Lighting a Fire

Promoting a Professional Counselor Identity for the Benefit of All

NARACES 2014 Providence, RI
On behalf of the NARACES leadership and the 2014 Conference Committee, I would like to welcome you to Providence, RI. Over the past year, it has been a pleasure to work with such a committed group of volunteers in order to bring you what, we hope, will be an exceptional conference experience. Our conference theme, Lighting a Fire: Promoting a Professional Counselor Identity for the Benefit of All, provides the platform for a plethora of educational opportunities to enhance your professional development.

I am proud of the conference committee for securing an impressive lineup of nationally renowned keynote speakers and guests. On Friday, Dr. Sam Gladding will conduct the opening keynote. For Saturday, Drs. Darcy Haag Granello and Paul Granello will speak during the NARACES awards luncheon. Saturday morning, we are fortunate to have Marty Jencius, President of ACES, and Dr. Tarrell Portman, President – Elect of ACES, facilitate a town hall talk. I encourage all of you to attend this special event to hear about current happenings within ACES and have the opportunity to engage in a dialogue with our national leaders. Another ACES guest is Ned Golubovic, ACES graduate student committee representative. Graduate students, please take the time to talk to Ned and find out about service opportunities for graduate students at the national level. Finally, we welcome representatives from our sister organizations of CACREP and CSI.

Congratulations are in order for several groups represented at the conference. First, I would extend my congratulations and thanks to the participants in the NARACES Emerging Leaders workshop. This is a group of students and new professionals who were selected to receive leadership training during the Thursday pre-conference events. The slots for this year’s workshop were highly competitive, so it is truly an honor for them to have been selected as participants. In addition, many of the emerging leader participants from this conference as well as those sponsored by NARACES at the ACES Denver conference have already given back to NARACES by volunteering this weekend. I am truly grateful to be surrounded by so many committed NARACES members. In addition to the Emerging Leaders, I also would like to congratulate the NARACES awards winners, who will be honored at the awards luncheon on Saturday.

Finally, I would like thank several groups of people who have made this conference possible. First, it has been a pleasure to work with the Hilton Providence staff and event planners. These dedicated people have greatly assisted the committee in planning all the large and small details of this weekend’s events. Second, I am grateful for our vendor and sponsors in providing financial support to offset the cost of the conference for our members. Last, but certainly not least, I extend my personal thanks to all of the people who have volunteered their time on the 2014 conference planning committee, including my graduate assistant, Seandel Wilkerson, who researched and wrote the wonderful newsletter articles about the city. Organizing a NARACES conference is a tremendous amount of work, the likes of which I could never have accomplished alone. I was fortunate to have a dedicated, hard-working group of professionals to help make this weekend such a success.

In closing, I hope you enjoy the 2014 NARACES Conference and all it has to offer. Personally, I am excited to be in Providence. Through the NARACES newsletter articles about the city, I am intrigued to experience it in person. I also encourage you to attend the conference special events such as yoga, the presidential and graduate student receptions, and the town hall talk. These events are designed to provide wellness, social, and networking opportunities to address your needs as a holistic professional. Again, thank you for attending. Network! Learn! Enjoy!

Holly Branthoover, Ed.D.,
Professor, Indiana University of Pennsylvania;
President & 2014 Conference Chair, North Atlantic Region Association for Counselor Education and Supervision (NARACES); ACES 2015 Conference Coordinator
Message from the Past-President

I want to thank all of you for letting me serve in a leadership position for the past 3 years. I have been a member of NARACES for fourteen years and have considered it my professional home. I always return from a NARACES conference full of new ideas and enthusiasm for our profession and our colleagues.

One of my goals for my presidency was to start a supervision interest network. This effort dovetails nicely with the ACES presidential initiative to connect with and better serve supervisors and support those of us who strive for effective and quality clinical supervision in our work and teaching.

We hope to jump start our network at the 2014 conference. Please join us at the Supervision Interest Network on Friday, September 26 from 5:15 p.m. – 6:15 p.m. Updates from ACES and the discussion of the new Approved Clinical Supervisor (ACS) training modules will be on the agenda.

Welcome to Providence!

Tracey Robert, Ph.D., LPC, NCCC
Associate Dean & Associate Professor, Counselor Education Graduate School of Education & Allied Professions Canisius 102 Fairfield University; Past-President, North Atlantic Region Association for Counselor Education and Supervision (NARACES)

Welcome to Providence

Our 2014 NARACES host city has much to offer.

• Dozens of restaurants within walking distance of the Hilton. See the hotel concierge or conference registration for a list.
• Providence Place mall is also in walking distance for food and shopping.
• Many ways to enjoy the Providence River and harbor. Check out La Gondola and Providence River Boat Company.

A full WaterFire lighting will take place starting at sunset the evening of Saturday 9/27 on the Providence River
Keynote Speaker: Friday Morning

Identity and Reality: Being a Counselor in the Midst of Change

Friday, September 26th  9:30-10:30 am
Rosemoor Ballroom

Sam Gladding, Ph.D., LPC, Chair & Professor, Department of Counseling, Wake Forest University

Samuel T. Gladding, Ph.D., is a professor in the Department of Counseling at Wake Forest University in Winston-Salem, North Carolina. He is a Fellow in the American Counseling Association and its former president (2004-2005). He has also been president of the American Association of State Counseling Boards (AASCB) and Chi Sigma Iota (counseling academic and professional honor society international). A prolific writer, Gladding is the author of 41 books (including revisions), over seven dozen refereed journal articles, and five training videos. He has been a Fulbright Specialist twice (Turkey & China), an external evaluator of counseling programs in Malaysia, and a mental health responder after the terrorists’ attack of 9/11 in New York and the shootings at Virginia Tech.

Special Address: Saturday Morning

Town Hall Meeting with ACES Leaders

Saturday, September 27th  9:30-10:30 am
Rosemoor Ballroom

This Town Hall meeting is an opportunity to meet with ACES Leadership to discuss activities of the association. The ACES President and President-Elect will present the 2014-2015 ACES Initiatives and provide the opportunity for members to engage in the ongoing dialogue of the division. All are encouraged to attend. We especially encourage people interested in future ACES regional and national leadership to attend. Graduate student are welcomed.

Marty Jencius
ACES President

Tarrell Portman
ACES President-Elect
A Leadership Role for Counselor Educators in Campus Suicide Prevention

Saturday, September 27th  12:00-1:15pm
Rosemoor Ballroom (2nd Floor Hilton)

Suicide is the 2nd leading cause of death on college campuses, and about 1% of college students have a suicide attempt each year. Counselor Education programs have an opportunity to take on a leadership role in suicide prevention programming for their campuses, from providing training, education, and outreach to the campus community, organizing student groups to promote awareness, and working with college counseling centers and the local community to provide the highest quality services for at-risk students.

Darcy Haag Granello, Ph.D., LPCC-S
Darcy Haag Granello, Ph.D., is a Professor of Counselor Education in the College of Education and Human Ecology at The Ohio State University. She is an Ohio Licensed Professional Clinical Counselor with a Supervising Credential. She has published over 60 articles in peer-reviewed national journals, has made over 200 international, national, and state presentations, and has secured over $750,000 in grants. She is co-author of three books (Suicide: An essential guide for helping professionals and educators; Suicide, self-injury and violence in the schools; Counseling Today: Foundations of professional identity.). One of Darcy’s research foci is in suicide prevention, assessment, and intervention, and she has received more than $700,000 in funding to develop and implement a comprehensive suicide prevention plan for the OSU campus. Her second area of interest is in counselor education, specifically the cognitive development of counselors, counseling supervision, conducting outcome assessment, and attitudes towards persons with mental illness. Darcy and her husband, Paul, are certified American Association of Suicidology trainers for assessing and managing suicide risk, certified suicide prevention gatekeeper trainers, and Red Cross Mental Health First Responders. Together they regularly conduct 3-hour and 6-hour trainings on suicide prevention, assessment, and intervention to practicing mental health professionals.

Paul F. Granello, Ph.D. LPCC-S
Paul F. Granello, Ph.D., is an Associate Professor of Counselor Education at The Ohio State University. He is an Ohio Licensed Professional Clinical Counselor with supervising credentials. Paul is a founding partner with the Ohio Department of Mental Health in establishing the Ohio Suicide Prevention Foundation. He is the recipient of $2.3 million in federal funds for suicide prevention under the Garrett Lee Smith Act. Paul has presented and trained on suicide over 200 workshops nationally and internationally and has co-authored three books on suicide (Suicide: An essential guide for helping professionals and educators; Case studies in suicide: Experiences of mental health professionals; Suicide, self-injury, and violence in the schools), and two textbooks (Wellness counseling; Wellness: Achieving a Healthy Lifestyle). Paul is a certified suicide prevention instructor and an SPRC trainer. Paul also conducts research on psychotherapy outcomes and the psychological and social characteristics of individual well being. He has published over 30 articles in peer reviewed national journals, has authored numerous book chapters on suicide, anxiety, technology in counseling, and wellness, and has published two DVDs on counseling techniques with Prentice Hall.
Pre-Conference Events

Thursday

Morning (9:00 am - Noon)
- Adding a Nonverbal Focus to Multicultural Counseling Curriculum: Williams Room
- Emerging Leaders Workshop (invitation only; 9am - 1pm): Renaissance

Afternoon (1:00 pm - 4:00 pm)
- Wellness and Self-Care Workshop: Williams Room
- Excellence in Teaching Workshop: LaSalle

Evening (7:00 pm - 9:00 pm)
- President’s Reception: Roger Williams

Conference Events

Friday

<table>
<thead>
<tr>
<th>Friday 9/26/14</th>
<th>Event</th>
<th>Ancillary Events</th>
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<tbody>
<tr>
<td>7:00- 8:00 am</td>
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<td>Yoga</td>
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<tr>
<td>8:00am- 4:30 pm</td>
<td>Registration</td>
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<tr>
<td>9:00- 9:30 am</td>
<td>Breakfast: Continental</td>
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<tr>
<td>9:30- 10:30 am</td>
<td>Keynote</td>
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<tr>
<td>10:30- 11:00 am</td>
<td>Snack/ Posters</td>
<td>Career Corner &amp; Vendors</td>
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<tr>
<td>11:00- 12:00 pm</td>
<td>Session I: 60 Min.</td>
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<tr>
<td>12:00- 1:15 pm</td>
<td>Lunch/ State Meetings</td>
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<tr>
<td>1:15- 2:45 pm</td>
<td>Session 2: 90 Min.</td>
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<td>2:45- 3:15 pm</td>
<td>Snack/ Posters</td>
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<tr>
<td>3:15-4:15 pm</td>
<td>Session 3: 60 Min. &amp; RT</td>
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<tr>
<td>4:15- 5:15 pm</td>
<td>Session 4: 60 Min.</td>
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<tr>
<td>5:15- 6:00 pm</td>
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<td>Interest Networks</td>
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# Conference Schedule

## Saturday

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Ancillary Events</th>
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<tbody>
<tr>
<td>7:15 – 8:15 am</td>
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<td>NARACES Board Meeting</td>
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<tr>
<td>8:00 am - 4:30 pm</td>
<td>Registration</td>
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<tr>
<td>8:30- 9:30</td>
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<td>NARACES Business Meeting</td>
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<tr>
<td>9:00- 9:30 am</td>
<td>Breakfast: Continental</td>
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<tr>
<td>9:30- 10:30 am</td>
<td>ACES Leaders Town Hall</td>
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<tr>
<td>10:30- 11:00 am</td>
<td>Snack/ Posters</td>
<td>Career Corner and Vendors</td>
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<tr>
<td>11:00-12:00 pm</td>
<td>Session 5: 60 Min.</td>
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<tr>
<td>12:00- 1:15 pm</td>
<td>Lunch/ Keynote/ Awards</td>
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<tr>
<td>1:15- 2:45 pm</td>
<td>Session 6: 90 Min.</td>
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<tr>
<td>2:45- 3:15 pm</td>
<td>Snack/ Posters</td>
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<tr>
<td>3:15- 4:15 pm</td>
<td>Session 7: 60 Min. &amp; RT</td>
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<tr>
<td>4:14- 5:15 pm</td>
<td>Session 8: 60 Min. &amp; RT</td>
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<tr>
<td>5:30- 6:00 pm</td>
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<td>Journal Board Meeting</td>
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<tr>
<td>8:00 – 9:30 pm</td>
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<td>Graduate Student Reception</td>
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<tr>
<td>Sunset- 12:30 am</td>
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<td>WaterFire downtown</td>
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## Sunday

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Ancillary Events</th>
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<tr>
<td>8:00- 9:00 am</td>
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<td>Graduate Student Panel</td>
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<tr>
<td>9:00- 10:30 am</td>
<td>Continental grab and go</td>
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<tr>
<td>10:30 am-12:00 pm</td>
<td>Session 10: 90 Min.</td>
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Thursday
President’s Reception [7:00-9:00 pm] Roger Williams Room ~1st Floor Hilton

Friday
Yoga with John Yasenchak [7:00- 8:00am] Renaissance
Registration [open 8:00am] 1st Floor Lobby
Continental Breakfast [9- 9:30am] Ballroom Foyer
Opening Keynote: Dr. Sam Gladding [9:30- 10:30am] Rosemoor Ballroom
Career Corner Open for File Review [10:30am- 5:15pm] Providence Boardroom Foyer
Lunch/State Meetings [12:00-1:15pm] Rosemoor Ballroom
Interest Networks [5:15- 6:00pm]
  Supervision Interest Network: Tracey Robert, Chair trobert@fairfield.edu Hartwell
  Research Interest Network: Atiya Smith, Chair atiyarsmith@gmail.com Promenade

Saturday
NARACES Board Meeting [7:15- 8:15am] Providence Boardroom
NARACES Business Meeting [8:30- 9:30am] Rosemoor Ballroom
Registration [open 8:00am] 1st Floor Lobby
Continental Breakfast [9- 9:30am] Ballroom Foyer
Town Hall with ACES Leaders Dr. Marty Jencius and Dr. Tarrell Portman [9:30- 10:30am] Rosemoor Ballroom
Career Corner Open for File Review [10:30am- 5:15pm] Providence Boardroom Foyer
Special Sessions
  Chi Sigma Iota
    CSI Chapter Faculty Advisor Networking and Training [11:00am- 12:00pm] Promenade
    Promoting Professional Identity and Advocacy: Roles for CSI Chapters and Networks [4:15- 5:15pm] Rosemoor Ballroom Table 7
  CACREP
    Achieving Parity and Portability: CACREP’s Role in Advancing the Profession [1:15- 2:45pm] Roger Williams Room
    CACREP Table Talk [3:15- 4:15pm] Rosemoor Ballroom Table 7
  Education Session by Keynote Speakers Dr. Darcy Haag Granello and Dr. Paul Granello
    Training School Counselors to Conduct Suicide Prevention Gatekeeper Trainings in their Schools [4:15- 5:15pm] Roger Williams
Awards Lunch and Keynote: Dr. Darcy Haag Granello and Dr. Paul Granello [12:00- 1:15pm] Ballroom
To be presented: 2014 NARACES Awards and 2014 ACES Research Awards
CES Journal Board Meeting [5:30- 6pm] Providence
Graduate Student Reception [8:00- 9:30pm] Renaissance
Providence River WaterFire [sunset- 12:30 am]

Sunday
Graduate Student Panel [8:00- 9:00am] Renaissance Room
Continental Grab and Go Breakfast [9:00- 10:30am] 2nd Floor Ballroom Foyer
Adding a Nonverbal Focus to Multicultural Counseling Curriculum

3.0 CEUs
Thursday, September 25, 2014 9:00 am- 12:00 pm
Room: Williams
Fee: $25; see registration desk for availability

Lead Facilitator: Mike Mariska, Ph.D., NCC; Plymouth State University

This workshop will review how a nonverbal focus can improve multicultural competency for counselors in training, and instruct participants how to add nonverbal awareness and skill training to their curriculum. Drawing on decades of research from a variety of fields, the presenter will review key nonverbal communication areas that are pertinent to cross-cultural counseling. In addition, intervention strategies and class activities that can be used to teach awareness and skills will be discussed. Workshop content will consist of lecture and Powerpoint, video and live demonstrations, role-play activities, and group discussion. Numerous resources will be provided, including handouts, prepared activities, and a comprehensive list of references.

