuca
This presentation explores the process of implementing community engagement activities in multicultural counselor education. The authors draw from their experience, data collected from faculty and students, and specific examples of service-learning projects to formulate recommendations for the use of community engagement activities to enhance the learning of multicultural concepts.

Ten Strategies for Reducing Impression Management in Clinical Supervision
Ariel Goodman, Kirsten Murray, LPC
This presentation will outline ten key guidelines for creating an environment primed for productive, vulnerable disclosure in clinical supervision. Participants will learn how supervisee impression management may impact the supervision situation and learn tools that account for this ubiquitous phenomenon. We will engage in discussion about the possibilities of impression management in your own unique supervision situations and learn strategies for creating more productive supervision experiences.

Using the Kaleidoscope Career Model to Create a “Safe Space”? for Black Female Counselor Educators
Natasha Barnes, GCDF, CCSP, CCCE, NCC, Kenya Johns, LPC, NCC, CAADC, CCTP
Many Black female counselor educators face mental, physical, and emotional anguish that is rarely discussed. This presentation will bring attention to the career experiences of Black female counselor educators using the Kaleidoscope Career Model and introduce the idea of Safe Space trainings to retain Black female counselor educators in higher education.

Pre-meditated Spontaneity: Social Justice and Advocacy Action Planning
Dzenita Subasic, LPC, Teresa Fletcher, LCPC; ACS, Tusi-Yee Chow, LCPC (IL), DeVona Alleyne, LCPC, Melanie Richburg, CSC, NCC, LPC (GA), Andrea Ibarra
Counseling and social justice advocacy is not just about meeting accreditation standards and minimum multicultural competencies. Advocacy is a responsibility of counselors and counselor educators to implement change for equity and equality. Embracing advocacy as a responsibility is a paradigm shift, particularly for those with the greatest power and privileges, requiring initiative and pre-meditated spontaneity. One strategy for sustained advocacy is to create social justice and advocacy action plans. Counselors can gain knowledge and skills relative to antiracism and advocacy that requires both immediate or spontaneous feel prepared and competent to provide instruction online or in a hybrid format. There is minimal research into the experience of doctoral students in online or hybrid counselor education training models. The understanding of students’ experiences in online/hybrid programs will empower counselor educators to make well-informed decisions implementing such programs in the future.
Advancing Portability, Protecting the Public: Safeguarding Counselor Professional Identity in the Counseling Compact

Kylie Dotson-Blake, LPC, NCC, Kelly Duncan, PhD, LPC, M. Sylvia Fernandez

License portability in a highly mobile society is essential and for professions regulated at the state level, strong endorsement policies, reciprocity agreements, and interstate compacts are useful tools to achieve this crucial professional mobility. The proposed Counseling Compact fills an existing need by offering counselors the privilege to practice in member states. The Compact must also set forth clear counselor preparation requirements to ensure necessary public protections required of regulatory boards. This session focuses on counselor advocacy to protect the public and promote a strong counselor professional identity. These advocacy efforts will help to prevent potential setbacks in counselor recognition as independent service providers in the healthcare system through appropriate counselor education and assessment at the same time supporting privilege to practice.

Educational Needs Assessment for Beginning Counselors Providing Distant Services

Yung-Chen Chiu, Certified Rehabilitation Counselor

COVID-19 has caused significant impact on counseling and related mental health service delivery and highlighted the gaps in the counseling educational framework in relation to the current service delivery models. People with mental illness and other disabilities are at high-risk of aggravation of symptoms and even relapse when there is a disruption in service delivery. Additionally, the sudden imposition of a distance service poses significant concerns about the consistency of care. Hence the need to address any gaps in the provision of continued quality care. The study aims to examine the educational needs among the master’s students in the counseling education master’s program through a qualitative approach, thematic analysis. Several themes were identified.

Developing Research Competence in a Diverse Writing Collaborative Incubator Model

Kok-Mun Ng, PhD, LPC, ACS, Jeff Wolfgang, LMHC, Gideon Litherland, PhD, LPC, ACS, Gretchen Schultes, PhD, LAC, NCC

We invite attendees to discuss the importance of multiculturally competent research and address concerns about culturally competent research quality in the counseling profession. The purpose of this discussion is to increase culture-centered, evidence-based models that foster research competence among counselor educators and researchers who aspire to contribute to the advancement of the profession through research scholarship. We will share a model of collaborative writing that we have developed that is designed to foster culture-centered research and writing competence among early career scholars through mentorship in a diverse, inter-institutional environment that follows incubator best practices.

Is This Normal or Is This COVID?!: First-Year Faculty Experiences During The Time of COVID-19

Rebecca Mathews, Jennifer Deaton, LCMHC, Nancy Thomas, PhD, LPC, Donna Hickman, PhD, LPC, CSC, Crystal Brashear, PhD, LPC, Andrea Fleming, PhD, LPC

Many have experienced increased isolation as a result of COVID-19, leading new counselor educators (CE) to wonder what is normal and what is COVID. This question will be explored as panel members share experiences of moving into a counselor educator role during COVID-19. Panel members in a variety of roles (tenure-track, non-tenure track, visiting, adjunct) have intentionally been chosen from a range of program types (full-time, part-time, 100% online, hybrid or online due to COVID-19, CACREP, and non-CACREP) throughout the United States to provide attendees with a rich experience. This interactive and lively session is intended for those seeking connection and normalization, new CEs, experienced CEs who wish to support new faculty, and emerging CEs who will be entering the field while the pandemic continues.
2:45 PM - 3:35 PM | FAIRLIE | SATURDAY
4149 | 50-MINUTE EDUCATION SESSION | CE 1.00

A Wellness-Based Writing Retreat to Facilitate Social Connectedness among Counselor Educators

Bagmi Das, PhD, LMFT, Beth Gilfillian, LPC (OH), NCC, PEL (school counseling), Angélica Galván, NCC, Taylor Bigelow, NCC, So Rin Kim, NCC

Counselor educators are tasked with multiple responsibilities including the roles of educator, researcher, supervisor, leader, mentor, counselor, and advocate. Because of these competing roles, counselor educators can find it difficult to dedicate time for scholarship. This 50-minute education session features six early career counselor educators who created and facilitated two writing retreats: one in-person retreat in January 2020 and a virtual retreat in February 2021. The presenters will discuss the structure and logistics of both retreats and share reflections and lessons learned.

2:45 PM - 3:35 PM | BAKER | SATURDAY
4150 | 50-MINUTE EDUCATION SESSION | CE 1.00

Advocacy and Creativity in Community: A Social Justice Project in Community Counseling

Victor Chang

Developing practical social justice advocacy skills among counseling students is a critical endeavor of counselor education programs. The presenter will describe a culminating project that integrates artistic creativity, community/client engagement, prevention education, and the social justice advocacy competencies that he has facilitated for the last three years in a Community Counseling class. Participants will learn from this educator’s own recursive experience-reflection cycle and engage their own creativity to begin reflecting upon how they might implement similar social justice-oriented projects in their counselor education classes.

2:45 PM - 3:35 PM | DUNWOODY | SATURDAY
4151 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Experiences Of Counselor Educators Supervising Master’s-Level Students Through Virtual-Only Site-Based Clinical Training

Sara Pula, Heather Lindstrom, LPC, Hannah Crossett

During this 50-minute education session, the authors will present findings from their novel qualitative study on the topic of virtual-only, site-based clinical training. This session will focus on the challenges encountered by counselor educators working with practicum and internship counseling students training virtually at their sites during the COVID-19 pandemic. The session will focus on challenges, problem solving, and the integration of new-found teaching and supervision skills for working in a virtual, telehealth environment.

2:45 PM - 3:35 PM | TECHWOOD | SATURDAY
4152 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Experiences of Refugee Students in Graduate Education: A Strength-Based Perspective

Sibela Osmanovic

Educational attainment of refugees is extremely low with only 3% of refugees globally enrolled in post-secondary education. A connection between educational attainment and mental health (trauma responses) has been suggested in the literature (Keyes, 2000). Despite the difficulties mentioned, some refugees have been successful in entering the higher education sphere and attaining their educational goals. This presentation focuses on highlighting the importance of shifting the refugee narrative to a strength-based perspective and focusing on the refugee students that have defied the odds and have been successful in higher education. The presentation will include presentation of original research and pedagogical ideas for counselor educators to use to prepare counseling students to work effectively with refugees.

2:45 PM - 3:35 PM | HANOVER F & G | SATURDAY
4153 | 50-MINUTE EDUCATION SESSION | CE 1.00

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

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).
The Courageous Implementation of Anti-Racist Pedagogy at PWIs
Tanisha Sapp, EdD, LPC, CST, NCC, ACS, CPCS, MAC, SAP, Devona Stahnaker-Shofner, EdD, LPC, NCC, ACS

Grounded in research regarding the application of Critical Race Theory in counselor education, this presentation seeks to create a safe space for authentic engagement about the lived experiences of BIPOC faculty and students at predominately white institutions (PWIs). The presentation seeks to elevate the dialogue about race, diversity, equity, and inclusion and identify effective strategies for facilitating difficult dialogues and courageous conversations in educational settings utilizing the ACA Advocacy Competencies and an adaptive leadership philosophy. Lastly, through experiential exercises, this presentation will equip faculty, both BIPOC and White-identifying, with skills to artfully and adeptly address issues of racial and social justice individually and systemically in the classroom and in the curriculum.

Advancing the Academic Dialogue from Concept to Practice: Promoting a Theoretical Mindset
Wesley Hartman, LPC, NCC, William Attridge, NCC, Jeri Ellis, EdD
Counselor Education & Supervision, NCC

How do we teach theory? Then how does theory guide our teaching? Typical presentations of counseling theory in texts and now increasing use of video discussions and demonstrations present knowledge and conceptualization well but lack the emphasis on how our students go into practice with well developed theoretical orientations. Motivation to pursue a specific theoretical base is often not a priority for students who do not understand the need for a philosophical driver that theory provides in counseling practice. With the understanding that students leave their master’s degrees with only a superficial awareness of theory, educators and supervisors must follow up with additional training despite the lack of guidance in our pedagogy. We are searching options to help students cognitively grasp and practice intentional therapy interventions.

The Impact of Conversion Therapy on Gay Identity Development
David Schlosz

In this session, we will look at the experiences and long-term impact of conversion therapy on the identity development of gay men. I will discuss the results of a qualitative study that employed a phenomenological research approach by employing interpretive phenomenological analysis. I will present data from ten co-researchers and summarized depictions of each of their experiences in conversion therapy. In addition, information will be presented on how these findings have significant implications for the counseling profession, and advocacy efforts.

The Essential Role of Counselor Educators: Promoting Multicultural and Social Justice Counseling Competencies in International Counseling Students
Yusen Zhai, Diantara Prescod, LPC; Global Career Development
Facilitator; Approved Clinical Supervisor; National Certified Counselor

International counseling students experience a wide array of challenges when transitioning into counselor education programs. Meanwhile, international counseling students, as burgeoning professionals, must develop their Multicultural and Social Justice Counseling Competencies (MSJCC) to approach culturally diverse clients in a variety of settings. Given the dearth of research focusing on enhancing international counseling students’ MSJCC, we shed light on pedagogical strategies that counselor educators can apply to promote international counseling students’ MSJCC, preparing them for addressing multicultural and social justice issues in our increasingly interconnected world.

Counseling Master’s Student Experiences with Doctoral Students in a Shared Programmatic Setting
Unity Walker, NCC, Kaitlin Hincheon

Master’s and doctoral counseling students within the same institution often interact via hierarchical and non-hierarchical relationships. Whether through supervision, class instruction, or casual peer connections, these interactions generate unique dynamics that influence master’s student experiences over the course of their program. This session presents findings from a transcendental phenomenological study of counseling master’s students’ lived experiences of doctoral student interaction that includes information on role identification, developmental impacts, and relational processes. The presenters will also overview implications of the study’s findings for both doctoral and faculty-level counselor educators.

