

## Wednesday, March 21, 2012, Daytime Learning Institutes

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12001**, Advanced

### **Motivational Interviewing for Clinical Supervisors**

*Barbara A. Jordan, MS*

#### **Description**

This LI is designed to provide supervisors with what they will need to implement and assure the quality of MI among their supervisees. It includes a brief overview of MI concepts as well as an in-depth training on applying the techniques. Suggested audience includes clinical supervisors and peer mentors who are both knowledgeable and skillful in the use of MI. Ideally, audience members will also have participated in at least an introductory MI course. Although audience will receive materials and tools aimed at reinforcing basic MI concepts and skills, it is not meant to be an introduction to MI.

#### **Learning Objectives**

Workshop participants will be:

1. Familiar with MI
2. Prepared to use the resources with counselors and clinicians wanting to maintain and improve their motivational interviewing skills
3. Able to rate recorded interviews with regard to adherence to MI principles and competence in using MI methods, and
4. Prepared to use interview ratings in providing counselor feedback and to negotiate counselor skill development plans. Learn how to increase motivation for change in supervisees, to improve mental health professionals' ability to help clients.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12002**, Advanced

### **Cybercounseling: Legal and Ethical Issues in Social Networking**

*Donna M. Ford, MS, Marlene M. Maheu, PhD*

#### **Description**

This LI focuses on legal and ethical issues having to do with social media, (i.e., Facebook, Twitter, Google, blogging, social bookmarking, commenting, reviews & ratings). Ethical issues include boundaries with clients, privacy and confidentiality, competence and training, counselor education & client education techniques. Legal issues include developing a risk management plan with jurisdictional and other licensing issues; malpractice insurance limitations; and a detailed discussion of an example informed consent agreement to be used with clients. This legal discussion will end with the distribution of an informed consent addendum that you can then take to your legal counsel for adapting to your specific state law.

#### **Learning Objectives**

1. Participant will be able to identify and understand definitions used in online counseling, telemental health as well as telemedicine and telehealth.
2. Participant will be able to identify three ethical issues of importance when they work in social media.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12003**, Advanced

### **Critical Incidents in Military Systems: Systemic Case Analysis**

*Christian J. Dean, PhD, Catherine Stower, PhD, Neil Duchac, PhD*

#### **Description**

This LI will explore systemic case analysis on six different Military family systems. Case vignettes will focus on the system but will surround an identified client who will be the Service Member or their spouse, child, or

parent. An introduction to Military Systems and culture will be provided to assist in the identification of helpful terminology and systemic conceptualization. Diversity factors will include different racial, ethnic, gender, and sexual orientations along with different branches of service and components. Case conceptualization of the impact of Military family lifestyles will be incorporated in the case analysis with participant contributions, role plays, and summaries.

### **Learning Objectives**

1. Develop a basic understanding of the military structure, rank system, and traditions.
2. Be able to conceptualize the systemic impact of military family lifestyle factors (such as deployment) on individuals' emotional well being.
3. Be able to identify appropriate systemic interventions to address difficulties and struggles within the military system.
4. Be able to explore and identify resources and collaborative processes within the community to assist with military systems.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12004**, Introductory

### **Social Media and Counselors: The Hows, the Whys, the Shoulds, and the Whatfors**

*Marty Jencius, PhD, Debra London, MEd, Diana VanWinkle, MEd*

#### **Description**

Developing a better understanding of social media tools is essential for the counselor in today's practice. Types of social media (microblogs, blogs, social networks, digital story telling, and virtual worlds) will be explored including current social media usage and its applications in the field of counseling and counselor education. You will be given hands-on opportunity to join and practice a variety of social media platforms during this LI. Ethical considerations of use in counseling will be infused through out the presentation. You will have access to a website and receive a CD with relevant social media resources and links.

#### **Learning Objectives**

1. Attendees will understand the variety and types of social media methods.
2. Attendees will be able to identify current uses of social media by clients.
3. Attendees will be able to identify security and ethical considerations when they or their clients use social media.
4. Attendees will have had an opportunity for hands on practice using a new social media platform
5. Attendees will develop an understanding of how to maximize the benefits of Social Media for developing and maintaining interpersonal relationships.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12005**, Introductory

### **The Many Facets of Grief**

*David Capuzzi, PhD, Mark David Stauffer, PhD*

#### **Description**

Since loss is connected with many life experiences,(e.g., death of a significant other, career reversals and disappointments, relationship endings, moving, changes in health status, aging, absence of expected life experiences, etc.), there are many circumstances in which counselors and therapists are called upon to assist clients with the bereavement process. Guidelines and techniques related to working through loss issues will be given. A varied, experiential format will be utilized.

#### **Learning Objectives**

1. Provide information about situational grief and impediments to recovery.
2. Describe somatic, spiritual and emotional grief reactions.
3. Identify the danger signs in bereavement.

4. Provide guidelines for how to help others through loss by explaining different grieving styles and the counseling interventions that can be employed for each style.
5. Suggest and practice counseling techniques.
6. Provide suggestions and resources for the use of bibliotherapy for survivors of loss.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12006**, Introductory

**Uncomfortable, Unthinkable, and Untouchable! Confronting Counselors' Personal Histories in the Clinical Hour**

*Tamara G. Suttle, MEd*

**Description**

Far too little attention has been paid to addressing the sensitive and often complex histories of counselors that, in turn, influence the clinical hour. Sex, death, money, boundaries, people-pleasing, suicide, size, personal safety, obsessions, avoidance, secrets, boredom, bodily functions, personal loss, dreams, and fantasies, etc. Those histories . . . our histories remain largely unspoken and unacknowledged . . . and still they matter and even inform the critical choices we make with our clients every hour of the day. This experiential LI provides an opportunity for counselors to “float up” those overlooked and unspoken topics, explore how they affect us during the clinical hour, and provide ethical steps to addressing these issues.

