Pre-Conference Learning Institutes of interest to Counselor Education/Supervisors

Thursday, March 24, Daytime
9:00 am – 4:30 pm
11026 Advanced

**Infusing College and Career Readiness Counseling Into Counselor Education: Rethinking School Counselor Preparation**
*Vivian V. Lee, EdD, Rachelle Perusse, PhD, Robert Colbert, PhD*

This learning institute is for counselor educators who teach master’s level school counseling students and those with administrative responsibility over a school counseling master’s program. This institute will provide knowledge and strategic methods of integrating college and career readiness counseling into school counseling master’s programs in ways that support the 2009 CACREP expectation for performance outcomes. Special emphasis will be placed on strategies useful in programs with very few dedicated school counseling courses to those that are solely school counseling. The NOSCA-University of Connecticut pilot project to integrate college and career readiness counseling into their school counselor master’s program will be highlighted.

Thursday, March 24, Evening
5:30 pm – 8:45 pm
11036 Advanced

**An Integrative-Constructivist Approach to Clinical Supervision**
*Doug Giuffrida, PhD, Alisa Hathaway, MSW, Tami Sullivan, MS, Jason Duffy, MS*

In this workshop, a constructive approach to clinical supervision will be defined and described. 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 using constructive approaches to supervision.

Education Sessions related to Counselor Education and Supervision
(Schedule with dates and times will be released November 3, 2010)

**IAMFC Sponsored Session**

**A Comparison of Online and Traditional Marriage and Family Counseling Course: Instructional Preferences and Educational Climate**
*Brande’ N. Flamez, Walden University*

The extraordinary pace of technological advancements in counselor education is a major trend. With the exponential growth of online courses in counselor preparation programs researchers have began to study differences in online and traditional counseling
approaches. This empirically based research explored the differences in learning styles and perception of the educational climate between students enrolled in an online and a traditional, face-to-face course. Subjects included master level students enrolled in a Council for Accreditation of Counseling and Related Educational Programs (CACREP) Introduction to Marriage and Family Course.

**A New Approach to Distance Counseling Skill Development in Counseling Interns: Applying a Discrimination Model of Supervision**
30-Minute Project/Research Poster Session
*Glenn G. Hoffman, Allegiance Behavioral Health of Plainview, Plainview, TX, Anna M. Harpster, Laura A. Dawson*
Utilizing technology in counseling practice to meet the evolving needs of clients is becoming increasingly common-place. Technology can be a useful medium for connecting with clients who might have otherwise not sought counseling services. In order for this to be an effective practice interns and counseling supervisors must develop the necessary skills and competencies for ethical practice. This presentation will use multimedia case examples and discussion to demonstrate a practical skill set for navigating this innovative and uncharted modality of counselor supervision.

**Counselor Education & Supervision Academy**
**Adults Returning to Doctoral Education: Transition Strategies That Impact Family, Career and Your Personal Well Being**
60-Minute Program
*Jane E. Rheineck, Northern Illinois University, DeKalb, IL, Catherine B. Roland, Amy Zavadil, Rick Brown, Vincent Viglione*
This is an interactive workshop expressly for adults who are considering, planning, hoping, or dreaming about continuing their education in a Counselor Education doctoral program. Returning to graduate school at mid-life presents unique and unexpected challenges. We will address issues and strategies such as supporting students in life transition; family upheaval; and risks of earning a degree that includes the ability to relocate to areas never before considered, therefore impacting family and quality of life. Real life experiences of adults who returned to graduate school, leaving a successful career, will enhance our panel. There will be time for open discussion and general mentoring to occur. Previous research and experience inform this workshop.

**Multicultural Counseling Academy**
**Attending to Resistance in Multicultural Courses: Helping Students of Color Focus on Their Learning**
60-Minute Program
*Derek X. Seward, Syracuse University, Syracuse, NY*
Research has supported the effectiveness of multicultural courses in enhancing students’ cultural competence, however these courses may neglect the training needs of students of Color because they focus too heavily on training White students. In this presentation, current research that has explored the multicultural course experiences of students of...
Color is presented. Particular attention is given to the unique resistances students of Color can experience in training and the active steps students of Color themselves can take to enrich their learning. Additionally, specific recommendations for how educators and supervisors can improve the multicultural learning space for students will be discussed.

**Counselor Education & Supervision Academy**
**Multicultural Counseling Academy**
**Becoming a Multicultural Professor: Insights for Evolving a MC Professorial Identity**
90-Minute Program
*Colette T. Dollarhide, The Ohio State University, Columbus, OH, Nikol V. Bowen, Caroline A. Baker*

To be ethical, professors of multiculturalism must understand our own journey of MC identity development and then foster the MC identity development of our students. Using ethnography as a research methodology, three teachers from very different backgrounds examined their cognitive/affective journey in teaching MC counseling skills, and developed insights designed to help other MC instructors on their journey of multicultural identity and multicultural instructor identity development. Application of the affective taxonomy to counselor education will give participants a way to facilitate the affective growth of self/students, clearing the way for enhanced growth in cognition, skills, and identity.

**LCA Sponsored Session**
**Big Education in the Big Easy**
30-Minute Project/Research Poster Session
*Louis V. Paradise, University of New Orleans, New Orleans, LA, Adrianne R Lolan, Bridget L. McKinney, Kelly G Fleenor, Leslie M. Culver, Karen Lade, Ronda J. Bonnette*

The CACREP approved Master’s and Doctoral programs at the University of New Orleans (UNO) will highlight its unique and award winning programs. Faculty, students and their important research and special program initiatives that complement and enhance the curriculum will be featured. Displays on the accomplishments of UNO’s Alpha Eta chapter of Chi Sigma Iota as well as the popular Big Easy Workshops will focus on activities designed to expand the training and professional development of UNO’s students and the community. Master’s and doctoral students along with faculty will assist in the presentation and provide their own individual perspectives on UNO’s program.

**Career Development/Employment Counseling Academy**
**Choosing Your First, Second, or Nth Counseling Career: Expanding Career Options for Students and Graduates**
60-Minute Program
*Brooke B. Collison, Oregon State University, Corvallis, OR, Keith Dempsey, Howard B. Smith, Peggy Hines, Bree A. Hayes, Scott Christie,*

Counselor education programs are excellent preparation for a wide variety of professional positions. This program will emphasize the personal experience and a procedural approach to increasing the career options available to students and practitioners in the counseling profession. Rather than focus on developing a singular specialty in
counseling, participants, regardless of current career status, will be presented with examples and procedures to help envision a first, second, third, or nth career specialty which utilizes counseling skills. A panel of experienced counselors will present life histories and participants will have an opportunity to use a structured career interview technique during the program.

Counselor Preferences of White University Students: Ethnicity and Other Characteristics
30-Minute Project/Research Poster Session
Yi-Ying Lin, University of Tennessee at Knoxville, Knoxville, TN, Annie T. Chen, Joel F. Diambra
This presentation reviews a recent multicultural study concerning the counselor preferences of the ethnic majority, or in this case, White clients. Presenters will discuss significant findings on the preferred counselor characteristics, ethnicity, and counseling style of White university students and explore implications for counseling practice and counselor education. Attendees will be encouraged to participate by taking a sample of the study survey, sharing their own perspectives and respond to posed questions.

Chi Sigma Iota, Int’l
Social Justice Academy
Counselors: Making a Difference Wherever You Are Through Community Engagement
60-Minute Program
Catherine Chang, Georgia State University, Atlanta, GA, Michael Brubaker
This program will provide participants with an understanding of how they can create and initiate community engagement activities that illustrate the unique and positive value of counselor services in every community, school, or university. Rather than adopting another organization’s favorite volunteer or donation activity, this program will illustrate how counselors can initiate and promote community engagement activities that address our clients’ needs and reflect positively upon counselors and counseling services. Participants will leave feeling more empowered to help ameliorate the problems that confront every community, school, or university.

