

### **Session 1**

**Thursday, November 8, 2018, 7:00 AM - 8:00 AM**

#### ***T100 Morning Mindfulness Practice Group***

Alan Forrest, EdD, LPC, LMFT

[ENERGY 1]

Mindfulness is the art of conscious living and being in the present moment; that is, the intentional attending to what is happening right now without judgment or reactivity. The purpose of the morning practice group is to provide an opportunity for participants to have a place to begin their day in stillness and silence. The structure of the 30-45 minute practice group will consist of a welcome, lightly guided period, and silent sitting practice. We are all each other's teachers; therefore, we will conclude with an optional open discussion. Beginners are welcome. This is a gentle way to begin your day. All participants will: 1. Experience mindfulness practice; 2. Learn how to integrate it into their personal lives.

### **Session 2**

**Thursday, November 8, 2018, 10:30 AM - 11:30 AM**

#### ***T201 School Counselor As Leader***

Nicole Keys, Licensed Professional School Counselor, MEd

[MOMENTUM 1]

As the needs of our students continue to grow School Counselors must take a leadership role in their schools in order to help all students achieve. School Counselors can promote their mission by taking a leadership role in school wide programs. Learn how to use your strengths to become a leader in your building. All participants will: 1. Identify the mission of their school, their School Counseling program, and the needs of their students. Participants will reflect on how these needs align. 2. Reflect on their own personal strengths and how they can use their strengths and unique skill set to make the biggest impact. 3. Identify who they can enlist to help support their program and the needs of their students.

#### ***T202 Working with Emotions in Counseling***

Michael Trexler, PhD Student, LPC, LMHC, NCC, CCMHC

[MAIN BALLROOM F]

Clients often experience distressing emotions that motivate them to seek out professional help. Learning to experience the full range of emotions can help move a client from feeling stuck and defeated. This experiential presentation provides attendees a step-by-step method where emotional experiencing is the primary intervention. All participants will: 1. Learn a step-by-step method that helps clients approach emotionally distressing situations instead of avoiding them. 2. Understand how approaching, labeling, and symbolizing emotions assist clients to manage and make sense of their emotional experiences. 3. Acquire and integrate creative ways that promote adaptive processing of distressful emotional experiences.

#### ***T203 Training Advocacy: Understanding Parental Adjustment Experiences in Late-Child Adoption***

Cynthia Doney, PhD, LPC, NCC

[MAIN BALLROOM G]

Families participating in late-child adoptions are often unprepared for the overwhelming adjustments required. In crisis, families seek counseling. Unfortunately, without knowledge of specialized issues, counselors are unprepared to assist clients. This presentation explains parental adoption adjustment, promoting advocacy for counselor awareness and training, better equipping clinicians for effectiveness in practice. All participants will: 1. Learn to differentiate unique symptoms of parental adoption adjustment from other adjustment types, 2. Explore & develop awareness of existing evidence-based approaches to

adoption adjustment treatment, 3. Conceptualize innovative methods for treating families struggling to adjust to late-child adoption.

**T204 Father Matters: Why You Can and Should Include Fathers in Counseling**

Jeffrey Boatner, PhD, LPC-S, LMFT; Lisa Sosin, PhD, LPC, LLP

[MAIN BALLROOM H ]

Research reveals that paternal involvement in counseling is vital for children (Panter-Brick, Burgess, Eggerman, McAllister, Pruett, & Leckerman, 2014). In this presentation, attendees will learn the importance of involving fathers and how to do it effectively, based on best practices. Participants will engage in activities and discussion applying presentation content. All participants will: 1. Understand the importance of involving fathers in counseling for children and adolescents. 2. Provide diversity sensitive, strength based strategies, and best practices for recruiting and retaining fathers in counseling. 3. Develop an enriched father-affirming perspective that both promotes and maximizes paternal engagement. 4. Practice and discuss activities that apply presentation content.

**T205 Technology and Teens: When Fear of Missing Out Becomes Dangers**

Sarah Brown, MA; Jennifer Cline, PhD

[ ENERGY 1 ]

Parental unease over teenage technology use includes concerns about privacy, access to developmentally inappropriate material, cyberbullying, and decreased physical activity (Dill, 2014). Despite these and other risks, parents struggle to manage technology use. Counselors are ideally positioned to assist in developing a balanced approach to a complex issue. All participants will: 1. Review current data on mental health as it relates to technology; 2. Discuss adolescent biopsychosocial development and the dangers associated with technology use; 3. Be introduced to methods for helping teens and their families recognize ways technology may be affecting their individual well-being and that of their family system; 4. Explore practical ideas for helping teens and families develop balance and healthy approaches to technology use.

**T206/T306 The Fourth Dimension: 4-D Communication with Adolescents - 2 PART SESSION**

William "Wally" Scott, PhD

[ENERGY 2]

The therapeutic relationship with adolescents has been referred to as the "fragile alliance". Communicating effectively with adolescents poses challenges to the most seasoned therapists. Assessing and properly utilizing Distance, Direction, Development, and Dialogue will provide a frame for understanding and guiding more effective communication with today's youth. All participants will: 1. Identify the 4-D's of effective communication. 2. Understand how the 4-D's operate in the therapeutic relationship. 3. Assess for the 4-D's. 4. Experience utilizing the 4-D's in therapeutic communication.

**T207 Engaging Clients Post War**

Bruce Craig, MA; Manar Fawahry, Graduate Student, Resident in Counseling

[PAUL FRAIM]

Presenters will discuss how war affects mental health of combatants and civilians. Presenters will articulate the post-war psychological effects and chart their experiential interpretation of trauma, its symptoms and coping mechanisms. We will explore how clinicians can engage innovative therapeutic approaches with clients who experience war. All participants will: 1. Better understand the effect of war on the mental health of combatant and civilian groups. 2. Learn the similarities and differences both groups experience while coping with the aftermath of war. 3. Explore how clinicians can engage innovative therapeutic approaches with clients who experience war.

***T208 Exploring the Intersection of Mentoring, Culture, and Professional Identity Across the Lifespan***

Sally Goh, PhD  
[MOMENTUM 2]

Research on mentoring has primarily focused on younger professionals. Relatively little is known about the potential influence of mentoring on the wellness and professional counselor identity in more distal contexts and life stages, such as women of color juggling multiple family commitments, graduate school, and full-time careers. All participants will: 1: Increase their awareness regarding the positive impact of a mentor-mentees relationship on the counselor's wellness and professional identity. 2: Identify common themes related to mentoring middle adulthood women of color to include multicultural considerations. 3: Increase their knowledge of best practices for improving professional counselor's wellness and his/her new professional identity through mentoring.

***T209 Counselor Educators, Licensed Professional Counselors, and School Counselors Collaborating to Identify Early Warning Signs of Crisis in K-12 Schools and Advocate for Appropriate Responding***

Rita Schellenberg, PhD, LPC; Agatha Parks-Savage, PhD; Stephanie Moehlenkamp, MEd, LSC  
[MOMENTUM 3]

The session will provide research-supported information needed to identify and respond appropriately to the needs of minors in crisis situations prevailing in our schools today such as self-harm (including eating disorders), suicide, and homicide ideation. Case studies will engage participants in interactive discussions that include ethical, legal, cultural, and professional aspects of decision making. All participants will: 1. Identify signs of self-harm and gain a better understanding of appropriate responding. 2. Identify signs of suicide ideation and gain a better understanding of appropriate responding. 3. Identify signs of homicide ideation and gain a better understanding of appropriate responding. 4. Identify and apply ethically sound and culturally sensitive approaches for addressing self-harm, suicide and homicide ideation

**Session 3**

**Thursday, November 8, 2018, 11:45 AM - 12:45 PM**

***T301 Vignettes for Best Practices in Counseling Education and Professional Development***

Dr. Melendez Byrd; Keesha M. Kerns, PhD, LPC, NCC, ACS  
[PAUL FRAIM]

**\*\* ETHICS \*\***

This presentation is design to heighten awareness of realistic and hypothetical issues and ethical challenges in case scenarios/vignettes format. This presentation will enhance resolution strategies to ultimately help create a successful critical thinking process, with emphasis on application in training and supervision. All participants will: 1. Focus on the use of vignettes in the counseling program curriculum, 2. Discuss the use of critical thinking skills in promising counseling student, 3. Develop necessary analytical skills for application in the helping profession, and foster confidence in emergent counselors. 4. Understand the practical uses of vignettes in the workplace, with emphasis on application in training and supervision.

***T302 Supervision & Trauma: Ethical Considerations for the Supervisor, Supervisee, and Client***

Aimee Brickner, PhD, LPC; Jamie Rice, MEd, NCC  
[MAIN BALLROOM F]

**\*\* ETHICS & CLINICAL SUPERVISION \*\***

Supervisors face a variety of ethical challenges through mentoring, collaborating, and providing clinical guidance to supervisees. When issues related to trauma emerge they can create complications for supervision. In this presentation we will provide examples, case studies, and guidelines for best practices in trauma-informed supervision. All participants will: 1. Explain key ethical concepts for supervision and education from the ACA Code of Ethics (2014, Section F). 2. Discuss the steps of the ethical decision-making model and its application. 3. Discuss trauma informed counseling practices and how they relate to supervision. 4. Engage the audience by presenting ethically challenging situations and encouraging them to use the ethical decision-making model in order to come to a conclusion that is

consistent with the ACA Code of Ethics and trauma-informed practices.

### ***T303 Creating Safe Spaces: Understanding the Importance of Trauma-Informed Care***

Cynthia Doney, PhD, LPC, NCC; Elizabeth Boyd, MA, NCC

[MAIN BALLROOM G]

Trauma is common to humanity. Individual response to trauma depends on many factors. While resilience plays a role, physiological factors can override individual capabilities. Literature shows that the damage often follows into adulthood. Counselors need training in the effects of trauma to assist clients in gaining tools for future success. All participants will: 1. Be educated on the recognition and understanding of the impact of childhood trauma on general functioning and learning, related to life skills and academics, and will learn to identify the common symptomology. 2. Be presented with research-based interventions for working with individuals of all ages who suffer from childhood trauma. 3. Synthesize culturally-responsive strategies for creating trauma-sensitive clinics and classrooms for individuals of this population.

### ***T304 Offering Encouragement in Crisis Counseling***

Lennis Echterling, PhD, Stephanie Chalk

[MAIN BALLROOM H]

A crisis can leave the survivor feeling demoralized and discouraged. Closing every intervention with an encouragement interlude is a powerful way to end on a positive note. This practical technique includes expressing gratitude, acknowledging pain, highlighting resilience, and inviting the survivor to explore coping strategies. Handouts include guidelines and resources. All participants will: 1. Describe the importance of an encouragement interlude in promoting the resilience of a crisis survivor. 2. Summarize the differences between praise, which is a form of external control, and encouragement, which enhances an internal sense of personal power. 3. Demonstrate the steps involved in a successful encouragement interlude at the conclusion of a crisis intervention encounter.

