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All Ohio Counselors Conference 2018
Please join us at the 35th annual All Ohio Counselors Conference (AOCC) in Columbus, OH, November 7-9, 2018. OSCA and OCA are offering more than an opportunity for multiple CE’s across dozens of educational sessions! We have our Welcome Reception and our Political Action Fundraiser on Wednesday evening following our pre-con workshops; our two keynote speakers will address specific practice topics for mental health and school counselors; our awards ceremony celebrates member achievements, and for our graduate student attendees, we have additional events which offer networking, support, and leadership training!

Our keynote speakers this year are internationally known for their research and writing on children and adolescent topics! Dr. Leonard Sax is the author of “The Medicalization of Misbehavior: Why are so many American kids now on medication?” and will share his insights and research with us on Thursday morning about the current trend of medicating children and adolescents how to avoid dangerous misdiagnoses based on observed behaviors. Dr. Lisa Hinkelman is the author of “From Confident Girls to Competent Women: New Research & Insights for School and Mental Health Counselors”, and she will share her expertise on counseling healthy confident adolescents with us on Friday morning.

Over 150 educational sessions offer essential information you need to maintain your licensure and gain knowledge in trending practice areas from school counselors, mental health practitioners, and educators across Ohio. Included among OSCA’s sessions are information on mindfulness in schools, school safety, career readiness, PBIS/RTI, suicide prevention, elementary and middle level counseling, working with gifted students, and current state initiatives; OCA includes sessions on ethics, supervision, suicide assessment, psychopharmacology, social justice, addictions, diagnosis and treatment, and using technology in practice. Both OSCA and OCA feature presentations on social justice, professional advocacy, and trauma-informed care.

In addition to these rigorous learning opportunities, we have fun networking and celebratory events! On Wednesday night following our intensive pre-conference learning workshops and the Leadership Development Institute, we will have our Welcome Night Reception, our Political Action Committee fundraiser, and the Graduate Student Reception. Our Awards Ceremony and and Division meetings are Thursday, and our raffle and prize drawings happen at the close of the conference on Friday.

We expect AOCC 2018 to be a phenomenal experience for Ohio counselors. Please join over 1250 of your colleagues at AOCC and celebrate your profession with us!

We look forward to seeing you!

Heather Fairs,
Ohio School Counselor Association President

Adrianne L. Johnson,
Ohio Counseling Association President
## Conference Schedule of Events

### Wednesday, November 7

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am – 7:00 pm</td>
<td>Registration Hours</td>
</tr>
<tr>
<td>10:00 am – 5:00 pm</td>
<td>All Day Pre-Conference Workshops</td>
</tr>
<tr>
<td>5:00 pm – 7:00 pm</td>
<td>Welcome Reception, PAC Fundraiser &amp; Grad Student Gathering (Union Foyer)</td>
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### Thursday, November 8

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>7:00 am – 6:00 pm</td>
<td>Registration Hours</td>
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<tr>
<td>7:00 am – 5:30 pm</td>
<td>Sponsor Exhibits Open</td>
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<tr>
<td>7:00 am – 8:00 am</td>
<td><strong>CONFEREnCE OPENInG:</strong> Coffee/Pastries (Sponsor Foyer)</td>
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<tr>
<td>8:15 am – 9:30 am</td>
<td>Welcome – General Session Keynote: Leonard Sax, MD, PhD – The Medicalization of Misbehavior: why are so many American kids now on medication? (Regency Ballroom, 3rd Floor)</td>
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<tr>
<td>9:45 am – 11:00 am</td>
<td>1st Sessions</td>
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<tr>
<td>11:15 am – 12:15 pm</td>
<td>2nd Sessions</td>
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<tr>
<td>12:15 pm – 1:15 pm</td>
<td>Lunch Break</td>
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<tr>
<td>1:15 pm – 2:15 pm</td>
<td>3rd Sessions</td>
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<tr>
<td>2:30 pm – 3:30 pm</td>
<td>4th Sessions</td>
</tr>
<tr>
<td>3:30 pm – 4:00 pm</td>
<td><strong>Afternoon Break:</strong> Beverages/_snacks (Sponsor Foyer)</td>
</tr>
<tr>
<td>4:00 pm – 5:15/5:30 pm</td>
<td>Awards Reception &amp; Doctoral Showcase (Regency Foyer, 3rd Floor)</td>
</tr>
<tr>
<td>5:30 pm – 6:30 pm</td>
<td>Private Receptions: -OSU Reception (Delaware B) -Stark Reception (Delaware D) -Summit Reception (Gordon Biersch)</td>
</tr>
<tr>
<td>7:00 pm</td>
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<tr>
<td>7:00 am – 4:00 pm</td>
<td>Registration Hours</td>
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<tr>
<td>7:00 am – 4:00 pm</td>
<td>Sponsor/Exhibits Open</td>
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<td>Lunch Break</td>
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<tr>
<td>1:15 pm – 2:15 pm</td>
<td>8th Sessions</td>
</tr>
<tr>
<td>2:30 pm – 3:45/4:00 pm</td>
<td>9th Sessions</td>
</tr>
<tr>
<td>4:00 pm</td>
<td><strong>CONFEREnCE CLOSING</strong>...SEE YOU NEXT YEAR!</td>
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Leonard Sax, MD PhD

Dr. Sax earned his bachelor’s degree in biology from MIT, where he graduated Phi Beta Kappa in five semesters at the age of 19. He then went on to the University of Pennsylvania, where he earned both his PhD in psychology, and his MD. Next he did a 3-year residency in family practice at Lancaster General Hospital in Lancaster Pennsylvania. In 1990, he established a family practice in Montgomery County Maryland, just outside Washington DC. He provided care for children and adults in Montgomery County for more than 18 years. He took a 5-year sabbatical, 2008 to 2013, to devote himself full-time to visiting schools and communities, leading workshops, and to writing. He returned to full-time clinical practice in the fall of 2013 near his home in Chester County, Pennsylvania, while continuing to lead workshops and give keynotes based on his visits to more than 400 communities over the past 17 years.

Dr. Sax has led workshops and given keynotes not only all across North America – from California to Nova Scotia and from Alaska to Florida – but also in Australia, Bermuda, England, Germany, Italy, Mexico, New Zealand, Scotland, Spain, and Switzerland.

He has written four books for parents:
- *Why Gender Matters* (Doubleday)
- *Boys Adrift* (Basic Books)
- *Girls on the Edge* (Basic Books)

He has been a guest for the TODAY Show (five times), CNN (three times), Headline News, PBS, Fox News (four times), NPR’s *Weekend Edition*, the BBC, and many other national and international media. His essays about a wide range of child and adolescent issues have been published in the *Washington Post, The Wall Street Journal, The Los Angeles Times, First Things*, and many other outlets including the web sites of *The New York Times* and *Psychology Today*. His scholarly work has been published in a wide variety of journals including the *Journal of the American Medical Association* (JAMA), *American Psychologist*, *Behavioral Neuroscience*, *Environmental Health Perspectives*, *Journal of the American College of Nutrition*, *Journal of Sex Research*, and *Annals of Family Medicine*. You can watch streaming video of some of the TV interviews, and read some of his articles, at www.leonardsax.com.
Dr. Lisa Hinkelman is an educator, counselor, researcher, and author who has spent nearly fifteen years researching girls and educating counselors as both a professor at The Ohio State University and as the Founder and CEO of Ruling Our eXperiences (ROX). ROX is a national non-profit that provides evidence-based empowerment programming for girls, professional development for counselors and educators, and research on the critical issues impacting girls. Her award-winning book, ‘Girls Without Limits: Helping Girls Achieve Healthy Relationships, Academic Success, and Interpersonal Strength’, provides relevant research, case studies and effective strategies to help adults support the girls in their lives. Dr. Hinkelman is also the principal investigator and author of the groundbreaking publication The Girls’ Index: New Insights Into the Complex World of Today’s Girls. The Girls’ Index reveals the findings from a survey conducted with nearly 11,000 girls across the country and includes girls’ thoughts, behaviors and beliefs on confidence, body image, relationships, school, social media, careers and leadership. Noted by USA Today, Girls Leadership, The 74 Million and Education World, The Girls’ Index provides the most nationally relevant and representative statistics currently available on girls.

Lisa received her undergraduate degrees in Psychology and Education from Chatham College in Pittsburgh, PA and her master's and doctorate degrees in Counselor Education from The Ohio State University in Columbus, Ohio. She has been honored as one of Business First’s Top 40 Under 40, as a ‘Woman You Should Know’ by Women in Economic Leadership Development (WELD), as a Nominated Changemaker for the White House United State of Women, as a 2017 Draper Richards Kaplan Foundation Social Entrepreneur and Smart Business’ 2018 Non-Profit CEO of the Year.
reviewing what we know about school violence. Major Program Description:
comprehensive school violence prevention protocol.
Objective 3: to their environment.
violence prevention to select an approach appropriate of perpetrators of violence. Also, assess models of school violence and Identify the known characteristics.
Objective 2: to school violence and origins.
Describe the current pattern of school violence with reference to its developmental and societal origins.
Objective 1: Describe the current pattern of school violence with reference to its developmental and societal origins.

Program Description: Every 16 minutes, a person in the United States dies from an opioid overdose (Rudd et al, 2016). An opioid use disorder (OUD) is a chronic brain disease caused by the recurrent use of opioids, including prescription drugs such as oxycodone or hydrocodone and illicit substances such as heroin. The most effective therapy, called medication-assisted treatment (MAT), combines counseling or other behavioral therapy with medications. The stigma often associated with substance use disorders driven by perceptions that they are moral failings rather than chronic diseases can exacerbate these treatment barriers. This workshop will give an overview of the challenges and strengths of MAT. We will discuss the behavioral therapies that should be paired with MAT and review the stigmas associated with MAT that contribute to high numbers of people not receiving needed treatment. (Union A) 10am-1pm

OCA1 - Is Medication Assisted Treatment the Answer for Treating Opiate Use Disorders?
Clock Hours - 3
Martina Moore, Ph.D., LPCC, LICDC-CS, CEAP, SAP Content Level: New and Advanced Professionals
Stacey Diane Aranez Litam, Ph.D., LPC, NCC, Visiting Assistant Professor | Counseling, Administration, Supervision, and Adult Learning | Cleveland State University
Objectives # 1: Identify three effective medication assisted therapies (MAT).
Objectives # 2: Understand the role of MAT in evidence-based substance use disorder treatment.
Objectives # 3: Able to understand how the stigma about MAT contributes to treatment barriers.

Program Description: Every 16 minutes, a person in the United States dies from an opioid overdose (Rudd et al, 2016). An opioid use disorder (OUD) is a chronic brain disease caused by the recurrent use of opioids, including prescription drugs such as oxycodone or hydrocodone and illicit substances such as heroin. The most effective therapy, called medication-assisted treatment (MAT), combines counseling or other behavioral therapy with medications. The stigma often associated with substance use disorders driven by perceptions that they are moral failings rather than chronic diseases can exacerbate these treatment barriers. This workshop will give an overview of the challenges and strengths of MAT. We will discuss the behavioral therapies that should be paired with MAT and review the stigmas associated with MAT that contribute to high numbers of people not receiving needed treatment. (Union A) 10am-1pm

OSCA1 - Developing Mental Health Models in K-12 to Support Students Academically, Socially & Emotionally
Dr. Dakota King-White, Assistant Professor in Counseling and School Counseling Coordinator
Cleveland State University
Sade Vega, Student in Health Science Physician Assistant Track, Cleveland State University
Program Description: Across the United States many children and adolescents come to school with mental health challenges that impede them from succeeding academically, socially, and emotionally. This interactive session will focus on evidence-based practices in developing mental health models in k-12 schools. After attending the session, participants will be able to understand mental health concerns impacting children and adolescents across the United States and trends in Ohio; describe data collection practices to enhance services when developing mental health models in schools; identify ways to collaborate to streamline mental health services; and describe a tiered system of support to addressing mental health barriers within the academic setting. School counselors, clinical counselors, and school administrators are encouraged to attend (Franklin C) 10am-5pm

OSCA2 - TECIP - After the Crisis: Traumatic Event Crisis Intervention Plan
Shannon Morano, LPSC Yellow Springs Exempted Village School District
Anja Senetra, LISW-S; Supervisor, Greene ESC School-Based Mental Health Program
Objectives #1: Provide examples of typically encountered, school-based, traumatic events & introduce crisis fundamentals.
Objectives #2: Describe and generate specific strategies that meet the 4 primary need characteristics of students and staff impacted by school-based traumatic events.
Objectives #3: Outline and implement specific steps and actions to be followed when systematically managing a building response to a traumatic event and bring a
Program Description: The Traumatic Event Crisis Intervention Plan (TECIP) is a field-tested school-based framework designed to meet the emotional and psychological needs of students and staff in the AFTERMATH of a traumatic event. Implementation of the TECIP model is designed to be initiated upon awareness of the event to support the first day back to school. The unfortunate truth is that too many schools (and districts as a whole) wait for a traumatic event to occur before seeing the need to have an organized response team and a well-defined plan in place. By implementing the management steps and “Safety Net” of intervention strategies that are taught during the TECIP training, schools increase the chance of meeting positive outcomes by restoring adaptive functioning, identifying those in need of additional support, and returning to a sense of normalcy. (Franklin D) 10am-5pm

OSCA3- Trauma Informed Care Presentation
Darlene Mack, MEd: Professional School Counselor, Findlay City Schools
Kelly Glick, EdD: Assistant Principal, Findlay City Schools

Objectives #1: Review the relevant research on the prevalence and impact of trauma on youth.
Objectives #2: Discuss the benefits of a creating a trauma-informed and mindful culture.
Objectives #3: Understand the current research and benefits of using mindfulness techniques with students and/or teachers and identify the benefits of every employee using a trauma-informed care lens. Compare a traditional educational setting and a trauma-informed educational setting.

Program Description: This trauma-informed care (TIC) session is designed for professionals (administrators, counselors, board of education members) who want to gain an understanding of trauma-informed care, discover how trauma impacts learning and behavior, and learn how Findlay City Schools engineered the implementation of a districtwide approach. This session will be particularly helpful for audience members who have a desire to advocate for their building or district to become trauma-informed. The following are benefits to creating a trauma - informed culture: increased test scores, academic achievement and graduation rates, reduced office referrals, absences, and discipline, improved perceptions of safety, improved relationships within a climate of respect and empathy, and less special education services. School counselors are ideally positioned with their unique skill set and knowledge to advocate for TIC. Participants will also learn about the current research and benefits of mindfulness. Mindfulness activities will be incorporated into the session. Mack and Glick, co-leaders of the Findlay City Schools (FCS) trauma-informed care (TIC) effort, developed and conducted TIC trainings for more than 400 FCS classified employees and led differentiated professional development for district secretaries, bus drivers, and classroom aides. Additionally, they conducted TIC presentations for 2,000 professionals across Ohio in school districts, universities, and for organizations such as Crime Victims Services of Allen and Putnam counties, Region 6 State Support Team, and Ohio Head Start. They also presented at the 2016 ASCA National Conference and provided a national webinar on TIC. Mack and Glick are passionate about facilitating the implementation of a trauma-informed culture in school settings. (Union CD) 10am-5pm

WEDNESDAY PRE-CON WORKSHOPS
2PM-5PM

OCA2- Counselor’s Guide to Sex Trafficking: Awareness, Vulnerabilities & Treatment-. Clock Hours- 3
Stacey Diane A. Litam, Ph.D., LPC, NCC & Martina Moore, Ph.D., LPCC, LICDC-CS, CEAP, SAP

Content Level: Intermediate/Experienced Professionals
Objective 1: Provide a deeper understanding about the definition, prevalence rates & risk factors related to sex trafficking.
Objective 2: To facilitate discussion about the clinical implications of counseling sex trafficked survivors.
Objective 3: Present specific, objective and measurable ways in which evidence-based treatment interventions can be used to support sex trafficked survivors.

Program Description: With an estimated 4.5 million people in scenarios of forced sexual labor, counselors must be prepared to work with sex trafficked survivors at some point during their career. This engaging pre-conference workshop provides an in-depth examination of how individuals may enter the sex trafficking trade and how counselors can help. Attendees will obtain a deeper understanding of how trafficking affects Ohio counselors and will practice identifying trafficked survivors with supervision. Specific, objective and measurable ways evidence-based treatment interventions can be used to support sex trafficked survivors will be provided. Attendees will additionally be engaged using case studies and small group work. (Union A) 2pm-5pm

OCA4- Effective Supervision: Managing Difficult Conversations and Conflicts-. Clock Hours- 3, Supervision 3
Cecile Brennan, LPCC-S

Objective 1: Describe the process of supervision and select among the various models of supervision.
Objective 2: Implement supervision which considers the individuality of the supervisee and provide effective feedback.
Objective 3: Remediate supervisees using a structured
THURSDAY SESSION (1) 9:45AM-11:00AM

1S01 OACAC - Introduction to College Admission for First Time Counselors

Intended Audience: School Counselors
Presentation Topic: School Counseling (High School)
Content Level: Beginner/New Professional

Objective #1: To help first time high school counselors better understand the college admission process.

Program Description: This is a basic, introductory session for new high school counselors navigating the college admission process for the first time. Although by now you’ve made it through your first November 1st, there can be much more to learn! ED, EA, RD, NACAC, OACAC, ACT, SAT... What do all of these mean for you? And how can you help your students find the best fit?

Kristin Dickerson, School Counselor, St. Charles

Preparatory School

Nancy Gibson, Senior Associate Director of Admission at Denison University

1S05 Let’s Talk About ‘It!’: Empowering Professional Counselors and Counselor Trainees to Discuss Sexual Health with Clients

Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: LGBT Counseling
Content Level: Beginner/New Professional

Objective #1: Learn about current best practices for asking about sexual health in unique populations, such as young people, the elderly, people with physical and intellectual disabilities, and people with other diverse identities.

Objective #2: Practice asking about sexual orientation, gender identity and expression. In addition, they will practice assessing for common psychiatric disorders associated with those who identify as LGBTQIA+. They will also learn of supplemental materials and assessments that can assist in this process.

Objective #3: Understand relevant psychiatric conditions that may cause or be related to sexual health, such as depression, anxiety, or trauma and what steps to take in treating clients ethically and competently.

Program Description: Many clients have concerns, questions and curiosities about sex and its impact on health and wellness, no matter their age (Russell, 2012). So why do counselors and counselor trainees (CT) find it so challenging to ask about sex? Clinicians reported not asking clients about sex because they felt afraid of offending a client, felt discomfort asking patients of the opposite gender or those under the age of 18 and older than 65 about sexual health, or felt they had inadequate training in sexual health. Participants will get a chance to talk about ‘it’ and will learn how to confidently ask clients of all ages about sexual orientation, gender identity and expression, and sexually-related concerns. This session is open to counselor trainees in school and clinical mental health programs, to practicing professional counselors, and to counselor educators, particularly those who hope to enrich their training of counselor trainees in competent practices.

C. Rosie Bauder, LPC; PhD student, Counselor Education, The Ohio State University

1S06 We Too Work: Career Counseling for Immigrants and Refugees

Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Career Counseling

Let’s Talk About ‘It!’: Empowering Professional Counselors and Counselor Trainees to Discuss Sexual Health with Clients
Objective #1: Explain the role of social justice and hope as essential components of competent career counseling.

Objective #2: Discuss the unique career-related needs of the new immigrant client of the 21st century.

Objective #3: Build career-counseling skills using a liberation psychology framework and a strength-based and career narrative approaches to meet client’s career related needs.

Objective #4: Examine the role of career counselors as social justice agents.

Program Description: Engage participants to become agents of change and hope through both learning and practice at the intersection of career counseling and social justice. Participants will familiarize themselves with the history of career counseling and what role career has played in empowering the immigrant client. Using the framework of liberation psychology, the unique career-related needs, and the socioeconomic and political barriers of the new immigrant/refugee of the 21st century, will be described. Finally, through a case-study and presenters’ personal experiences, counselors will be able to discuss the application of strength-based and career narrative approaches to meet the career needs of their immigrant/refugee clients.

Ana C. Berrios Allison, LPC; Assessment Specialist & Career Counselor, The Ohio State University

Bushra I. Ismail, Counselor Trainee, Graduate Fellow, The Ohio State University

1S07 Identifying and Addressing Microaggressions in Counseling & Supervision

Clock Hours: 1.25, Supervision 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Multicultural Counseling
Content Level: Beginner/New Professional

Objective #1: Attendees will gain knowledge of the definition of microaggressions, and the types of microaggressions, including micro assaults, microinsults, and microinvalidations (Sue, 2010)

Objective #2: Practice recognizing the different types of microaggressions experienced by counselors-in-training from clients and from peers or supervisors during supervision.

Objective #3: Obtain skills for appropriately addressing microaggressions in counseling and supervision by engaging in role-plays during the session.