Counselor Education & Supervision Academy
Trauma/Disaster Mental Health Academy
Crisis Supervision: Promoting Counselor Resilience
60-Minute Program
Madeleine A. Dupre, James Madison University, Harrisonburg, VA, Jennifer L. Hatter, Rebecca J. Heselmeyer
Counselors work with clients in crisis every day. In these emotionally charged situations they run the risk of being overwhelmed and demoralized. Resilience-based crisis supervision mitigates the risk for compassion fatigue and promotes post-traumatic growth. This workshop will explore key themes embedded in resilience-based crisis supervision and identify supervisory attitudes and behaviors that enhance counselor self-efficacy and optimism. It will include didactic presentations, a brief structured experiential exercise, and clinical vignettes. At the conclusion of this workshop,
participants will describe essential ingredients in crisis supervision and identify tools and strategies to use in their counseling and supervision practice.

**Examining Counselor Competency With Gay, Lesbian, and Bisexual Clients: Are We There Yet?**
30-Minute Project/Research Poster Session
*Laura Boyd Farmer, Virginia Tech, Blacksburg, VA*
This poster session will describe the results of a research study examining the self-perceived competency of counselors working with lesbian, gay, and bisexual (LGB) clients. The presentation will focus on factors that are related to and predictive of counselor competency with the LGB population. Implications for counselor education, training, and supervision will be shared. The presenter invites attendees' feedback, discussion, and thoughts related to their own experiences with LGB counseling, counselor training, and supervision.

*ACES Sponsored Session*
Career Development/Employment Counseling Academy
Counselor Education & Supervision Academy
**Excitement and Challenge of Teaching Career Development Counseling**
60-Minute Program
*Kevin Glavin, Nova Southeastern University, Fort Lauderdale, FL, Kathy Evans, Jane Goodman, Mark Pope, Mark Rehfuss, Lourdes Rivera, Mei Tang, Carlotta Willis,*
We spend roughly 80,000 hours of our lives engaged in work. Assisting clients with fitting meaningful work into their lives is exciting work. The ACES/NCDA Commission for the Preparation of Career Counselors will engage attendees in experiential activities useful to all who are challenged to teach interactive career development classes and to lead career development groups. Activities are useful for teaching career development theory, skills, and concepts for career decision making, career adjustment, career crisis, and other career development issues.

**Factors Affecting College and Graduate Students Who Experience Psychological Distress: Empirical Findings and Treatment**
30-Minute Project/Research Poster Session
*Charlotte R. Hamilton, Webster University, Columbia, SC*
This presentation will define psychological distresses in college and graduate students on a local college campus. Factors leading up to psychological and emotional breakdowns are discussed. Additionally, how to recognize the warning signs from students and how to assist in matters of concerns will be discussed and current research will be presented.

**Funded or Perish: Addressing the Need for Sponsored Research in Counselor Education**
30-Minute Project/Research Poster Session
*Jose A. Villalba, The University of North Carolina at Greensboro, Greensboro, NC, Kelly Wester, J. Scott Young*
This session is designed to provide counselors, educators and community practitioners with training for pursuing external funding. Recently, limited economic resources have
led universities and community agencies to depend more on external funding to conduct research and provide services. This has resulted in a new emphasis at the university, community agency, and K-12 school levels to foster an environment of “funded or perish.” In response to this emphasis, we will share strategies for selecting, writing, and receiving external funding based on our experiences, as well as our counselor education department’s efforts to assist junior faculty in pursuing and applying for external grants through community engagement.

**Addictions Academy**

**Grief and Loss in Addiction: What Counselors Need to Know to Help Clients Cope**

90-Minute Program

*Julie K. Bates, The Pennsylvania State University, University Park, PA, Brandon Hunt*

Individuals with substance abuse and addiction issues often face multiple grief and loss experiences. Examples include divorce, chronic illness, domestic violence, death, incarceration, possible military-related violence, family conflicts, and employment and/or financial concerns. Additionally, one must consider pre-addiction loss, losses connected to the addiction, and treatment-related loss. During the recovery process, the grief associated with these losses has the potential to be overlooked for more immediate health and safety concerns. Content will be presented that addresses each of these loss areas with a focus on how to help clients cope. Relevant theories, client exercises, and grief and loss assessments will also be presented.

**Counselor Education & Supervision Academy**

**How Long Does It Take To Make a Professional Counselor? A Closer Look at the Development of Professional Identity**

60-Minute Program

*Timothy Coppock, Gannon University, Erie, PA, Martin Ritchie*

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. Professional identity is developed through intentional educational objectives, participation in professional organizations, clinical supervision, and the licensure process. If the level of commitment and calling to the profession of counseling is to increase and expand, more time needs to be provided for identity development.

**How To Light Candles Without Burning Out Your Own: Reducing Burnout in Counselor Educators**

30-Minute Project/Research Poster Session

*Susannah C. Coaston, University of Cincinnati, Cincinnati, OH, Kerry E. Sebera, Christina M. Baker*

Counselor education faculty must learn to balance their personal and professional lives, but this can be difficult to achieve. As universities face financial constraints, the faculty is often expected to be entrepreneurs, highly productive, and more efficient. This pressure has escalated the pace and expanded the workload for faculty. With the pressure to publish, teach, obtain external funding, and provide service, how can new faculty
members flourish in this hectic environment? The presenters will share research on common sources of faculty stress then explore strategies for balancing teaching, scholarship, and service to gain reappointment and/or tenure, to achieve a healthy personal life, and avoid common professional pitfalls.

**Counselor Education & Supervision Academy**  
**Wellness Academy**  
**I Will Care for You and You Will Care for Them: Attending to Wellness in Supervision**  
60-Minute Program  
*A. Stephen Lenz, Texas A&M University - Corpus Christi, Corpus Christi, TX*

Ready to start helping your supervisees do as they say and not as they do? By integrating the principles of holistic planning into your supervision, supervisees can meaningfully begin to value their wellness through the processes of education, assessment, planning, and evaluation—all skills that may contribute to work with clients. You will learn the basic tools for including the Wellness Model of Supervision into your training or professional practice and also receive some necessary materials that can guide your implementation of this strategy immediately following conference attendance. Through didactic interaction extend your use of wellness concepts in supervision in a way that declares “I will care for you and you will care for them.”

**Ignite Professional Passion by Infusing Evidence-based Classroom Management Skills Into Counselor Training and Practice**  
30-Minute Project/Research Poster Session  
*Mike Bundy, Carson-Newman College, Jefferson City, TN, Jeannine R. Studer*

School counselors without teaching experience report a need for more knowledge of classroom management (CM). The question for most counselor educators is how this need can be infused into the curriculum. An innovative graduate course designed for non-teacher counselors integrates best practices in CM with counseling theories appropriate for school settings. Over two years of evaluation data show how this course successfully uses online learning, supervised skill practice during field experiences, and student reflections to build effective CM knowledge in prospective school counselors. Session attendees will receive a course outline, details of learning activities, list of course materials, and data on course effectiveness.

**Incivility in the Classroom: Current Trends, Implications, and Best Practices**  
30-Minute Project/Research Poster Session  
*Lisa Rene’ Jackson-Cherry, Marymount University, Arlington, VA, William Sterner*

Reports of student incivility has increased in higher education over the years. Tolerance of these behaviors has focused on fear of decreased enrollments, 'consumer mentality' of students, generational differences regarding the learning process, and an increased enrollment of students with psychological and learning issues. Regardless, disruptions potentially interfere with the learning environment, impede student academic and personal growth, interfere with classroom management, and can cause burnout for faculty. This panel discussion will focus on current research being conducted, faculty
experiences, and 'best practices' for implementing strategies to maintain classroom control and to create a positive learning and teaching environment.

