

Daily

Thursday, November 7, 2019, 7:00 AM - 8:00 AM

Friday, November 8, 2019, 7:00 AM - 8:00 AM

Saturday, November 9, 2019, 7:00 AM - 8:00 AM

T100 Morning Mindfulness Practice Group

Alan Forrest, PhD, EdD, LPC, LMFT

CRYSTAL

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 1

Thursday, November 7, 2019, 11:00 AM - 12:00 PM

T101 Creating a Career-Minded School Community

Emily Fielder, MA

LEXINGTON

Preparing students for the world of work is a multifaceted approach. In addition to exposure to careers, students need skill sets that will give them the tools to be competitive in national and global markets. This session offers strategies to create a school community that embraces student career development on a daily basis as part of school culture uniquely preparing students for post-high school career opportunities. All participants will: 1. Identify strategies for creating a career-minded school community, 2. Analyze current strategies related to career development in their school setting(s), 3. Discuss ways to create a career-minded school community in their school setting(s). 4. Recommend ways to create a career-minded school community in their school setting(s).

T102 Enabling: The Fine Line between Helping and Hurting

Nancy Johnston, LPC, LSATP, MAC

CHESAPEAKE

Sometimes when we are trying to help, we may be hurting. Learn about enabling behaviors. Learn to identify the fine line between helping and hurting. Learn strategies to stay on the healthy side of that line. Applicable for counselors and clients, especially clients who are parenting or living with addiction. Objectives : 1. Learn the meaning of enabling. 2. Identify specific enabling behaviors. 3. Understand the concept of the fine line between helping and hurting. 4. Recognize signs that we are crossing the line from helping to hurting. 5. Learn strategies to stay on the helping side of the line.

T103 Climate Change, Climate Resilience, and the Important Role of Counselors

Debbie Sturm, PhD, LPC

STRATFORD

As professionals who believe that all individuals deserve basic human and civil rights, counselors are in a unique position to combine advocacy and crisis/disaster experience in order to build more resilient

communities and effective responses as our climate changes. Learn about the work of ACA's Working Group on Climate Change and how you can be a part of this effort. Upon completion, participants will be able to: 1. Understand the mental health impact of climate-related incidence and disasters. 2. Describe the roles mental health counselors can play in strengthening their communities and weave discussions on climate related disasters into their crisis training. 3. Gain knowledge about organizations who are currently doing this inter-professional, collaborative work and envision a role they could play in education, leadership, advocacy and service. 4. Have an understanding of the work conducted by the American Counseling Association's Working Group on Climate Change, Mental Health, & Human Rights.

T104 SMART Self-Care: Proven Stress Management Strategies for Counselors

Elias Moitinho, PhD, LPC (VA), LPC-S (TX), LMFT (TX)

MT. VERNON

Counselors have unique stressors and 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. Objectives : 1. Identify unique stressors counselors face. 2. Describe multidimensional stress management strategies for counselors. 3. Explore SMART goals to manage stress and thrive in the counseling profession.

T105 The Career Construction Interview in Action

Michele Siebert, PhD

APPALACHIAN

Using the 5 question narrative Career Construction Interview to assist students and clients in facilitating the career decision making process focusing on individual values and how those values are displayed to the world. Objectives : 1. Introduction to the elements of the Career Construction Interview. 2. How to use the CCI in the career development process for students in grades 8 -adult. 3. Combining personalized experiences with the career development process to create a relationship between expectation and satisfaction. 4. Ways to expand upon the results of the CCI using Virginia Career VIEW resources and assessments.

T106 Junk in the Trunk: Unpacking the Tools Needed for an Effective and Collaborative Relationship between Professional School Counselors and Schools

Denita Bottoms, EdD, Brady Wicker, EdD

PIEDMONT

This session will help professional school counselors unpack the tools needed to foster their relationships with administration. Participants will leave with an understanding of the importance of this relationship and the characteristics necessary to nourish their relationships with school administrators as they work to positively impact the next generation. At the end of the session, the participants will understand: 1. The role of the professional school counselor. 2. The importance of an effective administrator-professional school counselor relationship. 3. The ten characteristics of an effective administrator-professional school counselor relationship. 4. The four key components of an effective administrator-professional school counselor relationship.

T107 Update from the Board of Counseling

Kevin Doyle, EdD, LPC, LSATP, Jamie Hoyle, Esq

BLUE RIDGE

Objectives receive updates on recent activity by the Virginia Board of Counseling as well as a review of the recently regulated QMHP credential, an update on the status of action around conversion therapy, and

information on the proposal to require graduation from a CACREP-accredited program for professional counselor licensure. Participants will: 1. Learn about recent actions taken by the Va. Board of Counseling. 2. Become more familiar with regulations regarding qualified mental health professionals (QMHPs) and their scope of practice. 3. Learn about the Virginia Board of Counseling's recent actions regarding the practice of conversion therapy. 4. Be updated on the proposal to require graduation from a CACREP-accredited program in order to be licensed in Virginia.

T108 Writing

Charles Shepard, LPC, NCC, Darius Green, M.Ed, NCC

EMPIRE

Professional counselors are eligible to assist transgender clients with accessing gender-affirming medical interventions by writing letters of referral for these services. However, many who are interested in providing this type of supportive service are unsure about how. This session provides guidance on the practice.

Objectives learn about: 1. Basic information regarding the evidence that supports access to gender-confirming medical interventions for transgender clients. 2. Evidence-based measures for assessing mental health-related readiness for gender-confirming interventions. 3. The WPATH standards for referral letters relative to each type of intervention. 4. An opportunity to develop a template for use in future practice.

VA-ALGBTIC SPONSORED

T110 Career & Lifestyle Balance: Making the Case for Self-Care

Cynthia Doney, PhD, LPC, LPCC-S, LMHC, NCC

CRYSTAL

Self-care is not a luxury. Self-care is not a waste of time. Professional self-care in the helping profession is an ethical necessity and must be pursued intentionally by practitioners. Additionally, the concepts must be modeled and taught to emerging professionals in the field. Participants will: 1. Explore and develop greater awareness of existing evidence-based research that illustrates the need for increased professional and personal self-care. 2. Learn to recognize personal symptoms of secondary traumatic stress/compassion fatigue, burnout, and distress, that lead to impaired professional competence. 3. Conceptualize innovative approaches to implementing self-care strategies for themselves, and will be encouraged to implement this pedagogy as counselor educators.

POSTER SESSIONS

Thursday, November 7, 2019 1 - 3 PM

All Posters will be displayed in the Grand Ballroom East
(These sessions are NOT NBCC credited unless indicated)

Poster 1: Garrett Serrels, Graduate student, VCAF Pete Warren Fellow

The Need for Environmental Ethics in Professional Counseling Organizations' Code of Ethics: An Ecopsychological Perspective

This essay addresses the need for the establishment of an environmental ethic in professional counseling organizations codes of ethics with a focus on addressing the effects of climate change on mental health. The presenter encourages professional counseling organizations to incorporate an environmental ethic in their code of ethics that addresses the professional behaviors and core values of professional counselors.

ETHICS

Poster 2: Dominique Adkins, Ed.D, LPC, ACS, NCC

As We Forgive our Debtors: Religious/Spiritual and Transgression-Related Predictors of Forgiveness Among African Americans

A dissertation study was completed that examined the cultural factors, religious/spiritual factors, and transgression-related factors as predictors of forgiveness among African Americans. Additionally, the study explored the additional factors that impact the motivation to forgive among African Americans. The results lead to several implications and recommendations for future research and practice that will be discussed.

NBCC CREDIT

Poster 3: Rosemary Bell

Therapeutic Interventions for Childhood Sexual Abuse: Animal Assisted Therapy with Trauma Informed Care

The purpose of the session is to understand the research behind Animal Assisted Therapy and trauma-based interventions for children who have experienced sexual abuse. Animal Assisted Therapy creates an environment for children to heal, increases the therapeutic alliance, and helps relieve children from their trauma responses after experiencing abuse.

Poster 4: Michael Deitz, M.Ed., N.C.C., VCAF Pete Warren Fellow

More than Sports: Considerations for Training Counselors to Work with Injured Student-Athletes

Maladaptive behavior patterns may emerge in injured student-athletes as irrational beliefs can intensify mental health concerns. Therefore, presenters will explore related competency, training, and supervision considerations for counselors that may work in college settings and with injured athletes.

NBCC CREDIT

Poster 5: Melissa Key, BS, QMHP

Thinking Outside the Book

Our discussion will focus on how an individual's misdiagnosis can affect an individual's wellbeing, sense of self, life choices, family dynamic, and socioeconomic status. We will be highlighting the challenges that counselors face in conceptualizing their clients and ways to advocate for their client's needs.

Poster 6: Heather Tiffany, BS, QMHP-A

BDSM Culture and Counselor Awareness

Broaching the identities of the Bondage, Discipline, Sadism, and Masochism (BDSM) community is important for counselor multicultural competence when working with clients. The environment that has been cultivated by BDSM practices allows for the space to be therapeutic for the those who may have experienced traumatic life experiences.