Emerging Leaders Workshop

Thursday, September 25, 9:00 a.m. – 1:00 pm (Lunch provided)
Room: Renaissance Room
Invitation only: Emerging Leaders Grant Awardees

This workshop is offered to enhance the professional and personal development of emerging leaders in the counseling field, to enhance the diversity of NARACES, and to help engage talented and dedicated leaders with NARACES. Participants will have the opportunity to explore their leadership skills and development, review professional goals and learn about leadership opportunities in NARACES and ACES. They will meet current regional and national leaders.

Facilitators: Tracey E. Robert, Ph.D., LPC, Past-President, NARACES, Associate Dean & Associate Professor, Counselor Education, Fairfield University; Nicole Hill, Ph.D., LPC, Past-President, ACES, Chair & Professor, Counseling & Human Services Department, Syracuse University; Summer M. Reiner, Ph.D., LMHC, NCC, ACS, Past Chair, ACA North Atlantic Region (NAR), Past-President, NARACES, Associate Professor, The College at Brockport, State University of New York.
What’s so “Great” about the Greatest University Instructors? Applying Evidenced-Based Teaching to Counselor Education

3.0 CEUs
Thursday, September 25, 2014 1:00- 4:00 pm
Room: LaSalle
Fee: $25; see registration desk for availability

Facilitators:
LeeAnn Cardaciotto, PhD., Associate Professor, La Salle University
Megan M. Krell, PhD, NCC, Assistant Professor, Fitchburg State University
Krista M. Malott, PhD, LPC, Association Professor, Villanova University
Angela I. Sheely-Moore, PhD, NCC, Associate Professor, Montclair State University

A vast body of literature exists regarding best practices in university-level instruction. Yet virtually none of it is written about in the field of counselor education - and very few doctoral level programs provide systematic training in this essential topic. This interactive workshop introduces you to what some of the ‘best’ are doing at the university level to impact student learning outcomes.

The Integration of Chi Gong, Narrative, and Expressive Approaches to Support Self Care and Professional Identity Development: Well-Being, Work, and Healthy Adjustment During Life Transitions

3.0 CEUs
Thursday, September 25, 2014 1:00- 4:00 pm
Room: Williams
Fee: $25; see registration desk for availability

Facilitators:
Melissa Rosenberg, LCPC, PhD and Adele Baruch, LCPC, PhD
University of Southern Maine

We will offer discussion and exploration around well-being and healthy adjustment during life transitions, with an emphasis on a relational perspective of both of these concepts. The application from movement, narrative, and creative arts approaches will be introduced in an experiential fashion to demonstrate how these approaches may be used to support well-being and healthy life adjustments during life transitions. Successfully applying imaginal approaches to the navigation of challenging life transitions has the capacity to promote a cohesive identity. We will offer the opportunity for participants to acknowledge past experiences while actively creating a transformed narrative and practices to support a more integrated sense of self.
FRIDAY, SEPTEMBER 26

FRIDAY
10:30 AM – 11:00 AM
POSTER SESSIONS

Supervision Training for Site Supervisors:
Committing to Quality Education
Travis W. Schermer, Carlow University
twschermer@carlow.edu
Location: Renaissance Foyer

The ACA Code of Ethics and CACREP standards require that supervisors receive training in supervision. This presentation will focus on different ways to provide training to supervisors and pertinent supervision issues to cover for effective practice. Challenges to providing this training will be addressed in the presentation and potential solutions will be proffered.

Challenges and Needs of Caribbean Immigrant Students:
Guidelines for School Counselors
Stephaney Morrison, Hunter College-CUNY
Julia Bryan, Penn State University
sca0011@hunter.cuny.edu
Location: Renaissance Foyer

Caribbean immigrant students are among immigrant groups in U.S. public schools with complex needs that school counselors often must address. This presentation will discuss the sociocultural, linguistic, and emotional challenges Caribbean immigrant students face and how these challenges create obstacles to their academic and personal/social success. The presenters will lead the participants in a discussion on culturally specific guidelines which school counselors can use to promote the healthy adjustment of Caribbean immigrant students in the school context.

Teaching Case Conceptualization using the Temporal/Contextual Model
Matthew J. Snyder, West Chester University of Pennsylvania
msnyder@wcupa.edu
Location: Renaissance Foyer

The T/C case conceptualization model introduced in this presentation as a road map for gathering client information and exploring client problems and strengths. It was developed as part of a textbook the presenter is co-authoring for Sage publication’s textbook series called Counseling and Professional Identity. The model draws from various theoretical approaches commonly used in counseling, including Padesky’s Five Aspect Model, Bronfenbrenner’s bioecological model, and Prochaska’s stages of change. The T/C model expands on these existing theories, however, by taking a holistic approach and encompassing not only the internal mechanisms of personality, but also taking into account external influences both past and present. The model, while drawing from diverse theoretical approaches, is itself atheoretical. This allows counselors who practice from multiple theoretical perspectives to utilize the model effectively. In addition, the T/C model is practical in its implementation, designed to facilitate goal setting and intervention, as well as conceptualization.

School Counselors Training and Preparedness in Dealing with LGBTQ Issues Through the Lens of Multicultural Counseling Competence
Cameka Hazel, University of Rochester
cameka22@gmail.com
Location: Renaissance Foyer

This literature review will investigate the extent to which school counselors are trained and prepared to meet the needs of lesbians, gays, bisexuals, transgender and questioning (LGBTQ) adolescent in school settings. Articles from 1988-2014 will be reviewed. The common theme emerging from research is that lack of clinical training and practice in graduate programs, societal biases and stigma that is still associated with homosexuality, and the lack of empirical research and professional journals to guide school counselors are all contributory factors to school counselors unpreparedness to effectively address the needs of their LGBTQ student population. These themes will be further explored.
FRIDAY
11:00 AM - 12:00 PM
EDUCATION SESSIONS
SESSION 1

Preventing the Burn: Preparing Students for the Challenges of Compassion Fatigue and Vicarious Trauma
Jane Webber & J. Barry Mascari, Kean University
janewebber@gmail.com
Location: Providence Boardroom

Viktor Frankel’s caveat, “That which is to give light must endure burning” underscores the importance of addressing the impact of compassion fatigue, vicarious trauma, and dual trauma on counselors and graduate students. However, it is challenging to find appropriate resources to describe these constructs, as well as their effects on counselors in recent mass disasters and traumatic events. Experiential learning activities, popular movies, and instructional videos by master trauma therapists are presented that can be easily integrated into the curriculum to enhance students’ awareness, knowledge, and skills. Multimedia resource lists linked to student learning objectives will be shared.

Counselor Educators’ Perception of Military as a Culture and Focus in Counselor Training Programs
Heather C. Robertson, St. John’s University - Queens Campus
robertsh@stjohns.edu
Location: Renaissance

Licensed professional counselors have struggled to gain equal access to counseling military populations. In order for LPCs to remain competitive and marketable with military clients, the profession must demonstrate that counselor educators recognize the unique needs of counseling military cultures, and that our programs are dedicating to preparing counseling students to meet these unique needs. This study examines the perspectives of counselor educators’ recognition of the military as a distinct culture, as well as a culture that should be included within counselor education programs. Implications for developing counseling programs that address military populations will be included.

Is it Racist? Addressing Racial Microaggressions in Counseling
Krista M. Malott, Villanova University
Tina R. Paone Monmouth University
Krista.malott@villanova.edu
Location: Promenade

Racial microaggressions are recognized as a modern and pervasive form of racism, with detrimental impacts on the psychological health of persons of color (Sue, 2010). In spite of this understanding, there is a dearth of specific directives for teaching the topic. To meet this need, this presentation provides a series of pedagogical exercises to aid educators and trainers in addressing racial microaggressions. Activities are designed to be interactive and enjoyable, to reduce the likelihood of learner negative reaction to a potentially taboo topic which, in turn, increases learning potential. The training, having been applied numerous times by the first and second authors in both university and community settings, has shown to be well received by all.

Teaching Family Theories to a Tune
Andy Felton, University of Wyoming
Afelton4@uwyo.edu
Location: Hartwell

Creative methods, such as movies, drawing, and role plays are often used as a teaching method for counselors-in-training. One expressive teaching method that is often overlooked is the use of music. Music, as well as other creative methods, encourages critical, analytical, and innovative thinking. Through music, counselors-in-training can better understand and apply family theories as well as facilitate future work with families. In this presentation participants will learn the benefits of music in the classroom, engage in experiential exercises, and discuss the implementation of music to further promote the counseling identity.

Emerging Adults as Emerging Counselors: Working Through The Transition
Jacqueline Hodes & Karen Dickinson, West Chester University
jhodes@wcupa.edu
Location: LaSalle

Many graduate students pursuing careers in counseling (school and student affairs) are beginning their graduate work directly from their undergraduate experience. Others have taken a year or two to work and are returning to school to enhance their skills/job opportunities. As the average age of our student decreases, we are faced with a student body who are in an emerging adult life stage. In order to help these students develop a counselor identity, we must also take into account the unique features and challenges of this specific developmental stage. This workshop will discuss the features of Arnett’s Emerging Adulthood theory in relation to counselor identity development of traditional aged graduate students.
Preplanning Activities to Enhance Receptivity to Corrective Feedback in Clinical Supervision
Tracey Robert & Diana Hulse, Fairfield University
trobert@fairfield.edu
Location: Williams

Through movement activities, short lecture, and discussion this interactive workshop will provide participants with tools to enhance supervisee receptivity to corrective feedback in clinical supervision. The presenters will introduce ways to address self-assessment for the supervisor prior to meeting with a supervisee and methods to engage supervisees in preplanning for corrective feedback in clinical supervision. The materials introduced in this session can be adapted for use in counselor training classes, in clinical courses such as practicum and internship, and in individual and group clinical supervision.

Training Counselors to be in the Classroom
Sean Finney, Syracuse University
sean.finney@oswego.edu
Location: Roger Williams

School counselors actively engaging in counseling core curriculum allows them to meet the need to work with and positively influence all students. Through the use of an interactive lecture format, this session will explore current experiences in training methods related to core counseling curriculum. Additionally, recent unpublished research will be shared, both qualitative and quantitative, that provides important insight into how to most effectively train school counselors in the various aspects of functioning in a classroom setting.

FRIDAY
1:15 PM – 2:45 PM
EDUCATION SESSIONS
SESSION 2

Graduate Student Wellness & Resiliency: Taking Care of Yourself So You Can Take Care of Others
Atiya R. Smith, University of Rochester
Nedeljko Golubovic, Georgia State University
atiyarsmith@gmail.com
Location: Providence Boardroom

Do you strive to be a superstar student? Are you in school, working, supervising, researching, teaching, and performing clinical work? Are you aware of how much stress and pressure you are under? Come to this interactive, experiential session focused on increasing self-awareness and creating your own personal wellness plan to help you throughout the rest of your graduate career and beyond!

Transitioning School Counselors to the World of Effectiveness, Evidence, and Evaluation
Carol Dahir, New York Institute of Technology
Barbara Donnellan, Lindenhurst Public Schools
cdahir@nyit.edu
Location: Renaissance

In an evidence based world, today’s school counseling graduate students as well as practitioners, must be able to demonstrate how their work positively impacts student achievement and support every student’s ability to achieve, succeed, and graduate high school college and career ready. Participants will examine the elements of “good school counseling practice” and their relationship to student learning outcomes (SLOs). Utilizing “user friendly” tools, participants will identify activities that align with the expectations of evidence based school counselor evaluations that are required in Race to the Top states and school districts.

Integrating Mindfulness into Counselor Education Courses
Jason T. Duffy, Syracuse University
Douglas Guiffrida University of Rochester
Serina M.R. Tetenov University of Rochester
jduffy@syr.edu
Location: Promenade

Within the past decade there has been an explosion of research supporting the use of mindfulness in a variety of contexts, including education, counseling, and healthcare. Additionally, research suggests the utility of mindfulness in counselor training; however, only a few studies have examined the efficacy of mindfulness in counselor training and none have examined how it can be integrated into existing counseling courses. In this presentation, participants will learn ways in which mindfulness principles can be integrated into counselor education courses. Additionally, the presenters will share results of their qualitative study that examined the experiences of master’s-level students who participated in a mindfulness-based Counseling Theory and Practice course. Time will be allotted for audience questions, discussion, and participation in a brief mindfulness activity.

American Red Cross/Counselor Education Community Partnership in Disaster Counseling Training
Ken McCurdy, Gannon University
mecurdy003@gannon.edu
Location: Hartwell

This workshop presents a three-year collaboration between a Clinical Mental Health Counseling masters program and the American Red Cross (ACR) to prepare Counseling students to serve as Disaster Mental Health professionals in the community. Participants will understand the mechanisms for creating a
Comprehensive Crisis and Disaster Counseling course that integrates ARC Disaster Mental Health and Psychological First-Aid training that meets CACREP accreditation standards. Learn everything you need to know to recreate this type of partnership at your graduate program.

Enhancing Professional Identity in Students and Counselors: Stories from a Professional Event
Jenny Cureton & Hannah Kreider, University of Northern Colorado
jenny cureton@EvolutionsCounseling.com
Location: LaSalle

This presentation provides an empirically-based strategy to enhance counselor professional identity development (CPIP). The importance of CPIP has been reiterated in the literature. Involvement in organizations such as Chi Sigma Iota (CSI) can enhance CPIP. One suggestion to enhance CPIP that has not been investigated is community-building. A grant-funded event was provided for counseling students. A narrative inquiry explored participants’ experiences connected to their CPIP. Participants included student attendees, planning committee members, and professional counselors who presented at the event. The goal of this presentation is to share these stories and research findings. Presenters utilize engaging visuals, experiential activities, and the words of participants to share information attendees may use in future efforts to enhance CPIP in themselves and others.