Program Description: Learn about how microaggressions might be experienced by counselors-in-training from marginalized groups via their clients, peers, or academic/clinical supervisors. Learn and practice how to identify and respond appropriately to microaggressions in counseling and supervision both as a target and an ally.

Christine Sunil Bhat, LPC, LSC; Professor, Ohio University
Ashley Nicole Scott, PC; Doctoral student, Ohio University

1S143 Unwrapping the Gift: SEL for Gifted Students

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/New Professional

Objective #1: Gain an understanding of the social emotional needs of gifted students.

Objective #2: Participants will be given tools and resources for working with gifted students.

Program Description: “Unwrapping the Gift” is a presentation about the social emotional needs of gifted children. From perfectionism to anxiety, children who are gifted feel emotions deeply. Children who are gifted are more than their IQ score and academics; they are emotionally intense beings. This affects the relationships with their peers and their academics.

Heather Couch LPSC; School Counselor, Covington Latin School

1S146 Understanding the Plight of Students Experiencing Anxiety What Counselors Can Do to Help!

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: Identify neurobiological and physiological mechanisms that underlie anxiety.

Objective #2: Recognize environmental & societal factors contributing to the increase in anxiety amongst students.

Objective #3: Design effective strategies to decrease the anxiety response in students including; calming techniques, specific strategies to minimize the ruminative nature of obsessive thoughts, and tactics to engage the parasympathetic nervous system to create new neuropathways to reduce hyper arousal.

Program Description: Divorce, family breakdown, violence in society and the media, has produced a shell-shocked generation of students suffering from anxiety! Anxiety is a persistent master. When it moves in, it takes over daily routines, learning, recreation, and social connection. To make matters worse, the things adults (including many therapists and school systems) do to help anxious children can make the anxiety
stronger. Current behavioral approaches focusing on Positive Behavior Intervention Support and Function Behavior Analysis have largely been ineffective and harmful to the student affected by anxiety. And there is no escaping the problem: one in every five kids suffer from a diagnosable anxiety disorder. This workshop brings a fresh and promising perspective to one of our most troubling and perplexing school problems. This dynamic interactive workshop is designed for counselors who want to gain an understanding of how anxiety impacts learning and behavior and while emphasizing creative intervention focusing on cognitive-behavioral, biological, mindfulness, and family systems interventions. The presenter will offer counselors proven strategies that help students push through anxiety, worry, fears and phobias so that they can move forward, learn and reach their full potential.

William DeMeo, LPC; School Psychologist, Consultant, Specially Psychological Services

1S162 Conquering Your School’s Cultural Kryptonite

Intended Audience: School Counselors

Presentation Topic: School Counseling (Elementary)

Content Level: Intermediate/Experienced Professional

Objective #1: Jump-start your personalized character education program that is responsive to your students’ changing needs.

Objective #2: Leave with a wealth of resources including children’s literature, scholarly research, video resources and sample lessons, and electronic access to our site.

Objective #3: Participants walk away with ideas and a rough plan of how they will implement a responsive character education program in their school.

Program Description: The research is clear that true success in life requires more than the mastery of academic skills. Our team will support you as you reflect on your school’s needs to develop or refine your character education program. This process facilitates a positive school climate as students acquire and build the “soft” skills necessary for success both inside the classroom and beyond the school walls.

Teresa Harris, LPSC; Elementary School Counselor, Oakwood City Schools - Harman School

Traci Hummer, Elementary School Counselor, Oakwood City Schools

1S166 Enhancing School-Based Suicide Prevention through Evidence-Based Gatekeeper Trainings

Intended Audience: School Counselors

Presentation Topic: School Counseling (All Levels)

Content Level: Advanced/Seasoned Professional

Objective #1: Learn the evidence base of youth-focused gatekeeper trainings and their national impacts on suicide prevention

Objective #2: Participants will review data demonstrating Ohio’s K-12 gatekeeper training outcomes on school community members’ knowledge, preparedness, and likelihood to refer youth at-risk of suicide

Objective #3: Learn how they can implement K-12 gatekeeper trainings within their local, school-based counseling and suicide prevention efforts

Program Description: Gatekeeper programs train individuals on techniques for early identification of suicidal ideation and behavior, and on how to make appropriate follow-up service referrals to behavioral health providers. Systematic reviews of school-based intervention to prevent suicide-related behavior conclude that gatekeeper training is effective in increasing knowledge and confidence among school community members who participate in the trainings, increasing their reported likelihood of referring at-risk youth to counselors and other behavioral health providers. Cross-site evaluation of the GLS (Garret Lee Smith) suicide prevention grants shows that a significant reduction in youth suicide is associated with gatekeeper training at the national level, including Kognito gatekeeper trainings. Initial studies of the Kognito, online gatekeeper trainings show great improvement in knowledge, preparedness and likelihood to refer at-risk youth to behavioral health providers. Because of the magnitude of reported improvement, Kognito is included in the National Registry of Evidence-Based Programs and Practices (NREPP). Since 2011, Ohio data shows that K-12 school community members participating in Kognito have made gains that support the GLS cross-site evaluation conclusion: gatekeeper training saves lives. This session will review the ongoing evaluation of gatekeeper trainings at the national and local level, including an in-depth overview of the Kognito gatekeeper trainings which have been implemented in Ohio’s K-12 schools. Through Ohio’s GLS Grant, the Kognito trainings are freely available to all Ohio schools, providing education on when, where, and how to refer youth to school counselors and social workers. This workshop will provide an overview of the Kognito training content, and end by helping participants strategize for the implementation of Kognito within their local, K-12 school counseling and suicide prevention efforts.

Jane Timmons-Mitchell, Ohio State Board of Psychology License #3478, Senior Research Associate, Case Western Reserve University, Begun Center for Violence Prevention Research and Education

Shawna Hite-Jones, Certified Health Education Specialist (CHES): 26302 Program Director, OSPF, & SAMHSA GLS Grant Project Director, Ohio Suicide Prevention Foundation (OSPF)

1S168 Self-Care and The Counseling Profession...is the galaxy far, far away?!
Objective #1: Healthy coping skills for managing stress, high emotions, and professional challenges to avoid burnout.

Objective #2: Practical techniques/exercises and how to successfully add them to your day-to-day routine.

Objective #3: Learn helpful strategies in the balance of both personal and professional lives within a profession which can often blur the two.

Program Description: School Counselors work can be quite challenging, data driven, sometimes frustrating, often emotional, with the high potential of burn-out. As professionals— we are faced with high expectations to balance the demands that come with our day-to-day work responsibilities which often carries over into our personal lives. Self-Care is a practice that can help alleviate some of the stressors and pressures that is encountered in both the professional and personal life of the school counselor. How does one cope? At times do you end your school day feeling emotionally drained, often responding out of frustration, and/or operating out of fear to find easy ways to cope and protect self (Darth Vader) OR do you leave with a sense that you are fulfilling your purpose in your current role, with whom your responses are based on a logical rationale, and often problem solve in assisting others to attain the overall goal(s) for your individual building (Luke Skywalker). This presentation focuses on the importance of finding the light through self-care, helping participants navigate through existing resources, and how to utilize them. Thus, avoiding moving towards...the dark side.

WillaMarie Jackson, LSC, LPC, CRC, School Counselor, Zanesville High School,

Andrea Polen, Graduate Student, Capital University; Counselor Intern, Zanesville High School

1S16  Putting the Pieces Together: Holistic Treatment for Co-Occurring Disorders
Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Drug & Alcohol Rehab, Counseling
Content Level: Intermediate/Experienced Professional

Objective #1: Explore the connection between mental illness and addiction as well as the impact to the individual, family and community.

Objective #2: Provide guidelines for completing a thorough integrated assessment utilizing the ASAM criteria and the creation of an integrated, measurable service plan.

Objective #3: Identify a holistic framework of strategies to effectively treat co-occurring disorders.

Program Description: According to statistics, roughly half of individuals with severe mental disorders are affected by substance abuse. Furthermore, the presence of co-occurring disorders increases risk for poverty, illness, incarceration and homelessness. Strategies that integrate mental health and substance abuse services have been found to reduce criminal activity, psychiatric hospitalizations and crisis services and to increase family reunification and positive community involvement. This session will explore the relationship between mental illness and addiction and the importance of managing co-occurring disorders utilizing a holistic framework for sustained recovery. The first part of this session will identify signs and symptoms of common mental disorders and how disorders may serve as a barrier to recovery. The second portion will serve to provide guidelines for completing a thorough integrated assessment utilizing the ASAM criteria, outline the development of an integrated, measurable service plan, and identify a holistic framework of strategies to effectively treat co-occurring disorders.

Kristina Camden, LPCC-S; Clinical Director for Residential Programs, Mended Reeds Services

David Taylor Sanders, PCC-S; Assistant Clinical Director for Residential Programs, Mended Reeds Services

1S177  CANCELLED Ohio School Counselor Accountable Report (OSCAR)
**Objective #3:**
for Eating Disorders (CBT-E).

Based practices, such as Cognitive Behavioral Therapy care for eating disorders treatment with evidence-

**Objective #2:**
influence society has with messages around food and through individuals with eating disorders and the

**Objective #1:**
Content Level: Intermediate/Experienced Professional

Presentation Topic: Counseling Best Practices

Intended Audience: Clinical/Mental Health Counselors

Program Description: There are many messages out there regarding what should and should not be eaten, and how you should look. These messages are obtained through media, advertisements, family, friends and medical providers, and how do individuals with eating disorders sift through all of this? Many of these messages fuel the eating disorder in some individuals, and result in shame around what they eat or how they look. There will be education on treatment modalities to use to help increase the positive inner voice (CBT-E, Gestalt Therapy, etc), while combating the thousands of messages out there encouraging the eating disorder. Through evidence-based practices it has been found to be helpful for individuals with eating disorders to separate themselves from the disorder, and this is one of many tools that will be gained during this presentation. We cannot change what people talk about, but we can bring awareness towards others listening and what they choose to take as their own. There will be active participation throughout this presentation.

Sarah Gallagher, LPCC-S; Behavioral Health Therapist, Nationwide Children's Hospital

**Program Description: 1S28 Providing the Light: Supervising Counselors working with Trauma**

Clock Hours: 1.25, Supervision 1.25

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Supervision

Content Level: Intermediate/Experienced Professional

Objective #1: Identify and understand the different occupational hazards counselors encounter when counselors empathically engaging with clients who have experienced trauma.

Objective #2: Strategies to utilize when supervising counselors working with clients who have experienced trauma.

Objective #3: Practice and identify strategies to promote self-care and wellness for their self and those whom they supervise.

Program Description: Supervisors are tasked with preparing and supporting counselors to facilitate quality and effective counseling sessions to their students or clients. The presentation will provide supervisors with an overview of the occupational hazards all counselors face as they empathically engage with students or clients. Supervisors will be invited to participate in activities to assist in reflection of their own self-care strategies that aid them in providing quality supervision. In addition, information and strategies will be provided to assist supervisors in providing trauma informed and sensitive supervision.

Tamarine Foreman, LPCC-S; Assistant Professor, Ohio University

**1S34 “All Food is Good Food”: How Our Society’s Language Impacts Eating Disorders**

Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Counselor Education & Training

Content Level: Intermediate/Experienced Professional

Objective #1: Identify how shame is experienced through individuals with eating disorders and the influence society has with messages around food and dieting.

Objective #2: Explore practical techniques to provide care for eating disorders treatment with evidence-based practices, such as Cognitive Behavioral Therapy for Eating Disorders (CBT-E).

Objective #3: Strengthening your positive inner voice through use of Gestalt Therapy techniques.

Program Description: There are many messages out there regarding what should and should not be eaten, and how you should look. These messages are obtained through media, advertisements, family, friends and medical providers, and how do individuals with eating disorders sift through all of this? Many of these messages fuel the eating disorder in some individuals, and result in shame around what they eat or how they look. There will be education on treatment modalities to use to help increase the positive inner voice (CBT-E, Gestalt Therapy, etc), while combating the thousands of messages out there encouraging the eating disorder. Through evidence-based practices it has been found to be helpful for individuals with eating disorders to separate themselves from the disorder, and this is one of many tools that will be gained during this presentation. We cannot change what people talk about, but we can bring awareness towards others listening and what they choose to take as their own. There will be active participation throughout this presentation.

Sarah Gallagher, LPCC-S; Behavioral Health Therapist, Nationwide Children's Hospital

**1S54 Humor: The Good, The Bad, and The Funny**

Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Counseling Best Practices

Content Level: Intermediate/Experienced Professional

Objective #1: After learning the definitions, types, and historical context of humor, participants will understand effective uses of humor, as evidenced by an ability to design specific humor exercises to engage their clients.

Objective #2: After engaging brief case studies, participants will identify when clients are using humor maladaptively as a defense to cover up anxieties or concerns and will discuss how to navigate such situations effectively.

Objective #3: With an understanding of humor and the ways it can be used, participants will be able to effectively monitor it and implement it with clients.

Program Description: Humor is a familiar, yet abstract concept that can either be used to enhance or hinder the therapeutic process. This presentation will provide a framework for understanding humor, distinguishing between its positive and negative uses in individual and group therapy, and examine ways to apply it effectively in practice. The overall goal is to recognize how humor styles impact the way in which clients interact with their environment as well as providing clinicians with tools to assess humor styles and create treatment solutions. Case studies and discussion will offer opportunities for recognizing humor and its benefits and pitfalls.

Brad A. Imhoff, LPC; Assistant Professor of Counseling,
Creating Resilient Clinicians: The Trauma Informed Supervisor’s Guide

Clock Hours: 1.25, Supervision 1.25

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Supervision

Content Level: Advanced/Seasoned Professional

Objective #1: Able to explain the key components of Trauma Informed Care.

Objective #2: Gain an understanding of the impacts of trauma on clinicians and the benefits of trauma-informed supervision in mitigating these impacts.

Objective #3: Implement a trauma informed model of supervision with specific interventions that can be utilized immediately to promote wellness in individual and/or group supervision.

Program Description: The high rates of clients who have experienced trauma in behavioral health settings puts counselors at risk for developing secondary traumatic stress. Supervisors can take a trauma informed approach to supervision to ensure the well-being of counselors. This course is designed to assist participants in gaining an understanding of a trauma informed approach to supervision that enhances wellness and prevents trauma related issues from affecting the clinician. Participants will be provided with innovative interventions that can be utilized immediately to accommodate the supervision process.

Julie Lenyk, LPCC-S; Assistant Professor of Instruction, The University of Akron

Valerie Prevosnak, PCC-S; Program Manager, Meridian Healthcare

Chelsey Zoldan, PCC-S; Clinical Counselor, Comprehensive Behavioral Health Associates

Sexting and minors: Ethical and legal implications and clinical considerations

Clock Hours: 1, Ethics 1

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Ethics and Legal Issues

Content Level: Beginner/New

Objective #1: Learn the ethical and legal implications and clinical considerations when working with minors who engage in sexting.

Objective #2: Apply the applicable ethical codes and state laws and provide strategies to address the clinical considerations in provided case studies.

Program Description: “Sexting” and minors is an emerging issue that counselors may encounter in practice. However, the topic of “sexting” is not explicitly and specifically discussed in the ethical codes or the state laws. As a result, it may initially be challenging for counselors to navigate these scenarios. The presenters will address the ethical and legal considerations related to sexting and minors, such as mandated reporting. Additionally, the presenters will discuss the clinical implications that need to be considered. Participants will be provided the opportunity to apply the information to case studies and to engage in dialogue regarding additional considerations for sexting and minors.

Nicole Bradley, LPCC; Contributing Faculty, Walden University

Brandy Gilea, PCC-S; Full-time faculty member, Walden University

Rachel O’Neill, PCC-S; Full-time faculty member, Walden University

Stacy Overton, LPC; Full time faculty member, Walden University

Using the Principles of Social & Emotional Learning to Create a Positive School and Community Climate

Intended Audience: School Counselors

Presentation Topic: School Counseling (All Levels)

Content Level: Intermediate/Experienced Professional

Objective #1: Understand and articulate the basic principles of SEL.

Objective #2: Learn how to: Reduce negative student behavior (i.e. school violence, bullying, impulsive acting out, lack of focus) through the application of SEL.

Objective #3: Learn how to: Implement a comprehensive program of SEL to create a positive school climate.

Program Description: Recently, the Ohio State Board of Education announced it intends to develop social and emotional learning standards for all grades K-12. The development and implementation of these standards should heavily involve school counselors, school-based counselors, and school administrators. These standards are based on the psychological and neuroscientific research that emphasizes the importance of focusing on developing the social and emotional competencies of students and faculty. This
presentation will outline how counselors and school administrators can implement the principles of Social & Emotional Learning (SEL) to create a positive school climate.

Cecile Brennan LPCC-S; Chair, Department of Counseling, John Carroll University

**2S164  Safe, not Scary! How School Counselors and Resource Officers Can Work Together To Improve School Culture & Climate Daily & in Times of Crisis**

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Participants will increase their knowledge surrounding the role of the school resource officer and how SROs can improve the school culture and climate.

**Objective #2:** Participants will identify activities and programs to collaborate with their school resource officer to increase school safety efforts in their district.

**Objective #3:** Participants will learn strategies to work with SROs to ease the stress and fear of school communities regarding a crisis.

**Program Description:** School safety is at a forefront in today’s world. There is an increased presence of School Resource Officers (SROs) in many districts and a nationwide discussion of safety protocols such as arming school staff with weapons. Today’s students will know lock down and active intruder drills to be as common as fire and tornado drills were for older generations. These experiences can be very traumatic for both staff and students. School counselors and school resource officers play a pivotal role both daily and in crisis situations. They model the expected culture and maintain a positive climate of the school environment. By incorporating cooperative activities, the team of the school counselor and SRO can help neutralize the fear and stress that communities may have about an event happening at their school. School counselors can also help change the perception of the role of the SRO in the school by collaborating through PBIS activities, Red Ribbon Week, DARE, parent information nights, and classroom guidance lessons. The presenters will share strategies that assist school counselors and SROs to beginning planning shared efforts to improve their school climate and increase school safety.

Emily Herman, LPSC; School Counselor, Doctoral student, Ohio State University, Adjunct Instructor, Youngstown State University. Danielle Matos, LSC, Western Reserve High School & Joel Gensler, SRO, Western Reserve School District

**2S172  Mindfulness in the Classroom: Integrating mindful strategies, breathing, yoga and essential oils in the schools to improve behavior and academics.**

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** To teach counselors mindfulness strategies to help children to: a. Focus on the experience in the present moment with wisdom and compassion b. Quiet their minds thus opening their heads to see more clearly c. Care and connect by seeing the web of relationships, and the causes and conditions that led up to each moment d. See and reframe how they view a situation and choose to speak and act in a way that is aligned with the school’s expectations

**Objective #2:** To teach counselors breathing techniques to improve various moods, feelings and conditions of their students/clients.

**Objective #3:** To teach counselors yoga poses and sequences to use in the classroom to help children refocus, calm down, regain confidence and energize.

**Program Description:** Mindfulness in the classroom is a program integrating mindful strategies, breathing, yoga and essential oils to help children bring their attention to the present moment. Counselors will walk away with a toolbox of strategies to help children relax, focus, calm down and regain confidence. This in turn will improve behavior, attention, anxiety, stress and anger management.

Kasey Kellem, LPSC; School Counselor, Parma City Schools

**2S174  Developing Mental Health Models in K-12 Schools to Support Students Socially, Emotionally, and Academically**

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Identify data collection tools to design mental health models in K-12 schools.

**Objective #2:** Able to implement evidence-based strategies to address mental health challenges of students.

**Objective #3:** Describe a tiered system supporting students with mental health challenges in the school setting.

**Program Description:** Across the United States many students are coming to school with mental health challenges that are impeding them from succeeding academically, socially, and emotionally. This interactive session will focus on evidence-based practices in developing mental health models K-12 schools. After attending the session participants will be able to describe data collection practices to
enhance services to developing mental health models in schools; identify ways of collaborating to streamline mental health services; and describe a tiered system of support to addressing mental health barriers within the academic setting.

Dr. Dakota King-White, LPSC, LPC; Assistant Professor, Cleveland State University

**2S181** The OhioMeansJobs-Readiness Seal

*Intended Audience:* School Counselors  
*Presentation Topic:* Career Counseling  
*Content Level:* Beginner/New Professional

**Objective #1:** Explain the process in which a student can earn the OhioMeansJobs-Readiness Seal designation.

**Objective #2:** Provide information on how to utilize current state initiatives and local advisory committees to enhance/create mentorship and work-based learning opportunities for students to gain experience demonstrating the professional skills required to achieve the OhioMeansJobs-Readiness Seal.

**Objective #3:** Share best practices of districts across the state on how to integrate the OhioMeansJobs-Readiness Seal into existing career awareness and advising processes.

