NARACES 2016

Enriching Our Professional Counselor Identity Through Dynamic Scholarship and Practice

Syracuse, NY
Message from the President

On behalf of the 2016 NARACES Conference Planning Committee, welcome to Syracuse, New York! Our conference theme is, “Enriching Our Professional Counselor Identity Through Dynamic Scholarship and Practice.” Opening our conference will be Dr. Holly J. Hartwig Moorhead, Chief Executive Officer for Chi Sigma Iota Counseling Academic and Professional Honor Society International. Through her keynote address entitled, “Professional Counselor Identity: Legacies from the Past; Challenges for the Future”, Dr. Moorhead will hopefully inspire you to embrace the multiplicity of opportunities available for professional development at this conference.

There are over 130 conference sessions that will occur over the next several days. These sessions include sponsored presentations from Chi Sigma Iota and the Council for Accreditation of Counseling & Related Educational Programs. Several sessions have been designated for inclusion in the Excellence in Teaching Signature Series, which focuses on key teaching issues within counselor education and supervision. Additionally, there are numerous ancillary activities of which we hope you will take advantage, including the newly formed ACES Interest Network for International Students and Faculty meeting; the Graduate Student Panel; Career Link; NARACES Interest Networks; and the ACES Town Hall Meeting with ACES President Dr. Heather Trepal, ACES President-Elect Summer Reiner, and ACES Graduate Student Representative Harvey Peters.

We have a record number of sponsors and vendors this year. This accomplishment reflects the hard work of Michael Hannon and Vaibhavee Agaskar. Thank you to Syracuse University for sponsoring the Emerging Leaders Lunch and Graduate Student Reception; Montclair State University for the Presidential Reception; Husson University for the tote bags; the Journal for Counselor Preparation and Supervision for the lanyards; Jessica Kingsley Publishes for book donations, and ACA-NY for the refreshment sponsorship. Also, please stop by the vendors to learn about their products and services.

Please join me in thanking the 2016 NARACES Conference Planning Committee. Over the past year, the following individuals have generously given of their time in order to make this conference a success: Abby Dougherty, Toey L. Portrie Bethke, Tracey Robert, Harriet Glosoff, Vaibhavee Agaskar, Mike Hannon, Amanda Minor, Nicole Hill, Harvey Peters, Mike Mariska, Eric Perry, Megan Krell, Jason Duffy, Sarah Springer, Claudette Brown-Smythe, and Steve Kassier. Also, I would like to thank Holly Branthoover, ACES Conference Coordinator, for her encouragement, understanding, patience, and advice.

Enjoy the conference and Syracuse!

Derek X. Seward, Ph.D.
NARACES President & Conference Coordinator
Message from the Past-President

Dear NARACES members,

It is with enthusiasm that I welcome you to Syracuse, the ‘Salt City.’ Those of you who are familiar with the amount of lake effect snow in this region (averaging over 123 inches per year), might think that Syracuse earned the ‘Salt City’ nickname from the amount of salt used on the icy winter roads. But alas, salt was part of the history of Syracuse long before we had any paved roadways.

In fact, it was the salt springs surrounding Onondaga Lake that were partially what attracted the Iroquois and later Jesuit missionaries to this area. It’s not surprising then that the commercial salt industry prospered for centuries in what is now Liverpool, where large vats of saltwater brine from the springs were heated, and water evaporated to produce salt, that among other means was transported along the Erie Canal.

Legend has it that the infamous Syracuse culinary treat—salt potatoes—originated when salt industry workers threw their raw potatoes into the boiling vats of boiling brine, producing what remains a summer staple in Syracuse, new potatoes boiled in salt to leave a flavorful crust; best eaten dipped in butter!

I encourage those of you that have a vehicle or access to one to visit Onondaga Lake Park (http://www.onondagacountyparks.com/parks/onondaga-lake-park/), the Erie Canal (http://www.eriecanal.org/OECSP.html), or even the Salt Museum (http://www.onondagacountyparks.com/parks/onondaga-lake-park/salt-museum/) after the conference ends on Sunday. Some of you may also wish to look for salt potatoes on the menu of local eateries, as they do not disappoint.

Similarly, the 2016 NARACES Conference has much to satisfy attendees, from the breadth and depth of the preconference offerings, to the creative and empirically grounded workshops and the meaningful opportunities for organizational leadership, service, and professional networking. NARACES President and Conference 2016 NARACES Coordinator Dr. Derek Seward has diligently worked with the NARACES leadership and dedicated chairpersons and conference committee members to ensure that the program reflects the interests and concerns of membership.

Just like Syracuse has a history to be proud of, so too does NARACES. Though not a large region, our membership has been active and we have spearheaded many initiatives, including but not limited to our Emerging Leaders program, the teaching, supervision, and research networks, and a widely recognized scholarly journal. Additionally, we are well represented in ACES leadership, with Dr. Holly Branhoover as ACES Conference Coordinator, Dr. Summer Reiner as ACES President Elect, Dr. Linwood Vereen as ACES Secretary Elect, and Harvey Peters as one of the ACES Graduate Student Representatives. We have also been committed as a region to develop a strong leadership pipeline within our region, and it is a testament to the mentorship of many of you that we have such robust graduate student and new professional membership.

I am deeply appreciate of the opportunity to have been part of NARACES leadership. I hope that you have a positive experience at the 2016 NARACES conference and that your tie in Syracuse, the Salt City, is meaningful.

Warmly,
Melissa Luke, PhD
Immediate NARACES Past President
Keynote Speaker

Holly J. Hartwig Moorhead, Ph.D., LPC, NCC, ACS
Professional Counselor Identity: Legacies from the Past; Challenges for the Future
September 23rd 9:00 am
Grand Ballroom

As Chief Executive Officer for Chi Sigma Iota Counseling Academic and Professional Honor Society International (CSI), Dr. Holly Hartwig Moorhead oversees the management of one of the largest professional counseling organizations in the world with more than 109,000 initiated members and 380+ chapters chartered since the Society was founded in 1985. She is responsible for enacting CSI’s mission to promote and recognize academic and clinical excellence in professional counseling.

Dr. Moorhead earned a Ph.D. in Counseling and Counselor Education from the University of North Carolina at Greensboro (UNCG); a Master’s degree in Community Counseling from UNCG; and, Bachelor’s of Arts degrees in Art Communications, Sociology, and Studio Art from Florida Southern College. She is credentialed as a Licensed Professional Counselor (LPC) in North Carolina, a National Certified Counselor (NCC) through the National Board for Certified Counselors (NBCC), and an Approved Clinical Supervisor (ACS) through the Center for Credentialing and Education (CCE).

Prior to becoming a professional counselor, Dr. Moorhead was a case manager for a national youth mentoring organization and worked in university residence life. As a professional counselor, she has worked in a variety of roles as a clinical counselor and counselor educator, as well as within professional counseling organizations. Her clinical background includes crisis mental health assessment and counseling children, adolescents, and adults within in- and out-patient, middle school, and community agency settings. As a counselor educator, Dr. Moorhead taught in face-to-face and online CACREP-accredited master’s and doctoral counselor education programs. Additionally, she previously served as the NBCC Ethics Officer.

Dr. Moorhead's has served within national and state professional counseling associations, including as a member of the CSI Executive Council, the ACA Ethics Committee, and the ASERVIC Board of Directors. Her contributions to counseling scholarship include presenting peer-reviewed and invited international, national, regional, and state presentations, serving as part of the Counseling and Values Journal editorial board, and authoring refereed articles, book chapters, invited articles for counseling organization publications, and counselor training audio-visual materials. With Dr. Dana Heller Levitt, she co-edited When Values and Ethics Collide: Real Life Ethical Decision-Making, published by Routledge/Taylor and Francis.

Recognitions that Dr. Moorhead has received include the UNCG Counseling and Educational Development Program’s Distinguished Scholar Award, the UNCG Alumni Excellence Award (Significant Contributions to the Profession Through Teaching, Research or Professional Service), the Ohio Counseling Association (OCA) Herman J. Peters Award (Significant Impact on the Counseling Profession), and the CSI Upsilon Nu Chi Chapter Outstanding Service to the Chapter Award.
Town Hall Meeting with ACES Leaders

September 24th 9:00 am
Grand Ballroom

This Town Hall meeting is an opportunity to meet with ACES Leadership to discuss activities of the association. All are encouraged to attend. We especially encourage people interested in future ACES regional and national leadership to attend. Graduate student are welcomed.

Heather Trepal
ACES President
Heather Trepal, Ph.D., LPC-S is an Associate Professor in the Department of Counseling at the University of Texas at San Antonio and serves as the Coordinator of the Clinical Mental Health Counseling program. Dr. Trepal is the 2016-2017 President of the Association for Counselor Education and Supervision (ACES). Her research interests are in the areas of self-injurious behavior, bilingual counselor training, gender issues in counseling, and counselor preparation and supervision.

Summer Reiner
ACES President-Elect
Summer M. Reiner, PhD, LMHC, NCC, ACS is an Associate Professor at The College at Brockport, State University of New York. Previously she worked as a school counselor in Rochester, NY and Lanham, MD. She is the President-Elect of the Association for Counselor Education and Supervision, former President of the North Atlantic Region Association for Counselor Education and Supervision, and former leader in various other professional counseling associations (AADA, ACA-NY, NYSSCA, and ACA-NAR). Her research areas include professional identity, work addiction, life balance, leisure development, preparation of counselors for addressing spirituality, ethics and legal issues, and role of school counselors. Dr. Reiner also engages in consultation work with school districts develop comprehensive school counseling programs, having developed over a dozen in NYS. She also had a small private practice specializing in sports counseling. She is an active advocate at state and national levels for professional counselors.

Harvey C. Peters
Graduate Student Representative
Harvey Charles Peters is a second year doctoral student in Counseling and Counselor Education at Syracuse University, and received his master’s degree in Marriage, Family, and Child Counseling. Harvey is involved in various professional counseling associations, and is currently serving as the ACES Graduate Student Representative-Designate and NARACES Graduate Student Representative. Harvey’s leadership, scholarship, supervision, and teaching is focused on humanism, postmodernism, and intersectionality. With that, he believes in developing critical and reflexive practices through a commitment to humanistic engagement and non-privileged identities, which include: developing practices for counselor educators and supervisors; humanism, postmodernism, and multiculturalism in counselor education; and clinical supervision. Harvey’s clinical experience consists of working at a community agency, outpatient facility, and an inpatient facility where he provided services to children, adults, couples, and families, particularly for LGBTQIAAPD individuals and those with marginalized social locations.
Conference Schedule

Pre-Conference Events
Thursday, Sept 22nd

Morning
- Counselor Education and Identity Based Bullying: Why we should be talking about it (9:00 am – Noon) Sacketts Basin CANCELLED
- Counselor Education Beyond the Classroom: Do Immersion Experiences Enhance Cultural Intelligence? (9:00 am – Noon) Bushnell Basin CANCELLED

Mid-Morning
- Mentoring in Writing and Publication: Hands on Help Toward Publishing (10:00 am – Noon) Adams Basin

Afternoon
- An Introduction to Constructive Clinical Supervision (1:00 pm- 4:00 pm) Sacketts Basin
- Enacting Narrative Pedagogy: Creative Applications in Counselor Education (1:00 pm – 4:00 pm) Bushnell Basin

Conference Events

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<tr>
<th>Thursday 9/22/16</th>
<th>Event</th>
<th>Ancillary Events</th>
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<tr>
<td>7:00pm - 9:00pm</td>
<td>Presidential Reception (Grand Ballroom)</td>
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<tr>
<th>Friday 9/23/16</th>
<th>Event</th>
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<tr>
<td>8:00am – 9:00am</td>
<td>Breakfast: Continental (Grand Ballroom Foyer)</td>
<td>Registration (Lobby) Vendors</td>
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<td>9:00am - 10:00am</td>
<td>Keynote (Grand Ballroom)</td>
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<td>10:10am- 11:10am</td>
<td>Session 1: 60 Min.</td>
<td>Registration (Lobby) Career Link (Shelby) Vendors</td>
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<td>11:15am - 11:45am</td>
<td>Session 2: Poster &amp; RT</td>
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<td>11:15am - 12:00pm</td>
<td>Interest Networks Grad. Student Panel</td>
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<td>12:05pm - 1:15pm</td>
<td>Lunch/ State Meetings (Grand Ballroom &amp; Meeting Rooms)</td>
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<td>8:15am - 9:00am</td>
<td>Business Meeting (Grand Ballroom)</td>
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<td>9:00am - 10:00am</td>
<td>ACES Leadership Town Hall (Grand Ballroom)</td>
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<td>Session 6: 60 Min.</td>
<td>Registration (Lobby) Vendors</td>
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<td>11:15am - 11:45am</td>
<td>Session 7: Poster &amp; RT</td>
<td>Career Link (Shelby) Vendors</td>
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<td>11:15am - 12:00pm</td>
<td>Interest Networks</td>
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<td>12:05pm - 1:15pm</td>
<td>Awards Luncheon (Grand Ballroom)</td>
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<td>1:20pm - 2:50pm</td>
<td>Session 8: 90 Min. &amp; Poster Interest Networks</td>
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<td>2:45pm – 3:45pm</td>
<td>Snacks (Grand Ballroom Foyer)</td>
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<td>Session 9: 60 Min. &amp; RT</td>
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<td>4:00pm - 5:00pm</td>
<td>Session 10: 60 Min. &amp; RT</td>
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<td>8:00pm-10:00pm</td>
<td>Graduate Student Reception (Champlain Room)</td>
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**Saturday 9/24/16**

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<td>2:55pm - 3:55pm</td>
<td>Session 4: 60 Min. &amp; RT</td>
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<td>4:00pm - 5:00pm</td>
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**Sunday 9/25/16**

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<td>9:15am - 10:15 am</td>
<td>Session 11: 60 Min. &amp; RT</td>
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NARACES 2016 Conference Highlights