**Learning Objectives**

1. Identify clues to possible problem / taboo areas in therapy;
2. Recognize how their unique personal histories can create / complicate ethical choices;
3. Recognize how their personal histories can both positively and negatively limit and / or expand their clinical choices; and,
4. Implement and support best practices for self-regulation and professional exploration of difficult conversations that have the potential to negatively impact clinical work.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12007**, Advanced

**Essential Skills for Disaster Mental Health and Crisis Counseling**

*Jane M. Webber, PhD, Karin Jordan, PhD, J. Barry Mascari, EdD, Michael Dubi, EdD, Gerard Lawson, PhD, Fred Bemak, EdD*

**Description**

Are you prepared to respond in the aftermath of a mass disaster or traumatic event? Presenters will conduct hands-on skills training that integrates evidence based practices and neurobiological advances in crisis and trauma treatment. You will learn practical skills needed for psychological first aid, crisis response, trauma counseling, defusing, and debriefing. You will have the opportunity to role play the reactions of survivors and disaster mental health responders in a post-disaster simulation exercise. You will prepare a counselor self care plan that addresses the impact of compassion fatigue and vicarious traumatization in disaster mental health work.

**Learning Objectives**

1. Understand the impact of posttraumatic stress, resilience, and posttraumatic growth on individuals and communities after mass disasters
2. gain hands-on practice in mental health skills, psychological first aid, crisis counseling, and trauma recovery techniques with survivors of disasters
3. demonstrate differences between disaster mental health, trauma and crisis counseling vs. mental health counseling
4. learn how to respond appropriately as a disaster mental health counselor, and
5. develop a counselor self-care plan to reduce and prevent compassion fatigue and vicarious traumatization in disasters mental health work.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12008**, Introductory

**CPR Therapy~Choice Processing and Resolution Bringing Abortion After-Care into the 21st Century**

*Trudy M. Johnson, MA*

**Description**

CPR Therapy is the first therapy model professionals can use to help clients process grief after a voluntary pregnancy termination. This LI will help therapists understand why they should implement choice processing and resolution in their practice. Almost 40 years after its legalization, abortion is a household word in our culture. Disenfranchised grief over a voluntary pregnancy termination can affect therapy outcomes. The presenter herself walked out abortion grief personally and presents the subject with complete compassion and neutrality for anyone in the audience. She gracefully sheds new light on a very emotionally charged subject for our culture. CPR Therapy opens up a whole new avenue of clientele for professionals.

**Learning Objectives**

1. Learn abortion after-care
2. Learn implementing abortion after-care in a private practice

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12009**, Advanced

**Counseling Challenging Teenagers**

*John Sommers-Flanagan, PhD*

**Description**

Counseling teenagers can be immensely frustrating or splendidly gratifying. Sharpen your counseling skills by viewing and discussing video clips from actual counseling sessions and participating in live demonstrations. Over 20 specific cognitive, emotional, and constructive counseling techniques will be illustrated and demonstrated. Examples include acknowledging reality, informal assessment, the affect bridge, counselor spontaneity, early interpretations, asset flooding, externalizing language, and more. Counselor countertransference and multicultural issues will be highlighted.

**Learning Objectives**

Participants will learn simple, informal, and interactive methods for opening sessions and obtaining assessment information, including:

1. Techniques for responding quickly and effectively when teenagers resist counseling
2. Pros and cons of using spontaneity, self-disclosure, and humor with teenage clients
3. Numerous cognitive, emotionally, and constructive engagement and intervention strategies that facilitate youth interest in, and motivation for, counseling
4. To openly examine important multicultural counseling issues with teenagers
5. To analyze countertransference reactions before reacting to teenage clients

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12010**, Advanced

**What Great Group Leaders Do Better Than Everyone Else: Using Theories, Exercises and Engagement Skills**

*Ed E. Jacobs, PhD, Chris Schimmel, EdD*

**Description**

What do effective group leaders do better than everyone else? This LI will focus on three advanced skills of group leading that great group leaders have mastered: the use of theories; how to get maximum benefits from group exercises, and how to engage all members when working with one member. For each of these components, there will be discussion and demonstrations showing how to be more effective. Four different

theories will be presented. Many different kinds of exercises will be discussed and the different ways to process exercises will be demonstrated. Common mistakes that are made when processing exercises will be presented. The skillful use of group members when working with one member will be discussed and demo

### **Learning Objectives**

1. At the conclusion of this workshop, participants, having seen numerous demonstrations, will be able to list at least five tools and techniques for processing exercises to more meaningful levels.
2. At the conclusion of this workshop, participants will be able to get group members to share at more personal levels following an exercise.
3. At the conclusion of this workshop, participants will have a much better understanding of how to use counseling theories more effectively.
4. At the conclusion of this workshop, participants will be able to list five techniques for engaging members while working with an individual member on an issue.

Wednesday, March 21, 2012

9:00 am - 4:30 pm

**Program ID # 12011**, Introductory

**Design for Dying: Preparing for End-of-Life**

*Thomas Nickel, PhD*

### **Description**

Preparation for dying is not about a single, faraway event. It's about a condition of life that influences everything we do, every decision we make. This LI uses presentations, activities and discussion to show how counselors can help others in overcoming anxieties, working through important choices, and talking about values and preferences with possible caregivers.

## **Wednesday, March 21, 2012, Evening Learning Institutes**

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12012**, Advanced

**School Counselor Anti-Racist Competencies for Combating Racism**

*Shannon D. Smith, PhD, Jesse Brinson, EdD*

### **Description**

A major gap in school counseling is the absence of professional standards to address racism in schools. This LI introduces the School Counselor Anti-Racist Competencies as a means to address this gap. The proposed competencies are outlined utilizing key domains of knowledge, awareness, skills, and advocacy. Through case examples and group discussions, you will learn how to apply these competencies to the ASCA National Model and align them with the National Standards. You will also learn how to infuse them to your school counseling program, school policies and procedures, and align them with state and national initiatives. Ways to infuse them into unique academic settings will be discussed.