### ***T305 Project E3: Educate, Empower and Employ: Applications of Community Based Participatory Research in High Poverty-High & Unemployment Areas***

Maureen McGuire-Kuletz, PhD, Certified Rehabilitation Counselor

[ENERGY 1]

The Vocational Rehabilitation Technical Assistance Center for Targeted Communities (VR-TAC-TC) or Project E3 is funded by the US Department of Education-Rehabilitation Services Administration (RSA). The project, being implemented provides Intensive Technical Assistance to High Leverage Groups of National Applicability (HLGNA) with multiple disabilities in 12 targeted communities. This project is in collaboration with 12 state vocational rehabilitation counseling agencies involving multiple community partners to enhance outreach, increase program eligibility and service provision, leading to competitive integrated employment outcomes and improved quality of life. The foundations of consumer engagement through Community-based Participatory Research (CBPR) are presented in the implementation, facilitation, and evaluation of Project E3. The presentation will delineate innovative approaches to consumer engagement to better identify employment needs, further develop and facilitate interventions, improve employment outcomes, and enhance program evaluation in several states with a focus on the project in Virginia. All participants will: 1. Develop an understanding of Community-based Participatory Research (CBPR). 2. Discuss strategies to address poverty and disability using this approach. 3. Develop and awareness of the preliminary research findings from this project.

### ***T307 Exploring Bias in the Therapy Room***

Zamwawosayi Jatau, MS, LPC; Dr. JaNae' Taylor, LPC

[MOMENTUM 1]

Eliminating the colorblind perspective from the counseling room is necessary to a successful therapeutic relationship. The implicit bias that we harbor can negatively impact the way that we view and treat our clients. Gaining an awareness of and challenging these biases can lead to creating safer spaces for our clients. All participants will: 1. Learn about the ways in which we are all impacted by implicit bias in today's society. 2. Learn about the impact of implicit bias on the therapeutic relationship. 3. Learn about the dangers of not attending to their relationship with implicit

bias. 4. Gain skills on how to best manage implicit bias in and out of the therapy room.

**T308 Status of Use of Functional Behavioral Analysis (FBA) by School Counselors**

Okey Nwokolo, MA, BCBA, Doctoral Student

[MOMENTUM 2]

Responding to behavior problems without understanding why the behavior occurred or the function (escape, avoidance, seeking to obtain attention or meet a sensory need) can be counterproductive and increase the frequency of such behaviors. FBA offers school counselors an effective tool for effectively supporting students who engage in disruptive behaviors. All participants will: 1. Learn to identify the functions of purpose of behavior including escape, avoidance, attentions and sensory functions, 2. Learn to develop and utilize data collection tools and predict specific behavior functions.

**T309 Unity in Diversity: Dynamics and Challenges in Interracial/Interethnic Marriages**

Elias Moitinho, PhD, LPC, LMFT; Denise Moitinho, PhD

[MOMENTUM 3]

According to the Pew Research Center (2017), "One-in-six newlyweds are married to someone of a different race or ethnicity." This workshop reviews the literature on interracial/interethnic relationships and the results of a Consensual Qualitative Research (CQR) study of heterosexual couples: White married to Hispanic/Latino/a. Practical counseling interventions will be presented. All participants will: 1. Identify interpersonal dynamics in interracial/interethnic married couple relationships. 2. Define unique challenges faced by interracial/interethnic married couples. 3. Describe intervention strategies for counseling interracial/interethnic married couples.

**POSTERS**

**Thursday, November 8, 2018, 12:45pm - 2:00pm**

**All Posters will be displayed in the Expo Hall [MAIN BALLROOM D-E]**

**Poster 1: An Overview of Healthcare Laws and Policies that Impact LGBT+ Individuals**

Amelia Perry

Many LGBT+ individuals still face discrimination and stigma within the health care system, and mental health system. This poster will provide an opportunity for counselors to learn of the many disparities and LGBT+ specific issues that impact their mental health and overall well-being.

**Poster 2: Women Suffering Post Sexual Assault: A Military Specific Advocacy Proposal**

Courtnee Tripa

The purpose of this poster is to increase the level of awareness concerning the issues that women Veterans in Virginia, who have suffered from sexual violence, go through on a daily basis. I would like to develop more community based resources that assist in processing the assault and what direction to turn to when the trauma is psychologically revisited. Additionally, I would like to bring awareness to the community that sexual assault in women is a real and rising issue that should not be neglected or pushed aside.

**Poster 3: Infusing Transgender Affirmative Constructs into Clinical Theory**

Cory Gerwe, MEd

Transgender affirmative constructs are essential in providing competent counseling services to the transgender community. Often, counselors struggle with ways to integrate this concept into practice. This poster session will provide a framework and techniques to help counselors infuse transgender affirmative care into their clinical theory of choice.

**Poster 4: A Proposal for Intentional Leadership and Research Toward Increased Spiritual Competence**

Caroline Freeman, Doctoral Student

This poster presents an initiative of collaborative research and action to build spiritual competence among VCA

counselors. This initiative invites the creation of a culture of ownership and accountability according to the ASERVIC spiritual competencies within VCA chapters and divisions.

**Poster 5: Gaming: A Culture Not A Disorder**

Ronald Belotti, Graduate Student

Cultural considerations of gaming to include lifestyle trends and behaviors of clients who game. Misconceptions will be debunked, and stereotypes will be addressed. Attendees of this presentation should expect to learn tools on how to therapeutically interact with clients who game and receive knowledge of different gaming platforms.

**Poster 6: Woven In: Exploring Handweaving as Expressive Therapy**

Shauna Frantz, MA, Resident in Counseling

This poster will open with an opportunity to experience handweaving on tapestry looms. The presenter will then share findings of her recent qualitative research into the experiences of individuals with handweaving. Conversation will be facilitated about the potential therapeutic application of this tool.

**Poster 7: Podcasting as a means of growing your practice**

Dr. JaNae' Taylor, LPC

Marketing your private practice in ways that feel effective can be challenging. Given the growing digital age, mental health professionals have begun to be more active in digital spaces. Podcasting is a growing media industry in which mental health awareness has made its impact.

**Poster 8: Designing Effective Task Work (Or "How I Learned to Love Group Projects")**

Helen Starkweather, Graduate Student

For many counseling students, each semester brings at least one "dreaded group project." Turn them, instead, into more purposeful learning experiences that build greater insight and capacity for teamwork. Learn approaches, informed by Kolb's learning model, for working with the essential skills needed for successful task groups. For educators, supervisors, counselors and students.

**Poster 9: Clinical Supervision: Advocating for Consistent Standards**

Henry Bruns, MA Resident in Counseling

After reviewing the need for specialized clinical supervision training, the ACES Best Practice for supervision will be discussed, highlighting the need to increase knowledge and skills for supervisors. Various methods for addressing supervision competencies will be presented, and participants will evaluate strategies for improving their supervision skill-set.

**Session 4**

**Thursday, November 8, 2018, 2:00 PM - 3:00 PM**

**T401/T501 Courageous Stories about Race and Resilience - TWO PART SESSION**

Marsha Riggio, PhD, NCC, LPC-S, LCPC-S; Don Trahan, Jr.

[MAIN BALLROOM F]

Let's talk about our stories of resilience; how we find strength in our intersections of race, culture, ethnicity, gender, sexual orientation, religious identities; and how a multidimensional lens can help us with our clients. Session includes a round table narrative discussion with attendees and invited guests. All participants will: 1. Learn how to broach topics around race, culture, ethnicity, gender, sexuality, religion, and other demographics.

**T402 My New Home**

Jacqueline Butler, MDiv, MSW, MAddic, LCSW, LSATP

[FRAIM]

The focus of the workshop will be to address the issue of broken attachments and behavioral challenges for foster care

parents. It will address the issue of rebuilding attachments and healing environments. The facilitator will provide research on the relationship between attachment, resiliency, multiple placements, behavior, and trauma. All participants will: 1. Develop an understanding of Attachment Disorder. 2. Explore the relationship between attachment, resilience, and trauma. 3. Identify behaviors that suggest attachment issues. 4. Implement strategies for handling children with attachment disorders. 5. Learn ways to rebuild attachments.

***T403 Uprooted in Adolescence: Serving Refugee Students as School Counselors***

Kelsey Smith, Graduate Student, Rebecca Seymour, Graduate Student, Renee Staton, Ph.D., LPC, Matt Bukowski, MA, LPC

[MAIN BALLROOM G]

Recognizing and meeting the needs of adolescent refugee students requires multifaceted, collaborative, and consistent support within school systems and in the surrounding community. This session will offer foundational knowledge for this intersectional population and strategies to help school counselors appropriately serve adolescent refugees in schools. All participants will: 1. Recognize what it means to be a refugee, both in condition and by view of the US legal system, 2. Understand developmental considerations of adolescent refugees in the school setting, 3. Begin to implement strategies to mitigate potential implications and promote resilience through suggested interventions.

***T404 Making Meaning and Reframing Techniques for Promoting Resilience in Crises***

Lennis Echterling, PhD, LCP

[MAIN BALLROOM H]

This session demonstrates making meaning and reframing interventions that crisis counselors can use to promote resilience in troubled times. These powerful techniques can help transform a crisis narrative into the promising beginning of a survival story. Handouts include practical guidelines for applying these practices. All participants will: 1. Describe how crises can shatter people's basic assumptions about the world, the meaning of life, and their own self-worth. 2. Summarize the vital role of the left hemisphere in the meaning making process of successfully resolving crises. 3. Practice culturally appropriate techniques, such as asking making meaning questions and reframing, to co-construct a survival story from a crisis narrative.

***T405 From Countertransference to Co-transference***

Stewart Nafziger, MA; Michael Horst, MA

[ENERGY 1]

In the following session, we will review the history of the concept of countertransference and provide a rationale for the use of the concept of co-transference. We are eager to explore how this concept serves an important role in creating a professional relationship that empowers clients through the counseling process. All participants will: 1. Review the history and development of the concept of countertransference. 2. Identify the shift from the concept of countertransference to the intersubjectivist concept of co-transference. 3. Explore possible clinical implications of the concept of cotransference. 4. Highlight the importance of empathy in relationship to the concept of co-transference. 5. Articulate how the concept of co-transference complements the counselor's ability to create a professional relationship that empowers the client.

***T406/T506 Everything You Always Wanted to Know About School Counseling: A Panel Presentation - TWO PART SESSION***

Linda Grubba, MEd, School-Based Registered Play Therapist; Karen Carlson, MEd; Octavia Davis, MEd; Andrea Dukes, MEd; Regina Meredith, MEd; Stephanie Moehlenkamp, MEd

[ENERGY 2]

***Sponsored by VASC***

Have you ever wished you had access to experienced counselors so you could ask any question you wanted? Join our panel discussion of five seasoned counselors who share over 100 years of experience at all levels of school counseling. Participants are invited to present questions related to any aspect of working in a school setting; including

job seeking advice. All participants will: 1. Have an opportunity to present questions and concerns related to all aspects of school counseling. 2. Be able to directly interact with counselors who represent all levels of school counseling. 3. Actively engage in problem solving, case consultation and supervision. 3. Increase their knowledge of resources.