Thursday, Sept 22nd
- NARACES Presidential Reception (7:00 pm) Grand Ballroom

Friday, Sept 23rd
- Keynote Presentation - Professional Counselor Identity: Legacies from the Past; Challenges for the Future (9:00 am) Grand Ballroom
- CACREP Sponsored Sessions:
  - An introduction to and Overview of the CACREP 2016 Standards (10:10am) Champlain Room
  - Program Evaluation and Assessment in the CACREP 2016 Standards (1:20pm) Champlain Room
- CSI Sponsored Sessions:
  - CSI Chapter Leaders Training (2:55pm) Champlain Room
  - Chi Sigma Iota Chapter Faculty Advisors Training (4:00 pm) Champlain Room
- Graduate Student Panel (11:15 am) Champlain Room
- NARACES Interest Network Meetings
  - Supervision Interest Network (11:15am) Adams Basin
- NARACES State Meeting Luncheon (12:05 pm)
  - NYACES: Champlain Room  PACES: Adams Basin
  - MARIACES: Bushnells Basin  NJACES: Dewitt Basin
  - NNEACES: Sacketts Basin  CACES: Canal Room

Saturday, Sept 24th
- ACES Leadership Town Hall Meeting (9:00 am) Grand Ballroom
- ACES Interest Network Meeting (11:15am) Champlain Room
  - International Students and Faculty Interest Network
- NARACES Awards Luncheon (12:05 am) Grand Ballroom
- NARACES Interest Network Meetings
  - Research Interest Network (11:15am) Adams Basin
  - School Counseling Interest Network (1:20pm) Huron Salon
Pre-Conference Workshops

Mentoring in Writing and Publication: Hands on Help Toward Publishing
Thursday, September 22, 2016, 10:00AM - 12:00PM
Facilitators: Edina Renfro-Michel, Ph.D., LPC, ACS; Montclair State University; Editor, Journal of Counselor Preparation and Supervision, Michael Mariska, Ph.D., NCC; Plymouth State University; Associate Editor, Journal of Counselor Preparation and Supervision

There are few opportunities for one-on-one mentoring in the publication process, yet publishing research is a priority for faculty and doctoral students. Attendees bring a manuscript and meet individually with editorial board members of The Journal of Counselor Preparation and Supervision to discuss the manuscript, and receive specific feedback on the writing and research, including changes needed for publication. In addition, the editor will discuss the publication process and answer questions. The intention is to reduce anxiety about publishing manuscripts and increase attendees’ confidence in submitting manuscripts for review and publication. When possible, attendees will be matched with an expert mentor in the topic or research area of the manuscript. Editorial board members will “give back” lessons they have learned as reviewers and editors, especially to participants from underserved or culturally diverse groups, to promote and increase publication of articles that reflect the diversity of NARACES members. In order for this match to occur, attendees are asked to submit a completed manuscript to JCPSNARACES@gmail.com by September 7, 2016.

Join us for this session to:
1. Receive individualized mentoring of a manuscript, increasing the probability of publication.
2. Become informed authors about the cumulative publication process.
3. Learn more about the publication process, including timelines and appropriate communication.

Counselor Education and Identity Based Bullying: Why we should be talking about it
3.0 CEUs
Thursday, September 22, 2016, 9:00AM - 12:00PM
Facilitators: SeriaShia Chatters, Ph.D., LMHC; The Pennsylvania State University
Carlos Zalaquett, Ph.D., LMHC; The Pennsylvania State University

Although targets perpetrators, and bystanders of bullying and identity based bullying, are often seen in the counselor’s office due to the consequences of being involved in situations involving bullying, few counselor education programs explicitly include education or training on the prevention of bullying and individual and group interventions to treat those affected. In this presentation, we will discuss the prevalence of bullying and bias based bullying across
the lifespan, individual and group interventions to treat those impacted by bullying, and implications for Counselor Education Programs. Role plays, case studies, and video will also be reviewed.

**Counselor Education Beyond the Classroom: Do Immersion Experiences Enhance Cultural Intelligence?**
3.0 CEs  
Thursday, September 22, 2016, 9:00AM - 12:00PM  
Fee: $10  
Facilitators: Nilda M. Laboy, Psy.D., Psychologist, MA; Clinical Psychologist, VA; William James College  
Paola M. Contreras, Psy.D., Clinical Psychologist, MA; William James College  
Michelle Harris, M.A., LMHC, ATR-BC

Counselor education in cultural responsive practice is enhanced with instruction on diverse healing practices and human rights sensitive theory and requires a multi-modal approach. Panelists will describe how they teach diversity, which includes intensive local and international field experiences. One objective is to develop the student’s knowledge, skills, and attitudes to respond to historically marginalized groups. Another objective is to develop and distinguish the value of both cultural competency and cultural intelligence. Preliminary qualitative findings from arts-based and appreciative inquiry tools, as well as quantitative findings from an ongoing study that measures changes in students’ cultural intelligence will be presented.

**An Introduction to Constructive Clinical Supervision**
3.0 CEs  
Thursday, September 22, 2016, 1:00AM - 4:00PM  
Fee: $10  
Facilitators: Douglas Guiffrida, Ph.D., LMHC, NCC, APS; University of Rochester, Jason Duffy, Ph.D., LMHC, NCC, APS; SUNY Oswego, Erin Halligan-Avery, Ph.D., NCC, ACS; SUNY Geneseo

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.
Enacting Narrative Pedagogy:
Creative Applications in Counselor Education
3.0 CEs
Thursday, September 22, 2016 1:00- 4:00 pm
Facilitators: Nicole R. Hill, PhD., Professor, Syracuse University, Tracy Stinchfield, Associate Professor, Immaculata University, Torey Portrie-Bethke, Core Faculty, Walden University, Michael Mariska, Assistant Professor, Plymouth State University

Narrative pedagogy is an engaged, reflective, and transformational approach for learning that enhances student’s critical thinking and that bridges the gap from didactic learning to clinical practice. Channeling the lived experiences of students in the classroom, the emotional connection to narrative interventions, and the reflective nature of inquiry, narrative pedagogy provides an effective and intentional approach in counselor education. This pre-conference will be interactive and experiential with specific classroom examples on the use of multiple narrative modalities, including film, visual journaling, fictional and autobiographic literature, metaphor, photovoice, and music. Attendees at the pre-conference will receive concrete examples of how to engage in these narrative pedagogical approaches within master’s level counseling courses, and they will also have the opportunity to collaboratively explore how elements could be incorporated into their current courses. The impact of narrative pedagogy on student learning outcomes will also be examined and highlighted.

Supervision Interest Network

The Supervision Interest Network (SIN) for NARACES developed out of the national effort to promote best practices of supervision among ACES members working in academia and/or the field and to help create bridges between the two groups of professionals.

ACES is looking to the regions to give direction to the national effort and to organize and coordinate a regional effort regarding best practices in clinical practice.

Tracey Robert, past president of NARACES, represents our region on the ACES Supervision Network. She will report on the ACES network spring meeting.

This meeting is our opportunity to share best practices and offer recommendations for the field of counselor education on clinical supervision.

Please join us on Friday, September 23 at 11:15am - 12:00pm for a lively discussion.
Room: Adams Salon
Research Interest Network

Saturday, September 24 at 11:15am
Huron Salon

School Counseling Interest Network

Saturday, September 24 at 1:20pm
Huron Salon

International Students and Faculty Interest Network (ISFIN)

ISFIN is having very first meetings at the regional ACES conference since it became an official Interest Network within the ACES in March 2016. Please come and join us at the North Atlantic Region Association for Counselor Education and Supervision (NARACES) Conference. It will be a meet and greeting session and will introduce the mission and vision statement of the ISFIN. Also, the meeting will serve to promote the membership and encourage non-international ACES members to join strengthening the ISFIN. It will be a great opportunity to identify needs for the international students and faculty for the future program.

Saturday, September 24 at 11:15am
Room: Champlain Room

Rural Interest Network

Are you interested in rural and small community counseling? Would you like to talk about preparing counselors for practice in rural and small community settings? Are you interested in research on the topic? The ACES Rural Interest Network is a group of counselor educators, counselors, and supervisors with particular interest in the joys and challenges of counseling in rural and small communities. We will meet at the NARACES conference in Syracuse, NY, on Friday September 23, 2016, from 11:15-12:00 in the Ontario Salon. Please join us!

Deborah L. Drew, Ed.D. Husson University, Maine, drewd@husson.edu
Co-chair of ACES Rural Interest Network
Conference Sessions

FRIDAY
10:10 AM – 11:10 AM
EDUCATION SESSIONS
SESSION 1

Active Duty to Civilian: Family Transition to Veteran Status
Nicole M. Arcuri, Kellie E. Forziat, & Chelsea Erb, Lock Haven University.
nmarcuri@yahoo.com
Location: Adams Basin

The military population is a unique culture both when active duty and veteran status. The uniqueness of lifestyle is not only for the service member but also for their families. The purpose of this presentation is to explore the military culture and understand the experience of service members as well as family members through various stages of the military lifestyle. More in-depth, the transition from active to veteran status will be explored in regard to the service member as well as for their family members. Concluding the session, will be a discussion concerning culturally appropriate effective counselor support interventions for working with the whole family. The purpose of this presentation is to explore the military culture and understand the experience of service members as well as family members.

A Mindfulness Experiential Small Group to Help Students Tolerate Ambiguity
Lynn Bohecker, Northwest Nazarene University
Linwood G. Vereen, Syracuse University
Pamela C. Wells, Georgia Southern University
lbohecker@nnu.edu
Location: Bushnell Basin

This presentation will provide an overview of a study that used grounded theory methodology to explore the lived experiences of 20 counselors-in-training in a mindfulness experiential small group. The presenters will describe a 5-dimensional model for navigating ambiguity. Findings suggest mindfulness training provides counselors-in-training self-reflection skills and a greater ability to manage cognitive complexity.

Counselor Educators’ Experiences Infusing Social Justice into Pedagogy
Sonia Ramrakhiani & Mike Kalkbrenner, Old Dominion University.
sramr001@odu.edu
Location: Dewitt Basin

Participants will first be provided with an overview of the workshop and a brief literature review on the importance of social justice in counseling. Participants will then be divided into two groups; both groups will receive copies of one of two possible syllabi for a counseling skills course. One syllabus will be infused with social justice competencies and the other will not. Participants will then be asked to divide up into small groups of four to five individuals and discuss their experiences in this demonstration. The workshop will conclude with presentation of findings from presenters' research on infusion of social justice and advocacy competence in counselor educator pedagogical practices and provide recommendations for practice.

Overcoming Common Barriers in the Assessment of Counseling Programs.
Heather Barto & Leah Clarke, Messiah College
hbarto@messiah.edu
Location: Sacketts Basin

The assessment movement in higher education is in full force (Minton & Gibson, 2012). In step with this, CACREP has solidified the importance it places on the assessment of student learning and program evaluation in counselor education (CACREP, n.d.). The presenters will discuss three common barriers to fruitful assessment and some resources/ideas for addressing them: (1) Lack of buy-in among all of a counseling program’s faculty and staff; (2) disconnect between assessment of CACREP standards and program mission; and (3) assessment data that is not useful. The streamlined and focused 2016 CACREP standards present an excellent opportunity for counseling programs to improve their assessment practices.
Developing Counselor Identity and Practice in Bhutan, South Asia.
Susan V. Lester, Ania Poltorak & Kellin Murphy, University of Saint Joseph
slester@usj.edu.
Location: Canal Room

In response to a great need for mental health care in Bhutan, Bhutanese professionals are being trained in the practice of counseling. Given the cultural distance between the largely American foundations of counseling and Bhutanese culture, it is essential that these counselors develop a practice and identity that fit the unique cultural context of Bhutan. In this program, Susan Lester will present the voices of Bhutanese counselors whom she interviewed about their perspectives on Western counseling and discuss implications for counselor identity, training, and practice in Bhutan, here in the U.S., and around the world.

CACREP Sponsored Session
An Introduction to and Overview of the CACREP 2016 Standards
Tyler Kimball, CACREP
Location: Champlain Room

Every seven years the CACREP Standards undergo a thorough review and revision process. The review process includes the production of public drafts, open feedback periods for comment by individuals and groups, and revision based on feedback received during the open comment periods. The CACREP Board of Directors adopted the CACREP 2016 Standards in February 2015 and the standards formally go into effect July 1, 2016. This session is an introductory overview of the CACREP 2016 Standards.

FRIDAY
11:15 AM – 11:45 AM
ROUND TABLES
SESSION 2

Promoting Collaboration between School and Clinical Mental Health Students.
Jennifer Mani, Michael Weatherford, & Dana Unger, Kent State University
jmani@kent.edu
Location: Superior Salon

This roundtable discussion will help enrich collaboration between school and clinical mental health counselors. The importance of counselor educators bringing together school and clinical mental health students during their program is essential. This collaboration is vital to future practice. How this collaboration at various institutions is handled will be discussed. Handouts incorporating collaborative activities will be distributed.

Keeping Students of Color in STEM: A Discussion of Self Concept
Diandra Prescod & Latoya Haynes-Thoby, Pennsylvania State University
dup26@psu.edu
Location: Superior Salon

This session will explore the utility of counseling interventions that address the leaky pipeline trend as a means to increase the nation’s competitiveness in Science, Technology, Engineering, and Mathematics (STEM) research and design innovation. It will be important to increase student retention, which includes addressing the attrition of students who show early interest but leave the field due to factors that counter the building of self-concept, self-confidence, and professional identity development. As the demand for student preparation for ongoing research increases, we challenge counselors to incorporate Gottfredson’s theory in implementing effective interventions to support the retention of women and students of color in STEM.

"Can you Give us an Example?"
Jelane A. Kennedy, College of St. Rose
Beverly A. Burnell, State University of New York at Plattsburgh
kennedyj@mail.strose.edu
Location: Superior Salon

How do counselor educators, whose professional credentials and experiences are limited to specializations, settings, and populations, provide valid examples for students in all program specializations? This is most salient when teaching in the eight core areas. This session will focus on strategies for broadening counselor educators' counselor identity so as to enrich their students' own emerging counselor identity. Developing counselor educators' qualifications beyond our specializations is imperative for fostering students’ identities as professional counselors who share common history, theoretical foundation, and practices. The core provides students with the foundation from which examples can be applied to
various counseling contexts.