Addressing Privilege, Oppression, and Intersectionality in the Counselor Training Process
Danielle Pester, LPC; NCC; RPT, Erica Montgomery, Rachel McClain, NCC; Certified School Counselor (Georgia), Sheerah Neal, LMHC (Florida); LPC (Mississippi); NCC; Registered Play Therapist

Power dynamics are an innate part of the counseling process. Therefore, counselor educators and supervisors must effectively address the constructs of privilege and oppression within counselor training. This presentation will provide assignment sequences and tools to address the constructs of privilege, oppression, and intersectionality within counseling coursework and supervision. These tools will focus on identity development, conceptualization, counseling techniques, and assessment.
A Win-Win for Pedagogy and Practice: Measuring Outcomes and Alliance in a Counseling Training Center
Lisa Buchanan, NCC, working toward LPC-MHSP, Rebecca Sapp, LMFT

This presentation will cover the rationale for and uses of continuous outcome and therapeutic alliance monitoring in a college counseling training center. We will present data collected over four to five semesters and discuss how student counselors used the selected instrument as part of the therapeutic process. We will discuss how feedback from the instrument was used to benefit students as well as clients. Finally, we will address the limitations of our data.

The Emotional Effects of Serious Injury for Elite Athletes
Carrie Tremble, Whitney Nees, Noah Liker

This program is a presentation of findings from an original phenomenological research study that has led to gaining rich data regarding the perspectives of elite athletes who have experienced serious injuries in their sport. The researchers have learned about the mental health care needs of elite athletes as a result of this study. We hope the dissemination of this work will lead to more comprehensive services, as well as widespread acceptance of mental health counseling for elite athletes. We also hope more professional counselors will gain the necessary knowledge to address and advocate for the mental health needs of this population. These individuals are underserved regarding mental health care. Attendees will gain a better understanding of how elite athletes define serious injury, burnout, and barriers to receiving mental health care.

Attachment in the Supervision Relationship
Nicole Hurless

This program will provide results from a structural equation model examining the relationships between counseling trainee's history of trauma/adversity, their attachment style, and their perceptions of the supervision relationship. These data will inform evidence-based strategies for education and supervision practices that more effectively meet the needs of counseling students who have experienced trauma. Participants in this program will also review and discuss the application of trauma-informed principles to clinical supervision, gatekeeping policies, and instruction to more effectively meet the needs of counseling trainees who have experienced trauma and adversity.

Addressing Race And Racial Tension In The Counseling Learning Environment: Creating A Safe Space For Counselor Educators, Counselors, And Counselors-In-Training
Shay Carper, Andrea Ross, LPC-S

With our world in a critical racial divide, counselor educators are faced with the enormous task of creating safe spaces for counselors-in-training to process conflicting feelings and promote learning. Within the required multicultural counseling courses across the nation, students are looking to their professors for guidance. Here the learner will gain perspective regarding teaching multicultural counseling courses to counselors-in-training. The presenters will discuss examples and provide guidance on how to navigate racially charged, discussion-based classrooms in hybrid and virtual environments.
The Effect of Mentorships on Professional Identity Development for Counselors in Training: Initial Impressions

Patricia Kimball, LPC-S, Kristy Ford, LMHC-S; NCC, Summer Kuba, Capri Brooks, Sagen Blackwell

An important part of Counselor in Training (CIT) development is the establishment of a solid professional identity. Hill (2020) identified the primary components in professional identity as social justice advocate, leader, and scholar. In 2015, social justice competencies were integrated into the multicultural competences, providing guidelines for developing this identity component (Ratts, 2016). The leadership component is addressed by membership in organizations like Chi Sigma Iota that focuses on leadership mentorship (Chang et al., 2012; Gibson, 2016). The Association of Counselor Education and Supervision (ACES) addressed the scholarship component by providing publishing research mentorship guidelines in 2007 (Spurgeon, 2012). However, this component appears to have limited research addressing the development of this aspect of counselor identity. Mentoring may offer a way to increase the development of scholarship identity.

Research indicates that mentorship during graduate school produces multiple benefits for CITs including increased satisfaction, increased productivity, enhanced personal growth, and increased professional identity (Cannon et al., 2019; Clark et al., 2000; Hall & Burns, 2009; Murdock et al., 2013). Mentoring is seen as such an integral part of counselor education that the Council for Accreditation of Counseling and Related Educational Programs (CACREP) addresses it specifically (CACREP, 2016). Borders et al. (2012) and Michaelak (2013) suggested that mentorship during the formal education process helped support the development of the counselor as scholar for both masters and doctoral level CITs. This indicates that mentorship may be an effective method to bolster scholarship identity in CITs. However, limited research exists to support this assertion.

This original qualitative research is being conducted with the support of anACES grant. The purpose is to explore the experiences of CITs who were actively involved in mentorship for the development of a professional presentation or peer reviewed publication by a faculty member. The following questions are the focus of the research: a) How did the mentorship process affect professional identity development, specifically the scholarship facet?; b) What was beneficial and worked well in the mentoring process?; c) What needs were unmet in the mentoring process?; d) What is the CIT’s perception of their ability to continue participating in professional scholarship activities?

This presentation is an overview of the initial themes explored within CIT’s experiences when engaging CITs in mentoring relationships and an overview of a mentoring plan developed to support professional growth.
Discovering Your Cultural Capital: Tapping the Leadership Potential of Minority Counselor Educators

Mariaimeé Gonzalez, LPC, Erika Cameron

Across the United States the lives of minority counselor educators are rich with experiences to make them qualified leaders. But too often their potential goes unnoticed and unleveraged by their institutions and professional associations. This presentation will discuss the challenges that minority leaders face in their quest to achieve, balance, and perform effectively in various leadership roles. The presenters will discuss the literature, their personal experiences and how to use cultural capital to obtain and thrive in positions of leadership in higher education and professional associations. Presenters will discuss the leadership barriers and opportunities applicable for minority doctoral students and faculty members who aspire to take on leadership roles and advance toward their leadership goals.

Seeing the unseen and Hearing the Unheard: Reconstructing the Societal Narrative of Black Women

Tanisha Johnson, Geneva Gray, PhD, LPC, NCC, MAC

The view of African American women have often been skewed by negative historical archetypes and cultural fallacies. As one of the fastest growing educated groups, African American women face many traumas and injustices that have been overlooked in the literature. This program aims to bring attention to the challenges and vulnerabilities of African American Women as well as change the narratives that have oppressed this group for generations. The trauma of African American women are not invisible, and the societal narrative about Black women needs a revision that can illuminate their traumas, pains, but also their resilience and strength.

Integrating Values in Supervision: Fostering Professional Ethical Identities

Jenna Hershberger, Licensed Associate Professional Counselor, LAPC, State of North Dakota, Shellie Beeker

Utilizing experiential opportunities, a case study and hand-outs, participants skill with incorporating values into supervision will be increased. The potential for this to foster the development of an ethical professional identity in both supervisees and supervisors will be identified, discussed and highlighted within the integrated developmental approach to supervision. Specific steps to move forward from program to supervision practice will be provided.

When Competence is Questioned: Supervisor Perspectives

Arianna Vokos

Imposter syndrome is a concept that is present for most counselors and counselor educators throughout our development. What happens when imposter syndrome turns external, and someone else is questioning your competence as a supervisor? How do you respond and how does the experience of being questioned affect the supervision relationship? How have other supervisors responded when this has happened to them? What systems of oppression and biases influence supervisees and supervisors? Based on the findings from a grounded theory study, join us as we explore the experience and process of being questioned in supervision and dive into the ways that our responses can shape the supervision relationship.

Eighteen Years Beyond Asca’s Call: School Counselors’ Perceived Preparedness For College And Career Readiness Counseling

Alexandra Novakovic, PEL, Licensed Clinical Psychologist, Eva Patrikakou, Melissa Ockerman

Achievement opportunities and attainment disparities have long been highlighted as part of the educational landscape in the United States. A main focus of the role of the school counselor has been to provide comprehensive college and career readiness counseling to all students to mitigate educational and occupational disparities and ensures equity and access for all. This study explores school counselors’ perceptions of the importance of college and career readiness counseling and their preparedness to implement aspects of such counseling with students and families. Results indicate that school counselors do not believe they were well prepared to provide many aspects of college and career readiness counseling, although they perceived that each area was important to their work with students and families.
Engaging in Gatekeeping Solutions for All Counselors
Elise Johns, PhD; LPC-S; NCC, Candace Park, PhD.; LPC-S; LPCC; NCC, Latrina Raddler

Are you tired of continuously asking why, how, where? Why did someone graduate them?, how did they even get a LPC?, Where did they get their degree from? Secretly many of us have asked these questions, when we could have been engaging in solution. In todays world of increased virtual learning and virtual supervision, this question comes up more often than not. The ultimate solution to many of these questions is gatekeeping. Understanding gatekeeping at all levels, and not just believing that it is only the role of the Counselor Educator is quite important. It is just as important to be aware as site supervisors, licensure supervisors, colleagues, and even student colleagues that gatekeeping is a community effort. This presentation will help understand gatekeeping, teach skills, and create action plans.

Dismantling White Supremacy within the Counselor Educator Role
Jacqueline Dell, Vanessa Sinclair, LPCC-S, Elizabeth Anne McClure, Licensed Professional Clinical Counselor

As White nationalism and political unrest in the United States continues to rise, the counseling field and the role of the counselor educator are called to action to stand against White supremacy. As individuals that carry privilege, White counselors have a special role to play in how the counseling profession and mental health field addresses the systems of oppression and inequity in society. The current standards set by the American Counseling Association (ACA) and the Council for Accreditation of Counseling & Related Educational Program (CACREP) are broad in nature in the expectations for education of counseling trainees in regard to allyship and advocacy. Despite advocacy being both an ethical expectation and a multicultural competency of the counseling field, there is room for improvement in educating White counselors to be more prep

Examining Campus-Based Counseling Clinics as Instructional Environments for Counselors-in-Training
Steven Wright, Marriana Sandifer, Ph.D.; LPC; CPCS; NCC; NCSC; Hanna Lainas, CPCS; LCMHC; NCC, Stella Michael-Makri, Ph.D.; LPC; CPCS; NCC

CACREP requires counselor training programs to provide adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling? (CACREP, 2016, Standard 1:I). Opportunities for instructional environments can be provided to students in a myriad of ways, however, campus-based counseling clinics are vital components of comprehensive counselor programs. A review of the counseling literature illuminates numerous benefits at various levels for the utilization of campus-based counseling clinics, namely at student, programmatic, and community levels. This conceptual poster presentation is focused on examining benefits and challenges associated with counselor training programs implementing campus-based community counseling clinics.

Does Your Course Measure Up?
Angela Mensink, Stephanie Thorsen-Olesen

Counseling research courses can be a source of stress and uncertainty for both instructors and counselors-in-training. Stress no more! This presentation aims to inform counselor educators of evidence-based approaches for teaching research through review of curriculum evaluations. Counselor educators will acquire tips and strategies for teaching research with an applied approach, online format including the use of a syllabus, detailed schedules, and templates for innovative facilitation. Strategies to motivate students to engage in research courses are also reviewed.