#### ***T407 Working with First Generation International College Students***

Kyulee Park, MEd; Ne'Shaun Borden, MS, LMHC (FL)

[MOMENTUM 2]

First generation international college students in the U.S. experience unique challenges when navigating the higher education continuum. However, these multi-dimensionally disadvantaged students have been overlooked and left with limited institutional support. This session aims to provide counseling professionals with a deeper understanding in working with this population. All participants will: 1. Identify risk and protective factors of first generation international college students. 2. Examine counseling implications and considerations for college counselors, counselor educators, and counselors in training. 3. Discuss effective interventions and strategies in working with first generation international college students.

#### ***T408 Laughing with Your Clients: Humor and Therapy***

William "Wally" Scott, PhD

[MOMENTUM 1]

Norman Cousins and Patch Adams sensitized us to the therapeutic uses and effects of humor. From a narrative perspective, as we help clients re-author stories of competence, we can utilize therapeutic humor. We will review effects, guidelines and cautions in the uses of humor in therapy. We will also practice both humor appreciation and humor production. All participants will: 1. Become more comfortable with, and be more willing, to invite humor into one's work. 2. Develop a theoretical model for the incorporation of humor. 3. Become familiar with basic guidelines for the use of humor in counseling and psychotherapy. 4. Learn to lighten up, loosen up and practice ways to expand our comic visions.

#### ***T409 Relational-Cultural Theory in Rural Mental Health Counseling***

Justin Jordan, MA, LPC, Certified Substance Abuse Counselor, Pete Warren Fellow; Jon Wiley, MS, LPC, NCC

[MOMENTUM 3]

Increased relationality enhances counseling in rural communities. This presentation will offer Relational-Cultural Theory (RCT), an approach that emphasizes human growth through and toward connection, as an approach to serving clients from rural communities. Practice-based evidence of the use of RCT in counseling within rural communities will be provided. All participants will: 1. Summarize Relational-Cultural Theory (RCT) and the theoretical influences on this approach. 2. Distinguish unique social and cultural qualities of rural practice settings in counseling. 3. Develop strategies for integrating RCT into clinical practice settings, particularly rural mental health counseling. 4. Assess the feasibility of including RCT into their personal theoretical frameworks.

### **Session 5**

**Thursday, November 8, 2018, 3:15 PM - 4:15 PM**

#### ***T502 Update from the Virginia Board of Counseling***

Kevin Doyle, PhD, LPC, Substance Abuse Treatment Practitioner; Jaime Hoyle, Esq.

[PAUL FRAIM ]

This session will focus on current issues under consideration by the Virginia Board of Counseling, as well as recent actions. Co-facilitated by the Board Chair and the Executive Director, the session will also include an opportunity for questions and discussion about the Board's role and activities. All participants will: 1. Understand the primary purpose of the Board of Counseling in Virginia. 2. Learn about recent activities of the Board, specifically the newly enacted credentialing process for Qualified Mental Health Professionals and Peer Recovery Specialists. 3. Gain an understanding of upcoming challenges and initiatives facing the regulation of professional counseling in Virginia.

#### ***T503 Mindfulness as Social Justice Praxis: A Framework for Counselors***

Jonathan Wiley, MS, LPC, NCC; Viktor Terpay, BA  
[MAIN BALLROOM G]

Recent research illustrates the commitment of professional counseling toward identifying strategies to enhance multicultural and social justice competencies. Mindfulness is an approach that strengthens the work of social justice within professional counseling. This presentation examines the integration of mindfulness and social justice as a framework of action, awareness, and self-care. All participants will: 1. Develop an understanding of the relationship between mindfulness and social justice. 2. Identify the importance of self-awareness toward social justice advocacy and multicultural counseling competencies. 3. Generalize the Multicultural and Social Justice Counseling Competencies (MSJCC) to clinical and educational practice settings. 4. Expand their awareness of issues concerning bias, discrimination, and oppression. 5. Advance practices that support mutuality and egalitarian relationships within the context of counseling.

#### ***T504 Effective School Counseling Teams: Identifying Strengths***

Stacey Lilley, PhD; Carrie Sanders, PhD; Ethan Zehr, GA  
[MAIN BALLROOM H]

Despite much attention given to effective teams in the workplace, school counseling teams have been neglected in the research. Current literature will be reviewed as well as practical application to increase team effectiveness will be discussed. Effective individual counseling traits, and desired team characteristics will be explored. All participants will: 1. Increase knowledge of ASCA expectations for school counselors, 2. Identify what qualities are needed for an effective team, 3. Know what individual competencies influence a team, 4. Explore ideas on improving individual and effective team skills.

#### ***T505 (How) Does Online Counselor Education Work?: Considerations and Directions***

Kyulee Park, MEd; Darius Green, MEd, NCC  
[ENERGY 1]

An increasing number of counseling programs and prospective students are seeking alternative teaching/learning methods that can be cost-effective, time-efficient, and easily accessible. Can online counseling programs be the answer? This session is designed for an honest and constructive discourse on considerations and directions of successful online counselor education programs. All participants will: 1. Discuss the advantages and challenges of online counselor education, including lack of empirical data, lack of online-specific program outcome instruments, and lack of instructional training for online counselor educators. 2. Discuss interventions to overcome aforementioned limitations and to ensure ethical and legal guidelines in the online delivery of counseling courses and programs, specifically related to the issues of gatekeeping, basic/advanced counseling skills training, etc. 3. Identify future directions of online counselor education, such as characteristics of successful online coursework, which students to target for such programs, developing online program outcome measurements, and effective ways of integrating technology in counselor education.

#### ***T507 Spiritual Integration in Secular Supervision***

Anita Neuer Colbern, PhD, LPC, ACS, NCC  
[MOMENTUM 1]

**\*\*CLINICAL SUPERVISION\*\***

***Sponsored by VA-ASERVIC***

Despite spirituality's role in defining wellness, most clients and counselors avoid discussing it. Session examines evidence-based practice and clinical observations informing developmentally appropriate interventions that can assist clinical supervisors in operationalizing and intentionally weaving spirituality into the counseling process. Both supervision and practice strategies will be discussed. All participants will: 1. Examine the integral role of spirituality in wellness, 2. Consider the complexity of helping supervisees appropriately integrate spirituality into their counseling work, 3. Explore strategies for appropriate integration of spirituality/religion into the counseling and supervision process.

#### ***T508 SMART Self-Care: Proven Stress Management Strategies for Counselors***

Elias Moitinho, PhD, LPC, LMFT  
[MOMENTUM 2]

Counselors have unique challenges in their work that may create chronic stress and lead to burnout. Unfortunately, burnout is a reality for a high number of counselors. Therefore, self-care has become an ethical mandate for counselors to maintain control of their lives and thrive in the counseling profession. All participants will: 1. Identify unique challenges (stressors) that counselors face. 2. Describe multidimensional stress management strategies for counselors. 3. Explore SMART goals to manage stress and thrive in the counseling profession.

***T509 Recovering the Historical Memory: A Necessary Ingredient for Dealing with Oppression***

Edil Torres Rivera, PhD  
[MOMENTUM 3]

Today's new world order is dictated by the United States and Western economic powers. In order for people who are oppressed by this world order to become agents of their own history, people's memory of struggle for identity and freedom (Comas-Diaz, Lykes, & Alarcón, 1998), economic and political defeat as well as triumph in social, literature, art, and surviving, need to be awakened. This is the task of helping oppress people to recover their real history and not to adopt the memory imposed by the dominator. All participants will: 1. Learn about the process of problematization in order to help clients understand and retake their own reality and history. 2. Learn about the process of de-naturalization and de-idealization as key components to promote critical consciousness. 3. Engage in the Freire concept of Reflection -> Critical Consciousness -> Action.

**Session 6**

**Friday, November 9, 2018, 7:00 AM - 8:00 AM**

***F100 Morning Mindfulness Practice Group***

Alan Forrest, EdD, LPC, LMFT  
[ENERGY 1]

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***F601/701 American Red Cross Disaster Mental Health & Psychology First Aid - TWO PART SESSION***

Robin Telsch, PhD, Virginia Kling, Regional Disaster Officer, Kysha Washington, LPC  
[PAUL FRAIM]

The purpose of the workshop is to introduce the participants to the volunteer role of disaster mental health (DMH) professionals within the American Red Cross. DMH volunteers respond to the immediate emotional distress and psychosocial needs of disaster survivors and Red Cross disaster responders; supplement local mental health resources; and support the community in building resilience. The workshop will also present the Psychological First Aid course offered by the American Red Cross which will be condensed for mental health professionals. All participants will: 1. Understand the vital role mental health professionals play during the stages of response and recovery in both local and national disasters.

**Session 7**

**Friday, November 9, 2018, 8:00 AM - 9:00 AM**

***F702 May They All Flourish! Creating a Trans-Friendlier World for Children, Adolescents, and Adults***

Radha Horton-Parker, PhD, NCC, NCSC  
[MAIN BALLROOM F ]

This session will explore the developmental issues, needs and challenges facing transgender children, adolescents, and adults. Varying cross-cultural views on transgender identity will be presented. Via video vignettes and case examples, participants will begin to develop the ability to understand, counsel, and collaboratively advocate for transgender children, adolescents, and adults. All participants will: 1. Become aware of the numerous issues confronting transgender individuals. 2. Learn about diverse views on gender as found in varying cultures. 3. Consider developmental stages and the unique issues faced by transgender children, adolescents, and adults in their journey through life. 4. Begin to develop the ability to counsel and advocate for transgender children, adolescents, and adults, while creating trans-friendlier schools, colleges, workplaces, and communities.

#### ***F704 Utilizing Bowenian Family Therapy with Families Comprising of Aging Adults***

Ramya Avadhanam, PhD; Matthew Fullen, PhD, MDiv, LPCC (OH)  
[MAIN BALLROOM H]

Residents in the United States ages 65 and over grew from 35.0 million in the year 2000, to 49.2 million in 2016 (U.S. Census Bureau, 2017). Applying a Bowenian lens while working with families consisting of elders may lend to a more holistic understanding of the aging process across generations. All participants will: 1. Be able to recognize the complex experience of families with aging elders across generations. 2. Identify and learn clinical implications of the experiences through increased familiarity with Bowenian Family Therapy as a theoretical lens/framework to conceptualize the family system. 3. Dialogue/discourse regarding application of session content will lend to greater understanding of cultural implications/multicultural applications.

#### ***F705 Get your Game on!***

Holly Tracy, MA, LMFT, LPC, Registered Play Therapist-Supervisor,  
[ENERGY 1]

Games, whether electronic, therapeutic, cooperative or competitive are naturally appealing. From infancy we teach and engage in game play. Through an interactive presentation, learn ways to incorporate a variety of games into your work and to adapt non-therapeutic games for specific goals while learning benefits and challenges of game play. All participants will: 1. Describe the benefits and challenges of using games (traditional and electronic) in counseling. 2. Understand which games might be useful for a variety of clients and specific issues. 3. Participate in a role plays using both therapeutic and common games. 4. Understand ways to use both directive and child centered Play Therapy while using games.