Facing our Fears: Instructional Methods for Accelerating Multicultural/Diversity Competence
Kathryn Newton, Marcy Douglass & Rose Merrell-James, Shippensburg University of Pennsylvania
knewton@ship.edu
Location: Williams

The 2014 ACA Code of Ethics charges counselor educators with actively infusing multicultural/diversity competence (MC/DC) into all aspects of counselor training. At the same time, it is well established that MC/DC is a “lifelong learning process” that requires ongoing examination of personal beliefs and values, and engaging in experiences outside our own cultural community. How do we as educators operationalize MC/DC into short-term learning experiences that ensure adequate awareness, knowledge and skill for counseling practice? How do we convey the significance of MC/DC, helping trainees bridge the gap between individual worldview and professional expectations? Presenters will share preliminary short and long-term data from instructional methods being used to accelerate growth in MC/CD as both practice and professional identity.

Strategies for Addressing Spirituality in Counselor Education Programs
Claudette A. Brown-Snythe, Syracuse University
Sarah Spiegelhoff, Syracuse University/ LeMoyne College
cabrown@syr.edu
Location: Roger Williams

Spirituality in counseling continues to become more popular. Even with this acknowledgement that counselor education program curriculum have move towards embracing multiculturalism and social justice, discussion around embracing and affirming spirituality and religion continue to lag behind discussions on ethnicity, race, gender and sexual orientation and ability/disability. It is equally important for counselor trainees to increase their sensitivity to and explore their own spiritual journeys and how their spiritual and or religious values influence their worldviews just as the other components of culture. This session will review ASERVIC spiritual competencies, explore challenges, and benefits towards enhancing counselor trainees’ spiritual competencies and summarize research practices and strategies that can be implemented to enhance and affirm spiritual competencies.

Integrative Reflective Model of Group Supervision
Tracy A. Stinchfield Immaculata University
Nicole R. Hill Syracuse University
tstinchfield@immaculata.edu
Location: Shula’s Private Dining Room

The presenters will discuss an innovative approach to group supervision using the Integrative Reflective Model (IRM) that builds upon the Discrimination Model (Bernard, 1979) and the Reflective Model of Triadic Supervision (Kleist & Hill, 2004). The IRM teaches counselors-in-training about supervision models and how to implement them during their own supervision experiences. Participants will view a taped supervision session where the IRM is applied to group supervision. At the conclusion of this presentation, participants will have the knowledge and skills to conduct their own group supervision sessions using the IRM approach.
FRIDAY
2:45 PM – 3:15 PM
POSTER SESSIONS

A Constructivist Model for Promoting Spiritual Competencies in Counselor Trainees
Devon Manderino, Wayne State University
mannorino@gmail.com
Location: Renaissance Foyer

Spirituality has been directly linked to positive outcomes in counseling, while spiritual crises contribute to psychological symptoms such as anxiety, depression, and psychosis. Despite this recognized link, counselor training related to spirituality is inconsistent and untested. This presentation will review a recent study of specific educational activities that significantly improved the counselor trainee competency levels regarding the role of spirituality and religion in counseling. Possibilities of application within counseling programs will be explored.

Merging Professional and Ethnic Identity: The Journey of a Latina Doctoral Student
Rebecca Vazquez, Regent University
rebevaz@mail.regent.edu
Location: Renaissance Foyer

There is a paucity of research within counselor education that addresses the intersection of professional and ethnic identity. Using CACREP standards (2009) and wellness models, the presenter will explore how counselor educators can encourage a healthy merging of these two important identities specific to doctoral students. Ethnic, professional, and doctoral student identities will be defined and cultural implications within counselor education processes will be explored. Recommendations based on research and personal reflection will also be discussed.

Passing the Torch: Utilizing a Professional Genogram to Increase Counselor Identity
Kristyn Maikranz, Caleb Thompson & Celbrain Karayigit,
Duquesne University
Maikranzkd@duq.edu
Location: Renaissance Foyer

The professional genogram will focus on assessing patterns of interaction and realms of influence within one’s academic pedigree. This session will explore strategies that aim to increase counselor identity through the use of a professional genogram during a master’s level counselor education program. Steps for creating a professional genogram will be demonstrated.

Defining Professional Counselor Identity from a Multicultural Perspective using Racial Identity Development Model
Sudha Nagarajan, Montclair State University
nagarajans1@mail.montclair.edu
Location: Renaissance Foyer

The development of counseling and counselor education based on the Racial Identity Development Model (Helms) will be explored. The various stages of identity development-conformity, dissonance, immersion-emersion, internalization, integrative awareness will be explored in the context of professional counseling, supervision and counselor education.

Re-Invention: Lighting Up a New Stage of Identity Development for Counselor Educators
Marion Cavallaro, The College of New Jersey
cavallaro@tcnj.edu
Location: Renaissance Foyer

According to traditional models of career development counselor educators in the later stages of their career are approaching “disengagement” and begin to decelerate work related tasks. This presentation offers an alternate view of this stage called “re-invention” which can be a time for counselor educators to reengage in work and/or life activities and renew their interests or develop new goals and challenges. This presentation will suggest various social construction career-related activities counselor educators can use to self-examine their work/life priorities and write a new chapter in their lives filled with meaningful goals and pursuits.

FRIDAY
3:15 PM – 4:15 PM
EDUCATION SESSIONS
SESSION 3

Let’s Talk About Sex: Teaching a Sexuality and Counseling Course from a Sex Positive Perspective
Brandon Hunt, Penn State University
bbh2@psu.edu
Location: Providence Boardroom

Using a sex-positive approach, the presenter will discuss how to teach a sexuality and counseling course using an experientially based approach. Topics include educating students about sexuality, discussing sexuality with a range of clients, and conducting a comprehensive sexuality assessment. Based on existing literature and research, as well as the presenter’s experience teaching a sexuality counseling course, the presentation will be interactive with time for small group discussion.
Supervising International Students: Strategies for Effective Supervision
Claudette A. Brown-Smythe Syracuse University
Sarah Spiegelhoff Syracuse University/LeMoyne College
Jaime Hernandez-Castillo III Syracuse University
cabrowns@syr.edu
Location: Renaissance

International students are prominent faces in the makeup of many graduate counseling programs, enhancing cultural diversity of both the students and the counselor educators. Many international students face the practicum and internship period with high levels of anxiety and fear about acceptance, understanding, and being understood by their clients and peers. Supervision is the place to explore these fears and process happenings in the counseling exchange. This presentation will reflect experiences from supervising Masters’ level international students’ in practicum and internship, and present some suggestions on how to address acculturative stress and improve this experience. Additionally, the presentation will challenge supervisors to reflect and gain insight to their own assumptions and cultural awareness.

Firing Up School Counselors: Challenges and Approaches to Teaching the ASCA National Model
Karen Dickinson & Eric W. Owens, West Chester University
kdickinson@wcupa.edu
Location: Promenade

With the release of the third edition of the ASCA National Model, counselor educators are reminded of the significance of helping students understand and implement the model in their practice. However, teaching the model can be challenging, especially when students do not see how it is implemented in the field. The purpose of this program is to better understand students’ needs in understanding the National Model, as well as sharing successful pedagogical strategies for teaching the model. Current research on students’ perspectives on the model will be used to inform the discussion regarding teaching and curricular strategies.

The Comprehensive Counseling Skills Rubric: Grounding a Comprehensive Outcome Based Assessment in Strong Pedagogy
Stephen V. Flynn, Plymouth State University
svflynn@mail.plymouth.edu
Location: Hartwell

Counselor education programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are required to evaluate student learning outcomes. An aspect of this evaluation includes ensuring trainees can effectively utilize counseling skills, navigate the various phases of a counseling session, and understand the common sessions of the counseling relationship. Given the importance of these vital areas of proficiency, a Comprehensive Counseling Skills Rubric (CCSR) was validated in a complete and psychometrically sounds manner. This presentation offers a pedagogical framework to support the utilization of the CCSR within a CACREP counselor education curriculum. This program will provide counselor educators with both the knowledge and experience to effectively implement the CCSR.

Promoting Counselor Identity Through the Use of Peer Facilitators in Fundamental Counseling Skills Courses
Atsuko Seto & Marion Cavallaro, The College of New Jersey
seto@tcnj.edu
Location: LaSalle

This presentation provides step-by-step guidelines on how to involve advanced master’s level students in teaching counseling skills in fundamental counseling development courses such as introduction to counseling and counseling theory. Some of the steps include selection and orientation of peer facilitators, supervision of facilitators, small group instruction, and use of technology. We will discuss the benefits and challenges of using peer facilitation in the development of counselor identity and skill mastery. Roles of peer facilitators and course instructors, student feedback of this model, and examples of the counseling skills taught by the facilitators will be shared. Handouts will include guidelines for structuring counseling skills labs, examples of feedback forms, and ideas for supervising the facilitators.

Advocating for Your School Counseling Program: Building Capacity in Pre-Service and Veteran School Counselors
Jennifer Parzych, Mercy College
Rachelle Pérusse University of Connecticut
Kimberly Traverso CT State Department of Education
jparzych@mercy.edu
Location: Williams

Advocacy is a pillar theme of the ASCA National Model. Professional school counselors are adept at advocating for the students they serve, but are less skilled at advocating for their school counseling program and the profession itself. The role of the transformed school counselor is often not understood by stakeholders (administrators, boards of education, teachers, parents, community members). Therefore, it is vitally important that members of the profession, including counselor educators and school counseling supervisors, recognize the need and become skilled in advocating for the benefits of a comprehensive school counseling program. At the heart of this skill is knowledge of how to demonstrate the effectiveness of school counseling interventions.
Flipped Learning as a Way to Promote Constructivist Teaching in Counselor Education
Michelle Gimenez Hinkle, William Paterson University
Travis W. Schermer, Carlow University
hinklem@wpunj.edu

Flipped learning is a pedagogical teaching tool in which students gain instruction of content outside of the classroom, allowing for group interaction and experiential activities within class time. This presentation will focus on the benefits of incorporating the concepts of flipped learning in counselor education to promote constructivist teaching approaches. Presenters will share how they have incorporated flipped learning in their classrooms and provide demonstrations of a variety of methods of flipped content with accompanying teaching activities. Attendees will participate in flipped learning and will be encouraged to discuss creative ways they might incorporate similar activities in their classrooms.

Disordered Eating Across the Lifespan: Preparation for Counselors Beyond Adolescence
Connie S. Ducaine, Kathy Shoemaker & Sarah Springer,
Montclair State University
springers3@mail.montclair.edu

This presentation will address disordered eating behaviors in clients across the lifespan. Discussion will include implications in pre-adolescence, adolescence and emerging adulthood, and midlife and older adulthood. A specific focus on the developmental needs of the elementary age and older adult populations will be highlighted. Presenters will dialogue with the audience around counselor preparation and supervision and the need for continued professional development for disordered eating behaviors and body image disturbance in school and community counseling settings.

FRIDAY
3:15 PM – 4:15 PM
ROUND TABLES
SESSION 3

Hot Topics: Infusing the Counseling Curriculum with New Ideas and Trends
Hector Rios, Jill Schwarz & Kara Ieva, Rowan University
rios@rowan.edu

This program describes efforts at Rowan University to infuse innovative ideas and contemporary issues into the traditional counselor education curriculum. When prospective counselors are offered new learning opportunities they become more enthusiastic towards their studies and the counseling profession at large.

Curriculum innovations can benefit students of counseling by increasing their knowledge of current best practices and special topics. For example the titles of the current short courses include: social justice concepts, gender issues, ropes course, grief and bereavement, substance abuse, and gifts from the heart. Implications for program review in the light of national standards and the curriculum review process are further discussed.

Creating an Access, Equity, and Success Focused CACREP Aligned PhD Program for Future School Counselor Educators: A New Model
Kara P. Ieva, Rowan University
ieva@rowan.edu
Location: Ballroom Table 2

Have you heard school counselor educators indicate there are two few of them teaching, supervising, and mentoring in traditional counselor education programs? Come hear about a new design of one university’s CACREP Aligned Counselor Education PhD program designed for future school counselor educators. More specifically, the program is designed to promote the counseling profession and evidenced-based practices and initiatives that address systemic and persistent barriers for P-20 students. The program allows candidates to participate in faculty-supervised clinical and research experiences that address the academic, personal/ social, and career development needs of children, adolescents, and young adults; and is centered in improving equity and success in educational outcomes while promoting the professional identity of school counselor educators.

Professional Counselor Development: Discussing the Differences Between CACREP and Non-CACREP Programs
Cheryl Neale-McFall, West Chester University
Christina Washington, University of Pennsylvania
cneale@wcupa.edu
Location: Ballroom Table 3

The purpose of this presentation is to discuss the differences between CACREP and non-CACREP programs in relation to counselor’s professional identity formation. Multiple points of view will be shared from the research literature, the program presenters, and the conference participants as well. After sharing different perspectives, the presenters will share useful, concrete recommendations of ways to strengthen counselor identity and how CACREP specifically plays a part in this development.
Nuestro Pasion: Exploring Latino Professional Counselor Identity
Anna Flores Locke & Carlos Locke, Montclair State University
lokca2@mail.montclair.edu
Location: Ballroom Table 4

Come and learn about nuestro pasion as counseling professionals. In this roundtable discussion, we will explore what it means to be a Latina/o counseling graduate student, practitioner, supervisor, and/or educator, and the role of enculturation and Latino cultural values in these experiences. Additionally, this presentation will focus on the influences of power, privilege, oppression and internalized oppression on Latino counselor’s professional identity development, including how institutional practices shape identity. Come and be a part of this important discussion as we share nuestro pasion and increase our understanding of how ethnic identity and enculturation may affect professional counselor identity.

The Toughest Population? Creating a Professional Identity for Counselors in Training Working with Sexual Offenders
Fredrick Dombrowski, Capella University
Freddombrowski@gmail.com
Location: Ballroom Table 5

Few populations elicit extreme responses from clinicians like sexual offenders. Most clinicians will eventually work with sexual offenders during their careers. Working to minimize the negative impact of countertransference, clinicians can obtain additional skills to provide appropriate treatment to sexual offenders and their victims. This program identifies potential barriers and trepidation experienced by new clinicians working with sexual offenders. The new clinician experiences an identity crisis as their personal reaction to sexual offenders is negative while their professional identity aligns with an obligation to provide treatment. This program will identify ways to resolve the counselor in trainings identity crisis and discuss effective strategies for working with sexual offenders.

Applying Self-Determination Theory to the Clinical Supervisory Context: New Knowledge to Inform our Supervision Practices
Laura Thompson, Syracuse University
lkthomps@syr.edu
Location: Ballroom Table 6

Self-Determination Theory (SDT), an empirically-tested meta-theory of motivation composed of five mini-theories has been applied to a wide range of settings, including education, healthcare, therapeutic, athletic, and employment. To date, however, it has not been applied to the clinical supervisory context. The presenter will provide an overview of this theory and share results from a recent research study where SDT was applied to supervision through exploring supervisees’ perspectives. Findings offer new insights about the supervision process.

Assessing CACREP Clinical Mental Health Learning Outcomes in a Substance Abuse Course
Edward Wahesh, Villanova University
edward.wahesh@villanova.edu
Location: Ballroom Table 7

During this roundtable, we will discuss strategies to integrate addiction-related CACREP Clinical Mental Health Counseling (CMHC) student learning outcomes (SLOs) into a Substance Abuse Counseling course. Specifically, we will review relevant CMHC addiction-related SLOs, consider ways to incorporate these SLOs into course readings and experiential classroom activities, and discuss strategies to assess student learning. The presenters will share examples of how they integrated addiction-related CACREP SLOs into their course curriculum.