Session 2

Thursday, November 7, 2019 12:15 - 1:15 PM

T201 Crisis! An Interactive Experience

Brandon Farmer, MA, LPC

LEXINGTON

Learn how the process of evaluation and hospitalization works in the State of Virginia by participation in a CRISIS simulation. All participants will: 1. Become familiar with the impact of creative techniques on mind, body and spirit. 2. Gain an awareness of the benefits of creative techniques. 3. Learn more specific techniques to include in the counselor tool kit.

T202 Waka Waka Bam Boom! A Drum Circle in My Office? Rhythm Based Interventions for Individual, Family, and Group Therapy for the Non-Music Therapist

Melissa Deaton Cook, LPC, NCC, ACS

CHESAPEAKE

Welcome to a fun experiential hands-on session that will demonstrate ways that rhythm based interventions can have a positive effect in reducing symptoms, enhance communication, and aid in teaching developmental skills in the context of therapy. Case examples will be presented throughout the experience. Learn simple interventions for your clinical tool box. Have fun and walk away feeling energized! No experience necessary! All participants will: 1. Learn how rhythm and music making interventions have been used successfully in individual, family, and group therapy. 2. Learn about evidence based research regarding rhythm and music making interventions. 3. Learn at least three simple interventions for their clinical tool box.

T203 Best Practices for Using Metaphors in Counseling Effectively

Elias Moitinho, PhD, LPC-S (TX), LPC (VA), LMFT (TX), Denise Moitinho, PhD

STRATFORD

Counseling work is accomplished through the use of language. Metaphors, similes, and analogies have been used in counseling to bring about therapeutic change. This workshop presents a review of the research literature on the use of metaphors, similes, and analogies in counseling and will explore how counselors can use them effectively. Participants will: 1. Identify metaphors, similes, and analogies and their use in communication. 2. Explore how to use metaphors, similes, and analogies in counseling effectively. 3. Describe specific metaphors, similes, and analogies to use in counseling sessions

T204 The Creek of Grief

Elizabeth Armstrong, MA, EdS Candidate

MT. VERNON

For many bereaved parents, grief is the creek running just outside, always being heard, sometime blending in with the noise of life, but ever present. When other storms come, the creek becomes a flooding issue much faster than those who do not have the creek outside. This is a look at how bereavement affects all other aspects of life. Being mindful of bereaved client's grief. 1. Review current literature on bereaved parents. 2. Discuss how bereaved parents carry lifelong grief and are continually in the stages. 3. Introduce methods for helping clients identify the triggers and stages of that grief. 4. Provide practical ideas coping strategies.

T205 College Exploration and Preparation for EL – A High School and College Partnership

Silvia Restivo, EdD, LPC, Brandy Boies

APPALACHIAN

In today's academic arena, EL students are faced with not only learning a second language, but are also held to the same standards as native English speakers. Identification of needs and services is essential to their success in school and with school and college readiness. School counselors play a significant role by providing students with opportunities for college and career readiness. The partnership between Frederick County Public Schools' school counselors and Lord Fairfax Community College staff has created annual college exploration tours for all 8th grad students, as well as college exploration tours for High School ELs. In this session, participants/School Counselors will: 1. Learn strategies for creating successful programs, projects, and collaboration with local colleges/universities to help develop partnerships between school and higher education. 2. Increase their knowledge and education regarding challenges of EL students, and strategies for providing assistance and support for post-secondary education. 3. Take away samples of

effective practices which support college readiness for EL students. Presenters will share initiatives which have been implemented in FCPS through a partnership with local college.

T206 Developmental and Attachment Approaches to Treating Trauma

Darius Green, MED, NCC, Charles Shepard, LPC, NCC, PhD Student

DOMINION

This session will provide a theoretical conceptualization and application for working with clients across the lifespan that have encountered acute and complex traumatic experiences. Objectives be introduced to the connections and implications of developmental and attachment theory in addressing trauma and promoting wellness in counseling. As a result of attending this presentation, participants will be able to: 1. Identify core ideas of developmental and attachment theories. 2. Describe the impact of various types trauma across the lifespan. 3. Apply and integrate developmental and attachment theories to treating trauma.

T207 Referral: An Overlooked Skill and an Ethical Obligation for Counselors

Kevin Doyle, EdD, LPC, LSATP, Mackenzie Shornak

BLUE RIDGE

This session will focus on the often overlooked counseling skill of referral. Presenters will compare the guidelines from the Commonwealth of Virginia Regulations Governing the Practice of Professional Counseling and those in the American Counseling Association Code of Ethics. Referral will be presented as a critical, ethical responsibility. Participants will: 1. Learn what the regulations governing the practice of professional counseling in Virginia say about referral and accepting clients already receiving services from another mental health service provider. 2. Learn what the American Counseling Association Code of Ethics says about these topics. 3. Consider best practices in making and receiving client referrals. 4. Review the need for client permission in communications with other professionals.

ETHICS

T208 & T308 Laughing with Your Clients: Humor and Therapy

William Scott, PhD, LPC, LMFT

EMPIRE

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. Objectives : 1. To be more comfortable with and to be more willing to invite humor into one's work. 2. To have a theoretical model for the incorporation of humor. 3. To be familiar with basic guidelines for the use of humor in counseling and psychotherapy. 4. To lighten up, loosen up and practice ways to expand our comic visions.

T209 & T309 Then and Now: The Racial Disparities of Income and Wealth

Walter Anderson, PhD, Derick J. Williams, PhD

DOMINION

Counselors and counselor educators apply their knowledge of racial disparities to increase empathy and advocate more effectively. Research shows that most people grossly underestimate the magnitude of the disparities of income and wealth. Our presentation will help counseling professionals practice more effectively by better understanding the consequences of the underestimates. Counselors and counselor educators attending will: 1. Learn to better understand current racial disparities. 2. Learn how and why most people grossly underestimate the current magnitude of both disparities and how resulting blind spots impair

interpersonal relationships and effective public policy. 3. Discuss the causes and social costs of the disparities and their underestimations and what counseling professionals can do in response.

T210 Group Crisis Intervention Techniques for Promoting Resilience in Troubled Times

Lennis Echterling, PhD

CRYSTAL

Crises never occur in a vacuum. Fellow students, co-workers, and friends are often deeply impacted. Following a catastrophic event, a group format can be a particularly powerful medium. In this session, you will learn practical group techniques for promoting resilience. Handouts will include detailed information on facilitating effective crisis groups. At the conclusion of this session, participants will be able to: 1. Describe the vicarious impact of an individual's crisis on others within the person's social network. 2. Recognize the power of a group format in promoting the resilience of members. 3. Summarize the stages involved in facilitating a group crisis intervention. 4. Demonstrate specific techniques involved in an effective group session.

Session 3

Thursday, November 7, 2019 1:30 – 2:30 PM

T301 Advocacy in Action: Influencing Lasting Change

Matthew Fullen, PhD, LPCC (OH), Julie Williams, BA, Jordan Westcott, MS, Doctoral student

LEXINGTON

This presentation will provide foundational information as well as specific techniques for effective counselor advocacy. Client-level, systemic, and legislative advocacy will be discussed to address current concerns for the counseling profession, inspire new ideas, and encourage advocacy efforts. Diverse examples of counselor advocacy will be featured using case studies. Participants will: 1. Learn about advocacy needs of the counseling profession. 2. Be introduced to different ways of conceptualizing advocacy. 3. Consider new strategies for facilitation of advocacy knowledge and efforts. 4. Learn about the significance of policy knowledge in counselor advocacy. 5. Gain insight from various advocacy projects by students, practicing counselors, and counselor educators.

T302 Using Learner Growth Models in Counselor Education and Supervision

Amie Manis, PhD, LPC, NCC, ACS, Stacy L. Sculthorp, PhD

CHESAPEAKE

An embedded assessment model promotes institutional assessment practices as a tool for student and faculty empowerment in real time. It also positions assessment specialists and administrators with data to drive quality improvements to the curriculum. An example from an online, industry accredited doctoral program in counselor education and supervision is presented using a learning growth model at the learner and program levels. Participants will: 1. Analyze the elements of a learning growth model with a relevant example. 2. Discuss the potential impacts of using a learning growth model at both the learner level and aggregate level. 3. Identify elements of a learning growth model that might be immediately applied to your programs or courses.

SUPERVISION

T303 VCA Foundation Grantsmanship 101

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

STRATFORD

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. 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 check list to develop a reasonable time line 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.