**Program Description:** Preparing students to be success bound by exemplifying their aptitude of work-ready professional skills through the OhioMeansJobs-Readiness Seal. The OhioMeansJobs-Readiness Seal is a formal designation student can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses and post-secondary institutions seek. Ohio high school students now can earn recognition by showing they are prepared to contribute to the workplace and their communities. In this session attendees will learn the process in which a student can earn the OhioMeansJobs-Readiness Seal designation. How to utilize current state initiatives and local advisory committees to enhance/create mentorship and work-based learning opportunities for students to gain experience demonstrating the professional skills required to achieve the OhioMeansJobs-Readiness Seal; as well as, best practices shared by districts across the state.

Tishia Lewis, Certified Career Services Provider, Career Connections Administrator, Ohio Department of Education

Kayla Mickens, Career Connections Consultant, Ohio Department of Education

**2S194** What is the School Counselors Role In PBIS/RTI in the School Counseling Program?

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Explain the educational benefits of implementing a comprehensive school counseling program. Review program components and interconnections based on the ASCA Model. Discuss the role of a guidance system within the PBIS/RTI model. Discuss the way this process addresses student success that impacts students at many levels.

**Objective #2:** Discuss and define what Positive Behavior Interventions and Support (PBIS) is per the US Department of Special Education. Discuss the role of the school counselor and school counseling program in both the Response to Intervention Model (RTI) and PBIS framework. In small groups ask participants to compare the way school counselors are utilized in their school and identify areas of challenges.

**Objective #3:** Brainstorm ways that the challenges and ideas can be integrated into the school counseling program and within the school/building/district PBIS/RTI process. Prioritize 3 ways to implement it this school year.

**Program Description:** The school counselor’s role within PBIS/RTI is critical so that the counselor can provide school supports without jeopardizing their developmental school counseling program for all students. Learn the definition of and the place of PBIS/RTI within your school, school counseling program and school counselor responsibilities. Determine ways of becoming more effective that benefits all students.

Tommie Radd, LPC, NCC, NCSC, CRC, Numerous School Counseling/Leadership Licenses; Consultant

**2S215** Building Trades Apprenticeship: A College Alternative

*Intended Audience:* School Counselors  
*Presentation Topic:* Career Counseling  
*Content Level:* Intermediate/Experienced Professional

**Objective #1:** To educate school counselors on the Building Trades Apprenticeship model as a college alternative and a pathway to a lucrative career and the middle class. To explain that apprenticeship is a tuition-free way to earn college credits while getting paid competitive wages to learn a skilled trade.

**Objective #2:** To educate school counselors on the need for more skilled Building Trades workers in Ohio.

**Objective #3:** To answer questions about the Building Trades apprenticeship model and help introduce this alternative to students throughout Ohio.

**Program Description:** Not every student is
bound for college. For kinetic learners, hard workers, and students looking for an alternative, a Building Trades apprenticeship is a pathway to a rewarding, lucrative career. Young men and women earn tuition-free college credits, competitive wages, health care and retirement benefits while learning a skilled craft. This session will answer all your questions and help you understand the opportunities for your students not attending college after graduation.

Christina Zimmer, Certified Association Executive, Communications Manager, ACT Ohio

2S218  Google Makes School Counseling APPSolutely Awesome!

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: How to incorporate Google Sheets, Calendar, Slides, Forms and Docs into their counseling practice.

Objective #2: Learn to use Add-Ons to take their Google Apps to the next level of productivity.

Objective #3: Learn to set up Chrome as their main web browser. Participants will learn how to incorporate Chrome Extensions into their browsing experience.

Program Description:
Learn how Google Apps for Education can make your life easier! We will introduce you to the different applications (Documents, Sheets, Slides, Calendar, and Forms) and give you examples of how we use them DAILY in our school counseling practice. We will also take a deep dive some Google Add-ons that will blow your mind!! We’ll wrap things up with some Chrome tricks and tips.

Sara Hoffman, School Counselor, Whitmer High School


Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Counseling Best Practices
Content Level: Intermediate/Experienced Professional


Objective #2: Receive the tools necessarily to facilitate the five objectives of Emotion Focused Grief Counseling.

Objective #3: Understand the protocol for administering Emotion Focused Grief Counseling.

Program Description: Individuals experiencing loss and grief present their own special needs to counselors who may not feel prepared to deal with the emotional intensity for grief. The goal of Emotion Focused Interventions (EFI) is to construct a “holding environment” and safe place for clients to fully express and experience the vast scope of emotions related to grief (Humphrey, 2009). In this presentation, we outline the five objectives of Emotion Focused Intervention for grief and provide the materials, tools and guidance needed to facilitate this process for those working with grieving clients in groups.

Daniel R. Cruikshanks, LPCC-S, LPC; Professor, Counselor Education & Psychology and Dept. Chair, Aquinas College

Cindy Steenstra & Savannah Spicer, Graduate Students in Counseling, Aquinas College

2S26  Disconnecting the Panic Button: How to Treat Panic Attacks with Interoceptive Exposure

Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Diagnosis, Treatment & Psychopharmacology
Presentation Topic: Content Level: Intermediate/Experienced Professional

Objective #1: Understand how interoceptive exposure works and how to socialize clients to the therapy.

Objective #2: Learn how to construct a fear hierarchy using client reported symptoms.

Objective #3: Learn how to perform counselor-assisted interoceptive exercises.

Program Description: Do you treat clients who experience panic attacks? Interoceptive exposure has been a first line, evidenced-based therapy for panic attacks for decades yet few clinicians use it. Come with an open mind and learn how to begin to implement this highly effective therapy in your practice.

Bill Emahiser, LPCC-S; Director of the Center for the Treatment of Anxiety, Unison Health

2S39  The Power of Language: Addressing Stigma in Substance Use Disorder Treatment

Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Drug & Alcohol Rehab. Counseling
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Able to identify stigmas in society and media toward clients with substance use disorders (SUDs) and explore how stigma contributes to systemic oppression of clients with SUDs.

**Objective #2:** Become self-aware of stigmatizing language in substance use treatment as it relates to clients’ sense of self and self-efficacy. Attendees will explore and apply language alternatives to empower clients.

**Objective #3:** Learn ways to apply language alternatives within treatment models that enhance autonomy and empowerment in clients. Attendees will compare salutary versus deductive treatment plans and practice conceptualizing clients with SUDs using language alternatives.

**Program Description:** Clients with substance use disorders (SUDs) often face stigmatizing responses from society, family members, and even treatment facilities. This presentation will address common stigmas faced by clients with SUDs and how to address stigma and oppression within a counseling framework. The intended result is to increase counselors’ awareness of stigmatizing language, empower clients, increase clients’ self-efficacy and reduce shame associated with having a SUD. Explore the power of language relating to conceptualizing clients’ SUDs and related experiences.

Annaleise Lessick, LPC; Graduate Assistant, Kent State University

Victoria Giegerich, PC; Substance Abuse Counselor, Townhall II

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**2S63** Anti-Oppression Informed Practice

**Clock Hours:** 1

**Intended Audience:** Clinical/Mental Health Counselors

**Presentation Topic:** Multicultural Counseling

**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Learn the definitions, ethics, and theory that contribute to an anti-oppression informed practice.

**Objective #2:** Learn basic clinical interventions and practices that enhance cultural micro skills in practice settings.

**Objective #3:** Learn to incorporate these skills into self-care practices, co-worker interactions, and agency policies.

**Program Description:** Introduction to the interdisciplinary field of social justice and advocacy in counseling, with a focus on the critical analysis of key theoretical views, historical and current sociocultural understandings of oppression, difference, power, privilege, justice, and activism. Practicing counselors will be able to use this information to make anti-oppressive, culturally competent decisions regarding diagnosis, treatment planning, and community advocacy.

Adrianne L. Johnson, LPCC-S; Associate Professor, Wright State University

Rachel White, Graduate Student, Graduate Student Assistant, Raj Soin College of Business, WSU

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**2S69** Parallel Process in Supervision to Enact an Ethical Culturally Responsive Counseling Approach

**Clock Hours:** 1, Supervision 1

**Intended Audience:** Clinical/Mental Health Counselors

**Presentation Topic:** Supervision

**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Define and identify how parallel process (and isomorphism) in supervision can impact the counselor and client systems.

**Objective #2:** Discuss the components of competent and effective supervision for a culturally responsive counseling approach and will review ethical and legal issues in clinical supervision, and how culture interacts with these issues.

**Objective #3:** Identify supervision and organizational barriers to overcome for an effective a culturally responsive counseling approach.

**Program Description:** Many attempts at a culturally competent counseling approach may fall short due to inexperience or unknown barriers regarding the complete supervision-counseling context. This presentation will explore how supervision and even organizational variables may impact the ineffectiveness/effectiveness of a culturally sensitive approach. The concepts of parallel process and isomorphism in supervision will be examine. The lens of a cultural impactful supervision process will be suggested.

DoHee Kim-Appel, LPCC-S, IMFT-S, LICDC; Associate Professor, Heidelberg University

Marjorie Shavers, PCC-S, LPSC; Assistant Professor, Heidelberg University

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**2S71** Counselor Advocacy: Practical Tips for Busy Counselors

**Clock Hours:** 1

**Intended Audience:** Clinical/Mental Health Counselors

**Presentation Topic:** Other

**Content Level:** Intermediate/Experienced Professional
Objective #1: To educate participants on the process of legislative advocacy.

Objective #2: To help participants develop an understanding of important legislative advocacy strategies.

Objective #3: To offer practical suggestions for how counselors can engage in effective legislative efforts.

Program Description: For the counseling profession to grow and thrive, we must advocate for ourselves in legislative arenas. In this program, participants will learn about the importance of engaging in legislative advocacy. Foundational information about legislative processes and strategies will be provided. Important legislative issues at both the state and federal level will be discussed. Practical tips that counselors can apply to enhance their legislative advocacy efforts will be shared.

Victoria Kress, LPCC-S; Professor, Youngstown State University
Amanda Sines, Government Lobbyist, Government Advantage Group
Sean Gorby, M. Ed, LPC; Certified Wellness Counselor, Doctoral Candidate, The Ohio State University

Program Description: Smoking is one of the leading causes of death in our society, yet it is preventable, so knowing how to stop smoking is a life-and-death matter. However, for smokers, smoking is a source of pleasure and a longstanding habit. Lacking change power could obstruct smoking cessation. Motivational interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change. This presentation will be introducing the theoretical framework of motivational interviewing and demonstrate a case study to show its application in smoking cessation.

Fang-Mei Law, LPCC; Professor, Tiffin University
Gwo-Jen Guo, PC; Professor, National Changhua University of Education

**THURSDAY SESSION (3)- 1:15-2:45 PM**

**3S116 Practical Ways to Facilitate Dialectical Behavior Therapy for Substance Use (DBT-S) Groups for Adolescents**
Clock Hours: 1.5

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Drug & Alcohol Rehab. Counseling
Content Level: Beginner/New Professional

Objective #1: Understand the basic principles of both DBT-S and adolescent group work.
Objective #2: Identify mental health treatment needs for adolescent in the school and mental health settings.
Objective #3: Learn how to implement DBT-S skills into adolescent group work to address their client’s substance abuse needs in their work setting.

Program Description: The mental health and substance abuse needs of adolescents are continuing to rise. Dialectical Behavior Therapy for Substance Abusers (DBT-S) and group work are both evidence-based treatment methods that can be utilized in a variety of settings to help adolescents. Participants will understand the basics of both DBT-S and group work. The presenters will discuss current adolescent substance abuse concerns in schools and clinical settings, as well as present practical ways to utilize DBT-S skills within group work with adolescents.

Staci Tessmer, LPCC-S; Counselor, Supervisor, Adolescent IOP Coord., Premier Behavioral Health Svcs/Kent State Univ.
Annaleise Lessick, LPC, CDCA; Doctoral Student, Kent State University

**2S75 Gaining Power to Change Through Motivational Interviewing: A Smoking Cessation Case Study**
Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Counseling Theory
Content Level: Beginner/New Professional

Objective #1: Learn the theoretical structure and framework of motivational interviewing.
Objective #2: Learn strategies from motivational interviewing (MI) that apply to promoting smoking cessation.
Objective #3: See a case study demonstrating how motivational interviewing works in smoking cessation treatment.

Program Description: Smoking is one of the leading causes of death in our society, yet it is preventable, so knowing how to stop smoking is a life-and-death matter. However, for smokers, smoking is a source of pleasure and a longstanding habit. Lacking change power could obstruct smoking cessation. Motivational interviewing is a collaborative conversation style for strengthening a person’s own motivation and commitment to change. This presentation will be introducing the theoretical framework of motivational interviewing and demonstrate a case study to show its application in smoking cessation.

Annaleise Lessick, LPC, CDCA; Doctoral Student, Kent State University

**3S118 You’re Not You When You’re Hungry**
Clock Hours: 1.5

Intended Audience: Clinical/Mental Health Counselors
Topic: Diagnosis, Treatment & Psychopharmacology
Content Level: Intermediate/Experienced Professional

Objective #1: Learn areas to assess for eating disorder thoughts and behaviors and learn concrete examples of questions to ask a client, assessment techniques and specific information to inform an eating disorder diagnosis.
**Objective #2:** Able to differentiate between normative discontent/negative body image, disordered eating, and indicators of a clinical eating disorder, in addition to how to address overweight/obesity as a clinical issue.

**Objective #3:** Familiarize with multicultural considerations of eating disorder prevalence.

**Program Description:** This session will help clinicians of any background gain practical examples of how to assess eating, weight and body image symptoms to determine if a client has eating or body image concerns, or a clinical eating disorder (with information on how to differentiate between degrees of severity). It will also include how to address overweight/obesity as a clinical issue related to depression and self-esteem. Lastly, participants will become familiar with the multicultural considerations in eating disorder assessment and prevalence.

Samantha Tortora, LPCC-S; Senior Staff Counselor, The Ohio State University

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**THURSDAY SESSION (3) - 1:15-2:15 PM**

3S121  Enhancing case conceptualization and supervision

Clock Hours: 1, Supervision 1

**Intended Audience:** Clinical/Mental Health Counselors

**Presentation Topic:** Supervision

**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Explore the concepts and utilize de Bono’s six hats approach for counseling supervision and case conceptualization.

**Objective #2:** Practice and apply de Bono’s six hats approach through discussion and case vignettes.

**Program Description:** Program will introduce de Bono’s six thinking hats approach for use in effective group supervision for counseling supervisees. Presenters will review the concepts and prompts for each of the six hats and how they can be utilized for the supervision settings. Presenters will also describe how to integrate the six thinking hats approach for improved case conceptualization. Ideas will be generated for using this approach for prompting a deeper supervision dialogue regarding the therapy process as well as enhancing counseling supervision regarding client care and ethics. Practice and apply the approach through case vignettes.

Carrie VanMeter, LPCC, LPSC; Core Faculty Capella University

Tiffany Peets, LPCC-S, Assistant Professor, Walsh University

Ruthann Anderson, LPCC-S; Associate Professor Walsh University

Lisa Zimmerman, LPC; Assistant Professor Walsh University

3S124  Binge Eating Disorder, the most prevalent, and least understood eating disorder

Clock Hours: 1

**Intended Audience:** Clinical/Mental Health Counselors

**Presentation Topic:** Counselor Education & Training

**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Provide a summary of the current research and evidence on the etiology, prevalence, diagnostic criteria and assessment of Binge Eating Disorder. Highlight information relevant to counselors’ daily practice such as co-morbidities, vulnerable/overlooked populations and early warning signs.

**Objective #2:** Differentiate binge eating, compulsive overeating, disordered eating and the overlaps between obesity and binge eating disorder. Discuss complications of Binge Eating Disorder from our societal drive for thinness, weight bias and social stigmas regarding high weighted individuals.

**Objective #3:** Describe evidence-based, and emerging therapies, in the treatment of Binge Eating Disorders for individuals’ groups, partial hospitalization programs and residential treatment. Provide guidelines for care, and criteria on when and how to refer to specialized care.

**Program Description:** By attending this session you will learn about Binge Eating Disorder, it’s causes, risks factors and vulnerable populations, practical assessment, best practice treatment approaches, resources for both the patient and professional and various level of care options.

Hilmar Wagner, Registered Dietitian, Nutrition Coordinator, Clinical Outreach Specialist, The Emily Program

3S134  Elementary School Counselor Resource and Idea Exchange

**Intended Audience:** School Counselors

**Presentation Topic:** School Counseling (Elementary)

**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Gain new resources, lesson plans and ideas to be implemented immediately in their own programs.

**Objective #2:** Participants will have opportunities to ask for ideas and resources that they struggle with.

**Objective #3:** Collaborate with others to build off one another’s ideas and programs, and to learn new ways to use the resources they may already have.

**Program Description:** Do you ever feel like you’re all...
alone in your building? Do you struggle to come up with fresh new ideas on your own? Is there a topic or issue that you would like some new resources to deal with? Then this session is for you. In this session, participants will experience opportunities to collaborate with other elementary school counselors who understand what it is like to be the lone wolf. Participants will be encouraged to share their favorite lesson plans, resources, programs and activities. Bring an electronic or paper copy of your favorite things so that they can all be added to a shared file that participants can access later too. You will leave this session with information to access the shared file and be able to begin using the ideas immediately!

Diana Arie, LPSC; School Counselor, Olentangy Local School District

**3S158** Things That Work - Tips and Tricks for the Middle Grades

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (Middle School)  
**Content Level:** Beginner/New Professional

**Objective #1:** Learn you are not alone in the struggle to help students in the middle grades with topics such as girl drama, friendship, and transitions.

**Objective #2:** Walk away with an understanding of simple, yet proven ways to save time and impact more students by increasing the number of “tools” in their counseling toolbox.

**Objective #3:** Apply own experiences to simulations and sample activities and foster professional discussion about middle school topics.

**Program Description:** School Counselors for students in the Middle Grades have great job security but often limited time. Participants will learn tips and tricks that will help them gain their footing quickly in grades 4-9 and impact more students daily. Topics include student mediation and middle school drama, friendship, developing and using student leadership, transitioning new students, and teaching middle school classroom counseling lessons.

Jason Goshe, LPSC; Middle School Counselor, Kent City Schools

**3S167** College Signing Day: Celebrating Your Seniors and Building Your College-Bound Culture

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Beginner/New Professional

**Objective #1:** Introduce School Counselors to the National College Signing Day movement introduced by the Reach Higher/Better Make Room initiative.

**Objective #2:** Demonstrate how College Signing Day has been implemented at NIHF STEM High School using (free) resources available through the Better Make Room website.

**Objective #3:** Discuss Best Practices for hosting a College Signing Day event and how to personalize it to your district.

**Program Description:** Ready for a College Signing Day that has (almost) nothing to do with sports? Thanks to Michelle Obama, champion of school counselors, and the Reach Higher/Better Make Room Initiative launched by the White House in 2016, College Signing Day is now an event that you can use to celebrate all your seniors as they move toward graduation and life beyond high school. In this session, we look at a successful College Signing Day program that has been growing at an urban high school for the last two years and the (free) tools and resources that can be used to plan your program. You will walk out with everything you need to tailor a program that suits your program and design a day that is full of celebration and joy for your students, staff, and families.

Christine M. Howard, LPSC; School Counselor, Akron Public Schools

**3S193** Affluent, High Achieving Schools, and At-Risk Research Findings

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Inform the community about the myth that affluence safe-guards our students from being at-risk for social, emotional, and behavioral concerns. Our goal is to talk openly and honestly to community stakeholders about the internalizing and externalizing behaviors we are seeing among our affluent students and the research that supports these findings across the nation.

**Objective #2:** Bring light to the fact that affluent students in high achieving schools are under great pressure to perform. This pressure creates a work hard play hard environment where students use alcohol and drugs, and engage in self-harm, sex, cheating and illegal behavior which puts them at great risk for negative consequences.

**Objective #3:** Give tangible examples how these concerns can be addressed in effective, research-based ways.

**Program Description:** Research conducted at High Achieving Schools reveals a growing trend of risk factors impacting their social and emotional development. This presentation will identify these risk factors, the precursors to anxiety and depression, and provide prevention strategies. By understanding the potential barriers to our student’s success, we are better equipped to support their continued growth.

All Ohio Counselors Conference 2018
Please join us in this effort to ensure our student’s ongoing success!

Teresa Harris, LPSC; Elementary School Counselor, Oakwood City Schools - Harman School

Traci Hummer, Elementary School Counselor, Oakwood City Schools

3S203  The BeStrong Movement: A student-led movement to spread kindness and make sure nobody dines alone

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (High School)  
**Content Level:** Beginner/New Professional

**Objective #1:** Educate on the BeStrong organization, it’s mission and goals.

**Objective #2:** Educate how to launch this student-led program, including the steps to nominate student leaders, raising awareness about the program, and the opportunities for students that arise because of the presence of this program at their school.

**Objective #3:** Will have the student-leaders who started this program present as a panel to help answer questions and talk about ways this program has impacted them and their school.