#### ***F706 Shinrin Yoku: A nature-based mindfulness intervention for school and clinical counselors***

Matt Bukowski, MA, Doctoral Student  
[ENERGY 2]

Shinrin Yoku is an ancient Japanese practice that can be translated as literally “taking in the forest atmosphere” or “forest bathing.” Research on shinrin yoku demonstrates numerous wellness benefits. This workshop describes the elements of shinrin yoku and offers practical strategies for using shinrin yoku in counseling. All participants will: 1. Describe the basic components of the shinrin yoku mindfulness practice. 2. Understand the major evidence-based benefits of shinrin yoku. 3. Practice shinrin yoku independently to build competence.

#### ***F707 Social Justice Through Crisis Intervention: Supporting African American Communities***

Darius Green, MA, NCC  
[MOMENTUM 1]

From excessive police violence to experiencing racial discrimination, African American communities face and speak out against numerous crises spawning from social injustices. This session is dedicated to exploring the potential interventions that counselors can take in efforts to support the resilience of African American communities on local and national levels. All participants will: 1) Explore the imperative for extending crisis intervention skills towards issues of social injustice. 2) Identify ways of intervening with African American communities experiencing crises. 3) Explore barriers to effective intervention.

***F708 Impacts of Chronic Illness in Adolescence***

Rebecca Seymour, BS, Graduate Student; Kelsey Smith, BA, Graduate Student  
[MOMENTUM 2]

**\*\*DOES NOT COUNT FOR CE CREDIT\*\***

Chronic illnesses are pervasive and persistent and exist in all settings of an individual's life. The presenters will discuss the possible issues that a student with a chronic illness may face in schools as well as provide members with suggestions for individualized and system-wide interventions. All participants will: 1. Understand the impacts a chronic illness may have, 2. how chronic illness/its management may look in a school setting, and 3. interdisciplinary collaboration.

***F709 Making the Connection: Student Motivation and Plans for the Future***

Emily Fielder, Doctoral Student  
[MOMENTUM 3]

Counselors and educators can have considerable impact on student motivation when it comes to connecting a student's academic interests to their career interests and plans for the future. In this session we will explore academic motivation models by connecting theory to practice. Come ready to learn strategies to engage students in the career development process through discussion and interactive activities. A toolkit of resources will be provided for session attendees! All participants will: 1. Identify and describe the MUSIC Model of Academic Motivation, 2. Employ proven strategies to connect student academic interests to a career plan, 3. Practice aforementioned strategies through an interactive activity.

**Session 8**

**Friday, November 9, 2018, 10:45 AM - 11:45 AM**

***F801 Multicultural Clinical Supervision: Using the Critical Events Model***

Janelle Bettis, Ed.D., LCPC-S, NCC, ACS  
[ PAUL FRAIM ]

**\*\* CLINICAL SUPERVISION \*\***

Clinical supervision is recognized as a valuable means for increasing counselors understanding of social oppression and its effect on clients' psychological well-being. Supervision infused with multicultural considerations improves insight and emotional bond between supervisor and supervisee. This presentation will discuss the Critical Events Clinical Supervision Model and techniques to promote multicultural supervision. All participants will: 1. Learn the significance regarding clinical supervision infused with multicultural considerations; 2. Understand ethical implications of multicultural clinical supervision; and 3. Learn about the Critical Events Model and techniques within the model to support multicultural clinical supervision.

***F802 Animals and Addiction: Incorporating Animal-Assisted Interventions Into Substance Abuse Treatment***

Ariann Robino, MA, LPC (LA), Pete Warren Fellow; Trent Davis, PhD, LPC  
[MAIN BALLROOM F]

Animal-assisted interventions are incorporated to treat a variety of populations, including those addicted to substances. Though the research is limited in this area, it warrants conceptualization by counselors. This presentation will explore the role of the human-animal bond in substance abuse treatment settings. All participants will: 1. Participants will review current animal-assisted intervention terminology and theories. 2. Participants will apply human-animal bond theories to the treatment of addiction. 3. Participants will explore the role of animals in helping clients to recover from addiction.

***F803 Rest Well: The Importance of Sleep Health***

Karen Raymond, MS, NCC, LPC (NC)

[MAIN BALLROOM G]

Sleep is essential for our health and survival. Having good quality and quantity of sleep is vital to our mental health stability. We will explore the impact of sleep disturbances, learn about how to create a healthy environment for sleep, and discuss the positive benefits of sleep health. All participants will: 1. Explain sleep disturbances that affect the quality and quantity of sleep. 2. Discuss the positive benefits of sleep health. 3. Create a healthy sleep environment.

***F804 Crisis Counselor Resilience: Finding Strength for Rural, Socio-economically Disadvantaged Clients***

Justine Bradley, MA, Doctoral Student; Kenedy Elizabeth Bradley, Graduate Student

[MAIN BALLROOM H]

Crisis counselors in rural, socioeconomically disadvantaged areas are faced with unique challenges. The challenges manifest as disproportionate percentages of the population suffering with mental illness and living in poverty, limited resources/fewer available services for those with the greatest need, and an ever increasing feeling of despair. After time, these challenges also manifest as disenchantment, or cynicism for the counselor. Resilience is of utmost importance for these individuals. All participants will: 1. Identify the unique challenges crisis counselors face when working in rural, socio-economically depressed regions. 2. Conceptualize the cynicism that may develop in these individuals, and recognize the consequences such disenchantment can produce. 3. Identify how resilience is imperative for counselors in general, and recognize the importance of developing and maintaining resilience in this unique group of professionals.

***F805 Am I qualified?: The Scope of Competency for Registered QMHPs***

LaConda Fanning, PsyD, LPC, RN, ACS, CATP; Vivian McCorey, MA, Resident in Counseling

[ENERGY 1]

During the 2017 General Assembly, House Bill 2095 was introduced and passed authorizing the Board of Counseling to register QMHPs. What are the ethical obligations and scope of competency of newly registered QMHPs? Participants will understand the newly implemented laws, regulations, guidelines, and procedures governing the QMHP registration process for the Commonwealth of Virginia. All participants will: 1. understand the benefits of QMHP registration, in terms of professional integrity, public confidence, service assurance, and practical implications.

***F806 Sorority Women and Alcohol Use: Tips for Working within the Greek Community***

Betsy Zimmerman, MEd, Pete Warren Fellow

[ENERGY 2]

Greek letters and alcohol are associated with the stereotypical college environment. Most of the news surrounding Greek-letter organizations involves hazing and substance abuse. This interactive session outlines the unique needs of this population, with special consideration to sorority women. Come explore innovative interventions and collaborative opportunities with this population. All participants will: 1. To understand the unique experiences of sorority members and their relationship to and use of alcohol. 2. To explore the relationship between campus partners, national organizations, and other members of the college community when addressing alcohol related issues within the sorority community. 3. To explore new interventions for working with sorority members in the Greek-letter community within the college counseling environment.

***F807 Perfectionism and Academic Risk-Taking in Advanced Learners***

Hillary Press, Professional School Counselor

[MOMENTUM 1]

Perfectionism can lead to anxiety and unhealthy coping strategies. This session will provide insight into perfectionism, how it affects academic risk taking and the social emotional demands on children. Counselors will learn strategies to support parents and students through communication, decision-making, signs/symptoms of stress and anxiety, and finding personal/social/academic balance. All participants will: 1) Gain knowledge of the effects of perfectionism on academic risk taking in advanced learners. 2) Gain knowledge in the signs and symptoms of stress and anxiety. 3) Gain knowledge on advanced learners in order to support parents and students.

***F808 Assessment of Suicidal Ideation through a Crisis Model: Considerations for Use with College Students***

Lindsay Kozachuk, MA; Autumn Randell, MA, NCC; Michael Deitz, MEd, NCC  
[MOMENTUM 2]

College suicide is an epidemic across the United States. Professionals working with counseling students need a system of assessment and treatment of suicidal ideation that is bound in theory and empirically supported. This session presents a suicide assessment tool with considerations for the developmental level and systemic influence that college students commonly experience. All participants will: 1. Learn more about the Collaborative Assessment and Management of Suicidality (CAMS). 2. Be better able to address the unique developmental and ecological needs of college students with suicidal ideation. 3. Be better able administer (or instruct counseling students on completing) a thorough risk assessment of college students.

***F809 Spiritual Integration in Counseling: Competencies, Models, Advocacy & Consultation***

Angelia Dickens, PhD, LPC, LMFT, NCC, ACS  
[MOMENTUM 3]

Spirituality is an important component of human identity. Counselors need to integrate spirituality into counseling as part of a holistic approach; however, require effective models. This presentation will assist counselors in ethically integrating spirituality in counseling by exploring various competencies, models of integration and strategies for advocacy and consultation. All participants will: 1. Learn about models of integration of spirituality and counseling, 2. Learn to infuse spirituality into counseling without overstepping ethics and values

**Session 9**

**Friday, November 9, 2018, 2:00 PM - 3:00 PM**

***F901 Let's Talk About Sex: Sexuality in Counseling***

Michelle Wade, Ed.D., LCPC (MD), LPC (VA), NCC, ACS, DCC  
[PAUL FRAIM]

This session will address the importance of conducting a sexual assessment with clients. Additionally, attendees will evaluate their own sexual biases/assumptions so that they may begin to differentiate between personal values and competency in working with certain concerns, such as BDSM and polyamory. All attendees will: 1. Learn how to conduct a sexual assessment, 2. Learn how to create an affirming and inclusive practice, 3. Evaluate their own personal sexual biases, 4. Be provided with a list of resources to help further their growth.

***F902 Ethical Practice of Self-Monitoring***

Felicia Pressley, PhD, LPC (AL), Certified Yoga instructor  
[MAIN BALLROOM F]

**\*\* ETHICS \*\***

This session will review the code of ethics concerning impairment. This session will also introduce self-care practices for the working professional and especially the mental health practitioner. Increase the level of wellness and self-care practice. All participants will: 1. Review the ACA Code of Ethics concerning self-monitoring/ impairment/burnout. 2. Evaluate the current eight areas of wellness. 3. Address the student professionals time management strategies.

***F903/F1003 Qoya: Exploring Movement as Metaphor - TWO PART SESSION***

Laura Farmer, PhD, LPC, Certified Qoya instructor  
[MAIN BALLROOM G]

Qoya is movement as metaphor. It is an embodiment practice based on the idea that through movement we remember our essence as wise, wild, and free. In this session, the lead presenter will facilitate a Qoya class and discuss benefits and applications for counselors. Participants are asked to wear comfortable clothes for free movement and bring a yoga mat if desired. All participants will: 1. Experience a Qoya class. 2. Engage in dialogue with peers about their self-

discoveries. 3. Understand and articulate the applications of Qoya-based movement for counselors

***F904 “How Do We Fit In?” The Voice of International Students in Counseling Degree Programs***

Peace Ningabire, MA  
[MAIN BALLROOM H]

From feelings of homesickness; to the cultural shock and language barriers; to the stress of responding to an unfamiliar, demanding educational system, and more; international students share challenges that are unique to their experiences. This open forum is an opportunity to give a voice to our needs and hopes. All participants will: 1. Find a space to connect and share their experiences with other international students. 2. Voice their needs, interests, and hopes, as well as share resources with other international students. 3. Articulate different contributions that counselor educators, programs, and other counseling peers can make to help facilitate a smoother learning process.