Training and Supervision Methods to Support Trauma Focused Clinical Work in Counselor Trainees
Brandon Hunt, Penn State University
Nadine Mastroleo, Brown University
bbh2@psu.edu
Location: Ballroom Table 8

The training and supervision of counselor trainees often focuses on understanding and working with a variety of populations. Although some training is focused on identifying trauma experiences in clients, the way in which counselor educators support and supervise trauma focused work warrants specialized attention. This presentation will focus on methods to facilitate growth in counselors’ clinical trauma focused skills through intentional training and supervised experiences while taking into consideration trainee developmental level.
E-Portfolio: Assessment Process for Counseling Students

For counselor training graduate programs, it is essential to find effective and accurate methods of assessment, assuring that graduates have the core competencies critical to becoming effective, ethical counselors. Students at Fairleigh Dickinson University are required to construct an e-portfolio utilizing artifacts from all courses with reflections of their increased personal awareness of their counselor identity and core competencies. This presentation will introduce you to the Fairleigh Dickinson e-portfolio model which provides evidence that each student has met CACREP milestones throughout their academic journey. Also, we developed a research project to assess students’ personal experiences with the e-portfolio capstone process. We will present the results describing students’ perceptions of the impact of this process on the personal and professional development of each student’s counselor identity and perceived competencies as a soon-to-be graduate.

State Policy Issues in Focus – Empowering Student Advocates in the North Atlantic Region

The development of Professional Counselor Identity among our students today faces an increasing array of challenges. When faced with policy and market issues, students sometimes ask, “Am I in the right profession?” “Will I be reimbursable?” State legislative policy issues impact both the emerging professional identity of our students as well as their morale. This session will provide an opportunity for participants to share focused stories regarding state issues as well as examples of student empowerment that are taking place in the North Atlantic Region. Participants will begin to develop a model for both igniting and maintaining the passion for advocacy that is a part of professional identity formation in our students.

Using Supervision Mapping to Enrich Pre-Service School Counseling Supervision

Supervision maps are visual tools used to guide reflection and dialogue between the supervisor and supervisee that include a supervisee’s identified concerns, strengths for confronting identified concern, challenges, ethical concerns, and goals. This presentation will provide a tutorial on using supervision mapping in group supervision. Additional strategies for using supervision mapping in individual and online supervision will also be examined. Results will be shared from research conducted at three graduate school counseling programs in the Northeast on the effectiveness and impact of supervision mapping. Pre-service school counselors will share their personal experiences using supervision mapping.

Testing the LGBTQ Responsive Model of Group Supervision: Replication & Extension of the Conceptual Model

This program presents the results of a study testing the use of the LGBTQ Model of Group Supervision in supervising classroom guidance lessons on First-in-Family college attendance. Based on the conceptual model as outlined by Luke & Goodrich (2013), this research sought to determine the applicability of this conceptual group supervision model in a different context. Preliminary results suggest that the group supervision constructs of role, focus, and group level outlined in the model may be applied more broadly to a variety of group supervision contexts. This program will describe the research basis for this study, the methods of data collection and analysis used, and possibilities for future research and action based on the findings.

Counselor Education in the Digital Age: Professional Identity and Responsible Use of Social Media

Millennials, the first generation to have large-scale access to the Internet, mobile phones, and similar technology during their formative years, have arrived in counselor education programs and bring with them expectations that faculty and clients will join them in the digital age of instant communication. As non-digital-natives, we find ourselves in a generational culture clash, striving to cross
the digital divide while respecting our preferred communication styles. Join us to discuss educating students about responsibly engaging in social media while maintaining professional identity. Case studies will be used to prompt discussion of relevant ACA 2014 ethics, risks and benefits of counselors and counselor educators using social media, and effective counselor training while respecting this generation’s communication style.

5 Tips for Teaching Strong Counselor Conceptualization
Michelle Gimenez Hinkle & LaShanna Dean, William Paterson University
hinklem@wpunj.edu
Location: Williams

This presentation will focus on how counselor educators can strengthen students’ skills of case conceptualization. Participants will be presented with practical, evidenced based tips aimed at helping counseling students bolster their case conceptualization skills couched within relevant aspects of counseling professional identity such as holism, wellness, and client strengths. Dialogue and cases will be used to working examples of ideas and the audience will engage in experiential activities that can be used in classroom settings.

We Can Start the Fire: Perspectives on Positive Supervision and Fanning the Flames of Salutogenesis
Debra Hyatt-Burkhart, Duquesne University
Eric W. Owens, West Chester University of Pennsylvania
hyattburkhardt@duq.edu
Location: Roger Williams

Presented are the preliminary results of a qualitative inquiry into perspectives of positive supervision. The researchers conducted focus groups with master students, doctoral level counselor educator students, and practitioners in order to begin to operationalize a definition of positive, or salutogenic supervision. Implications for the practice of supervision and counselor education, with a particular emphasis upon the benefits of a strength-based, wellness approach, and implications for future research are discussed. Among the salient topics addressed are the foundational underpinnings of counseling as a wellness based field and the generalizability of this salutogenic identity to the realm of supervision and counselor education.

Becoming an Advocate: Promoting an Advocacy Identity in Counselor Trainees
Karen Decker, William Paterson University
deckerk1@wpunj.edu
Location: Shula’s Private Dining Room

As counselor education programs are being called upon to prepare counselors with a strong advocacy identity, it is unclear as to how programs can best prepare future counselors for this role. In this 60 minute presentation, the presenter will share results of a quantitative research study of the relationships between counselor education, advocacy competence, and likelihood to advocate. Implications for counselor educators as well as directions for future research will be discussed.

FRIDAY
4:15 PM – 5:15 PM
ROUNDTABLES
SESSION 4

The Fire Within: Counselor Identity and Doctoral Student Experiences Related to Diverse Religious Backgrounds
Lynn B. Behecker, Idaho State University
Alyse Michelle Anekstein, State University of New York at Oneonta
Tiffany Nielson & Hailey Martinez, Idaho State University
bohelynn@isu.edu
Location: Ballroom Table 1

This presentation provides the results of an autoethnographic research study that explored the experiences of four doctoral students during the course of their doctoral program related to their religious/spiritual values and beliefs. The participants come from a diverse background of and currently hold varied religious/spiritual beliefs. The researcher/participants used music, photographs, reflective journaling, and group process to represent their experiences. The results of this study provide counselor educators and doctoral students specific information to increase awareness, insight and normalize the experiences of doctoral students in relation to their religious/spiritual values and beliefs.

Toward a Constructivist and Developmental Identity for the Counseling Profession: Assessing Clients’ Assets
Garrett J. McAuliffe, Old Dominion University
gmcauliffe@odu.edu
Location: Ballroom Table 2

Strengths assessment methods are few, compared to pathology- assessing approaches. This session will introduce participants to the Context-Phase-Stage-Styles (CPSS) positive assessment model. This model accounts for positive dimensions of human functioning in a systematic fashion and gives the counseling profession a method for implementing its mission.
Identifying and Implementing Educational Practices to Facilitate Student Learning of Evidence-Based Interventions
Prachi Kene & Charles Boisvert, Rhode Island College
pkene@ric.edu
Location: Ballroom Table 3

The Counseling Department at Rhode Island College uses the Professional Impact Project (PIP) in Advanced Practicum Classes. The aim of the PIP is to enhance student’s learning, implementation, and measurement of an evidence-based intervention. Students review the evidence/literature regarding successful interventions for addressing their client’s presenting problem. Students then implement the intervention prior to and throughout the course of the four audio-taped therapy sessions. Students write a critique of each session reflecting on how well they implemented the intervention and describe the client’s response to the intervention. Students also collect outcome data, analyze the impact of their intervention, and reflect upon their practice. Course instructors listen to the audiotapes to determine the student's competencies in using evidence-based interventions. The PIP project is graded with a detailed rubric which scores students’ performance across 4-5 domains or areas of competency. Course instructors also complete the Counseling Competencies Scale for each student.

Brain-based Counseling: The Why and How of Applying Neuroscience to Practice
Kathy Shoemaker & David T. Lardier Jr., Montclair State University,
shoemakerk2@mail.montclair.edu
Location: Ballroom Table 4

Neuroscience is illuminating how the brain reacts to various experiences of daily life and to psychological disorders that affect individuals and families. Brain based research is increasingly validating the counseling process, as an effective agent of change. Neuroscience increasingly shows, in concrete terms, how counseling changes the brains of both the client and the counselor, in the process of promoting client growth. Rather than taking educated guesses at how particular techniques affect change, brain-based research can provide counselors with new insights that may help steer the choices we make when working with clients. This interactive workshop will discuss the basic tenets of neuroscience and how they relate to counseling along with specific counseling techniques that can be used in practice.

The Contribution of Attachment Styles and Social Media Practices on the Relationship Development of College Students
Renee S. Sherrell, University of St. Joseph
renessherrell@gmail.com
Location: Ballroom Table 5

The purpose of this research study was to investigate the directional relationship between college students’ attachment styles and social media practices with their relationship development. Specifically, this investigation tested the hypothesized directional relationship that students scoring in the insecure attachment range with higher levels of social media practices would have lower levels of relationship development quality. Implications from these structural equation modeling analyses include (a) the inclusion of additional psychosocial intake questions for college counselors; (b) identification of current trends in undergraduate students’ attachment styles, social media practices, and relationship functioning for counselor educators to support the development of counselors-in-training; and (c) insight into the instrument development.

Professional Issues For School Counselors Transitioning to Mental Health Positions
Jody J. Fiorini & Tiphanie Gonzalez, SUNY Oswego
jody.fiorini@oswego.edu
Location: Ballroom Table 6

Increasingnumbers of former school counseling graduates are returning to programs to complete course requirements for obtaining licensure in Mental Health Counseling. The downturn in job opportunities due to significant school budget cuts has forced school counselors to consider alternative paths to pursuing careers in counseling. This workshop will discuss identity issues related to this transition.

The Use of Action Research as a Preferred Research Methodology in the Counselor Education Curriculum
Hector Rios & Kara Ieva, Rowan University
rios@rowan.edu
Location: Ballroom Table 7

Action research (AR) is increasingly seen as an ideal research methodology in the education of prospective counselors. This research methodology seeks to close the gap between research and practice in addition to linking evidence-based practice with accountability. In the present roundtable discussion two counselor educators from Rowan University discuss the benefits and challenges of using action research as part of the capstone experiences in their MA program. The round table presentation will include the rubrics used to help students organize the work, the questions used to facilitate the statement of the problem section, and possible ways to display the data. Implications as to how the above process connects with the CACREP standards are also discussed.
SATURDAY, SEPTEMBER 27

SATURDAY
10:30 AM – 11:00 AM
POSTER SESSIONS

Promoting Career Counseling Competencies for the Benefit of All
Marion Cavallaro, The College of New Jersey
cavallar@tcnj.edu
Location: Renaissance Foyer

Developing competency in career counseling has traditionally been a fundamental component of developing a professional identity as a counselor. Underscoring this emphasis are CACREP Standards which require that students have knowledge of the career counseling processes, techniques and resources applicable to specific populations. This program will present a unified approach which has been used in a career counseling course to challenge students to develop interactive and creative experiential activities focusing on issues and strategies for diverse populations such as adults in transition, dual career couples, GLBT individuals, multicultural groups and individuals with disabilities. Instructions for utilizing such an assignment, examples of students’ activities, and print, media and internet resources for promoting the career counseling needs of all will be provided.

Perceptions of Environment and Dynamics of Counselors-In-Training: Mindfulness in the Small Group Experience
Linwood G. Vereen, Syracuse University
Lynn Bohecker, Idaho State University
linwoodgv@gmail.com
Location: Renaissance Foyer

The results of a quantitative study exploring the perceptions of counselor trainees who have participated in a small group experience focused on mindfulness are presented. A projection of how this experience enhances the learning process, awareness, academic and professional identity will be explored. Mindfulness as a small group experience to enhance growth and counselor development across the curriculum will be presented.

The Interface of Drug and Alcohol Addiction, Suicide, and Surrender: Implications for Treatment
Ford Brooks, Matthew Shupp, Ashley Miller & Corinne Ruppert, Shippensburg University
cwbroo@ship.edu
Location: Renaissance Foyer

This poster presentation examines, through qualitative research, how suicide and surrender interact in the addiction and recovery process. There is a high incidence of suicide within the drug and alcohol addicted population. This study was conducted in order to explore themes and preventative interventions so as to fully understand the process of surrender and how it interfaces with suicide. The poster session outlines the qualitative method used for this study, the questions asked of each participant, and the resulting themes and categories that emerged from the process. Implications for treatment strategies and approaches along with future research recommendations are included within the session.

Aiming High: Helping School Counselors to Understand and Appreciate College-Going Culture
Marte Ostvik-de Wilde, University of Saint Joseph
mostvikdewilde@usj.edu
Location: Renaissance Foyer

School counselors are held accountable for guiding K-12 students through the college and career planning process, but often report a disconnect between graduate-level training and professional realities. Counselor educators and supervisors have an opportunity to guide school counselors in recognizing ways they can apply their unique knowledge and set of skills to create and implement college-going culture in elementary, middle, and high schools. A particularly relevant competency includes the ability to apply data-driven programming that is focused on equitable postsecondary options for all students. This presentation will discuss ways that college readiness can be infused into counselor education programs at multiple points: beginning in professional orientation courses, continuing with special emphasis in practicum and internship, and culminating in program development and evaluation courses.

An Exploratory Study of Multicultural Competence through Cultural Immersion in Petersfield/ Galloway, Jamaica
Mary Douglass, Kathryn Newton & Rose Merrell-James,
Shippensburg University of Pennsylvania
mjdouglass@ship.edu
Location: Renaissance Foyer

The program examines the results of an exploratory mixed method phenomenological study designed to investigate the pre and post cultural immersion experience of counseling graduate students during a one week service learning experience in Petersfield/ Galloway Jamaica. Findings from the research include data from focus group discussions, multicultural assessments, and preliminary results of journal entries.
SATURDAY
11:00 AM – 12:00 PM
EDUCATION SESSIONS
SESSION 5

Post-Traumatic Stress Disorder (PTSD) in Children under 6: Case Conceptualization and Treatment
Using an Integral Framework
Hennessy Lustica, University of Rochester/Geneva Middle School
hrlustica@gmail.com
Location: Location: Providence Boardroom

The purpose of this program is to present the DSM 5 diagnostic criteria of PTSD in children under 6 as it relates to Integral Theory. Participants will explore a case study of PTSD within the framework of Integral theory including etiology, epidemiology, quadratic conceptualization, data collection, and treatment options in order to formulate a genuinely holistic psychotherapeutic approach to trauma work with small children.

Internationalization of the Counseling Profession: Challenges, Opportunities, and Implications
Yihhsing Liu, Syracuse University
maomiliu@gmail.com
Location: Renaissance

This presentation integrates scholarly work, survey research, and experiences of international mental health services from diverse disciplines and to review the structural and contextual challenges and opportunities of the internationalization of the counseling profession. Current efforts will be discussed on international mental health work, from the establishment of the counseling profession and program exchanges to services on the ground, followed by the implications of the research, practice, and training related to the internationalization of the counseling profession. These insights can shed more light on the future of counseling training and research in order to increase global competency in the field of counselor education in the United States.