**Program Description:** The BeStrong organization is a movement started by one student in Florida who once felt left out. He created a group called We Dine Together that gained National Attention, so much so that when he graduated high school he began working to make sure other schools had the resources to help make sure nobody dined alone. Eventually, the group partnered with Be Strong, a national non-profit organization with the intention to end bullying, spread kindness, and do so with the leadership of students. This is a session that will tell you how you can get this group started at your school and give you the perspective on how it is currently working at Hilliard Darby High School.

Cori Schulte, LPSC; School Counselor, Hilliard City Schools

3S209  Student Growth: Leading the Way through Mindfulness

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Beginner/New Professional

**Objective #1:** Examine and review the significance of students’ ability to regulate their emotions and its connection to their academic and social/emotional growth.

**Objective #2:** Learn practical mindfulness techniques, utilizing the students' five senses, to incorporate into daily classroom activities to improve their ability to focus, regulate emotions, adapt to transitions, and resiliency.

**Objective #3:** Increase their knowledge on mindfulness practices and its benefits to all students while simultaneously learning to identify cues of a student in crisis and techniques to help deescalate the situation.

**Program Description:** Schools across the nation are currently observing an increase in the inability of students to positively regulate their emotions in the school setting. Developing a strong mindfulness curriculum into the daily routine of students will equip educators and students with the necessary tools to improve their ability to focus, regulate emotions, adapt to transitions, and resiliency. The presenter will share practical strategies that will introduce participants to mindfulness practices. Participants will also learn to identify cues of crisis and how to respond by using mindful techniques. Research will be presented, and participants will discuss, share, and evaluate the benefits of mindfulness in schools.

Eleanna Vlahos-Hall, LPSC; School Counselor, Warren City Schools

3S219  The Ever-Changing World of College Credit Plus

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (High School Level)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Review of the recent legal updates to the CCP program.

**Objective #2:** Learn best practices in implementing the CCP program in their schools.

**Objective #3:** Make connections with other professionals to learn how they implement CCP.

**Program Description:** Just when you think you have College Credit Plus figured out, the rules change. Learn about recent legislative and administrative changes that have been made to the CCP program. Specific areas that will be covered include the new rules regarding under-performing CCP student and course exclusions. The presenter will also address rumors and misunderstandings attendees may have about the CCP program and what they have heard among their peers. Time will be provided for questions and sharing of best practices.

Shawn Grime, LSC; School Counselor, Archbold High School

3S46  Adolescent Substance Use: Signs, Symptoms,
and Support in the School Setting
Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Child & Adolescent Counseling
Content Level: Beginner/New Professional

Objective #1: Learn relevant statistics and research regarding adolescent substance use/abuse in schools.

Objective #2: Learn warning signs and symptoms of adolescent substance use/abuse and factors to be aware of in the school setting.

Objective #3: Learn effective ways of interacting with adolescents who are using/abusing substances.

Program Description: First, the presenters will provide relevant statistics and research regarding substance use/abuse with the school aged population. Next, we will discuss the signs and symptoms this population displays when using/abusing substances and provide anonymous case examples of adolescent’s experiences with the use/abuse in the school setting, followed by lively group discussion. We will also utilize an interactive activity with audience members that encompasses thoughts, feelings, and struggles with substance use/abuse. We will conclude with a discussion on how to support students in the school setting and effective ways of interacting with adolescents who are using/abusing substances.

Samantha Hearn, LPC; Adolescent Counselor, Community Health Center

Christina Woloch, PC; Adjunct Professor, The University of Akron

3568 Caring for Clients with Substance Use Disorders: Exploring Ethical Codes, Person-Centeredness and Empathy
Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Drug & Alcohol Rehab. Counseling
Content Level: Intermediate/Experienced Professional

Objective #1: Identify at least three ethical codes and their corresponding principles of the American Counseling Association’s (ACA) ACA Code of Ethics (2014), conceptualize their place in substance use disorder treatment, and apply them to at least one sample client case (written and on video).

Objective #2: Articulate the person-centered philosophy specific to substance use disorder treatment and apply it to at least one sample client case (written and on video).

Objective #3: Review relevant and current research about, and consider the influence of, counselor empathy (itself an evidence-based practice) on the effectiveness of substance use disorder treatment.

Program Description: Presenters will review ethical principles and highlight codes of the ACA Code of Ethics (2014) specific to substance use disorder (SUD) treatment. A person-centered philosophy for treating this population will be emphasized, particularly the active ingredient of counselor empathy on client outcomes. Select recommendations for how to embody and convey empathy to clients in SUD treatment will be exemplified in their application to sample client cases presented in writing and on video.

Cynthia J. Osborn, PCC-S, LICDC; Professor, Kent State University

3596 Ethics in Counseling and Supervision: A Closer Look at the 2014 ACA Code of Ethics
Clock Hours: 1, Ethics 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Counseling Best Practices
Content Level: Intermediate/Experienced Professional

Objective #1: Understand the prevalence of personality disorders and importance of accurate diagnosis.

Objective #2: Learn about schema therapy and its efficacy in the treatment of personality disorders.

Objective #3: Acquire resources to utilize for the treatment of personality disorders moving forward in their practice.

Program Description: Personality disorders affect around 15% of the population, and the rate for individuals entering counseling is even higher. These disorders are difficult to treat and often require a lengthy time in therapy for significant growth. This presentation will focus on the treatment of personality disorders using Schema Therapy. Schema Therapy is an extension of cognitive therapy that includes aspects of cognitive-behavioral, experiential, interpersonal and psychoanalytic theories, and it has shown efficacy in the treatment of personality disorders.

Brad A. Imhoff, LPC; Assistant Professor of Counseling, Liberty University

Brandon Tomlinson, CT; Counseling Intern, Smetzer Counseling Center
Counselors

Presentation Topic: Ethics and Legal Issues
Content Level: Beginner/New Professional

Objective #1: Test the knowledge of the participants related to the 2014 American Counseling Association Code of Ethics and provide updated information to ensure they develop an accurate understanding of the code of ethics.

Objective #2: Compare the 2014 ACA Code of Ethics with former ethical codes, as well as codes from other professions, such as ASCA and the CRCC.

Objective #3: Apply the 2014 ACA Code of Ethics to supervisory contexts.

Program Description: Are you practicing in an ethical and professional manner according to the updated codes of ethics? In 2014, the American Counseling Association updated its Code of Ethics. It has become clear some practitioners remain unfamiliar with aspects of the updated code. In addition, how does the ACA code compare to the ASCA or the CRCC codes of ethics? Join us to test your knowledge of the updated ethical codes, compare the various codes of ethics, in addition to learning how to apply the ACA Code of Ethics in supervisory contexts.

Mary Jane Preece, LPCC-S, CRC; Assistant Professor, Ohio University

Cornelia Patterson, PC, CRC; Assistant Dean, Senior Lecturer, Ohio University

3SKN1 Dealing with Difficult Parents

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/Intermediate/Experienced Professional

Objective #1: Learn what characteristic in a child best predicts good outcomes for that child 20 years down the road, based on longitudinal cohort studies.

Objective #2: Learn concrete strategies for dealing with parents who are condescending and/or adversarial, customized for parents who are affluent.

Objective #3: Learn concrete strategies for dealing with parents who are adversarial, customized for low-income Parents.

Program Description: Sonya was referred for counseling by another school. The school administrators inform you that Vanessa is unmotivated and disruptive. Vanessa’s mother is a single mother who did not earn a high school degree; she left high school because she was pregnant with Vanessa. At the first meeting, Vanessa’s mother is hostile and adversarial. Vanessa and her family are low-income. Vanessa is eligible for free school lunches at her school, which is a Title I school. Which strategies are most likely to be effective in working with her mother, to recruit her as an ally?

Leonard Sax, MD, PhD

THURSDAY SESSION (4)- 2:30-3:30 PM

4S122 Meaningful Supervision
Clock Hours: 1, Supervision 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Supervision
Content Level: Advanced/Seasoned Professional

Objective #1: Review the ethical considerations supervisors must consider in their role as a supervisor

Objective #2: Apply ethical codes to case vignettes

Objective #3: Be able to create action plans for supervisees

Program Description: Supervision is an essential part of the counseling profession, supervisors play a vital role in guiding supervisees on the journey toward becoming ethical counselors. Supervisors must be aware of ethical issues within the field and instill ethical principles in the practice of their supervisees. Inevitably, within the course of supervision, situations will arise which bring ethical considerations to the forefront. The presentation will review the ethical considerations supervisors must consider while carrying out their role as a supervisor. Case studies will be examined, ethical codes guiding supervisors will be reviewed and recommendations provided. Leave with an understanding of the ethical codes pertinent to supervision and the ability to create action plans for supervisees.

Carrie VanMeter, LPCC, LPSC; Core Faculty Capella University

Megan Mahon, PCC-S; Core Faculty Capella University

Christie Jenkins, PCC-S; Core Faculty Walden University

Tiffany Peets, LPCC-S, Assistant Professor, Walsh University

4S140 Just Do It... Stick To It: Creating a Culture For Growth Mindset in the Elementary School

Intended Audience: School Counselors
Presentation Topic: School Counseling (Elementary)  
Content Level: Intermediate/Experienced Professional

Objective #1: Learn what growth mindset is and isn’t. A common definition, implications and misconceptions will be explained through research.

Objective #2: Learn strategies for implementing growth mindset practices within an elementary school setting.

Objective #3: Learn about the role of a school counselor in advocating for a growth mindset culture within an elementary school setting.

Program Description: When students believe that hard work will lead to success, they are able to rise to the ever-increasing demands of today’s elementary standards. Inspired by Dr. Carol Dweck’s research and work in growth mindset, this presentation will provide school counselors with ideas and strategies to build a school culture focused on personal growth, resilience and grit. Session participants will leave with practical strategies and tools that can easily be applied to any school setting.

Nicole Westendorf, LPSC; School Counselor, Solon City Schools
Daniel Ceci, School Counselor, Solon City Schools
Patricia Petrie, Elementary Education (1-8) and Administration, Pyramid Coordinator, Solon City Schools

4S17 Ethical Decision Making: Implications of Counseling in a Digital World

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Ethics and Legal Issues
Content Level: Intermediate/Experienced

Objective #1: Identify technology-based modalities currently utilized in clinical practice (i.e. social networks, microblogging, wikis/blogs, virtual worlds). Explore ethical relevance in the application of each through the integration of the ACA Code of Ethics (2014) and fundamental principles of professional ethical behavior.

Objective #2: Provide an overview of the Forester-Miller & Davis (1996) Ethical Decision-Making Model and discuss how this template could be utilized in helping clinicians resolve ethical challenges (related to the use of technology) encountered in the field.

Objective #3: Present relevant case study examples where participants will gain practice in applying ethics principles and Code of Ethics to various clinical dilemmas that involve the use of technology

Program Description: Technology providers and platforms have drastically increased since the publication of the ACA Code of Ethics in 2014, thus making continued education in this facet a prerequisite for many counselors who wish to incorporate new technology in their clinical practice. However, with these exciting advances comes an increased responsibility for counselors as they must also consider the many ethical implications in using such modalities. Therefore, the purpose of this session is to inform and educate counselors in making sound ethical decisions when incorporating technology-based applications, such as, microblogging, wikis/blogs, virtual worlds, and social networking into clinical practice.

Christina Woloch, LPC, LICDC; Graduate Assistant, Part Time Faculty, The University of Akron
Samantha Hearn, PC; Adolescent Addictions Counselor, Community Health Center
Tanya Middleton, PCC-S, LICDC, SAP; Owner, counseling clinician/ supervisor, Solstice Counseling & Consultation Svs. Clock Hours: 1, Ethics 1

4S184 Addressing HB 367: The Health & Opioid Prevention Education (HOPE) Curriculum

Intended Audience: School Counselors
Presentation Topic: Drug and Alcohol Rehabilitation Counseling
Content Level: Beginner/New Professional

Objective #1: Understand the requirements of HB 367 for teaching opioid prevention education in Ohio’s Schools.

Objective #2: Describe the HOPE Curriculum including the outcomes, assessments, and lessons.

Objective #3: Describe the role of the counselor in supporting the implementation of the curriculum, as well as supporting teachers and students.

Program Description: HB 367 requires schools to adopt a health education curriculum that includes opioid prevention education. The Health & Opioid Prevention Education (HOPE) Curriculum is a set of K- 12 health education lessons designed to help schools combat the opioid epidemic and meet the requirements of HB 367. The HOPE Curriculum includes lesson plans for health education teachers and classroom teachers; administrator guides; and community connections. The session will share strategies to implement the curriculum, as well as supporting teachers and students.

Kevin Lorson, K-12 Physical Education Professor, Wright State University
Mary Huber, Associate Professor, Wright State University
Leslie Neyland-Brown
Josh Francis
4S187  School Counselors and ESL (English as a Second Language) Students

Intended Audience: School Counselors
Presentation Topic: Multicultural Counseling
Content Level: Beginner/New Professional

Objective #1: Expand your understanding of the cultural background of ESL students.

Objective #2: Learn how to create a welcoming culture and climate for their students and how to establish effective school-to-home and home-to-school communication.

Objective #3: Participants will be able to explain the difference between a refugee and an immigrant and understand the steps that brought both types of students to the United States.

Program Description: School Counselors play a critical role in working with ESL students and their families. We will discuss test score data unique to ESL students; the transition of moving from a refugee camp to Ohio; and understanding the cultural differences of our ESL students and families.

Douglas Merideth, LPSC; School Counselor, Akron Public Schools

4S189  Counselors Are Rock Stars: Wanna be a groupie?

Intended Audience: School Counselors
Presentation Topic: School Counseling (Middle School)
Content Level: Beginner/New Professional

Objective #1: Learn how to use groups in the school setting.

Objective #2: Receive practical and readily usable pre-packaged group session guidelines.

Objective #3: Gain knowledge on activities geared toward helping students cope with a variety of issues.

Program Description: This session will provide you with pre-packaged weekly activities for a variety of group therapy sessions you can use with your own students. Focus will be on grades 6-8 but can be easily modified to fit your needs. Topics included are: grief and loss, social skills, anger management, self-esteem for girls, anxiety, and more.

Susan Monticelli, LPSC; Middle School Counselor, Claymont City Schools
Cheryl Urban, Clinical Therapist, The Village Network

4S192  The Future is Coming... Are Your Students Ready?

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: Introduce the concept of an event informing parents and students how to prepare for the future.

Objective #2: Resources and a framework to school counselors so that they can leave feeling ready to have their own College and Career Family Night.

Objective #3: Show how this event can be tied to school counselor standards and our evaluation.

Program Description: Do your students and parents feel confident about what to expect at the next level or how to prepare for their future success? Probably not! Many families are doing their best to get through each grade level as it comes and maybe save a little bit for college. This is where you come in. College and Career Family Night is an opportunity for school counselors to take student transitions, college and career planning and prep, and parent involvement to the next level. This School Counselor driven event can be done at any level k-12. Come and learn how to make it easy and leave with the resources to put in into action as early as this school year!

Kris Owen, LPSC; School Counselor, Pickerington Local School District
Eileen McGarvey, School Counselor, Pickerington Local School District

4S197  Advanced Placement - Changes Are Coming - What You Need to Know

Intended Audience: School Counselors
Presentation Topic: School Counseling (High School)
Content Level: Intermediate/Experienced Professional

Objective #1: Identify the changes coming to Advanced Placement in the 19-20 school year

Objective #2: Able to interpret how these changes could impact their AP Program management.

Objective #3: Begin to create an action plan to support this change process.

Program Description: In the 2019-20 school year, the College Board will deliver a system of resources for all AP students and teachers that requires a new a digital activation process at the start of the school year. This process will enable us to deliver key improvements requested by AP Coordinators. This session will provide an overview the changes that will impact every school offering AP course and engage participants in discussion about how to prepare for the changes.
Making the Most of Your First Year as a School Counselor

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Beginner/New Professional

**Objective #1:** Discuss many of the first year-struggles encountered by new school counselors and identify the unique nature of working within a school environment.

**Objective #2:** Gain encouragement and learn strategies for finding success as a first-year school counselor.

**Objective #3:** Learn about the importance of self-advocacy and mentoring.

**Program Description:** You have dreamed of the day you would land your first school counseling job and now you are asking “what did I get myself into?” No worries! We are here to provide you with tips, suggestions and sage wisdom on surviving your first year as a school counselor. Whether you are a current student or in your first few years on the job, you probably need a little help transitioning. Topics discussed include, navigating the school work environment, dealing with reality of real-life school counseling, self-advocacy, mentoring and taking care of yourself. Come with lots of questions so we can provide plenty of answers and advice.

Shawn Grime, LSC; School Counselor, Archbold High School, Sara Williams, LSC; School Counselor, Union High School,  
Sarah Collins LSC; School Counselor, Lancaster High School

The Ohio Medical Marijuana Control Program: An Update for Counselors

**Clock Hours:** 1  
**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** Drug & Alcohol Rehab. Counseling Best Practices  
**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Present an overview of the Ohio Medical Marijuana Control Program. Detail who is eligible to receive medical marijuana and how this program will function.

**Objective #2:** Discuss implications and considerations for counselors.

**Objective #3:** Present current research from clinical trials, share insights and strategies for counselors who are working with clients that are using, or who are interested in using this drug.

**Program Description:** In September 2016, House Bill 523 legalized medical marijuana in Ohio for people with certain specific medical conditions. The Ohio Medical Marijuana Control Program is something that all counselors in Ohio need to know about. This is a quickly evolving program, and by September 2018 people will be able to obtain a recommendation for medical marijuana, purchase medical marijuana from a licensed dispensary and consume medical marijuana. Counselors need to stay abreast of this information and this session will provide an overview of this program, current trends and research.

Megan Mahon, LPCC-S; Core Faculty, Capella University

Effective Approaches to Counseling Suicidal Women

**Clock Hours:** 1  
**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** Counseling Best Practices  
**Content Level:** Beginner/New Professional

**Objective #1:** Recognize the unique issues surrounding the prevalence and treatment of suicidality in women.

**Objective #2:** Be familiar with current and effective treatment approaches to counseling suicidal women.

**Objective #3:** Apply appropriate counseling techniques to specific cases with the expectation of positive outcomes.

**Program Description:** This session will highlight the prevalence of, and issues surrounding women’s suicidality. The potential impact of cultural beliefs and attitudes about gender to suicidal behavior in women will be introduced. Case studies will be presented, concluding with recommendations for increased efficacy in suicide prevention initiatives, and the appropriate treatment of women at-risk for suicide.

Karen McGibbon, LPC; Assistant Professor, MA in Clinical Counseling, Winebrenner Theological Seminary  
Kelli Jo Arndt, LPCC - Winebrenner Theological Seminary

“Best practices for evaluation of the child who is not paying attention: is it ADHD, or something else?”

**Clock Hours:** 1  
**Intended Audience:** Clinical/Mental Health Counselors  
**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Learn more about the DSM-5 criteria for the diagnosis of ADHD
Objective #2: Gain a better understanding of conditions which can mimic ADHD

Objective #3: Learn a simple, concrete strategy for distinguishing the child who has a motivational problem – for example, hating school – from the child who truly has a cognitive deficit such as ADHD.

Program Description: Jason isn’t paying attention in class. Does he have ADHD? Maybe he does; maybe he doesn’t. Maybe he’s bored. Maybe he’s gifted. Maybe he is sleep-deprived, perhaps because he stays up past midnight playing Fortnite. All these conditions can mimic ADHD. Jason certainly has a deficit of attention; but many deficits of attention are due to conditions other than ADHD. Sleep deprivation can mimic the symptoms of ADHD almost perfectly. And the medications most commonly prescribed for ADHD – medications such as Adderall, Concerta, Metadate, and Vyvanse – are powerful stimulants. They compensate for the sleep deprivation. They may “work” very well. Many parents, indeed many practitioners, misinterpret the response to medication. “The Adderall which was prescribed for Jason’s ADHD has really helped. Therefore, Jason must have ADHD, right?” Not so. An “empiric trial of medication” may be misleading, because the medications most often prescribed may benefit normal children as much or more than they benefit kids with ADHD, especially if the “normal” kid is sleep-deprived. (See my scholarly paper for Annals of Family Medicine on the diagnosis of ADHD, my interview on CNN on the over-diagnosis of ADHD, my invited comment for the New York Times on this topic, my essay for Psychology Today on this topic, my article for TIME Magazine on this topic, and chapter 4 from my book Boys Adrift, 2017 edition.) You, the counselor, have only a few minutes with Jason. In those few minutes, how can you determine whether Jason truly has a cognitive deficit, such as ADHD – or whether his problem is a motivational problem, such as hating school? In this presentation, you will learn such a strategy.