T304 Harm Reduction Counseling: Motivational Interviewing, Advocacy, and Redefining the Path to Recovery

Justin Jordan, LPC, CSAC, Dana Lyon, BS

MT. VERNON

Harm reduction (HR) counseling allows clients to choose outcome goals within the spectrum recovery-based treatment programs. Motivational Interviewing is evidence-based practice that fosters change and is consistent with HR philosophy. HR and Motivational Interviewing skills can be infused in counselor training and implemented in a variety of settings. Objectives : 1. Differentiate harm reduction approaches within the spectrum of recovery-based programs for substance use. 2. Evaluate the importance of training in Motivational Interviewing and applying those skills in multiple settings. 3. Weigh the urgency of incorporating harm reduction strategies into counseling practice given the epidemic of drug overdose in Virginia. 4. Weigh the social justice and advocacy issues that support flexibility in approaching the client change process, consistent with harm reduction philosophy.

VAAC SPONSORED

T305 Bedrock Bootcamp

Melissa Rolfes, LPC

APPALACHIAN

Core skills that we often take for granted as helping professionals, redefined and condensed in a 60-minute session for any level of clinician and/or student: includes proper diagnosing, identifying and distinguishing between symptoms, effective de-escalation techniques, and good assessment questions. Designed to refresh, boost, and challenge your repertoire! Objectives : 1. Basic Mental Health Competencies & Distinguishing Between Mood vs. Anxiety vs. Thought vs. Personality Disorders. 2. Diagnosing & Labeling vs. Symptoms & Level of Functioning. 3. Learning the Art of De-escalation. 4. How To Do a Good Assessment, Including Risk Assessments.

T306 Using Social Thinking® in Classrooms and Small Groups

Terri Mason, PhD, Certified School Counselor

PIEDMONT

Participants will be introduced to "Social Thinking®" concepts and how they promote social and emotional well-being. In order for students to be available for learning their social and emotional well-being needs to be understood. Once understood their behavior then becomes the language of expression of their social and emotional well-being. By using "Social Thinking" counselors can help address students social and emotional well-being. The session will include sample curricula, language and lessons. Objectives : 1. To understand social skills and their importance to student social and emotional well-being. 2. To understand "Social Thinking®" concepts. 3. To gain understanding of ways to teach social skills in classroom and in group

settings. 4. To have understand curricula and activities to use to teach social skills in classroom and group settings.

VASGW SPONSORED

T307 NCDA (National Career Development Association) Credentials for Counselors and Career Services Providers

Celeste Hall, M.Ed.

BLUE RIDGE

NCDA offers opportunities for professional development through credentials. This session will discuss the need for career development expertise. NCDA's credentials can help to demonstrate your professional experience through credentials such as the CCSP (Certified Career Services Provider), CCC (Certified Career Counselor) and the CSCDA (Certified School Career Development Advisor) certifications. Objectives : 1. List 3 reasons that career development expertise is needed by students and adults. 2. Identify the purpose and content of NCDAs Facilitating Career Development course and the School Career Development Advisor course. 3. Describe the purpose and value of credentials beyond degrees. 4. List the credentials offered by NCDA. 5. Describe the process of applying for NCDA credentials.

VACD SPONSORED

T310 Thriving in My Own Crisis of Cancer

Lennis Echterling, PhD

CRYSTAL

Suddenly confronted with cancer, I became my own case study as a counselor educator who teaches crisis counseling. In this session, I offer four principles of thriving that emerged from my own life lessons in dealing with a time of turmoil, threat and adversity. At the conclusion of this session, participants will be able to: 1. Describe the four principles of thriving in times of crisis. 2. Apply these principles to counselor education and crisis counseling. 3. Summarize the process of crisis resolution from victim to survivor to thriver.

Session 4

Friday, November 8, 2019 8 AM – 9 AM

F401 Mindful Smartphone Habits for Counselors and Adolescents

Elizabeth Shoop, MS, LPC, Liesel Showalter, MA, LPC

LEXINGTON

Today adolescents spend most of their social time on smartphones, leaving less time for face to face interactions. Studies indicate a positive correlation between time spent on social media and increased depression and anxiety. In this session, counselors will learn and experience a mindful approach to help adolescent clients improve their mental health and be more self-aware when using social media. Participants will: 1. Be informed of current research studies that suggest correlations between adolescent social media usage and mental health. 2. Experience a mindfulness activity and social media exercise. 3. Receive a tip sheet and list of helpful resources. 4. Learn ways to model and demonstrate healthy and pro-social use of technology with clients in session.

F402 Keeping Our Students Well: Incorporating Wellness Concepts in Internship Supervision

Jennifer Carney, PhD, LPC

CHESAPEAKE

This session will review common stressors that counseling students may encounter during practicum and internship. An overview of wellness concepts will be presented, and we will discuss how wellness is relevant

and important to counseling and to the students whom we supervise. The presenter will review results of preliminary research that indicate how wellness levels can vary over time for counseling students, and specifically during their field experiences. Finally, wellness-oriented approaches to supervision will be introduced that may be weaved into current supervision practices. Objectives : 1. Identify common stressors among counseling student interns. 2. Define a concept of wellness. 3. Understand how wellness is relevant to intern development. 4. Identify ways in which a wellness orientation may be incorporated into supervision practices.

SUPERVISION

F403 Pathways for Supporting Students Returning from DoDD Schools

Patrick Mullen, PhD, NCC, NCSC, ACS

STRATFORD

This session covers information regarding the distinctive aspects of U.S. Department of Defense Dependent (DoDD) schools. The presenters will highlight common student experiences in this school setting along with parent's perceptions. Objectives also gain an understanding of approaches for which counselors can support students that attended these sites. Objectives : 1. Learn about Department of Defense Education Activities schools and counselor's role within this unique setting. 2. Objectives learn about student experiences and parents' perceptions of the services provided through U.S. Department of Defense Dependent (DoDD) schools. 3. Discuss ways in which counselors domestic and abroad support the students and families attending U.S. Department of Defense Dependent (DoDD) schools.

F404 & F504 AAT in Counseling Theory – Principles, Techniques & Applications

Trent Davis, PhD, LPC, Sarah Dunleavy, MEd, NCC, Resident in Counseling

MT. VERNON

Through an exploration of the clinical and practical elements associated with the development and implementation of an Animal-Assisted Therapy program, the presenter will share their experiences of successfully developing an AAT program in a college counseling center. This presentation will include AAT principles and theory, ethical considerations, and recommendations for application with diverse mental health presentations. Objectives : 1. Gain knowledge of underlying principles, and theory which support the implementation of AAT in counseling. 2. Gain knowledge of relevant research on AAT and how to evaluate the effectiveness of interventions. 3. Learn ethical, safe and effective AAT interventions, and how adapt interventions to specific clinical populations and areas of interest. 4. Gain an awareness of the potential barriers and solutions involved in the therapeutic application, and inclusion of animals in clinical settings.

F405 & F505 E.T.H.I.C.S. Escape Room: Healthy Self-Care is the Only Way Out

Tara Matthews, PhD, LPC, MAC

APPALACHIAN

This interactive session includes a review ethical codes and standards of practice that mandate the need for self-care for all counselors. Through group work, audience participation, and take away activities, the participants will learn the E.T.H.I.C.S. of Self-Care and escape with a plan to implement improved self-care into their lives. Learning Objectives : 1. The counselor will be able to identify the ethical standards and principles that mandate self-care. 2. The counselor will be able to identify the E.T.H.I.C.S. of self-care and to reframe excuses into opportunities for growth. 3. The counselor will be able to identify six practical self-care strategies to improve health and well-being. 4. The counselor will utilize the ACA ethical decision making model to determine an ethical course of action.

ETHICS

F406 Trauma Informed Care Principles in Counselor Education

Sophia Taylor, PhD, LPC

PIEDMONT

Many students enter counselor education programs with a trauma history. Due to the nature of course work involved in counselor education, a student may become triggered and impacted by their trauma history. Working with students with actively triggered trauma symptoms can be an ethical dilemma for counselor educators. Objectives : 1. Applying trauma informed principals in counselor education. 2. Learning student psycho education on trauma, healthy coping mechanisms, and course-work-life balance. 3. Learn faculty self-care, boundary setting and student mental health referral plans

F407 Adversity and Health: Implications for Counseling Couples with Low-Income

Naomi Wheeler, PhD, LMHC (FL), NCC

BLUERIDGE

Over 45 million Americans identify as low-income and disproportionately experience childhood adversity, relationship stress, and poor mental and physical health. Couples counselors have an opportunity to help address and mitigate disparities. This session will discuss findings from the research that connect adversity, relationship quality, and health for couples with low-income. Objectives : 1. Discuss connections between adverse childhood experiences, relationship quality and health for low-income couples. 2. Discuss implications from the research to counseling assessment and intervention. 3. Discuss challenges and opportunities for couples counseling intervention and overall for the field of counseling as an integrative approach to addressing health disparities.