CSI Chapter Faculty Advisor Networking and Training
Melissa Luke, Syracuse University
Laura Shannonhouse, University of Maine
Tiphanie Gonzales, SUNY Oswego
mmluke@syr.edu
Location: Promenade

This session is designed for CSI Chapter Faculty Advisors to share ideas and techniques for building strong and active chapters. Two CFAs with many years of experience and two relatively new to this role will share ideas and challenges to being an effective mentor to chapters and student leaders. Participants will learn about new developments in CSI from CSIs Executive Director and share their own successes and challenges in implementing CFA roles.

Sizzling Supervision Activities for Groups
Heather Barto & Leah Clarke, Messiah College
hbarto@messiah.edu
Location: Hartwell

Want to ignite the fire in your group supervision? Join us for a high energy time of learning about supervision activities that get students’ attention and can be used online or in person. Activities shared will include ice breakers, wrap-ups, self-care interventions, team-builders, and interventions to develop professional identity, improve case conceptualization, and promote behavior change in counseling sessions. Presentation based on data from student reports of impactful supervision experiences.

Training a New Generation of School Counselors: Unique Approaches to Teaching the Themes of the ASCA National Model
Alan Miller, Syracuse University
acmill03@syr.edu
Location: LaSalle

Professional School Counselors are called on to be collaborative leaders, advocating for systemic change that meets the needs of all students. In this interactive session, participants will learn about constructivist approaches to teaching the four themes of the ASCA National Model-Leadership, Collaboration, Advocacy, and Systemic Change. This presentation will describe how one school counselor educator used case presentations, student teaching opportunities, and site-based learning to help school counseling students become more engaged and proactive in their learning of the ASCA National Model themes.

Counselor Educators and Educational Administrators Collaborating to Demonstrate Student Learning Outcomes
Summer M. Reiner The College at Brockport, State University of New York
Thomas J. Hernandez The College at Brockport, SUNY
sreiner@brockport.edu
Location: Williams

Counselor educators are challenged to demonstrate how students meet all of the student learning requirements that are included in the 2009 CACREP School Counseling Program Standards. This presentation will reveal one program’s approach to preparing school counselors for their roles, through an established partnership that incorporates multiple collaborative assignments with educational administration students. Attendees will gain collaborative assignment ideas, aimed at meeting student learning outcomes and improving pre-
service administrators’ understandings the school counselor's role. This presentation reveals how counseling students can demonstrate their ability to serve as leaders, advocates, and partners in the school environment.

A Pyschoeducational Group in Feedback Skills for Master’s Level Counseling Students
Steven J. Kassirer, Cara A. Levine & Cara A. Levine, Syracuse University
sjkassir@sy.edu
Location: Roger Williams

Both the American Counseling Association Code of Ethics and the CACREP standards acknowledge the importance of giving and receiving of feedback as an important skill for counseling students. In this interactive, experiential session, participants will engage in activities designed to facilitate an effective master’s student psychoeducational group for the giving and receiving of feedback. Participants will learn new and innovative screening methods to enhance group diversity on cognitive, affective, and behavioral levels. Participants will also learn and utilize methods of engaging students in learning how to give and receive feedback in a group setting so that students are better prepared for their experiences in Practicum and Internship courses.

Ten Things Counselor Educators Should Be Teaching About Trauma and Neurobiology
Jane Webber & J. Barry Mascari, Kean University
janemwebber@gmail.com
Location: Shula’s Private Dining Room

This session provides a fast-paced update on recent developments in trauma counseling and integrated neurobiological applications including EMDR, Brainspotting, and Somatic Experiencing. Keeping up with the rapid growth in trauma counseling is a challenge for both new and veteran counselor educators. New treatment approaches have moved from an emphasis on talk therapy and cognition to integrated brain-body approaches grounded in emotional and somatic regulation. Understanding current trauma treatment and techniques not only is an integral part of counselor training and competencies, it is also required for counseling the military through TRICARE and the Veterans Administration. Resources to help integrate new trauma knowledge and approaches into coursework and student learning objectives will be shared.

Teaching and Supervising Counselors to Act as Strengths-Based Advocates for Clients in Crisis
Jenny Cureton & Janessa Parra, University of Northern Colorado
jennycureton@EvolutionsCounseling.com
Location: Providence Boardroom

Counselors often serve clients in crisis; however, crisis education has been found lacking. The counseling field is dedicated to enhancing holistic wellness and client advocacy. A strengths-based model was developed for working with clients in crisis. The purpose of this presentation is to introduce ways to teach and supervise students to act as advocates through a client’s crisis, specifically when dealing with mandated reporting of suicide and child maltreatment concerns. Ways to navigate the multi-disciplinary systems involved in such situations is included. Presenters will model interactive teaching and supervision techniques to demonstrate the approach. Participants will receive informative resources to apply to their work as educators and supervisors concerning client crisis.

Counselor Educators Connecting with Military Veterans and their Families
Kristin A. Vincenzes, Lisa Weaver & Sean MacMillen, Lock Haven University
kav813@lhuap.edu
Location: Renaissance

With the recent wars in Iraq and Afghanistan, there are over 2.4 million veterans in our country (Department of Defense, 2012). Roughly 900,000 veterans are deciding to return to college and use their GI Bills to further their education (Department of Veterans, 2012); however, the transition to higher education can be very challenging. Faculty struggle with how best to serve this population. Similarly, the veterans struggle with issues such as disability accommodations, course structure, hurdles with enrollment, admissions, using their GI Bills, and the general cultural differences between the military and civilian lifestyles. This presentation will provide a brief overview of the challenges faced by both faculty and veterans as well as practical strategies to use with veterans and/or their families in higher education.
A Unified Professional School Counselor Identity
Amidst PK-12 Certification Changes
Jason Baker & Nadine Garner, Millersville University
jason.baker@millersville.edu
Location: Promenade

Come join a counselor educator-led, exciting and engaging discussion around professional school counselor identity in the 21st century. Changes in Pennsylvania have eliminated separate “elementary” and “secondary” certifications leading to a unified certification of “PK-12 professional school counselors”. Through the use of research, cross-state comparisons, and practicing school counselor testimonials, this presentation will unpack and explore challenges and opportunities related to identity development across the developmental spectrum. With an eye towards the future, this presentation might help attendees consider the impact of state-level changes as counselor educators, practicing school counselors, and current graduate students promote a consistent identity.

Gary Goodno, Plymouth State University
Perry C. Francis, Eastern Michigan University
Shannon Hodges, Niagara University
goodno@mail.plymouth.edu
Location: Hartwell

In March, 2014, the ACA Governing Council approved the 2014 ACA Code of Ethics. In this program, three members of the ACA Ethics Revision Task Force will highlight the new document with an emphasis on how the changes directly impact Counselor Education programs. Areas such as the role of values, social media, and technology are among the major changes. Case studies and small group discussion will be used to allow attendees to grapple with the how the new code may affect the ethical delivery of counselor education programs.

Teaching Advanced Methods in Couple, Marriage, and Family Counseling
Stephen V. Flynn, Plymouth State University
svflynn@mail.plymouth.edu
Location: LaSalle

Rapid developments in the contemporary family, couple, and marriage mean that counselor educators must provide excellence in pedagogy to emerging practitioners. This presentation offers a pedagogical framework to support mindful and intentional training of advanced couples and family techniques. This program will provide counselor educators with the knowledge and experiential methods designed to educate trainees on the advanced methods in couples and family therapy. The advanced couple counseling techniques that will be demonstrated in a pedagogical framework include softening, exploring and reformulating emotions, evocative responding, and empathic conjecture. The advanced family counseling techniques that will be demonstrated in a pedagogical framework include broadening and replacing the symptom, restructuring dysfunctional subsystem boundaries, enactment, and therapeutic modeling.

Cultivating a Counselor Identity: Use of the Identity Style Paradigm in Counselor Preparation
Jesse Lile, University of Saint Joseph
jlile@usj.edu
Location: Williams

Fostering a professional counselor identity among counselor-trainees has become a central focus in counselor education. While models of this developmental process have been posited (Auxier et al., 2003; Gibson et al., 2010), there is a dearth of information regarding student’s varying approaches to this process. Berzonsky’s (1989) identity style paradigm provides a useful framework for identifying different approaches to this developmental task and for developing customized interventions that promote engagement in this process. Using an interactive/didactic approach the presenter will: a) outline core elements of a professional counselor identity, b) introduce identity style theory c) present findings of a study examining identity style and counselor identity, and d) discuss implications of the identity style paradigm for fostering a counselor identity.

Achieving Parity and Portability: CACREP’s Role in Advancing the Profession
Robert Urofsky
rurofsky@cacrep.org
Location: Roger Williams

Great strides have been made in establishing and advancing the counseling profession as a distinct helping profession. Two major challenges underlying the counseling profession’s efforts toward unification and growth are: 1) parity with other helping professions in terms of the recognition of professional counselors as mental health providers; and, 2) the ability for counselors to move among the states and retain licenses to practice. Looking toward the future, this session will explore the roles that national educational standards and CACREP accreditation can play in resolving these challenges and positioning the counseling profession for full recognition within the health services landscape.
Connecting Students and Professional Counseling Organizations: Results of a Connecticut Student Survey

Casey Thomas, Emily Tyson, Licella Arbodela, & Lauren Bernstein, University of Saint Joseph
cthomas@usj.edu
Location: Renaissance Foyer

We present results of a survey of Connecticut counseling graduate students designed to explore perceptions held about membership in professional organizations, how they see them to be most potentially beneficial, and what might best motivate graduate student membership and participation in their counseling professional association organizations. Comparisons are offered between both types of counseling students, and students at the beginning and end of their counseling preparation. Connecticut is compared to other state counseling professional organizations relative to graduate student membership and involvement. We conclude in discussing implications we hope may inform professional associations to best attract, involve, and engage graduate students.

Igniting the Power to Love: An Ecological Review of Sexuality in People with Developmental Disabilities

Montinique D. McEachern & Michele Lopez, Syracuse University
mdmceach@syr.edu
Location: Renaissance Foyer

Societal views of people with developmental disabilities have historically influenced their knowledge, access and choice in different domains. Sexual orientation and its relation with developmental disabilities have been topics excluded from the research interest and training in psychology and counseling programs (Pledger, 2003; Stinson, 2004). This educational session will present and discuss the intersectionality between developmental disability and LGBTQ issues that are usually overlooked in the literature and training programs. The session will also comprise interactive dialogue regarding attendees’ experiences and views in these areas, the need for attending the intersection between these identities in people with developmental disabilities, and implications for counselor educators.

Implementing Collaborative Clinical Supervision Feedback Tools in Counseling Practicum and Internship Settings

David E. Martinson, Immaculata University
Ryan Bowers, Duquesne University
dmartinson@immaculata.edu
Location: Renaissance Foyer

In this qualitative, exploratory research project, the presenters implemented the following clinical supervision feedback instruments; Goals for Supervision, Supervision Exchange Outcome, and Evaluation of Supervision Session (GFS, SEO, and ESS) in select practicum and internship sites and surveyed counseling students and site supervisors in their use of these instruments in an attempt to develop useful clinical supervision tools and to promote collaborative supervision practices in practicum and internship placements. Masters in Counseling Psychology students in practicum or internship were selected to help research the following areas: Helpfulness in improving supervision process, usefulness of the scales to develop counselor identity, practical application to the supervision setting, and personal opinions, attitudes, and experience of use of these scales.

The Influence of Counseling and Social Support on Depression in Mothers of Fragile Families

Megan Delaney, Fairleigh Dickinson University
delaney1@fdu.edu
Location: Renaissance Foyer

This presentation will outline findings of a study that examined the relationship between counseling and social support on levels of depression in mothers of fragile families (N=3,325). Demographic variables as well as depression, counseling and social support (specifically, instrumental support) was examined over two waves of data from the Fragile Families and Child Wellbeing study, a longitudinal data set that examines variables involving unmarried couples and their children. Findings will be discussed as well as implication for practice and future research.

Counselor Educators’ Teaching Practices in a Multicultural Society

Don Trahan, Jr., University of Mary Washington
dtrahan@umw.edu
Location: Renaissance Foyer

The purpose of this study was to develop an understanding of “how” counselor educators’ across the United States infuse multiculturalism and/or diversity into their curricula content, which influences their teaching practices. As the researcher, I believe that it is crucial to develop an understanding of the most commonly used teaching practices by counselor educators’ for the purpose of developing curricula content that will facilitate future counselor development. This study serves as a benchmark for our field in order to establish guidelines for infusing multiculturalism into curricula content, which increases the likelihood of future clinicians competently working with culturally diverse populations.
Lighting a Fire for Research Mentorship: An Exploration of Doctoral Student Experiences
Alyse Michelle Anekstein, State University of New York at Oneonta
Linwood G. Veren, Syr University
Alyse.anekstein@oneonta.edu
Location: Renaissance Foyer

The presenters will review an empirical study regarding research mentorship. In addition, the presentation will help audience members through the providing a framework for understanding the importance of doctoral student perceptions of research mentorship experiences, the level of satisfaction with these experiences, and the implications of research mentorship in the process of research productivity. The presenters will utilize a discussion-based session to illustrate these concepts.

Strategies for Affirming Professional Identity as a Culturally Competent Counselor
Stuart Roe, Atsuko Sato, Sandy Gibson, Marion Cavallaro & Jill Schwarz, The College of New Jersey
roes@tcnj.edu
Location: Renaissance Foyer

Counselor educators are ethically and professionally mandated to develop culturally competent counselors and create inclusive learning environments for all students. We will discuss how we embrace these expectations and make them a reality for students from admissions through graduation as we encourage each student to develop a professional identity as a counselor who continually strives to embrace their identity as a culturally competent counselor. Use of a cultural diversity affirmation statement, a cultural inclusiveness survey and a student self-evaluation process emphasizing cultural competence will be discussed and program documents will be shared.

SATURDAY
3:15 PM – 4:15 PM
EDUCATION SESSIONS
SESSION 7

Peer Feedback Exchange in Group Supervision: Implications for Practice
Edward Wahesh, Villanova University
Ben Willis University of Scranton
edward.wahesh@villanova.edu
Location: Providence Boardroom

Clinical group supervision is a fundamental component of professional counselor training. Despite the ubiquitous utilization of group supervision in counselor education, insufficient attention has been given to this model in the literature. Specifically, although group supervision has been perceived by supervisors and supervisees as possessing several benefits, less is known about how the group experience influences counselor development and client outcomes. We will discuss findings from a preliminary study of peer feedback exchanged during the group supervision of clinical mental health counseling interns. Types of peer feedback shared, along with perceptions and reported use of this feedback, will be presented. We will discuss implications of our findings on future research and counseling supervision practice.

Emotional Freedom Technique (Tapping) for Wellness and Healing
Robert Schmidt, Fairfield University
counselor.bob@hotmail.com
Location: Renaissance

Emotional Freedom Technique (Tapping) is a mind-body technique that is easy to learn and teach to clients. It has recently gained national attention due to its success in Sandy Hook, CT helping members of the community heal from the tragedy. Participants will learn how to use EFT, why it works and the variety of issues it can effectively treat including anxiety, pain and trauma. EFT has the potential to become a “standard” counseling technique. Counselor educators need to be on the cutting edge and have knowledge of this technique that can be used in clinical mental health as well as schools.