Leonard Sax, MD, PhD

THURSDAY SESSION (4B) - 3:00-4:30 PM

4S01 Personality Patterns: The Impact on Clinical Practice
Clock Hours: 1.5

Intended Audience: Clinical/Mental Health Counselors
Topic: Diagnosis, Treatment & Psychopharmacology
Content Level: Advanced/Seasoned Professional

Objective #1: Understand personality on a continuum from adaptive to maladaptive / Identify the development over time of attitudes, reactions & expectations in response to experiences / Examine three polarities (i.e., pleasure/pain, active/passive, self/other) foundational to the development of personality patterns.

Objective #2: Develop connections between basic personality patterns and DSM-5 Personality Disorders / Examine Personality Disorders in the nonaxial diagnostic system of the DSM-5 / Explore controversy between personality disorders and mental illness.

Objective #3: Identify therapeutic approaches effective with basic personality patterns / Development of a personalized approach based on the individual’s personality pattern / Review of treatment methodologies for basic personality patterns.

Program Description: In a time when managed care drives clinicians to make cookie-cutter treatment decisions, the complexities of the “whole” person receiving treatment can be lost. Focusing on personality patterns enables the clinical to use these patterns as a context for understanding symptoms, human functioning and mental illness. This session will focus understanding basic personality patterns and designing personalized treatment approaches. Participants will gain practical interventions to improve treatment outcomes.

Ruthann Smith Anderson, LPCC-S, Counselor Educator/ Counselor, Walsh University/Southeast, Inc.
**4S42  Enhancing the Cognitive Complexity of the Supervisee - and the Supervisor!**

*Clock Hours: 1.5, Supervision 1.5*

**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** Supervision  
**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Understand the role of cognitive complexity in counseling supervision and how research into counselor cognitive complexity is used to determine appropriate levels of intervention for counseling supervisees;  
**Objective #2:** Learn and practice multiple strategies to enhance critical thinking skills, which can lead to higher levels of cognitive complexity for both supervisee and supervisor;  
**Objective #3:** Be exposed to the use of Bloom’s Taxonomy and 25+ specific strategies used in counseling supervision to enhance supervisee (and supervisor) cognitive development.

**Program Description:** Cognitive complexity is at the core of counseling practice. Research supports cognitively complex counselors are more flexible, less self-focused, more empathetic, less prejudiced and more multiculturally competent than those who operate from a less complex framework. This workshop provides counseling supervisors and supervisees with 25+ specific strategies to enhance cognitive complexity, apply critical thinking skills to counseling and supervision practice, and to use counseling supervision in intentional ways to promote the cognitive development of both supervisee and supervisor. There will be emphasis on practice and application of these models to participants’ own cognitive development and counseling/supervisory relationships.

Darcy Haag Granello, LPCC-S; Professor, The Ohio State University

**5S19  Once Upon a Time in Addiction: The Effective Use of Narrative Therapy in Addiction Treatment**

*Clock Hours: 1.25*

**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** Drug & Alcohol Rehab. Counseling  
**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Ability to articulate an operational definition of Narrative Therapy and its therapeutic functioning.  
**Objective #2:** Able to describe the characteristics of the therapeutic processing and movement in Narrative Therapy and its utility in working with substance use disorders.  
**Objective #3:** Identify and describe the use of Narrative Therapy in group and family therapy and demonstrate at least three techniques used in Narrative Therapy.

**Program Description:** Narrative Therapy is grounded in the understanding that human beings make meaning using narrative structures and that working with these structures therapeutically promotes positive change. Addicts especially use story to make meaning out of their use, behavior and consequences, therefore narrative therapy can be particularly effective in treating substance use disorders. This workshop will review the foundation and components of Narrative Therapy and how it may be used effectively in addictions counseling.

Bradford Price, LPC, LICDC-CS; Fully Affiliated Associate Professor, Counselor, Methodist Theological School in
Ohio; Townhall II; Copley Counseling Centre

5S81 Treating Opioid Use Disorder: An Integrated Care Approach
Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Drug & Alcohol Rehab. Counseling
Content Level: Advanced/Seasoned Professional

Objective #1: Understand the benefits of integrated care treatment for opioid use disorder, with an emphasis on a team-based approach among treatment providers.

Objective #2: Gain information about the types of medication assisted treatment protocols for opioid use disorder, including their strengths and weaknesses.

Objective #3: Learn how counselors collaborate with primary care providers in medication assisted treatment and/or adapt counseling for clients who are receiving medication assisted treatment. Learn specific knowledge and skills required for counselors treating opioid use disorder in an integrated care setting.

Program Description: About 115 opioid overdose deaths occur every day in the USA (Centers for Disease Control and Prevention, 2017), with the highest numbers of deaths occurring in Appalachia, including in West Virginia, Ohio, Pennsylvania, and Kentucky. Integrated care treatment models are evidence-based and effective. It is imperative that mental health and addiction counselors maximize recovery for their clients by collaborating with primary care providers offering medication assisted treatment. In this interactive presentation, participants will learn the importance and benefits of a team-based approach to treating opioid use disorder, understand types of medication assisted treatment for opioid use disorder, and explore counseling techniques effective with medication assisted treatment. Case-based discussions will highlight the benefits of an integrated approach to treating opioid use disorder.

Stephanie Maccombs, LPC, CRC, CDCA; Medication Assisted Treatment Counselor, Hopewell Health Centers

Dr. Christine Sunil Bhat, PC, LSC; Counselor Educator and Professor, Ohio University

Dr. Sherry Shamblin, PCC-S; Chief Strategy Officer, Hopewell Health Centers

THURSDAY SESSION (5B)- 4:00-5:15 PM

5S123 What’s Your HIPAA Hygiene? The

Cybersecurity Basics of Completing Your Own Risk Assessment
Clock Hours: 1.25, Ethics 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Ethics and Legal Issues
Content Level: Intermediate/Experienced Professional

Objective #1: Identify top HIPAA and IT security risks for small businesses.

Objective #2: Identify HIPAA and IT security controls they can implement in their own practice.

Objective #3: Understand the components of a risk assessment and will learn a basic framework for conducting a risk assessment of their private practice.

Program Description: This session is designed for counselors in private practice, who would like to learn common HIPAA and cybersecurity mistakes and how to assess for these risks. The HIPAA Security Rule requires that covered entities conduct “an accurate and thorough assessment of the potential risks and vulnerabilities” to their clients’ electronic protected health information. Attendees will be guided through the process of analyzing their data and security processes, to uncover potential hidden risks to client data.

Jeremy Wade, LPC, CISA, CSTE; HIPAA IT Consultant, Alfa Practice; HIPAA Compliance, Alfa Counseling & Consultation

5S119 What Professional Counselors need to know about the Addicted Brain and the relationship it has with Co-Occurring Disorders
Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Counseling Best Practices
Content Level: Beginner/New Professional

Objective #1: Become more familiar with the research regarding the addictive brain and the relationship it has with mental illness.

Objective #2: Learn the CUBIS Model (Chemical Imbalance, Unresolved Issues, Distorted Beliefs, Inability to Cope, Stimulus-Response Relationship) and the correlation that mental illness and addiction have with one another.

Objective #3: Gain a better understanding of the treatment options in addressing co-occurring disorder issues.

Program Description: This presentation will provide valuable information for the professional counselor in gaining a better understanding of the role of the addictive brain in its relationship with mental illness, nearly 80% of individuals with substance use disorders
also experience a mental illness. The CUBIS Model of Addiction will be discussed, along with providing a treatment template in approaching challenging co-occurring disorders.

Chris Tuell, LPCC-S, LICDC-CS; Clinical Director of Addiction Services; Assistant Professor Dept of Psychiatry-University of Cincinnati Lindner Center of HOPE - University of Cincinnati

Objective #1: Describe 8 major obstacles that interfere with effective bullying prevention & building a positive school culture, why it is critically important to redirect these obstacles and how to redirect them using 10 practical strategies for proven success and effective outcomes.

Objective #2: Interactively learn how to conduct a simple, no cost Social Norms Student Survey to influence and change student perceptions and attitudes toward a safe & positive school climate.

Objective #3: Learn about groundbreaking research from the Youth Voice Project on what youth across the U.S. are telling us works and does not work in bullying prevention efforts.

Program Description: The news is disturbing, and schools are constantly on “red alert” to the looming threats of potential school violence. Inside and outside school walls, bullying and other concerning behaviors continue to escalate with negative side effects on school climate. As a result, the associated stressful challenges and demands placed on school counselors is overwhelming. In this session you will learn 8 obstacles that interfere with a positive school climate and how to redirect them using 10 practical proven strategies with effective outcomes. Research data from The Youth Voice Project will shed light on what’s working and what’s not. You will also practice conducting a Social Norms Survey to influence and change student perceptions and attitudes. This session is a must for school counselors for practical application in working with any grade to positively impact school climate.

Frank A. DiLallo, LPC; Schools Consultant, Diocese of Toledo

Effective Strategies for Building a Positive School Climate

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/New Professional

Social Justice in the Schools: Transformative Leadership

Intended Audience: School Counselors
Presentation Topic: Multicultural Counseling
Content Level: Advanced/Seasoned Professional

Building Emotional Regulation and Anxiety Management using biofeedback and mindfulness strategies at the University and K-12 Setting

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/New Professional

Objective #1: Discuss social justice in terms of definition, importance in today’s divisive climate, and the impact of such exclusionary discourse on students’ motivation to learn (Holcomb-McCoy, 2007).

Objective #2: Present tenets of Transformative Leadership (Shields, 2013) the intersection of Transformative Leadership and the ASCA National Model (Shields, Dollarhide & Young, 2018) as the foundation for social justice in schools.

Objective #3: Provide examples of social justice programming in schools and ask participants to envision what social justice programs they could implement in their schools.

Program Description: Do you wish to do social justice programs in your school but don’t know how to talk to your principal or colleagues about it? Come learn about transformative leadership and how it applies to social justice in the schools, to obtain the language you can use to frame your social justice programs. Then discuss examples of social justice programs to inspire your own social justice agenda.

Colette T. Dollarhide, LPC; Professor, The Ohio State University
Felice Kassoy, Professional School Counselor, Upper Arlington Schools

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and effectiveness of the Stress Management and Resiliency Training (S.M.A.R.T) lab in each of the educational settings. Attendees will be provided opportunities to workshop with peers and engage with presenters to strategize how to implement these approaches at their respective institutions.

Sarah Geiger, LPSC; School Counselor, Pickerington Local School District
Dr. J.P. Oehrtman, School Counselor Pickerington Local School District
Damon Drew, PC; Graduate Teaching Associate, The Ohio State University
Dr. Paul Granello, PCC-S; Associate Professor, The Ohio State University

5S159  OSCA Award How-To: Write an OSCAR, Submit a Grant or Honor a Colleague

**Intended Audience:** School Counselors
**Presentation Topic:** School Counseling (All Levels)
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** An overview of what an Ohio School Counselor Accountability Report is and how to create one.

**Objective #2:** Learn how to write and submit a grant to OSCA and what grant money can be used for.

**Objective #3:** Receive an overview of the OSCA awards available and how to nominate someone for an award.

**Program Description:** Would you like to implement a new program, but need money for materials? Do you know an outstanding school counselor that deserves to be recognized? Do you need a way to explain your program and provide data to key stakeholders? If yes, this session is for you. The OSCA Recognition Committee will walk you through the basics of applying for OSCA grant money, the award nomination process and how to create an OSCAR (Ohio School Counselor Accountability Report). Examples of grant applications and OSACRs will be shared along with an explanation of all the OSCA awards.

Deb Gray, LPSC; Jr. High School Counselor, Franklin Local Schools

5S161  Providing Multidimensional Support to LGBTQ+ Students

**Intended Audience:** School Counselors
**Presentation Topic:** LGBT Counseling
**Content Level:** Beginner/New Professional

**Objective #1:** Promote a secondary and post-secondary educational culture of understanding, acceptance and inclusion, particularly for students who identify as a part of the LGBTQ+ community.

**Objective #2:** To offer current, relevant, and practical resources.

**Objective #3:** Provide the most up to date state and federal mandates; as well as the most recent data available.

**Program Description:** With research consistently revealing an increase in mental health concerns, substance use and abuse, school avoidance, suicidal ideation, and suicide attempts amongst LGBTQ+ youth and young adults, school communities should be purposeful in their efforts to support their LGBTQ+ charges. This presentation is offered to assist both secondary and post-secondary educators with the most up-to-date research on effective methods for increasing a sense of belongingness for LGBTQ+ students, advocating for the needs of LGBTQ+ students, and providing LGBTQ+ students with resources and opportunities for growth; and for assisting parents and guardians of LGBTQ+ students through their journeys alongside their LGBTQ+ children.

Kelsey Haggerty, LPSC; High School Counselor, Hudson High School
Dr. Steve Rainey, Assistant Professor, Master’s Practicum and Internship Coordinator, Kent State University

55165  Closing the Gap on Gifted Overexcitabilities: Developing Comprehensive School Counseling Programs to Address the Social/Emotional and Behavioral Needs of Gifted Students Using ASCA’s Closing the Gap Action Plan

**Intended Audience:** School Counselors
**Presentation Topic:** School Counseling (All Levels)
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Identify strategies and tools to increase intentionality of school counselors to connect their comprehensive school counseling programs based on the ASCA model to meet the social/emotional and behavioral needs of gifted students.

**Objective #2:** Learn how to collect relevant behavioral data to plan and construct their annual school counseling activities (i.e., guidance lessons, school wide events) to meet the academic, career, social and emotional needs of gifted students.

**Objective #3:** Increase their knowledge on the ways a comprehensive school counseling program, specifically ASCA’s Closing the Gap Action Plan, can address the needs of gifted students.

**Program Description:** Developing a Comprehensive School Counseling Program (CSCP) that addresses the academic, behavioral, social, and emotional
needs of identified and unidentified gifted learners’ benefits students and staff. Since the recent Ohio Department of Education implementation of 30 hours of high quality professional development (HQPD) for gifted service in general education settings, many teachers are looking to their school counselors for gifted resources. High academic achieving gifted learners can go under the radar of being at-risk for failure, yet research shows that they are at-risk for other developmental issues. Behavioral, social, and emotional issues in the classroom may also present as other learning related barriers when they may be a manifestation of a gifted learners’ overexcitability. The presenters will share strategies that assist teachers and gifted learners address developmental challenges, and construct activities using ASCA’s Closing the Gap Action Plan Template that meets the academic, career, social and emotional needs of gifted students. Participants will be introduced to Dabrowski’s Overexcitabilities and how their application in the classroom can help them better accommodate gifted learners needs while collecting relevant data.

Emily Herman, LPSC; School Counselor, Lordstown School District
John Kuzma, Gifted Licensure K-12, Administrative Licensure K-12, Social Studies 7-12, Gifted Coordinator and Instructional Consultant, Mahoning County Educational Service Center

55199 Counseling in the Digital Age: Educational Technology Applications for School Counselors

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: Become familiar with educational applications that can be used in the school counseling setting.

Objective #2: Utilize a variety of educational applications to enhance their school counseling program.

Objective #3: Begin to create classroom guidance materials/resources using the educational applications featured during the session.

Program Description: Today’s students are digital natives; they are constantly connected, use technology in all aspects of their daily lives, and are the largest consumers of digital content. E-Learning is no longer a vision of the future; it’s our present reality and is constantly evolving. The educational world has started to catch up with the technologic needs of our students, but have we as school counselors done the same? In order to meet students where they are, school counselors should embrace the tools available, incorporating them into the delivery of their school counseling programs. This session will provide participants with an overview of the technology currently available to educators, and the opportunity to create and share resources to supplement their school counseling program with authentic, engaging activities for their students.

Drew Rock, LPSC; Spanish Teacher, Olentangy Local Schools
Layla Kurt, Ph.D., Assistant Professor, Counselor Education School Counseling Program Coordinator, University of Dayton

55202 Learn to Earn - Engage: Elementary & Middle School Students in Career Exploration

Intended Audience: School Counselors
Presentation Topic: Career Counseling
Content Level: Intermediate/Experienced Professional

Objective #1: Educate on the benefits of connecting Elementary & Middle School students to future career exploration a) Engagement in school – will lead to my making money, I will make more by not dropping out b) High School Opportunities – what could you explore through your district CTE options, and how to build on it with post-secondary education. c) Parental buy-in – they will hear about trades, college, and post-grad professions, this is real-life. Not only can students participating in CTE programs plan on attending college, they can earn free college credit (which can be added to credits from AP and CCP courses) AND be eligible for great scholarships! d) Excitement – expanding mindsets those with tunnel-vision (it’s not just “be a doctor/ lawyer/ police officer”), and for those who like “everything” it can steer them through RIASEC to some higher-level matches.

Objective #2: Show how a Career Exploration Gallery Walk and Online presentation options can be adapted to your school district and for different grade levels a) Pre-event education and dress-up/ color-coded clothing for day-of based on interests b) Use of photos and Pictograms for multiple literacy levels and ELL c) Staff wearing post-secondary school gear d) Data collection at every age (process, perception, outcome)

Objective #3: Expand this to increase and include the community connections? a) Ask CTE students to come participate in Gallery Walk or Career Night b) Ask Parents, Union members, and other local professionals to participate in Gallery Walk/ Career Night, and for local media coverage. c) Incorporate more traditional experiences like “Touch a Truck”, First Responder Fairs and College Pride days d) Show how our students can carry information they learned into further Career Exploration, and how this can improve both their Secondary education experience e) Ask participants what has worked/ not worked in their
Program Description: Feel limited in your options for College and Career exploration with Elementary and Middle School? What about for our low-level readers? Experience a Gallery Walk as a 1st-5th grader, exploring your RIASEC codes, what you can learn in High School CTE programs, but also what careers you can then progress on towards with additional education (post-secondary, college, and grad school) - and how much your potential income grows! For those that are unable to manage the logistics of a Gallery Walk, see how a PowerPoint tailored to your school can provide most of the same information, also making it more accessible for teachers and parents. Also, the data collection not only shows the impact of the Gallery Walk for your administration and community but provides information for future Individual Career and Academic planning.

Rebecca School, LPSC; School Counselor for Primary, Elementary and Middle Schools, Norton City Schools

FRIDAY SESSION (6)- 9:45-11:00 AM

6S103 Promoting the development of a theoretical orientation for graduate students and new professionals
Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Counseling Theory
Content Level: Beginner/New Professional

Objective #1: Recognize the importance of adhering to a theoretical orientation and increased understanding of integrative counseling.

Objective #2: Increase understanding of their own personal characteristics that influence the development of theoretical orientation and be able to utilize techniques that correspond with theoretical orientations.

Objective #3: Identify concrete strategies that graduate students and new professionals can implement to develop a theoretical orientation.

Program Description: How many times have you been asked the question, “So, what’s your theoretical orientation”? How many times have you scrambled to produce an answer? A theoretical orientation is an important part of counselor identity and practice, however, identifying a personal model of counseling is not a simple task. This presentation will help graduate students and new professional counselors identify concrete strategies to help develop and integrate a theoretical orientation and interventions into their practice.

Lena Salpietro, LPC; Graduate Assistant/Doctoral Student, The University of Toledo

Rachel Jacoby, PC, LPCC, G.A.; Doctoral Student, Counselor, The University of Toledo. Julia Burrow, MD & Associate

Clark Ausloos, PC, LPCC, LPSC, NCC; Doctoral Student/G. A., Therapist, The University of Toledo. Julia Burrow, MD & Associate

6S114 Addressing Burnout Culturally and Holistically
Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Graduate Student Issues

Content Level: Intermediate/Experienced Professional

Objective #1: Identify the different types of burnout.

Objective #2: Learn how culture plays a role in addressing the different types of burnout.

Objective #3: Learn different holistic approaches that reduce symptoms for the different types of burnout.

Program Description: Burnout is a topic that is covered in most all masters and doctoral level counseling programs. This presentation identifies the various types of burnout and different cultural and holistic approaches to reduce the symptoms for these different types of burnout. In this presentation participants will learn how to identify and effectively address the different types of burnout that clients, as well as counselors-in-training may exhibit in various cultural settings. Additionally, participants will learn how incorporating holistic approaches such as meditation, yoga, diet and exercise significantly reduces burnout.

BethAnne Swick, LPCC-S; Director of Programs, Haugland Therapy Services

6S142 Anxious Students--Strategies for School Counselors

Intended Audience: School Counselors

Presentation Topic: School Counseling (Middle School)

Content Level: Intermediate/Experienced Professional

Objective #1: Define how anxiety is evident in a school setting and to help counselors identify the variety of forms it takes—avoidance, school refusal/phobia, underperformance, homework refusal, etc.

Objective #2: Identify strategies school counselors can use to address these problematic behaviors to improve school performance. New strategies are crucial, since the traditional ways don’t work.

Objective #3: Identify ways schools can impact emotional strength, to provide a positive way to reduce the impact of anxiety in a school setting.
Program Description: School counselors need effective strategies to deal with anxious students. This presentation will outline an effective, school-based approach to address the influx of anxious students in schools today. The four major themes of this presentation will include: how anxiety is manifested in students, impact of anxiety on academic performance, specific and effective strategies that can be implemented immediately in most schools and will include: coping with avoidance, homework completion strategies, working with parents, discipline strategies, and responses to school phobic students, and developing emotional strength in anxious students.