F408 A Whole New World: Counselors Supporting Students as they Transition from K-12 to Higher Education

Todd Stanley, MS, LPC, Connie, Elkins, LPC, Jennifer Condon, EdS

EMPIRE

The K-12 and higher education landscapes are vastly different and transitioning between the two can be especially stressful for some students/clients. Counselors in a variety of settings play a vital role in helping students chart a course for success. Special attention will be given to supporting students experiencing mental health challenges. Counselors attending this session will: 1. Gain a better understanding of the various stressors students/clients face during late adolescence and how counselors across multiple settings can help, e.g. high school counselors, community counselors, college counselors. 2. Return to their various work settings feeling more confident in their ability to help prepare their students/clients for the transition to college. Leave with a list of topics to discuss, as well as tips and strategies. 3. Learn about the array of services and supports available on many college campuses and how to navigate those support systems. 4. Be introduced to the Jed Foundation's Transition of Care Guide, which is specifically designed to assist students with transitioning their mental health care from home to college. 5. Examine various laws, policies, and procedures that students/clients encounter during their college transition and how they differ across settings.

F409 & F509 Counselor Grief Narratives: Sharing Our Stories

Jennifer Lindamood, BSN, RN, MS, Kaitlin Carter, MS

DOMINION

For counselors, grief and loss experiences impact us both professionally and personally. Not only do we experience the pain from our own losses, but also the vicarious grief that our clients share with us. The purpose of this session is to provide a safe container for us to find our voices, share grief narratives, and examine what strategies provide healing comfort from the pain we experience within ourselves. Participants will: 1. Learn how to give voice to our own grief and loss stories thereby better guiding clients/patients to work

more effectively with their losses. 2. Discover relief from loss burnout, compassion fatigue, and vicarious trauma. 3. Learn new self-care and stress management strategies for loss. 4. Learn how to skillfully handle emotions and thoughts. 5. Cultivate a sense of personal self-compassion and overall well-being.

F410 Enhancing Counselor Site Supervisor Self-Efficacy by Utilizing Modular Participation

Steve Johnson, PhD, LPC, LMFT, ACS, Karin Dumont, PhD, NCC, LPCS, ACS, Henry Bruns, MA

CRYSTAL

This program will focus on a curriculum designed to be used by counselor educators to enhance site supervisor sense of self-efficacy, competence, and effectiveness in the role as site supervisors. This program will achieve program learning outcomes by facilitating the transfer of knowledge to skill development through programmatic support of site supervisor's professional development. Participants will: 1. Identify Objectives important for enhancing site supervisors sense of self-efficacy. 2. Be able to explain the isomorphic nature of supervision and the clinical setting with application of the common factors to this interactive dynamic. 3. Be able to apply strategies for developing modules designed to increase site supervisor's sense of self-efficacy in their supervision of student interns.

SUPERVISION

VACES SPONSORED

Session 5

Friday, November 8, 2019 9:15 – 10:15

F501 Supervision & Trauma: Ethical and Multicultural Considerations for the Supervisor, Supervisee, and Client

Aimee Brickner, PhD, LPC, Daria White, PhD, Jamie Rice, M.Ed., NBCC

LEXINGTON

Supervisors already face a variety of challenges in the supervisory relationship and when issues related to trauma emerge, they can create additional complications. In addition, innumerable multicultural issues can further obfuscate the supervision process. Throughout this presentation we will provide examples, case studies, and guidelines for best practices in trauma-informed supervision with an emphasis on multicultural topics. Objectives : 1. Explain key ethical concepts for supervision and education from the ACA Code of Ethics (2014, Section F) with an emphasis on those related to trauma and multicultural competencies. 2. Discuss trauma informed counseling practices and how they relate to supervision. 3. Discuss the multicultural dimension involved at the individual and communal level of trauma that could impact the supervisory relationship. 4. Explore the intersectionality of trauma and multicultural issues. 5. Engage the audience by presenting 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.

ETHICS & SUPERVISION

F502 Developmental Gaps among South Asian Students: Implications for School Counseling

Daphne Ingene, PhD, LPC, Umme Nishat Binte Siraz, Graduate Student

CHESAPEAKE

This presentation will explain the importance for school counselors to be aware that South Asian students have a different developmental model and there is a gap in child development between those who attend preschool and those who do not attend preschool. Objectives : 1. Learning about the importance early childhood education program in Bangladesh. 2. Learning about how early education impact on the Literacy-numeracy, physical, social-emotion, and learning. 3. Identifying how USA has increasing number of Asian

children enroll the preschool and nursery. 4. Identifying the gap between South Asian students developing and their needs when studying in the US. 5. Identifying ways school counselors can do to fill the gap.

VASGW SPONSORED

F503 Empower(ed) Families: Supportive Treatment for Caregiver Burnout in Parents of Adolescents with Eating Disorders

Jennifer Vinces-Cua, LMHC, LPC, ACS, NCC, Sandra Noble, MA

STRATFORD

This session identifies the unique challenges experienced by caregivers of adolescents with eating disorders, which are rarely identified by mental health professionals and seldom treated. A model for a caregiver support group is described including psychoeducation. Learning Objectives : 1. Explore the aspects of disordered eating that impact families, 2. Describe the role of the caregiver in eating disorder treatment, 3. Discuss a model for treatment planning.

F506 Tangible Steps to Support TGNC Youth and Adults

Angela Callahan, LPC, NCC

PIEDMONT

With transgender and gender-nonconforming (TGNC) people being more out in their communities, it is essential to modify many of our current systems, standards, and laws to be more inclusive and supportive. Learn how to make schools, agencies, employers, and services more inclusive in your communities. Objectives : 1. Understand terms and concepts that are specific to the trans and nonbinary communities. 2. Recognize how binaried (male or female) language is ever present, and how to begin to shift your own language to become more inclusive and non-assuming. 3. Identify binaried or gendered practices, facilities, laws, or procedures in your everyday life, and the tangible changes to make in order for these to become more inclusive. 4. Seek out additional resources, services, and agencies in your community that can be agents of change, and ensure their appropriateness as potential referral sources for your clients.

F507 Collaborating with School Counselors to Address the Transitional Needs of First Generation College Students

Quentin Alexander, PhD

BLUE RIDGE

The presenter will address the social, emotional, and academic needs of first-generation students as they transition into post-secondary education. Strong collaboration between high school counselors and post-secondary education student affairs personnel might mitigate stressors such as loneliness, anxiety, and depression these students experience as they make this transition. Participants will be able to: 1. Understand how first-generation students pursuing post-secondary education experience post-secondary education environments. 2. Learn how to identify first-generation students interested in post-secondary education earlier in their high school years. 3. Learn about college student development services available in the post-secondary educational environment. 4. Discuss and learn ways to collaborate with post-secondary environments to create programming to prepare first-generation students and their families for the post-secondary experience. 5. Help students prepare for academic skills necessary for success in post-secondary education.

F508 What to Do When You Don't Know What to Do: Working with Trauma

Jon Winder, LPC, LSATP, EMDR Certified

EMPIRE

It is becoming more apparent that trauma underlies most diagnostic categories. Working with trauma presents specific therapeutic challenges, which can be overwhelming. This workshop presents a protocol and strategies to manage the most difficult therapeutic situations utilizing the principles of EMDR therapy, attachment theory, and somatic approaches. Participants will: 1. Learn 3 ways to resource the client to prepare them for trauma work. 2. Design a treatment plan that addresses clients' treatment needs in a way that they can emotionally handle. 3. Learn the 5 biggest stumbling blocks that occur and how to overcome them. 4. Learn ways to manage abreactions and keep the client safe and coming back. 5. Learn 3 new techniques that will facilitate neutralizing the effects of trauma.

Session 6

Friday, November 8, 2019 10:30 – 11:30 AM

F601 Evolution of Online Counselor Education

Dominique Adkins, EdD, LPC, ACS

LEXINGTON

As of January 2019, there are 66 online CACREP-accredited Masters programs being offered via distance modalities. With the growth of distance learning, it is important that careful consideration is taken to ensure the development of effective online counselor education pedagogy. The presenter will reflect on her transition from traditional campus learning to an online setting. She will offer lessons learned along with the current applicable research. This discussion will provide an overview of technology available to promote student engagement and student development. The presenter will also address topics such as ethical considerations of online pedagogy, professional identity, gate-keeping, and mentoring. In addition, various innovative instructional techniques that can be used in both the online and ground formats will be shared. Participants will: 1. Be provided with the evolution and history of online learning. 2. Identify ways to incorporate online delivery method into traditional models of learning. 3. Learn and discuss strategies for effective online learning for counseling students and adult learning.

ETHICS

F602 Therapist Use of Self in Play Therapy: A Model for Decision Making

Josie Olson, MA, LPC, DBTC, RPT-S

CHESAPEAKE

Professionals who practice play therapy often have difficulty determining the role they serve in the play experience. The Play Therapy Dimensions Model created by Lori Yassenik and Ken Gardner provides a framework for decision making. Utilizing this decision making model, the therapist is able determine to how to proceed during session(s). Objectives : 1. The participant will be able to describe components of "The Play Therapy Dimensions Model." (Yassenik & Gardner 2012). 2. The participant will be able to identify factors to consider when determining child's level of conscious awareness in the play therapy setting. 3. The participant will be able to identify 3 effective ways counselors can immerse themselves in the play while enhancing the therapeutic relationship. 4. The participant will be able to explain the use of "soft" interpretations in the play therapy setting.