***F905 The Intersectional Experience of Transgender Females***

Cory Gerwe, MEd  
[ENERGY 1]

This study explored trans female experiences of transitioning with a focus on the intersection of race, SES, and age. It is my hope that through this presentation, counselors can begin to gain a rich understanding of ways that issues of oppression can be more effectively addressed in the transgender community. All participants will: 1. To learn and understand more about the intersectional experiences of trans females. 2. To offer a framework, techniques, and suggestions for increasing working with transgender females with varying levels of identity. 3. To discuss variables that are likely to influence the counseling relationship including transference and countertransference, expectations about treatment, and the comfort with which a client engages in the therapeutic process.

***F906 Honoring ACA’s Foundational Ethical Principles: Using creative assessment to explore and evaluate allegiance to our core values***

Lisa Sosin, PhD, LPC, LLP, BACS,  
[ENERGY 2]  
**\*\* ETHICS \*\***

In this session attendees review ACA’s foundational ethical values and their relationship to advocacy. Next, they learn the steps of using a creative, self-assessment called the Creative Exposure-Ethics Assessment Tool (CE-EAT). Participants will practice using the CE-EAT in relation to themselves and a current or past counseling relationship. All participants will: 1. Review and explore the ACA’s foundational ethical values and their relation to advocacy. 2. Learn how to evaluate allegiance to these principles using a creative self-assessment tool. 3. Integrate learning by practicing using the tool, engaging in reflection, and participating in group discussion.

***F907 The Apple Does Not Fall Far From the Tree: Tracing Our Family Adverse Childhood Experiences to Explore Intergenerational Trauma***

Sophia Tailor, PhD, LPC; Ularisi Green-Baker, PhD, Resident In Counseling-Virginia  
[MOMENTUM 1]

This presentation will look at Adverse Childhood Experiences affect on health outcomes and quality of life. Participants will learn to trace their family ACEs Tree as a means to explore intergenerational trauma and learn Trauma Informed principles to create resilience. All participants will: 1. Review the Adverse Childhood Experiences study and survey. 2. Learn about exploring your family ACEs as a catalyst to break the cycle of intergenerational ACEs. 3. Learn Trauma Informed Principles to create resilience.

***F908 Cultural Competence vs. Cultural Humility: Considerations for Treatment Professionals***

Patrick Slifka, MA, LCSW  
[MOMENTUM 2]

The helping professions have placed a great deal of emphasis on diversity and cultural competency. While knowledge and skill development are essential in our work with diverse client populations, they are frequently not enough. Cultural humility is about attitude, self-reflection, and informed curiosity and is applicable at all levels of practice. All participants

will: 1. Learn the differences and similarities between cultural competency and cultural humility, 2. Examine the relationship between attitudes, practices, and outcomes in relation to diverse clients. 3. Engage in self-reflection and self-assessment.

### ***F909 Purposely Playful Puppets!***

Holly Tracy, MA, LMFT, LPC, Registered Play Therapist-Supervisor

[MOMENTUM 3]

Children naturally bond with puppets, sharing information and looking to puppets as helpers. Using homemade and commercial puppets, this session will identify ways to incorporate puppets into assessment and therapy. Learn basic skills of puppetry and ways to create puppets as both representations of self and reminders of skills. All participants will: 1. Be aware of the therapeutic rationale and fundamental concepts for the use of puppets in counseling. 2. Learn specific puppet types, categories and recommendations. 3. Become familiar with a variety of puppet specific assessments. 4. Understand the use of puppets with a variety of issues. 5. Learn how to make puppets and puppet theaters with clients using household items.

## **Session 10**

**Friday, November 9, 2018, 3:15 PM - 4:15 PM**

### ***F1001 VCA Foundation Grantsmanship 101***

Susan Leone, M.Ed. PhD Education, LPC; Celeste Hall, M.Ed; Etta Jane Hall, M.Ed

[PAUL FRAIM]

Need funds for a counseling project or initiative? Members of the VCAF grants committee will share tips for writing comprehensive and subsequently successful proposals. Previous grant recipients will share experiences and outcomes followed by a Q&A. A list of funded grants and a checklist and scoring rubric will be available. All participants will: 1. Learn purposes of VCAF grants. 2. Learn strategies for submitting successful grants. 3. Learn the elements of the rubric for evaluation of grant submissions. 4. Become familiar with a checklist to develop a reasonable timeline for grant activities. 5. Learn about the activities and outcomes of successfully funded VCAF grants from grant recipients. 6. Obtain answers to their questions about the purpose of VCAF grants. 7. Receive encouragement to submit or resubmit proposals to fund their counseling projects.

### ***F1002 "It's Time for The Talk": The Transgenerational Transmission of Trauma in Families of Color***

Ariel Marrero, MA; Connesia Handford, M.S. in Clinical Counseling

[MAIN BALLROOM F]

Racial trauma in the family system negatively impacts family functioning. Transgenerational trauma is reflected in the transmission of unresolved wounds and a cycle of internalized devaluation, voicelessness, and rage. Current heightened awareness of expressions of racism and privilege provide counselors opportunities to explore and address family clinical needs. All participants will: 1. Summarize the findings of the impact of racial trauma on families of color. 2. Understand how the family systems may transmit and address transgenerational trauma. 3. Practice clinical interventions targeted to meet the needs of traumatized families.

### ***F1004 What Can We Do?: Addressing the Opioid Epidemic in School and Community Settings***

Dana Ripley, MA; Brandy Smith, LPC

[MAIN BALLROOM H]

Despite decreases in opioid prescribing, opioid abuse and opioid related deaths continue to rise in the United States. Addiction, as we know, not only affects the individual, but ripples out to family, friends, and communities. This presentation will discuss practical knowledge and applications for counselors working in school and community settings. All participants will: 1. Apply knowledge regarding current trends and recommendations for treatment of opioid use disorders. 2. Identify signs and symptoms of trauma for this population. 3. Formulate advocacy opportunities in their professional roles.

### ***F1005 Helping counselors support themselves: Wellness education and implications***

Stacey Lilley, PhD, LPC-S; Brandi Chamberlin, PhD-Candidate; Angel Golson, PhD, LPC-S; Ethan Zehr, GA  
[ENERGY 1]

**Sponsored By VCCA**

Best care practices for the self-care of counselors will be examined. The ACA code of ethics recommends engaging in self-care activities to maintain and promote one's emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities. This session will look at the Standards set before us, reflect on our own impairments, as well as how to support those whom we professionally mentor. It is imperative that counselors learn to recognize their wellness state, work through and correct presenting problems, to prevent harm and work well with others. All participants will: 1. Increase knowledge of wellness models in our field (including ACA). 2. Revisit counseling history and trends of wellness. 3. Identify holistic areas needed to improve counselor wellness. 4. Learn research and findings on first year counseling students. 5. Gain practical applications for counselor individually and those in supervisory roles.

**F1006 Breaking Down the Supervision Barrier: How Do We Meet the Supervision Needs of School**

Courtney Conley, EdD

[ENERGY 2]

School counselors encounter complex situations, yet they receive less counseling supervision and support than counselors in other settings. This session will provide attendees with the opportunity to discuss special considerations in the supervision of school counselors and generate ideas to help implement relevant supervision practices in the school setting. All participants will: 1. Gain current knowledge of the state of school counselor supervision and better understand the need for supervision, 2. Better understand the unique considerations and barriers of accessing supervision among school counselors, 3. Explore ways in which counselors from all fields can collaborate to implement strategies that bring counseling supervision to the school setting.

**F1007 Building Resiliency after Sibling on Sibling Sexual Abuse**

Brad Watts, MA, TSAY

[MOMENTUM 1]

This presentation will explore building family resiliency after sibling on sibling sexual abuse has occurred. The presentation will offer ways to guide clinicians and parents who are working with these overwhelmed families as they seek to heal from the wounds of abuse. All participants will: 1. Look at the importance of collaboration between teachers and therapists in identifying sibling on sibling sexual abuse. 2. Look at strategies for identification, the notification process, and supportive techniques to aid in future healing process. 3. Participate in looking at live case examples.

**F1008 Career Switchers: The Returning Adult Graduate Student Experience**

Joanne Washington, MEd, Licensed School Counselor; Helen Starkweather, MSOD, ACC, Graduate Student

[MOMENTUM 2]

**Sponsored by VCDA**

Career switchers bring experience and wisdom to the classroom and enhance the learning experience. Discover strategies to successfully integrate prior knowledge, skills, and competencies into new instructional environments. This presentation is useful for career changers, counselor educators, graduate students and anyone interested in encouraging graduate student success. All participants will: 1. Distinguish the different characteristics of adult learners, specifically the career switcher. 2. Develop culturally informed learner analyses to identify adult learners learning styles and applicable skill levels. 3. Develop an awareness of differing communication processes used by adult learners. 4. Explore different motivational strategies to engage adult learners and maximize their learning experiences.

**F1009/F1108 A Journey to Mindfulness - TWO PART SESSION**

Julie Chamberlain, M.Ed., MA Counseling; Jennifer Perilla, M.Ed.

[MOMENTUM 3]

Students are experiencing anxiety and stress at higher levels than ever before. Come hear about our school's journey to becoming a Mindfulness School, learn about the benefits, how to engage your community, and participate in mindfulness practices that will help you to begin your own, and your school's, journey. All participants will: 1. Learn

what Mindfulness is. 2. Experience what it feels like. 3. Participate in activities such as Mindfulness eating, listening, anchor words, body mapping, movement, and breathing. 3. Walk away with ideas of how to implement a program. 4. Understand the neuroscience and benefits of practicing mindfulness.

### **Session 11**

**Friday, November 9, 2018, 4:30 PM - 5:30 PM**

#### ***F1101 Implementing the New Academic and Career Plan Portfolio using Virginia Career View***

Michelle Seibert  
[PAUL FRAIM]

In the 2018-2019 school year, K-5 students will begin the development of an Academic and Career Plan Portfolio (ACPP) to include information about interests, values, and skills supporting decisions about their future interests and goals. Discover free VIEW online resources to construct, evaluate, and maintain this student driven portfolio. All participants will: 1. Identify the elements designated by the VA Dept of Ed required to be in the portfolio, 2. Identify resources to introduce your students to all 16 Federal Career Clusters including book lists, interactive activities, and printab.