### **Learning Objectives**

Learning objectives are as follows:

1. Develop a broad understanding of the School Counselor Anti-Racist Competencies, including the background, rationale, and the imperative
2. Develop specific knowledge of the proposed competencies in the key domains of knowledge, awareness, skills, and advocacy
3. Learn to apply the competencies to the ASCA National Model (2003, 2005) in each of the main areas, including Foundation, Delivery System, Management System, and Accountability System
4. Learn to apply the proposed competencies to the school setting, including the school counseling guidance program, school policies and procedures (e.g., discipline), alignment with both state and national initiatives (e.g., reduction in school violence), and d) participant case examples in their settings

5. Summarize learning of participants

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12013**, Introductory

**Yoga and Breathwork: Helping Clients Integrate Mind, Body, and Spirit for Optimal Wellbeing**

*Suzanne Degges-White, PhD, Cora Hopkins, PhD*

**Description**

An intimate connection exists between the mind, body, and spirit and this session will offer an opportunity to learn about and to experience yoga and mindfulness as methods of enhancing overall well-being for yourself and your clients. We will offer evidence-based techniques from yoga that can be used in practical ways in the clinical setting including the use of prana yama (yogic breathing) to calm the mind and lead to great self-awareness. In this experiential LI, a variety of meditation techniques will be presented including guided meditation which has been empirically shown to heal trauma, find solutions, and decrease stress. No prior yoga experience is necessary.

**Learning Objectives**

1. Basic knowledge of the most frequently utilized mind/body work healing practices (e.g., yoga, meditation, etc.)
2. Knowledge of the current empirical findings supporting the inclusion of mind-body techniques in clinical practice
3. The opportunity to experience selected yoga and meditation techniques and to process these experiences within the group;
4. Understanding of the ways in which mind/body interventions can be integrated into or used adjunctively with traditional counseling;
5. Specific mind-body techniques that they may put to use in their own lives and their clinical practice

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12014**, Advanced

**Advanced Adlerian Techniques For Use with Body Image Issues and Eating Disorders**

*Susan Belangee, PhD*

**Description**

This LI provides deeper understanding of and practice with Adlerian theoretical principles and techniques and the application of these with body image and eating disorder issues. Counselors already knowledgeable and using some of Alfred Adler's ideas in practice will find the most benefit from this LI. Techniques include lifestyle assessment, early recollections, family dynamics, purposefulness of behavior/symptoms, and social interest. It is also assumed that audience members have beyond the basic knowledge of eating disorders. You will receive a booklet containing detailed ideas and methods for using the techniques in their work settings. Demonstration, role plays, and dyad work will be used throughout the session.

**Learning Objectives**

Attendees will leave this institute with:

1. The knowledge and skills to use lifestyle assessment tools in their work settings
2. Methods for collecting and interpreting client's early recollections and understanding of how they relate to the presenting concern(s)
3. Ways of assessing early childhood family dynamics and using the information with clients
4. A deeper understanding of the purposefulness of clients' eating-related thoughts, behaviors, and symptoms and how to share this information with clients
5. Ideas for implementing social interest as a technique with clients

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12015**, Introductory

**Psychopharmacology: All You Ever Wanted to Know but Didn't Know Who to Ask**

*Graham B. Lee, MA*

**Description**

There is a serious lack of information for mental health counselors as psychoactive medicines and mental health interventions have been shown to mutually interact. A review of the medicines taken by a client at intake means nothing if the counselor is unaware of this fact. In the same way, knowledge of non-psychoactive pharmaceuticals and their effects should also be known to counselors performing intake, as many Axis III conditions and treatments are able to reproduce psychological symptoms without the presence of a psychological condition. It is more important than ever now that counselors ( are being pressured by insurance companies to use evidence based treatments and limit the number of session

**Learning Objectives**

1. Attendees will be introduced to the basics of psychopharmaceuticals and the methods by which they work. No one who attends will have to say 'What?' ever again when psychopharmaceuticals are mentioned.
2. Attendees who are routinely involved in client intake will have a better appreciation for the part that pharmaceuticals may play in the effectiveness of some psychological illnesses and how looking at a list of all current medicines can give indications of the presence of a physical illness having an effect on the clients mental health also.
3. Attendees will have a greater appreciation of the psychopharmaceuticals currently in use and how the various classes of psychoactive medicines work and interact with each other.
4. Attendees will NOT leave this presentation as experts on the use of psychopharmaceuticals but they will be less afraid of them because the presentation is also intended to instruct them in places further information and advice may be found.

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12016**, Advanced

**The Season for Self-Care**

*Virginia A. Magnus, PhD, Wanda P. Briggs, PhD, Susan Furr, PhD, Kathryn Hunsucker, MA*

**Description**

Self-care is fundamental to maintaining good judgment, insight and competence for individuals who work in the helping professions. Yet, the concept of self-care loiters somewhere in the background of the mind for many of us until we encounter challenges in either our personal or professional lives. Therefore, understanding and developing an awareness of vicarious trauma, empathy fatigue, stress management, and wellness is vital and demands a consciousness and appreciation for the power associated with self-care. The purpose of this LI is to explore some of the challenges related to self-care that are often intrinsic for helping professionals and offer suggestions for navigating through the issues unique to self-care.

**Learning Objectives**

1. Participants will gain an understanding of empathy fatigue and vicarious trauma.
2. Participants will gain knowledge and experiential application of stress management techniques and coping skills applicable for individuals who work in the helping profession.
3. Participants will gain enhanced knowledge and application in the development of self-care strategies and personal wellness planning.

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12017**, Introductory

**Developing Cultural Competence with LGBTQ Clients**

*Pamela S. Lassiter, PhD, Kristina Acosta, MA, Adrienne Erby, MA, Robert Kitzinger, MA*

**Description**

As counselors become more aware of LGBTQ issues in counseling, additional training is needed to effectively provide services to this population. Though many counselors desire to become active allies of the LGBTQ community, they often feel they lack the education and skills to support their clients. This LI will provide an introductory level of LGBTQ issues in counseling, including counselor self-awareness, privilege and oppression, identity development, substance abuse, health issues, and school counseling. You will develop skills to address LGBTQ issues in counseling, learn ways to become LGBT allies in your environment, and receive a “tool kit” of materials to assist in your advocacy efforts.