Muslim Students in Public Schools: Impact on Islamophobia & Multicultural School Counseling Practices
Sonia Ramrakhiani, Old Dominion University
sramr001@odu.edu
Location: Superior Salon

Post 9/11 Muslim students were targeted and experienced both physical and verbal aggression. Despite, the claim of public schools being "secular," the presence of religion cannot be ignored in education settings. Most Muslim communities are discontent with the public education system for two main reasons: discriminatory school practices and conflict between school policies and Islamic way of life. Currently, Muslims across America continue to experience the backlash of terrorist acts across the globe. The impact of Islamophobia is prevalent in public schools and cannot be ignored. In this presentation, the presenter proposes implications for school counselors to engage in multicultural awareness and educational practices in public schools.

Potential Grade Inflation: Implications for Counseling Students and Programs.
Matthew Shurts, Montclair State University
shurtsm@mail.montclair.edu
Location: Superior Salon

Much has been written about grade inflation (GI) in college, as the percentage of 'A' grades has steadily risen since the early 1980s. However, little attention has been given to the potential for and impact of GI in graduate programs specifically. In a field like counseling that prepares practitioners for work with vulnerable populations, it is vital that graduates possess the necessary therapeutic skills and knowledge when they leave their programs to protect the public. Any GI could mask deficiencies and make gatekeeping more challenging for programs (harder to document academic issues). The presenter and audience will explore the potential impact of GI on students and clients, and discuss strategies for identifying and combating GI.

Re-Envisioning the Partnership Roles of Counselor Educators and Site Supervisors Today.
Karen Mackie, University of Rochester
Tamara Sullivan, SUNY Oswego.
kmackie@warner.rochester.edu
Location: Superior Salon

Is better training for site supervisors enough? How do counselor educators develop, improve and sustain more powerful, meaningful and collaborative partnerships with site supervisors? How can we create supportive communities that encourage site supervisors to play a more central and critical role as co-educators of our students as they form their professional identities? In this session we will share and invite discussion about our emerging model of collaborative supervision practice which draws on principles from constructivist and constructionist thought to implement a supervision community of practice dedicated to enhancing culturally relevant and socially just supervision for our trainees and thriving for supervisors and educators.

Wilderness and Adventure-Based Therapy: Not Just for At-Risk Youth.
Rachel Darcy & Linwood G. Vereen, Syracuse University
rldarcy@syr.edu
Location: Superior Salon

This session will discuss the impact of wilderness therapy on at-risk youth, and how the benefits of such a program and set of experiences can be expanded for use with other client populations. The implications for counselor education and training curriculum will be addressed.

FRIDAY
11:15 AM – 11:45 AM
POSTER SESSIONS
SESSION 2

Being the Change: A Teaching Model to Close the Achievement Gap for Disenfranchised Students.
Angela Sheely-Moore & Michael Hannon, Montclair State University
sheelya@mail.montclair.edu
Location: Grand Ballroom Foyer
This presentation serves to describe an experiential capstone project for an advanced school counseling course. With an emphasis on promoting systemic changes within K-12 schools in a direct manner, this capstone project is designed to maximize active and engaged student learning. Presenters will provide successful strategies to identify, establish, and maintain a partnership school to bring this course project to fruition. A framework for the capstone project, including experiential activities and course assignments, informed by the ASCA National Model (2012), will also be explained.

A National Survey on Multicultural Competence for Professional Counselors: A Replication Study.
Renee Sherrell, University of St. Joseph
Sejal Barden, University of Central Florida
Jennifer J. Matthews, Oakland University.
rscherrr@usj.edu
Location: Grand Ballroom Foyer

In this study, the presenters worked to extend and replicate findings from a seminal study conducted by Holcomb-McCoy and Myers (1999) in order to increase our understanding of cultural competence beyond counselor preparation programs. We identified significant relationships between self-perceptions of multicultural competence for professional counselors, counselor training, and demographic information. The findings of this study suggest that the dimensions of multicultural competence have changed in the sixteen years since the Holcomb-McCoy & Myers study and that effective multicultural training in counselor training programs, as well as through professional development opportunities, are still a necessity.

The Challenges of Being One of the Few: Students of Color in Multicultural Counseling Courses.
Nicole Pulliam & Tina Paone, Monmouth University
Krista Malott, Villanova University
npulliam@monmouth.edu
Location: Grand Ballroom Foyer

Although limited in number, studies that examine the experiences of students of color in counselor training programs find reports of highly negative experiences, such as isolation, tokenization, and marginalization (Haskins, Whitfield-Williams, Shillingford, Singh, Moxley, & Ofauni, 2013; Henfield, Owens, & Witherspoon, 2011; Seward, 2014). This presentation examines the experiences of students of color specific to multicultural counseling courses, to better meet their needs in the classroom, as well as overall, programmatically. Findings from an in-depth qualitative study will be presented, with inclusion of students’ suggestions for improved training practices.

Wellness for Clients and Counselors: Lessons from the Classroom.
Travis Schermer, Carlow University
twschermer@carlow.edu
Location: Grand Ballroom Foyer

This presentation will share findings from a single group design study that explored students’ evolving perspectives of wellness over a semester. After an initial introduction to wellness through readings and discussion, students (N = 22) set self-care wellness goals for the semester. A small portion of weekly class time was allocated to checking in on and processing the wellness goals. The data was provided through short open answers and analyzed using a grounded theory model (Auerbach & Silverstein, 2003). The results suggest that students came to understand the concepts of wellness more fully, which has implications for both their clinical work, self-care, and professional identity.

Ecotherapy in the Workplace: Career Counseling Interventions
Lauren Roberts & Melissa De Lucia, Fairleigh Dickinson University
laurroberts2@gmail.com
Location: Grand Ballroom Foyer

Evidence supports that nature has positive effects on mental health, yet our time in the natural world has declined. Ecotherapy pertains to how being in nature is positively correlated with elevated mood, well-being, physical health, and productivity. Research shows that work success can be linked to employees or workplaces, that mimic nature in indoor spaces. They complement positive effects needed for efficiency. In counseling, ecotherapy can be used to determine job satisfaction, person-environment fit, and work-life balance. This poster-presentation will include definitions, research, interventions, further readings, and provide counselors with ways to incorporate nature into the workplace.
Improving the Cultural Aspects of Student Empathic Abilities.  
Richard Hazler & Qu Chen, Penn State University. hazler@psu.edu  
Location: Grand Ballroom Foyer

Empathic ability is a cornerstone of counselor identity and a vital competence for counseling success. The rapidly expanding cultural diversity of today's client population requires counselors to expand a general sense of empathic ability to include cultural perceptions closely related to empathy. This presentation will explore the impact of culture on counselor empathy, see how counselor trainees’ ability can be increased by utilizing key cultural perceptions, and provide opportunities for participant involvement based on their own personal and professional experiences with empathy in counseling and training counselors. PowerPoint presentation, discussion, and handouts will be the primary delivery methods for this program.

Self-Directed Wellness Practice Among Counseling Students: A Pilot Study.  
Ying Tang & Alyse M. Anekstein, SUNY Oneonta. tangy@oneonta.edu  
Location: Grand Ballroom Foyer

Our study was to examine the wellness practice of counseling students. The primary research questions were: What are some common wellness practice among counseling students? How effectively do counseling students think the wellness practice help them manage life stressors? How did counseling students identify and learn about the wellness practice that they use? Finally, what are the implications of the findings for counselor training, particularly the personal development of counselor trainees?

FRIDAY  
1:20 PM – 2:50 PM  
EDUCATION SESSIONS  
SESSION 3

Enriching Counselor Identity: Master’s Student’s Emotional Experiences with Clients Who Cry  
Jamie Brant & Jason McGlothlin, Kent State University. jbrant8@kent.edu  
Location: Adams Basin

The educational session will provide both an informational and interactional experience for attendees surrounding the concept of why it is important to be concerned about master's student’s emotional experiences with clients who cry in session. Attendees will be asked to join a discussion exploring the topic of master’s student’s emotional experience in response to a client crying in session, as well as how this experience may or may not have impacted the overall practicum experience. Finally, attendees will learn how this experience for master's counseling students may impact counselor educators, specifically how these experiences may need to be acknowledged and attended to in supervision.

Keeping Culture at the Forefront of Supervision: Using Child-Parent Psychotherapy as a Model.  
Alisa Hathaway, Donna Walck, & Justin Russotti, Mt. Hope Family Center. alisa_hathaway@urmc.rochester.edu  
Location: Bushnell Basin

Supervision affords opportunity for ensuring ethical and responsible involvement with clients, provides a forum for support around counseling practice, and offers foundation for professional development, including crafting counselor identity. The supervisor, supervisee, and client all bring individualized backgrounds to the therapeutic work and relationships established. Supervisors need to understand their own cultural identity and positioning, and create space for counselors to develop this awareness, impacting work with clients. Child-Parent Psychotherapy, an evidence-based trauma-treatment offers a model for incorporating reflective process into therapeutic work, demonstrating the layered practice of infusing culture into supervision.

Polyamory: Counselor Educator Considerations for an Unconsidered Population  
Carly R. Stevens & Lisa Schulz, University of North Texas. stevenscarlyr@gmail.com  
Location: Dewitt Basin

Polyamory is the having of many simultaneous romantic loves. Using estimates from traffic on polyamorist websites, the number of poly people in the United States is estimated to be between 0.3% and 3% of the population (Sheff, 2014). Polyamory is regularly pathologized by counselors (Weitzman,
and there is currently no literature addressing how counselor educators could meet the needs of polyamorous clients. In this interactive presentation, participants will learn what polyamory is, how it is lived, the societal challenges faced by those who are poly, and how counselor educators may more effectively educate students (or professionals-in-training) and their future clients by considering the therapeutic needs of polyamorous clients.

**Innovations in Teaching Couple and Family Counseling: Experiential, Applied, Dynamic and Fun.**
Laurie Bonjo, Shelby Petro, & Brenden Garcia, SUNY New Paltz
bonjol@newpaltz.edu
Location: Shelby Basin

This presentation will provide an opportunity to learn an innovative way of teaching couple and family counseling using a flipped classroom approach. The flipped classroom is a pedagogical model in which the typical lecture and homework components of a course are videos, and lectures are viewed by students on their own, while in-class time is spent on experiential and applied exercises, projects, and/or discussions. Within the flipped class format, I have created a unique model that offers an opportunity to engage in an innovative series of experiential exercises. Students explore the theories in real time from the vantage point of counselor and client/family member, creating both reflective and reflexive experience.

**Values Conflicts in “Real World Practice”: Implications for Counselor Educators and Supervisors.**
Harriet L. Glosoff & Stephanie DiZenko-Priestley, Montclair State University
glosoffh@mail.montclair.edu
Location: Sacketts Basin

Although counseling students and supervisees learn about the importance of being aware of their values, how these impact their work, and how to apply ethical decision-making models, little is known about what professional counselors actually do in the “real world” when faced with values conflicts with their clients. In this interactive session, the presenter will share preliminary results of a qualitative study in which practicing counselors discussed values conflicts they have experienced with clients and what they have done when faced with these issues. The primary goal of the session is to examine the intersection of values and ethics for counselors and implications for values exploration in both ethics education and clinical supervision.

**CACREP Sponsored Session**
Program Evaluation and Assessment in the CACREP 2016 Standards
Tyler Kimball, CACREP
Location: Champlain Room

One significant difference between the CACREP 2009 Standards and the CACREP 2016 Standards is in the expectations concerning program evaluation and assessment of students. This session will address key considerations in the CACREP 2016 Standards, including: empirically based plans for program evaluation, annual reporting requirements, key performance indicators of student learning, and assessment of students’ professional dispositions.

**FRIDAY**
2:55 PM – 3:55 PM
EDUCATION SESSIONS
SESSION 4

**Teaching Ethics: From Theory to Decision-Making Practice.**
Dana Heller Levitt, Montclair State University
levittd@mail.montclair.edu
Location: Adams Basin

Counselor preparation programs emphasize the importance of teaching and monitoring ethical decision-making, yet there is little research about practices beyond anecdotal accounts of approaches. Given the expectation for counselors to document decision-making models in their work, it is timely to examine more closely how counselor education programs prepare counselors for ethical practice. The purpose of this session is to explore approaches to teaching ethics and applying ethical decision-making models to bridge the theory-to-practice gap. Underlying concepts such as personal values will be discussed as a means of application, as well as recommendations that address counselor development and practical application beyond the classroom.
Counselors as Leadership Coaches in an Academic Medical Setting: Implications for Counselor Educators
Eric M. Brown & Sonia Ramrakhiani, Old Dominion University
ebrown001@odu.edu
Location: Bushnell Basin

Doctoral counseling students in our program have been given a unique counseling practicum/internship site experience as leadership coaches for physician residents. Assimilating counseling skills and theory into a wellness coaching model has shown promising results in facilitating the interpersonal growth of leadership skills of resident physicians. Site-supervision was designed to explore and expand the student’s abilities utilizing brief/solution focused methods and insight oriented counseling techniques.

Integrating an Empirically Validated Skill Based Assessment into a Graduate Program Curriculum.
Stephen V. Flynn, Mike Mariska, & Sarah Escobar, Plymouth State University
stvflynn@plymouth.edu
Location: Dewitt Basin

Counselor education programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) evaluate student-learning outcomes across the curriculum. The Comprehensive Counseling Skills Rubric (CCSR) (Flynn & Hays, 2015) was designed to measure trainee’s ability to utilize counseling skills, navigate the various phases of a counseling session, and understand the common sessions of the counseling relationship. To effectively assess these areas of proficiency, a CACREP-accredited graduate program integrated the CCSR into the three separate courses in a developmentally sound manner. This program will provide the knowledge to implement the CCSR into a content course and counselor-training laboratory.

Training Students in Suicide Assessment: Implications from a Large Scale Study.
Jason McGlothlin, & Betsy Page, Kent State University
jmegloth@kent.edu
Location: Sacketts Basin

Working with suicidal clients have been found to be one of the most difficult and anxiety producing aspects of counseling. Simply teaching how to conduct a comprehensive suicide assessment frequently evokes strong suicide assessment fears in students. Much of the anxiety and emotionality of working with suicidal clients begins with a fear of the unknown and an inability to conceptualize suicidality in a holistic manner.

Based on a study of over 12,000 callers to a suicide prevention hotline, the goal of this presentation is to take the mystique out of suicide assessment, inform attendees of ways to conceptualize suicide assessment in practice, supervision, and counselor education. A comprehensive model of suicide assessment will also be presented.