#### ***F1102 Infusing Interprofessional Collaborative Care with LGBT Affirmative Counseling***

Cory Gerwe, MSED  
[MAIN BALLROOM F]

The future of counseling will involve an expectation for interprofessional collaboration and LGBT affirmative practice. This session will focus on the counselor's role in infusing LGBT affirmative care into their collaboration with various non-counseling professionals. Attendees will learn about concepts and techniques to utilize in their discourse with other professionals. All participants will: 1. Learn and understand more about the need for LGBT-Affirmative care in the context of interprofessional collaboration. 2. Learn a framework, techniques, and suggestions for infusing LGBT affirmative care into counselor's collaboration with non-counseling professionals. 3. Discuss variables that are likely to influence the collaborative relationship with non-counseling professionals. Specifically, these variables include differences in training, variations in client/ patient goals, and unexplored biases that may negatively impact services to LGBT individuals.

#### ***F1103 Racial Identity Development Through Mindfulness***

Annalisa Harty, MA; Caitlin Wordham  
[ENERGY 2]

A presentation detailing the connections between mindfulness techniques and racial identity development, and their reciprocal relationship. This discussion presents how a mindfulness technique, such as body scan meditation, can have beneficial effects on an individual's racial identity development, and the practical implications of this for counselors and their clients. Attendees will increase theoretical and conceptual knowledge regarding mindfulness based counseling models. All participants will: 1. Examine relevant research regarding racial identity development, and culturally appropriate mindfulness based techniques. 2. Discuss how culture may affect psychological processes such as identity formation. 3. Gain insight on the connection between mind body work and its impact on a client's racial identity development through an interactive demonstration. 4. Experientially address current issues of cultural awareness, in the moment, as they come up in session. 5. Begin to understand that his/her own sense of racial identity can differ significantly from how other people see and categorize him/her.

#### ***F1104 A review of Intensive In Home in Virginia and potential new direction***

T'Airra Belcher, M.S.Ed, NCC; Radha Horton-Parker Ph.D., NCC, NCSC  
[MAIN BALLROOM H]

Adolescents are discharged from residential treatment to Intensive in Home (IIH) therapy. IIH provides a maximum of 10 hours a week of treatment for the child and family. We will determine if this is an adequate step down in care and if

not how can we better prepare our youth for success. All participants will: 1. Learn the requirements for an IHH agency to function in the state of Virginia. 2. Determine how they can advocate for individuals in IHH services. 3. Identify the signs of a properly functioning IHH program.

***F1105 Working with the Difficult Client: What to Do When You Do Not Know What to Do***

Jon Winder, MA, LPC, LSAP

[ENERGY 1]

Ask counselors about their most difficult client; you get a groan, laugh or expletive. Dealing with difficult clients can be frustrating, challenging, and discouraging. However, these difficulties can be overcome with the right approaches or techniques. This workshop introduces new perspectives and clinical skills geared to building trusting, compassionate relationships that dissolve these difficulties. All participants will: 1. Learn 3 common errors therapists make that create difficulties. 2. Learn 10 characteristics of difficult clients and how to resolve them. 3. Learn how the brain and the body can be an integral part of the difficulty. 4. Learn 12 practical approaches for working with difficult clients. 5. Learn to overcome the idea of the resistant client. 6. Learn how to disarm an oppositional client. 7. Be able to know when it is okay not to know and then what to do. 8. Process an ethical dilemma with a difficult client.

***F1106 Resolving Conflicts of Conscience: A New Perspective to Bridge the Divide Between Professional Counselors of Faith and LGBTQ+ Clients***

Charles Shepard, PhD Candidate, LPC, NCC

[MOMENTUM 3]

Although homosexuality has been depathologized for 45 years, the debate over the ethical imperative to serve clients with concerns related to sexual or gender diversity regardless of personal beliefs remains controversial. This presentation offers a perspective that may help clinical and school counselors resolve conflicts of professional and religious ethics. All participants will: 1. Participants will increase their knowledge of the controversy surrounding religiously-informed counselors approach to serving LGBTQ+ clients, conscience-clause legislation, federal policy, and the 2014 ACA Code of Ethics. 2. Participants will learn about specific passages of scripture that relate to some practitioner's objections to counseling LGBTQ+ clients. 3. Participants will learn about three ways to relate science and religion and explore ways in which counselors can maintain fidelity with their faith tradition while providing professionally ethical services.

***F1107 A culture of silence: How racism still keeps us quiet in 2018, and what to do about it.***

Jesse Winn, PhD, Licensed Clinical Psychologist; Victor Benitez, LMHP-R

[MOMENTUM 1]

Victor Benitez, LMHP-R, shares his experience of acculturation, and the difficulties that arise when needing to express his experience of racism. Implications for clients are offered. Dr. Jesse Winn, LCP shares his perspective on contributors to a culture of silence, and how mental health professionals can work to reduce the experience of overt and covert racism at the organizational level through seeking to understand one another. All participants will: 1. Raise awareness of modern experience of racism. 2. Develop strategies for engaging in difficult dialogue. 3. Explore a model for seeking to understand another's experience. 4. Identify strategies for organizational change: Creating a culture of dialogue

***F1108 The Influence of Religion on the Development of an Eating Disorder***

EmiLeigh Whitehouse, MS, Clinical Certified Trauma Professional,

[MOMENTUM 2]

This session will address religious concerns in the development of an eating disorder. It will explore current literature on the topic as well as an application to counseling when encountering these issues with clients. All participants will: 1. Develop an understanding of diagnostic criteria for major eating disorders such as anorexia nervosa, bulimia nervosa, and binge eating disorder. 2. Develop an understanding for the relationship between religion (Focus on Christianity, Judaism, and Islam) and eating disorder development. 3. Develop an understanding of specific issues/cognitions in different religious communities (focusing on Christianity, Judaism, and Islam) which may contribute to disordered eating patterns. 4. Practice and demonstrate understanding of the above through use of a case study

activity. 5. Learn applications to counseling which best address the above issues in a counseling session.

### **Session 12**

**Saturday, November 10, 2018, 7:00 AM - 8:00 AM**

#### ***S100 Morning Mindfulness Practice Group***

Alan Forrest, Ed.D., LPC, LMFT

[ENERGY 1]

Mindfulness is the art of conscious living and being in the present moment; that is, the intentional attending to what is happening right now without judgment or reactivity. The purpose of the morning practice group is to provide an opportunity for participants to have a place to begin their day in stillness and silence. The structure of the 30-45 minute practice group will consist of a welcome, lightly guided period, and silent sitting practice. We are all each other's teachers; therefore, we will conclude with an optional open discussion. Beginners are welcome. This is a gentle way to begin your day. All participants will: 1. Experience mindfulness practice; 2. Learn how to integrate it into their personal lives.

### **Session 13**

**Saturday, November 10, 2018, 8:00 AM - 9:00 AM**

#### ***S1301 Mentalization in Counseling Processes***

Matthew Swartzentruber, MA; Eric Cowan, Psy. D.

[PAUL FRAIM]

We explore how counselors can best help clients to higher levels of self-reflective awareness, or "mentalization." We examine the developmental and relational influences that enhance or impede a person's critical capacity for mentalization and suggest process-oriented methods that promote moving beyond solution-focused goals to provide transformative therapeutic outcomes. All participants will: 1. Learn what mentalization is and understand how it is crucial to the counseling process. 2. Learn how to develop and increase mentalizing capacities within themselves and others.

#### ***S1302 Ethical Decision Making Models: Understanding and Application***

Benjamin Newman, LPC, CSAC, CSTOP; Jessica Houston, MS, NCC, Resident in Counseling

[MAIN BALLROOM F]

**\*\* ETHICS \*\***

All counseling professionals find themselves at ethical intersections throughout their career. This presentation goes beyond the legal standards and codes to provide attendees with ethical decision making models that can be utilized to navigate complex ethical conundrums. Attendees will be provided with an overview of three ethical decision making models with emphasis being placed on the similarities and differences between approaches to ethical decision making. The second half of the presentation will focus on engaging the audience in an experiential activity focused on how to implement the models in during difficult ethical situations. All participants will: 1. Receive an overview of three ethical decision making models (ACA Ethical Decision Making Model, Practice Based Model and Steinman, Richardson and McEnroe Ethical Decision Making Process). 2. Gain insight into the common themes among ethical decision making models in the field of counseling. 3. Gain experience applying the ethical decision making models during experiential activity. 4. Be empowered to identify and apply an ethical decision making model to their counseling practice.

#### ***S1303 Seizing Opportunities: Social Skills Group for Individuals with an Intellectual Disability***

Marisa Valero, BS, Graduate Student; Laura Armentrout, BS, Graduate Student

[MAIN BALLROOM G]

**\*\*DOES NOT COUNT FOR CE CREDIT\*\***

The purpose of this session is to first provide counselors with a social-emotional skills group, and then demonstrate to student counselors how they can apply their projects to real world scenarios. This group is designed to assist children and teens with learning some basic and more advanced social skills, and give them a safe environment to practice

them. All participants will: 1. Discuss rationale for designing a socio-emotional skills group and difficulties children and teens with ID have in schools. 2. Discuss expressive-supportive group counseling and why it is important to utilize in a group of this design. 3. Specify the setting, recruitment and screening process, timeline, and the evaluation and post-evaluation for the social-emotional group. 4. Describe my own experience with having the opportunity to implement my plan and what I have learned. 5. Explore ways students and professionals can utilize their education in counseling in both their professional and personal lives.

### ***S1304 Creative and Cross-Cultural Strategies for Effective African American/Urban Youth Engagement***

Cyrus Williams, PhD; Kim Allen, MA

[MAIN BALLROOM H]

This session will involve an educational component as well as experiential tasks. The objective is to discuss and provide interventions that are focused on strengths based orientations designed to help this population to flourish. A discussion will be facilitated concerning the unique mental, social and engagement issues of urban youth. All participants will: 1. Gain a basic understanding of the mental health issues of urban youth and cross cultural communication; 2. Recognize policies and practices that may inadvertently cause youth to feel oppressed, alienated, and disempowered; 3. Apply strengths-based interventions solutions and interventions that address multicultural issues in various settings; 4. Operationalize practical interventions and research based best practices that may help engage and aid the development of helping professionals working with underrepresented students and clients. 5. Discuss research, best practices, practical activities, strategies and intervention designed to assist helping professionals to work with clients and students who are culturally underrepresented in various settings.

### ***S1305 Navigating the #MeToo Era in the Therapy Room and Beyond: Implications for Clinicians***

Sarah Anolik Katz, MA; Julia Dobner-Pereira, MA

[ENERGY 1]

Come to explore how the #MeToo movement impacts our dialogue in the therapy room. Discover the relevance of attachment theory and research in intimate partner violence and explore how members of dominant groups can “awaken” to movements like #MeToo to engage in adaptive changes in perspective that impact clinical work. All participants will: 1. Identify relevance of attachment theory research to sexual violence. 2. Reflect upon ways the #MeToo era and current culture influence clients and work in therapy. 3. Articulate challenges encountered when engaging in conversations about complex social is.