### **Learning Objectives**

1. Develop a better understanding of sexual identity development as it relates to diverse clients
2. Develop an understanding of ally identity development
3. Learn how to identify with the various stages of ally identity development
4. Learn ways to create change in the counseling relationship by obtaining greater awareness and knowledge regarding the LGBTQ population
5. Identify myths and stigmas about the LGBTQ community
6. Gain tools needed for social justice for the LGBTQ community
7. To prepare heterosexual counselors for advocacy as allies
8. Learn how to address the needs of LGBTQ clients and their families in counseling to create better quality of care

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12018**, Advanced

### **Brief Emotion Focused Couples Relationship Enhancement: Improving Attachment Security, Intimacy, Stability & Satisfaction**

*Barry G. Ginsberg, PhD*

#### **Description**

Emotion Focused Relationship Enhancement Couple Therapy is a uniquely respectful, collaborative, time-designated and powerful intervention/prevention approach. Couples learn relationship skills that incorporate empathy, non judgment, acceptance, attachment & emotional regulation; then practice and integrate these skills in their everyday lives. This fosters improved softening, emotional engagement and acknowledgment of the underlying positives, elements essential to satisfying and stable relationships. Didactic, discussion, role-play and videotape methods will be utilized.

#### **Learning Objectives**

1. Understand the principles, structure and methods of relationship enhancement family therapy.
2. Recognize the importance of emotion, its regulation and the impact of non conscious emotional memory (habit) in the couple relationship
3. Become familiar with the 5 core relationship enhancement skills
4. Recognize the different applications of relationship enhancement therapy
5. Understand how relationship enhancement sessions are conducted.
6. Understand how relationship enhancement can be applied to your own work.

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12019**, Advanced

### **Addressing Diversity through Child-Centered Play Therapy: Focusing on the Skills**

*Angela I. Sheely-Moore, PhD, Peggy Ceballos, PhD, Phyllis Post, PhD*

#### **Description**

This LI will provide counselors with experience in play therapy with greater awareness, increased knowledge, and experience using child-centered play therapy while addressing considerations about the approach in a multicultural context. After a brief review of the theoretical background, this highly experiential LI will provide

you the opportunity to both observe and practice the skills of child-centered play therapy with a focus on multiculturalism.

### **Learning Objectives**

1. The participants will develop greater self-awareness of their view of racially and ethnically diverse children and ways to help them through play therapy.
2. The participants will increase their knowledge base about both the theory of child-centered play therapy and application of this approach with children and families who represent racial and ethnic minority groups.
3. The participants will develop new skills that will enable them to work more effectively with diverse children in their work settings.

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12020**, Introductory

### **Chasing the American Dream: An Experiential and Practical Journey Toward Understanding Social Class in Counseling**

*Debbie C. Sturm, PhD, Kathy Biles, PhD, A. Renee Staton, PhD, Donna M. Gibson, PhD*

#### **Description**

Experiences of social class impact multiple aspects of an individual's view of self and the world. As counselors and other helping practitioners, examining experiences of social class is a pathway to better understanding our clients' lived experiences. The intent of this LI is to provide a meaningful and comprehensive look at the intersection of social class and the helping professions from not only a sociological perspective, but also from a practical clinical perspective. It is our intent that you walk away from this experience with a clearer understanding of social class as it relates to self as well as the tools and confidence to open a meaningful conversation with your clients.

#### **Learning Objectives**

1. Participants will engage in personal reflection on the impact of social class in their own lives in order to better facilitate similar discussions with their clients.
2. Participants will gain awareness how experiences with social class impact career counseling and decision making, mental health and mental health treatment, family structure and family counseling, and schools and school counseling.
3. Participants will engage in self-reflection exercises and learn/practice practical skills that can be used in their clinical work to address social class, internalized class, and classism.

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12021**, Advanced

### **Expressive Arts in Clinical Supervision: Using Mandalas to Enhance the Supervisory Working Alliance**

*Kelly A. Dunbar, PhD, Daniel B. Kissinger, PhD*

#### **Description**

This LI offers a unique opportunity to broaden one's understanding of the use of expressive arts techniques in supervision. To begin, the broader theme of expressive arts in supervision will be discussed. This will be followed by the results of a study that examined specifically the impact of one unique form of creative expression, the mandala, on the supervisory alliance in triadic supervision. Following these results, participants will be given the opportunity to practice the technique of creating mandalas for use within supervisory and clinical settings.

#### **Learning Objectives**

The overall goal of this presentation is to offer insights regarding the impact of the visual arts strategy known as a mandala on the supervisory working alliance.

1. Define and operationalize the supervisory working alliance and its foundational importance to supervision and therapeutic outcomes.

2. Highlight the empirical literature regarding the expressive arts paradigm, generally, and the visual arts technique known as a mandala, specifically.
3. Based on the results of the primary presenter's research, explore the impact of a mandala on the supervisory working alliance.
4. Provide an experiential opportunity for learning how to create mandalas in supervisory and clinical settings.

Wednesday, March 21, 2012

5:30 pm - 8:45 pm

**Program ID # 12022**, Introductory

**Identifying and Intervening in Bullying Behaviors in the School Setting**

*Dianne L. Logan-Parr, MA*

**Description**

Currently conducting quantitative research on bullying and relational aggression in the school setting. Bullying behaviors will be defined and characteristics of participants will be described. Various bullying behaviors will be identified, including cyberbullying, indirect, direct, and other practices. Interventions to reduce the behavior will also be discussed. Bullying behaviors impact all students in the school setting. Research indicates the bullying behaviors affect students' attendance, academic performance, and social relationships. Interventions will make schools safe for all students.