End-of-life Care and Meaning Reconstruction: The Need for Counselor Presence in EOL Caregiving.
Kim M. Tassinari, Montclair State University
ktassinari1@gmail.com
Location: Canal Room

This presentation is based on a thorough review of literature and results of a qualitative research study that examined the experiences of adult children providing home-based end-of-life (EOL) for a terminally ill parent. In this interactive session, the presenter will share results of her study with a focus on implications for counselor practice and counselor education. Participants will learn about: negative and positive impacts associated with home-based EOL caregiving; how counselors can contribute to the emotional wellbeing of caregivers as they transition from loss through bereavement; and the therapeutic benefits of meaning reconstruction to assist individuals who were EOL caregivers after the loss of a parent.

“So, I am now a Supervisor”: What School Counselor Site Supervisors Need to know.
Grace W. Wambu, New Jersey City University
gwambu@njcu.edu
Location: Ontario Salon

Oftentimes, school counselors find themselves in a situation where they are required to provide clinical supervision to an incoming intern in their school. While CACREP (2016) standards require that a site supervisor should have “relevant training in counseling supervision” (Section 3, standard P), it does specify how such training should be acquired. Many school counselors often feel unprepared for
Networking and other professional community development, perhaps a successful chapter? Would you like to help your chapter plan successful activities in areas such as professional development, professional advocacy, counselor community engagement mentoring, and involving professional members? Discuss strategies with other CSI leaders in this interactive training and networking session.

**CSI Sponsored Session:**
Chi Sigma Iota Chapter Leaders Training
Linwood G. Vereen, Derek X. Seward, & Nicole R. Hill, Syracuse University
lgvereen@uc.syr.edu
Location: Champlain Room

Are you an officer or committee chair in your CSI chapter? Would you like to help your chapter plan successful activities in areas such as professional development, professional advocacy, counselor community engagement mentoring, and involving professional members? Discuss strategies with other CSI leaders in this interactive training and networking session.

**A Multicultural Discussion: Intra-Racial Difference on Identity Development and People-of-Color.**
Rose Merrell-James, Shippensburg University
merrell14@hotmail.com
Location: Eric Salon

This program explores the dynamics of within race differences (e.g., skin tone, hair type, speech pattern/ tone, facial features etc.) on identity development of people from the perspective of how these differences impact concepts of success, failure, acceptance, and identity within culture and society. The program provides an opportunity for professionals from various fields to discuss an issue of multicultural counseling that might be present during counseling sessions and or be of concern for relationships within or outside of one's cultural group.

**Defining, Informing, and Advocating for University Policy Regarding Cyberbullying**
Hyngyung Joo, Fallon Calandriello, & Dominiqua Griffin, Penn State University
hujl30@psu.edu
Location: Huron Salon

The Internet has become a principal social outlet for most young adults, but the development of the Internet and accompanying technologies has transformed bullying into cyberspace. Cyberbullying takes place through e-mail, instant messaging, text message, chat room, website, SNS, and video games. Victims of cyberbullying suffer from negative impacts, including depression, anxiety, stress, self-blame, and suicide. Participants will learn about different types of cyberbullying, the prevalence of cyberbullying on campus, current laws and policies addressing cyberbullying, and the role of counselors as advocates promoting social justice through the ACA advocacy model.

**FRIDAY**
2:55 PM – 3:55 PM
**ROUND TABLES**
**SESSION 4**

**Bridging the Gap Between Professional and Personal Identity During a Counselor Training Program.**
Sara Jalbert, University of Saint Joseph
sjalbert@usj.edu
Location: Superior Salon

Counselor identity development (ID) researchers have indicated that the development of a counselor involves interactions between professional and personal domains of the identity. While such interactions have been acknowledged, research has largely focused on the counselor ID in isolation. But how is the process impacted by identity commitments in other domains (life philosophy, political and religious ideologies, etc.)? How are other identity domains impacted by the integration of this professional counselor identity? A framework for conceptualizing the interactions between professional and personal domains of the identity will be presented and accompanied by a discussion of the practical implications for counselor educators.

**Enacting leadership: Grounding Leadership in Counselor Identity**
Harvey Charles Peters & Linwood G. Vereen, Syracuse University
hcpeters@syr.edu
Location: Superior Salon

The counseling profession and literature has documented the importance of leadership development, shared identity, and the need to address gaps pertaining to the understanding, training, and utilization of leadership within the counseling
profession. Due to the of importance of leadership, advocacy, and shared professional identity within the counseling profession, this presentation intends to address a major gap within the counseling literature pertaining to grounding the development and understanding of leadership in the philosophy and values of the counseling profession. Implications for counselor education and supervision will be given.

**Admissions Criteria: The Key to Gatekeeping in the Counseling Profession**

*Emma Kendrick & Diana Wildermuth, Caldwell University*  
*Kara Ieva, Rowan University*

ekendrick@caldwell.edu

**Location:** Superior Salon

The counselor education (CE) admissions process can be seen as the first opportunity to judge applicants’ potential to develop the competencies necessary to enter the counseling profession. However, despite a growing interest in gatekeeping, research shows CE programs continue to rely on traditional admissions criteria, such as the Graduate Record Examination and Undergraduate Grade Point Average when selecting applicants for admission. This presentation provides the results of an analysis of admissions scores, in relation to the performance of, 152 counselor education students at a large, CACREP-accredited university, in the southeast. The data has been used to enhance the admissions process and can be easily translated into practice.

**Turning “I Can’t” into “I Can!”: Increasing Counselor Trainees’ Research Self-Efficacy**

*Megan M. Krell*

mkrell@fitchburgstate.edu

**Location:** Superior Salon

This session will provide a forum for examining counselor trainees’ research self-efficacy. Current literature surrounding research self-efficacy, how trainees’ research self-efficacy impacts their learning, and strategies to increase research self-efficacy will be discussed. Participants will have the opportunity share their own experiences teaching research-related courses.

**Enriching your Curriculum: Making your Classroom Instruction Accessible**

*Mike Weatherford, Jennifer Mani, Dana Unger, Kent State University*

mweather3@kent.edu

**Location:** Adams Basin

As an educator, it can be difficult to understand the ins and outs of accessibility needs for students with disabilities. The roundtable will cover ways in which instructors can enrich their curriculum by incorporating the most up-to-date ADA standards. ADA compliant and noncompliant handouts will be distributed and discussed.

**But We Have a Supervisory Relationship: Ethical Identities Amidst a Digital World**

*Atiya R. Smith, University of Rochester*

atiyarsmith@gmail.com

**Location:** Bushnell Basin

Social media and technology have made a strong presence in today’s society. They have altered how people communicate and have made an impression on counseling and counselor education. Examples include: friend requests from clients, late night texts from supervisees, questions about Googling clients, and doctoral students struggling to find how to best interact with Master’s students who are their supervisees.

This session will introduce attendees to current research, provide related ethical codes and professional standards, and challenge attendees to reflect upon their own ethical decision-making processes. Case studies will be used to facilitate critical thinking and attendees will begin a personal protocol for ethical-decision making.

**Counselors-In-Training Perceptions of Dynamics in the Group Environment**

*Nathaniel Burrow, Syracuse University*

Lynn Bobecker, Northwest Nazarene University

Linwood G. Vereen, Syracuse University

nmburrow@syr.edu

**Location:** Dewitt Basin

The results of a quantitative study exploring the perceptions of counselor trainees who have
Supervision for School Counselors that are "On The Job"
Maureen Chauncey, Capella University
maureen.chauncey@gmail.com
Location: Sacketts Basin

This program will explore the type of supervision school counselors who are "On The Job". The emphasis of supervision that CACREP and the ASCA National Model (2012) has placed on supervision for school counselors in training has created the expectations that this will continue when they are working as a school counselor. This program will allow for the participants to share and learn about supervision within their professional career. Through a presentation, discussion, and activities the participants will be informed about the importance of supervision and the effects that having supervision has on their social and professional identity.

Personal Counseling and Self-Efficacy for Counselors in Training
Michael Mariska, Plymouth State University
John A. Conte, Wright State University
mamariska@plymouth.edu
Location: Canal Room

This program will present the findings of a correlational study of experiences with personal counseling and measures of self-efficacy for counselors in training using the Counselor Assessment of Self-Efficacy Scales (CASES) developed by Lent, Hill, and Hoffman (2003). In addition, self-efficacy and its relationship to clinical course completion and program of study were also examined.

The results and conclusions of this study will be reviewed and discussed with participants. Related topical issues such as personal counseling as a program requirement and additional efforts to increase self-efficacy for counselors in training will also be discussed, and reference handouts will be provided.

Super-Charge the Counseling Process: Simple Toolsfor Making Psychodynamic Principles User-Friendly
Deborah Hudson & Jennifer Farah, University of Rochester
dhudson2@u.rochester.edu
Location: Ontario Salon

In many counseling circles, psychodynamic principles are out of vogue, considered to be antiquated and impractical. However, there are two tools, symbolized as two figurative triangles referred to as the Triangle of Conflict and the Triangle of Person, that are highly useful both for case formulation and choice of counseling intervention regardless of the version of counseling being provided. This program aims to describe and explain these two triangles, with an emphasis on how integrating the counseling principles represented by these two triangles has the potential to increase the effectiveness of the counseling process. Participants will be given practical instruction as to how to use these tools. A demonstration will be included.

CSI Sponsored Session:
Chi Sigma Iota Chapter Faculty Advisors Training
Melissa Lugo, Syracuse University
Tiphanie Gonzalez, State University of New York at Oswego
JoLynn Carney, Penn State University
Richard Hazler, Penn State University
mmluke@syr.edu
Location: Champlain Room

During this interactive session, experienced CSI Chapter Faculty Advisors will share strategies for building strong and active chapters. Group discussions will address topics such as increasing membership, recruiting and mentoring student leaders, fundraising, and involving alumni. New CFAs and doctoral students interested in serving as CFAs are encouraged to attend.

Qualitative Analysis of Adjunct Teachers’ Experiences with Gatekeeping in Counseling Programs
Erin N. Friedman, Syracuse University
Melissa "Missy" Lugo, Northern Illinois University
erin.n.friedman@gmail.com
Location: Erie Salon

Without a clear and accessible set of guidelines for adjunct instructors in counseling graduate programs, resulting in inconsistent departmental approaches of
working with adjuncts to address student concerns and can result in missed early warning signs of potential ethical concerns. This presentation will cover findings from a qualitative study on adjunct instructors’ experiences working in counseling programs. Analysis and discussion will focus on adjunct instructors’ experiences as adjuncts and their role in gatekeeping practices. This information will strengthen our understanding of current gatekeeping practices for adjuncts and allow the field to better understand adjuncts role as gatekeepers.

Affirmative Counseling: Working with African American Families Post-Disclosure as LGBT
Sergio Washington, Southwest Alabama Behavioral Health Care Systems
Don Traban Jr., Argosy University Washington D.C.
serwas18i@gmail.com
Location: Huron Salon

Affirmative practice is ethical and essential when counseling LGBTQ+ clients. Counselors may wish to embrace a positive, helpful perspective in counseling but may be unsure of what approaches may contribute to affirmative practice. This session will include an explanation of the purpose of affirmative practice, provide mechanisms to improve affirmative counseling practice, and share case studies to enhance participants’ positive perspective toward African American LGBTQ+ clients.

FRIDAY
4:00 PM – 5:00 PM
ROUND TABLES
SESSION 5

Insight into the Development and Implementation of an Undergraduate Minor in Counseling Program
Chris Schmidt, Villanova University,
christopher.schmidt@villanova.edu
Location: Superior Salon

This presentation details the development, implementation, and evaluation of an undergraduate Minor in Counseling program at a mid-Atlantic University. The presenter will discuss specific steps taken to design the program, including: building an evidence-based rationale for the program; establishing and clarifying program objectives; and streamlining program curriculum. The presenter will also discuss the implementation of the program, and make suggestions for changes informed by challenges encountered during this stage. This presentation has direct implications for educators seeking to design and implement a similar program at the post-secondary level.

Affirming Counselor Identity Through Interdisciplinary Collaboration: The Journey of a New Program
Laura Kestemberg & Laura Wood, Molloy College
lkestemberg@molloy.edu
Location: Superior Salon

The program director and a faculty member of a new master of science program in clinical mental health counseling aligned with CACREP standards, discuss how their program’s identity and their students‘ identities have been strengthened and solidified through reaching out to existing departments at the college for collaborative events at both the college and classroom levels. More established departments at our college have been coming to our department for guidance and collaboration after building these relationships. Case examples will be reviewed, such as hosting an interdisciplinary mental health conference, engaging in rigorous mental health research with other departments, and trading guest lectures with experts in other departments.

Previous Counseling and Professional Development: What is the Relationship?
Laura M. Schmuldt, Christine Hennigan, Sharon Caruso-Mills, Monmouth University
lschmuld@monmouth.edu
Location: Superior Salon

This program will explore data collected from graduate-level Counselor Education students who have previously engaged in counseling services. The study focuses on the impact that prior counseling has on students‘ decision to obtain a counseling degree. Further, the presentation will explore instances in which the student found the counseling to be especially helpful or harmful, and how this has contributed to his or her understanding of the counseling process. The session will also explore the impact of the counselor’s theoretical orientation on that of the student.
Counseling Refugee Children and Family: A Qualitative Study
Cameka Hazel & Bonnie Rubenstein, University of Rochester
cameka22@gmail.com
Location: Superior Salon

There is a growing population of refugee children and family in the U.S. Reports indicate that approximately 40-50 percent of refugees migrating to the U.S yearly have serious mental health disorders (Bronstein & Montgomery, 2011). This therefore represents an important population to respond to clinically. There is a great need for the preparation of mental health practitioners to adequately meet the needs of this vulnerable population. This presentation will highlight findings from a qualitative study with the view of informing mental health professionals how to improve competence in responding to the mental health needs of refugees.

S questionable

Sábado
10:10 AM - 11:10 PM
SESSION 6
EDUCATION SESSION

Using Popular Films as a Multicultural Counseling Training Tool
Jay M. Nittoli & Douglas A. Guiffrida, University of Rochester.
risesome@gmail.com
Location: Adams Basin

Popular films can trigger affective responses in students that can challenge their existing worldviews. When popular films are accompanied by other reflective experiential learning activities, they can promote cultural relativism and empathy in counseling students. In this presentation, a pedagogical activity is presented that utilizes popular film to stimulate student dialogue and reflection on topics pertaining to race, culture, privilege, and social justice. Results of a qualitative study assessing students’ perspectives of the activity will also be presented.