VACFC SPONSORED

F603 Creativity Knows No Bounds: Thinking Outside the Box when Counseling Children, Adolescents and Adults

Stacey Lilley, PhD, LPC-S

STRATFORD

This workshop will provide an overview of the benefits of creative techniques in counseling children, adolescents, and adults. The discussion will focus on how creative modalities of counseling can help both verbal and nonverbal/hesitant clients process unresolved or subconscious materials. Specific techniques will be discussed and demonstrated. Learning Objectives : 1) Become familiar with the impact of creative techniques on mind, body, and spirit. 2) Gain an awareness of the benefits of creative techniques. 3) Learn more specific techniques to include in the counselor tool kit.

F604 The Caged Bird Still Sings: Exploring African American Graduate Students Experiences of Institutional Oppression in Clinical Mental Health Training Programs

Ashley Blowe, PhD

MT. VERNON

This session is designed to highlight the unique challenges faced by Black graduate students in Clinical Mental Health Programs, housed in predominantly White Institutions. Research will be reviewed from the perspective of the African American student and faculty member, followed by exploration of collective approaches for mitigating institutional oppression and problem-solving. Objectives : 1. Major themes in autoethnography research by African American graduate/doctoral students in Clinical Mental Health Training Programs. 2. Major themes in the research regarding the experiences of African American faculty working to support African American students in predominantly White Institutions. 3. Parallel processes experienced by African American students, African American faculty and the intersection of client mental health care. 4. Objectives be offered an opportunity to participate in a discussion focusing on sharing problem solving suggestions, strategies and solutions.

F605 Professional Counselor and Doctoral Student: Managing the Transition or Dual Roles

Laura Welfare, PhD, LPC, NCC, ACS, Okey Nwokolo, MS, BCBA, LBA, Brandy Smith, MA, LPC, Jon Wiley, MS, LPC

APPALACHIAN

This panel discussion will explore the transition process for counselors returning to graduate school to pursue doctoral degrees. Panelists are all practicing counselors who decided to pursue doctoral degrees, part-time or full-time. Please join us for a candid discussion of traps and triumphs inherent in the transition into doctoral study. Objectives : 1. Be able to identify practical considerations for pursuing a doctoral degree. 2. Understand examples of the complex professional identity changes that are inherent in pursuing a counselor education doctoral degree. 3. Gain insight into a variety of roles through which counselor educators-in-training integrate and express professional identities as leaders and advocates. 4. Be able to describe the subjective, nuanced experiences counselors may have when transitioning into a doctoral degree program.

F606 Domestic Terrorism: Charlottesville Field Intervention Addressing Dissociation

Benjamin Keyes, PhD, EdD, LPC

PIEDMONT

This workshop focuses on field intervention strategies following an incident of domestic terrorism in Charlottesville, VA in 2017. From a community effort of local therapists and support from ACA and Green Cross, a plan was implemented to support the community of Charlottesville in healing and recovery. Objectives : 1. Compare and differentiate the effectiveness of a variety of intervention techniques that are designed to decrease immediate stress levels when working in the field following an event or situation of domestic terrorism. 2. Design and formulate specific plans for the use of intervention techniques that are considered effective Psychological First Aid procedures during situations of deployment and response to an event of domestic terrorism. 3. Examine personal bias that may lead to counter-transference issues and negate an effective intervention when helping those in the field exposed to ideologies and politics opposite

of their own. 5. Organize and apply specific interventions with professional helpers during a domestic terrorist event. These strategies can be effective both with other professionals but also with themselves in decreasing the likelihood of the development of Compassion Fatigue and Burnout. The focus will be on comparison, evaluation, and application.

F607 Developing and Testing a Nature-Based Counseling Room

Matt Bukowski, MA, LPC, VCAF Grant Recipient

BLUE RIDGE

This session presents initial data from a VCA Foundation grant-funded project to develop a nature-based private practice office. Participants will learn about the origin and research base for the project, see documentation from all stages of development and the final nature-based counseling office. The session will then finish with data gathering procedures and analysis of initial data gathered from clients who have had counseling in the nature-based counseling office. Learning Objectives : 1. Learn about the research supporting the mental health benefits of nature, 2. Learn about the development of a grant-funded project, 3. Learn qualitative and quantitative outcome measures for pilot testing of a nature-based counseling office.

F608 The Aligned Model for School Counselor Supervision

Adrienne Backer, M.Ed.

EMPIRE

The Aligned Model for School Counselor Supervision (AMSCS) provides a contemporary paradigm for school counseling supervision. The AMSCS uses a 3 (supervisor roles) by 3 (focus areas) by 4 (Elements of the ASCA National Model) framework that can be addressed thematically as applicable (via the four ASCA National Model Themes). Learning Objectives : 1. Participants will understand the theoretical framework of the Aligned Model for School Counselor Supervision. 2. Participants will synthesize their understanding of the American School Counselor Association's National Model with their application of school counseling clinical supervision. 3. Participants will be able to apply the Aligned Model for School Counselor Supervision to their school counseling clinical supervision practice.

SUPERVISION

F609 Everything You Wanted to Know About Death But Were Afraid To Ask

Jennifer Lindamood, BSN, RN, MS

DOMINION

The experience of caring for a loved one throughout the dying process is an emotional and overwhelming one. The dissociation of today's society from dying can leave caregivers feeling isolated, overwhelmed, and lacking both information/supports. Counselors with a basic working knowledge of the dying process are in a unique position to be able to offer support, validation, resources, and confidence to those caring for or loving the dying and deceased. This session examines the dying process as well as ways in which this knowledge can enable counselors to promote open discussions of their clients' experiences, to have an increased level of comfort in engaging in those discussions, to help normalize the experiences of death for clients, and to assist in normalizing the emotions that accompany the loss of a loved one. Objectives : 1. At the conclusion of this presentation learners will be able to discuss the basic physiological process of dying. 2. At the conclusion of this presentation learners will be able to discuss the potential impact of witnessing death and dying on the caregivers and loved ones. 3. At the conclusion of this presentation learners will be able to recognize the benefits of being informed about the dying process in relation to helping clients.

F610 When Everything Hurts: Chronic Pain & Opioid Use Disorder

Jenna Fitzgerald, M.Ed., LPC, NCC, Caitlin Dallas, MA

CRYSTAL

Chronic pain and opioid use disorder have a high comorbidity rate. We present techniques that counselors can use in a variety of settings to promote resilience, hope, and connection for clients, with a special focus on somatic therapies. The session will include a presentation followed by an experiential somatic piece. Objectives : 1. The prevalence of co-morbid chronic pain and substance use disorder. 2. How to help clients manage co-morbid chronic pain and substance use disorder. 3. Participants will learn grounding techniques that can be utilized with clients struggling with chronic pain.

Session 7

Friday, November 8, 2019 1:45 PM – 2:45 PM

F701 Developing Multicultural Counseling Competencies in Supervision

Zoricelis Davila, PhD, LPC-S, Joy Mwendwa, PhD, NCC, ACS

LEXINGTON

A grounded theory approach was used to examine the integration of multicultural discussions in counseling supervision. The emergent theory provided a model for the practice of competent multicultural counseling supervision, the supervisor's characteristics and the supervision process. The author provides recommendations for counselor educators to implement in master's level programs. Objectives : 1. Participants will discuss the relevance and implications of integrating cultural discussions in counseling supervision. 2. Participants will be able to identify characteristics of a competent multicultural counseling supervisor and its relevance in developing multicultural competencies. 3. Participants will be able to identify and describe strategies to implement in a competent multicultural counseling supervision process. 4. Participants will be able to apply principles learned to create a safe place for clients, counselors, educators, and supervisees for the positive integration of cultural discussions in counseling supervision.

SUPERVISION

F702 Let There Be Freedom and Justice for All: Creating a Transgender-Friendly World in Which Everyone Belongs

Radha Horton-Parker, PhD, NCC, NCSC, Abie Tremblay, MEd, NCC, CCMHC

CHESAPEAKE

This session will explore the needs and challenges facing transgender individuals in our society and within our social justice system. Varying cross-cultural views of transgender identity will be presented. Via video vignettes and case examples, participants will develop the ability to understand, appreciate, assist, and advocate for transgender clients. Participants will: 1. Become aware of the numerous issues confronting transgender individuals, including within our criminal justice system. 2. Consider diverse views on gender as found in varying cultures. 3. Develop an enhanced ability to assist and advocate for transgender clients.

F703 Communicating Death with Children Through Literature

Maureen Walls-McKay, PhD

STRATFORD

Talking with children about death is often considered taboo. This interactive presentation will model how to communicate loss and grief more effectively to children through (a) a group discussion about language and (b) an exercise that will allow participants to read and reflect on children's books about grief. Objectives : 1. Develop direct and clear language to approach the topic of death and dying with children. 2. Analyze euphemisms used in an individual's personal life compared to the language presented in children's books. 3. Acknowledge children's need to express their feelings about death. 4. Become more comfortable with having

an open and honest dialogue with children about death and dying. 5. Be introduced to books that will assist in the discussion about grief, loss and death.