### ***S1306 Souls Looking Back: Students Perception of Cultural Engagement on a College Campus***

Quentin Alexander, PhD, M.Ed.; Quincy Goodine

[ENERGY 2]

During this session, presenters will disseminate findings from a qualitative investigation about nine graduate students of color experiences with cultural engagement at their undergraduate institutions. The study’s conceptual framework is centered on the Cultural Engaging Campuses Environment (CECE) model (Museus, 2014). Implications for college counseling/student affairs will be discussed. All participants will: 1. Learn about the Cultural Engaging Campuses Model and its implications for students of color attending a predominantly White institution of higher education. 2. Understand the implications of cultural engagement for students of color attending a predominantly White institution of higher education. 3. Learn about and discuss mental health issues triggered by negative and positive cultural experiences for students of color attending predominantly White institutions of higher education. 4. Learn strategies about how to prepare students of color for what they might experience (school counselors) or will experience (college counselors/student affairs personnel) being a racial minority at a predominantly White institution of higher education.

### ***S1307 Navigating the Emergency Services System When Your Client is in Crisis***

Christopher Barnes, MS; Setera Stevens, MS

[MOMENTUM 1]

Navigating the crisis and emergency services system in Virginia can be challenging for even seasoned counselors. We will discuss what emergency custody orders (ECOs) and temporary detention orders (TDOs) are, when it might be the right time to seek out an ECO, and some other potential ways to help clients in crisis. All participants will learn: 1.

Current regulations governing Temporary Detention Orders (TDO) and Emergency Custody Orders (ECO). 2. Identify when it is appropriate to initiate ECO and how, by using a real-life scenario counselors may experience in their practice. 3. What are practical considerations to keep in mind, e.g. transportation, timing, helpful documentation when clients are in crisis. 4. Systemic issues with current TDO and ECO process. 5. Client centered ways to guide and prepare the client for this process.

***S1308 Complex Trauma and Anti-Sex Trafficking: Assessing and Addressing the Needs of Sex Trafficking Ministries Worldwide***

Jeanne Brooks, PhD; Tim Sosin, MA, NCC

[MOMENTUM 2]

This session presents sex trafficking as complex trauma in its most severe form, provides research regarding specific needs of anti-sex trafficking ministries worldwide, as well as a model for mental health professionals to provide effective support to equip ministries in helping trauma victims and engaging in self-care. All participants will: 1) Increase their understanding of sex-trafficking as complex trauma in its most severe form. 2. Develop insight, data, and observations regarding the profound needs of anti-sex trafficking ministries worldwide. 3. See a model of what it looks like for mental health professional to support and equip sex-trafficking ministries.

**S1309/S1409 Radical acceptance: A gateway to resiliency and peace - TWO PART SESSION**

Alan Forrest, Ed.D., LPC, LMFT; Angela Cardenas, M.S.

[MOMENTUM 3]

It is what it is until it isn't. Radical acceptance is the recognition of what is happening inside of us and regarding what we see with an open, kind, and loving heart. In this session, through mindfulness practice and group discussion, we will examine how counselors can sit with both dis-ease and acceptance. Radical acceptance will be applied to helping clients and supporting ourselves through this heart opening practice. All participants will: 1. Understand the concept of radical acceptance. 2. Learn how to skillfully address resiliency and inner peace both professionally and personally. 3. Cultivate a sense of personal self-compassion and overall well-being.

**Session 14**

**Saturday, November 10, 2018, 9:15 AM - 10:15 AM**

***S1401/S1501 Animal Compassion Fatigue-How it Affects Humans and more - TWO PART SESSION***

Bunny Young, MA

[PAUL FRAIM]

There is increasing research on compassion fatigue and how it impacts our daily lives. As we increase our use of animals in our therapeutic practices it is important to understand how compassion fatigue impacts our therapeutic animal partners and how in turn that impacts clients and practitioners. \*A live animal will be present for this presentation. All participants will: 1. Learn what compassion fatigue is. 2. How it impacts humans. 3) Sources of compassion fatigue. 4. What this looks like for an animal. 5. How to take a proactive approach if you are using animal assisted therapy. 6. How animals can help an individual with compassion fatigue.

***S1402 A Collaborative Initiative of Leadership and Research for Increased Spiritual Competence among Virginia Professionals***

Keaghan Macon, Graduate Student, Pete Warren Fellow; Caroline Markley, Graduate Student

[MAIN BALLROOM F]

**\*\*DOES NOT COUNT FOR CE CREDIT\*\***

***Sponsored by VA-ASERVIC***

This interactive session will provide attendees with an opportunity to participate in collaborative research and action in partnership with VA-ASERVIC leadership to build spiritual competence. This initiative invites the creation of a culture of ownership and accountability according to the ASERVIC spiritual competencies within VCA chapters and divisions

.All participants will: 1. Be introduced to and implement a course of action for increased spiritual competency among VCA professionals, divisions and chapters. 2. Create a culture of intentional action and research to promote ownership of the ASERVIC spiritual competencies. 3. Invite and encourage involvement and participation in this initiative through collaborative research and intentional discussion towards increased spiritual competence.

#### ***S1403 Creating a STAR-tastic Problem-Solving Community***

Robin Vaneman, MA, Professional School Counselor, Addiction Specialist; Robin Hudspeth Schenck, M.Ed.

[MAIN BALLROOM G]

School-wide problem-solving curriculum that teach students how to advocate for themselves. These simple, easy-to-follow problem-solving visuals provide practical examples to Problem-Solving, Coping Strategies, Goal-Setting and help to reduce peer disagreements, bullying and anxiety. Tools shared will be the People Problem-Solving Star, Coping Star, Bystander Star, and Rainbow Thinking plans. Attendees will walk away with a STAR-tastic Problem-Solving curriculum and visuals to immediately be able to adapt to their school or clients and lesson plans for small group and classroom guidance. Following the ASCA Mindsets & Behaviors All participants will: Mindset 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. Mindset 3: Sense of belonging in the school environment. Mindset 6: Positive attitude toward work and learning. BSMS.1: Demonstrate ability to assume responsibility, BSMS.2: Demonstrate self-discipline and self-control, BSMS.6: Demonstrate ability to overcome barriers to learning, BSMS.7: Demonstrate effective coping skills when faced with a problem, BSS.1: Use effective oral and written communication skills and listening skills, BSS.2: Create positive and supportive relationships with other students, BSS.4: Demonstrate Empathy, BSS.8: Demonstrate advocacy skills and ability to assert self, when necessary, and BSS.9: Demonstrate social maturity and behaviors appropriate to the situation and environment.

#### ***S1404 Integrating Bilateral Stimulation into Treatment of Trauma to Increase Client Resilience and Affect Management***

Tim Sosin, MA, NCC; Jennifer Kirsch, LPC

[MAIN BALLROOM H]

Bilateral stimulation (BLS) naturally occurs in the brain; it assists with information processing through side to side motions. This interactive presentation will equip attendees to utilize creative BLS interventions in conjunction with any treatment modality to improve client resiliency and response to coping skills in addition to management of symptoms resulting from trauma. All participants will: 1. Be able to empower clinicians to seamlessly integrate new skills into pre-existing modalities. 2. Be able to provide resources to improve client management of symptoms of trauma and increase emotional regulation, resiliency, and self-image. 3. Be able to demonstrate the versatility and effectiveness of BLS within, and beyond, treatment of trauma-based diagnoses.

#### ***S1405 Becoming an Exceptional Counselor: Research Based Characteristics and Skills***

Justin Silvey, EdD, Licensed School Counselor

[ENERGY 1]

This session will focus on the journey of becoming an exceptional counselor. We will examine research focused on the skills, practices, and characteristics associated with exemplary counseling practice. Discussion and activities will center on various traits in effective counseling practice, while considering implications for counseling and counselor education. All participants will: 1. Identify current literature on effective counseling, 2. Evaluate characteristics associated with effective counseling, 3. Apply practices associated with effective counseling through experiential activities, 4. Explore implications for counseling and counselor education.

#### ***S1406 A Biopsychosocial Spiritual Model for Developing Wellness: A Practical Guide for Counselors, Educators, and Students***

Sally Goh, PhD

[ENERGY 2]

Like clients, counselors themselves are holistic beings who need to attend to their own three-dimensional self-care: body, soul, and spirit. This presentation will review wellness models and strategies for improving wellness, focusing on practicum/internship students with applicability generalized to practitioners who work with children of trauma. All

participants will: 1. Attendees will identify themes and strategies relevant to promoting supervisor and supervisee's biopsychosocial spiritual wellness. 2. Attendees will explain the benefits and challenges of addressing wellness and vicarious trauma in interns, residents, and professional counselors. 3. Attendees will be able to extrapolate and synthesize the construct of vicarious trauma and how it intersects with counselor's wellness.

### **S1407 Trauma-Informed Care Due To Parental Incarceration and Transgenerational Trauma**

Briana Turner, BA; Miya Gaines-Smith

**\*\*DOES NOT COUNT FOR CE CREDIT\*\***

[MOMENTUM 1]

This session focuses on the biology of the transgenerational trauma with a concentration on trauma informed care for parental incarceration and its effects on children (physical, emotional and behavioral health issues), also trauma experienced in communities affected by chattel slavery, and the subsequent period of oppression that follows (Earls, 2018). All participants will:: 1. Focus on trauma informed care for parental incarceration trauma and child mental health. Child mental health has been critically understudied as a result of the outcome of parental incarceration (Tasca, Turanovic, White, & Rodriguez, 2012). Trauma informed care provided by counselors serves as a way to establish prevention and betterment from the impact of parental incarceration. Establishing a better understanding of the impact of trauma and mental health has been revealed the importance of resilience, which serves as a chief element of trauma informed care (Earls, 2018). This is an imperative topic in today's society as trauma is often passed down from generation to generation due to learned behaviors from parents. 2. Be exposed to context as to why individuals who are descendants of those who experienced chattel slavery along with the hostile postbellum environment that resulted in systematic trauma of said populations are at higher risk at experiencing biological changes associated with transgenerational trauma.

### ***S1408 Effective Methods to Address Gateslipping in Counseling Programs***

Keesha Kerns, PhD; Denelle Wallace, PhD

[MOMENTUM 2]

Counselor educators and supervisors are the first line of defense in preventing gateslipping. Gateslipping happens when students poorly suited for the counseling profession matriculate through a graduate program. This session will provide information to better equip counselor educators and supervisors to deal with the implications of the gateslipping process. All participants will: 1. Explore methods to prevent gateslipping in counseling programs. 2. Generally define psychological fitness as it relates to students in a counseling program. 3. Equip counselor supervisors and educators to effectively deal with the implications of the gateslipping process.

## **Session 15**

**Saturday, November 10, 2018, 10:30 AM - 11:30 AM**

### ***S1502 "No One Prepares for This": Lessons from Charlottesville***

Cynthia Miller, PhD, LPC,; John Rogers, M.A., Ed.S.