International Students’ Safety on American College Campuses
Sonia Ramrakhiani & Eric Brown, Old Dominion University
sramrakh@odu.edu
Location: Bushnell Basin

United States is the leading host country for international students. However, the literature has scarcely examined the safety needs of international students attending American college campuses. This presentation aims at addressing this gap in the literature using survey research to gather data on prevalence of different types of violence (physical, verbal, and sexual assaults), campus discrimination and its impact on social and psychological safety of international students in the US. The research will evaluate the role of support services and how they help create a sense of safety for international students on campus. The goal is to create awareness about the challenges faced by this population and to work on addressing safety concerns.

International Outreach: A Look at How Counselor Education Programs Are Going Global.
Uchenna Nwachuku, Southern Connecticut State University
Sarah M. Betz, CACREP
Nwachukuu1@southernct.edu
Location: Champlain Room

This presentation summarizes a survey of U.S. based counselor education programs’ engagement in international and cultural immersion activities. The presentation will include a summarization and presentation of initial findings followed by a discussion of ways faculty and students can become global citizens and advocates through the global exchange of research, student/faculty exchanges, global classrooms, and other learning experiences.
Teaching, Supervision & Research! Oh My!: Supporting Doctoral Identity Development in CES.
Atiya R. Smith, University of Rochester
Rebecca Vazquez, Regent University
atiyarsmith@gmail.com
Location: Dewitt Basin

The professional identity of a counselor educator is rooted in experiences during doctoral education. While programs aim to enhance students’ skills in core areas (counseling, teaching, supervision, research/scholarship, leadership and advocacy), a range of factors can hinder students’ progress towards degree completion. This presentation will: highlight research surrounding professional identity development of doctoral students in counselor education, discuss student experiences during various phases of their programs, and identify barriers to professional identity development, wellness, and overall success. Attendees will be provided with specific strategies to best support these rising counselor educators.

Integrating a Multicultural Identity among Master’s Level Students in Counselor Education Programs
Michelle Colarusso & Jeremy Abel, Duquesne University
mmc2588@gmail.com
Location: Sacketts Basin

In a world where culture is on the headlines of news programs, newspapers, and periodicals, it is imperative that Master’s level students are aware of a multicultural difference between themselves and their clients. As educators and counselors, it is important to provide and integrate a multicultural piece in Master’s programs not only in the diversity course, but within fieldwork as well. Hipolito-Delgado, Cook, Avrus, and Bonham (2011), agree that integrating innovative methods in teaching Master’s level courses to bring awareness, knowledge, and skill through experiential learning in a classroom setting. It is important to recognize the need for providing continuity of the learning experience through coursework as well as fieldwork.

Expanding Counselor Preparation and Practice for Working with Families and Aging Adults
Megan Seaman, Molloy College
mseaman@molloy.edu
Location: Canal Room

There are absences, as well as inconsistencies, of counselors working with family caregivers of aging adults. This presentation will introduce a family systems/ecological model of understanding caregiving systems. Four inquiry areas will be discussed along with their respective components that help to clarify relationships between family caregivers as well as processes of caregiving systems. The presenter will provide a framework for counselor educators to expand their teaching and supervision of those who will work with families on gerontological caregiving issues. Additionally, the presenter will demonstrate how counselors and other service providers can use the model, inquiry areas, and their components to help family caregivers.

Interdisciplinary Faculty Partnerships: Building Connections Within the Community
Margaret M. Generali, Jennifer L. Parzych, & Olcay Yavuz, Southern Connecticut State University
generalm1@southernct.edu
Location: Huron Salon

Are you looking for fresh ideas to enrich your professional identity within the communities that you and your future graduates serve? Faculty from two distinct yet related graduate programs (school counseling and educational leadership) collaborate to build a framework for fostering community connections. Outreach efforts extend to local and statewide school districts, state agencies, and graduates of these respective programs. This workshop will highlight these initiatives, bringing together our commitment to teaching, research and service. Group discussion of effective community connection strategies will be encouraged.

Lived Experience of International Counseling Students in Clinical Training
Abram Lee, Syracuse University
alee27@syr.edu
Location: Ontario Salon

With an increasing awareness of the internationalization of the counseling profession is growing in scale. The growing number of international students in higher education underscores the need for understanding their experiences and perspectives to cultivate a transformative learning environment for diverse student populations. Different challenges that international counseling students face such as
language barriers and cultural differences can create unique experiences of navigating the clinical training. This presentation will provide an insight to understand international counseling student’s clinical training experiences and supervisory and pedagogical implications to enhance their professional identity development.

SATURDAY
11:15 AM - 11:45 PM
POSTER SESSIONS
SESSION 7

Expanding Pluralism: Integrating Awareness of Polyamory and Mononormativity in Counselor Training
Cara A. Levine, Syracuse University; calvi01@syr.edu
Location: Grand Ballroom Foyer

The absence of diverse and divergent relational/sexual orientations is a troubling gap in counselor competencies. This presentation explores findings from a phenomenological study exploring the experiences ofpolyamorous/consensually nonmonogamous counselor educators. Mononormativity, the privileging of monogamy as normal and aspirational, is explored in the context of counselor training and supervision. Participants will be challenged to consider polyamory as a gradation of humandiversity situated within the realms of ethical cultural competencies. Relevant literature will be reviewed, and resources and tools for increasing pluralism in multicultural classes, family systems classes, and supervision will be distributed.

School Counseling Educators: Aligning Pedagogy with Practice
Hennessey Lustica & Nicole Casamento, University of Rochester
hrlustica@gmail.com
Location: Grand Ballroom Foyer

This poster session will explore how School Counseling Educators can align their experience in the field with CACREP standards in order to enhance pedagogical practices in the classroom. The CAPCREP standards for school counseling programs allow numerous points of entry into which practical application of theory can be used to enhance specific responsibilities school counselors will experience in the field, including but not limited to attendance, discipline, high stakes testing, working within a system, master schedule planning, consultation with teachers and administrators and working effectively with parents.

Travel that Transforms: A Qualitative Study on Travel Abroad and Cultural Exposure
Stephanie Ramirez, The Seminary of The Southwest
stephanie.ramirez@ssw.edu
Location: Grand Ballroom Foyer

The purpose of this session is to illustrate dissertation findings examining the lived experiences of female CES students who traveled abroad for the purposes of cultural exposure. Presenter will describe the study, research methods used to analyze data, discuss findings, and implications to the field of counseling. Major themes will be discussed including, educational development, professional development, experiential learning, increased cultural awareness, and personal transformation. Participants will have the opportunity to learn about the importance of cultural exposure in a travel abroad setting and how to incorporate travel as a possible option for doctoral students.

Training Future Administrators to Supervise School Counselors: An Interdisciplinary Approach
Daniel Cinotti & Carol Dahir, New York Institute of Technology
dcinotti@nyit.edu
Location: Grand Ballroom Foyer

Principals and other administrators who supervise school counselors influence their practice, self-efficacy and professional identity. Unfortunately, many administrators lack knowledge of how to supervise school counselors in part due to insufficient training in school administrator preparation programs. The presentation outlines an interdisciplinary teaching approach focused on increasing future administrators’ knowledge of best practices in school counseling and enhancing their skills in supervising counselors appropriately. Within this approach, school building leaders-in-training receive from training from counselor educators in an evidence-based supervision model created specifically for work with school counselor supervisees.
Creating a Supportive College Community to Assist African-American Gay Men to Remain Persistent
Viria Hill-Siott, University of Georgia
vhilleot@uga.edu
Location: Grand Ballroom Foyer

African-American gay men recount hostility within their on-campus experiences. These unfavorable environments if not addressed appropriately, over time contribute to isolation and eventually an increased in college attrition of African-American men. African-American gay men believe that when their multiple identities are intact they thrive. Providing a supportive environment ranks highly for this population of students. The presenter will discuss how this understudied population of students cope with adversity at a predominantly White institution (PWI) and remain resilient to successfully complete college.

The Role of Play Therapy in the Development of Empathy in Children
Claudette Brown-Smythe & Katherine Mabar, The College at Brockport SUNY
cbrownsm@brockport.edu
Location: Grand Ballroom Foyer

The program is intended to facilitate a discussion about the school counselor's role in enhancing students' empathy skills. The program will examine the effectiveness of play therapy as an intervention aimed at empathy development.

Interconnections of Bullying and Substance Use Disorders from Adult Perspectives: A Qualitative Study
Marcy J. Douglass, Rose Merrell-James, Matthew Shupp, Charles Dana, & Joann Noel, Shippensburg University
mjdouglass@ship.edu
Location: Grand Ballroom Foyer

This program examines results of a qualitative study designed to investigate the nature of the relationship between bullying behaviors and substance use disorders from an adult perspective. Interviews were conducted at an inpatient substance abuse treatment facility with adults who were bullies, targets of bullying or both. The results of this study show a dynamic outcome with patterned, overarching themes of being the target of bullying, using substances, becoming a bully and the negative effects this caused for living thus influencing the severity of substance abuse and the subsequent consequences. A myriad of subthemes give rise to a new understanding of the interconnections between bullying and substance abuse from an adult viewpoint.

SATURDAY
11:15 AM – 11:45 AM
ROUND TABLES
SESSION 7

Implications for Self-Care in an On-Line Counseling Graduate Program
Kristin Vincenze, Nicole Arcuri, & Kellie Forziat, Lock Haven University
kav813@lhu.edu
Location: Superior Basin

Ethical guidelines stress the importance of self-care for counselors. Additionally, research indicates counselor self-care helps counselors avoid burnout within the profession. In traditional brick and mortar institutions, instructors can model this for their students. However, via online learning environments, helping graduate students engage in effective self-care practices can be more difficult. The purpose of this presentation is to identify the self-care needs of mental health graduate counseling students in an online setting and assess practical strategies that current educators use to develop the promotion of self-care needs of mental health graduate counseling students.

Development of a Social Class and Classism Training Questionnaire: Preliminary Findings
Zachary Pietrantonii, Southern Illinois University
zachpiet@gmail.com
Location: Superior Basin

Research suggested that multicultural training increases perceived competency with exposure to diversity issues in training and practica/internships (Constantine & Yeh, 2001; Holcomb-McCoy, Harris, Hines, & Johnston, 2008). Trainees should be exposed to such diversity issues early and often in training through role-plays and modeling to improve multicultural competency (Cartwright, Daniels, & Zhang, 2008). However, limited research exists on social class competency training. The purpose of this program is to provide preliminary findings of a Social Class and Classism Training Questionnaire and provide a format to share ideas to increase
multicultural competency training of social class issues for counselor trainees.

**Supervision Training in School Counseling: How Are We Preparing Students and Site Supervisors?**

Kathryn T. Kozak, Syracuse University
Theresa A. Coogan, University of South Florida
ktkozak@syr.edu

Location: Superior Basin

This interactive workshop will explore school counseling supervision training for both master’s-level students and site supervisors. Topics relevant to enhancing the practice of supervision in school counseling will be discussed, including applicable models of supervision, strategies for infusing supervision training into master’s-level coursework, and site supervisor training approaches. Presenters will share preliminary results from research on current supervision training practices in school counseling. In addition, presenters will invite attendees to share existing training practices in their programs and consider opportunities to implement additional training opportunities within current course designs and curricula.

**The Art of Clinical Supervision: A Research Tool and Teaching Methodology for Professional Identity**

Tracey Robert, Fairfield University
trobert@fairfield.edu

Location: Superior Basin

Clinical supervision is a large component of training for beginning counselors. Modeling preplanning behavior with supervisees in clinical supervision is essential for their development as professional counselors. This program will introduce effective preplanning methods which help supervisors set the stage for: self-assessment, ethical behavior, delivering and receiving corrective feedback, and understanding diverse worldviews. Presenters will provide handouts including the Corrective Feedback Instrument-Revised (CFI-R) short form, self-assessment tools for supervisor and supervisees, a clinical supervision preplanning chart, and a case study on the topic of multicultural competencies.

**Wellness Through Nature: Reconnecting our Clients and Students to the Natural World**

Megan Delaney, Monmouth University
Katherine Shirley & Lauren Roberts, Fairleigh Dickinson University
megskarecki@gmail.com

Location: Superior Basin

This presentation outlines the healing and restorative power of the natural world through the tenets of ecotherapy. Ecotherapy, an emerging field within Counseling, is defined as contact with the outdoors and nature as a method of therapy (Clinebell, 1996) and addresses the critical fact that as humans we are interwoven within the natural world (Buzzell & Chalquist, 2009). The experience of being in the outdoors, breathing in the fresh air, exercising the body and living within the wild has been shown to reduce stress and promote healing (Louv, 2008). This presentation provides an overview of current literature and outlines strategies counselors and counselor educators can integrate into their everyday practice and teaching.

**Godspeed, Wakan, Chutzpah, & FROG: Diverse Backgrounds and Common Experiences in Counselor Education**

Lynn Bohecker, Northwest Nazarene University
Alyse Anekstein, SUNY Oneonta
lbohecker@nnu.edu

Location: Superior Basin

This program provides the results of a study of student experiences in counselor education related to diverse spiritual and religious backgrounds, values, and beliefs. The participants self-identified as coming from the spiritual and religious beliefs of Nazarene Christian, Judaism, Latter-Day Saints, and Native American/Buddhism. The results of this study provide counselor educators with insights into student experiences that may facilitate an increase in competency when working with students from diverse religious and spiritual backgrounds, values, and beliefs.
Interdisciplinary Diversity Trainings: Diffusing multicultural competence and advocacy

Javier F. Casado Pérez & Anne DeLessio-Parson, The Pennsylvania State University
jfc207@psu.edu
Location: Superior Basin

This program communicates strategies for diffusing multicultural competence and advocacy across disciplinary boundaries. A collaborative framework undergirds the training program being presented and is a product of joint efforts between counselor educators and social justice educators. The trainings were successfully implemented in a Department of Sociology and Criminology and a Department of Biochemistry and Molecular Biology in cooperation with their diversity and climate committees. Attendees can expect to learn approaches to designing interdisciplinary diversity trainings that include interactive activities aimed at building multicultural competency and translatable diversity-specific content.