F704 & F804 Love Work: Brief Interventions to Develop Secure Relationships

Walter Mehring, EdS, LPC, LMFT

MT. VERNON

Presenting Love Work: A user friendly model for brief, effective Relationship Counseling. Brain functions which protect partners personally often interfere with their ability to connect emotionally. Counselors will learn skills to calm distressed partner's self-protection impulses and instead find deeper security in mutually nurturing relationships. Session Objectives : 1. Learn skills that develop client brain functions for secure attachment and stable relationships. 2. Learn a method for helping couples understand and deal effectively with their emotional experience. 3. Learn how to help couples defuse a partner's defensive reactive behaviors. 4. Learn how to build couples thoughtful connective behaviors. 5. Become aware of this method's usefulness and its limitations

F706 & F806 Living Your Truth

Ari Laoch, MS, CRC, CBIST, Resident in Counseling, Chelsea Schwam, MSW

PIEDMONT

This session will discuss the recommendations of group treatment based on a review of what worked, what didn't work, and what needed to evolve in three consecutive 8-week strength-based Transgender identity development and processing groups funded through a generous grant from the VCAF. Participants will:

1. Learn current and appropriate language and supportive terminology for providing services to persons within Transgender spectrum. 2. Gain knowledge to challenges and barriers to mental health services for persons who are Transgender. 3. Gain knowledge of affirming and evidence-based interventions for clinical support of persons who are Trans identified. 4. Develop understanding of benefits to a "nothing about us without us" driven support/therapy group model.

VA-ALGBTIC SPONSORED

F707 First in the Family and the Family's First: Supporting First Generation College Students and Their Families

Nancy Chae, LCPC, NCC, NCSC

BLUE RIDGE

This session will explore how counselors can support the students and families of first-generation college students. Participants will learn about the contexts of first-generation college students, the transitions and stressors experienced by their families, as well as ways in which counselors play a role in supporting the unique needs of these families. Participants will: 1. Learn about the unique needs of first-generation college students and their families. 2. Participants will learn ways to support families of first-generation college students.

F708 An Introduction to Therapeutic Work with Preschoolers: Clinical Considerations and Treatment Approaches for Young Children and their Caregivers

Jessica Cardwell, PsyD, Licensed Clinical Psychologist

EMPIRE

The importance of early intervention is well documented yet few child practitioners provide services to children before kindergarten. This training is designed to give participants a foundation in the mental health needs of preschoolers, and therapeutic strategies for working with them and their caregivers. Participants will

learn to: 1. Identify developmental norms for 2-5 year old children. 2. Identify common intake concerns with young children. 3. Employ at least 3 therapeutic interventions with young children. 4. Identify the importance of caregiver participation and how to integrate them into treatment with young children.

F709 Ethically Engaging a Client's Spiritual/Religious Values

David Mikkelson, PhD, M.Div., LMFT, Suzanne E. Mikkelson, PhD, LMFT

DOMINION

This workshop will help counselors explore key ethical and clinical issues surrounding this important aspect of a client's worldview. Participants will explore current research, examine ethics codes and ASERVIC competencies, participate in group discussion, and discuss role play scenarios to deepen understanding and sharpen clinical skills for this topic. Objectives : 1. Explore important research studies that address the importance of spiritual and/or religious values for clients. 2. Analyze statements in the ACA and/or AAMFT Code of Ethics that pertain to engaging a client's spiritual and/or religious values. 3. Apply ethical standards to clinical situations that involve spiritual and religious belief systems of clients. 4. Identify the ASERVIC competency the participant most wants to improve. 5. Design clinical questions that will ethically engage clients on spiritual and/or religious values.

ETHICS

F710 & F810 Qoya Dance and Movement: An Embodiment Practice

Laura Farmer, PhD, LPC, CSAC

CRYSTAL

Qoya is movement as metaphor. It is an embodiment practice to help us remember our essence is wise, wild, and free. In this session, the lead presenter will facilitate a Qoya movement 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. Objectives : 1. Experience a Qoya movement class. 2. Engage in dialogue with peers about their self-discoveries. 3. Understand and articulate the applications of Qoya-based movement for counselors.

Session 8

Friday, November 8, 2019 4:15 – 5:15

F801 Ethical Considerations in Tele-mentalhealth Counseling and Supervision

Susan Dye, EdD, LPC-S, Susanne Preston-Josey, PhD, LPC, LSATP, NCC, RPT-S, ACS

LEXINGTON

Technology has infiltrated the world of counseling and counseling supervision as it has in so many other areas of life. Tele-mentalhealth counseling and supervision is a growing component of the counseling profession. This session will explore the various methods that technology can enhance in the process of counseling and supervision for all parties involved. Legal and ethical implications will be discussed and best practices in the field will be reviewed. Learning Objectives : 1. Increased understanding of tele-mentalhealth terminology. 2. Overview of ethical issues unique to tele-mentalhealth. 3. Increased understanding of the various technologies utilized in tele-mentalhealth. 4. Increased understanding of the effectiveness of tele-mentalhealth.

ETHICS & SUPERVISION

F802 Managing Your Crazy Self: An Integrated Solution-Focused Psychotherapy Model

Rick Ertell, EdD, LPC-S, CART, CSC, CSEC, Randy Guttenberger, BBA

CHESAPEAKE

Managing Your Crazy Self (MYCS) is an efficient integrated therapy modality. Learn how the brain, personality, and experiences generate thoughts and emotions that mislead us. Learn to direct clients in controlling their instinctive brain" and thus emotions and reactions. Experience and practice self-care while guiding clients to self-control and self-esteem. Objectives : 1. Learn how the brain's protective system creates thoughts and emotions that often mislead us emotionally. 2. Learn the structure of the brain and functions of various areas and how they influence thoughts and emotions, identifying how the core emotional wound is formed, leading to reactions which can drive you crazy! 3. Learn the problems with the brain's structure that lead to emotions misleading us. 4. Learn the solutions of how to take charge of thinking and achieve mental health goals. 5. Learn how changing self changes our four closest relationships: self, mate, children, co-workers

F803 Antecedent Interventions for Students with Disruptive Behavior Disorders (DBD)

Okey Nwokolo, MS, BCBA, Doctoral Student

STRATFORD

School personnel often respond to students with disruptive behavior disorders using suspensions, expulsions and other discipline-focused actions that ignore underlying motivational and mental health needs. This presentation discusses how school counselors can advocate for students with DBD using antecedent interventions based on functional behavior assessment data.

Participants will learn about antecedent strategies for decreasing disruptive behaviors and increasing adaptive behaviors based on functional behavior assessment data.

VASC SPONSORED

F805 Navigating Online Supervision in Counselor Education

Joy Mwendwa, NCC, ACS, Maria E Moore, LMHC, LMFTA, Nils Palma, MDiv, MA

APPALACHIAN

Online supervision is here to stay. It is important to navigate virtual supervision ethically and effectively whilst still staying current on newer technologies. This presentation will discuss the different online supervision programs, the benefits and drawbacks, and review best practices. Implications in counselor education will further be highlighted. Objectives : 1. Identify how virtual supervision challenges traditional supervision techniques. 2. Discuss technical, regulatory, and ethical challenges that impact online supervision. 3. Explore the benefits of online supervision. 4. Share experiences of virtual teaching supervision and review best practices. 5. Highlight implications for counselor educators and counselor educators-in-training.

SUPERVISION

F807 Technology and Counseling: What's New?

Nicole Kyser, CRC, LPC (IL), Larry Ferguson, PhD, M.Ed.

BLUE RIDGE

This session will discuss the current trends with technology as it relates to mental health counseling. This session will also discuss the benefits of using technology in counseling and explore what practitioners are currently using to engage their clients. Objectives : 1. Identify the current trends in technology as it relates to mental health counseling. 2. Learn the benefits of incorporating technology into their work with clients. 3. Discuss what technology they use in their practice to engage clients.

F808 Creating Meaningful Career Connections for All Students

Steven Myers, LPC, NCC, CCSP, GCDF, Professional School Counselor, Rebecca Dedmond, PhD, LPC, CCCE, John Basta, Professional School Counselor

EMPIRE

This session will focus on how counselors can integrate a holistic career development framework in the K-12 school setting and beyond. Participants will learn about the different career development resources available to students in the schools and how these practices can be incorporated with clients outside of the school setting. Session Objectives be able to: 1. Define Virginia Department of Education (VDOE) "Profile of a Virginia Graduate" and its importance. 2. Learn the many career development interventions and resources that are available to students in the K-12 schools and how it can be applied to clients outside of the school setting. 3. Describe how all counselors attain community "buy-in" and increase collaboration with all stakeholders. 4. Answer how counselors, regardless of work setting, can integrate this knowledge and work into their own practice.