**Learning Objectives**

1. Bullying is relational aggression.
2. Bullying is a aggressive anti-social behavior which is practiced by students in the school setting.
3. Bullying impacts all students.

**Thursday, March 22, 2012, Daytime Learning Institutes**

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12023**, Introductory

**Counseling Theory in Practice**

*Gerald Corey, EdD, Jamie Bludworth, PhD*

**Description**

This LI is an overview of key concepts and techniques based on these theories: psychoanalytic, Adlerian, existential, person-centered, Gestalt, behavioral, cognitive-behavioral, rational emotive behavior therapy, cognitive therapy, reality therapy, solution-focused brief therapy, narrative therapy, feminist therapy, and integrative approaches to counseling practice. Emphasis is on the value of developing a systematic way of drawing on various techniques that are applicable to counseling diverse client populations.

**Learning Objectives**

1. Describe how to conceptualize a variety of counseling techniques and approaches in an integrative approach.
2. Understand the role of cognition, emotion, and behavior in counseling.
3. Understand the contributions and limitations of contemporary theories of counseling in working with culturally diverse clients.
4. Identify key concepts and selected techniques associated with the various counseling theories.
5. Explain how the therapeutic relationship is central to outcomes, regardless of one's theoretical orientation.
6. Describe the basic ideas of their own counseling orientation and personal style of counseling practice.

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12024**, Introductory

**The Many Faces of Cyberbullying: An Educational Guide for School Counselors**

*Shenika J. Jones, MEd, Eli Branscome, MA*

**Description**

The exploration of current issues of cyberbullying reveals the complexity of the problem. This seminar is designed to provide a researched based approach for school counselors to help in combating the increasingly negative effect of social media sites on school dynamics. Traumatized youth are being mutilated by peers through the means of residential technology and the issues bred at home and in the community eventually transfer directly into the school environment. Via lecture, relevant case studies and experimental learning, school counselors will receive practical tools to use when counseling targeted students, implementing programs aimed at prevention and engaging in advocacy for the safety of all students.

**Learning Objectives**

1. Define and give characteristics of cyberbullying.
2. Identify warning signals of cyberbullying behavior and understand the usage of particular social media sites.
3. Recognize the research based approaches that work best when working with the target student and the perpetrator in the cyberbullying case.
4. Describe the mental health implications of cyberbullying on child development.

Thursday March 22, 2012,

9:00 am - 4:30 pm

**Program ID # 12025**, Advanced

**Treating Perpetrators of Intimate Partner Abuse and Child Abuse With a Comprehensive Intervention Program**

*Kerin Groves, MS*

**Description**

From intake to discharge, this session presents the basic components of an offender program. Going beyond a traditional psycho-educational curriculum, you'll learn to effectively apply Cognitive-Behavioral Therapy, Reality Therapy, and Motivational Interviewing (in group and individual sessions) to facilitate change in even the most resistant mandated clients. The emphasis is on assessing, treatment planning, and goal setting to implement accountability, increase stake in conformity, build empathy, and reduce barriers to change. A basic background in the dynamics of family violence is a prerequisite. Research on offender profile types will be examined, specific clinical skills will be highlighted, and best practices will be explored.

**Learning Objectives**

1. Participants will learn the basic structure and components of an offender program.
2. Participants will be able to identify distinct offender profile types grounded in research.
3. Participants will identify and assess specific skills and qualities needed to work with this population.
4. Participants will practice using thorough information-gathering techniques to complete a comprehensive assessment, treatment plan, and goals/objectives.
5. Participants will learn to apply Cognitive-Behavioral Therapy, Reality Therapy, and Motivational Interviewing, in group and individual sessions, to facilitate change.

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12026**, Introductory

**Thriving in Private Practice: Philosophy and Strategies for Building a Counseling Business**

*Anthony J. Centore*

**Description**

Counseling programs teach client care well, but are often deficient at educating practitioners on the business of counseling. This session is a crash course in running an innovative and successful counseling practice. Topics of note include: creating a company identity, staffing, core operations, clinical services, innovation, and marketing.

## **Learning Objectives**

1. Learn how to develop a viable company identity
2. Learn what it means to work 'on the business'
3. Learn how to promote a counseling business

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12027**, Advanced

### **Brief Solution-Focused Counseling in Schools: Advanced Skills and Techniques**

*John J. Murphy, PhD*

#### **Description**

This LI presents advanced skills and techniques of brief solution-focused counseling (BSFC) in schools. BSFC is a highly practical, research-based, culturally responsive approach to school behavior problems from preschool through high school. Techniques include everyday strategies for building cooperative alliances with hard-to-reach students, obtaining systematic client feedback, creating customized interventions from students' unique strengths and resources, and building solutions by changing the viewing and doing of the problem. Videotaped and live demonstrations, experiential exercises, and practice activities are used to increase the practical application of LI techniques the very next day on the job.

#### **Learning Objectives**

1. Establishing cooperative alliances with so-called 'resistant' or 'difficult' students, parents, and teachers;
2. Obtaining ongoing, systematic client feedback to enhance the accountability and effectiveness of counseling;
3. Partnering with students and others to construct concrete, personally meaningful goals
4. Identifying 'what works' for clients (strengths, successes, resources) and integrating these assets into creative, customized interventions 'one client at a time'
5. changing the viewing and doing of problems in ways that create 'a difference that makes a difference'
6. empowering desired changes whenever they occur during the counseling process.

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12028**, Advanced

### **When The Going Gets Tough: Today's Challenges and Triumphs for Administrative Supervisors in Counseling**

*Patricia Henderson, EdD, Richard Ponton, PhD, Elias Zambrano, PhD, Alan Cavaiola, PhD, Suzanne D. Mudge, PhD*

#### **Description**

In agencies, schools, and graduate programs, the going is tough. Budget cuts, cost increases, insurance restrictions, personnel problems, increased competition...the challenges go on and on. Administrative supervision is not for the faint of heart! This LI outlines a framework of effective and ethical administration and strategies for management in turbulent times. Learn skills to promote excellence and engagement in employees, enhance consumer connections, and develop strategies for organizational success. Applying the best practices of business to counseling leadership, you will leave this energizing and interactive LI with tools for triumph in troubling times.