**Infusing Advocacy Competencies in Counselor Education Coursework: Developing Trainee Competence in Social Justice Counseling**
30-Minute Project/Research Poster Session

*Julie A. Dinsmore, University of Nebraska at Kearney, Kearney, NE, Matthew J. Mims, David D. Hof, Grace A. Mims*

This presentation focuses on practical ways counselor educators can developmentally integrate the ACA-endorsed Advocacy Competencies into curriculum to increase trainee awareness and knowledge of social justice issues in counseling as well as develop skills in the emerging counselor role of client advocate in institutional and community settings. Content areas and examples of instructional activities and student projects will be provided.

**ASERVIC Sponsored Session**

**Integrating Spiritual and Religious Issues in Counseling Programs: Reports of Resistance, Comfort Level, and Competence**
30-Minute Project/Research Poster Session

*Lisa Rene Jackson-Cherry, Marymount University, Arlington, VA, William Sterner, Paul Smith, Steve Spatz*

Treating the whole person begins with training the whole counselor-in-training. However, there appears to be a continued lack of information on spiritual/religious issues integrated into most counseling programs for a variety of reasons. This poster presentation will explore responses from a national survey sent to counselor educators and counselors-in-training from community counseling, school counseling, and pastoral counseling programs regarding the integration of spiritual and religious issues into counseling programs. Perceptions of resistance, comfort level, and competency from both faculty and students gathered from the survey will be explored and strategies for best practices for integrating spiritual and religious issues into course curriculum as well as recommendations for programs and supervision will be shared with participants.

**Integrating the Innate: Helping Students Integrate Their Innate Theoretical Orientation Into Their Work**
30-Minute Project/Research Poster Session

*Travis W. Schermer, Kent State University, Pittsburgh, PA*

Counseling students present for their education with pre-existing ideas about counseling theory. This is an innate theoretical orientation, it is unaffected by any formal training and is an intimate reflection of each individual person. Through education, students may get the message that their orientation is not correct, that they need to fit into one of several particular ways of being a counselor. This poster presentation will present findings from an original Q methodological study that examined mental health counseling students' theoretical perspectives over the course of a theories class. Suggestions will be made for counselor educators and supervisors to help students and supervisees stay connected/reconnect with their innate theory.
Introduction to Animal-Assisted Therapy in Counseling
30-Minute Project/Research Poster Session
Leslie Stewart Shelton, Georgia State University, Atlanta, GA, Michael Leeman
Animal assisted therapy in counseling (AAT-C) is defined as the incorporation of pets as therapeutic agents into the counseling process, thus utilizing the human-animal bond in goal directed interventions as part of the treatment process (Chandler, 2005). AAT has been found to facilitate the development of a positive therapeutic alliance (Wesley, Minatrea and Watson, 2009), which is the strongest predictor of treatment success (Barber et al., 2009). In this education session, the presenters aim to familiarize attendees with concepts and potential interventions surrounding AAT so that they can be informed aids to clients who might benefit from the technique.

Chi Sigma Iota, Int’l
Counselor Education & Supervision Academy
Leadership and Professional Advocacy: CACREP’s Look to the Future Is Now!
60-Minute Program
Carol Bobby, CACREP, Alexandria, VA, Andrea Dixon
This program will address the interests of counselors and counselor educators who want to understand the workings of accreditation and what counselor educators, counselors and students in preparation programs need to know and do with respect to developing leaders and advocates. Whatever setting, leadership is needed for the profession and those we serve. The unique place of leadership through research, supervision, clinical practice, and counselor education will be highlighted. The standards now require a verification of knowledge and competency with which many are not familiar. This program will address some of the ways that programs can meet the new expectations in these areas.

Learning Through Landro-Based Supervision: A Preliminary Grounded Theory
30-Minute Project/Research Poster Session
Shawn P. Parmanand, Western Illinois University, Moline, IL, Erin E. Binkley, Brandon J. Wilde, Ann M. McCaughan
This presentation outlines a qualitative study investigating the experience and process of learning through Landro Play Analyzer (LPA) in counselor training and supervision practice. Landro Play Analyzer allows for valuable supervision time to be utilized more effectively by focusing on salient aspects of the counseling process. Audience members will gain insight into the use of technology in counseling training and practice while implications for integrating technology with current supervision practice will also be discussed.

Maximizing Knowledge Utilization
60-Minute Program
Garry R. Walz, Counseling Outfitters, LLC, Chelsea, MI, Jeanne C. Bleuer, Robert C. Chope, Samuel T. Gladding, Cheryl Holcomb-McCoy, David Lundberg, Ruth Chao, Jerry Mobley, Kanamur Chandras, David DeLambo
With the exponential expansion of knowledge and the increased breadth and scope of new technology, an effective contemporary counselor must be able to access the counseling knowledge base and use the new tools of social media. This program will
present the insights and ideas of both new and experienced counselors who are using and contributing to VISTAS, ACA's premier online information system.

**Motivational Interviewing Principles: Are They Viewed by Counselor Educators as Being Important to the Therapeutic Alliance?**

30-Minute Project/Research Poster Session

*Samir H. Patel, Murray State University, Murray, KY, W. Bryce Hagedorn, Evadne E. Ngazimbi, Jonathan H. Ohrt*

Both ACA and CACREP highlight the ethical responsibility to teach evidence-based practices (EBPs). However, current literature indicates that counselor educators struggle to integrate EBPs into their curricula due to the disparity that exists between the philosophical roots of counseling and EBPs. Motivational interviewing (MI) offers counselor educators an EBP that closely resembles the counseling profession’s humanistic and developmental perspective. The content of this program will not only highlight the tenets of MI, but it will also illustrate the results from a study that assessed whether counselor educators’ level of agreement towards the presence of MI principles in the counseling relationship impacted their attitudes towards EBPs.

**Counselor Education & Supervision Academy**

**Panel Discussion on Student Learning Outcomes in Counselor Education**

90-Minute Program

*Robert Urofsky, CACREP, Alexandria, VA*

The purpose of this program is to bring together counselor educators that have already begun to incorporate student-learning outcomes and related assessment practices to discuss what they are doing and the challenges and successes they have encountered along the way. This panel will provide programs that are just starting with student-learning outcomes a variety of models for different strategies of incorporating student-learning outcomes into overall programs. The panel also will provide programs that have already started to incorporate student-learning outcomes and related assessment practices with examples of challenges and successes that will enable them to avoid potential pitfalls and make useful program modifications.

**Person-First Language Training Needed in Higher Education**

30-Minute Project/Research Poster Session

*Vickie Ann McCoy, West Chester University, West Chester, PA*

This presentation is based on a study conducted to examine whether or not college students in introductory counseling courses used person-first language to describe persons with disabilities. Two hundred and forty-three respondents were asked to identify a person with a disability and these responses were examined and categorized as person-first language or not. The results revealed that the majority of the counseling students used stigmatizing language, rather than the more empowering person-first language. The results are discussed in regard to language sensitivity and the training of counselors. It is the opinion of the investigator that there is still a need for focused person-first language training in counselor education programs.

**ASERVIC Sponsored Session**
Counselor Education & Supervision Academy
Spirituality and Religious Values Academy
Preparing Emergent Counselors To Work With Spiritually Diverse Clients: Implications for Supervision
60-Minute Program
Elizabeth O'Brien, University of Tennessee at Chattanooga, Chattanooga, TN
This session is designed to help educators and supervisors facilitate beginning counselors understanding of their spiritual developmental level and its impact on clients. Session content will: explore Fowler's stages of spiritual development, illustrate strategies in supervising students exploration of spiritual development and how this impacts their practice, and provide example case studies for participants to practice the materials presented.