VCDA SPONSORED

F809 Teacher Burnout: How Professional Counselors Can Support Wellness for Prevention and Intervention with K-12 Teachers and Students

Michelle Kielty, PhD, LPC, Licensed School Counselor, Tammy Gilligan, PhD, Licensed Clinical Psychologist, Stewart Nafzinger, Doctoral student

DOMINION

This session will review findings from a mixed-methods study we conducted in a local middle school related to teacher burnout and a 6-session mindfulness program delivered to five classrooms. Interviews were conducted with middle school teachers pre and post mindfulness program, and the presenters assessed teacher burnout through interviews and surveys before and after the mindfulness lessons that were conducted in the classrooms. All participants will: 1. Gain a basic understanding of teacher burnout trends in VA and the US, 2. Understand the intersection of teacher well-being and student wellness, using mindfulness as a tool for promoting well-being, 3. Recognize signs of professional burnout.

Session 9

Saturday, November 9, 2019 8:00 AM – 9:00 AM

S901 & S1001 Demystifying the Use of Expressive Arts with Adults

Katie Curran, MA

PIEDMONT

This session aims to explore the ways all counselors can feel more comfortable engaging in artistic expression with our clients. If you've ever been curious about using expressive arts but felt too intimidated, or felt you weren't artistic enough, you've come to the right place. All participants will: 1. Gain confidence in all counselors to explore ways they can use expressive arts with our clients, 2. Practice navigating language and curiosity surrounding an expressive exercise, 3. Set up an expressive experience that pulls away from ideas surrounding performance (painting well, or being an amazing artist) and move more towards using color as another modality of emotional expression.

S902 & S1002 The Ethical Use of Data for Decision Making by Counselors: Lessons Learned from the Return on Investment Project

Maureen McGuire-Kuletz, Ed.D, CRC, Robert Froehlich, EdD, LPC, CRC

MT. VERNON

The George Washington University has worked collaboratively with the University of Richmond, University of Virginia and the State University of New York at Stony Brook on a longitudinal study of return on investment related to the provision of rehabilitation counseling services in the public sector for persons with disabilities

funded by the US Department of Health and Human Services. This study has highlighted the need for decision makers as well as counselors to consider a variety of ethical issues when describing data trends and presenting research results. Resource decisions based on collected research data require ethical consultation and the ability to navigate the ACA and CRC Code of Ethics. The presenters will share lessons learned from this research. All participants will: 1. Review the ACA and CRC Code of Ethics and related updates and expansions relative to data usage, 2. Apply the ACA and CRC Code of Ethics to contemporary data collection and information sharing practices, 3. Review considerations relative to describing data trends and presenting research results.

ETHICS

S903 Keeping Track of the 10 basic interventions all Skilled Counselors Know

Eric Cowan, PsyD, Stephanie Chalk, MA, John Rogers, MA

APPALACHIAN

Counseling is more than a well-intentioned conversation. This session identifies the ten interventions that all skilled counselors employ to create a therapeutic conversation and to promote client change. We provide a method to help both seasoned practitioners and counselors-in-training recognize "what it is I am doing" in a session, and to become more intentional in their use of specific interventions. The session is especially useful for clinical supervisors who wish to instill a higher level of awareness in supervisees of the effect of their verbal interventions. All participants will: 1. Explore the ten classes of interventions that counselors use to promote an effective therapeutic conversation, 2. Understand how to become more intentional and self-aware in their use of these verbal interventions, 3. Practice a method of tracking counselors-in-training interventions to enhance counselor's ability to create therapeutic change.

S904 Counseling Competencies for Working with Firefighters

Angela Dickens, Ph.D., LPC, LMFT, NCC, ACS, Janell Royster, MS, Resident in Counseling, Michael Barakey, MPA, Fire Chief, Suffolk, VA, Rainey Dail, Fire Lieutenant & Paramedic 2, Suffolk, VA

BLUE RIDGE

Firefighters perform everyday occupational activities in unpredictable emergency circumstances, constantly exposing them to traumatic events and life-threatening situations. This session will help counselors develop competencies to better understand and treat this culture and their families with the assistance of experts on fire culture. All participants will: 1. Explore the details of the role of first responders, 2. Discuss impact of trauma on these individuals and their families, 3. Practice competencies for working with this population.

VCCA SPONSORED

S906 Counseling, Implicit Bias and the Brain

Okena Egwu, MA, NCC, LCPC

STRATFORD

This session will provide a neurological explanation for the basis of implicit bias and give examples of the brain's tendency to fall into certain pitfalls. Risks of ignoring this potentiality will be presented. Finally, we will discuss strategies for measuring and overcoming bias. All Objectives : 1. Learn the neurological structures associated with implicit bias, 2. Learn mechanisms by which the brain generates and perpetuates bias, 3. Learn strategies for reducing bias according to counseling research.

Session 10

Saturday, November 9, 2019 9:15 AM – 10:15 AM

S1003 The Unholy Alliance: Pot, Porn, and Video Games Use by Male College Students

Kevin Doyle, EdD, LPC, LSATP, Jennifer Apperson, PhD

APPALACHIAN

This session will cover the emerging phenomenon of the excessive combined use of pornography, video games, and marijuana by male college students. The existing literature is sparse, thus the presentation will include a discussion of the presenters experience and a review of relevant diagnostic categories. All Objectives : 1. Learn about the rates of pornography use by male college students, 2. Learn about the rates of marijuana use by male college students, 3. Learn about the rates of video game use by male college students, 4. Review the effects of the combined use of these three (pornography, video games, and marijuana), 5. Consider possible treatment interventions for this population.

VCCA & VAAC SPONSORED

S1004 Courageous Conversations in Counseling About Race

Brandi Chamberlain, PhD, Nivischi Edwards, PhD, Robyn Simmons, EdD

BLUE RIDGE

Counselors are trained to engage clients through facilitative techniques, application of theory, and to apply cultural considerations with clients. However, many counselors are not taught how to have courageous conversations with clients. This session explores culturally respectful ways to break down walls that stand between authentic and courageous conversations. All Objectives : 1. Explore the cultural humility trend in the field, 2. Discuss how cultural and racial issues arise in the counseling relationship, 3. Identify the difficulties in addressing cultural and racial differences.

S1005 Military Post Discharge: Complications with Acclimation Back into the Family

Mike Takacs, PhD, LPC, Angelia Dickens, PhD, LPC, LMFT, NCC, ACS, Teresa Phillips-Harris, LPC (OH), LPSC, Mariah Waller, BS, QMHP-t

CRYSTAL

This presentation identifies the problematic experiences that occur when service members return home post-discharge. The presentation examines the dual perspectives between the family and the service member during the transition back into the home that can often lead to ambiguity, acculturation issues, and the dissolving of marriages. All Objectives : 1. Identify acculturation issues that can be experienced by service members as they return home post-deployment, 2. Learn intervention options for helping military families acclimate post deployment/retirement through counseling, 3. Increase the participants knowledge and recognition of the problem, 4. Recognize the need for additional research by providing a review of current literature addressing this problem.

S1006 Psychopharmacology and Counseling Implications: Why do Counselors Need to Know Psychopharmacology

LaConda Fanning, PsyD, LPC, RN, LSATP, ACS, CATP

STRATFORD

One out of every five U.S. adults takes medication to treat some type of mental health condition (Citizens Commission on Human Rights International, 2011). Therapists need a working knowledge of psychopharmacology to effectively treat clients. If therapists have knowledge of medications, communication with physicians can be enhanced, which ultimately helps ensure the client is receiving the appropriate level of treatment (Ponterotto, 1985). All Objectives : 1. Understand and learn to recognize what psychopharmacology is as well as the physiological, behavioral, social, and cultural implications for counseling, 2. Learn about the importance of properly distinguishing and diagnosing medication effects that influence immediate behavioral responses, 3. Understand the importance of medical and counseling integration.

Session 11

Saturday, November 9, 2019 10:30 AM – 11:30 AM

S1101 OCD or Anxiety: Examining the Distinct Differences and Effective Treatment

Catherine Erickson, LPC

PIEDMONT

In this workshop, we will differentiate the symptoms of OCD from anxiety disorders and consider unique presentations of OCD such as unwanted intrusive thoughts without observable compulsive behaviors. We will then discuss treatment options for OCD. Participants will: 1. Be able to identify the differences between anxious thoughts/behaviors and obsessive-compulsive thoughts/behaviors and learn about common comorbid disorders with OCD. 2. Have a better understanding of some unique forms of OCD including unwanted intrusive thoughts without observable compulsive behaviors. 3. Learn about ways to engage and work with an OCD client that honors both their fear and shame as well as their inherent ability to heal. 4. Learn evidence-based treatments for OCD.