#### **Learning Objectives**

1. Describe the five major responsibilities of administrative supervisors.
2. Articulate the relationship of the professional counselor identity of the counselor and counseling ethics to leadership of counselor work-groups.
3. Apply effective administrative principles to the development of intervention strategies for addressing challenges of the counseling work group, including a system for on-going assessment, analysis and feedback.

4. Identify organizational challenges in their work group and develop a preliminary action plan for addressing it.

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12029**, Introductory

**Allies for All: Skills for Working with LGBTQ Individuals Throughout the Life Span**

*Patricia E. Robertson, EdD, Janna Scarborough, PhD, Rebekah Byrd, PhD*

**Description**

Although core counseling processes are necessary for working with LGBTQ individuals, they are not sufficient. Given unique concerns, needs, and experiences across the lifespan, specialized awareness, knowledge and skills are needed for effective counseling service delivery for this diverse population. Awareness of personal and societal values as well as homophobia will be explored. Sexual and gender identity models, ethical and systemic issues, and unique LGBTQ concerns (including within group diversity) will be discussed. Through various activities, emphasis will be on skill development of appropriate counseling and systemic intervention strategies with respect to various counselor work settings (schools, agencies, higher education).

**Learning Objectives**

1. Obtain information that will assist her/him in counseling with LGBTQ individuals in their work setting: mental health agencies, schools, higher education and private practice
2. Increase self-understanding in working with LGBTQ individuals
3. Increase self-awareness re: cultural 'stories' about LGBTQ individuals and the LGBTQ communities
4. Obtain knowledge about the unique and specific counseling issues related to the LGBTQ population
5. Obtain knowledge about sexual/affectional orientation and gender identity development models
6. Develop skills for create a safe work space for the LGBTQ clients
7. Develop skills of mediation and facilitation in life span decisions for LGBTQ individuals, i.e. coming out processes
8. Obtain knowledge of ethical mandates and legal considerations related to LGBTQ issues

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12030**, Advanced

**Culturally-Responsive Play Therapy with Young Traumatized Children**

*Sue Bratton, PhD*

**Description**

Explore the therapeutic use of play in counseling with young, traumatized children within a humanistic, developmental, culturally-responsive, and evidence-based framework. Play is a universal language that allows counselors to understand and help young traumatized children from diverse cultures who may have difficulty expressing themselves meaningfully through words alone, particularly for young children with a history of interpersonal, often preverbal trauma. Based on presenters' experience and substantial research, strategies and cultural considerations for working with this population of children and their caregivers will be presented and demonstrated through video demonstration and case examples.

**Learning Objectives**

1. Name three developmental considerations in counseling young children.
2. Name three benefits for using play in counseling with young, traumatized children from diverse cultural groups.
3. List three principles of applying a humanistic approach to counseling young, traumatized children.
4. Discuss three cultural considerations when providing play therapy to culturally and ethnically diverse children and providing consultation and support to their families,
5. Demonstrate play therapy skills in role-play of responding to difficult moments in play therapy with a young, traumatized child.
6. Discuss the overall research support for play therapy as a counseling intervention for young children.

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12031**, Advanced

### **Sexual Healing: Learning to Be Confident in Providing Sexuality Counseling**

*Donna Gibson, PhD, Wenndy N. Dupkoski, MS*

#### **Description**

Not surprisingly, the majority of professional counselors are not prepared to provide adequate sexuality counseling in practice. This LI will focus on providing knowledge and skills in a multisensory learning format that will improve your ability to provide sexuality counseling to their clients. The foundation of this experience will be built on gaining awareness of beliefs, values, and personal experiences regarding sexuality. You will learn about a sexuality counseling process that will include assessment, counseling, and maintenance. Specific topics will also be discussed, such as sexual minority clients, sexual trauma, male/female sexual dysfunction and health concerns that impact sexuality.

#### **Learning Objectives**

1. Attendees will explore the intersection of physiological, psychological, developmental, social, and relational issues as they relate to sexuality counseling.
2. Attendees will examine their personal biases, values, and beliefs about human sexuality and the potential impact of these beliefs on their clinical work.
3. Attendees will improve their personal comfort levels related to talking about sexuality issues with the individuals, couples, and families they work with in counseling.
4. Attendees will learn how to assess and diagnose sexual problems, dysfunction, and disorders. In addition, they will learn counseling strategies for addressing these issues.
5. Attendees will gain an understanding of healthy, positive sexuality and sexual relationships, including strategies for counseling clients toward positive sexual development.

Thursday March 22, 2012

9:00 am - 4:30 pm

**Program ID # 12032**, Advanced

### **Neurotherapy and Neurofeedback: Essential Counseling Interventions for Psychological and Behavioral Problems**

*Lori Russell-Chapin, PhD, Theodore Chapin, PhD*

#### **Description**

Neuroscience is making a difference in the way we all conduct counseling. Learn about essential interventions for psychological and behavioral problems using neurotherapy and neurofeedback(NF). The definition of NF will be presented, along with supporting research and efficacy rates. A DVD neurofeedback demonstration will be observed, and participants will have the opportunity to practice several biofeedback and neurofeedback applications.

#### **Learning Objectives**

1. Participants will be able to define neurotherapy and neurofeedback (NF).
2. Participants will be able to understand the history behind neurofeedback and the science behind NF.
3. Participants will have the opportunity to practice several NF, neurotherapy and biofeedback techniques.
4. Participants will have the necessary information to locate reputable NF trainers.
5. Participants will be able to discuss brain dysregulation and possible causes.
6. Participants will be able to identify when NF can be utilized.