Counselor Identity Development: Toward a Model for the Formation of Professional Identity
Eric W. Owens & Cheryl W. Neale-McFall, West Chester University
eowens@wcupa.edu
Location: Promenade

The purpose of this presentation is to identify how counselor educators can assist students in developing professional identity. Several methods of doing so will be discussed in this interactive presentation. Specifically, participants will discuss how counselor educators can affect change in students’ attitudes and beliefs regarding the profession and what it means to be a professional counselor. This program will provide participants with a suggested working model for how counselor educators can facilitate reflection and insight for both the individual student, as well as across diverse learners. We will discuss practical methods counselor educators can use to attend to the development of professional attitudes among counselors-in-training, including mentoring and specific pedagogical techniques.
What We Actually Do: Redesigning the Traditional Addictions Course to Fit a Counselor's Role
LaShama Dean, William Paterson University
deanl3@wpunj.edu
Location: Hartwell

This presentation is designed to pose a change in the way the Addictions course is traditionally taught in order to align more closely to the actual work of counselors in the field. This presentation emphasizes practical application of knowledge and skills by focusing on three main areas in the Addictions course: (1) the development of clinical skills; (2) developing knowledge of resources; (3) exploring the biopsychosocial effects of various addictions. The Clinical Skills area involves developing assessment and treatment planning skills, learning how to conduct individual vs. group counseling, and relapse prevention strategies. The resources area focuses community, state, federal, and resources available for addictions. Lastly, the physical and emotional effects of drugs process addictions are explored.

Looking in the Mirror: The Role of Personal Counseling as an Enhancement to Counselor Development of Counselor Identity
Meredith Drew, Centenary College
drewm@centenarycollege.edu
Location: LaSalle

As counselor trainees begin their academic journey, many have not participated in personal counseling. Part of counselor identity is the commitment to the clients and to do no harm. Can counselors be effective without participating in their own personal counseling? Many counselor trainees may see participating in personal counseling as a weakness, barrier, or obstacle. Academic programs are adequately addressing areas of basic clinical skills in coursework and internship requirements, yet participation in personal counseling may further develop higher level skills of counselor trainees and provide support towards the profession that they align with. Participation in personal counseling can provide a deeper understanding of certain nuances of the counseling process such as therapeutic alliance and efficacy as they begin their professional journey.

Utilizing Data to Strengthen the School Counselor Identity
April J Megginson & R. Paul Maddox II, University of Wyoming
amack1@uwyo.edu
Location: Williams

The professional identity of school counselors has experienced a number of changes due to education reform, politics, and the economy (DeKruijf, Auger, & Trice-Black, 2013; Paisley & McMahon, 2001). Currently, this identity shift has included a significant demand for the accountability practices of school counselors (Gysbers, Stanley, Maras, Coleman, & Herman, 2013). Assisting students in developing their professional identity through the use of data can be an important addition to school counseling courses. The purpose of this presentation is to offer modules developed with the goal of advocating for the school counselor identity through data collection and presentation. Participants will be able to engage in discussion, interact in modules, and take home strategies for their use in teaching pre-service counselors.

Fired Up For Advocacy: What Counselor-Advocates Can Learn From The Disability Rights Movement
Thomas Christensen, University of Rochester
thomasc@rochester.rr.com
Location: Roger Williams

Advocacy is increasingly recognized as being an integral part of counselor identity. However, historically, advocacy often has been performed uncritically “on behalf of,” rather than “with,” the populations commonly served by counselors. This practice may further marginalize those persons and groups who counselors instead wish to empower.

Marginalization occurs because consumers’ and professionals’ standpoints differ. This workshop will explore what the disability rights movement can teach counselor-advocates. Consumer-generated self-advocacy materials will challenge the idea of consumer frailty and stimulate discussion on how counselors might establish more collaborative advocacy practices. Ivey (1995) notably re-envisioned counseling into a framework that resolves this common limitation so that counselors may promote the true liberation of their clients and experience a more authentic advocacy identity.

Project TEAM: Changing School Climate for the Benefit of All Students
Seria Shia Chatters, Linsey Covert, James Glecker, Richard Hazler, Yanghong Liu, Javier Casado Pérez, Julia Bryan & Laura Copley, Penn State University
sjc25@psu.edu
Location: Shula’s Private Dining Room

How often do we, as counselor educators, discuss how great it would be to implement programs in school settings? How often do school districts tout the importance of implementing empirically supported programs in schools? Project TEAM is one of the answers to both of these questions! Project: TEAM is a school-wide program that creates a whole school climate change and brings every person in the school together to work toward common goals by daily reinforcing the six foundations of Project: TEAM; Helping Others, Positive Change in Behavior, Anti-Bullying, Problem Solving, Resiliency, and Leadership. In this presentation, you will learn more about Project TEAM and how it is being
implemented in school settings and bridging the gap between research and practice.

**SATURDAY**
3:15 PM – 4:15 PM
**ROUNDTABLES SESSION 7**

**Let’s Talk Racial Trauma in Our Counseling Programs and Multicultural Training**
*John A. Conteh, SUNY Plattsburgh*
*Derek X. Seward, Syracuse University*
jcont005@plattsburgh.edu

**Location: Ballroom Table 1**

Racial trauma has been widely discussed in mental health literature over the last 15 years. However, there has been limited application of this concept to students of color in masters-level counseling programs. This presentation therefore invites a discussion on ways to address racial trauma in counseling programs and multicultural training.

**Fueling a Fire: CACREP Crusaders and Clinical Chameleons**
*Rebecca A. Willow, Gannon University*
willow004@gannon.edu

**Location: Ballroom Table 2**

Faculty from a small clinical mental health counseling program will lead discussion on changes in supervision circumstances at agencies where students are placed for clinical experience. These include unique practices at residential facilities, home visits, transportation of clients, restrictions on recording, failure to provide supervision, and restrictions on direct contact with clients in practicum. These changes have prompted critical conversation about student safety, the nature of the practicum/internship experience, and new trends in agency practice. The program has made policy changes, alterations in faculty supervision practices, and has suspended the use of some sites as locations for student placement. Discussion will include implications for addressing CACREP standards and working effectively with other helping professionals while advancing counselor identity.

**Counselors Seeking Counseling: Benefits, Obstacles, and Lessons Learned**
*J. Stephen Byrne, Kevin A. Curtin & Katie R. Lee, Alfred University*
byrne@alfred.edu

**Location: Ballroom Table 3**

Since the establishment of professional counseling, theorists and practitioners have advocated for students and clinicians alike to participate in counseling to enhance their personal and professional development. Presenters will review recent original research regarding counseling trainees’ utilization of personal counseling and barriers to doing so for trainees who have never sought counseling. Additionally, a panel of brave students and young professionals will discuss their personal experiences with counseling and how it has enhanced their personal and professional development, in terms of confidence, overcoming mental health concerns, and improving case conceptualization and clinical skills. Time will be allowed for an open discussion of the audience’s perceptions of the importance of counseling for graduate students and barriers to seeking services.

**Counselor Educators Promoting Research Identify through Collaboration and Mentorship: Training and Experience**
*Sara Thaxton, Steven J. Kassirer & Michele Lopez, Syracuse University*
slthaxto@syr.edu

**Location: Ballroom Table 4**

It is an expectation within the field of Counselor Education that professionals will be effective and competent in the areas of teaching, research, and service. Yet, there has been minimal attention placed on developing theories and models specifically related to developing and implementing necessary infrastructure and guidelines related to research training, collaboration, and mentorship within Counselor Education. In this session, counselor educators will explore Counselor Education’s methods to ensure training programs are effective within these areas. This educational session will present and discuss preliminary findings from an ongoing CQR study exploring Counselor Educators’ experiences in their training programs and as research collaborators and professional mentors. The session will also include interactive dialogue regarding attendee’s personal experiences in these areas and their perceptions regarding implications for the field.

**Innovative Partnership Programs: Expanding the Professional Identity of Counselors**
*Kalina Brabeck, Kristin Malatino, Patricia Martinez & Marta Lopez, Rhode Island College*
kbrabeck@ric.edu

**Location: Ballroom Table 5**

In an era of school reform and changing student demographics, there is an increasing need for innovative programming to promote the healthy development of children in the US. As a result, efforts have been made to increase collaboration across schools districts, institutions of higher education, students’ families and community organizations (e.g., Walsh & Backe, 2013). The current presentation will focus on one such effort, The Central Falls / Rhode Island College (RIC) Innovation Lab. The Innovation Lab is a new and unique collaboration between the Central Falls School District, a small, urban, low-income, and largely immigrant
community, and RIC, an urban state college. The presentation will describe The CF/RIC Innovation Lab and its alignment with counselor professional identity. After describing the Innovation lab, presenters will identify unique opportunities for school and mental health counseling students and faculty within this type of model, and will provide preliminary data from the first year of implementation.

**Shedding Light & Guiding a Way: Supporting African American Graduate Students in Counseling Programs**

Atiya R. Smith, University of Rochester
Fawn Robinson, Duquesne University
Brittany Dennis, Idaho State University
atiyarsmith@gmail.com

**Location:** Ballroom Table 6

Pursuing graduate education can be a challenging task for all students. For African American graduate students, additional barriers such as racism, tokenism, isolation and a lack of support can significantly impact their path towards degree completion. The outcome of these barriers can result in a range of academic, social, psychological and/or professional challenges. The presenters will offer findings from current literature that shed light on the experiences of African American graduate students and offer recommendations for counseling faculty that can aid in the success of African American graduate students both during their graduate training and throughout their career.

**CACREP Table Talk**

Robert Urofsky
rurofsky@cacrep.org

**Location:** Ballroom Table 7

This session provides participants the opportunity to receive updates on CACREP policies and initiatives as well as to interact with CACREP Board members and staff in attendance at the conference to ask questions.

**SATURDAY**

4:15 PM – 5:15 PM

**EDUCATION SESSIONS**

**SESSION 8**

Using Conceptual Mapping in Counselor Research, Supervision, and Clinical Work

John King, Messiah College
Jonathan Impellizzeri, Geneva College
Linda Leitch-Alford, Lakeside Center
king@messiah.edu

**Location:** Providence Boardroom

Conceptual mapping is a wonderful tool for use in qualitative research, counselor supervision, and clinical work. It is easy to learn and generally experienced as a fun and meaningful exercise for all participants. Conceptual mapping enhances professional counselor identity by generating rich qualitative data in research, enhancing greater conceptualization of clinical cases in supervision, and fostering insight clinically when clients are stuck in the course of counseling. This presentation provides a structure and rationale for using conceptual mapping in research, supervision, and clinical work. The presenters will teach attendees how to use this interview format, and they will provide real examples of conceptual maps obtained through qualitative research.

Using Netbooks to Provide Bug-in-the-Eye Supervision in a Counselor Education Training Clinic

Kevin A. Curtin, J. Stephen Byrne & Kasie R. Lee, Alfred University
curtink@alfred.edu

**Location:** Renaissance

Facilitating the development of students’ counseling skills is a significant component of counselor education programs. As such, many programs are developing and maintaining clinical training laboratories to provide for an instructional and experiential environment. Given that live-supervision seems to be gaining momentum as a supervision practice, many programs seek to improve the quality, feasibility, and technology of this approach. This session is about one program’s approach to live-supervision, specifically bug-in-the-eye supervision utilizing a wireless netbook communication system between faculty-supervisors and counselors-in-training. Presenters will describe how this type of supervision is provided, the technological requirements for implementation, benefits and limitations, and implications for practice and research. Finally, student perspectives will be shared.

Striking a Match to Ignite Trainees’ Skill Development: Sharing Research, Activities & Assignments

Rebekah Pender & Robert Kitzinger, Kean University
Blaire Choelwa, University of Virginia
rpender@kean.edu

**Location:** Promenade

The basic and advanced counseling skills serve as the match that ignites the therapeutic alliance between counselors and clients. Counselor trainees’ development of these skills is paramount to their effectiveness as professional counselors and yet how do we as counselor educators facilitate trainees’ skill acquisition? This presentation provides a brief overview of counseling skills research as well as common assignments used to assess student learning outcomes in skills courses across the country. Participants will be provided with five experientially based activities/role plays to enhance
trainees’ skill attainment. Opportunities for participants to share ideas and resources will be provided.

How Long Does it Take to Make a Professional Counselor? A Look at the Development of Professional Identity
Timothy E. Coppock, Gannon University
coppock001@gannon.edu
Location: Hartwell

The purpose of this session is to increase awareness of limited educational and training time currently devoted to the development of professional identity for professional counselors, to review the process used to develop professional identity, and to present several options to increase and expand this time.

Survey Says?: An Overview of Comprehensive School Counseling Program Assessment Instruments
Jennifer Barna, Marywood University
Kevin Wilkerson, University of Scranton
jbarna@marywood.edu
Location: LaSalle

The school counseling profession has taken an intentional approach to establishing appropriate counselor roles. Research has resulted in the creation of numerous instruments designed to investigate school counselors’ beliefs, attitudes, and behaviors related to comprehensive program delivery. The presenters will provide a chronological overview of ten assessments developed from 2005 to 2011 following the introduction of the ASCA National Model (2003). The similarities, strengths, and weaknesses of each instrument will be summarized. Specific suggestions that inform and guide future inquiry for school counseling researchers will be provided. Discussion and feedback will be invited.

Facilitating Experiential Learning Within a Group Counseling Course
Daniel Cinotti, Caldwell College
Megyn Shea, New York Institute of Technology
dac1@aol.com
Location: Williams

Many counselor education programs including all CACREP-accredited programs offer their students the opportunity to participate in experiential activities as group members. Although usually offered as part of a group counseling course, the format and structure of these activities vary greatly across programs. The individual facilitating the group, the stated purpose, and the degree to which the students’ course grades are related to their participation is often program-specific. These important considerations carry inherent benefits and problems and merit further exploration. The presenters will utilize the literature on Personal Growth Groups and offer ideas from their experience. Through sharing, counselor educators in this workshop will be able to hear others’ successes and frustrations in creating a productive group experience for their students.

Training School Counselors to Conduct Suicide Prevention Gatekeeper Trainings in their Schools
Darcy Haag Granello & Paul F. Granello, Ohio State University
Location: Roger Williams

Suicidal thoughts and behaviors are remarkably frequent among adolescents, and suicide is the second leading cause of death for this age group. Nationally, there has been public pressure for schools to provide more training to help individuals recognize and intervene with students at risk for suicide, and several states have passed laws mandating suicide prevention training for all school personnel. School counselors are the most logical choice to provide these trainings, yet many lack the training and knowledge to do so.

This program will teach counselor educators how to train school counselors to provide suicide prevention gatekeeper trainings in their schools. Suicide gatekeepers are not trained counselors, but they are taught to recognize and intervene with potentially suicidal persons. Participants will learn the basic components of suicide prevention gatekeeper training and be exposed to empirically validated models for training.