"So You’re a Psychologist, huh?" Helping Counseling Students to Self-Advocate.

Jody Fiorini & Susan Bray, Wichita State University
jody.fiorini@wichita.edu
Location: Superior Basin

Counseling students seldom come into their programs understanding the differences among the different mental health professions. A large part of our responsibility as counselor educators is to instill counselors-in-training with a strong sense of professional identity and pride. A useful activity is to have students anticipate and practice their responses to the inevitable questions they will hear. "So you’re a psychologist (social worker)?" "So you get paid to just listen to people?” (give advice, tell people what to do). This round table discussion will present strategies that will allow counselors-in-training to refine their own definition of counseling and rehearse their answers to questions about the nature of their profession.

An Introduction to the Fundamentals of Constructive Clinical Supervision

Douglas Guiffrida, University of Rochester
douglas.guiffrida@rochester.edu
Location: Sacketts Basin

An overview of the Constructive approach to supervision is presented. This 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, the presenter 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. Video clips will be presented that illustrate the effectiveness of this approach with supervisees from various settings and time will be allotted for sharing of participants’ experiences using constructivist methods.

The Role of Biology in Professional Counselor Identity: The Counselor Within Nature-Nurture

Justin Russotti & Kathryn Douthit, University of Rochester-Warner School
justin_russotti@urmc.rochester.edu
Location: Adams Basin

Many counselors may justifiably resist an overemphasis the role of biological constitution in counseling practice. This may be related to the classic nature/nurture debate that suggests biology is related to the notion of determinism. A deterministic model is antithetical to the core beliefs of counselors and elicits a defensible aversion to biology. Recently, there has been increased recognition that biology and environment are engaged in complex transactions, rather than opposing forces. This session will encourage counselors to consider the role of biology in their professional identity. It will introduce counselors to novel biological processes that would allow the counselor to play an integral role in this nature-nurture transaction.
Breaking the Taboo: Addressing Sexual Attraction in Counselor Education

Stanley C. Hoover, Messiah College
shoover@messiah.edu
Location: Bushnell Basin

Sexual attraction toward clients is a common experience among counselors, but many feel unprepared to effectively manage such feelings and are reluctant to disclose them to supervisors. This program will consider how counselor educators might better prepare counselors-in-training to manage feelings of sexual attraction toward clients. Attention will also be given to the experience of sexual attraction toward students/supervisees among counselor educators. Literature on sexual attraction in counselor education will be reviewed and implications for clinical practice and counselor education will be discussed. Findings from original research on sexual attraction among counselors-in-training and counselor educators will also be presented.

Supporting Supervisees Who Are Working with Clients at End of Life

Connie S Ducaine, Montclair State University
ducainec1@montclair.edu
Location: Dewitt Basin

This program will elevate the attendees awareness of topics related to the supervision of counselors who are working with clients at end of life. This interactive session will encourage attendees to consider the unique issues involved in this work, which can include death anxiety, vicarious trauma and vicarious resilience, and compassion fatigue. In addition, participants will discuss the technical knowledge that supervisees (and supervisors) must have (e.g., role of advanced care planning, death with dignity) to effectively support clients who are dealing with an advanced illness or approaching end of life.

African American Males in Counselor Education: Courageous Conversations

Linwood Vereen, Syracuse University
Michael Hannon, Montclair State University
Jordan Shannon, Monmouth University
Shon D. Smith, University of Florida
lgvereen@syr.edu
Location: Champlain Room

African American males will share lived experiences in their positions as professors, administrators, mentors and leaders in Counselor Education. For them, systemic and often invisible barriers to advancement exist within the subjective walls of Academe. Inclusion, social justice and multicultural competencies must be woven into the fabric of higher education organizational culture transforming practices that may otherwise marginalize African American men. Mentoring and advocacy strategies, as well as protective factors that support success in higher education will be discussed. Attendees will have opportunity for reflection, questions and answers. An increased level of awareness along with a call to action will be the challenge presented.

Gatekeeping: How to Balance Ethical, Legal, and Administrative Mandates?

Holly Branthoover, Indiana University of PA
holly.branthoover@iup.edu
Location: Eric Salon

Counselor educators’ gatekeeping responsibilities are clearly outlined by the ACA Code of Ethics and CACREP standards. In addition, recent legal decisions support adherence to the gatekeeping responsibilities of counselor educators. Despite clear direction from ethical, legal and administrative sources, counselor educators may still be reluctant to engage in gatekeeping activities for a variety of reasons. The content of this presentation will review professional counseling mandates regarding gatekeeping and the discussion will encourage each participant to develop strategies for addressing programmatic and individual barriers to participation in gatekeeping activities.

Developing a Proactive Crisis Response in Counselors: Lessons Learned from Utøya, Norway

David E. Martinson, Immaculata University
dmartinson@immaculata.edu
Location: Ontario Salon

The terror attacks in Oslo, Norway and on the island of Utøya on July 22, 2011 killed 77 people, and represented a national tragedy that affected the whole Norwegian society. In the aftermath, a response by the national healthcare system in Norway was proactively implemented to care for those survivors and bereaved family members. A longitudinal, non-experimental design with three measurements (18, 28, and 40 months after the terror attacks) was completed by a team of Norwegian researchers. The results have
transcultural relevance for crisis and trauma counselors in the USA.

SATURDAY
1:20 PM – 1:50 PM
POSTER SESSIONS
SESSION 8

Using Art-Based Strategies in Group-based Counselor Supervision.
Ryan Liberati, Webster University
ryanliberati24@webster.edu
Location: Grand Ballroom Foyer

In addition to course work and experiential learning experiences, a vital aspect to counselor training is clinical supervision. Supervision acts as a mediator bridging the gap between theory and practice. Utilizing creative interventions has been increasing in clinical work and may be beneficial to be utilized more in training counseling students. One way to incorporate creative and expressive techniques into a counseling program is to utilize art-based strategies in clinical group supervision. Research and clinical experiences are discussed.

The Opioid Epidemic: Results of a SWOT Analysis
Kristin Vincenzes, Beth McMahon, Kellie Forziat, Jennifer Lange, & Madalyn Smith, Lock Haven University
Kav813@lhup.edu
Location: Grand Ballroom Foyer

Seven deaths from opioid overdoses occur daily in Pennsylvania, becoming an epidemic and devastating families. Collective insights from this vulnerable population inform the development of recommendations for awareness and educational campaigns. Those impacted by opioid-related addictions were interviewed using a SWOT analysis. From the transcriptions, NVivo software identified themes of community inadequacies that included the lack of: an awareness of services, a warm hand-off, and education concerning prevention, early intervention, and treatment. Stakeholders received results, which led to writing grants, forming relevant committees, and receiving funding from the PA Commission on Crime and Delinquency (PCCD).

Excellence in Teaching Signature Presentation
Enriching Counselor Education through Project Based Learning: Learning in the Real World
Alexander Moga, University of Akron
ajm106@zips.uakron.edu
Location: Grand Ballroom Foyer

This presentation will inform participants how to enrich student learning through project based or real world experience. Lecture and writing assignments can only impart limited knowledge to the counselor education student. Project based learning aims to immerse the student in a real world situation where they will plan, coordinate, and execute an advocacy or service project related to their professional identity. By engaging in this activity the student gains further enrichment and understanding of the concept and gains a greater understanding of their professional identity.

Ethical Decision Making for Supervisors of Color
Candice Crawford & Dana Heller Levitt, Montclair State University
crawfordc5@montclair.edu
Location: Grand Ballroom Foyer

With the growing focus of cultural competence in counseling and supervision, it is imperative that as counseling professionals we continue to examine our cultural values and beliefs and how they can impact relationships, ideas, and strategies within the counseling and supervisory context. The aim of this presentation is to explore the ethical decision making process of supervisors of color. There will be an examination of how values and racial/ethnic differences influence ethical decision making in supervision. We also seek to discover which decisional frameworks are more aligned with addressing ethical dilemmas within a cross-cultural relationship.
Multicultural Training for Counselors: A Qualitative Investigation of Students' Experiences
Michele Rivas, Nicole Hill, Linwood G Vereen, & Harvey C. Peters, Syracuse University.
mlopez02@syr.edu
Location: Grand Ballroom Foyer

Multicultural competence aims to meet clients’ needs, professional standards, and optimize graduate student development (Sue, Arredondo & McDavis, 1992; Watt et al., 2009; Hill, 2003). In terms of professional identity and throughout the standards CACREP stresses the importance for multicultural training for counselors to apply such knowledge to case conceptualization, treatment, referral, and prevention (CACREP, 2016). This poster will present the results of a qualitative study that explored counseling students’ experiences receiving multicultural training. This poster situates the experiences of master’s students receiving multicultural training as a catalyst to critically examine the training and curriculum in multicultural education.

Military Children Resilience: Implications for School Counselors.
Nicole M. Arcuri, Lock Haven University
nmarcuri@yahoo.com
Location: Grand Ballroom Foyer

Military children make up a special population school counselors serve. These students experience numerous stressors throughout their life, often, specific to the military family culture. Certain factors protect the children’s well-being by promoting resiliency while others hinder their ability to bounce back. Military children spend a large amount of their time with stakeholders at school. Therefore, school stakeholders within the military children’s lives can act as protective factors. Therefore, school counselors who have military children in their schools need to be aware of military family life stressors in order to support the child as well as other stakeholders in effectively empowering this population while also advocating for them.

Fun & Rigor are not Mutually Exclusive: Enjoyable & Productive Teaching Techniques for the Classroom
Gary Goodnough, Plymouth State University
ggoodno@plymouth.edu
Location: Superior Salon

Professor and student enjoyment and in depth learning can peaceably co-exist in the counselor education classroom. Several time-tested techniques and learning exercises will be shared in this roundtable program. These include student led activities, peer learning, peer review, student and practicing counselor collaboration, interesting means of highlighting course reading, and ways that professors and students alike can receive important feedback.

A Mindfulness Small Group Curriculum to Increase Students’ Empathy and Counseling Self-Efficacy
Lynn Bohecker, Northwest Nazarene University
lbohecker@nnu.edu
Location: Superior Salon

This study used the Solomon four-group design to examine the relationship between a mindfulness experiential small group (MESG) and mindfulness skills, empathy, counseling self-efficacy, and perceived stress for counselors in training. Understanding how MESG affects these characteristics provides much needed information to inform the development of specific interventions and programs in counselor education. Twenty-two first semester first year counseling students participated and were randomly assigned to one of four groups. The findings suggest the MESG may influence the capacity for students to stay present and empathize with a client with higher counseling self-efficacy.
Increasing External Funding Opportunities in Counselor Education
Kara Ieva, Rowan University
ieva@rowan.edu
Location: Superior Salon

Obtaining external funding is an important part of a counselor educator’s professional identity. External funding provides counselor educator’s opportunities to execute and support their research. However, procuring funding can be challenging, especially if it is done in isolation. Therefore, the purpose of this program is threefold: (a) explain the strength in grant collaboration between school, clinical mental health, and marriage and family counselor educators, (b) introduce a collaboration grant writing model, and (c) offer a practical example of an existing collaboration.

Integrating Expressive Arts into Practicum and Internship Group Supervision: Practical Suggestions
Laurie Craigen, Boston University School of Medicine
lcraigen@bu.edu
Location: Superior Salon

Expressive arts create a platform for counselor trainees to enrich their professional counselor identity through the use of a variety of different mediums beyond traditional teaching methods. The use of expressive arts in supervision is a powerful tool that enhances counselor-trainees’ self-awareness, other awareness and promotes group cohesion (Newsome, Henderson, & Veach, 2005). This presentation is intended to provide clinical supervisors and counselor educators with engaging activities that can be effectively applied within group supervision courses. The activities presented will address the following themes: goal setting, personal/professional awareness and growth, positive affirmations, group cohesion, and termination.

“Are We Our Specialization?”: The Impact of Specialization in Development of Counselor Identity
Denise Haggerty & Michael Stephens, Duquesne University
haggertyd@duq.edu
Location: Superior Salon

Discussion into the impact that specialized areas of study have on graduate level student’s development of counselor identity. Implications for developing a tokenized identity as a result of specialized areas of study, separation in defining who we are as counselors, as well as discussion of the need to advocate for ourselves in the counseling world to have a well-rounded unified identity.

Excellence in Teaching Signature Presentation
Graduate Student Persistence in Clinical Mental Health Programs: What Makes a Difference?
Lisa D. Weaver, Lock Haven University
Adrienne Dixon-McCallum, Edinboro University
Tulare W. Park, Lock Haven University
lweaver@lhup.edu
Location: Superior Salon

Our program will describe a recent research study conducted with graduate students in Clinical Mental Health Counseling programs at two state universities, which examined factors that impacted persistence. Using the Community of Inquiry framework (Garrison, Anderson, & Archer, 2000), this study looked at the social, cognitive and emotional presence of our students, and factors present in each that enhanced teaching presence and maximized student engagement. The study examined both the online and face-to-face environments. The presentation will present and highlight factors found to be most crucial to student success in each setting, and present references and suggestions for enhancing those factors in graduate programs.
collaborative research that explores counselor educators’ perceptions of the preparation of counselors to serve military clients.
Integration of content and experiences within a counseling curriculum will be the primary focus. Relevant resources will be provided.

Wearing Two Hats: Exploring the Intersect of Educator and Counselor Identity in the Classroom
Hennessey Lustica, University of Rochester
Alisa Hathaway, Mt. Hope Family Center
hrlustica@gmail.com
Location: Adams Basin

This session will consist of an open dialogue with Counselor Educators regarding the impact of student disclosures in the classroom around past or current traumatic experiences. These disclosures may have come in the form of written work or pedagogical discussion. Workshop facilitatorsResearchers are interested in examining the intersection of Counselor Educator and Counselor roles in the classroom. The purpose of this mixed-methods design is to collect data to inform best practice in Mental Health and School Counseling Programs. Pending IRB approval, participants will be asked to grant informed consent and be audiotaped for this session. All participants will remain anonymous. This session will be held twice during the conference.