Karen Chesnutt, Ph.D.; Psychologist, NY state, Private Practice

Objective #1: Overview of the supervision process, including supervisory alliance, responsibilities, practices and processes, multicultural and social justice issues, and supervisory roles.

Objective #2: Overview of several supervision theories that are most useful for school counselor supervision and provide references so that participants can read more after the session.

Objective #3: Overview of the challenges inherent in the supervisory process and highlight ways to avoid those challenges to maximize the learning for the school counselor-in-training.

Program Description: Often, professional school counselors are not formally prepared to provide supervision for school counselors-in-training, but if you want to supervise a new professional, this session will provide you with the basic tools you need to be successful as a supervisor and ensure success for the student under your supervision. Learn what you need to form a strong supervisory alliance with your student, which energizes you, provides multiple sources of service for your school students, and contributes to training the next generation of professional school counselors.

Colette T. Dollarhide, LPC, NCC, ACS; Professor, The Ohio State University

Objective #1: Gain knowledge about deficits of high functioning autism (HFA) and understand how these deficits differ from individuals on the spectrum with lower cognitive functioning. Identify common deficits such as executive functioning and problematic behavior and how they are exhibited in the school setting.

Objective #2: Effective and adaptive interventions will be discussed which will address executive functioning and behavior deficits in the classroom and how to implement these strategies from a team approach.

Objective #3: Application of strategies learned in small groups through role play and case study practice.

Program Description: Students with high functioning Autism (HFA; individuals with average to high average cognitive functioning) struggle blending in with their neurotypical peers in the classroom. Not only do their social deficits create massive barriers to fitting in, but their executive functioning deficits and propensity to problem behaviors due to poor emotion regulation cause major issues for school staff. We provide strategies for school counselors to come to the table with their staff to provide support for bridging the gap with HFA students.

Julie Hemmerich, LPCC; Behavioral Health Autism Outpatient Therapist, Nationwide Children's Hospital

Kathleen Cruse-Grasser, Behavioral Health Autism Outpatient Therapist, Nationwide Children's Hospital

Objective #1: Learn about key products within Google Apps for Education and how they can benefit any school counseling program through an interactive approach.

Objective #2: Receive a demonstration of enhanced practices utilized in a high school setting with the following key apps: Google Classroom, Google Forms, Google Docs, Google Sheets, and Google Surveys.

Objective #3: Design, edit, and navigate Google Docs, Google Forms, and Google Classroom with step-by-step practical individual application and tutorials.

Program Description: Do you have trouble with collecting data; streamlining important events; and sharing information in a quick, timely manner with students (without interrupting class time)? This interactive session focuses on ways school counselors can utilize free Google apps to enhance delivery of services, accountability and advocacy for their school counseling programs to help meet ASCA’s best practice standards. Attendees will gain practical
knowledge and hands-on skills in designing, editing and navigating their own Google apps with step-by-step practical application and tutorials. Please make sure to BYOD (bring your own device).

WillaMarie Jackson, LSC, LPC, CRC, School Counselor, Zanesville High School

Lori Lee Permanent, Certificate High School 7-12 English; 5 Year Professional License Multi-Age P-12, Library Media Specialist, Zanesville High School

Alicia Stockler, School Counselor, Sheridan High School

Stephanie Winters, School Counselor, Sheridan High School

6S178 Suicide cluster: Our experiences and the lessons learned

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: Understand the phenomena of a suicide cluster and the challenges experienced by a community enduring a suicide cluster.

Objective #2: Understand how counselors coped and responded to their crisis on a personal and professional level.

Objective #3: Apply suggestions for improving their school response to a suicide.

Program Description: During the school year of 2017-2018, Perry Local Schools experienced 6 student suicides within 6 months. Perry High School counselors will discuss their lived experiences and lessons learned to help other school counselors better cope with a student suicide. An application will be made to the school counselor’s professional and personal responsibilities.

Luis E. Lacourt Ph.D., LPSC; School Counselor, Perry Local Schools

Meagan Crim, School Counselor, Perry Local Schools

MaryJo Bowersox, School Counselor, Perry Local Schools

6S188 Advocating and Outreach: Promoting Our Role & Sharing Our Passion!

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: Gain an awareness of the importance of advocating for our role as school counselors. Audience members will learn how to show the positive impact that we have on student success.

Objective #2: Increase their knowledge of how school counselors can use data, presentations, social media platforms, and other ideas to advocate to our stakeholders about the importance of role as school counselors.

Objective #3: Leave with practical ideas to advocate for the role of the school counselor as well as examples/templates of materials that can be utilized.

Program Description: So much of what we do as school counselors focuses on advocating for others, whether that be our students, their families, our staff, but who advocates for us??? So much of what we do is under the radar and people don’t understand the important role that school counselors have on student success. Now more than ever, it is important that we share this information with our stakeholders. Presenters will provide the “why” and the “how”. Why do we need to advocate for ourselves? How do we advocate for ourselves? Leave with a better understanding of these things and practical ideas that can be implemented in your own districts.

Kelley Mills, LPSC; Elementary School Counselor, Austintown Schools

Juanda Jones, School Counselor Coordinator, Groveport Madison Schools

Laura Hogue, Middle School Counselor, Bedford City Schools

6S188 Strategies and Competencies for Working with Clients Experiencing Poverty

Clock Hours: 1.25

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Multicultural Counseling
Content Level: Intermediate/Experienced Professional

Objective #1: Understand and recognize the barriers that clients who experience poverty. These barriers include transportation, finances, basic needs such as food, shelter, lack of insurance, lack of time, and other financial and logistical barriers that impact a client’s ability to attend counseling services. Counselors can use this information to better understand the background of the clientele they serve. Recognizing these barriers can help counselors advocate clients and provide services that are most accessible to clients in poverty.

Objective #2: Understand and apply necessary counseling competencies needed for effectively working with clients experiencing poverty. These competencies ensure professional counselors understand specific skills and knowledge they should have and utilize to work effectively with clients experiencing poverty.
Objective #3: Identify and apply concrete skills they can use with clients who are experiencing poverty. Counselors will be able to engage with clients in new ways, conduct poverty sensitive assessment, reduce power hierarchies, engage in advocacy, and assist clients with emotional processing and problem solving.

Program Description: Presents the results of a grounded theory study (N=20) in which professional counselors who worked with clients in poverty were interviewed. The results of this study provide an empirically based theory for working with clients in poverty, including specific strategies and skills professional counselors can use when working this population. Gain knowledge that they can immediately leverage in their professional counseling work.

Madeline Clark, LPC, NCC, ACS; Assistant Professor, The University of Toledo
Clark Ausloos, LPC, LPSC, NCC; Doctoral Student/Graduate Teaching and Research Assistant, The University of Toledo
Colleen Delaney, PC; Doctoral Candidate, The University of Toledo
Linda Waters, PCC; Doctoral Candidate, The University of Toledo

6S211 Meetings with Purpose: Keeping College Credit Plus Students Informed, Engaged, and Supported

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/New Professional

Objective #1: Inform participants on how monthly College Credit Plus meetings at the high school can enhance the quality of the College Credit Plus program at the secondary and post-secondary level.

Objective #2: Demonstrate best practices for keeping CCP students informed on middle/high school information.

Objective #3: Attendees will leave with ready-to-implement strategies for developing their own CCP meetings.

Program Description: The College Credit Plus (CCP) Program can be a challenge when it comes to keeping participating students up-to-date with middle/high school information, engaging them in activities, and supporting their overall experience at the secondary level. In this session, one high school will demonstrate how they have been successful in assisting their CCP students with required monthly meetings. Learn best practices, ready to-implement strategies, and ideas for creating an engaging and supportive setting for the middle/ high school students participating in the College Credit Plus program.

Renee Donofrio, LPSC; School Counselor, Ravenna Schools
Angela Giddins, School Counselor, Ravenna Schools
Cara White, Academic Program Officer, Kent State University

6S217 Do Your LGBTQ+ Children and Adolescents Feel Welcome? School Safety for Everyone

Intended Audience: School Counselors
Presentation Topic: LGBT Counseling
Content Level: Intermediate/Experienced Professional

Designed to enhance a counselor’s therapeutic toolbox to engage children and adolescents in creative activities with ready-to-use interventions.

Amanda Cole, LPCC; Behavioral Health Therapist, Greenleaf Family Center
Samantha Luyster, PCC; School-based therapist, Greenleaf Family Center
Angela Richmond-Rossiter, PCC-S; Outpatient Services Manager, Greenleaf Family Center
Objective #1: Provide research that shows how the climate and culture of a school impacts students’ safety.

Objective #2: Explore how to collaborate with the stakeholders in your school/community to foster school safety for all students.

Objective #3: Identify successful components and address common pitfalls of a school that is safe and welcoming to all students.

Program Description: As culturally competent advocates for all students, we are committed to making schools safe for everyone. What are the barriers we encounter that prevent this from becoming a reality? In this interactive session, we will provide a brief overview of the literature that supports the need for creating a safe and welcoming environment for LGBTQ+ children and adolescents. The participants will hear from three professional school counselors who have collaborated with stakeholders to create successful K-12 initiatives to support their LGBTQ+ students and the roadblocks they have encountered in their journey. Each participant will leave with practical skills and additional resources that can help them in their own counseling journey to creating a safe, inclusive environment.

Tara Zimmer, LPSC; 9-12 School Counselor, Arts & College Preparatory Academy

Dr. Felice Kassoy, Adjunct Professor, The Ohio State University

Jennifer Ruff, School Counseling, 9-12 School Counselor, Arts & College Preparatory Academy

6S67 Mental Health Focus in an Academic World: Strategies and Tips for Establishing Effective Collaboration between School and Mental Health Providers

Clock Hours: 1.25

Intended Audience: School Counselors

Presentation Topic: School Counseling (All Levels)

Content Level: Beginner/New Professional

Objective #1: Gain knowledge of strategies to create collaborative relationships between mental health providers and school personnel to enhance the mental health provider’s involvement in school processes (e.g. RTI, PBIS, CARE Team, truancy mediation) to support students.

Objective #2: Gain knowledge of challenges to implementing mental health treatment in the school setting and strategies for overcoming these challenges to increase family/parent engagement in treatment and effectiveness of services provided. Attendees will learn treatment planning strategies when working within a school setting and ways to increase client voice when developing treatment goals.

Objective #3: Gain knowledge regarding working with school personnel to address suicidal ideation and crisis situations within the school and implement appropriate and effective interventions. Attendees will gain knowledge of applicable ethical concerns within the field and ways to address these concerns.

Program Description: Mental health issues are increasingly impacting students in the academic setting across all levels of education. School-based services are becoming more and more common in public school systems and higher education, requiring cooperation between school personnel and the mental health provider for effective treatment. This presentation will assist school counselors and mental health providers to establish a collaborative relationship that meets the students’ mental health needs while promoting academic achievement and active family engagement in services. Attendees will increase their awareness of challenges of providing mental health services within an educational setting and learn ways to increase a mental health provider’s role in school processes (e.g. PBIS, RTI, CARE Team truancy mediation) to support students. The presentation will engage attendees in active exploration of ethical concerns in school-based mental health and the mental health provider’s role in situations of crisis and suicide concerns. Attendees will learn strategies to enhance communication among providers and student preparation when a student transitions between school buildings, to a different school district or into higher education to increase continuity of care during these transitions.

Kelsey Kalgren, LPCC-S, Counseling Specialist, Kent State University

6S74 Walking the Line: Ethical Gatekeeping for Counseling Supervisors

Clock Hours: 1.25, Supervision 1.25

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Ethics and Legal Issues

Content Level: Intermediate/Experienced Professional

Objective #1: Identify and apply practical methods for ethically addressing supervisee issues that occur when competency expectations/requirements are not being met.

Objective #2: Review ethical and legal gatekeeping duties when supervising counseling students and/or licensed counselors working toward independent licensure.

Objective #3: Apply gatekeeping and remediation resource materials to case study examples and identify best courses of action.

Program Description: Counseling supervisors shoulder an enormous ethical responsibility in making sure that counseling students/trainees and/or LPCs meet competency requirements. When they are working with supervisees who are not meeting these...
requirements, gatekeeping can become a very stressful and sometimes uncomfortable process. This presentation will provide supervisors of counseling students and LPC’s useful resources and materials to keep them up to date and assist them in supervision and gatekeeping best practices.

Sarah Ann Lanman, LPCC-S; Assistant Professor-Educator of Counseling, University of Cincinnati
Taheera Blount, LPC, NCC; Assistant Professor of Counseling, University of Cincinnati

6S80  Rational Emotive Behavior Therapy in Addiction and Recovery
Clock Hours: 1.25
Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Drug & Alcohol Rehab. Counseling
Content Level: Advanced/Seasoned Professional

Objective #1: Develop an understanding of the basic tenets and interventions of Rational Emotive Behavior Therapy (REBT) as developed by Albert Ellis. Participants will learn to apply the stages of change model to determine when REBT is an appropriate intervention for clients in active addiction and/or recovery.

Objective #2: Gain experience with identifying and disputing the four common types of irrational beliefs (dogmatic demands, awfulizing, low frustration tolerance, and self/other damning). Participants will leave with cognitive, affective, and behavioral interventions to dispute irrational beliefs common among those seeking treatment for substance use disorders.

Objective #3: Gain information about REBT resources, including those for counselors to use in session and those for clients to use at home.

Program Description: Rational Emotive Behavior Therapy (REBT) is an evidenced-based practice developed by Albert Ellis. REBT is an action-oriented form of counseling. It teaches clients to address self-defeating beliefs and replace them with rational beliefs that move them towards accomplishing their goals. REBT can be used to treat clients in active addiction and/or recovery, to examine and dispute irrational beliefs that trigger substance use, and to understand how thoughts influence emotions and actions. In the current era of high levels of substance use disorder, including alcohol and opioid abuse, it is imperative for both mental health and chemical dependency counselors to have a repertoire of effective therapeutic techniques, including REBT techniques. In this interactive presentation, learn and practice REBT and understand when REBT is most effective based on differing stages of change. Gain experience in identifying four types of irrational beliefs common among those seeking treatment for substance use disorders, and will leave with cognitive, affective, and behavioral interventions to dispute such beliefs. Participants will learn of REBT resources available for both counselors and clients.

Stephanie Maccombs, LPC, CRC, CDCA; Medication Assisted Treatment Counselor, Hopewell Health Centers
Dr. Christine Sunill Bhat, PC, LSC; Counselor Educator and Professor, Ohio University

6595  Working on My Rewrite: A Group Counseling Model to Recreate the Stories that Keep Us Stuck
Clock Hours: 1.25
Intended Audience: Clinical/Mental Health Counselors
Topic: Diagnosis, Treatment & Psychopharmacology
Content Level: Intermediate/Experienced Professional

Objective #1: Be introduced to the concepts in Brene Brown’s book Rising Strong, which offer a framework for moving through adversity by examining personal stories and will explore the connections between this model and Gestalt and Narrative Theories.

Objective #2: Consider the effectiveness of applying a group counseling model to facilitate the process of recognizing, owning, and recreating stories.

Objective #3: An experiential activity to engage with elements of story & strategies for beginning a “rewrite.”

Program Description: “The most dangerous stories we make up are the narratives that diminish our inherent worthiness.” - Brene Brown. Fortunately, other people encounter our stories with curiosity and without meaning attached. Others can notice the contradictions that both protect us and keep us stuck. The group process offers a unique opportunity for clients to gain awareness of their “go-to narratives” in an environment that promotes safety, creativity and universality. Apply the concepts from Rising Strong to a group counseling model that weaves Narrative and Gestalt theories into a courageous process of recognizing, owning and rewriting our stories.

Krista Predragovich, LPCC-S; Counseling Services Program Manager, Southeast Healthcare Services
Kristine Carson, PC; Clinician, Directions Counseling Group

FRIDAY SESSION (7)
11:15AM-12:15 PM
7502  Effective Treatment Planning; Incorporating Therapeutic Approach
Clock Hours: 1
Intended Audience: Clinical/Mental Health Counselors
Topic: Diagnosis, Treatment & Psychopharmacology
**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Understand the balance between client need and requirements of insurance payors / Identify major therapeutic approaches and best practice recommendations for common diagnoses / Recognize the role insurance payors play in provision of treatment.

**Objective #2:** Identify preferred therapeutic approaches in treatment planning / Express personally preferred therapeutic approaches / Employ personal therapeutic approach in treatment planning.

**Objective #3:** Utilize therapeutic approaches in the development of objectives and interventions / Development of measurable objectives and interventions based on the identified therapeutic approach / Examine integration of multiple therapeutic approaches in a single treatment plan.

**Program Description:** Writing a quality treatment plan that clearly reflects best practice approaches, as well as personal therapeutic preference, is crucial to ethical professional practice, insurance reimbursement and successful treatment outcomes. This workshop will focus on the steps to designing treatment plans that effectively incorporate therapeutic approaches in the planning process, thereby enhancing treatment success. Participants will gain practical strategies to improve their documentation skills.

Ruthann Smith Anderson, LPCC-S; Counselor Educator/ Counselor, Walsh University/Southeast, Inc.

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**7S108** Cross-Cultural Counseling in a Racial and Politically Hostile World

**Clock Hours:** 1

**Intended Audience:** Clinical/Mental Health Counselors

**Presentation Topic:** Multicultural Counseling

**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Explore the current racial and political climate and how this impacts presenting problems, as well as, the counseling dynamic and relationship.

**Objective #2:** Engage in meaningful discussion about empirically based best practices for working with clients from diverse racial/ethnic backgrounds. They will also work interactively with videos, case study vignettes and receive feedback on their practical application of these best practices. Broaching, a term coined by Vines, et al. 2007, is the counselor’s ability to consider how sociopolitical factors such as race impact the client’s counseling concerns. This session will provide counselors direct strategies to help with broaching.

**Objective #3:** Work in small groups to discuss case study vignettes and share related challenges and strategies. The presenters will also provide attendees with evidence-based strategies to broach the topics of culture, race, and racism in the context of the therapeutic relationship.

**Program Description:** According to the Pew Research Center (2017), most Americans (60%) say political issues have contributed to worse race relations in the U.S. These challenges impact issues that clients experience and the counseling relationship, particularly in cross-cultural counseling. These issues necessitate that counselors possess the requisite awareness, knowledge, and skills to work effectively within and across varying racial, ethnic, and cultural groups (Constantine, 2001; Day-Vines, Patton, & Baytops, 2003; D. W. Sue & Sue, 2003). This session explores the current racial and political climate and provide strategies for counselors to broach and consider sociopolitical factors such as race when treating mental health concerns.

Marjorie Shavers, LPCC-S, LPSC; Assistant Professor and Director of Graduate Counseling, Heidelberg University

Ameena Kemavor, PCC-S; Sr. Director, Enrollment Management & Student Services, Columbus State Community College

**7S11** Just Because It’s Part of Someone’s Culture Does That Make it OK? The Ethics of Counseling Diverse Populations

**Clock Hours:** 1, Ethics

**Intended Audience:** Clinical/Mental Health Counselors

**Presentation Topic:** Ethics and Legal Issues

**Content Level:** Intermediate/Experienced professional

**Objective #1:** Apply the ACA Ethical Code, ethical principles and various counseling competencies when counseling diverse populations.

**Objective #2:** Distinguish between cultural practices that support healthy human growth and development for those that do not.

**Objective #3:** Develop a decision-making process aimed at ensuring ethical practice with diverse populations.

**Program Description:** Understanding how to implement the ACA Ethical Code, counseling principles and counseling competencies, while also acknowledging cultural differences, lies at the heart of this presentation. How should a counselor proceed if the ACA Ethical Code and conflicts with a person’s culture? What actions should be taken when an accepted cultural practice diverges from core counseling principles, or even from basic human rights? This presentation will consider these questions and will assist counselors in creating a decision-making model for working with diverse populations.

Cecile Brennan, LPCC-S; Chair, Department of
7S128  Direct Action Gets the Goods (and Bads): Concerns for Clients who Engage in Activism
Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Other
Content Level: Intermediate/Experienced Professional

Objective #1: Describe some of the previous research on mental health concerns for those engaged in activism.

Objective #2: Summarize the new research findings presented on those who engage in activism.

Objective #3: Begin to develop potential strategies to address mental health concerns of those who engage in activism in their practice.

Program Description: This session discusses the mental health needs of those engaged in activism. With developments in social action over the past few years across the political and social spectrum, more individuals are devoting their time to social and political concerns. As counselors, do we really know what this entails? The presenters will discuss recent research they have conducted on this topic to understand what contributes to mental health issues for those that engage in activism, as well as examining what makes for a resilient activist. The counseling concerns will be discussed with those in attendance to help shape how we address the needs of those who are engaging in this work.