Motivating Faceless Students: Inspiring Counselor Identity through Distance Learning and Blended Courses
Meredith Drew, Centenary College
Kristin Vincenzes, Lock Haven University
Ann Ordway, Fairleigh Dickinson University
drewm@centenarycollege.edu
Location: Shula’s Private Dining Room

Research shows that learning communities and establishing a relationship with students correlates with an increase in both academic success and retention rates. In traditional brick and mortar institutions, class time, office hours, and student meetings help to achieve this relationship; however, when counseling programs are offered via online learning environments, establishing this relationship can pose a significant challenge. We will discuss current research in this area and then provide practical strategies to help counselor educators develop a teacher-student relationship particularly for those who teach primarily through distance learning modalities. The presenters offer a unique perspective, students of an online based program and professors of blended/online based programs.
SATURDAY
4:15 PM – 5:15 PM
ROUNDTABLES
SESSION 8

Promoting an Advocacy Identity: How to Light a Fire
Karen Decker, William Paterson University
Sarah E. Campbell & Amie Manis, Capella University
deckerk1@wpunj.edu
Location: Ballroom Table 1

This 30-minute roundtable discussion will highlight current research supporting the inclusion of an advocacy identity as an integral component of a professional counselor identity. Presenters will facilitate discussion of evidence-based strategies for counselors, counselor educators, and supervisors for helping to promote a strong advocacy identity among professional counselors and counselor trainees. Future directions in research will also be highlighted.

Transition Planning: Preparing School Counselors to Assist Students with Intellectual Disabilities
Amy Cook, Laura Hayden & Felicia Wilczenski, University of Massachusetts Boston
amy.cook@umb.edu
Location: Ballroom Table 2

Transition from high school to postsecondary education (PSE) and employment can be challenging for all youth, and particularly for youth with intellectual disabilities (ID; Grigal, Hart, & Paiewonsky, 2010). School counselors are uniquely positioned to provide assistance and advocate for students with ID in accessing appropriate PSE options. This presentation describes how counselor educators can prepare school counselors to effectively support the postsecondary transition needs of students with ID, including a review of various postsecondary transition options available and the school counselors’ role.

SORRY DIDN’T MEAN TO LAUGH:
TECHNIQUES FOR CURBING INAPPROPRIATE LAUGHTER
Tiphanie Gonzalez & Jody Fiorini, SUNY Oswego
tiphanie.gonzalez@oswego.edu
Location: Ballroom Table 3

Funny moments happen but during session there are right and wrong times to fall into a bout of laughter. What should a Counselor do during those wrong times? How can we prepare our Counseling trainees for these inevitable moments? Come join us as we share ideas, stories and techniques on how to keep your cool.

Empathize, Pity or Judge: Exploring Attitudes about Poverty
Louisa L. Foss-Kelly & Margaret M. Generali, Southern Connecticut State University
foss1@southernct.edu
Location: Ballroom Table 4

Unexamined personal values, beliefs and assumptions regarding poverty and socioeconomic status can significantly cloud one’s lens as a professional counselor. Without personal awareness, a counselor’s own bias may intensify client experiences of oppression, resulting in harm. This presentation will provide an overview of the literature on counseling, poverty, and socioeconomic status, including the critical need for counselors to address personal assumptions and values about those who live in poverty. Best practices for assisting, empowering, and advocating for clients living in poverty will be presented. Implications for counselor education and research will be explored and techniques to facilitate student self-exploration and skills development will be provided.

Multicultural Counseling Training in CACREP-accredited School Counseling Programs: The Best Educational Practices that Makes the Most Culturally Competent Counselors
GoEun Na, Stephanie Jones, Brittany Gajewski & David Platt, Rutgers, The State University of New Jersey
goEun.na@gse.rutgers.edu
Location: Ballroom Table 5

With the ever-changing demographic landscape of the United States, the counseling profession must focus its attention on the unique and common circumstances between diverse cultures and the needs and goals of different cultural backgrounds. School counselors are uniquely positioned to support the K-12 student population across the country in areas of academic, career and personal/social development (Bidell, 2011). While pursuing a certification in school counseling through a CACREP accredited program, graduate students are exposed to an integrated multicultural-focused program with specific coursework and experiences in the domains of multicultural awareness, knowledge, and skills. The purpose of this presentation is to examine the perceived level of multicultural counseling competencies and explore best practices in multicultural training for school counseling trainees.
Collaborative Counselor Researcher-Practitioner School-based Teams: Working Together to Benefit All
JoLynn Carney, Richard Hazler, Yanhong Liu, James Glecker, Linsey Covert, Julia Bryan, Javier Casado Pérez, The Pennsylvania State University
jvc15@psu.edu
Location: Ballroom Table 6

Counselor Educators and School Counselors have formed a diverse Researcher-Practitioner research team to enhance elementary students’ academic, social, and emotional outcomes and to improve overall school climate. We will describe how the team came about, the reasons for becoming involved, the difficulties experienced, as well as the enjoyment and benefits. The team has proved successful at both implementing a school-wide, team-based approach to impact school bullying and at providing hands-on mentoring experiences for graduate students include scholarly work and grant seeking. The benefits (e.g., each member bringing diverse perspectives and creative ideas) and difficulties (e.g., getting concrete decisions made) of such a venture are presented to help others consider how to best develop and manage such teams.

Title: Promoting Professional Identity and Advocacy: Roles for CSI Chapters and Networks
JoLynn Carney, The Pennsylvania State University
Melissa Luke, Syracuse University
Summer Reiner, The College at Brockport, State University of New York
jvc15@psu.edu
Location: Ballroom Table 7

Summary of Presentation Content: Chi Sigma Iota chapters include both student, faculty, and professional counselors in their membership, and are uniquely situated at the grass-roots level where professional identity is learned and training for professional advocacy begins. The presenters will share strategies for promoting professional identity and advocacy issues through individual CSI chapters and networks of CSI chapters which may operate within individual states as well as regions. Ultimately, these networks of chapters can work together to influence counselor licensure laws within each state and help promote unity in relation to educational standards within the profession.

Publishing Manuscripts in the Journal for Counselor Preparation and Supervision
Edina Refro-Michel, Montclair State University
Jane Webber, Kean University
Ellery Parker, Walden University
Michael Hannon, Montclair State University
renfromichee@mail.montclair.edu
Location: Ballroom Table 8

To dispel the mystery and anxiety surrounding manuscript publication, the editors of JCPS will present the publication process for submitted manuscripts. Tips for successful publication, acceptance rates, timelines of authors and the rating system for manuscripts will be included in the discussion. Qualifications for editorial board members will be described.
Connection of Developmental Processing to Acquisition of Multicultural Competence through Immersion
Laura Shannonhouse, University of Maine
laura.shannonhouse@maine.edu
Location: Promenade

Cultural immersion (CI) is en vogue; however, most CI studies lack intentional methodology, generalizability, and evidence for the relationship between CI and multicultural counseling competence (MCC). It is argued that process group during CI is critical for increasing MCC. Findings from cognitive development and cognitive/emotional style (CEDS) processing may offer an intentional model to process CI experiences that maximizes the attainment of MCC. Quantitative results from a study examining counselor trainees’ MCC, CI, and CEDS are explored. You are invited to an interactive presentation where you can learn your own CEDS preference along with strategies to better accommodate knowledge gained from the field to your work with clients.

Mitigating Stigma of Mental Illness and Relevance for Pre-Service Counselors and Counselor Educators
Babatunde Adekson, University of Rochester
badekson@u.rochester.edu
Location: Hartwell

Stigma is defined as a mark of disgrace meant to discredit the individual bearing the mark (Byrne, 2000). Research shows that negative beliefs about people with mental illness are prevalent among mental health staff (Corrigan & Penn, 1999) as well as in the general public. There are three principal strategies used in mitigating stigma: protest, contact, and education. Evidence suggests that each of these strategies is impactful, with the most robust impact found in the use of contact (Corrigan, 2012). Coordinated and cognitively-complex education (Overton & Medina, 2008), particularly at the graduate level have also been found to be effective in curtailling stigma of mental illness among mental health and service professionals.

Mentoring: Preventing Flames of Doctoral Student Ambition and Success from Being Extinguished
Elizabeth Moore & Debra Hyatt-Burkhart, Duquesne University
mooree@duq.edu
Location: LaSalle

The rate of completion of doctoral studies in the US is estimated to be a low 50% (Hoskins & Goldberg, 2005). There is a need to increase retention and improve student outcomes. Counselor education students face unique challenges that include a need to balance professional and personal roles, often while maintaining employment. Mentoring provides a means for supporting the

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Integrating Mindfulness into Professional Counselor Identity Development
Christina Tortolani, Kristin Malatino, Elizabeth Gibbons, Holtzman, Prachi Kene & Kalina Brabeck, Rhode Island College
ctortolani@ric.edu
Location: Providence Boardroom

Mindfulness is described as purposeful and nonjudgmental attending to internal and external experiences in the present moment. In recent years, mindfulness has been increasingly utilized in therapeutic and educational settings. There is an extensive and growing research literature that asserts the benefits of regular mindfulness practice on factors of healthy development. Research on mindfulness has also found that regular mindfulness practice improves counseling skill development (e.g., Buser, et al., 2012, Christopher, et al., 2006). This presentation will review the current research on mindfulness-based practices in counselor education, including the use of mindfulness in teaching, counseling practice, and counselor self-care. The authors will present best practices and strategies for integrating mindfulness into professional counselor identity development.

Supervising International Counselor Trainees: Providing Multiculturally Sensitive Training and Supervision
Yung-Chen (Jen) Chiu, Elif Cimsir & Yanhong Liu, The Pennsylvania State University
ych124@psu.edu
Location: Renaissance

A growing number of international counselor trainees are enrolled in a variety of counseling-related programs with the force of internationalization. This presentation will provide an overview of international counselor trainees in the U.S., their multicultural competency development, training needs, and recommendations for counselor educators and supervisors. Cultural differences among international counselor trainees and its impact on multicultural development and supervisory relationship will be discussed. We will address the importance of delivering multiculturally sensitive supervision and will initiate live discussion on impacts of cultural differences and values in supervision processes. Models of acculturation process and multicultural competency development and models of multicultural supervision (e.g. the VISION model developed by Garret et al.) will be discussed.
professional identity of graduate students. This presentation addresses the benefits of mentoring and discusses the state of mentoring programs as found in the presenters’ own research exploring mentoring as a practice in Counselor Education Doctoral Programs. This presentation provides counselor educators, and doctoral students with research-based information that is designed to light and sustain the fire of professional identity through mentoring.

Building a Brighter, Stronger, and Longer Lasting Fire in Emerging Counselors: Ecological Pedagogies in Prepracticum and Counselor Education
Jaime H. Castillo & Cara Levine, Syracuse University
jhcastil@syr.edu
Location: Williams

Counselor Education does not have a theoretical or conceptual framework for pedagogy (Fong, 1998; Granello & Hazler, 1998; Nelson & Neufeldt 1998; Sexton, 1998). Counselor education needs to identify a pedagogical model in order to guide when, why, and how course content is delivered. This presentation will discuss the implications of counselor education embracing Bronfenbrenner’s (1979) ecological model as the theoretical anchor to its pedagogy. Strategies for teaching prepracticum courses from an ecological lens will be discussed. Attendees will engage in discussions on how an ecological pedagogical model can be applied to the CACREP’s (2009) eight common core content areas.

Integration of Discrimination Model and Trauma Recovery Model in Clinical Supervision
Yihhsing Liu & Melissa Luke, Syracuse University
maomi1@gmail.com
Location: Roger Williams

This presentation will integrate Bernard's discrimination model (1979) and Herman's trauma recovery model (1997) for use within trauma focus supervision. In addition to using didactic methods, presenters will present excerpts from videotaped supervision between a supervisor and a novice therapist who was working with survivors of trauma to illustrate the synthesis of the two models. Implications and evaluation of the approach will be discussed.

Stoking the Fire: Strengthening Counselor Identity through Trauma Education and Self-Care
Aniela Scanlon & Kristyn Mairkrantz, Duquesne University
scanlon2@duq.edu
Location: Shula’s Private Dining Room

This session will provide an overview of how counselor education programs have incorporated the CACREP standards regarding crisis, disaster, and trauma counseling. The program will explore practical teaching strategies for trauma education to increase counselor identity in counselor education students. Interventions for preparing counseling students to conduct crisis, disaster, and trauma counseling, as well as integrating wellness and self-care education will be examined. Furthermore, the presentation will explore how the focus on crisis, trauma, and disaster counseling has impacted the counseling profession.

SUNDAY
9:15 AM – 10:15 AM
ROUNDTABLES
SESSION 9

Expanding Our Discourse on Trauma: Implications for Counselor Education and Supervision
Anna Elliott, Idaho State University
ellianna@isu.edu
Location: Ballroom Table 1

With the introduction of the 2009 CACREP Crisis/Disaster requirement, coupled with the increased frequency of reported traumatic events and PTSD, there is a growing need to ensure counselors in training are properly prepared and supported in working with clients within this population. This presentation addresses the significance of ensuring the training is expanded to a wide array of traumatic experiences including disaster counseling, military clients, sexual trauma, and traumatic loss. The frequency of encountering clients who have undergone trauma and what the literature suggests about counselor in-training preparedness will be addressed. This presentation will reaffirm the diversity of trauma causing events and the necessity of a unified approach in counselor preparation.

Maintaining our Skills: Applied Counseling Expertise Amidst a Myriad of Faculty Responsibilities
Margaret M. Generali & Louisa Foss-Kelly, Southern Connecticut State University
generalm1@southerncct.edu
Location: Ballroom Table 2

Applied professional counseling experience is a critical asset when teaching and supervising counselors in training. In the midst of teaching, committee work, research, and administrative tasks, counseling practice can become a low priority. In fact, even a low level of engagement in counseling practice may be prohibited by time limitations. How do counselor educators stay current in the field and practice the art of counseling? Our ideas of 'scholarship' can compete with good teaching, and administration may not understand or appreciate how clinicians need to remain active. Participants will be asked to reflect on current practices and share insight regarding
their renewal of applied counseling practice and set goals for maintaining applied counseling practice.

Preparing Counselors in working with Young Victims of Human Trafficking
Venita Rawal, Montclair State University
rawalv1@mail.montclair.edu
Location: Ballroom Table 3

Who are the young victims of human trafficking and where may we as counselors encounter them? School Counselors are perhaps most likely to work with these young victims as most attend school. This workshop will discuss the importance of preparing counselors in identifying this highly vulnerable population. Information will be shared on current efforts to help victims and best practices in providing counseling services. The presenter will also focus on the advocacy and social justice needs of this special population and the role of counselors in helping them be treated as victims not as criminals. The workshop will use case studies to discuss how and why counselors need to be trained to meet the therapeutic needs of a traumatized population.

School Counseling in 2014: What do Our Graduate Students Need to Know and Do We Teach What It Takes to Light Their Fire?
Robert Bardwell, Monson Innovation High School/Westfield State University
Carol Dahir, New York Institute of Technology
Tim Poynton, Suffolk University bardwellr@monsonschools.com
Location: Ballroom Table 4

What should school counseling graduate students be learning these days in order to become an inspired school counselor? Are counselor educating programs adequately teaching that information? Who is making sure that it is being taught? This will be a highly interactive session that will focus on current trends in school counselor preparation. Are we adequately preparing future school counselors about topics such as data collection & analysis, classroom guidance delivery, the role of the Common Core, closing the gaps, technology application and integration, college admission counseling and advocacy and leadership? Share your concerns and ask questions about the future of the school counseling profession. Audience participation required.