LCA Sponsored Session
Preparing Excellent Future Counselors: Helping Rebuild More Than Just a City
30-Minute Project/Research Poster Session
Carolyn C. White, Our Lady of Holy Cross College, New Orleans, LA, Roy Salgado, George Hay, Joan Fischer, Holly Baudier, Geoffrey Brazda
The presentation will showcase the Graduate Counseling program at Our Lady of Holy Cross College in New Orleans, LA. Within the program, we have three areas of concentration: Community (to become Clinical Mental Health Counseling), Marriage and Family, and School Counseling. Through teaching, research, and public service, these programs foster not just intellectual learning, but also encourage the students to develop themselves spiritually, culturally and with a sense of responsibility. The presentation will highlight ways that the counseling department has grown with the community since Katrina and where we are headed in the future.

Military Counseling Academy
Professional Counseling With Military Members and Their Families: Challenges, Potential Obstacles and Successes
60-Minute Program
Neil Duchac, Capella University, Perrysburg, OH, Catherine Stower
More than two million troops have been deployed since 2001, yet many counselors are still struggling with the knowledge and skills necessary to work with military members and their families. Counselor educators may be grappling with supervision and training ideas for graduate students entering their fieldwork and counselors throughout the country working with military and their families while seeking licensure have expressed concerns regarding the limited number of approved supervisors with necessary skills and knowledge. Developing an understanding of the diverse military culture, understanding the cycles of deployment, knowing where to find current resources, and utilizing best practices are considered as a priority for these presenters.

Project Pathways: Teaching the Skill of Intentionality to Counseling Students Through Interactive Multimedia Technology
30-Minute Project/Research Poster Session
Joseph W. Davis, Old Dominion University, Norfolk, VA, Penny Makris
The world is changing. Counselor educators must adapt to the changing face of education. Project Pathways, a multimedia technology involving videotaped sessions and choices, serves as a tool for Counselor Educators to promote the use of intentionality in beginning counseling students. Participants will view the program and discuss potential implications.

*Counselor Education & Supervision Academy*

**Promoting Sexual Identity Development Through Experiential Learning: Activities for Counselor Education**

60-Minute Program

*Kylie P. Dotson-Blake, East Carolina University, Greenville, NC, J. Scott Glass, Angela R. Holman*

This presentation proposes a tripartite framework for promoting sexual identity development in counseling graduate students. Presentation participants will gain increased awareness of the sexual identity developmental trajectory and will leave armed with tools and activities to promote the sexual identity development of counseling students and clients. This presentation is appropriate for counselor educators, students and practicing counselors seeking to explore sexual identity development for personal growth or to promote the self-awareness of students or clients. Experiential activities that can be applied in counselor education classes or in practice with clients will be shared in a hands-on, interactive format.

*Counselor Education & Supervision Academy*

**Removing the Masks: Exploring the Self Awareness, Personal Growth, Cognitive, and Moral Development of Graduate Students**

90-Minute Program

*Julaine Field, University of Colorado at Colorado Springs, Colorado Springs, CO, Joseph Wehrman, David Fenell, Rhonda Williams, Jacqueline L. Flanagan, Michelle Bull*

The 2009 CACREP standards and the Ethical Standards of ACA both require that graduate programs evaluate the personal development of counseling students to ensure that self aware, ethical practitioners are employed as helping professionals. Despite these requirements, there is limited research to suggest what constitutes “effective” self awareness and personal growth among counselors in training. What deliberate interventions assist students with developing the necessary moral reasoning and cognitive complexity to 'know themselves'? This interactive, research based session will address specific practices used by a counselor training program to enhance self awareness, personal growth, cognitive and moral development among students.

*Chi Sigma Iota, Int’l*

**Research in the Counseling Profession: What Is Needed Now**

90-Minute Program

*Kelly L. Wester, University of North Carolina at Greensboro, Greensboro, NC*

Research has been a buzz topic among counseling professionals. More specifically discussions of how to use research, the integrity and usability of research, and how to conduct research have been the focus during the past few years. Research is important to
address issues raised by the curiosity of any counselor who wondered if there was a better way to help those within their school, agency, classroom or counseling practice. What are the best practices? How can we verify our experience through research that addresses issues in our work? Come and explore the status of counseling research and what is needed to help enhance our profession’s research applicability.

_Counselor Education & Supervision Academy_
_School Counseling Academy_
**Responding to the Gates Report: Examining the Critique of School Counselors and Refreshing the Profession’s Advocacy**
60-Minute Program
_Caroline Baker, University of Wisconsin-River Falls, River Falls, WI, Sibyl Cato, Maureen Casamassimo_

The Gates Report on the effectiveness of high school counselors in preparing students for college yields results harmful to our profession. This presentation deconstructs the report, including methodology and findings, and exposes areas for improvement in professional advocacy. A brief review of our professional standards and advocacy competencies will facilitate an interactive discussion of how to improve the practice and professional reputation of school counselors. Attendees will leave with an increased understanding of the report's implications and methods of combating negative views of school counseling.

_Salutogenics: A Positivist Approach to Trauma in Counseling, Counselor Education, and Supervision_
30-Minute Project/Research Poster Session
_Eric W. Owens, Vincentian Academy-Duquesne University, Pittsburgh, PA, Debra Hyatt-Burkhart_

Our profession has long focused on negative client reactions to the experience of trauma. This focus has carried over to the study of secondary trauma, i.e. the counselor's reaction to a traumatized client. There has been increased attention, however, to positivist approaches to trauma-informed care. This program will review the pathogenic approach to trauma work, but will also focus on salutogenic approaches to working with trauma survivors. Participants will have the opportunity to discuss proactive and reactive positivist approaches to working with traumatized clients, as well as traumatized counselors. Finally, the presenters will discuss their own research findings in the field of the helper's response to trauma survivors.

_NCDA Sponsored Session_
_Career Development/Employment Counseling Academy_
_Counselor Education & Supervision Academy_
**Strategies for Teaching Graduate Level Career Development Classes: What 25+ Years of Teaching Has Taught Us**
90-Minute Program
_Debra Osborn, University of South Florida, Tampa, FL, Pat Schwallie-Giddis, Levette S. Dames_

Are you teaching the Master’s level career counseling course? Are you a newbie, or looking for some fresh ideas for teaching the course? This session will share activities for
face-to-face and online career courses from the presenters, as well as the results from a national survey about the attitudes, pedagogical tools and activities, and advice of instructors of this course. Come be encouraged and inspired!

**Supervision 2.0 Thinking Inside the Box: Future Possibilities Utilizing Online Technology in Clinical Supervision**

30-Minute Project/Research Poster Session  
*Michele Wade, Ultreya Therapy, La Plata, MD*

Do you work in a remote area and wonder how to maximize your supervision experience? Do you wonder how to move your counseling program's practicum and internships into the twenty-first century? Do you wonder if there are ways to use technology to better hone your skills as a novice counselor? This education session will provide attendees with a chance to see potential benefits and possible pitfalls with the technology in clinical supervision. Come and learn how to apply programs like Skype, WebEx, and Second Life to clinical supervision. It is time to think inside the box, and make our computer technology benefit our supervision experiences.

**Teaching in Counselor Education: Engaging Students in Active, Meaningful Learning**

30-Minute Project/Research Poster Session  
*Jane A. Cox, Kent State University, Kent, OH, John D. West, Julie Lineburgh*

Counselor educators are charged with teaching in a manner that engages students in active and relevant learning experiences, ones which ultimately lead to enhanced client care and increased counselor self/other awareness. This program will facilitate reflection on how to establish an inviting learning environment which promotes students’ active engagement in learning. The presenters and participants will consider how to: establish student-teacher relationships that nurture professional lives; present content in an engaging manner; encourage a community of learners; and evaluate students in ways that encourage and engage them.