Program-Level Assessment in an Age of Accountability
Virginia Kelly, Fairfield University
vkelly@fairfield.edu
Location: Bushnell Basin

With an increased emphasis on accountability, counseling education programs are challenged with instituting assessment practices that are both meaningful and practical. For many programs, these assessment activities need to meet the requirements of multiple accrediting bodies (CACREP, NCATE or CAEP, NEASC). This program will detail one set of practices for meeting this challenge. Over several years, a comprehensive assessment system has been designed, implemented, and refined. Program-level data and student outcome data are combined to measure the effectiveness of policies, practices and teaching methodologies. The plan will be presented and time allotted for participants to explore options that might be useful in their programs.

Transitioning International Counseling Students to the Practicum World
Seydem Hancioglu & Christina Faulkner,
Syracuse University
shanciog@syr.edu
Location: Dewitt Basin

Practicum placement has a significant role in counselor students’ development. Yet, international counseling students may face greater difficulty finding placements. This workshop will explore strategies that aim to aid counselor educators in placing students, with a focus on international students. Participants will learn ways to integrate career services resources into prepracticum courses and workshops. Strategies from this workshop can help educators respond to students’ challenges in securing a practicum while increasing student participation in the placement process. Additionally, the strategies will encourage student career reflection earlier, and equip students with skills to effectively secure positions across their career.

Establishing and Maintaining Counselor Identity in Blended Learning Environments
Marion Cavallaro, Sandy Gibson, Mark Woodford, Atsuko Seto, Jill Schwarz & Stuart Roe, The College of New Jersey
cavallar@tcnj.edu
Location: Champlain Room

Counselor educators representing addictions, clinical mental health, marriage and family and school counseling specializations will discuss how they foster professional counselor identity in blended learning coursework. Key principles in blended learning pedagogy such as creating a personalized, visually appealing, accessible, and collaborative environment will be discussed. Presenters will showcase elements of their blended courses which build and maintain counselor identity including units on community-engaged learning, creating a school counseling website, developing cultural competency through online-based assignments, critical analysis of media using discussion boards and professional and licensure online modules.
Promoting a Social Justice Advocacy Identity: The Lived Experiences of Counselor Trainees
Sarah E. Campbell, Messiah University
scampbell7@capellauniversity.edu
Location: Ontario Salon

In this 60-minute education session the presenter will share findings of a qualitative research study that looked at how mental health counselors in training described their process of becoming a social justice advocate. Implications for training institutions, the counselor educator and supervisor, the professional counselor and counselor trainee as well as directions for future research will be discussed.

The Efficacy of Professional Collaboration Among CSI Chapters: An Evidence-Based Perspective
Erin N. Friedman, Syracuse University
Matt Glowiak, Benedictine University & Walden University
erinn.friedman@gmail.com
Location: Eric Salon

Advocating for the counseling profession is a critical component of our roles as counselor educators. Unfortunately, many students desiring a career in the helping professions choose social work, psychology, or psychiatry due to not knowing what differentiates our field. The presenters will demonstrate the efficacy of collaboration among students and professionals by outlining a collaborative counselor engagement event undertaken by multiple Chi Sigma Iota chapters at the 2014 Illinois Counseling Association's Annual Conference that invited undergraduate and pre-masters students to learn about the counseling profession.

SATURDAY
4:00 PM – 5:00 PM
EDUCATION SESSIONS
SESSION 10

Excellence in Teaching Signature Presentation
Integration of Spiritual Concepts in Master’s Level Counselor Education Courses.
Andrew Robinson, Dylan Fox, & Laurie Craigen, Boston University.
alar820@bu.edu
Location: Adams Basin

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires the exploration of “the impact of spiritual beliefs on clients’ and counselors’ worldviews” in the context of the social and cultural foundations of counseling (CACREP, 2016). This presentation will propose a framework for integrating spirituality in three master's level counselor education courses - Counseling Theory, Social and Cultural Foundations, and Orientation to the Counseling Profession. It will provide concrete, practical strategies for facilitating counselor trainees’ exploration of their own spiritualities and worldviews, with a particular focus on personal and professional identity development.

Elevating Student Voices in Supervision: Using Formative Feedback in Counselor Education Programs
Ryan Bowers, Duquesne University
David Martinso, Immaculata University
Matthew Bundick, Duquesne University
bowersr3@duq.edu
Location: Bushnell Basin

Educators traditionally use summative student feedback to help inform and change pedagogy for future classes by using end-of-semester student evaluations. Using the Collaborative Feedback Assessment Battery in academic supervision classes allow counseling students to give weekly formative feedback to the instructor. This empowers students to voice opinion on the direction of class by using the Goals for Supervision, Supervision Exchange Outcome, and Evaluation of Supervision Session Assessments. Using these assessments elevates the students voice by giving direct and confidential feedback to the instructor and creating a collaborative learning environment where the instructor is free to adjust pedagogy as needed for the students.

What’s Law Got to Do with It? Empowering LGBT Clients While Pursuing Unified International Ethics
Peter J Boccone, Lynchburg College
peter.boccone@gmail.com
Location: Dewitt Basin

For several years, counselors and counseling advocates internationally have worked toward trying to find common ethical ground on which to create unified ethical standards. Meanwhile, recent developments and debates in the US have set the stage for efforts to further the legal rights and
protections for LGBT individuals. However, as legal shifts occur here in the States, what does that mean for our pursuit of international ethical standards? This program will explore the parallel between advocating for LGBT rights here in the US and working toward unified ethics abroad. Special attention will be given to how this parallel relates to counselor identity, advocacy, and legal and ethical curriculum.

**Helping Students Prepare for the CPCE: a CSI Program, Faculty Presentation and Alumni Panel**
Heather Robertson, St. John's University
Location: **Sacketts Basin**

Many counselor education programs offer the Counseling Professional Comprehensive Examination (CPCE) (CCE®), as an exit exam or as a barometer of student success. Students are often anxious or uncertain about the examination, which may impact their academic or clinical performance. This presentation outlines a ChiSigma Iota program designed to increase students’ knowledge about the format of the CPCE, while also attempting to minimize student anxiety pertaining to the exam. Utilizing university faculty and program alumni, students engage in a 2-hour “preparation” session, not a “review” session. Student response data from over three years of presentations will be discussed, including opportunities for improving the intervention.

**Exploring Pre-Service School Counselors’ Experiences with Group Leadership during Site Supervision**
Sarah Springer, Monmouth University
Lauren Mazz, Kutztown University of Pennsylvania
Daniel Cinotti, New York Institute of Technology
Location: **Champlain Room**

Counselor educators play an important role in preparing students for group facilitation. Recent research has found a relationship between receiving feedback and managing anxiety specific to group leadership and school counseling students’ group leader self-efficacy. Identifying the quality of these two aspects of supervision, however, was beyond the scope of this research. The following presentation will discuss results from a subsequent qualitative study, which further explored pre-service school counselors’ experiences in site supervision specific to group leadership. Advocacy for the group leadership needs of school counseling students and suggestions for curricular enhancement as well as site supervisor training will be discussed.

**Integrating Mindfulness into Counselor Education Courses**
Jason Duffy, SUNY Oswego
Dong Guiffrida, University of Rochester
jason.duffy@oswego.edu
Location: **Huron Salon**

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. In this interactive presentation, participants will learn ways in which mindfulness-based activities can be integrated into various contexts. Additionally, the presenters will share results from a qualitative study exploring the experiences of master’s-level students who participated in a mindfulness-based Counseling Theory and Practice course.

**Black Lives Matter: Critical Race Theory as Treatment Modality in Contemporary Society**
Don Trahan, Jr., Argosy University Washington DC
dtrahanjr018@gmail.com
Location: **Ontario Salon**

This presentation will inform participants concerning themes of: social justice, personal and cultural values, understanding Black male identity in America today, navigating heightened aggression from law enforcement while establishing a place in the community and American society. The discussion will support individuals in order to develop as a whole: self-identity, empowerment, and positive self-image of oneself. Lastly, critical race theory (CRT) will be introduced as a treatment modality, identifying the importance of resilience factors in the African American community. Moreover, attendees will learn about the importance of fostering positive outcomes through resilience and further support identity within a racial identity context.
Sand Tray: Fostering LGBTQQIAAPD Competence
Harvey C. Peters & Melissa Luke, Syracuse University
hcpeters@syr.edu
Location: Erie Salon

During the past decade, the counseling literature has increased in its discussion and research on the needs of LGBT* clients, the importance of multicultural supervision, and the incorporation of creative arts approaches; however, minimal literature regarding the intersectionality exists. This session targets the intersectionality of creative arts within supervision as a space to engender supervisee multicultural and ethical development. Throughout this session, participants will be presented with the utility of sand tray as a supervisory intervention for supervisees working with LGBT* clients, the LGBT* Responsive Sand Tray approach.

SATURDAY
4:00 PM – 4:30 PM
ROUND TABLES
SESSION 10

Back from the Brink: Successes and Challenges
Revitalizing a Chi Sigma Iota Chapter
Kathryn Alessandria, WCUPA.
kalessandria@wcupa.edu
Location: Superior Salon

Due to membership requirements, CSI chapters at master's level institutions often have only 3 semesters to recruit and engage members prior to graduation. This can have implications for the recruitment of chapter leaders as well. Join us for a discussion of how one CSI Chapter bounced back from the brink of losing its charter. We will discuss the challenges that face CSI chapters in master's only programs, the role of the Chapter Faculty Advisor in maintaining the health of the chapter, and the strategies we used in successfully revitalizing our chapter. All participants are encouraged to share ideas and resources for engaging student and alumni members.

How Long Does It Take to Make a Professional Counselor? The Development of Professional Identity
Tim Coppock, Gannon University
coppock001@gannon.edu
Location: Superior Salon

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.

Motivational Interviewing with Families: Is the Family Getting in the Way of Recovery?
Kelly Belmontes, Syracuse University/Brownell Center
kcbelmon@syr.edu
Location: Superior Salon

About a quarter of the US population belongs to a family that is impacted by addiction. Although addiction impacts each person in the family, based on systems and addiction theories, families can struggle to change behaviors that hinder recovery and contribute to addiction. This program will provide suggestions for the application of Motivational Interviewing, an effective individual substance use treatment, to families struggling to change behaviors that hinder the recovery of a loved one.

A Picture is Worth a Thousand Words:
Using Instagram as a Reflective Tool for Fieldwork Experiences
Nicole Pulliam & Alyson Pompeo-Fargnoli, Monmouth University
npulliam@monmouth.edu
Location: Superior Salon

This program will highlight the effective use of photojournaling by way of Instagram as a reflective tool in Practicum and Internship courses. The presenter will share her step-by-step process taken to pilot this project with 10 Internship students, provide examples of student and professor posts, and engage participants in a discussion on ways to implement this fun and innovative means for meaningful reflection. Not a savvy social media user? Have no fear, there will be plenty of #hashtagging demos @ this presentation!
School Counseling Students’ Professional Identity: Developing a "Mock" Comprehensive K-12 Program  
Marte Ostvik-de Wilde, University of Saint Joseph  
mostvikdewilde@usj.edu  
Location: Superior Salon

School counselors are held accountable for delivering data-driven counseling services across multiple levels of intervention, but often report a disconnect between graduate-level training and professional realities. This presentation will share a project where students develop an original comprehensive school counseling program during a one-semester course. Students were then interviewed at three different stages (immediately after completion of the project, in internship, and after graduation). The purpose of the study was to examine the extent to which the project contributed to the development of a professional school counselor identity.

SUNDAY  
9:15 PM – 10:15 PM  
EDUCATION SESSIONS  
SESSION 11

Enriching Counseling Scholarship through Structured Writing Groups  
Lauren Moss, Kutztown University  
Sarah Springer, Monmouth University  
Rodney Pennamon, Webster University  
lmoss@kutztown.edu  
Location: Adams Basin

It is important for counselors to give back to the profession via research, idea sharing, and dissemination of ‘best practices’. Academics in counselor education and supervision are often professionally required to produce publishable manuscripts during the doctoral journey, throughout the tenure and promotion process, and beyond. Maintaining steady production of written work may prove challenging, but strategies which support writing skills development and productivity may help to support the composition of professional ideas and research. This session presents examples of structured writing groups in a way which allows participants to glean immediately-implementable methods that increase writing joy and production.

Excellence in Teaching Signature Presentation  
Multicultural Learning: Constructivist Activities in the Classroom  
Amanda Minor, Salve Regina University  
amanda.minor@salve.edu  
Location: Dewitt Basin

Presenter will discuss several unique assignments she created and borrowed that utilize constructivist pedagogy to integrate culturally relevant understanding into student learning. The purpose of such experiential activities is to help students deconstruct current narratives and thus allow for a richer cultural worldview and practice. Potential example of the activities and assignments discussed include the use of student-created spoken word poetry, music, the incorporation of podcasts such as Invisibilia, and twitter accounts such as Humans of New York.

Grant Writing for Counselor Educators: Strategies for Success  
Megan Delaney, Monmouth University  
Leslie Kooyman, Montclair State University  
Melissa De Lucia, Fairleigh Dickinson University  
megskarecki@gmail.com  
Location: Champlain Room

This session, led by two facilitators with a combined 25 years of grant writing and program directing experience, will provide an overview of the best practices in grant writing with the aim of outlining the process for counselor educators. For many, the grant proposal process remains daunting. How to first seek out and find funding opportunities that match research interest is often the first hurdle; the next becomes actually writing and submitting the proposal. While the process may seem overwhelming, it is actually quite achievable especially with planning and direction. The goals of this presentation are to demystify the process and encourage new grant-seekers to begin the process of writing and submitting grants.
Strategies to Empower Counselor Educators to Teach Suicide Intervention Skills to Counselor Trainees

Christina (Rosie) Bauder & Laurie Craigen, Boston University School of Medicine
crbauder@bu.edu
Location: Bushnell Basin

This workshop will address the importance of clinical competency, empirical evidence, and advocacy to best instruct counselor trainees how to work effectively with clients who are thinking of suicide. The goal is to create a counselor in training that is knowledgeable and feels confident in their ability to assess and advocate for a client who is thinking of suicide. The presenter will incorporate current articles that suggest effective assessments or approaches that can be used by counselors, trainees, skills to teach students about suicide prevention and intervention, and create an open dialogue to investigate supervision techniques to assess competency.