Disability Inclusivity in Counseling Clinical Experiences
Michele Rivas, Ahram Lee

Counselor preparation programs have the task of facilitating meaningful and growth-promoting clinical experiences to students. Moreover, Covid-19 has placed further demands and difficulties to place students in remote counseling roles through telehealth. Given this challenging scenario, it comes to question if programs are offering fully inclusive opportunities to students to work with diverse communities throughout their program. Much of the focus on this topic centers on curriculum, supervision, and continuing education opportunities, yet truly little literature focuses on providing inclusive field placement opportunities. This presentation will provide participants with practical guidelines in providing disability-inclusive field placement experiences for students, based on the literature and presenter’s professional experiences.
Ethical and Competent Supervision of Supervisees who Provide Counseling Services to Spanish-Speaking Latinx Clients
Jorge Lopez, Edson Andrade

Counselors-in-training that provide bilingual counseling services represent a population of clinicians with distinct training needs. The ACA’s code of ethics requires supervisors to monitor supervisees’ services and for counselors to practice within the competence of their training and supervised experiences (C.2.a & F.7.b). To fill a professional demand, many counselors-in-training provide bilingual counseling services without receiving appropriate training and supervision. The lack of supervised bilingual counseling experiences creates ethical concerns regarding the rendering of competent services and of promoting bilingual students’ development. This session will highlight ethical concerns and discuss strategies for supervisors working with supervisees servicing Spanish-speaking clients.

Empaths Encountering Countertransference: Recommendations for Supervision
Lindsay Webster, Tessa Hastings, LPC-S; LSC; RPT-S

Countertransference persists as a phenomenon that challenges novice and seasoned counselors alike. It can be particularly problematic for counselor trainees who identify as an empath, defined by Orloff (2017) as someone who is so sensitive to others’ experiences that they absorb their physical and emotional energies. We will present supervision strategies for helping empathic trainees recognize and respond to countertransference with an emphasis on preventing compassion fatigue and burnout.

Examining The Content And Perceptions Of Peer Feedback Given In Group Supervision
Benjamin Willis, NCC, ACS, Christopher Schmidt, LMFT, LPC, Edward Wahesh

Despite the importance of peer feedback in group supervision of counselor trainees, there is little research on its content. Even less is known about the factors that influence trainees’ perceptions of peer feedback received in group supervision. We used concept mapping, a mixed methods participatory research approach, to classify feedback statements given by clinical mental health interns during case presentations in group supervision. We will present peer feedback content clusters and student ratings of perceived acceptability (i.e., credibility, desirability, impact, and helpfulness) of each category. We will also offer strategies for how supervisors can facilitate the successful exchange of peer feedback in group supervision.

Do Black Lives Matter in CES Programs at PWIs?
Michelle Collins, K-12 School Counseling Certification, Shaon Robinson, LPC; NCC, Sibyl West

In 2020, Hon. Gavin Williamson was presented with a call for change by educators in the UK for the elimination of racism in education, specifically in the areas of culture and understanding, training, hiring, promotion and progression, funding, racial pay gap, workload, and rigor. These concerns are present in education systems in the US and CES programs could afford to intentionally make systemic changes to promote inclusivity from enrollment to faculty hiring. This presentation will discuss the racial disparities highlighted by the Black Lives Matter movement, with respect to the Counselor Education and Supervision (CES) programs at Predominately White Institutions (PWIs), and will provide participants with ways to authentically demonstrate inclusivity within their CES programs.

Employing Trauma-Informed Andragogy: A Phenomenological Study Of Graduate Student Lived Experiences After Taking A New Haven’s Cross-Cutting Trauma Course
Lauren Downey

Many professional counselors and counselors in training (CITs) lack the foundational training needed to adequately employ trauma-informed attitudes and skills when working with individuals who have experienced trauma. Therefore, more research is needed to answer questions such as what are the most applicable teaching methods for counselors who are seeking to gain a comprehensive knowledge base in traumatology. The present study explores an original contribution “The Foundational Cross-Cutting New Haven Trauma Competencies Workbook” and the interpretative qualitative inquiry into the lived experiences and reflections of CITs at a CACREP-accredited university who received trauma-informed pedagogy using this workbook as a supplement. The presenter will explore the study findings offer insights into the structuring and teaching of trauma.

Evaluating the Practical and Empirical Validity of the IDM
Sean Newhart, NCC; CCMHC

Presenters will review the Integrated Developmental Model and the practical and empirical evidence for its validity. Presenters will describe the construction and validation of an instrument measuring the intervention skills of counseling students based on the IDM. Presenters will explore methods of test construction, reliability and validity procedures, and subsequent psychometric properties of the instrument. Presenters will discuss the practical implications, limitations, and future directions of their research and the instrument.
Establishing A School Counselor Program Evaluation Taxonomy: Where We Are And Where We’re Going

Jordon Beasley

School counseling program evaluation has been a consistent topic of discourse in the profession over the past two decades. CACREP, ASCA, and state licensure examinations have identified program evaluation practices as an essential need for school counseling practitioners, however, the standards for what equates to competent program evaluation have yet to be established. This presentation includes research findings that build upon the foundation that previous researchers and counselor educators have created by continuing to narrowly focus on defining program evaluation within school counseling, identifying program evaluation competencies, understanding what it means to have program evaluation competence, and ensuring counselor education programs are equipped to train and prepare their students to become competent program evaluators.

Do Career Choice Theories Sustain Post-Pandemic? Exploring a Study of Mid-Pandemic Job Loss Among Historically Marginalized Communities

Lea Herbert, NCC, LMHC, Galaxina Wright, RMHCI, Laurie Campbell, Ph.D., Breannah Hilaire, LMHC; NCC

Serving as the highest number since the Great Depression, by the end of 2020 the U.S. unemployment rate reached a peak of approximately 10.7 million unemployed persons. As counselor educators provide career development curriculum and prepare students for real-world experiences, it’s becoming increasingly vital to incorporate discussions regarding impact of current job-related topics for potential clients of historically marginalized backgrounds, including low SES communities. This presentation will cover methods and results from a qualitative study, gathering the narratives of those that experienced job loss during the global pandemic. Implications and areas for future research towards master’s level career development curriculum will be provided, including reconsiderations of career development theories that incorporate choice.

Development and Validation of a New Client-Rated Assessment: Client Assessment of Multiculturally Competent Behavior

Seungbin Oh

The measurement concerns have been considered challenges in contemporary MCC pedagogical practice. One measurement concern involves the lack of client-rated measurements that are based on assessing counselors’ in-session multiculturally competent behaviors within the context of therapeutic process. However, to date, there exists no reliable client-rated measurement to assess counselor’s MCC behaviors in therapeutic process. This presentation will therefore: (a) critically examine current literature in the MCC pedagogy literature, (b) provide the findings from the development and validation of the new assessment, and (c) share guidelines for how to use the assessment to help counseling students develop MCC behaviors in practice.

Educating Counselors Using a Hybrid Instructional Model

Emily Anderson, MA, LPC, LAC, Adrienne Tauses, MSW, LCSW, CADC II (Oregon), Kanbi Knippling, Hana Meshesha, ACLC; NCC

The pandemic created countless challenges for counselor educators, especially in regard to pivoting to online platforms. Many of us have transitioned back to some live classes, while others continue online or engaged in a hybrid model. Come hear the takeaways from four instructors on their experiences with hybrid teaching (face-to-face and online simultaneously), what they learned, and what the research indicates will help keep our students engaged and maximize our efficiency in teaching moving forward.

Diagnostic Authority in Clinical Mental Health Counseling: A Status Report

Peter del Rosario, Shanna Barney, Alexis DiMauro, Raphaela Kramer, Casey O’Neil

The progress of clinical mental health counseling (CMHC) toward the acquisition of diagnostic authority across the United States is examined. States in which their scope of practice includes empowerment to diagnose mental disorders afford CMHCs advantages with regard to professional identity, third-party reimbursement, employability, licensure portability, and graduate programs’ recruitment of new students. Barriers to the inclusion of diagnostic authority in states’ scopes of practice are identified and examined. Implications for advocacy for the counseling profession are discussed.
Establishing Trust Through Cultural Humility: A Proposed Training Model

Sabrina Johnson

The purpose of this presentation is to discuss a proposed cultural humility training model which can be implemented by counselors-in-training and practicing counselors to establish trust and stronger therapeutic alliances with Black clients who experience cultural mistrust of healthcare professionals. Furthermore, this presentation focuses on addressing the limitations of current multicultural competence training in CACREP-accredited programming as research has indicated there are limitations to the current training models used by CACREP accredited programs.

Examining Caribbean Nationals Immigrant Issues: Migration Experiences to the US and Acculturative Stressors During the Transition Process

Cameka Hazel, Coreda Reid, Teacher Certification, Claudette Brown-Smythe, NCC

This presentation will highlight findings from a qualitative research examining the experiences of 20 Caribbean national immigrants’ migration and acculturation experiences, and how they navigate their mental health and counseling needs. An estimate of 4.4 million Caribbean immigrants is living in the U.S, a 13% representation of the foreign-born population (Zong & Batalova, 2019). This immigrant group is largely invisible and subsumed under native-born monolithic racial category of Black or African American because of their skin color. Given the invisibility and misidentification of Caribbean immigrants within the US culture there is a dearth of research about this population. Little attention is given to their unique needs for mental health and acculturation issues. Therefore, this study will inform others about their experiences.

Enhancing Students’ Wellness: From Counselor Education Program To University-Wide Faculty Learning Community

Sangmin Park, HyunGyung Joo, NCC, Rachael Marshall, Reva Wittenberg

This presentation focuses on strategies to build a culture of wellness starting from the individual classroom level to the university as a whole. We will outline the development of a Faculty Learning Community dedicated to wellness promotion for both students and faculty. We will provide both qualitative and quantitative research on wellness, direct in classroom wellness promotion behaviors, and advocacy ideas for the university level.
The Impact of RAMP on Academic Student Outcomes of Diverse Student Populations: Implications for Counselor Educators

Marsha Rutledge, NNC; PPL, Jaimie Stickl Haugen, LPC; NCC; ACS, Melanie Burgess, Kenya Bledsoe, LPC-S (AL, MS); NCC; NCSC; BC-TMH

Counselor educators are tasked with conducting research that supports the continued use of models and frameworks in school counseling preparation programs. Presenters will share the results of a statewide research study examining the efficacy of the ASCA National Model on outcomes of underrepresented student populations. Counselor educators that use the ASCA National Model as a framework in their training programs should be aware of and utilize such research in their curriculum to align with ASCA’s themes of leadership, advocacy, collaboration, and systemic change that are woven throughout the ASCA National Model. This session will highlight how results of this research study can be integrated into teaching, supervision, and research practices.

4:00 PM - 4:50 PM | THE LEARNING CENTER | SATURDAY
4201 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Impact Of Non-Affirming Religious/Spiritual Messaging On Allyship

Thomas Killian, Michael Floren, PhD in Applied Statistics & Research Methods

Counselors-in-training (CIT) can enter graduate programs with religious/spiritual (R/S) attitudes and beliefs incongruent with professional values for counseling sexual/affectional and gender expansive minorities (i.e., queer persons). I believe that counselor educators and supervisors are in unique positions to remediate this values conflict, while simultaneously protecting vulnerable queer clientele, respecting CIT religious identity, and promoting queer allyship and activism. I set out to understand the influence of R/S identification and non-affirming R/S-oriented messaging towards CIT’s potential for allyship and activism. I used Structural Equation Modeling to observe the relationship between R/S identity and expression, exposure to and agreement with non-affirming messaging towards queer ally development, and queer activism.

Using DCT as a Supervision Framework

Melinda Gibbons, Lisa Matthews, M.S.; LPC-MHSP; NCC, Zach Budesa, Casey Barrio Minton

Developmental Counseling and Therapy (DCT; Ivey et al., 2005) offers a model to connect development and counseling theories by providing a method for assessing and conceptualizing cognitive-emotional styles and using these to develop intervention plans. This meta-theory provides a unique way to intentionally integrate theories and increase empathy in relationships. Despite potential for use in supervision and teaching (Barrio Minton et al., 2016), little research has focused on DCT in clinical supervision. This presentation describes the results of a case study series that explored a DCT-informed supervision approach. We will describe the DCT-informed supervision framework, explain how to integrate this into supervision, and discuss outcomes of our case study series.