**The 2009 CACREP Standards: Developing an Assessment Plan**

30-Minute Project/Research Poster Session  
*Teresa J. McCartney, Adams State College, Alamosa, CO, Don T. Basse, Mark M. Manzanares*

This presentation will allow counselor educators to take a fresh look at the alignment of program mission, objectives, student learning outcomes, and assessment in meeting the 2009 CACREP standards. Participants will learn how the process unfolded at one institution and how they might use this information to create their own comprehensive, systematic assessment plan.

**The Abstinence Project: Gaining Empathy Through Personal Experience**

30-Minute Project/Research Poster Session  
*Kerrie Fineran, University of North Texas, Denton, TX*

'Why can't they just quit!?' Many individuals, including counselors in training, have difficulty experiencing empathy for clients struggling with addiction. In order to foster this condition, the primary presenter implemented a student project focused on abstaining
from a 'vice' in two graduate courses in addiction counseling. Students were required to identify a substance or behavior that would be difficult for them to give up (caffeine, chocolate, texting) and refrain from use for the semester. Level of empathy toward clients with addiction was measured throughout the course. Results of this study and suggestions for implementation with students and supervisees will be discussed.

**The Best of Both Worlds: How to Move Your Teaching Expertise to an Online-Hybrid Course**
30-Minute Project/Research Poster Session
*Mark A. Tichon, Lincoln Memorial University, Harrogate, TN, Jeff Burleson*
Want to dip your feet into the world of online teaching? Don’t know where to start? Curious about how to combine the best of the internet and experiential classroom practice? Wonder how to keep the personal, the heartfelt, and the genuine aspects of counselor training while moving a course or two online? This presentation will highlight a collaboration between Counseling and Online Learning to create a Career-counseling course that met weekly online and monthly face-to-face course. Course was awarded the University-wide Innovation in Teaching award for 2010, and student valuation was overwhelmingly positive. Challenges faced and rich depth of student feedback will be explored.

**Counselor Education & Supervision Academy**
**The BIG and Not So EASY: Solutions for Meeting CACREP 2009 Standards**
90-Minute Program
*Leigh Falls, Argosy University - Dallas, Dallas, TX, Beverly L. Mustaine, David Hargis, Dale Septowski, Penny Dahlen, Joffery Suprina, Michael J. Maxwell*
Progressive programs are pressured to meet 2009 standards, increase enrollment, lower costs, & increase online/weekend formats to meet economic realities. A national panel will discuss how they are working together to develop creative solutions to meet these challenges including: admissions; advising & mentoring; funding & resource allocation; developing quality faculty for consistent educational experiences across formats; curriculum development; creating community among adult-learning environments; & ensuring systematic developmental assessment & early intervention for professional, personal, and academic growth & gatekeeping. A resource CD with suggested processes, rubrics, and forms will be provided.

**The Bottoming Out Experience and the Turning Point: A Phenomenology of the Cognitive Shift From Drinker to Non-drinker**
30-Minute Project/Research Poster Session
*Kristina DePue, University of Central Florida, Orlando, FL*
'Everyone's bottom is different.' This research has given insight into this well-known phrase, describing what the bottoming out experience looks like and the commonalities that exist within it for individuals within A.A. The research provides evidence that the bottoming out experience does influence the change process; however another point, called the turning point, is directly correlated with the change from drinker to non-drinker. This presentation will focus on the relationship of the bottoming out experience
and the turning point within the change process for the alcoholic, and how each of the experiences serve specific functions within the span of sobriety.

**The Counselor Competencies Scale©: A Phenomenological Investigation**  
30-Minute Project/Research Poster Session  
*David L. Ascher, UCF, Orlando, FL, Glenn W. Lambie*

This session presents the results of a phenomenological investigation of the Counselor Competencies Scale© (CCS). Counselor educators have an ethical obligation to develop competent counseling professional; however, the assessment of counseling competencies in a psychometrically sound fashion is difficult. The Counselor Competencies Scale© (CCS) was developed to meet the requirements of counselor educators and supervisors to assess counseling students’ competencies. Prior research supports the psychometric properties of the CCS and this investigation identified experiences of students’ and supervisors’ with its use. Implications for counselor educators and supervisors will be discussed relating to the assessment of counseling competencies.

**The Development and Validation of the School-Based Counseling Self-Efficacy Scale**  
30-Minute Project/Research Poster Session  
*Erica Boughfman, Ozark Guidance Center, Springdale, AR, Dan Kissinger, Kristin Higgins*

This presentation will provide information about the development and initial validation of the School-Based Counseling Self-Efficacy Scale (SB-SES). The SB-SES is an instrument designed to measure counseling self-efficacy specific to the roles and responsibilities of school-based counselors. Information about the psychometric properties of the SB-SES will be presented. Additionally, the potential uses for the SB-SES and the implications for supervisors, counselors, counselor educators, and agency personnel will be discussed.

**Using Strength Cards to Elicit and Develop Client and Counselor Strengths**  
30-Minute Project/Research Poster Session  
*Teri Reuter, Strength-Centered Counseling, Orlando, FL, Colin C. Ward*

Do you have the strengths you need to overcome the obstacles in your life? Do you overuse the same methods to face your struggles? This session will introduce you to a new tool for eliciting and developing your own and your clients' strengths. Strength Cards help do more than rely on the usual, sometimes overused, methods for solving problems. You can help your clients to discover strengths that may be hiding under the surface and to develop these to meet life challenges and gain resiliency for facing future adversity. You will receive a set of Strength Cards and will have the opportunity to use Strength Cards to identify your already present strengths and to discover your opportunities for continued growth as a counselor.

**Using the ASCA National Model to Enhance Understanding of Our Role as School Counselors**  
30-Minute Project/Research Poster Session  
*Donna Dockery, Virginia Commonwealth University, Richmond, VA, Mary A. Hermann*
Many school counselors and counselor educators are frustrated by colleagues who do not understand our roles and responsibilities in schools today. Participants in this session will understand reasons why school personnel and other stakeholders may not fully understand the current role of school counselors. Information from a research study will be used to discuss methods of marketing school counseling programs and services. Participants will develop anext steps for promoting school counseling programs to identified stakeholders. Participants will receive results from a research study, handouts and references.

**Using the Critical Cultural Domains Model and Teaching With Media to Demonstrate Why History Matters**

*30-Minute Project/Research Poster Session*

*Marie A. Wakefield, UNLV, Las Vegas, NV, Douglas L. Garner, Dale E. Pehrsson*

Cultural competency has emerged as a dynamic initiative and critical need shaping education, the work of practitioners, and research. It is an active process, an ongoing pursuit of self-reflection, knowledge acquisition, and skill development. The media’s use of documentaries and popular film series brings forth a cultural perspective. Yet, each culture has a story of struggles and strengths. As competent counselors work to integrate issues of diversity into their counseling work, exploring the media’s historical context of underrepresented populations with a Critical Cultural Competency Domains Model (CCCDM) can offer a meaningful approach to facilitating greater understanding of diversity, aligning interventions, and promoting change.

**Who’s on First? Ethical Issues in Determining Authorship Credit in Faculty-Student Collaborations**

*30-Minute Project/Research Poster Session*

*Ryan D. Foster, Texas A&M University - Commerce, Commerce, TX, Dee C. Ray*

Publishing research is imperative to both counselor educators and students in counseling programs. Furthermore, faculty-student publication collaborations can often be a mutually beneficial professional endeavor. However, determining order of authorship can be a complex ethical issue. Presenters review professional literature regarding ethical issues in determining authorship order in published faculty-student collaborations. The presenters will highlight complexities of determining authorship between faculty members and graduate students. Presenters will offer step by step guidelines for preventing and resolving authorship issues and incorporate publication ethics into counselor education coursework.