[MAIN BALLROOM F]

If a traumatic event strikes, is your mental health community ready to respond? For most, the answer is "no." This session describes how counselors in Charlottesville developed a response after an incident of domestic terrorism. The lessons learned can serve as a blueprint for other communities in preparing for disaster. All participants will: 1. Discuss the basic elements of a disaster response, 2. Identify the basic skills needed for mental health professionals to respond to a disaster. 3. Discuss ways of breaking down professional silos within their communities, 4. Identify factors that can inhibit cross-professional cooperation, 5. Discuss common barriers encountered when trying to mobilize a mental health response, and 6. Discuss how disaster response differs from individual and group counseling.

### ***S1503 Welcoming vitality: The universal and cultural expressions of joy and awe***

Daria White, PhD

[MAIN

BALLROOM

G]

This presentation focuses on joy and awe, in their universal and cultural expressions. It explores the contributors and blockers to both emotions, while engaging with culture through cultural values, ideal affect, and cultural scripts. A phenomenological study examined joy and awe in four countries – Bulgaria, Greece, Turkey, and the USA. All participants will: 1. Reflect upon their own experience of joy and awe and its transformative and healing power. 2. Learn about the mechanisms of positive emotions as described in the research literature. 3. Understand the multicultural aspects of emotions, such as ideal affect and the role of cultural scripts. 4. Recognize contributors and blockers to joy and awe in clients and address them.

***S1504 How To Use Your "Senses" When Conducting Mental Status Exams***

Sharon Silverberg, PhD, ACS

[MAIN BALLROOM H]

Conducting a Mental Status Exam (MSE) can be challenging for counselors in all settings. Teaching counselors how to effectively conduct MSE's by using their "senses" can help to simplify this complex task. This presentation will focus on introducing counselors and counselor educators/supervisors to a new way to approach this essential clinical task. Special attention will be given to identify cultural factors and discuss how they can potentially impact clinical impressions when conducting MSE's. All participants will: 1. Be able to identify clinical elements of Mental Status Exams based on senses. 2. Be able to conduct a Client's Mental Status based on Case Studies Presented. 3. Be able to incorporate method of conducting Mental Status Exam with clients in the community.

***S1505 Black Panther Effect: Teaching Positive Self Images of Black Culture Through Cinema***

Atasha Christian, Ed.D., LPC; Janelle Bettis, Ed.D, LCPC-S, NCC, ACS

[ENERGY 1]

***Sponsored by VCCA***

In February 2018, the world witnessed Marvel Comics first predominantly Black cast in the movie Black Panther. Black Panther represents a world untouched by colonization from the European culture and a glimpse at the world Blacks could have experienced. This session will teach narrative therapy strategies from a cultural lens to empower Black clients to identify positive media images to rewrite the current cultural narrative in this country. All participants will: 1. Discuss the significance of representation within our socio-cultural society for clients. 2. Gain an understanding of the impact of cinema when working with clients. 3. Identify strategies that can be utilized in clinical practice.

***S1506 A Practical Guide for Successful Clinical Supervisors and Counseling Residents***

Bryan Prinzivalli, MA, LPC; Tim Sosin, MA, NCC

[ENERGY 2]

***\*\*CLINICAL SUPERVISION \*\****

This session provides practical insights to equip both clinical supervisors and residents to thrive within, and outside of the supervisory relationship while building expertise, ethical confidence, leadership and advocacy skills and strategies for self-care by adopting a mindset of servant-leadership in the field of counseling. All participants will: 1. Develop practical insights to build ethical and professional prowess, and equip supervisors and residents for a successful relationship. 2. Be encouraged and model a servant-leadership mindset in both supervisors and supervisees to increase therapeutic resourcefulness, confidence, and efficacy. 3. Be equipped, both supervisors and residents, to take personal steps towards increased expertise, ethical practice, professional advocacy, leadership, and self-care.

***S1507 "My Parents Don't Believe," Challenges in counseling Christian students whose parents don't believe in mental health issues.***

Kiah Mutter, MS, LPC; Alicea Jenkins, MA, LPC-R

[MOMENTUM 1]

This presentation examines the challenges in counseling college students who identify as Christian and whose parents or families don't believe in or support mental health issues. All participants will: 1. Identify challenges facing clinicians who have clients with parents (or other supporting family members) that do not "believe in" mental health issues. 2. Discuss methods to help clients overcome their own feelings of guilt/shame for seeking help and/or having a mental

health issue.

**S1508 Counseling the Golden Circle**

Keesha Kerns, PhD; Angela Goodloe, PhD

[MOMENTUM

2]

The US Census Bureau predicts that the “baby boomer” generation will enter their elderly years between by 2030. The elderly population needs grow based on changes in their senior years such as social environment and health concerns which include mental wellness. Counseling and adult learning strategies can address these needs. All participants will: 1. Address the psycho-social and psycho-educational needs of the elderly as they transition to longer, healthier lifestyles. 2. Learn and discuss diagnoses relative to the elderly population such as dementia, anxiety, depression, end of life decisions, grief and substance abuse, 3. Learn strategies to address specific issues germane to aging, and 4. Discover adult learning practices to maintain mental vitality such as stimulation activities and mental conditioning.

**S1509 Can't Win for Losing**

Tay-Lor Smith, Graduate Student

[MOMENTUM 3]

**\*\*DOES NOT COUNT FOR CE CREDIT\*\***

African American women and their children are faced with a multitude of barriers during the reunification process. This presentation will focus on this populations difficulties, the deficit in services, and how counselors can act as advocates for effective gender-responsive policies. All participants will: 1. Identify deficits in services for African American women and their children post-release from incarceration. 2. Identify the effects limited and restricted services on the mental well-being of formerly incarcerated African American women and their children. 3. Discuss the role of the counselor as an advocate or appropriate gender-responsive policies post-release for African American women and their children.

**Session 16**

**Saturday, November 10, 2018, 11:45 AM - 12:45 AM**

**S1601 Enhancing Empathy Through Short-Term Online Workshops**

Anita Knight, Ph.D.; Steve Warren, Ph.D.

[PAUL FRAIM]

A short-term empathy development intervention, online empathy training modules, was developed for counseling students. Empathy was assessed pre and post completion; results are presented in context with current research. Participants will engage in experiential exercises designed to target empathy skills. Implications for counselors and counselor educators are also discussed. All participants will: 1. Discover current trends in the literature related to empathy. 2. Identify research based strategies for empathy development. 3. Evaluate strategies for empathy development. 4. Apply empathy development strategies through experiential exercises. 5. Discuss implications for empathy development strategies in counseling and counselor education.

**S1602 The Complexity of Treating Eating Disorders**

Andrea Barbian-Shimberg, PhD, LPC, NCC

[MAIN BALLROOM G]

This session provides an in depth look at various eating disorders as defined by the DSM-V. Various treatment related issues will be addressed including, appropriate level of care, evidence based treatment approaches, resistance and the therapeutic relationship in treatment, etc. All attendees will: 1. Examine different types of eating disorders and their diagnostic criteria, 2. Increase understanding of the etiology of eating disorders, 3. Understand different levels of care for eating disorder treatment and explore various evidence-based practices for treating eating disorders and their comorbidities.

**S1603 The Counselor's Role in the Opioid Epidemic**

Justin Jordan, MA, LPC, Certified Substance Abuse Counselor, Pete Warren Fellow; Dana Ripley, MA  
[MAIN BALLROOM H]

Counselors are often on the front lines of treatment for those with opioid addictions, and need to be knowledgeable about evidence-based practices to reduce risk of overdose, and enhance long term stability. Research regarding medication-assisted treatment, and education on motivational interviewing, and harm reduction strategies will be presented. All participants will: 1. Differentiate between various forms of medication-assisted treatment for Opioid Use Disorders (OUD) and recognize the counselor's role in these treatments. 2. Apply Motivational Interviewing and Harm Reduction strategies for increased collaboration and improved outcomes for clients with OUDs. 3. Identify ways that counselors can be advocates for clients with OUD who often need multisystemic supports to find stability in their lives.

***S1604 Ethical Violations of Counselors in Virginia: A 10-year review***

Nicole Kyser, PhD; Kachina Thomas, M.A., QMHP-A, QMHP-C, QDDP  
[ENERGY 1]

**\*\* ETHICS \*\***

***Sponsored by VCDA***

This session will discuss the ethical violations of counselors in Virginia as reported by the State Board of Counseling, as well as the Board's decisions for remediation. Alternative considerations for remediation and suggestions for optimal counselor behaviors will be explored. All participants will: 1. Discuss the most frequently violated ACA Code of Ethics amongst Virginia counselors. 2. Analyze the steps the Board of Counseling takes in response to the ethical violations. 3. Co-construct alternatives for remediating counselor's behavior when faced with ethical violation charges and explore optimal counselor behaviors.

***S1605 Oh Snap! How to Avoid the Social Media Trap***

Michele Parker, MA, School Counselor; Alicia McGee, MA  
[ENERGY 2]

This session will showcase one school's campaign to address internet safety and social media awareness among middle school students. The school counselor and school technology teacher paired up to come up with numerous activities, lessons, and contests to help educate students about online safety as well as bring a greater awareness to the downfalls and dangers of social media use. All participants will: 1. Learn about the downfalls and dangers of internet use. 2. Learn tips and advice to address these dangers. 3. Learn about trends in social media use among middle school age students, and apps that are worrisome. 4. Learn about our school's campaign to bring a greater awareness to the topic of internet safety and social media use, and what we found helpful or effective, as well as what didn't work so well.

***S1606 Integrated Care and LGBTQ Mental Health***

Jeff Moe, PhD  
[MOMENTUM 1]

Integrated behavioral health is essential for competent practice with LGBTQ individuals and communities. The presenters will showcase applied best practices in integrated behavioral health with LGBTQ populations. Results from a Health Resources and Services Administration grant for improving integrated behavioral health training in counselors will also be highlighted. All participants will: 1. Understand the principles of integrated behavioral health and inter-professional practice; 2. Apply these principles to LGBTQ, and other gender and sexual minority populations; 3. Assess their own practice contexts relative to models of integrated behavioral healthcare, 4. Understand how clinical supervision can improve interprofessional practice with and on behalf of LGBTQ clients.

***S1607 IDM-G: A Developmental Model Addressing Experiential Groups in Counselor Training***

Laura, Pignato, Doctoral Student, Sean Newhart, Doctoral Student

### [MOMENTUM 3]

This session will discuss the results of a study involving the application of an experiential group intervention with counselors-in-training, which specifically addressed the goals of the integrated developmental model (IDM) of clinical supervision in facilitating counselor growth in group training. The techniques and information will be based on IDM theory as applied to personal and professional counselor development in group work. Content is based on an intervention study that was utilized by the authors and specifically measures growth in self-other awareness, emotional intelligence, and empathy. All participants will: 1. Conceptualize how to foster motivation, autonomy, and self-other awareness in counselor education, specifically through the experiential component included in most group training classes, 2. Utilize the eight domains to structure group therapy training, 3. Learn specific intervention that are used within IDM-G to promote the development of group work skills in counseling students.