4:00 PM - 4:50 PM | HANOVER E | SATURDAY
4203 | 50-MINUTE EDUCATION SESSION | CE 1.00

Counselor Educators’ Experiences of Dissertation Chairing Relationships

Tiffany Somerville, Phillip Waalkes, NCC, ACC, Maribeth Jorgensen, LMHC; LMHP; LPC; NCC, Daniel DeCino, PhD; LPC-Colorado; NCC

Do you want to build more intentional, relational, and research-driven dissertation chairing/mentorship relationships? Based on the findings of our hermeneutic phenomenological presentation on counselor educators’ experiences with building dissertation chairing relationships, attendees will understand critical components of research mentorship relationships (e.g., authenticity, trust, accessibility, flexibility) as well as strategies for avoiding and managing relational rupture. Attendees will also be invited to apply our study’s findings to their own contexts and backgrounds and reflect on their own relational styles in research mentorship.

4:00 PM - 4:50 PM | BAKER | SATURDAY
4204 | 50-MINUTE EDUCATION SESSION | CE 1.00

Antiracist and Feminist Pedagogy in Counselor Education: An Educational and Experiential Workshop

Emily Herman, LPC; Licensed Professional School Counselor, Shelby Messerschmitt-Coen, LPC; NCC, Emily Baker, Sarah Clapp, LPC

Drawing on feminist and antiracist pedagogical praxis informed by intersectional theory and decoloniality, this presentation will provide theoretical basis for feminist and antiracist pedagogy. Practical applications for training and teaching diverse students in counseling classrooms and strategies for evaluating current pedagogical approaches and counselor education programs will be provided. Participants will also use a sample syllabus from one of their own courses and critically evaluate their syllabi for antiracist and feminist themes with the intent to enhance the inclusivity of their syllabi through antiracist and feminist lenses.
The Intersectionality Of Race, Sexuality, And Spirituality Of Christian Counselors-In-Training Competence In Serving The LGBTQ+ Community

Sophia Ogunlana, Kevin Jackson, LCPC-S (MD); LPC (DC)

Many Christian counselors-in-training who train in conservative graduate educational settings find it difficult to manage personal Christian convictions while gaining competence in treating clients who belong to the LGBTQ. Research indicates that many counselor education programs, solely, utilize the multicultural course to provide counselors-in-training competence in serving the LGBTQ community. However, it is not sufficient to equip students with the necessary skills to establish healthy and efficacious counseling collaborations with these clients. This session will explore the intersectionality of race, sexuality, and spirituality of Christian counselors-in-training competence in serving the LGBTQ+ community. Evidence-based concepts will be discussed to provide content to counselor educators and implications for graduate students.

The Military Among Us: Graduate Student Veterans in Clinical Mental Health Counseling

Crystal Hahn, Carl Price, Claudia Interiano-Shiverdecker

Since 2009, veterans’ educational benefits facilitated the largest and most diverse influx of student veterans in higher education. However, little is known regarding the experiences of graduate student veterans (GSV) in counseling programs. This education session discusses findings from a phenomenological inquiry on GSVs’ experiences in counseling programs. Presenters will identify strategies and implications for counselor educators and future research to better support GSVs in counselor training programs.

An Exploration of the Effects of COVID-19 on Counselor-in-Training Resilience

Anthony Suarez, LMHC, Bonni Behrend, LPC; RPT, Alishia Elliott, Chris Carver, LPC

The COVID-19 pandemic has rapidly changed many of the ways that counseling programs prepare students, with unclear effects on the resilience and wellness of counseling students. This program will explore existing literature on graduate student resilience, and expand on that knowledge base by presenting preliminary research that examines the specific effects of the COVID-19 pandemic on counseling student resilience. Particular attention will be paid to the effects of the pandemic on counseling students, strategies employed by students to increase resilience, and ways that counselor educators can foster the development of resilience and perseverance in counseling students.
4:00 PM - 4:50 PM | UNIVERSITY | SATURDAY
4211 | 50-MINUTE EDUCATION SESSION | CE 1.00

An Intersectional CQR Investigation of Women of Color Coping and Surviving From Microaggressions
Aliya Subhit, Amber Samuels, MS; LGPC(DC); NCC; CCC, Esette Negussie, Dominique, Harrington

The extant counseling and counselor education literature on Microaggressions, intersectionality, and anti-racism has increased in the research base and application to various marginalized communities. However, there exist gaps in understanding the role of intersectionality, anti-racism, and how people cope and survive from Microaggressions, which is argued to be a form of interpersonal violence. The current presentation will provide the results of a recent Consensual Qualitative Research (CQR) study examining how women of color with various intersecting identities cope and survive from Microaggressions. Implications for counseling, advocacy, and research will be discussed.

4:00 PM - 4:50 PM | KENNESAW | SATURDAY
4212 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Intersectional Labeling Framework: Leveraging the Relationship
Stacy Pinto, PhD, LPCC, NCC

The privilege and oppression inherent in each of our individual identities intersect to influence the language we use to express each identity from context to context. Based in intersectionality and centering on race, this presentation discusses a framework through which counselors can access and understand their clients’ identities, experiences, and values via their chosen language and label(s). This framework equips counselors to explore the often subconscious meaning-making process behind an individual’s choice of terminology for various identities. The framework is introduced in a practical, application-based format allowing for integration into counselor education, supervision, and practice.

4:00 PM - 4:50 PM | FAIRLIE | SATURDAY
4213 | 50-MINUTE EDUCATION SESSION | CE 1.00

Ally Or Adversary: A Discussion Of Perceptions And Experiences Within The Doctoral Student And Committee Chair Relationship
Jennifer Foster, Dynetta Clark, M.A., Drew Clay, LPC

This session examines the empirical literature on the relationship between doctoral candidates and dissertation committee chairs. Successful mentorship, particularly in the student-chair relationship, correlates with retention and degree completion along with program satisfaction. This session explores how the relationship is established, defined, and experienced along with factors that contribute to mutual satisfaction and student resilience through the completion of the dissertation.

4:00 PM - 4:50 PM | INMAN | SATURDAY
4215 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Moral Defectors: A Phenomenological Exploration of Moral Distress in Professional Counseling
Jordan Elliott, Barbara Herlihy, Ph.D., LPC-S, NCC

When someone knows the ethically and morally correct decision, but is unable to execute such decisions, they experience adverse emotional, psychological, and physical responses known as moral distress (Lamiani et al., 2015; McCarthy & Deady, 2008; Nuttgens & Chang, 2013; Sugrue, 2019). Experiencing vulnerabilities, such as countertransference, anxiety, agency pressures, working with high risk populations, and working at community mental health centers (CMHCs) puts individuals at increased risk of moral distress (Austin, 2012; Freadling & Foss-Kelly, 2013). As such, counselors likely experience moral distress, but researchers have vastly overlooked how moral distress impacts professional counselors. This presentation reviews qualitative study findings exploring professional counselors’ lived experiences with moral distress.

4:00 PM - 4:30 PM | GRAND HALL WEST- BOARD 14 | SATURDAY
4236 | 30-MINUTE POSTER PRESENTATION | CE 0.00

School Counselor Educators’ Experiences Navigating Practicum and Internship During COVID-19
Jan Gay, NCC: LICSW, Jacqueline Swank, LMHC; LCSW; RPT-S

Education programs across the country quickly made decisions involving students completing a practicum and internship in school settings due to school closings. Counselor Educators across the country were impacted and scrambled to make informed decisions to support displaced students from their internship sites in the traditional on-site setting. The presenter sought to understand how school counselor educators navigated practicum and internship with school counselors in training during the start of the COVID-19 pandemic. The presenter utilized a phenomenological study to gain insight into the lived experience of school counselor educators during this unprecedented time. The goal of this poster presentation is to share the results of this study and implications for counselor educators.
Diagnosis, treatment, and care coordination for children with autism spectrum disorder: Assessing the needs of guardians and rural providers

Katherine Feather, PhD, LPC (AZ)

Autism spectrum disorder (ASD) is a complex neurodevelopmental condition characterized by persistent difficulties in communication and social interaction, as well as restrictive, repetitive behaviors (APA, 2013). According to the latest statistics published by the Centers for Disease Control and Prevention (2020), one in 54 children are diagnosed with ASD. Living in a rural area typically has a profound impact on guardians seeking diagnostic resources, treatment and connecting with qualified specialists, as well as care coordination for ASD. Therefore, this research study will highlight the unique needs of service providers and caregivers in a rural region of Arizona and based on the findings, present implications for counselor education, supervisors, and counselors.

You’re Not a Phony: Addressing Imposter Syndrome for Effective Growth in Supervision

Deena Shelton, Anthony Zazzarino, PhD, LPC, ACS, CPRP

I feel like someone is going to walk in this room and expose that I am a fake. I don’t really have any clue about what I’m doing. Many counseling students experience imposter syndrome—the fear they do not know enough to practice and that their successful work is a fluke. Supervisors should be aware of how imposter syndrome challenges their supervisees’ experiences and understand how to address this issue proactively and in remediation plans. Attendees will explore this topic and be able to apply it practically to their supervision practice.
The Role Of Work Environment And Character Strengths On Meaningful Work In Counselor Burnout: Implications For Counselor Educators And Training Programs

Felicia Mirghassemi, PhD, LPC, Jeffrey Sullivan, LPC-S, Registered Play Therapist, Craig Henderson, Licensed Psychologist

Burnout is as much a problem for counselors now as it has ever been. Despite research examining the risk and protective factors, the demands of the profession seem to take priority. Something is still missing to prevent burnout from overwhelming well-intentioned counselors. This presentation seeks to address the missing piece by presenting results from a national study of 399 counseling professionals and the role of character strengths, workplace environment, and meaningful work in predicting burnout. Results from the structural equation model suggest that select character strengths, work settings, and meaningful work are good predictors of burnout. Using these results, attendees will gain a better understanding of how these factors contribute to burnout and strategies for reducing potential burnout through practice and supervision.

Applying Indigenous Knowledge to the Counselor Education Curriculum

Karrie Swan, LMHC, Child-centered play therapy trainer/supervisor, Child-Parent Relationship Therapy trainer/supervisor, Certified K-12 school counselor

Native Americans face the greatest mental health disparities of any ethnic group in the US. However, few counselors receive training to work with this population. This session aims to fill this gap by increasing knowledge and empathy for Indigenous people and culture and to integrate Indigenous knowledge and practices into the counselor education curriculum. Specifically, attendees will learn how to integrate Indigenous knowledge and worldview in child and adolescent courses as well as crises, diagnosis, assessment and clinical courses.

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 there been a discussion brought forward that covers the ethical imperative 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.
5:15 PM - 6:05 PM  |   KENNESAW   |   SATURDAY
4228 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Relationship Between Social Justice Advocacy And Career Calling: Implications And Ideas For Counselor Educators

Erik Schmitt, LPC; Certified School Counselor, Chris Wheelus, PhD, LPC, LMFT

Social justice advocacy is a major aspect of counselor education. Several factors (social justice course, political ideology, religion and spirituality, and membership in marginalized groups) may be significant in P-16 counselors’ engagement in social justice advocacy. Many counselors choose a counseling career from both a sense of career calling and interest in social justice advocacy. The presenters will describe the participants and findings of their research of social justice advocacy factors and career calling, as well as the theoretical and statistical relationship between career calling and social justice advocacy. With two-thirds of participants indicating a sense of career calling and career calling being a motivator for advocacy, counselor educators may consider integrating career calling into their work.