**Advanced**

*Multicultural Counseling Academy*

**A Conceptual Framework for Counseling Across Cultures: Implications for Training and Practice**

*60-Minute Program, Advanced*

*Courtland Lee, University of Maryland, College Park, MD, Denise Park*

This session will present a conceptual framework for counseling across cultures that details the crucial components that form the basis of multicultural counseling.
competency. The focus of the session is on the themes that are the foundation of multicultural counseling competency and how they initially develop and evolve over the course of a counseling career. Implications for counselor training and practice will be highlighted.

**NCDA Sponsored Session**

**Career Development/Employment Counseling Academy**

**Counselor Education & Supervision Academy**

**A New Supervisor Curriculum for Those Who Supervise Career Professionals**

60-Minute Program, Advanced  
Cheri Butler, *The University of Texas at Arlington, Arlington, TX*, Deneen Pennington

There have been training programs for many years addressing the special issues regarding the supervision of professional counselors. There is much research and literature available on this topic as well. There has been, however, no attempt to address the unique needs of those who supervise career professionals including those who provide career services in a variety of settings including higher education, workforce development and in corporate settings. At the behest of the Japan Career Development Association, the National Career Development Association undertook the task of developing a curriculum to train supervisors of Career Professionals. Sandy Manoogian, as part of her doctoral dissertation, created and piloted the curriculum which will be translated by JCDA. NCDA conducted a second, more thorough pilot last fall and will be releasing the curriculum this spring. This session will outline the training and highlight the sections that address the special needs of this population.

**Counselor Education & Supervision Academy**

**Spirituality and Religious Values Academy**

**Barriers To Integrating Religion and Spirituality Into Counselor Education: Implications for Practice, Training, and Supervision**

90-Minute Program, Advanced  
Christopher M. Adams, *East Carolina University, Greenville, NC*, Ana Puig, Adrienne Baggs, Cheryl Pence Wolf

Religion and spirituality (RS) are often important parts of clients’ cultural heritages, backgrounds, and identities. Surveys show that most Americans are RS-oriented and express a desire to discuss RS issues in counseling. Therefore, counselors need to be prepared to address these with clients. Despite numerous calls to include RS into counselor education, graduate programs continue to inadequately train students to address these. This presentation outlines results of a study conducted to examine potential barriers to integrating RS issues into counselor education, identifies possible strategies for overcoming these, and addresses ways for counselors, counselor educators, and supervisors to better integrate RS into their work.

**Counselor Education & Supervision Academy**

**Challenges, Lessons, and Implications for Training Counselors in a Global Setting**

90-Minute Program, Advanced  
Mei Tang, *University of Cincinnati, Cincinnati, OH*, Siu-Man Raymond Ting, Shu-Chung Chen, Robert A. Ross
Counselors in both US and international settings are trained to learn counseling theories and strategies based predominantly on Western culture. It is uncertain whether the Western-based theories apply well to the international settings. The panel will share their extensive experiences of teaching counseling in either US or non-US settings to illustrate challenges of applying Western-based counseling concepts to international students in and outside of US. The ecological analysis of complexity of teaching and practicing Western-based counseling theories to international populations or settings will be demonstrated for participants to examine and enhance their own teaching and practicing strategies with diverse populations.

**College Access Counseling: Coursework for Post-master’s Degree Counselors**

30-Minute Project/Research Poster Session, Advanced  
*Cheryl Moore-Thomas, Loyola University Maryland, Baltimore, MD, Jennifer Watkinson*

School counselors play an important role in college access counseling. Few school counseling training programs, however, address college access counseling beyond the basics. This presentation provides participants with a template for advanced, in-depth study of college access counseling for school counselors working in K-12 settings. Implications for college access counseling for K-12 students from underrepresented and underserved populations are addressed. Course sequence and descriptive materials will be provided. Additionally, lessons learned and tips for program implementation will be shared.

**Counselor Supervision and Technology: Let’s Get on Board!**

30-Minute Project/Research Poster Session, Advanced  
*Jonathan Lent, John Carroll University, University Heights, OH, Paula J. Britton, James B. Shepherd*

Computer-based clinical supervision is becoming more prevalent. It has the benefit of increased flexibility, cost-effectiveness and accessibility. However, online supervision can be a daunting task, especially to supervisors who have limited background in technology. Due to ethical concerns regarding informed consent and confidentiality, it is critical that supervisors are stringent in setting up online supervision appropriately. This workshop, driven from survey data, will provide attendees with practical guidelines to help them get started in developing and implementing ethical online supervision with their trainees. Attendees will be provided information as to how to develop an informed consent for use with students and clients.

**Counselors’ Traumatic Experiences and Identity Change and Its Implications in Counselor Education and Supervision**

30-Minute Project/Research Poster Session, Advanced  
*Heesook Lee, University of New Orleans, New Orleans, LA*

The program will present the research findings on counselors’ traumatic experiences in light of self-care and wellness since their return to New Orleans after the Katrina evacuation. Main themes and patterns were explored along with the consultation with relevant theories to trauma, self-care and wellness. The presentation will offer benefits for fuller understanding of the struggles and issues that those counselors lived and worked in the city through the traumatic events. The implications of the findings will
provide some insights on effective ways of education and supervision in counselor training related to counselors’ traumatic stress, wellness and self-care.

**Current Research Findings in Wellness, Self-Care, and Burnout Prevention in Supervision With Master’s Degree Counselors**
30-Minute Project/Research Poster Session, Advanced  
*Shannon Trice-Black, College of William and Mary, Williamsburg, VA, Melodie H. Frick, Heather Thompson*
Counselors-in-training face the challenges of balancing academic, professional, and personal obligations as they navigate their journeys towards becoming mental health professionals. Counselor supervision is designed to facilitate the academic, personal, and professional development of counselors-in-training (CACREP standards, 2009). Many counselors-in-training, however, report a lack of attention and instruction regarding personal wellness and prevention of counselor burnout. Counselor educators, counseling supervisors, and counselors-in-training will benefit from this presentation that goes beyond defining counselor burnout and includes research-based recommendations to improve counselor supervision and increase counselor wellness.

**Counselor Education & Supervision Academy**  
**Counseling Ethics & Legal Issues Academy**  
**Cyber-Supervision: Ethical and Cultural Pitfalls and Rewards**  
60-Minute Program, Advanced  
*Andrew Burck, Marshall University, South Charleston, WV, Lori Ellison, Carol M. Smith*
Supervisors of counselors in rural environments face unique ethical dilemmas that the ACA Code of Ethics (2005) addresses only partially. Potential cultural misunderstandings between rural community members and university-trained mental health professionals add supervision complexity. This workshop identifies the strengths and weaknesses of current technology in distance supervision with special emphasis on the multicultural aspects and ethical considerations of rural supervisees. Attendees will learn appropriate responses to pitfalls and troubleshooting strategies to maximize efficacy of cyber-supervision.

**Engaging Students in Ethics Courses: Methods That Encourage Active Learning**  
30-Minute Project/Research Poster Session, Advanced  
*Julie Koch, Oklahoma State University, Stillwater, OK, Adrienne Erby*
Think Ethics is boring? Do your students think your Ethics class is boring? Liven your classes up with some active teaching strategies. These teaching methods will engage you and your students, promote critical thinking skills in students, and allow students to practice real-life application. The methods to be presented are based upon a recent qualitative study regarding students’ perceptions and learning in a counseling ethics course. Attendees will engage in discussion, hands-on activities, and will take away handouts for use in their own classes.