Andrew Wood, NCC, LMHCA; Assistant Professor/Counselor Educator, University of Cincinnati

7S131  Free, Valid, & Reliable Measures for School Counselors

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/New Professional

Objective #1: Define and explain the importance of reliability and validity in assessment.

Objective #2: Identify assessments that are suitable to the needs of their students' academic, career, or personal/social/emotional needs.

Objective #3: Able to select assessments that best meet the needs of their students' presenting issues or concerns.

Program Description: While professional school counselors are often not responsible for the administration and interpretation of assessments for special education eligibility, it remains crucial to have knowledge about measures that may best serve the K-12 students, whether in the special education or general education setting. Given these aspects, this presentation will focus on highlighting instruments that are free, valid, reliable measures that can aid a school counselor in making data-driven decisions and advocating for what’s in students’ best interest. Walk away with access to instruments that you can begin to utilize in practice.

Jenna Alvarez, LPSC; Instructor, Capital University
Sandra Logan-McKibben NCC, NCSC, ACS; Clinical Assistant Professor, Florida International University

7S133  A Day in the Life of an Elementary School Counselor

Intended Audience: School Counselors
Presentation Topic: School Counseling (Elementary)
Content Level: Beginner/New Professional

Objective #1: Learn about the many duties and roles of an elementary school counselor.

Objective #2: Learn a variety of lessons and activities that can be used with students individually, in small groups, and in classroom lessons, as well as school wide activities.

Objective #3: Gain strategies for organizing their programs and activities, and for evaluating and reflecting on those programs and activities.

Program Description: Have you ever wondered how your elementary school counseling program compares to others? Are you looking for new and engaging programs and ideas for your elementary students? Learn about one school’s comprehensive elementary school counseling program and plan for the entire school year, from August to June. You will gain new lesson plans and ideas for everything from welcoming new students to transitioning your oldest students to middle school or junior high, and everything in between. Participants will leave this session with lesson plans, ideas, and resources for working with students individually, in small groups, and in classrooms throughout the year. You will learn about school-wide programs for supporting students, families, and the community. The activities shared will address the academic, career, and social/ emotional domains.

Diana Arie, LPSC; School Counselor, Olentangy Local School District

7S153  What starts well, ends well...9th grade matters

Intended Audience: School Counselors
Presentation Topic: College Advising/Counseling
Content Level: Intermediate/Experienced Professional

Objective #1: Learn the importance of 9th grade for
Objective #2: Gain insight into freshman transition programs in other Ohio schools.

Objective #3: Discuss actionable strategies from examples presented that can be applied in your school settings.

Program Description: Ninth graders encounter new emotions, new social networks and new academic challenges. Research shows that providing a variety of supports is valuable for 9th grade and beyond. The presenter will share a cross-section of examples of freshman transition programs in Ohio being implemented in public and private schools. Participants will leave with new ideas for how to better support a successful freshman transition when they return to their building.

Dr. Pamela Ellis, Educational Consultant

7S154 Trapped: Addictions in the Modern School Setting and the Impact on our Youth

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: Provide an overview of the current addictions impacting students in the K-12 educational settings, including family abuse and addiction.

Objective #2: Assist in recognizing the signs, symptoms, and risk factors of both chemical and process addictions commonly seen in the educational setting.

Objective #3: Help better understand the role of technology and other advances of modernity that contribute to addictive cycles in students.

Program Description: The current U.S. educational system continues to struggle with a complex variety of modern issues impacting its students. A primary concern for school counselors is the influence and impact of both substance and behavioral/process addictions. Whether traditional substances of abuse, family addiction, or the constantly evolving use of technology-related addiction [gaming, social media, etc.], school counselors need to be familiar with the latest trends, signs, symptoms, and treatment options for this increasing problematic phenomenon.

Joshua Francis, LPCC-S, LICDC-CS; Assistant Professor, Wright State University

Leslie Neyland-Brown, LPC; Assistant Professor, Wright State University

Huma Bashir, PCC-S, LICDC-CS; Assistant Professor, Wright State University

7S210 School to Home Connection: How to Build Positive Relationships

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Intermediate/Experienced Professional

Objective #1: Explain the importance of creating a school-home partnership for student success. Relationships do not have to be adversarial, the more proactive we can be about creating a positive environment, the more likely schools can have a larger impact on student success.

Objective #2: Provide ways to effectively communicate to student homes and the community. The more innovative our communication can be, the more likely we are to reach a wider demographic. We will discuss our home visit grant and how we continue to build positive school-home relationship when school is not in session.

Objective #3: Discuss restorative practices as it relates to home relationships. By making the mending of relationships a priority, proactively teaching expectations and effectively conveying how the school is working diligently to create successful students.

Program Description: If not us, then who? One of the biggest challenges schools face is building and sustaining positive relationships with ALL families and community stakeholders. This presentation will provide school leaders, counselors and teachers with tools that can be implemented immediately and for free. These are not canned programs, they are concepts and mindsets. Attendees will receive templates and handouts that they can personalize for their own schools.

Carrie J. Sanchez, Educational Leadership, Building Principal, Port Clinton Middle School

7S44 Just Be Yourself: Navigating Child/Adolescent Identity Development from a Multicultural Perspective

Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Child & Adolescent Counseling
Content Level: Advanced/Seasoned Professional

Objective #1: Learn how children/adolescents construct their identity development, what peer acceptance/rejection has on this process, and the role multicultural factors play in this development.

Objective #2: Learn how identity development concerns combined with multicultural factors can hinder children/adolescent’s self-acceptance, social development, and/or mental health concerns (e.g., increased depression or anxiety, lack of social supports, and
Objective #3: Engage in skills to implement effective multicultural counseling interventions to address identity development issues, mental health concerns, or support system issues for children/adolescents in multiple clinical settings including Community, school-based, hospital, and private practice settings.

Program Description: Identity development for children/adolescents is crucial in supporting youth in developing a strong sense of self. These challenges can be exacerbated when multicultural factors are considered, especially when the child/adolescent is labeled as “different” by peers, adults, or media based on race, religion, sexuality, disability, etc. These youth often internalize these negative messages which can lead to low self-esteem, isolation, lack of self-advocacy and social supports, and even mental health issues such as anxiety or depression. This presentation addresses the importance of using multicultural counseling interventions to support youth in overcoming these challenges. Creative intervention strategies will be emphasized using best practices. This interactive presentation includes visual demonstrations, experiential group activities, resources and an intervention “tool kit” that counselors can put into immediate practice.

Alicia Hall, LPCC-S; Clinical Counselor, PsychBC
Mustafa Aydogan, Graduate Assistant, Kent State University

7S47 The Neurological Benefits of Art Interventions for Substance Use: Implications for Psychotherapy
Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Drug & Alcohol Rehab, Counseling
Content Level: Beginner/New Professional

Objective #1: Learn common concepts in neuroscience and neurotransmitters and their function/malfunctions and the connection between neuroscience and psychotherapy, looking specifically at substance use.

Objective #2: Learn common techniques and interventions, specifically art activities, that promote brain development and neuron growth in psychotherapy.

Objective #3: Become familiar with art and substance use resources that aid in clinical practice working with clients.

Program Description: First, the presenters will discuss neuroplasticity and how both neurogenesis and synaptogenesis occur. We will then provide support for the positive activities and techniques that produce neuron growth in clients. Following this, we will illustrate the benefits of art in terms of the neuroscience and how art can be incorporated into psychotherapy. Next, we will present information on neurotransmitters and their functions/malfunctions related to substance use. Then, we will explain several important areas of the brain that are affected by substance use. Finally, we will conclude with a discussion of the benefits of neuroscience in psychotherapy.

Samantha Hearn, LPC, Adolescent Counselor, Community Health Center
Christina Woloch, PC, Adjunct Professor, The University of Akron

Evelyn Mahas, Board Certified Music Therapist (MT-BC); Music Therapist, Heartland Hospice
Heidi Masters-Siebenaler, School Counseling, Graduate Assistant, Winebrenner Theological Seminary

7S77 Addressing Students’ Anxiety about Adulthood Transitions Through a Strengths-based Lens
Clock Hours: 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: College Advising/Counseling

Mary Steiner Ilames, LPSC; Professor/Counselor, Winebrenner Theological Seminary & Perry Local Schools
**Content Level:** Beginner/New Professional

**Objective #1:** Identify reasons for anxiety and other symptomology that students experience before entering adulthood, the workplace, or other adulthood transitions.

**Objective #2:** Address factors that may inhibit young adults from receiving mental health services such as multicultural considerations and stigma.

**Objective #3:** Formulate and develop potential strengths-based treatment interventions that may be used to address the anxiety related to adulthood transition.

**Program Description:** Students and young adults often experience anxiety related to the transition to adulthood such as selection of an occupation, the option of attending college, and so forth. The presentation will address factors that may inhibit young adults and students from receiving mental health services as well as common symptomology experienced by this age group. The intended result is to increase counselor’s knowledge and awareness of the triggers and situations that may cause anxiety in students and young adults and how this anxiety may be addressed via strengths-based approaches. The presenters anticipate that attendees will collaborate with one another to determine strengths-based interventions to address this commonly experienced anxiety such as assertiveness training, improving the therapeutic relationship, value exploration, development of social support, and so forth.

**Intended Audience:** Clinical/Mental Health Counselors

**Clock Hours:** 1.5, Supervision 1.5

**Presentation Topic:** Supervision

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**FRIDAY SESSION (8)- 1:15PM-2:45 PM**

**8S100**  
Legal & Ethical Issues of Burn-out and Impairment from a Supervisory Perspective  
Clock Hours: 1.5, Supervision 1.5

**Intended Audience:** Clinical/Mental Health Counselors

**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Gain knowledge of applicable federal, state and local employment and discrimination law connected to supervision, burnout and impairment concerns.

**Objective #2:** Gain knowledge of applicable ethical concerns related to supervision, burnout and impairment.

**Objective #3:** Gain knowledge of appropriate ethical decision-making components, options and resources for consultation, and supervision interventions with supervisees experiencing burnout and impairment concerns. Attendees will gain knowledge of immediate techniques and recommendations they can integrate into their supervision to assist with preventing burnout for themselves and their supervisees.

**Program Description:** Burnout is an experience that many licensed counselors, clinical supervisors, counselor trainees and counseling graduate students go through at some point in their career working in mental health. As supervisors, not only do we need to manage our own burnout, but we must also assist our supervisees in understanding, preventing and even recovering from burnout as it can be one of the first steps leading towards impairment. Additional ethical and legal issues can arise in supervision when a supervisee’s burnout impacts clinical performance, interactions with co-workers, and even the supervisory relationship. This presentation will provide information on ethical and legal considerations of burnout as well as proactive and responsive interventions supervisors can integrate into their supervisory relationships.

**Emily Ribnik, LPCC-S; Clinical Mental Health Counselor & ALICE Instructor, Kent State University at Stark**

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**8S120**  
Process Addiction - Understanding the impact that gambling, sex, pornography, the Internet have upon the ones mental wellness  
Clock Hours: 1.5

**Intended Audience:** Clinical/Mental Health Counselors

**Topic:** Diagnosis, Treatment & Psychopharmacology

**Content Level:** Beginner/New Professional

**Objective #1:** Learn the similarities and differences between Process and Chemical Addictions, and the implications it has upon treatment strategies for individuals with co-occurring disorders.

**Objective #2:** Become more familiar with the CUBIS Model of Addiction, and the relationship between mental health and addictive behaviors.

**Objective #3:** Understand the key issues associated with individuals exhibiting Process Addictions, as well as the role of the addictive brain in these processes.

**Program Description:** Process addictions, like chemical addictions, involve behaviors which become compulsive, out of control, and are continued despite the negative consequences. Sexual addiction, problem gambling, compulsive spending, along with the Internet, have introduced the addiction counseling field to this new realm of addictive behaviors and the devastating impact it has upon the client, the family, and society in general. Process addictions, much like substance addictions, are the habitual drive to continue an action even to the detriment of health and happiness. This presentation will examine the latest research on the addictive brain and the ramifications it has for behavioral addictions. A review
of behavioral addiction research will be discussed, along with case studies.

Chris Tuell, LPCC-S, LICDC-CS; Clinical Director of Addiction Services; Assistant Professor Dept of Psychiatry-University of Cincinnati Lindner Center of HOPE

8S141 Preparing Students Who Receive Special Education Services for College Credit Plus

Intended Audience: School Counselors
Presentation Topic: School Counseling (High School)
Content Level: Beginner/New Professional

Objective #1: Inform attendees about College Credit Plus and the process for students to be eligible to participate in the program as well as about the legal changes for students with disabilities interested in the program

Objective #2: Discuss proper preparation for students planning to enroll in College Credit Plus, including academic and behavior. Discuss best practices for promoting self-advocacy and self-determination practices for students.

Objective #3: Inform attendees about best practices in educating teachers who issue both high school and college credit including the process of determining which students should receive accommodations based on high school and CCP identification

Program Description: This session will explore the legal changes in services for students receiving special education services that enroll in College Credit Plus courses. Best practices for preparing students for disabilities to enroll in a College Credit Plus course will be explored as well as prior indicators that point to student success.

Nikole Chaffee, LPSC; School Counselor, EHOVE Career Center

Marissa Merk, Intervention Specialist, Mild to Moderate, K-12, Transition to Work Endorsement, Transition Specialist, EHOVE Career Center

8S170 Mindfulness in school: What is it and here do we go from here?

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/New Professional

Objective #1: Understand mindfulness as a beneficial theoretical approach to working with students.

Objective #2: Learn ways to in which to implement mindfulness-based programs within a school.

Objective #3: Identify ways to promote mindfulness programs to administration, faculty, staff and parents.

Program Description: Mindfulness means to become intentionally and purposefully present with oneself without judgmental thoughts. Research indicates that implementing mindfulness-based programs into schools may be beneficial to all students as it can help improve their focus, self-regulation, stress levels, and social/emotional awareness. Despite the identified benefits to implementing mindfulness techniques and programming into schools, school counselors are faced with barriers including a lack of training, the barrier of time, and lack of support/understanding from administration, faculty, staff, and parents. This program will explore what mindfulness really means, the benefits and barriers to implementing a mindfulness program in a school, and ways to gain support for a school mindfulness program within the school community.

Jane P. Hoffman, LPSC; Graduate Assistant, The University of Toledo

Rachel P. Jacoby, Graduate Assistant, The University of Toledo

Linda Waters, PCC; Owner/Counselor, Professional Counseling Solutions

Lena Salpietro, PC; Graduate Assistant, The University of Toledo

8S176 Advocate and Lead Like a “Rock Star” School Counselor

Intended Audience: School Counselors
Presentation Topic: School Counseling (All Levels)
Content Level: Beginner/New Professional

Objective #1: Give school counselors practical tools and suggestions for advocating for their proper role in the school. The presenter will draw upon personal examples of successful advocacy that have resulted in significant reduction of non-counseling duties. Advocacy tools and templates will be shared with participants.

Objective #2: Provide school counselors with tangible steps to establish themselves as prominent leaders in their schools. Program ideas that establish the school counselor as a leader who promotes systemic change will be shared. A special focus will be placed on the school counselor’s role in creating a safe and caring environment for all students.

Objective #3: Motivate school counselors to take intelligent risks by embracing ambitious goals for themselves and their program. Reflect on potential obstacles to strong leadership and how those obstacles can be overcome.

Program Description: Do you ever feel undervalued and underutilized as a school counselor? This session will focus on practical advocacy and leadership strategies that can empower you to improve your role, standing and impact as a school counselor within your school setting. Identify specific action steps that you can take to improve as a school counselor advocate and leader.
Scott Koebel, LPSC; School Counselor, Newark City Schools

**8S180 Future Ready Framework: Career Connectors Lens**

**Intended Audience:** School Counselors  
**Presentation Topic:** Career Counseling  
**Content Level:** Beginner/New Professional

**Objective #1:** Attendees will learn the components of Future Ready ([http://education.ohio.gov/Topics/Future-Ready-Ohio-Schools](http://education.ohio.gov/Topics/Future-Ready-Ohio-Schools)).

**Objective #2:** Get an early look at the development of the Career Connector lens for the national framework.

**Objective #3:** Attendees will be able to describe how Future Ready’s goals align with the work of school counselors.

**Program Description:** All students are capable of success. Future Ready work in Ohio is supporting schools in preparing students for success in college, career and citizenship ([https://futurereadyoa.org/about-the-effort/](https://futurereadyoa.org/about-the-effort/)). This session provides an overview of Future Ready and shares how Ohio is creating the first Career Connector lens for the national framework. This new lens supports educators working as school counselors as well as others charged with leading career connections in schools and districts. Schools using the Future Ready framework, this lens will show how the work of school counselors aligns directly with the Future Ready goals. Those new to Future Ready will learn about free tools and resources and be able to connect with the network of Ohio districts leading this work.

Stephanie Donofe Meeks, Grades 4-12 Administrator and Superintendent license Director, Integrated Technology Ohio  

Department of Education

Tisha Lewis, Certified Career Services Provider, Career Connections Administrator, Ohio Department of Education  

Content Level: Beginner/New Professional

**Objective #2:** Discuss and share strategies for addressing psychosocial and emotional needs of first-generation college students.

**Objective #3:** Understand the implications of the research related to FGCS, especially those who are low-income, and/or Latinx.

**Program Description:** First-generation college students (FGCS) are at higher risk of dropping out of their first year of college than their non-FGCS peers. Increase your understanding of the unique psychosocial and emotional needs of this population including: low college self-efficacy, lack of cultural capital, and financial struggles. Interventions by both high school and college counselors can help students navigate their new world and develop a sense of belonging. Guided small group discussion will provide a venue for participants to address specific needs of their schools, departments, and institutions.

Marlise Lonn, TX LPC-S; Assistant Professor, Bowling Green State University

**8S185 Buckle Up: Play-Based Cognitive-Behavioral Interventions for Elementary Age Clients**

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (Elementary)  
**Content Level:** Beginner/New Professional

**Objective #1:** Able to identify how elementary-age clients can benefit from cognitive-behavioral theory.

**Objective #2:** Learn strategies to adapt cognitive-behavioral theory and techniques to the developmental needs of elementary age clients/students.

**Objective #3:** Attendees will be able to lead play-based cognitive-behavioral activities that address the thoughts, feelings, and behaviors of elementary-age clients/students

**Program Description:** Cognitive-behavior therapy is an effective, practical, and versatile mode of treatment for a variety of concerns that affect elementary-age students in a school environment. Cognitive-behavioral concepts align with ASCA Mindsets and Behaviors and can be adapted to address common elementary-level problems including anxiety, aggression, anger management, and making positive choices. This presentation provides a theoretical background for the use of cognitive-behavior therapy with children and practical ways this theory can be utilized with children in a school setting. This presentation also provides three play-based cognitive-behavioral interventions that are developmentally appropriate and fun for elementary-level students.

Jennifer Marshall, Student, Capital University  

Jenna Alvarez, Instructor, Capital University
**8S19**  The Veteran Experience in Higher Education: Supporting Military-Affiliated Students  
*Clock Hours: 1.5*

**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** College Advising/Counseling  
**Content Level:** Intermediate/Experienced

**Objective #1:** Understand the current literature addressing mental health distress and suicidality in student Veterans and Active-Duty Members that are attending college. Rates of a variety of mental health concerns relevant to the student Veteran and Active-Duty Member population (e.g., depression, anxiety, PTSD) will be shared and discussed.

**Objective #2:** Recognize the unique experience of Veterans in higher education. The presenters share how these students may differ compared to traditional students and the clinical implications behind these unique experiences.

**Objective #3:** Participants will recognize a variety of ways that they can support the mental health well-being of student Veterans and Active-Duty Members on college campuses and in community agencies/private practices. Participants will have an opportunity to learn from the presenters of effective strategies used at an exemplar US university. Participants will be able to personalize the information given to their own college campuses, community agencies, private practices, etc.

**Program Description:** Veterans/Active-Duty Members in higher education are susceptible to mental health distress due to military stressors as well as transitioning to civilian/college life post-deployment. Many clinicians are unaware of the unique experience or clinical implications of military-affiliated students. This session presents strategies for supporting the mental health needs of student Veterans and Active-Duty Members in the university setting, which can carry over to clinical work in the community.

*Shelby Coen, LPC; Doctoral student, The Ohio State University*  
*Laura Lewis, PCC-S; Assistant Director, OSU’s Suicide Prevention Program, The Ohio State University*  
*Michael Carrell, Colonel, USAF (Ret), Asst Vice Provost and Director, Office of Military & Veterans Svcs, Ohio State University*

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**8S216**  ASCA National Model Training for Seasoned School Counselor  
*Intended Audience:* School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Increase awareness of the ASCA National model framework consisting of the four components of foundation, management, delivery, and accountability and the four themes of leadership, advocacy, collaboration, and systemic change to improve counseling program.