5:15 PM - 6:05 PM  |   INMAN   |   SATURDAY
4229 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Scholarship of Teaching and Learning (SoTL) as Professional Advocacy: Supporting and Promoting Professional Practice

Joseph LeBlanc

Students and counselor educators have faced unprecedented challenges to their educational goals related to the pandemic. The Scholarship of Teaching and Learning (SoTL) provides principles and approaches to monitoring and improving instructional practices that benefit both students and instructors. The presenter will define SoTL and outline ways SoTL approaches can improve instructional practice and student learning outcomes and perceived helpfulness. SoTL also has implications for professional advocacy related to teaching and scholarship. The presenter will offer a rationale and approaching tying SoTL to these areas and explore how counselor educators can incorporate SoTL into their professional development and approach to professional self-advocacy. Examples of SoTL from the presenters’ experiences will also be shared.

5:15 PM - 6:05 PM  |   GREENBRIAR   |   SATURDAY
4230 | 50-MINUTE EDUCATION SESSION | CE 0.00

Application Of Fink’s 12-Steps To Counselor Education Course Design: Attending To The Educational Gap

David Jones, LPC, NCC, Tim Stauffer, LPCC-S (OH), Wendy Robinson, LPC (TX)

Teaching is a core domain and responsibility of counselor educators. Yet, counselor educators have acknowledged an educational gap in their counselor educator training - limited investigation of instructional theory, course design, and implementation. A way to navigate these waters is through Dee Fink’s 12-steps to course design based on his book, Creating significant learning experiences: An integrated approach to designing college courses. This presentation will guide counselor educators and counselor educator students in the adaptation of Fink’s 12-steps when developing an online and oncampus counseling course.

5:15 PM - 6:05 PM  |   INMAN   |   SATURDAY
4231 | 50-MINUTE EDUCATION SESSION | CE 1.00

Using the Multicultural Framework (MCO) to Create a Culture of Anti-racism in Clinical Supervision

Rachel Levy-Bell, Thomas Field, PhD, Michelle Ghoston, PhD, LCMHC (NC), LPC (VA), ACS, Laurie Craigen, LMHC-MA, NCC, CCMHC

The Multicultural Framework (MCO) was developed in an effort to operationalize therapists’ processes of cultural humility, cultural comfort, and cultural opportunity. When applied in the context of clinical supervision the MCO model can enhance outcomes for both supervisor and supervisee and strengthen the supervisory relationship. Further, the MCO framework can promote an anti-racist and social justice lens in the supervisory relationship. During this interactive presentation, participants will examine their current anti-racism practices when providing supervision and will learn how to enhance their anti-racist approach to counseling supervision.

5:15 PM - 6:05 PM  |   UNIVERSITY   |   SATURDAY
4232 | 50-MINUTE EDUCATION SESSION | CE 1.00

Are Mental Health Graduate Students Prepared to Provide Services to the GLB Community?

Veronica Castro

The presentation will cover the importance of GLB counseling competency, explanations for lack of GLB competency among graduate students, how GLB competency is defined and assessed, and information regarding the current study findings. The purpose of the study was to identify if there is a difference in GLB competency among graduate students from mental health programs that are accredited by organizations like the APA and CACREP versus those from nonaccredited programs.
5:15 PM - 6:05 PM | TECHWOOD | SATURDAY
4233 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

The Role Of Gatekeeping In Online Learning: Best Practices To Facilitate Non-Traditional Learning
Amanda Faucher, Ajitha Chandrika Prasanna Kumaran, Wannigar Ratanavivan, Ph.D.; LPC; NCC, Ajitha Chandrika Prasanna Kumaran

The recent pandemic was/is a stark reminder that educators need to be prepared to be flexible. However, even without a pandemic, online learning is on the rise! As we train our future colleagues, it becomes critical to make sure that the quality of online educational offerings is never compromised regardless of the modality of instruction. This presentation will include a brief literature review about online counseling programs, including its benefits perceived by counselor educators and students. We will also discuss some of the challenges that come along with teaching professional counseling skills online and concerns we have encountered in gatekeeping measures. Moreover, we will share some tips/resources to keep students engaged and complete necessary gatekeeping assessments despite not seeing students face-to-face regularly.

5:15 PM - 6:05 PM | REGENCY VII | SATURDAY
4234 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Utilization Of Conceptualization Map In Supervision To Lead Effective Counseling Case Conceptualization
Yoonjoo Lee, Eunhui Yoon, Michael Morgan, NCC

This presentation will address a quasi-experimental study exploring how the use of a conceptual map in supervision can enhance supervisees’ counseling competencies, including case conceptualization skills and self-efficacy in counseling. The study will use a pre-post intervention design with the control group and the treatment group. An expert who has decades of clinical and supervision experience will provide 1 hour of the traditional supervision session to the control group and 1 hour of the supervision session using a conceptualization map. After the supervision session, the participants will write a case conceptualization report and answer validated scales evaluating case-conceptualization competency and self-efficacy in the counseling scale. The method, procedure, and result of the study and its implication will be presented.

5:15 PM - 6:05 PM | COURTLAND | SATURDAY
4235 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

The Rare Occasion: Bringing Awareness And Building Strategies For Recruiting, Advocating, Retaining And Empowering Black Students In Counseling
Ashley Pointer, LGPC; QMHP-A

This presentation will highlight the social inequities in black student exposure to CACREP accredited counseling programs, difficulties in retaining black counseling students, and strategies to improve their professional development through advocacy and empowerment. Participants will gain awareness of areas where their respective programs may have failed to provide equitable opportunities and techniques to enhance black counseling students' enrollment and sustainability. Additionally, participants will acquire knowledge and methods of decolonizing counselor- or education curriculum and creating pathways of culturally inclusive pedagogy.
SESSION HIGHLIGHTS
SUNDAY, OCTOBER 10

7:30 AM - 12:30 PM | GRAND HALL FOYER
Registration
8:00 AM - 8:50 AM | REGENCY V | SUNDAY  
5002 | 50-MINUTE EDUCATION SESSION | CE 1.00

The Intersections of Female Counselor Educators: Promoting Resilience, Wellness, and Self-Care  
Tanisha Sapp, EdD, LPC, CST, NCC, ACS, CPCS, MAC, SAP, April Crable, PhD, MBA, LPC, CSOTP, CSAC-BC-TMH, Jody Varnam MA, LPC, NCC, Donnette Deigh, LCPC; NCC

Historically, female counselor educators and supervisors experienced internal conflict distinctive to the intersections of their personal and professional identities. The greatest impact is having to prioritize one identity over the other while providing quality services to clients, students, and supervisees. This internal conflict leads to impairment and has compounding effects on their holistic wellness. For this reason, it is crucial that these intersectionalities be recognized and identified. Using the 2014 ACA Code of Ethics and Multicultural Counseling and Social Justice competencies the presenters will explore the various intersecting identities of female counselor educators and supervisors and their implementation of wellness and self-care strategies to prevent impairment.

8:00 AM - 8:50 AM | KENNESAW | SUNDAY  
5003 | 50-MINUTE EDUCATION SESSION | CE 1.00

Theory at Practice: An Innovative Teaching Model for Theory Application  
Amanda Johns, Yvanna Pogue, PLPC, NCC, Victoria Rodriguez, PLPC, NCC

A theoretical orientation provides the foundation for clinicians to provide effective treatment. Yet, research suggests the existence of a gap between theory and application. Not only is this gap a concern for developing counselors as they attempt to build a clinical identity but also for counselor educators and program directors when attempting to comply with CACREP standards related to theoretical foundations. The current landscape calls for educators and supervisors who can engage developing counselors through creative instruction that can simultaneously provide a theoretical context for practice and practical application. This session will review how educators can use clinical documentation in creative curriculum design and will provide participants with a theory teaching tool and rubric that align with 2016 CACREP standards.

8:00 AM - 8:50 AM | GREENBRIAR | SUNDAY  
5004 | 50-MINUTE EDUCATION SESSION | CE 1.00

Attuning to the “Master”? Student: Keeping Quality Students in Counselor Education  
Lena Salpietro, Jessica Danielson, PhD, LPCC-S, NCC

Counselor education faculty and supervisors are responsible for ensuring the quality of the counseling field by training and endorsing competent, ethical counselors. While gatekeeping, monitoring, and evaluating students' personal and professional dispositions to identify problematic functioning are vital functions, we are potentially promoting a negative learning culture. With a primary focus on problematic functioning, how are we keeping individuals with positive dispositions engaged? In this presentation, presenters will explore current trends in gatekeeping, introduce the concept of 'inverse' gatekeeping, and introduce concrete strategies that can be used to practice 'inverse' gatekeeping in counselor education programs.

8:00 AM - 8:50 AM | TECHWOOD | SUNDAY  
5005 | 50-MINUTE EDUCATION SESSION | CE 0.00

Thinking Outside of Academia: A Look at Non-Traditional Counselor Educator Careers  
Agatha Parks-Savage, LPC; ACS, LaConda Fanning, LPC; RN; LSATP, Cory Gerwe, LPC, Caroline Bertolet, LPC-R

Doctoral students often pursue a counselor education & supervision (CES) terminal degree with the goal of becoming a professor or a clinical leader. Effective mentorship can be a contributing factor in facilitating doctoral students’ career goals and development of their professional identity. Doctoral CES students can typically find mentors for research, teaching, and academia at their institution. However, finding a mentor that is utilizing the CES degree outside of academia can be more difficult. The purpose of this session is to introduce students and faculty to possible career opportunities for counselor educators that expand from academia and private practice. The session will focus on recognizing the unique skill set counselor educators have, the different jobs they are qualified to do, and maintaining their counselor identity.
8:00 AM - 8:50 AM | BAKER | SUNDAY
5009 | 50-MINUTE EDUCATION SESSION | CE 1.00

Best Practices For Supporting Challenging Students In An Online Environment

Natasha Moon, LPC; CMHC; NCC; ACS, Arleezah Marrah, Andrea Barbian-Keith, LCMHC; NCC, Laura Daniel, LPC

Online teaching and learning can present a number of challenges including both academic and interpersonal challenges. As counselor educators, it is important to have the knowledge and tools necessary to navigate these challenges. It is essential to properly assess challenges, create interventions, and support students through a plan of action. Additionally, given the unique nature of online teaching and learning, boundaries are important. Boundaries provide structure and guidance for both counselor educators and students. Working with challenging students and a lack of appropriate boundaries can contribute to counselor educator burnout. It is essential that counselor educators regularly practice self-care in an effort to prevent burnout. This session will offer practical and useful tools for counselor educators and supervisors alike.

8:00 AM - 8:50 AM | DUNWOODY | SUNDAY
5006 | 50-MINUTE EDUCATION SESSION | CE 1.00

Utilizing Best Practices for Conducting and Participating in Virtual Supervision

Andrea Brooks, LPCC-S, Tiffany Brooks, NCC, Susan Patterson

Effective clinical supervision practices are paramount for both counselors-in-training and candidates seeking licensure. Virtual supervision has become more prevalent in recent years, especially in light of the global pandemic. This workshop will address best practices, advantages of this delivery system, and challenges from the perspective of supervisors and supervisees. Discussion and experiential activities will include supervision techniques; legal and regulatory issues; and ethical issues in the context of virtual supervision. We will provide at least three relevant techniques to utilize in participants’ future work.

8:00 AM - 8:50 AM | FAIRLIE | SUNDAY
5007 | 50-MINUTE EDUCATION SESSION | CE 1.00

Attitudes toward EcoWellness in Counselor Education: A Mixed Methods Study

Brett Gleason, Ryan Reese, LPC, NCC, ACS

In the past decade, scholars in professional counseling have begun exploring how ecotherapy might be integrated into clinical practice. Scholars in counselor education have yet to investigate the extent to which EcoWellness is addressed in counselor preparation. We recruited a national sample of faculty and students from CACREP-accredited programs to study stakeholder attitudes toward EcoWellness and how the COVID-19 pandemic impacted attitudes. The purpose of this session is to report results and discuss implications for counselor education.