### [Thursday, March 22, 2012, Evening Learning Institutes](#)

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12033**, Advanced

**Neurology and Psychopharmacology: Current Medications, How they Work, and the Counselor's Supportive Role**

*Elisabeth D. Bennett, PhD, William Bennett, MD*

**Description**

Counselors can play a critical role in supporting the maintenance/compliance of clients to the regimen prescribed by the medical professional. The counselor is best able to do so if he or she has a knowledge and understanding of the effects of medication and potential side effects and related issues. This presentation reviews neuroanatomy and function, provides an understanding of classes of medication and specifics regarding the most commonly prescribed medications, and defines and discusses the role of the counselor as a critical teammate in increasing compliance and avoiding complications.

**Learning Objectives**

1. review the basics of neuroanatomy
2. learn about the basic classes of medications used to treat clients who have the most prevalent diagnosis
3. learn about the most common drugs used from each class of medications including the effects on the brain and subsequent outcome expected
4. discuss effective means of supporting the client and the medical provider in attaining compliance with the medical regimen as prescribed to assure the greatest chance of successful treatment with the least amount of issue.

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12034**, Introductory

**A Survey of Military Veteran's Concerns and Counseling Intervention Strategies**

*Kananur V. Chandras, PhD, Sunil V. Chandras, HT(ASCP)*

**Description**

This LI is a research study conducted on military veterans to ascertain their concerns and to present varied counseling intervention strategies to assist veterans. There will be group discussion, case presentations and handouts on veteran problems.

**Learning Objectives**

1. Understand and discuss a variety of counseling intervention strategies to assist military veterans and other victims of crisis and disasters
2. Explain and discuss ACA and AMHCA Code of Ethics
3. Identify and discuss a variety of counseling techniques to assist veterans in agency settings
4. Identify, discuss and apply ACA and AMHCA standards for intervention
5. Identify and discuss counseling strategies that are available to veterans
6. Present and discuss barriers to veterans in getting assistance

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12035**, Advanced

**Implementing Latino Counseling Competencies in Clinical Supervision: Culturally Responsive Practices in Action**

*Maritza Gallardo-Cooper, PhD, G. Miguel Arciniega, PhD, Zoila Tovar-Blank, PhD, Diane Estrada, PhD, Adelaida Santana-Pellicer, PhD*

**Description**

This LI presents an iconic Latino sensitive supervision model that unveils critical processes not commonly evident in mainstream supervision dialogues. Characteristics of the supervisor, supervisee, and client and the specific supervision dyad dynamics generated are analyzed through critical factors of power differential, language, gender, acculturation, identity, socialization, class, values, and socio-historical variables. The model

addresses all aspects of Latino diversity as well as explores ethical dilemmas that ensue from Latino perspectives and supervision incidents.

### **Learning Objectives**

1. Increase supervisor's knowledge of Latino client's counseling needs
2. Apply the iconic Latino Counseling Competencies model to supervision, evident in participant's knowledge of Latino community needs
3. Explore Latino factors that surface in supervision due to characteristics of the supervisor, supervisee, and client
4. Identify a series of supervisor-supervisee dyad characteristics and their implication to effective Latino sensitive supervision
5. Integrate a Latino centered culturally responsive supervision model with methods and theories of supervision

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12036**, Introductory

### **Counseling Immigrant Clients: Research, Practice, and Advocacy**

*Angela Coker, PhD, Richard W. Williams, PhD, Stacey Reicherzer, PhD, Lisa Schulz, PhD, Selma D. Yznaga, PhD, Rhonda Bryant, PhD, Joan Williams, PhD, Patricia Keller, MA*

### **Description**

A steady flow of diverse immigrant populations has always influenced the demographic landscape of the U.S. In the 1990s immigration increased 57% and in the past decade the U.S. witnessed a 21% increase. According to the current U.S. census approximately 12% of the U.S. population is foreign born. In recent years, political and social attitudes have contributed to the challenges and experiences of immigrant groups that have added to social, political, and economic problems which in turn have led to growing discrimination and mental health concerns. The purpose of this LI is to examine the unique challenges immigrants face, and examine the ways in which counselors can serve the needs of this diverse and growing population.

### **Learning Objectives**

1. Increase their knowledge about the challenges immigrants face in the U.S.
2. Increase their knowledge about the diversity which exists in immigrant populations
3. Learn counseling strategies for working with immigrant children and adolescents
4. Learn strategies for working with immigrant families
5. Learn counseling strategies for working with LGBT immigrant populations
6. Learn counseling strategies for working with immigrant college students
7. Learn social justice strategies for advocating for immigrant populations
8. Increase their knowledge regarding challenges many immigrant women experience around domestic violence
9. Learn strategies in domestic violence prevention and counseling intervention
10. Increase their knowledge regarding how to work in mental health settings with immigrant clients

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12037**, Advanced

### **Parents and Child-Centered Play Therapy: Strategies for Building Partnerships to Help Children Heal**

*Phyllis Post, PhD, Emily J. Donald, MA, Peggy Ceballos, PhD*

### **Description**

Working with parents of children in play therapy can be intimidating to play therapists who do not have a framework and strategies. Effective consultation with parents is an essential part of improving outcomes in play therapy. This LI will provide you with strategies for working with parents for the entire play therapy process from initial meeting to termination. The presenters will cover the importance of parent consultation, goals of parent consultation, explaining play therapy to parents, working with parents to create measurable therapy goals

related to what happens in the playroom, and how to nurture relationships with parents that contribute to child healing.