S1102 Implementing Integrative Models into Clinical Practice: How to Approach the Psychophysiological in Counseling with Ethical and Legal Awareness

MJ Harford, Resident in Counseling, NCC

MT. VERNON

Integrative approaches (somatic psychotherapy, yoga, mindfulness, sleep-hygiene, nutrition, etc.) are on the rise. How does a counselor incorporate these methods with an ethical, research-based approach? Using a two-pronged perspective of existing frameworks and ethical guidelines Objectives be given tools to define scope of practice and personal level of ability. Objectives : 1. Become familiar with the existing models and ethical/legal guidelines for integrating complementary/integrative theory and interventions into clinical practice. 2. Take away two implementation tools for self-evaluation and supervision. 3. Have opportunity, through interaction and reflection, to increase sense of capability with incorporating integrative perspectives into clinical practice.

ETHICS

S1103 MEN to HEAL (MENTal HEALth)

James Harris, MA, Resident in Counseling, Lakesha Roney, EdD, LPC

APPALACHIAN

Have you ever wondered why men are less likely to go to the doctor and therapy? This session seeks to provide insight into the stigma of men and MENTal HEALth. We will address the many stigmas attached to men and obtaining services mental and physical issues. Objectives : 1. Common responses to the impact of men not addressing: emotional, cognitive, physical, spiritual, behavioral. 2. The need to breaking the cycles of ego and challenge society view of manhood. 3. Undiagnosed men intervention for individuals, communities, and societies. 4. Self-care for men, caregivers and support to the men who still ignore issues. 5. The importance of consulting and appropriate referral of clients and families.

S1104 Exploring the Myths and Actualities of the Sex Trafficking of Vulnerable Populations, Victim Behavioral Risks, and Common Recruitment Tactics

Cynthia Doney, PhD, LPC, LPCC-S, LMHC, NCC, David Hollis, Ed.D, Susan Kovaka, BS

BLUE RIDGE

Sex trafficking recruitment takes place through manipulation, exploitation, and coercion. Counselors must know who is vulnerable to recruitment, and how targets are selected. It is vital to learn methods of assessment

for discerning if victims are being groomed by pimps through boyfriending or other techniques, and why she allows it. The participant will: 1. Gain the ability to distinguish, discern, and assess populations vulnerable to trafficking. 2. Detect and evaluate behavioral warning signs of potential victims, through open group discussion. 3. Advance in understanding how to identify manipulation, exploitation, and coercion in recruitment, by perpetrators.

S1105 Assisting Military Families Experiencing Identity Crisis

Mike Takacs, PhD, LPC, Kelsey Bondurant, MA, Heyde Luz, MA

CRYSTAL

This study centralizes around the identity crisis military families face as they transition from the military. We will explore the nature and causes of the military family's identity crisis and focus on possible solutions to minimize the effects of this crisis. Objectives : 1. To identify common identity conflicts and loneliness that military families face as a whole as they transition to civilian society. 2. To identify the root causes of military families' identity crises as they transition from the military. 3. To determine what special programs and supports would be beneficial for military families as they learn to adapt to civilian society. 4. To contribute a better understanding of the identity crisis that military families face when transitioning out of the military and to present solutions to support military families in rebuilding their new civilian identity.

VCCA SPONSORED

S1106 Counseling Older Adults in Rural Communities: Implications for Practice and Advocacy

Jonathan Wiley, MS, LPC, NCC, VCAF Pete Warren Fellow, Justin R. Jordan, M.Ed., LPC, CSAC, Paul M. Delaughter, BS, Matthew C. Fullen, PhD, M.Div., LPCC (OH)

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Licensed professional counselors (LPCs) are uniquely equipped to meet the needs of older adults and clients with permanent disabilities based on the wellness and relational foundations of our profession. Yet, Medicare mental health policy excludes LPCs. This presentation addresses the intersectional implications of counselor exclusion from Medicare and rural communities. Objectives be able to: 1. Examine the intersecting identities that counselors must consider when working with older adults in rural communities. 2. Explore how counselors are navigating barriers to treating older adults in rural Virginia. 3. Evaluate advocacy efforts for counselors related to Medicare policy, based on data from recent research. 4. Distinguish the unique presenting concerns for older adults in the rural areas of Virginia, including the Appalachian region of the Commonwealth.

Saturday, November 9, 2019 1:00 PM – 4:00 PM

S1201 Ethical Perspectives on Boundary Crossings: Rural Areas, In-Home Work, and Nonsexual Touch

Kathleen McCleskey, Ph.D.

STRATFORD

This session will explore ethical perspectives on boundary crossings versus boundary violations in the areas of rural counseling practice, in-home counseling work, and use of nonsexual touch in counseling. Objectives: 1. Explore dual role concerns of these topics in large group and small group discussion. Models of ethical decision-making will be offered to process case studies. Learning Objectives: 1. Attendees will learn about the challenges of managing boundary issues in rural settings and in in-home

work. 2. Attendees will learn to apply ethical decision-making models to boundary issue examples in rural settings, in-home work, and in physical touch with clients.

ETHICS

Saturday, November 9, 2019 8:00 AM – 4:00 PM

S1301 American Red Cross Disaster Mental Health Volunteer Training.

Participants must be pre-registered.

Robin Telsch, Ph.D., LCP, Virginia Region Lead, Red Cross DMHV; Gerard Lawson, Ph.D., LPC.,
Kysha Washington, LPC., ACS

EMPIRE

This six-hour presentation will provide the participants with all of the prerequisite training needed to become registered with the American Red Cross as a Disaster Mental Health (DMH) volunteer. A free resource manual will be made available. All participants will: 1. Develop an understanding of the whole cycle process of helping individuals, families and communities to prepare for, respond to and recover from disasters. 2. Develop and awareness of the importance of the Concept of Operations to the success of an operation and describes the principles and features of all operations, including common planning architecture and resource management, 3. Will be introduced to the differences between the day-to-day work of mental health professionals and the delivery of mental health services during a disaster. 4. Experience the Disaster Mental Health Fundamentals which introduces the key concepts, knowledge and skills required of a Red Cross Disaster Mental Health (DMH) worker.

Saturday, November 9, 2019 8:00 AM – 4:00 PM

S1302 THE VIRGINIA ALLIANCE FOR SCHOOL COUNSELORS PRESENTS: A MINI-CONFERENCE

Participants must be pre-registered. Certificates of attendance will be available.

COMMONWEALTH

8:00 am – 10:00 am **Session 1**

DOE Panel Presentation: Virginia is for Learners: From Mission to Practice

Joseph Wharff, M.Ed., DOE Associate Director, Office of Student Affairs; Bobby Kipper, M.Ed., DOE School Safety & Discipline Specialist; Sarah Bazemore, M.Ed., DOE School Counseling Specialist

This is an exciting time for school counselors in Virginia! Schools have increased their emphasis on educating and expanding the “whole” student and schools’ practices are better reflecting the changing needs of our student population. This panel will address a number of topics related to the role of the school counselor in relation to:

- 80/20 Direct Services Legislation/Best Practice
- POVG- Grad, Requirements
- Model Code of Conduct
- Transcript Regs Revision

It is an ideal opportunity to be able to converse with those in the lead in the Department of Education on issues related to school counseling.

10:15 am – 11:30 am **Session 2**

Shutting Down the School to Prison Pipeline: How School Counselors, School Resource Officers, and School Administrators Can Help

Laura E. Welfare, PhD, LPC, NCC, ACS

Gerard Lawson, PhD, LPC

With the support of the National Institute of Justice's Comprehensive School Safety Initiative and Virginia's Byrne Justice Assistance Program, Virginia Tech undertook a systematic analysis of school discipline, School Resource Officer (SRO), and School Security Officer (SSO) programs in Virginia. Using state-wide surveys of SROs, SRO supervisors, and school leaders, we identified characteristics, policies, and practices that influence successful SRO and SSO programs. Implications for school counselor collaboration will be highlighted. In addition, updated discipline and juvenile justice trends will be shared along with strategies from across Virginia for keeping students out of the school to prison pipeline.

11:30 am – 12:45 pm Lunch on your own (A list of eateries within walking distance will be provided)

12:45 pm – 2:45 pm **Session 3**

Trauma-Informed: A School District's Journey to Fostering Connections

Decca Knight, M.Ed, LPSC, CTP-C; Brandy Smith, M.Ed., LPC; Taisha Steele, M.Ed.

This session will detail how a school district can expand the capacity of stakeholders to connect with students through a trauma-informed lens. The presentation will outline one grassroots, strengths-based approach to helping stakeholders understand the impact of trauma in order to foster relationships and build resiliency within the community.

3:00 pm – 4:00 pm **Session 4**

Restorative practices in K-12 Settings: School Counselors as Leaders in Creating Equitable learning Environments

Morgan Johnson-Strother, M.Ed. Principal, Monterey Elementary, Roanoke, VA.

The restorative practices framework is a relationship-building, strength-based and solution-focused approach. The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative, and make positive changes in behavior when those in authority do things with them rather than to them. Restorative Justice in Education focuses on respect, dignity and mutual concern. As educational stakeholders, school counselors are essential to helping create just and equitable learning environments through nurturing healthy relationships, repairing harm and transforming conflict.