8:00 AM - 8:50 AM | THE LEARNING CENTER | SUNDAY
5008 | 50-MINUTE EDUCATION SESSION | CE 1.00

The SUCCESS Coaching Model: Creating Off-Site K-8 Experiential Counseling Courses for Your Trainees

Sheri Atwater

Learn how to create an evidence-based SUCCESS Coaching training model in your semester-long individual and group counseling courses. As an award-winning collaborative partnership between LMU’s Counseling Program and LAUSD, the presenter’s 11+ year SUCCESS model provides counseling trainees with hands-on K-8 individual and group leadership work while providing free after-school Tier 2 group counseling to local schools. Materials shared will assist counselor educators in creating similar models in their Program/courses.
8:00 AM - 8:50 AM | SPRING | SUNDAY
5011 | 50-MINUTE EDUCATION SESSION | CE 0.00

Back To The Future: Using A K-12 Pedagogical Tool To Design, Deliver, And Assess CES Curriculum
Amy Broadwater, LPC, NCC, David Christian, LPC-Supervisor (AR); Licensed School Counselor, Hilda George, LMHC, NCC

Teaching is clearly an integral part of CES, as it is 1 of 5 doctoral CACREP core areas and also contained in our professional title. While CACREP requires accredited programs to cover 9 teaching standards, a review of extant literature highlights an emphasis on pedagogy and methods, gatekeeping, ethical and culturally relevant teaching strategies, and mentoring. An area where programs could improve is related to teaching CACREP Standard 6.B.3.d.: instructional and curriculum design, delivery, and evaluation methods. The purpose of this presentation is to introduce the Big Four (Pollock, 2007) approach to developing standard-based curriculum, lesson plans, and assessment. Participants will learn the core components of the Big Four, how to apply it to courses they teach, and how to teach it to doctoral students.

8:00 AM - 8:50 AM | PIEDMONT | SUNDAY
5012 | 50-MINUTE EDUCATION SESSION | CE 1.00

Thriving in the Tide of Trauma: Fostering Resilience by Responding to CIT Symptoms of Burnout and Vicarious Trauma
Camille Frank, Licensed Clinical Professional Counselor, Kimberly Leishman, Licensed Professional Counselor, Amira Nelson, LPC; CAGS, Leslie Stewart

The ACA Code of Ethics requires self-monitoring and responding to the symptoms of impairment that often accompany burnout and vicarious trauma, but concrete strategies are often difficult to identify and implement. With appropriately trauma-informed support, counselor educators may be better able to help CITs identify and effectively address these experiences. In this session, presenters aim to equip counselor educators to aid CITs cultivate strategies for resilience, wellness, and client care.

8:00 AM - 8:50 AM | UNIVERSITY | SUNDAY
5013 | 50-MINUTE EDUCATION SESSION | CE 1.00

Thrive in the Shadow of Pandemic: Aware of Counseling Students Wellness and Academic Needs and Experiences to Support Them Now and Beyond (a Mixed Methods Study)
Yusen Zhai, PhD, NCC, LPC, Mahmood Almaawali, Certified Career Counselor; Global Career Development Facilitator, Lindsey Bannish, CRC, Jolynn Carney, LPCC-S, NCC

The COVID-19 pandemic has posed an unprecedented challenge to counseling students' wellness and academic experience. This original study analyzed the effect of COVID-19 related experience and changes in instruction mode on counseling students' wellness, institution commitment, and intent to leave college in a sample of 400 counseling students via path analysis. Thematic analysis was also conducted to identify common themes that emerged from narratives. Results suggested that COVID-19 experience as well as varying instruction mode affect mental health and program commitment, leading to dropout intention. Findings underscore the role of counselor educators in mitigating the negative effects of COVID-19 on students' wellness and academic experience. Implications for interventions and pedagogies are discussed.

8:00 AM - 8:50 AM | ROSWELL | SUNDAY
5015 | 50-MINUTE EDUCATION SESSION | CE 1.00

Beginning at the End and End at the Beginning: Building and Extending Effective Learning Communities by Mentoring Masters Students and Graduates
Christine Sacco-Bene, Certified Rehabilitation Counselor, Natalie Blazewjski, Kaylin Stackpole

The investment in counselor education starts with students and ends with students. Are you looking for ways to better engage your Masters level students in the professional development process and want more active and dynamic program development activities? Then, this workshop is for you! Exploring Learning Community (LC) and Adult Learning models to enhance student engagement in professional development, the session will present examples of how these concepts can be infused in Counselor Education. Presenters will share information about the role of the LC in program development and activities; and, importantly, its impact on mentored students' professional development. Brainstorming how to apply these concepts in their own settings, LC participants will walk away with practical and workable strategies for their own programs.
8:00 AM - 8:50 AM | HANOVER F & G | SUNDAY
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 will be 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.

8:00 AM - 8:50 AM | COURTLAND | SUNDAY
5017 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

The World is in Crisis: Supporting Students in the Work Ahead

Jessica Tinstman Jones, Amanda DiLorenzo-Garcia, Amber Haley, LPC, LCDCI, NCC

Throughout the COVID-19 pandemic, a spotlight has been placed on mental health and heightened the need for crisis based services. Crisis intervention and counseling requires training to prepare counseling students for client scenarios and positions in the field they are likely to encounter. This presentation will review a research study on master’s level students’ preparedness for crisis counseling. The implications of the study will be shared in light of teaching and supervision practices in Counselor Education programs to support students with their competence in crisis work.

8:00 AM - 8:50 AM | REGENCY VII | SUNDAY
5018 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Creative Adaptation: Modifying Multicultural Experiential Activities to Multiple Delivery Formats

Jofrey Suprina, LMHC; NCC, Tremaine Leslie, LAC; NCC, Nicole Kratimenos

With Covid-19 it became necessary for instructors to adapt their teaching to new platforms and delivery methods. This workshop will explore a variety of experiential learning activities such as a Privilege Walk, Ins & Outs, Intersecting Identities, Disability Choice, and other experiential multicultural exercises performed in person, in online formats or through Zoom. Participants will learn a variety of activities and creative ways to adapt them to different formats to promote awareness, knowledge, and skills in multicultural competency.

8:00 AM - 8:50 AM | COURTLAND | SUNDAY
5019 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Centering Cultural Competence in Counseling Theory: Practical Application of MSJCC Framework within Master’s-Level Counseling Theory Coursework

Haley Ault, Licensed School Counselor (TN), Henrietta Gantt, Beth Anderson Walker, LPC (CO), LPC-MHSP (TN, pending), NCC, EMDR-Trained

Looking for ways to incorporate multiculturalism and diversity into your teaching? Students must be able to critically examine how popular counseling theories attend to the needs of diverse clients. With multiculturalism at the core, presenters will introduce a conceptual model of applying the MSJCC to theories coursework. An intentional focus on multiculturalism may increase the competence of counselors in training as they begin to apply counseling theory to their work across diverse populations. Presenters will lead participants through an experiential processing activity which will allow counselor educators to gain practice in teaching the MSJCC framework within the context of the counseling theories coursework.

8:00 AM - 9:20 AM | REGENCY VI | SUNDAY
5019 | 80-MINUTE PANEL DISCUSSION | CE 0.00

Women in Counselor Education: A Panel Discussion

Mary Hermann, Caroline Perjessy, LMHC, Niko Wilson, LMHC, Noelle St. Germain-Sehr, LPC; NCC, Cheryl Neale-McFall, LPC; NCC

The presenters will host a panel discussion on the experiences of women counselor educators. This session is in response to research indicating women counselor educators need opportunities to discuss the challenges of working in academia. Panel members will consist of a diverse group of counselor educators (e.g., diverse in age, career stage, motherhood status, race/ethnicity). Panel members and participants will be invited to share their experiences, including their experiences related to COVID-19, intersectionality of identities, and marginalization. Strategies for managing challenges and advocacy activities that support women’s success in academia will be addressed.
9:15 AM - 10:05 AM | REGENCY V | SUNDAY
5022 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Virtual Expressive Arts to Process Supervisees' Pandemic-related Problems
Jennifer Baggerly, Shelley Jackson, LPC; NCC; Registered Play Therapist - Supervisor

Supervisees and supervisors are facing new stresses and challenges due to the COVID-19 pandemic. Since supervision has shifted to be online for many counselors-in-training, supervisors need virtual strategies, beyond talk, to process supervisees' pandemic-related problems. Presenters will (1) explain strategies to meet ethical guidelines when providing virtual expressive arts interventions to supervisees; (2) demonstrate virtual SandTray, expressive arts, as well as music and movement procedures to process supervisees' pandemic-related problems; and (3) describe virtual resources to promote self-care of supervisees' and supervisors during the pandemic.

9:15 AM - 10:05 AM | HANOVER A & B | SUNDAY
5021 | 50-MINUTE EDUCATION SESSION | CE 1.00 |

Implications of Research: South Asian American Counselor Identity Development
Chi-Sing Li, PhD, LPC-S, LMFT-S, Ashley Abraham

In order for counselor educators and supervisors to adequately train South Asian American counselors, and other students with multiple intersecting identities, they must be aware of the nuances of the trainee experience. A phenomenological study was conducted to understand the experiences of professional counselors who are first-generation South Asian American. Interviews were conducted across the United States with the purpose of understanding whether the counselor's personal identity might influence their professional development. The researcher extrapolated four major themes and nine subthemes. The presentation will address the essence of the study, the need for social justice in counselor education, awareness of the impact of intersecting identities, and the impact of multiple identities on counselor identity development.
Creative Experiential Activities for the COVID Online and Hybrid Classroom Experiences That Increase Student Wellbeing

Elisabeth Suarez, LPC, ACS, NCC, Julianna Robinson, LCPC

COVID has presented challenges to counselor education training programs. Many programs have moved their courses to an online or hybrid platform, creating the need for engaging and educational teaching methods. This presentation will focus on the use of creative arts experiential learning activities in the online classroom. Creative arts activities allow learners to participate and share meaningful experiences which are tied to a specific event, experience, or academic concept. Participants will engage in experiential activities that can be used in various courses to inspire, engage, and motivate students in innovative ways and help consolidate concepts and learnings in the classroom.

Best Principles and Practice of Addiction Group Counseling

Tony Michael, Christina Dukes, LPC-MHSP; Brittney Phillips, LPC-MHSP; Corrin Brown, Mark Loftis, LPC-MHSP (QS); SPE/HSP; LADAC II; MAC; Stephanie Karlofsky, LPC-MHSP; Tabitha Schlatter, LPC-MHSP

Despite extensive research advances in the past 20 years, evidence-based treatments (EBTs) for addiction often are not employed in therapeutic settings (Coco et al., 2019; Manuel, Hagedorn, & Finney, 2011). In the context of addiction group treatment, peer support and 12 step models are some of the most common modalities. Counselors and counselors-in-training, consequently, have the potential to neglect the unique attributes of addiction group counseling and distinguish the approach from other treatment methods (e.g., addiction group psychotherapy). The purpose of this program is to evaluate evidenced-based best practices and principles associated with addiction group counseling for treatment, teaching, and supervision. Participants will learn two evidenced-based addiction group counseling interventions.