Getting Back To Basics: Strengthening Counseling Division Unity and Collaboration
Tiphanie Gonzalez, State University of New York at Oswego
tiphanie.gonzalez@oswego.edu
Location: Ballroom Table 5

Many counselors specialize in one or more areas of counseling. However at our core we all are trained in the same ways. Trained together. Once we specialize some of us no longer interact with counselors in other areas. May not keep up with the going ons in their specialties. This divide challenges us in a way that makes it more difficult to define who we are as a profession. This presentation will discuss the increasing need for unification between divisions and how that can be met through more collaboration.

SUNDAY
10:30 AM – 12:00 PM
EDUCATION SESSIONS
SESSION 10

Promoting Professional Advocacy: Classroom Activities across the CACREP Core Areas
Melissa Freeburg, Bridgewater State University
mfreeburg@bridgew.edu
Location: Providence Boardroom

Literature suggests that perhaps counselors are more engaged in advocating for clients rather than the profession. Participants of this workshop will be introduced to over twenty classroom activities/assignments that promote knowledge and skills in professional advocacy.

Interdisciplinary Training: Preparing Counselors for Interprofessional Collaborative Practice
Jane Okech & Anne Geroski, University of Vermont
jokech@uvm.edu
Location: Renaissance

Counselors typically work in interdisciplinary settings and are expected to navigate the complex dynamics of interprofessional consultations while maintaining a clear understanding of their counselor identity. This presentation explores the experiences of one Counselor education program as it collaborates in a project that convenes faculty and students from Counseling, Social work, Nursing, Family Medicine and Internal Medicine in a collaborative training program. The training program will last 29 months and will be integrated into the curricula of each discipline at its conclusion. The trainee cohorts started with first year students or residents. The training modality uses a 3-element approach: 1) didactic skill and conceptualization training; 2) team-based modeling and practice with professional clients; and 3) individual and group supervision.
Constructive Clinical Supervision
Douglas Guiffrida & Erin M. Halligan, University of Rochester
Jason T. Duffy, Syracuse University
DGuiffrida@warner.rochester.edu
Location: Promenade

The presenters will provide an overview of a constructive approach to supervision, which is an approach that integrates constructivist principles of human growth, change, and development with several theories of psychotherapy. In addition to describing the theoretical underpinnings of the approach, we will also describe the process of constructive supervision, including discussing activities that can be used to facilitate supervisee critical self-reflection and assessment from a constructive perspective. Cases will also be presented that illustrate the effectiveness of this approach with supervisees from various settings. Time will be allotted for discussion of the cases along with sharing of participants’ experiences.

Beyond Harm Reduction: The Suicidal Crisis as a Springboard for Growth
Louisa L. Foss-Kelly, Southern Connecticut State University
fossl1@southernct.edu
Location: Hartwell

The crisis of suicidality may trigger fear in new and seasoned counselors alike, often leading to a singular focus on keeping the client alive. Indeed, common assessment approaches tend to overemphasize harm reduction and fail to maximize the opportunities such crises hold for growth and wellness. This presentation will provide a brief review of common assessment, safety planning and early intervention strategies, followed by strategies and techniques for expanding client strengths and encouraging personal meaning-making, growth, and hope. Practical and research implications for counselor education and supervision curricula will be explored.

Exploring Counselors’ Personal Experiences with Vulnerability in the Counseling Relationship
Hannah D. Kreider & Heather Helm, University of Northern Colorado
Hannah.kreider@unco.edu
Location: LaSalle

What is vulnerability? How is it defined and experienced in the counseling relationship? How does it impact counselors and clients? This presentation includes research findings that explore answers to these questions. Relational-cultural theory posits that through vulnerability counselors can foster deeper connection with clients and provide more effective and multi-culturally competent counseling (Jordan, 2000; 2001; 2008). Counselor vulnerability may also help mitigate existing power differences between counselor and client (Ruiz, 2012; Vicario, Tucker, Adcock & Hudgins-Mitchell, 2013). Building on these ideas, we sought to understand counselors’ experiences with vulnerability in their work with clients, as well as the perceived impact of counselor vulnerability on client.

Online Video Modules Used to Train School Counseling Site Supervisors
Megyn Shea & Jennifer Czyzyk, New York Institute of Technology
mshea01@nyit.edu
Location: Williams

Providing supervision training for counseling site supervisors is a CACREP expectation and cited as an important factor in counselor development. However, research indicates that many school counseling site supervisors lack supervision training. The purpose of this workshop is to share school counseling supervision videos created by the presenters to address the common problem of consistency in school counselor site supervisor training. The video modules aim to engage supervisors and improve their understanding of supervision best practices. The videos address school counseling program expectations, effective use of supervision time, and models of supervision. Results from a survey regarding the effectiveness of the video modules will be shared.

Professional Counselor Identity: A National Study of Counselor Educators
Summer Reiner, The College at Brockport, State University of New York
Robert A. Dobmeier, Thomas J. Hernandez, The College at Brockport, SUNY
sreiner@brockport.edu
Location: Roger Williams

This presentation will reveal the results of a national survey of counselor educators on counselor professional identity and the perceived impact it has on legislative issues, license portability, and ability to secure third-party payments (e.g., insurance, Medicare). The purpose of this presentation is to increase professional counselor awareness: (1) of the political issues facing the counseling profession, and (2) how to engage with the public (i.e., legislators, insurance companies, clients) to improve counselor recognition. The presentation will incorporate lecture, discussion, small-group activities, role play exercises, and participant goal-setting activities.
**History of the Award**

This award is given in memory of an outstanding counselor educator who touched many lives with her special way of connecting with people, truly accepting them for who they were, and making them feel good about themselves. Marijane Fall attended Colby College, Nasson College, the University of New Hampshire, and the University of Southern Maine. She attained her doctorate in Counselor Education from the University of Maine and taught at both the University of Iowa and the University of Southern Maine, retiring from the latter as full professor and Professor Emeritus in 2007. Marijane Fall’s style of valuing people was contagious, her strong inner spirit and essence resonated outward to help others, and the world is a much richer place for her presence and enduring spirit.

Marijane Fall was a prolific researcher and author and a national expert in play therapy. She was the founder of the Maine Association for Play Therapy (MeAPT), President of NARACES, and an active member and leader in organizations such as ASCA, ACA, ACES, MeSCA, and APT. School counseling, clinical supervision, and play therapy were the topics she lived, taught, and wrote about as a counselor education professional. Her creativity was manifested both in development of play therapy theory and practice as well as in a number of therapeutic tools, including “Green Greg,” her well known companion puppet. In keeping with Marijane Fall’s extraordinary accomplishments in counselor education, her personal and professional grace, her avid celebration of life and all of its creatures, her joy in being present in the lives around her, and her commitment to finding the child within us all, this award recognizes a creative, generous, charitable counselor educator who has reached out to others in spirit, scholarship, and deed and thereby made a profound difference in the lives of those so touched.

**Nominee Attributes**

In keeping with Marijane Fall’s extraordinary accomplishments in counselor education, her personal and professional grace, her avid celebration of life and all of its creatures, her joy in being present in the lives around her, and her commitment to finding the child within us all, this award recognizes a creative, generous, charitable counselor educator who:

- Has made a contribution in one or more specialty areas (i.e., School counseling, play therapy, clinical supervision, or other specialty)
- Has shown leadership in state, regional, or national counseling organizations
- Someone who consistently finds the good in others through kindness, empathy and warmth
- Has reached out to others in spirit, scholarship, and deed and - made a profound difference in the lives of those so touched
**Outstanding Graduate Student Award**

This award recognizes a graduate student who has excelled throughout his/her program in a variety of areas and who:

- Has a current GPA of 3.5 or above
- Is in the last year of his/her graduate study
- Is involved in state, regional or national organization activities that have had or are having a significant impact within these systems
- Demonstrates evidence of leadership in a counseling or counselor educator organizations
- Is engaged in research activities
- Has made a scholarly contribution to the field of counseling, counselor education, and/or supervision (accepted presentations at state, regional, or national counseling conferences, manuscripts under review or published, book chapters, grants, etc.)

**Outstanding Supervisor Award**

This award recognizes a site supervisor or counselor educator who:

- Has a minimum of 3 years experience as a supervisor of counseling students
- Is licensed or certified as a counselor
- Models professional involvement, leadership, professional development and/or advocacy
- Has shown exceptional mentorship through consistent service as a supervisor
- Actively encourages student involvement in professional activities
-Facilitates students’ introduction and involvement in the counseling profession
- Demonstrates evidence of professional involvement and leadership that have contributed to outstanding performance accomplishments by students under his/her supervision
- Is involved in activities in state, regional, national or international organizations that have had or are having a significant impact within these systems
**NARACES SOCIAL JUSTICE AWARD**

This award recognizes a counselor educator or student who has made significant contributions to the research and literature on social justice and/or multicultural issues while:

- Utilizing the scientist-practitioner-advocate training model in his/her practice
- Providing service that enhanced equity in social justice and/or multicultural issues
- Engaged in community-based social justice and advocacy issues
- Infusing diversity and social action into counseling, counselor education and supervision in any of the following areas:
  - Supervision
  - Systemic change
  - Innovative practice
  - Educational programming
  - Curriculum development
  - Community outreach
  - Client advocacy
  - Teaching and/or training

**NARACES NEW PROFESSIONAL AWARD**

This award recognizes a pre-tenured or new professional counselor educator in the NARACES region who has demonstrated promise in all areas of an academic position: teaching, scholarship and service, including:

- A commitment to excellence in teaching, demonstrated through recognition by both students and colleagues.
- A productive track record of research, publications, presentations, and other scholarly activities, including a clear research agenda that promises to develop our knowledge of counseling.
- Active involvement in service to the counseling profession, preferably with leadership positions.

Thank you to all those who submitted nominations and to the 2014 NARACES Awards Committee:

_Mike Mariska (Chair)_

Viabhvee Askagar        Sandy Gibson
Fallon Dodson            Megan Krell
Steve Flynn              Jesse Lyle
Louisa Foss-Kelly        Marte Østvik-de Wilde
2014 Conference Committee

Chair ~ Holly Branthoover
Conference Proposal Coordinator ~ Vaibhavee Agaskar
Conference Program Coordinators ~ Heather Barto & Leah Clarke
Emerging Leaders/Pre-conference ~ Tracey Robert
Vendors ~ Sibyl West & Melissa Luke
Career Corner ~ Amanda Minor & Louisa Foss
Excellence in Teaching ~ Krista Malott & Nicole Hill
Graduate Student Events ~ Atiya Smith & Hennessey Lustica
Awards ~ Mike Mariska
Registration ~ Tim Poynton & Ann Ordway
Finances ~ Patricia Godspeed
Communication ~ Nicole Pulliam & Jennifer Parzych
Continuing Education ~ Michael Hannon

The Committee would like to thank Holly Branthoover for her capable and thoughtful leadership.

Thank you NARACES 2014 Volunteers

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<th>Proposal Reviewers</th>
<th>Registration &amp; Career Corner Volunteers</th>
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<td>Monica G. Darcy</td>
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Congratulations to the 2014 NARACES Emerging Leaders!

**Master’s Students**
Cassandra Fleck, The College at Brockport, SUNY Brockport
Yslande Vilsaint, Southern Connecticut State University

**PhD Students**
Jaime Castillo, Syracuse University
Hennessey Lustica, University of Rochester
Anna Locke, Montclair State University
Vanessa Texeira, Argosy University
Ellery Parker, Walden University

**New Professionals**
Vaibhavee Agaskar, New Jersey City University
Amy Cook, University of Massachusetts, Boston
Megan Delaney, Fairleigh Dickinson University
Cassandra Gibson, The College of New Jersey
Kasie Lee, Alfred University
Amanda Minor, Salve Regina University
Heather Robertson, St. John’s University-Queens
Renee Sherrell, St. Joseph’s University
Jean Schutt, Chicago School of Professional Psychology
Donald Trahan, University of Mary Washington

NARACES Emerging Leaders

This professional development program was developed by ACES to encourage new professionals and doctoral students to become active in leadership and professional engagement. NARACES and the other regions adapted this program for members to include masters’ and doctoral students with new professionals. Candidates are required to submit a resume, references and a personal statement indicating their interest and current professional activities. The grant sponsors participation to our regional conference and attendance at the Emerging Leaders workshop. Invited participants will receive a stipend of $200 for attendance at the workshop and conference.
## NARACES Executive Committee

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<td>President</td>
<td>Holly Branthoover</td>
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<td>Secretary Elect</td>
<td>Edina Renfro-Michel</td>
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<td>Immediate Past President</td>
<td>Tracey Robert</td>
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<td>Treasurer</td>
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<td>Excellence in Teaching Committee Chairs</td>
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<td>President Elect</td>
<td>Melissa Luke</td>
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<tr>
<td>Technology</td>
<td>Tim Poynton</td>
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<td>Graduate Student</td>
<td>Hennessey Lustica</td>
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<td>Representative</td>
<td>Michael Mariska</td>
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<td>Journal Editors</td>
<td>Edina Renfro-Michel</td>
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<td>Secretary</td>
<td>Derek Seward</td>
</tr>
<tr>
<td>Communications Chairs</td>
<td>Nicole Pulliam</td>
</tr>
<tr>
<td>Excellence in Teaching Committee Chairs</td>
<td>Nicole Hill</td>
</tr>
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</table>

### Call for Nominations!!

We will be accepting nominations for the NARACES Board during the business meeting at the conference. The following positions will be opening:

- President Elect-Elect (President 2016-2017)
- Secretary Elect-Elect (President 2016-2017)

Please contact Nominations & Elections Chair, Tracey Robert at trobert@fairfield.edu, with questions or nominations. Information about the positions can be obtain at http://www.naraces.org/orgdocs
**Hilton Providence**
21 Atwells Avenue
401-831-3900
Wi-fi is available throughout hotel. See NARACES registration desk for access.

Shula’s Private Dining Room is on the first floor across from the Roger Williams Room. You will enter the restaurant and turn left in to the PDR.
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We hope you enjoy the NARACES conference.

**FALL ISSUE:** We invite you to review our Fall 2014 issue of JCPS, and to visit our new website [http://repository.wc.edu/jcps/](http://repository.wc.edu/jcps/)

**CONFERENCE PRESENTATION:** Want to talk to the editorial staff and some of our reviewers? Come to our presentation 4:15pm Saturday during Roundtables.

**Bepress/Digital Commons:** We are excited to announce that JCPS has had 6,385 downloads since we joined bepress/Digital Commons in January! We are indexed through EBSCO and ProQuest, and in the process of being indexed in PsycINFO. Authors receive regular download reports.

**MANUSCRIPTS:** We are accepting manuscripts on topics of supervision, counselor education, and clinical practice.

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CALL FOR PROPOSALS!

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ACES LEADERSHIP FOR CULTURALLY RELEVANT PEDAGOGY AND PRACTICE

Wednesday, October 7 – Sunday, October 11, 2015
Philadelphia Downtown Marriot, Philadelphia, PA

Portal for submissions open by December 1, 2014
Proposals are due by January 31, 2015

Questions?
Email: acesconference2015@gmail.com