**Counselor Education & Supervision Academy**  
**Rehabilitation Counseling and Disability Issues Academy**
Ethical Implications of Counseling Education Accreditation Standards Revision: CORE’s Example in Rehabilitation Counseling
60-Minute Program, Advanced
Christine Reid, Virginia Commonwealth University, Richmond, VA
In an era of focus on evidence-based practices and outcome-oriented program evaluation, how should justifiable accreditation standards for counseling education programs be established and periodically revised? What are ethical implications of how we set standards? How should counselors be involved? To provide a starting point for discussion about these issues, the process used by the Council on Rehabilitation Education (CORE) to develop and revise its standards to accredit Rehabilitation Counseling programs will be presented, with a focus on decision rules and processes used by the 2009 – 2010 standards review committee. Advantages, disadvantages, and ethical implications of CORE’s empirically-based approach will be discussed.

Experience Is the Only Teacher: Expanding Future Counselors’ Worldviews Through Constructivist Education
30-Minute Project/Research Poster Session, Advanced
Cheryl Warren Neale-McFall, Old Dominion University, Norfolk, VA, Christina Renee Washington, Cheryl L. Shiflett, Kathy John Maalouf, Sean B. Hall
This presentation will teach participants how to facilitate cognitive development using constructivist approaches to education. Live demonstration of non-experiential teaching and conference program presentations will be contrasted to dynamic constructivist teaching and presentations. Participants will learn four dimensions of constructivism, in the form of reflexivity, moral development, cognitive complexity, and dialectical thinking. Each will be demonstrated so that participants can implement them into their teaching and supervision.

ASERVIC Sponsored Session
Counselor Education & Supervision Academy
Spirituality and Religious Values Academy
Exploring the Spiritual Domain: Tools for Integrating Spirituality and/or Religion Into Counselor Education
90-Minute Program, Advanced
Stephanie F. Dailey, Argosy UniversityDC, Carman S. Gill, Jennifer Curry, Melanie C. Harper, W. Bryce Hagedorn
Spiritual and religious involvement is a central element of many clients’ lives and has repeatedly been found to be positively related to health and inversely related to physical and mental disorders. Nevertheless, few counselors receive formal training on how to address these issues with clients. Even fewer are taught how to effectively infuse spirituality/religion into counselor curriculum or supervision. The purpose of this presentation is to provide participants with innovative activities aimed at advancing transformative pedagogy related to spiritual competence. Come explore practical and ethical tools that counselors, educators and supervisors can use to build competence. Self-exploration and experiential methods will be emphasized.

ACC Day of Learning
Five Creative Techniques for Teaching Key Concepts in Required Courses in Counselor Education Programs
60-Minute Program, Advanced
Stella Beatr Kerl-McClain, Lewis and Clark College, Graduate School of Education and Counseling, Portland, OR, Julia Y. Porter
This presentation will explain and demonstrate creative teaching activities for core concepts in required classes in counselor education programs. Attendees will be asked to participate in several of the activities, which will include activities for teaching group, theories, diagnosis, and others.

Hallelujah, Halleluyah, Alleluia: Strengthening the Supervisory Alliance While Broaching Spiritual Issues
30-Minute Project/Research Poster Session, Advanced
William O'Connell, Seattle University, Seattle, WA, Rhonda Norman
Cultural disconnects may occur in counselor supervision that may be related to differences in race, ethnicity, gender, sexual orientation, ability, privilege or religious identity. This session will explore the intersection of multiple areas of difference with a focus on spiritual and religious issues. A case study approach will be utilized including opportunities for feedback from the audience. The presenters will offer pragmatic strategies for building a successful counseling supervision relationship and also methods for repairing cultural disconnects when possible.

I Could Be Illegal: Exploring Students’ Perceptions of the National Debate on Mexican Immigration
60-Minute Program, Advanced
Selma D. Yznaga, The University of Texas at Brownsville, Brownsville, TX
The explosive population growth of immigrant Latinos in the United States has immediate implications for counselor educators and supervisors. Recent laws such as Arizona’s SB 1070 have polarized the nation and resulted in an increase in Latinos’ perception of racial discrimination, regardless of their citizenship status. The immigration debate involves compound dimensions, most of which are not fully exposed in the popular media. This session is an experiential role play portraying the multiple voices involved in the immigration dialog. The objective is to provide a deeper understanding of Latinos’ shifting demography in the United States in order to guide students toward culturally respectful treatment and socially responsible action.

International Doctoral Students’ Experiences of Supervision Training in CACREP-Accredited Counselor Education Programs
30-Minute Project/Research Poster Session, Advanced
Hongryun Woo, University of Iowa, Iowa City, IA, Yoo Jin Jang
Little is known about how international doctoral students perceive current supervision training and what counselor educators can do to enhance their professional development.
International doctoral students in counseling programs may have unique experiences and challenges in supervision training because of higher levels of developmental requirements and program expectations. This presentation aims to provide counselor educators with preliminary qualitative research findings on international doctoral students’ perceptions of current supervision training offered in their programs and their unique training needs to grow as a competent supervisor. Also, presenters’ own reflections on and experiences of supervision training will be shared.

**Investigating School Counselor Role and Self-Efficacy in Managing Multiparty Student Conflicts**  
30-Minute Project/Research Poster Session, Advanced  
*Summer Yacco, New York Institute of Technology, New York, NY, Mary Ann Clark*  
Multiparty conflict, which takes place among three or more students, can threaten school climate and student learning. Results from a national study of 357 middle school counselors will provide an understanding of school counselors’ self-efficacy and approaches for managing multiparty student conflict. The implications include best practices for school counselors and areas of related training that should be included in counselor education.

**JCD and JMCD: Five Years of Multicultural Sampling Trends**  
30-Minute Project/Research Poster Session, Advanced  
*Jobie Skaggs, Bradley University, Peoria, IL, Robert Aviles*  
Giving voice to current and previously underrepresented groups has become a primary goal among CACREP Programs, Counselor Educators, and Professional Counselors. Consequently, sampling methods are critical with regard to response rates and appropriate application of existing research. Presenters explored sampling trends of studies published in JCD and JAMCD over the last five years. Descriptive findings, implications, limitations, and future research sampling methods will be shared with attendees.

**Navigating Supervisor-Supervisee Cultural Differences: Using the Working Alliance To Promote Supervisee Development**  
30-Minute Project/Research Poster Session, Advanced  
*Stephanie Crockett, Old Dominion University, Norfolk, VA*  
The field of counseling is becoming increasingly diverse, however, research suggests that cultural differences between the supervisor and supervisee may negatively impact supervisee functioning. Given that supervision is a critical component in training effective counselors, this presentation will provide counselor educators and supervisors with an understanding of how to provide effective multicultural supervision through the development of a strong supervisory working alliance. Findings from a recent study concerning the supervisory working alliance’s role in mitigating negative supervision outcomes will be presented. Participants will also learn applicable techniques and strategies for strengthening the supervisory alliance.

*Counselor Education & Supervision Academy*  
*Spirituality and Religious Values Academy*
Overcoming Personal and Institutional Obstacles To Incorporating Spirituality Into Counselor Education Curriculum
60-Minute Program, Advanced
Harriet L. Glosoff, Montclair State University, Montclair, NJ, Seth Hayden
The majority of counseling students may not be adequately professionally prepared to conceptualize or work with spiritual or religious issues as part of the counseling process. This interactive presentation is for counselor educators and supervisors who have a working understanding of the ASERVIC Competencies and ACA Multicultural Competencies. The presenters will provide a brief review of a research study on obstacles to infusing spirituality into counseling curricula and discuss ethical issues and specific strategies to overcome these obstacles. Presenters will also share creative suggestions for incorporating spirituality into the curricula. Handouts and suggestions for syllabi development and teaching activities will be provided.