Bridging Awareness to Practice: Preparing Emerging Counselors to Implement Multicultural Competent Career Counseling

Neffisatu Dambo, Heather Dahl, LPC, NCC, ACS, Wendy Hoskins, Chris Wood, NCC; NCSC, Katrina Harris, LSC; CPC-Intern

It is important that counselors and counselor educators receive quality multiculturally competent career training and supervision to provide quality services to diverse clients. Emerging counselors have a high propensity to encounter diverse clients with career needs. Counselors are responsible for supporting clients’ wellness and career development through culturally competent career counseling (ASCA, 2012; CACREP, 2016; Hays, 2020; Samatez & Joseph, 2021). Counselors have repeatedly expressed the need for additional training and supervision in the areas of career and multicultural competencies (Lara et al., 2011; Morgan et al, 2014; Vespia et al, 2010). This presentation addresses the counselor educators’ role with training culturally competent career counselors and how to strategically incorporate opportunities for practice.

Transitioning to the Development of a ‘Trauma Lens’ When Teaching Basic Counseling Skills

Robin Lee, LPC/MHSP, NCC, ACS, Michelle Stevens, LPC-MHSP, ACS, Tiffany Wilson, LCMHC, NCC, BCTMH, License School Counselor, Jennifer Jordan, LPC, NCC, LPC

Since the introduction of PTSD in the 1980s, the helping profession has embraced trauma-informed care. Historically, the focus on trauma was relieving symptoms of PTSD then moved to focusing on how trauma affects life activities. With the recognition of the impact of trauma on people’s lives, the helping professions, including the counseling profession, began to embrace the importance of obtaining skills for treating trauma, which includes ensuring that counselors-in-training are developing these skills as part of training programs. This training should begin early in programs, focusing on pre-practicum and practicum experiences. This session will focus on helping counselor educators and supervisors understand how to support counselors-in-training as they develop a ‘trauma lens’ when obtaining and demonstrating basic counseling skills.
9:15 AM - 10:05 AM | HANOVER E | SUNDAY
5030 | 50-MINUTE EDUCATION SESSION | CE 1.00

**Country as Client: Promoting Multicultural Humility through Meaningful Learning Experiences in Study Abroad**

Kristy Ford, LMHC-S; NCC, Jama Davis, LMHC (IN), LMHC (NC), NCC, ACS, Jeffrey Boatner, LPC; Registered Clinical Supervisor; LMFT; NCC

The benefits of multicultural experiences are numerous and may include increased self-awareness, the development of cultural humility, and overall improvements in cultural competencies. For these reasons, study abroad experiences can be highly beneficial for counseling students. In this presentation, the country as client? framework will be discussed as a way to promote multicultural sensitivity during cross-cultural experiences, equipping counselors-in-training with a hands-on opportunity to set aside preconceptions and biases and consider how the world is understood and experienced from the perspective of others.

9:15 AM - 10:05 AM | UNIVERSITY | SUNDAY
5032 | 50-MINUTE EDUCATION SESSION | CE 1.00

**Beyond the Minimum: Integration of the Multicultural & Social Justice Counseling Competencies Across the Curriculum**

Michelle Sholk, Vernon Smith, Tina R. Paone, LPC, NCC, RPT-S, ACS, Nicole Pulliam

The need to infuse multicultural and social justice counseling competencies across the curriculum is paramount. The impact of racial unrest and Covid-19 highlights the need for enhanced social justice advocacy training that goes beyond the single multicultural course. This interactive workshop provides an overview of a program that has infused the multicultural and social justice counseling competencies across the curriculum from application to graduation. Presenters will share best practices and provide concrete examples of integrating creative multicultural and social justice counseling training tactics in an ongoing effort for reflective curriculum development. Participants will engage in dialogue and reflective exploration of an infused curriculum that seeks to empower counselors in training to engage in active advocacy work.

9:15 AM - 10:05 AM | COURTLAND | SUNDAY
5033 | 50-MINUTE EDUCATION SESSION | CE 0.00

**Toward a Redesigned Graduate Capstone Experience: The Master's Applied Project**

Zachary Hansen, Jorja Jamison, LP

This presentation outlines an initiative to redesign a counseling program’s capstone experience from a comprehensive exam to an applied thesis, using a guided process improvement tool. The process is described, along with the results of the new capstone experience, which was designed to maximize measurement of learning outcomes in consideration of CACREP KPIs. Counselor Educators will benefit by learning about our process improvement project to possibly integrate into their counseling program.

9:15 AM - 10:05 AM | DUNWOODY | SUNDAY
5035 | 50-MINUTE EDUCATION SESSION | CE 0.00

**Creative Approaches to Engaging Students in the Classroom/Zoom Room**

Mary Troy, Sonja Lund, LPC-R (VA)

This program will explore the connection between active-learning and student retention of material. From classroom Escape Rooms to utilizing online quiz games, this program will demonstrate various active-learning activities. Attendees will have the chance to participate in an active-learning experience as well as learn how to create their own active-learning techniques.

9:15 AM - 10:05 AM | HANOVER F & G | SUNDAY
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.
9:15 AM - 10:05 AM | BAKER | SUNDAY

5037 | 50-MINUTE EDUCATION SESSION | CE 1.00

**Trauma & Culture: Expert Counselor Educator's Opinions and Experiences Addressing Diversity in Trauma Education**

Mallory Umenberberandt, Giselle Jacob, LAPC, Laura Land, NCC; LPCA-TN; pending LPC-GA, Elizabeth deGolian, LAPC, Rachel Schleier, LAPC, Monica Van Deventer, LAPC

Twenty expert counselor educators with a specialization in trauma education and practice provide their experiences and opinions of how trauma and culture are addressed within counselor education. These experts weigh in on how they personally address culture and diversity in the classroom, dominant knowledge systems impacting trauma education, cultural norms and values that influence their pedagogical approaches, issues of power and privilege informing their curriculum design and teaching, and the policies and ideologies they feel are guiding our trauma education practices within the field of counselor education. This presentation offers the results from an applied qualitative research study utilizing Krippendorf’s thematic content analysis.

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9:15 AM - 10:05 AM | KENNESAW | SUNDAY

5057 | 50-MINUTE EDUCATION SESSION | CE 1.00

**Effectiveness of ASIST Training on Counselors Self Efficacy in Suicide Intervention**

Heather Delgado, LPCA, NCC

In order to increase suicide first-aid skills among counseling students and professionals, two 14-hour, 2-day suicide first aid workshops (ASIST) were delivered at a regional university and college. This presentation will discuss how counselor self-efficacy in suicide intervention skills and working with a person with thoughts of suicide increased. In addition, a conceptualization of how the ASIST training can be integrated into counselor education and utilized by both counselor educators and supervisors will be provided.

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9:45 AM - 11:05 AM | HANOVER C & D | SUNDAY

5039 | 80-MINUTE PANEL DISCUSSION | CE 0.00

**Teaching Multicultural Counseling in a Divided Time: Embracing Difficult Conversations and Acknowledging the Cost of Teaching and Caring**

Yi-Ying Lin, Ashley Luedke, LMHC; certified online instructor, Joseph Franco, LMHC, NCC

Multicultural counseling can be a course that can instill apprehension and excitement as we know that it will be filled with difficult conversations. These conversations occur not just for students but within ourselves as educators and supervisors. This program looks to explore the lessons learned from three counselor educators as they navigated the waters of teaching multicultural counseling and the evolution of the past several years with the rise of the Black Lives Matter movement, blatant racism and white supremacy, and a global pandemic. The presenters hope to share their experiences of having honest dialogues coming from an authentic place with themselves, their colleagues, and students in relation to working towards being anti-racist and what that means to the individual and within the field of counselor education.

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10:30 AM - 11:20 AM | INMAN | SUNDAY

5042 | 50-MINUTE EDUCATION SESSION | CE 0.00

**Call for Standardization: Why it’s Time to Legitimize Online Counselor Education Pedagogy**

Kathleen Bazile, Tyler Wilkinson, LPC; NCC: ACS

Although online counselor education has been an increasingly growing trend, the social restrictions due to the 2020 pandemic caused most, if not all counseling programs to immediately shift to an online format for at least a semester or longer. This sudden shift has created various types of online delivery instruction and has amplified the fact that online counselor education has been limited in research and lacks a standard pedagogy. Thus, faculty have had to practice online counselor education through a trial by fire process and piecemeal resources for online teaching strategies. Thus, the lack of a standardized pedagogy for delivering counseling courses online creates not only quality and professional concerns but ethical concerns as well. This program will address those concerns, the uniqueness of online counselor education.
10:30 AM - 11:20 AM | ROSWELL | SUNDAY
5044 | 50-MINUTE EDUCATION SESSION | CE 1.00

Building Attachment Security: A Grounded Theory Study
Everette Coffman, LMHC, LMFT

Children who grow up in a home with a parent that has substance use concerns may experience many challenges, including the development of an insecure attachment style. Researchers have found attachment security can be developed later in life through new interpersonal experience (Johnson, 2019), the therapeutic relationship (Ruisard, 2016), therapeutic intervention (Burgess Moser et al., 2016), and support of alternative attachment figures (Saunders et al., 2011). In the current presentation, the researcher will speak on a theory related to the process that children in substance-dependent homes use to learn to build attachment security later in life.

10:30 AM - 11:20 AM | COURTLAND | SUNDAY
5045 | 50-MINUTE EDUCATION SESSION | CE 1.00

Trauma-Informed Teaching in the Graduate Classroom: Strategies for Counselor Educators
Anita Pool, PLPC (LA); NCC; NCSC, Elizabeth Brokamp, LPC (VA); Pupil Services (VA); BC-TMH

Counseling students often report having experienced previous personal or familial trauma and identify trauma as motivation to become a counselor. Resolved trauma can enhance skill development of counselors-in-training; however, unresolved trauma may show up in the classroom and can impede learning and growth. At worst, it can potentially cause harm to clients. This session will prepare participants to recognize how unprocessed trauma can present in the classroom, and will present pedagogical strategies for structuring courses and handling students who are struggling with unprocessed trauma. Additionally, participants will learn about trauma-informed resources, advocacy opportunities, and gatekeeping recommendations. The implications of COVID-19 will also be addressed.

10:30 AM - 11:20 AM | REGENCY VII | SUNDAY
5046 | 50-MINUTE EDUCATION SESSION | CE 0.00

Cultivating Interdisciplinary and Community Engaged Projects in Counselor Education Programs
Leila Roach, Ph.D., LMHC, LMFT, NCC, Page Thanasiu, LMHC, NCC, Registered Play Therapist Supervisor, Jesse Fox, Judy Burnett, Licensed Psychologist

Counselor Education programs benefit from providing opportunities for students to work collaboratively across disciplines and to engage in community-based projects as part of their clinical training and professional identity development. This presentation describes the development of an interdisciplinary Center for Community Health and Wellness Across the Lifespan at a small rural university that pulled together collaborative initiatives with departments within the university, outside university affiliations, and community partners. In addition to examining the structure and relationships that lead to successful collaborations, participants will have the opportunity to identify opportunities at their own institutions.

10:30 AM - 11:20 AM | DUNWOODY | SUNDAY
5047 | 50-MINUTE EDUCATION SESSION | CE 0.00

Creativity in the Classroom: A Systematic Content Analysis of the Journal of Creativity in Mental Health
Priscilla Prasath, LPC, Kendra Jackson, LPC; LPSC; NCC, Ross Spears, M.S., Ajitha Chandrika Prasanna Kumaran

Creativity is integrated into counselor education to promote the acquisition of skill and knowledge of prospective counselors along with other benefits, such as promoting self-awareness, group cohesion (Newsome et al., 2005; Smith, 2011), and modeling vulnerability, identity, integrity, and connectedness with students (Palmer, 2017). However, some educators have difficulty with tapping into their creative mindset, contributing to repetitive assignments and ineffective teaching. Therefore, this presentation will provide an overview of a systematic content analysis of the Journal of Creativity in Mental Health (JCMH), in addition to how to utilize JCMH as a resource to infuse creativity into the counselor education curriculum. Practical recommendations and strategies based on presenters’ research will be shared through handouts.
Transplanting Hope: Training Counselors to Work with Severe Chronic Illness and Organ Transplantation in Integrative Health Care Settings

Cristen Wathen, LCPC (MT), LPC (ID), NCC, BC-TMH, Valen Keefer

During COVID 19 pandemic, emotional well being related to physical health has received expanded attention. Collaborative care settings are a growing area for future counselors, though specific training for working within these communities are currently sparse. This education session will focus on training counselors for working with severe chronic illness leading to organ transplantation with a focus on advocacy for underserved minority populations and medical disparities. The transplantation process significantly impacts the emotional, spiritual, and interpersonal aspects of one’s life. With a personal and research based perspective, this session will discuss the transplant process, will describe impacts on individuals and families, and will include pedagogy and techniques for training future counselors to work with this population.