Art Activities in Practicum Supervision?: Fun, Insight, and Group Cohesion

Mi-Hee Jeon, St. Lawrence University
Grace Wambu, New Jersey City University
alwaysmihee@gmail.com
Location: Sacketts Basin

Employment of art in supervision settings has received recent focus. Expressive activities in supervision promote safety and creativity (Markos, Coker, & Jones, 2007), allowing supervisees to open channels to their intuition and find meanings through their practicum journey (Wilkins, 1995). This session will deal with a semester-long research project of using expressive arts in supervision for master's students in practicum. Specifically, the presenters will share their supervisees' experiences and perceptions of using arts in their supervision that were obtained through the research project.

Enhancing Counselor-in-Training Professional Identity Development through Course Abroad

Peg Donohue & Cherie King, Central Connecticut State University
peg.donohue@ccsn.edu
Location: Canal Room

International study experiences provide a unique opportunity for graduate students to expand their worldview and develop and examine professional, personal, and educational insights for their growth into professional counselors. According to the literature, self-discovery and counselor identity development provide hidden opportunities not accessible in the traditional classroom (Younes & Asay, 2011; Kostohryz, Wells, Wathen, & Wilson, 2014). This workshop will focus on a study abroad graduate course in Ireland in Spring 2016 with 20 students from the graduate counseling programs. As part of the course experiences, students were required to keep daily journals about their experiences. Come learn about how you could plan a similar course.

Excellence in Teaching Signature Presentation
Infusing Intersectionality in Curricula in order to Facilitate Deep Learning

Don Trahan, Jr., Argosy University Washington DC
dtrahanjr018@gmail.com
Location: Eric Salon

While the ACA Code of Ethics (2014) provides professional counselors with an ethical framework designed to assist its members in constructing a professional course of action, given the ubiquity and gravity of counseling culturally diverse individuals, there are ineluctable shortcomings to any code that does not emphasize multicultural sensitivity specifically focusing on intersectionality of cultural lenses. To this end, in order to adhere to standards F.7.a., F.7.c., and F.11.c., the presenter will provide a model for teaching across cultural strengths, designed to assist counselor educators with developing their curricula, thereby, deepening learning among counselors-in-training.

SUNDAY
9:15 AM – 9:45 AM
ROUND TABLES
SESSION 11

What is the essence of your study? Using Transcendental Qualitative Methods as a Research Design

Stephanie Ramirez, The Seminary of The Southwest
stephanic.ramirez@ssw.edu
Location: Superior Salon

Qualitative research is commonly used as a methodology to explore the experiences of individuals. Despite the plethora of data on qualitative research, few studies delve into the
specific methodology of transcendental phenomenology. This specific methodology is a direct adaptation from Edmund Husserl's philosophy (Moustakas, 1994). The purpose of this presentation is for participants to learn about transcendental phenomenology as a research methodology. Based on Clark Moustakas (1994), the presenter will walk participants through the transcendental research design and ways to incorporate in their scholarly work.

Gatekeeping: An Increasingly Essential Role of Professional Counselor Identity

Ann McCaughan, University of Illinois Springfield
Nicole Hill, Syracuse University
amcca7@uis.edu
Location: Superior Salon

A key role of counselor educators and counselors alike is that of gatekeeper to the profession; a dynamic process that is constantly evolving in response to changes in the greater system of professional counseling, including increased demands with fewer resources and changes in service delivery. In addition, institutional expectations such as enrollment and retention can result in barriers and conflicting goals for successful gatekeeping outcomes. This presentation will discuss the current research regarding gatekeeping as well as gatekeeping strategies in an effort to support and enhance confidence and skill in planning and implementing gatekeeping measures, ultimately empowering professionals to embrace the gatekeeping identity.

A Collaborative School-Community Training Project: Mental Health Counseling Trainees in Schools.

Tami Sullivan, Alison Cramer & Cory Brosch, SUNY-Oswego.
tamara.sullivan@oswego.edu
Location: Superior Salon

Learn about the pitfalls and successes of an innovative college-community training partnership. Mental health counseling trainees partnered with a public school in need of improvement to provide responsive interventions designed to empower students. Highlighted will be the counseling and academic monitoring systems that assessed outcomes and the change-sensitive measures that assessed progress as a result of mental health interventions that improved the well-being and academic success of at-risk students.

Utilizing Power Analysis for Empowering Supervision Across Orientations

Cara A. Levine & Nicole Lorenzo, Syracuse University
calevi01@syr.edu
Location: Superior Salon

In feminist therapy and supervision power analysis is used to explore structural, interpersonal, and intrapersonal power dynamics with the goal of creating additional pathways for supervisees to conceptualize and actualize their strengths and voice. Power analysis is a potent approach to increasing multicultural awareness, as well as strengthening the supervisory alliance, in supervision across theoretical orientations and developmental levels. Through role plays and experiential activities, participants will learn dialogic and expressive arts techniques for integrating power analysis into existing supervision models. Participants will learn how power analysis can be scaled and scaffolded for use with supervisees at any developmental level.

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

The Holistic Impact of Loss: Exploring the Grief Experiences of Graduate Counseling Students

Brittany Pollard, Indiana University of Pennsylvania
bpollard@iup.edu
Location: Adams Basin

Although researchers have explored the grief experiences of undergraduate students, the significance of graduate student grief has been overlooked. Of particular interest to counselor educators are the ways in which personal grief may affect counselors-in-training encountering grieving clients. The presenter surveyed graduate counseling students at three universities and analyzed responses with regard to incidence of loss, the effects of related grief, types of support sought, and participants’ assessed risk levels for prolonged grief disorder. This interactive session highlights study findings and provides implications regarding the impact of personal grief on graduate counseling students’ work with clients facing similar challenges.
Excellence in Teaching Signature Presentation
Providing a Trauma Competent Curriculum: Advancements, Challenges, and Lessons Learned
Jeanne Felter & Astra B. Czerny, Philadelphia University
felterj@philau.edu
Location: Champlain Room

There is a growing need for trauma competency in counseling curricula. However, few clinical graduate programs offer fully integrated trauma content. This presentation will address concerns that infusing trauma content into existing coursework might create. The presenters have developed and implemented a highly relevant 60-credit trauma counseling curriculum that blends counseling dispositions and the Sanctuary Model, a theory-based, evidence supported model of organizational change. The resulting program provides support for the health, safety, and clinical growth of students in the classroom and practice settings, while simultaneously educating students to become trauma competent practitioners.

Excellence in Teaching Signature Presentation
Using Expressive Arts to Promote Engagement and Self-Reflection in the Counselor Education Classroom
Katherine Purswell & Ben Willis, University of Scranton
katherine.purswell@scranton.edu
Location: Bushnell Basin

Instructors in most counseling classes require students to complete personal reflections at various points in the semester. Typically, these reflections are written in a paper format. In this workshop, we will discuss a second medium for self-reflection: expressive arts. Reflection through expressive arts can augment verbal forms of reflection by providing students with an additional form of communication, and it can lead to unique insights not easily reached through traditional verbal reflections.

Participants in the workshop will have the opportunity to experience an expressive arts activity in addition to discussing the rationale and basic guidelines for using expressive arts activities in counselor education.

Success with Stress: The Importance of Training in Efficacious Interventions for Anxiety and Stress
Amy H. Gaeser, Purdue University
agaesse@purdue.edu
Location: Sacketts Basin

Anxiety is one of the fastest growing concerns for school-aged children with consequences that impact students' ability to clearly process information and perceive their environment accurately, thus significantly impacting student achievement. School counselors have limited time and resources to assist their students in effectively addressing this issue; thereby contributing to their own stress and challenging their sense of professional competency. It is imperative that counselors-in-training learn efficacious strategies that can be realistically taught within the school day. This session will introduce attendees to an evidence-based tool, Emotional Freedom Technique (EFT), for stress and anxiety management that can be easily mastered.
2016 NARACES Awards

MARIJANE FALL/NARACES COUNSELOR EDUCATOR OF THE YEAR

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
2016 NARACES Awards Committee

Thank you to all those who submitted nominations and to the 2016 NARACES Awards Committee:

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Excellence in Teaching Signature Series

NARACES is committed to teaching excellence and celebrating our colleagues who exemplify such dedication through a Signature Series in Excellence in Teaching.

Congratulations to the presenters who are recognized at this year's conference as part of the NARACES Excellence in Teaching Signature Series!

Laurie Craigen  Astra B. Czerny
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Congratulations to the 2016 NARACES Emerging Leaders!

**Master’s Students**
- Jennie Mollura
- Kellie Forziat

**PhD Students**
- Candice Crawford
- Dawn Horton
- Eric Perry
- Erin Friedman
- Harvey Peters
- Jessie Darkis
- Jocelyn Novella
- Michael Ambrosius
- Michael Kalkbrenner
- Robin Archer
- Ryan Bowers

**New Professionals**
- Diandra Prescod
- Grace Wambu
- Katherine Griffith
- Robin Hausheer
- Sarah Campbell
- Sarah Springer
- Stan Hoover

**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.
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The Department of Counseling and Human Services at Syracuse University prepares the next generation of professional counselors, supervisors, counselor educators, and leaders who through commitment, excellence, and humanistic engagement will have meaningful and sustained impact in their communities.

We believe that all human beings have inherent worth and dignity, the ability to develop a greater sense of self-realization throughout the lifespan, and the need to cultivate personal and community-based well-being. We believe that each individual can make a difference, and because of that potential, each of us shares a responsibility to our clients, students, communities, culture, and society to work toward the betterment of human life.

- Our faculty are engaged, responsive, caring, accessible, and professionally networked in the counseling field.

- Our department facility has state-of-the-art technology for recording, analyzing, and documenting clinical work.

- Our CACREP accreditation is the recognized standard for professional counseling as endorsed by the American Counseling Association and the National Board of Certified Counselors.

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Best wishes for a successful NARACES conference!
SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION

Leading through inquiry, inclusion, and action

- The School of Education offers Master’s, C.A.S., & Doctoral programs
- High Needs Scholarships available toward selected programs and Graduate Tuition Scholarships available for SU graduates
- Most Master’s degrees can be completed within one calendar year
- Many teacher preparation programs lead to one or more New York State Certifications; programs also available for students without initial certification
- All of our graduate students benefit from small class sizes, close faculty relationships, and extensive field experiences

For more information on our graduate programs contact Speranza Migliore (smiglior@syr.edu) or visit soe.syr.edu

- Art Education Preparation/Professional - M.S.
- Clinical Mental Health Counseling - M.S.
- Counseling and Counselor Education - Ph.D.
- Cultural Foundations of Education - M.S., C.A.S., Ph.D.
- Disability Studies - C.A.S.
- Early Childhood Special Education - M.S.
- Educational Leadership - M.S., C.A.S., Ed.D.
- English Education - M.S. (Grades 7-12)
- Exercise Science - M.S.
- Higher/Postsecondary Education - M.S., Ph.D.
- Inclusive Special Education - M.S. (Grades 1-6; Grades 7-12; Severe/Multiple Disabilities)
- Instructional Design, Development and Evaluation - M.S., Ph.D.
- Instructional Technology - M.S.
- Literacy Education - M.S. (Birm-Grade 12), Ph.D.
- Mathematics Education - M.S. (Grades T-12), Ph.D.
- Media & Education - M.A., C.A.S.
- Music Education Preparation - M.S.; Professional M.S., M.Mus.
- School Counseling - M.S., C.A.S.
- School District Business Leadership - C.A.S.
- Science Education M.S. - (Grades T-12; Biology, Chemistry, Earth Science, or Physics), Ph.D.
- Social Studies Education - M.S. (Grades 7-12)
- Special Education - Ph.D.
- Student Affairs Counseling - M.S.
- Teaching and Curriculum - M.S., Ph.D.
- Teaching English Language Learners - M.S.
AMERICAN COUNSELING ASSOCIATION of NEW YORK
A Chapter of the American Counseling Association

To learn more about the American Counseling Association of New York and our upcoming events, visit our website at http://www.counselingny.org/ or contact Tiphanie Gonzalez at tiphanie.gonzalez@oswego.edu
Online Graduate Certificate in Social Justice Education

Questions?
sjgradcert@k-state.edu
coe.k-state.edu/academics/graduate/certificates/social-justice-education

Kansas State University College of Education

Focus on Principles of Social Justice Education
The Social Justice Education graduate certificate is a college-wide endeavor and is offered by College of Education faculty. The focus is on the principles of social justice education that promote equitable, sustainable, and transformative change in various formal and non-formal educational settings, and across all age groups.

Opportunities to Engage
The Social Justice Education graduate certificate aims to provide an opportunity to engage in thoughtful, rigorous, and sustained inquiry into social justice education and the complex relationships between educational, cultural, economic, political and social structures and educational policies and practices. The foundation for the certificate is critical pedagogy, which refers to both the theory and practice of social transformation that links education to social justice.

Interdisciplinary Experience
The Social Justice Education graduate certificate will provide an interdisciplinary experience that is appropriate for students from a range of academic programs, such as counseling, advising, social work, family studies, agricultural education, curriculum and instruction, educational leadership, women's studies, and sociology. It is also highly relevant to professionals in a variety of fields.

NEW YORK MENTAL HEALTH COUNSELORS ASSOCIATION

- NYMHCA represents the clinical counselors of New York!
- NYMHCA employs two lobbyists to advocate for our profession in Albany!
- NYMHCA has 10 regional chapters around the state where counselors network and continue their professional education!
- NYMHCA holds a biennial Convention in Albany!
- NYMHCA holds a biennial Counselor Educators Meeting in Albany!

NYMHCA congratulates NARACES on their 2016 Conference and invites counselor educators and supervisors to our Counselor Educator Meeting in Albany, April 7-8th, 2017.

NYMHCA.org
Wishing NARACES a Wonderful Conference!

New Jersey City University
Department of Counselor Education
If you are interested in becoming Registered Play Therapist, NJCU offers two play therapy courses!
Check out
http://www.njcu.edu/counselor-education/play-therapy-certification
JOIN US IN CHICAGO FOR ACES 2017

FORGING THE FUTURE OF PROFESSIONAL COUNSELING

Hyatt Regency, Downtown Chicago

Thursday, October 5 through Sunday, October 8, 2017

Pre-Conference: Wednesday, October 4, 2017

Proposal Portal Available December 1, 2016 through January 31, 2017

Please visit www.aces2017.net for more information