Post-master’s Clinical Experience and the Pursuit of CES Doctoral Degrees: A Survey of the Field
30-Minute Project/Research Poster Session, Advanced
Nancy Bodenhorn, Virginia Tech, Blacksburg, VA, Nadine Hartig, Laura Farmer, Michelle Ghoston, Jasmine Graham, Jesse Lile, Corrine Sackett
How much counseling work experience is needed before applying for doctoral programs? This program presents research results from faculty, doctoral students, and faculty job announcements regarding post-masters counseling experience. Are you interested in applying for doctoral programs? Come to learn if you have the required or preferred background for doctoral studies and why recent students think this background is important to their success. Are you or will you be an advisor to master’s students? Come to learn how your advice to students compares to a national standard, and how you can provide appropriate advice. Are you or will you be a CES faculty member? Come to compare your admission and hiring policies with a national standard.

Predicting Licensed Mental Health Professionals’ Inclusion of ASERVIC Competencies in Clinical Practice
30-Minute Project/Research Poster Session, Advanced
Michelle J. Cox, George Fox University, Salem, OR, Larita Brown, Shannon Madsen, Noelle Lantz, Rebecca Barden
Little research is available assessing the effects of spiritual integration in counselor education on the incorporation of spiritual integration in clinical practice. Bronfenbrenner's Ecosystemic Theory provides the foundation for the hypothesis that the more realms of life in which clinical mental health professionals experience spiritual integration, the greater the likelihood they will adhere to the ASERVIC competencies in clinical practice. For the purpose of this study those realms, or what Bronfenbrenner would call mesosystems, included family, church, school, work, volunteer activities, social and peer group activities, and professional membership activities. 468 licensed Oregon clinicians responded to the survey.

AMHCA Sponsored Session
Counselor Education & Supervision Academy
Mental Health/Private Practice Academy

Promoting Effective Collaboration Between University and Field Supervisors in Clinical Mental Health Training
90-Minute Program, Advanced
Linda L. Barclay, Walsh University, North Canton, OH, Gail F. Mears

Clinical field supervisors take on enormous responsibility in working with CMHC interns, often managing both work and training supervision requirements. Universities, per CACREP standards, orient field supervisors to university placement processes. However, our discussions with clinical field supervisors indicate that they would appreciate closer collaboration with university faculty in regard to clinical field training strategies and tools. This session will explore strategies for promoting such collaboration while respecting the clinical management integrity of field placement sites. Participants are invited to share their successful collaboration strategies in CMHC field training.

Spiritually Present Counseling
30-Minute Project/Research Poster Session, Advanced
Robyn Brammer, Central Washington University, Ellensburg, WA, Christina Ingram

This theory focuses on the person of the counselor and her interaction with clients. To do this, we explore counseling as a spiritual process. Just as in religious conversion, counseling clients report feeling completely known and accepted. In this presentation, we will discuss how to cultivate these feelings from clients, how various ethnic and cultural groups will arrive at this point differently, and how working from within the client’s perspective (to the best of your understanding and ability) is the strongest technique you can employ. Through case studies, group exercises, demonstrations, and discussions, attendees will convey acceptance of a client’s “spirit” without encouraging harmful actions.

ASGW Sponsored Session
Teaching Group Leadership Effectively to Master’s Students Through a Required Two-Course Sequence
30-Minute Project/Research Poster Session, Advanced
Alicia M. Homrich, Rollins College, Winter Park, FL, Derrick A. Paladino, Samuel Sanabria

Group work taught in counselor education programs requires students to complete a course of study to fulfill CACREP standards. Curriculum typically addresses all necessary aspects in one course. This poster session presents a model of teaching group work and group leadership over two required courses: Introductory and Advanced (3 credits each). This approach allows students to experience group work both as a member and as a leader. This model more effectively and actively develops students leadership skills through practice prior to their fieldwork experience than a single course experience. Curricular content, rationale, and specific pedagogical strategies have contributed in a higher level of group leadership efficacy in students.

The Constructivist Resume: Promoting the Career Adaptability of Graduate Students in Counseling Programs
30-Minute Project/Research Poster Session, Advanced
**Mark B. Scholl, East Carolina University, Greenville, NC, Jason Cascone**

The presenters describe the Constructivist Resume, an original four-session model developed to promote professional identity development and career adaptability (i.e., concern, curiosity, confidence, and control) in students completing graduate-level counselor training programs. The authors discuss underlying theories including Peavy’s (1998) SocioDynamic Model, and their application to career counseling. They also provide a detailed case illustration, and sample constructivist resumes produced by graduate students in counseling programs. Finally, they make practical recommendations for effective implementation, and note the advantages and limitations of the approach.

**Counselor Education & Supervision Academy**

**Mental Health/Private Practice Academy**

**The DSM-V in Counselor Education: Opportunities to Reinforce Counselor Identity**

60-Minute Program, Advanced

**James Hepburn, Waynesburg University, Canonsburg, PA**

This workshop will provide strategies for teaching counselors-in-training to use the DSM-V while adhering to the developmental and contextual perspectives inherent in the counselor identity. While the DSM-V continues to be based on the medical model, a number of the anticipated changes in the fifth edition to the DSM may enhance the ability of counselors to consider contextual and developmental factors. The workshop will focus on the opportunities to reinforce the values and principles of professional counseling by offering specific strategies to highlight the central conflicts—and ways to resolve these conflicts—for counselors working in the clinical mental health field.

**Counselor Education & Supervision Academy**

**Transformational Field Placement: Innovative Strategies for Promoting Counselor Identity and Improving Internships**

90-Minute Program, Advanced

**Richard Ponton, Ocean Twp Human Services Department, Oakhurst, NJ, Alan Cavaiola**

Field placement is the capstone experience for trainees, by which they are invited to move from student to counselor. It is the means by which the culture of our profession jumps off the pages of books and into the hearts and minds of the trainees. Therefore, all counselors have a practical and ethical stake in effective field placement experiences. This advanced program for educators, field placement supervisors, and training directors, provides an opportunity for dialogue between academicians and direct service providers as it presents a conceptual framework and practical strategies to promote a systematic approach to field placement that more effectively addresses the trainee’s professional identity development.

**Career Development/Employment Counseling Academy**

**Counselor Education & Supervision Academy**

**Using Career Construction Counseling in Counselor Supervision**

60-Minute Program, Advanced

**Kevin B. Stoltz, The University of Mississippi, University, MS, Rebekah Reysen, Susan R. Barclay**
Counselor supervision takes place at two critical stages in a counselor’s career development. Although supervision is focused traditionally on developing clinical skills, there is significant literature that supports additional roles for the supervisor. We posit that one role is that of career counselor. In this session, participants will learn about Career Construction Theory and how to use concepts from the theory to support supervisee’s career self-concept. Helping supervisees understand their idiosyncratic career self-concepts and adaptability attributes lays a foundation for supporting their transitions into the world of professional counseling. Participants will receive handouts, case studies, and a reference list.

Counselor Education & Supervision Academy
Using Session Transcript Analysis To Determine Level of Expertise in Counselors
60-Minute Program, Advanced
Livia M. D’Andrea, University of Nevada, Reno, Reno, NV, Colin M. Hodgen, Margaret Heaton, Leping Liu
A qualitative data analysis software program was used to analyze counselor responses during 18 transcribed counseling sessions conducted by counselors of various experience levels, including six well-known experts. Previous studies of counselor response patterns have not considered experience level. In the present study, six transcripts were collected from each of three experience categories, 10 years or less, between 11 and 20, and expert. A visual, color presentation of each counseling session shows how the response patterns of each experience level differs in terms of the type and frequency of response. Both the method of analyzing counselor response categories and the possibilities for counselor education and supervision are exciting.