### **Learning Objectives**

1. Participants will be able to identify reasons that effective parent consultation is important in play therapy
2. Participants will be able to describe guidelines for using parent consultation effectively to support the healing process of children in therapy with an emphasis on developing objective goals for play therapy with parents that are linked to the process in the playroom
3. Participants will practice new skills that will enable them to work more effectively with diverse parents in their work settings

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12038**, Advanced

### **The Power of Sand Tray Therapy: Creative Techniques for Therapeutic Disclosure, Mastery, and Healing**

*J. Barry Mascari, EdD, Jane M. Webber, PhD*

#### **Description**

You are invited to explore the power of sand tray therapy, an expressive modality that accesses the client's inner world and promotes therapeutic disclosure and healing when talk therapy may not be effective. We will describe how to set up your sand tray room, build an inexpensive collection of diverse miniature figures, and integrate sand tray therapy into your counseling sessions. You will have the opportunity to select figures and build a personal scene to experience the sand tray process. We will present universal concepts and symbols in sand trays and demonstrate creative interventions using sand tray with children and adults.

#### **Learning Objectives**

1. Understand the theory and practice of using sand tray therapy as a creative approach with children, adolescents, adults, and families
2. Be prepared to begin to integrate sand tray therapy into counseling sessions using practical, inexpensive procedures
3. Experience sand tray personally and process their own experience
4. Identify multicultural, ethical, and training standards for the practice of sand therapy
5. Understand universal symbolism in sand tray scenes, with special attention to various stages of trauma recovery

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12039**, Introductory

### **Advancing your Suicide Prevention, Assessment, and Intervention Skills: Practical Information for Counselors**

*Darcy Haag Granello, PhD, Paul F. Granello, PhD*

#### **Description**

Suicide is the 11th leading cause of death, and the 2nd leading cause among adolescents, yet the average amount of time spent on the topic of suicide in counselor education programs is less than one hour. This LI will provide participants of all skill and experience level, in all types of settings, with concrete, practical information on suicide assessment, prevention, and intervention. An extensive booklet of information will provide more details and depth for participants to implement prevention programming in schools and communities, and to conduct culturally and developmentally appropriate risk assessments as well as a 7 step model for intervention that includes specific and concrete strategies for counselors to implement.

#### **Learning Objectives**

1. Suicide Overview
  - a) Assess their own knowledge and understanding
  - b) Learn group (demographic) risk factors

- c) Learn specific risk factors for individuals
- 2. Suicide Assessment
  - a) Learn the 11 components of suicide risk assessment
  - b) Be exposed to formal & informal assessments
  - c) Understand developmental & multicultural components of assessment
- 3. Suicide Prevention
  - a) Be exposed to suicide prevention models for schools
  - b) b. Be asked to consider what models are in place/could be implemented in their settings
- 4. Suicide Intervention
  - a) Learn the basics of intervention for children, adolescents, and adults, including levels of care, the role of the school counselor, and followup/aftercare
  - b) Learn very specific and practical intervention strategies
  - c) Be given practical information on how to help re-integrate suicidal students into schools after a suicide crisis

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12040**, Advanced

**Adlerian Brief Counseling Techniques: Advanced Procedures for Working with Individuals and Families**

*Richard E. Watts, PhD, Amanda C. Healey, PhD*

**Description**

This LI will focus on providing information regarding the implementation of Adlerian counseling techniques in a variety of brief counseling situations involving individuals and families. Each technique will be discussed with regard to its purpose in the counseling process, possible uses as it relates to client readiness, and points in the counseling process it may be most beneficial to implement each intervention reviewed. Selected techniques will be demonstrated and audience members will engage in various exercises to practice the use of the techniques presented. Case examples will be introduced by presenters to highlight key points and issues that may arise during implementation in brief settings.

**Learning Objectives**

- 1. Gain knowledge related to the purpose and use of Adlerian techniques
- 2. Learn to assess client readiness, need, and counselor-client relationship when determining when and how to use techniques
- 3. Understand how to apply the techniques with theoretical intentionality, regardless of one's theoretical orientation
- 4. Develop knowledge related to use of techniques in brief counseling contexts.

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12041**, Advanced

**Understanding Issues Confronting African-American Male College Student-Athletes**

*Henry L. Harris, PhD*

**Description**

African-American males represent a significant proportion of college student-athletes participating in revenue producing sports. And while many have aspirations to play professionally, only a small percentage will have this opportunity. Therefore it is imperative they attain a solid education. This interactive LI will address some of the unique challenges faced by African-American male student-athletes from some elements of the Critical Race Theory (CRT). Suggestions will also be offered to participants working with this unique population.

**Learning Objectives**

- 1. Understand some of the unique challenges faced by African-American male college student-athletes.
- 2. Develop knowledge of Critical Race Theory and how it impacts the worldview African-American male student-athletes.

3. Learn effective ways to help student-athletes confront challenges in an ethically sound and comprehensive manner.

Thursday March 22, 2012

5:30 pm - 8:45 pm

**Program ID # 12042**, Advanced

### **How Does That Make You Feel? An Introduction to Affect Regulation in Counseling**

*Joseph B. Cooper, PhD, Dixie Meyer, PhD*

#### **Description**

From anxiety disorders to trauma and the addictions, many mental health problems are characterized by a disruption in our client's ability to manage affect. Based on theory and research, this interactive presentation reviews the neurobiology of affect regulation and how affect dysregulation is a causal factor in our client's emotional disorders. Based on Intensive Short-Term Dynamic Psychotherapy, you will learn counseling interventions that are designed to enhance the client's ability to improve healthy affect regulation and the management of their in-session anxiety. Case examples, role-plays, and videotape session excerpts will be used to illustrate these concepts.

#### **Learning Objectives**

1. Learn, via Attachment Theory and clinical neuroscience, what affect regulation is and how it is developed
2. learn the neurobiological processes involved in affect regulation
3. Gain an understanding of the metapsychology of Intensive Short-Term Dynamic Psychotherapy
4. Gain an understanding of the triangle of conflict and how this informs therapist intervention working in various mental health settings
5. Differentiate between striated muscle, sympathetic, and parasympathetic nervous system expressions of in-session client anxiety
6. Identify the discharge pathways of unconscious anxiety and how this determines therapeutic intervention
7. Learn specific in-session techniques and skills to help clients identify and regulate their anxiety
8. Learn how to choose and when to apply affect regulation interventions to deepen affect and accelerate therapy