Building an Anti-racist School Counselor Education Program

Jacob Olsen, Caroline Lopez-Perry, PPS

In order for school counselors to enter the field prepared to provide anti-racist school counseling programs and services, counselor education programs need to have structures in place to prepare school counselors to do this work. In this session, we will discuss how our school counselor education program has established a foundation of anti-racist systems and educational practices across multiple phases of our program. Second, we will share a two-pronged approach that consists of 1) intentional reflection and implementation of anti-racist practices among faculty and 2) development of anti-racist pedagogy.

Bridging Infidelity Training and Practice Gaps: Validation of Gottman Method Couples Therapy vs. Treatment-As-Usual for Affair Recovery

Taylor Irvine, MEd, EdS, LMHC, Gina Cipriano, B.A., Holly Winters, B.A.,

Infidelity remains one of the most prevalent and challenging presenting problems for clinicians to treat (Glass & Wright, 1992; Softas-Nall et al., 2008) and a leading cause of relationship dissolution and diminished mental health among couples (Fincham & May, 2017). This session will examine the application of Gottman Method Couples Therapy (GMCT) with couples dealing with infidelity-related issues. Attendees will learn the basic tenets of GMCT, discussing how this approach can serve as a clinically useful treatment for couples presenting with infidelity. Attendees will also view findings from a pilot study comparing GMCT to treatment-as-usual (TAU), reflecting on implications for enhancing clinical and training practices for affair recovery treatment.

Understanding the Impact of Child Sexual Abuse on African American Women: The Intersectionality of Race, Gender, and Sociohistory

Sabrie Wiggins-Rose, James Hepburn, PhD, ACS

Research indicates that even though child sexual abuse (CSA) is correlated with many of the problems faced by African American communities, there is little known about the various factors that shape the response and treatment of African American women with a history of CSA. This presentation will provide information regarding the prevalence of CSA among African American women, the unique ways in which these survivors respond to sexual trauma, the sociohistorical barriers to disclosure, the impact of CSA on parenting within the African American community, and culturally sensitive strategies for successful outreach and intervention. This presentation will also recognize traditional coping strategies that have emerged from the strengths and resilience of African American communities.
10:30 AM - 11:20 AM | KENNESAW | SUNDAY
5055 | 50-MINUTE EDUCATION SESSION | CE 1.00

**Understanding and Addressing Vicarious Trauma in Counselor Education During a Double Pandemic of Racial Injustice and COVID-19**

Afroze Shaikh, Daun Kwag, MA; NCC, Lauren Flynn, MA

The demand for mental health resources has increased exponentially as we process the effects of the current pandemics. Mental health providers are therefore being exposed to an increase in trauma material and a prolonged state of crisis, which may have detrimental effects on the psyche of counselors if not addressed. Ethnic and racial minorities are at a more heightened risk of experiencing long-lasting traumatic effects during this time. It is imperative that counselor educators are equipped to intervene with future-counselors displaying signs of vicarious trauma. By providing counselors the tools to understand and address vicarious trauma, they will be better equipped to provide for their clients and ensure their own mental health needs are prioritized.

11:45 AM - 12:35 PM | HANOVER F & G | SUNDAY
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.
AFFORDABLE TELEMENTAL HEALTH, LLC

Booth 3

Positivity is an app that uses coaching to assist students with managing issues before they become problematic. With the use of our coaches and therapeutic support and guidance, users are able to make effective decisions.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Booth 14

The American School Counselor Association (ASCA) supports school counselors’ efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. Founded in 1952, the 40,000-plus member organization provides professional development, publications and other resources, research and advocacy to school counselors around the globe.

THE CLINICAL SUPERVISION DIRECTORY

Booth 9

The Clinical Supervision Directory is a nation-wide searchable directory of state-approved clinical supervisors in professional counseling, social work and allied health professions. Our goal is to provide a professional directory that serves as a one-stop resource for supervision-seekers to easily find clinical supervision anywhere in the US. Built alongside clinical university and training programs across the US, our directory also features courses taught by the nation’s top faculty in supervision and ethics available to any clinician seeking to grow their professional skills.
COHERENT DIGITAL, LLC

Booth 1

Coherent Digital, LLC, is proud to announce its flagship product, Mindscape Commons, a video database created for counselor educators and their students. With hundreds of short-form immersive and interactive videos and VR experiences, Mindscape Commons is the ultimate resource for teaching mental health. A growing body of research confirms that immersive experiences help students develop empathy and practice clinical skills in a safe and repeatable learning environment. Mindscape’s video content is enhanced with interactive quizzes, book chapters, discussion questions, and other tools to facilitate teaching and improve learning outcomes. We are proud to support faculty, researchers and clinicians in counseling, social work, psychology, sociology and related fields in mental health education. Find out more at https://coherentdigital.net/mindscape

IDAHO STATE UNIVERSITY

Booth 22

The Department of Counseling offers a master’s degree (MCOUN). We have four counseling specialties for students to select from: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs counseling. In addition, we offer a doctorate in Counselor Education and Counseling (Ph.D.), and an Education Specialist degree in counseling (Ed.S.). The principal mission of the Department of Counseling is to prepare quality, ethical, and culturally inclusive counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings; Marriage, Couple and Family Counselors; and Clinical Mental Health Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers. We also prepare doctoral level counselor educators and supervisors to work primarily in institutions of higher learning as faculty members.

INTELLIGENT VIDEO SOLUTIONS

Booth 15

The IVS VALT solution is a hardware and software tool that enables users to leverage video to increase the quality of any Counseling program. This intuitive software gives users the ability to quickly supervise live video, launch recording session, descriptively catalog and stream them via a secure search. Come see us at booth 15 or visit www.ipivs.com to learn more.
LINDSEY WILSON COLLEGE

Booth 16

Lindsey Wilson College’s School of Professional Counseling offers CACREP accredited programs in Clinical Mental Health Counseling as well as Counselor Education & Supervision. The Counselor Education & Supervision program is a face-to-face Ph.D. program that trains individuals for leadership positions in the counseling profession. The curriculum is uniquely tailored to provide breadth and depth of training, including full-year sequences in counseling, teaching and pedagogy, academic leadership, and community advocacy and service. Students also participate in an 18 credit track in research and scholarship. Classes meet monthly in a convenient Friday/Saturday format at the Lindsey Wilson College campus in Columbia, Kentucky. The Counseling and Human Development master’s program is offered in weekend and online formats, preparing individuals for practice as professional counselors. The program emphasizes the importance of community-based services and offers a wide-range of electives to meet the distinct needs of students. Both programs are tailored to the needs of adult learners. For more information on our programs, check out our website at www.lindsey.edu/spc or call 270.384.8121.

MONTCLAIR STATE UNIVERSITY

Booth 10

The Department of Counseling at Montclair State University offers a Master of Arts degree, a Doctoral degree, and several certificate programs.

Students in the MA in Counseling program are prepared to work with diverse populations of all ages in the following four areas: Addictions Counseling, Clinical Mental Health Counseling, School Counseling and Student Affairs/Higher Education.

The PhD program in Counseling is the only face to face CACREP accredited PhD program in New Jersey. Students are prepared to work in the field of counseling as educators, administrators and advanced practitioners with a social justice and advocacy emphasis.

The Department also supports The Montclair State Center for Clinical Services, a multidisciplinary clinic providing affordable services to the community at large.
NATIONAL BOARD FOR CERTIFIED COUNSELORS

Booth 4–6

The National Board for Certified Counselors, Inc. and Affiliates is the premier credentialing body for counselors. We ensure that counselors who become board certified have achieved the highest standard of practice through education, examination, supervision, experience, and ethical guidelines.

Along with our affiliates, the Center for Credentialing & Education and the NBCC Foundation, we have operations and partnerships in 40 countries providing certification, training programs, and public mental health services through credentialing, institutes, and residencies. We engage mental health professionals seeking to expand access in underserved and never-served communities and increase the accessibility of high-quality professional development resources for counselors.

PEARSON

Booth 12

We’re constantly creating and innovating more effective and affordable ways to learn. As the leading publisher for counselor education courses, we have solutions that fit how you teach your course. Explore our products and services, and discover how you can make learning possible for all students.

PIEDMONT UNIVERSITY

Booth 13

Piedmont University welcomes adult learners who are seeking a new future for themselves. Whether you are busy with a full-time job or family commitments or both, we offer day, evening, and hybrid/online programs to accommodate your schedule.
**SUPERVISION ASSIST**

*Booth 8*

Streamline your accreditation and create an unparalleled University, Faculty, Supervisor, and Student practicum and internship experience. Supervision Assist is a HIPAA secure platform that integrates all the tools needed for a successful field experience. This is the only platform capable of combining telehealth, cloud recording, site management, hour tracking, evaluations, and reporting into one easy to use system. Check us out to learn more!

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**TEVERA**

*Booth 7*

Tevera serves the people and organizations who transform lives with solutions that elevate their academic, pre-licensure, and employment experiences.

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**CONCORDIA UNIVERSITY IRVINE / TOWNSEND INSTITUTE**

*Booth 2*

Founded by Dr. John Townsend, Concordia University Irvine’s Townsend Institute for Leadership & Counseling offers online bachelor’s degrees, graduate degrees, and certificates in counseling, organizational leadership and psychology, and executive coaching and consultation. The Institute is proud to announce its first Ph.D. program in Counseling Education & Supervision starting August 2021.
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Barbara Herlihy  
*The University of Texas at San Antonio*

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Alto University

Nils Juarez  

Palma Glade Run Lutheran Center

Gerald Juhnke  

UTSA

Tara Jungersen  

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Adams State University

Christina Kadelksi  

Montclair State University

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University of Northern Colorado

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MaryRose Kaplan  

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Nova Southeastern University

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Tennessee Tech University

Harmanpreet Kaur  

Mississippi State University

Oponderjeet Kaur  

Panjab University (India)

Kelly Kearns  

Syracuse University

Brenda Keck  

Townsend Institute at Concordia University Irvine

Valen Keefer  

Organ Donation/Patient Advocate

Brandon Keene-Orton  

Central Michigan University and Wayne State University

Catherine Kelly  

The George Washington University

Gulsah Kemer  

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Isak Kim  

The Pennsylvania State University

Nayoung Kim  

New York Institute of Technology

So Rin Kim  

University of Missouri - St. Louis

Jiwon Kim  

Creighton University

Patricia Kimball  

Liberty University

Katrina King  

Waynesburg University

Kelly King  

North Carolina Central University

Kelly King  

Walden University

John King  

Liberty University

Krista Kirk  

Liberty University

Jennifer Kirsch  

Virginia Tech

Daniel Kissinger  

Stephens College

Sarah Kitchens  

Liberty University

Carol Klose Smith  

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Jasmine Knight  

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Kanbi Knippling  

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Kevin Knutson  

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Michael Kocet  

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Northern Arizona University

Rebecca Koltz  

Montana State University

Elvita Kondili  

University of Detroit Mercy

Pensiri Kongkaw  

Regent University

Leslie Kooyman  

Montclair State University
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