**Objective #2:** Participate in the School Counseling Program Implementation Survey.

**Objective #3:** Learn how to use the tools from ASCA and their current counseling program to design a written preventive, comprehensive school counseling program to benefit all students.

**Program Description:** This presentation will be a working session to assist seasoned school counselors (who were trained prior to 2003) who need additional training on the ASCA National Model components and themes the competence to create a preventative data-driven, comprehensive school counseling program. The presenter will share research on the issues facing current students and how intentional school counseling programming can help all students have access and succeed. Participants will learn how use the tools from ASCA to create or improve their own individual counseling program.

*Diane Zimmer, LPSC; School Counselor, Firelands Local Schools*

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**8S201**  Quiet Kids: A Bibliotherapy Group for Introverts  
*Intended Audience:* School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Participants will be able to identify strengths of introverted students.

**Objective #2:** See the importance of empowering this population to feel confident in who they are.

**Objective #3:** Counselors will understand their role as an advocate for this population.

**Program Description:** Come join us for a practical discussion on the secrets strengths of introverts! During this session, presenters will share their experience running a bibliotherapy group based on Susan Cain’s “Quiet Power: The Secret Strengths of Introverts.” In many ways education and our world in general is geared for extroverts. This group encourages students to feel empowered about their temperament and provides them space to work on social skills they may find challenging.

*Madi Sayre, LPSC; School Counselor, Barrington Elementary School, Upper Arlington City Schools*  
*Felice Kassoy, LPC; School Counselor, Wickliffe Progressive Elementary, Upper Arlington City Schools*

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**8S29**  Military Cultural Competency
Clock Hours: 1.5

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Multicultural Counseling Practices

Content Level: Intermediate/Experienced Professional

Objective #1: Improve knowledge of military organizations, terminology, rank structure, and deployment cycles.

Objective #2: Understanding of military ethos and values as well as effect on treatment seeking behaviors.

Objective #3: Improve understanding of effect of deployment and combat on Service Members and their families and treatments evidence based to treat symptoms.

Program Description: Session will cover the basics of military structure, the separate culture created within branches, the importance of military values and character, the effects of deployment on both the Service Member as well as the family and evidence-based treatments to assist in symptom reduction.

Colin Fowler, LPCC-S; Psychological Health Coordinator, AFSC Contract at OHARNG

CPT David Kirker, LISW; Director of Psychological Health, OHARNG

Program Description:
Objectives:

Objective #1: Understand the important role that understanding a client’s goals and values plays in appreciating their internal frame of reference. The presenter will discuss the fundamentals of exploring goals and values within the framework of Motivational Interviewing.

Objective #2: Understand how integrity relates to client ambivalence and choice to make change. Participants will accomplish this through an exploration of Leon Festinger’s model of integrity. The presenter will discuss how this model informs a client’s desire to fulfill their core values.

Objective #3: Gain confidence in their ability to conduct a structured values interview. Participants will achieve this by observing the presenter conducting a live structured values interview with a mock client. Then, participants will practice conducting a structured values interview in dyads with other participants. The presenter will complete the session by leading a debriefing discussion focusing on opportunities and challenges.

Program Description: Client goals and values offer a window into client frame of reference and motivation for change. In this session, participants will learn about the structured values interview from the framework of Motivational Interviewing. The structured values interview is a powerful tool for building the therapeutic alliance and increasing client motivation for change. Following a brief presentation, participants will observe a live structured values interview with a mock client. Then participants will practice the interview in dyads, before debriefing about opportunities and challenges of this technique.

Nathan C. Gehlert, Ph.D., LPC; Associate Professor, John Carroll University

Clock Hours: 1.5

Intended Audience: Clinical/Mental Health Counselors

Presentation Topic: Counseling Best Practices

Content Level: Intermediate/Experienced Professional

Objective #1: Understand the important role that understanding a client’s goals and values plays in appreciating their internal frame of reference. The presenter will discuss the fundamentals of exploring goals and values within the framework of Motivational Interviewing.

Objective #2: Understand how integrity relates to client ambivalence and choice to make change. Participants will accomplish this through an exploration of Leon Festinger’s model of integrity. The presenter will discuss how this model informs a client’s desire to fulfill their core values.

Objective #3: Gain confidence in their ability to conduct a structured values interview. Participants will achieve this by observing the presenter conducting a live structured values interview with a mock client. Then, participants will practice conducting a structured values interview in dyads with other participants. The presenter will complete the session by leading a debriefing discussion focusing on opportunities and challenges.

Program Description: Client goals and values offer a window into client frame of reference and motivation for change. In this session, participants will learn about the structured values interview from the framework of Motivational Interviewing. The structured values interview is a powerful tool for building the therapeutic alliance and increasing client motivation for change. Following a brief presentation, participants will observe a live structured values interview with a mock client. Then participants will practice the interview in dyads, before debriefing about opportunities and challenges of this technique.
Objective #1: Learn how specific anxiety disorders (e.g., Generalized Anxiety Disorder, Social Anxiety Disorder) and their underlying core beliefs impact clients who are seeking career counseling services.

Objective #2: Acquire specific tools and techniques to use when navigating anxiety with clients in the career counseling process and become familiar with their implementation.

Objective #3: Apply understanding of their newly-acquired interventions by participating in self-application activities involving their new resources.

Program Description: Anxiety disorders affect roughly 33% of the population during their lifetime, but little information about addressing anxiety in career counseling is available. With this high lifetime prevalence rate, it is imperative that career counselors understand how to recognize and address anxiety in session and provide clients with the tools to manage it. This presentation will provide participants with a clearer understanding of anxiety disorders and their negative impact on clients’ occupational functioning. Furthermore, the presentation will better prepare counselors by providing a variety of cognitive, behavioral, and mindfulness interventions used to help manage anxiety disorders.

Brad A. Imhoff, LPC; Assistant Professor of Counseling, Liberty University

Molly E. Perkins, PC; Licensed Professional Counselor, Family Life Counseling

Objective #1: Explain the educational benefits of implementing a comprehensive school counseling program to address school safety. Review program components and interconnections based on the ASCA Model. Discuss the role of a guidance system and ways this process goes beyond a plan built on a crisis response.

Objective #2: Explain the system school safety formula to use for a school safety prevention plan. The participants will be asked to identify the primary challenges they are facing and asked to identify where that challenge is addressed in the formula. Participants will be asked to complete a 10-question assessment to determine their current level of pro-action and prevention.

Objective #3: Reflect on the information and determine what 3 resources given can be used to begin a prevention plan now and determine ways

Darcy Haag Granello, LPCC-S; Professor, The Ohio State University

Paul F. Granello, PCC-S; Associate Professor, The Ohio State University

Program Description: This program will provide counselors of all skill and experience level, in all types of settings, with concrete, practical information on suicide risk assessment and intervention. Participants will be given resources to conduct culturally and developmentally appropriate risk assessments as well as intervention guidelines for treatment and specific strategies and approaches for working with suicidal clients. The presentation is grounded in research, but it is intended to be highly practical. Participants will walk away with a clear and practical understanding of how to work with suicidal clients in a variety of practice settings.
to use the information for an expanded plan for prevention.

Participants will work with a partner to identify and share their selection to the group.

**Program Description:** Keeping our schools safe is an escalating challenge that requires a comprehensive plan. Learn the school safety formula for solutions to help prevent future school safety challenges. Use the 10-point check list to assess your current level for proactive and prevention. Prioritize 3 things you can do now or are currently doing and how to develop an expanded approach for your school community.

Tommie Radd, LPC, NCC, NCSC, CRC, Numerous School Counseling/Leadership Licenses, Consultant

**FRIDAY SESSION (9)- 2:30PM- 3:30/4:00 PM**

**9S139** With a Little Help from My Friends: School Counselor, and University Resource Center Partnerships

**Intended Audience:** School Counselors

**Presentation Topic:** School Counseling (All Levels)

**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Identify innovative ways that University Outreach Centers can augment academic, career, social, and emotional needs of students.

**Objective #2:** Learn best practices to establish connections and negotiate the roles in partnering with a University Outreach Center.

**Objective #3:** Increase understanding of potential legal, ethical, and relational issues when partnering with a University Outreach Center.

**Program Description:** School counselors need significant resources and support to address student’s development needs. While student’s personal and social concerns increase, school funding and resources available to school counselors decrease. School counselors often encounter time and/or financial barriers that prevent them from fulfilling their role as desired. Colleges and Universities are often overlooked resources for school counselors. University Outreach Center’s specialize in grant writing and program development. Along with staff and associated faculty, they can connect school counselors to access and manage a variety of state and national resources. Attendees will identify innovative ways that University Outreach Centers can specifically add resources to support the academic, career, social, and emotional needs of students. Additionally, participants will learn the best practice steps and issues involved when collaborating with a University Outreach Center.

Angela Cameron, LPSC, LPCC, Director of Center for Human Services Development, Youngstown State University

**University**

Jake Protivnak, LPCC-S, NCC; Department Chair / Professor – Dept. of Counseling, School Psychology & Educational Leadership Chair, Youngstown State University

**9S151** The Silent Epidemic... Child Molestation and Sexual Abuse

**Intended Audience:** School Counselors

**Presentation Topic:** School Counseling (Elementary)

**Content Level:** Intermediate/Experienced Professional

**Objective #1:** The first objective of the presentation is to raise awareness of the silent epidemic of child sexual abuse.

**Objective #2:** The second objective of the presentation is to identify the reasons why it is important for school counselors to address sexual abuse prevention.

**Objective #3:** The third objective of the presentation is to provide participants with sexual abuse warning signs and researched based resources and/or tools that will help them to be proactive in the fight against child sexual abuse.

**Program Description:** The Silent Epidemic... Child Molestation and Sexual Abuse is statistically a reality for one out of four girls and one out of six boys. This session will raise awareness about child sexual abuse prevention, provide information about all the negative mental health impacts that stem from child sexual abuse, and provide practical, yet research based resources and tools that will help with being proactive in the fight against child sexual abuse. It will also allow school counselors to be on the cutting edge and ready when Erin’s Law, passed in 26 states and is pending in Ohio, mandates: “In grades kindergarten through six, annual age-appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused.” The presentation will engage participants through sharing a personal account from a survivor of child sexual abuse, use of surveys, myth versus fact game, questions, open dialogue, and peer sharing. In addition to having access to hand-out as a reference for after the conference, 30 elementary school guidance counselors will have the opportunity to have a Project S.T.O.P. (Stop The Oppressive Predator) program kit donated to their school which easily and effectively provides age-appropriate instruction on child sexual abuse prevention. Participants will leave the session with knowledge and tools that can be used for immediate implementation.

Cathy DuBois, LPSC; Teacher, Westlake City Schools

**9S160** School Counselors as Change Agents: Transforming School Discipline with Yoga &...
Mindfulness

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Analyze negative behavior through a trauma-informed lens and understand the ineffectiveness of traditional discipline consequences to reform these behaviors.

**Objective #2:** Identify systems and structures to incorporate yoga, mindfulness and restorative practices as a replacement for traditional discipline so that students can learn coping skills to stay regulated, follow school norms, and deal with their trauma in a healthy way.

**Objective #3:** Explore their role as a leader and advocate in reforming the way their school responds to negative behavior.

**Program Description:** Are you frustrated with the same students attending detention week after week and seeing no change in their attitudes or behaviors? Are you disappointed in the lack of trauma-informed options to deal with negative, rule-breaking behavior in your school? Join us to learn about strategies to take a trauma-informed, restorative approach to reforming school discipline practices. Participants will see a case study, including outcomes data, of a program at a local high school that replaced their after-school detention with yoga, mindfulness and restorative practices. Structures and strategies will be shared for how to begin to shift away from traditional discipline structures and towards a more mindful and restorative approach. As school counselors, we do not assign discipline consequences, but we regulate, follow school norms, and deal with their trauma in a healthy way.

Lauren Greenspan, LPSC; Co-Founder and Director, Youth Yoga Project

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**9S171 Transforming culture to become a trauma informed school district – Tools for School Professionals**

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Review the adverse impact of trauma on learning and behavior in youth.

**Objective #2:** Describe a school district’s data-driven rationale and process of developing a district Trauma Learning Community

**Objective #3:** Identify trauma-informed practices implemented by school professionals to support the mental health needs of all youth.

**Program Description:** Many school districts face challenges identifying and effectively addressing the mental health needs of their students, particularly students exposed to trauma. This session will describe one school district’s data-driven rationale and process of developing a district Trauma Learning Community to (1) raise awareness of the impact of trauma on learning and behavior, and (2) support implementation of trauma informed practices district-wide. Trauma informed strategies and tools for school professionals will be shared.

Dr. Martin Johnson, Psychologist, Clinical Psychologist, Springfield City Schools/Clark County Educational Service Center

Chaka Domineck-Colstock, Special Education License K-12, Student Support Facilitator, Springfield City Schools

Dr. Karen Hall, PCC-S; Director of Student Services, Springfield City Schools

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**9S175 An Eight Session Group Model to Support Children of Incarcerated Parents**

**Intended Audience:** School Counselors  
**Presentation Topic:** School Counseling (All Levels)  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Define & recognize barriers to children of incarcerated being able to succeed within the school setting.

**Objective #2:** Able to implement evidence-based strategies to support children of incarcerated parents.

**Objective #3:** Able design a group model in their schools to support children of incarcerated parents.

**Program Description:** In the United States millions of children have experienced parental incarceration and are left without the tools to cope with the many changes associated with parental incarceration. This interactive session will provide participants with the most recent data pertaining to children of incarcerated parents and will introduce evidence-based strategies to help them to succeed. An eight-session group model entitled Children Having Incarcerated Parents Succeeding (C.H.I.P.S.) will be introduced. Participants will walk away with strategies to help them create a data-driven group to support children of incarcerated parents.

Dr. Dakota King-White, LPSC, LPC; Assistant Professor, Cleveland State University

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**9S179 Building a Strong, Successful Career Advising Program**

**Intended Audience:** School Counselors  
**Presentation Topic:** Career Counseling  
**Content Level:** Beginner/New Professional

**Objective #1:** Attendees will be able to identify how their school is implementing career advising.
Objective #2: Learn about new tools and resources available to support career advising in their schools.

Objective #3: Leave with next steps to engage students in career-focused opportunities in and out of school.

Program Description: Looking for a way to improve your school district while simultaneously producing successful, productive members of society? This session will guide you through some best practices on how to infuse career advising throughout a students’ K-12 experience in your district, focusing on career planning in a student’s high school years. Career advising can be the basis of a powerful impact on your students.

Tisha Lewis, Certified Career Services Provider, Career Connections Administrator, Ohio Department of Education

9S206 Testing: Sorting Through the Nightmare from a Career Center Perspective

Intended Audience: School Counselors
Presentation Topic: School Counseling (High School)

Content Level: Intermediate/Experienced Professional

Objective #1: Collectively work together to discover ways of managing the many tests we must give and remediation ideas to use with students.

Objective #2: Discuss examples of how to use option 1 or 2 to assist with a decrease in the number of tests needed.

Objective #3: Share effective ways to communicate with parents, students, teachers and partner schools concerning testing and graduation requirements.

Program Description: Trying to figure out how to make sense out of the plethora of tests to which our students are being subjected? Could you use some encouragement and tips on how to cope with the multiple interruptions to the educational process? If you are like us, you are involved in giving: EOC, ACT, WorkKeys, Credentials, and Webxams, not to mention scheduling, counseling, graduation options as well as many other aspects of your job. We feel your pain and invite you to come to a guided roundtable on how to work with partner schools, teachers, and students to sort through the nightmare we are living.

Kenneth Stocker, LPSC; School Counselor, Buckeye Career Center

Kay Wise, School Counselor, Buckeye Career Center

Jennifer Robinson, School Counselor, Buckeye Career Center

9S214 School Counselor Self-Care: Mindful Strategies for Dealing with Stress and Burnout

Intended Audience: School Counselors
Presentation Topic: School Counseling

Content Level: Intermediate/Experienced Professional

Objective #1: Learn about the ways stress affects the body and how it impacts the role of school counselor.

Objective #2: Will have opportunities for self-reflection and discussion regarding stressful work situations.

Objective #3: Participants will learn about a variety of mindful, practical self-care strategies, practicing some throughout the session. Participants will leave with a list of strategies that are easy to implement daily.

Program Description: You can’t pour from an empty cup. School counselors spend their days helping others, sometimes with situations that cause extreme stress. Worries from work can be hard to turn off, carrying over beyond school hours causing us to feel lethargic, uninspired, and overwhelmed. Often, we are so busy that we do not take time to practice self-care, instead always choosing to put others’ needs first. Research shows that ignoring or dealing with stress in unhealthy ways can lead to low job satisfaction and burnout. Practicing mindful self-care strategies can help school counselors live healthy, balanced lives at work and at home. Session participants will learn about how stress empties “our cup” and practice strategies to fill it up so that we are in a healthy position to help others.

Jane Ziegler, LPSC; School Counselor, Delaware City Schools

FRIDAY SESSION (9B)- 3:00PM-4:00 PM

9S115 Supervision of Group Work: How and Why to Prioritize
Clock Hours: 1, Supervision 1

Intended Audience: Clinical/Mental Health Counselors
Presentation Topic: Supervision
Content Level: Intermediate/Experienced Professional

Objective #1: Develop an understanding of establishing and facilitating supervision of group work.

Objective #2: Learn techniques and strategies to provide supervision of group work.

Objective #3: Learn the importance of understanding the current ethical supervision and group work guidelines.

Program Description: Supervision and group work are two well-researched areas of counseling; however, it is difficult to find resources that discuss how the two are interrelated. Participants will gain
an understanding of establishing and facilitating supervision of group work, as well as the current ethical supervision and group work guidelines. The presenters will discuss techniques and strategies to provide supervision of group work.

Staci Tessmer, PCC-S; Counselor, Supervisor, Adolescent IOP Coord., Premier Behavioral Health Services/Kent State Univ.

Carrie VanMeter, RuthAnn Anderson and Tiffany Peets as co-presenters

**9S125**  
A new role for counselors in cancer care: Responding to the mental health needs of cancer patients  
**Clock Hours:** 1

**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** Counseling Best Practices  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Identify and summarize the emotional and mental health needs of individuals with cancer.

**Objective #2:** Describe tools to assess for emotional distress, as well as diagnose mental health and substance use disorders in individuals living with cancer.

**Objective #3:** Summarize the theoretical approaches, models, and evidence-based practices for working with those who have cancer.

**Program Description:** Cancer, take THAT! More individuals are living with cancer and living longer. Despite the recognized physical, financial, and emotional stress that accompanies a cancer diagnosis and its treatment, the mental health needs of these individuals are often overlooked. This session will provide the participant with an overview of the emotional and mental health needs of cancer patients and the role of counselors in working with these individuals and their healthcare team.

Linda Waters, LPCC; Clinical Counselor and Doctoral Candidate, Professional Counseling Solutions LLC

**9S130**  
Helping Clients Confront Their Own Destructive and Harmful Choices: Reality Therapy in Action  
**Clock Hours:** 1

**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** Counseling Best Practices  
**Content Level:** Advanced/Seasoned Professional

**Objective #1:** Identify 3 specific skills for intervening with clients who minimize or deny their own self-destructive behaviors.

**Objective #2:** Apply the reality therapy/Ericksonian principle: “sometimes the solution appears to be unrelated to the problem” in a practical and usable formulation. This application focuses on engaging clients in an empathic way for assisting them to examine their own behavior.

**Objective #3:** Enumerate 3 forms of self-evaluation, i.e., three ways to help clients evaluate the effectiveness of their behavior. They will also be able to describe 2 forms of self-evaluation related to the attainability of wants and the appropriateness of wants. Participants will thus be able to engage clients in a non-critical and non-blameful examination of whether “what I’m doing is helping or hurting myself and the people around me.”

**Program Description:** Practicality and innovative skills for the creative use of evidence-supported reality therapy are the goals of this interactive session that focuses on simulated demonstrations. Participants will role-play clients, preferably difficult ones who abuse drugs or engage in other destructive behaviors. The leader will thus illustrate the principle “Sometimes the solution appears to be unrelated to the problem” and the principle of self-evaluation central to reality therapy and crucial for behavioral change. Client self-evaluation provides the basis for positive planning and goal achievement.

Robert E. Wubbolding, EdD, LPCC; E458 Director-Retired, Center for Reality Therapy

**9S13**  
Group Supervision: Efficient, effective and ethical  
**Clock Hours:** 1, Supervision 1

**Intended Audience:** Clinical/Mental Health Counselors  
**Presentation Topic:** Counselor Education & Training  
**Content Level:** Intermediate/Experienced Professional

**Objective #1:** Learn about the effectiveness and efficiency of using a group format to provide clinical supervision.

**Objective #2:** Review some group supervision models and techniques that are both creative and effective.

**Objective #3:** Discuss & consider ethical challenges in providing group supervision as well as some preventative strategies.

**Program Description:** This session, provided by a supervisor and supervisee, will reflect on the efficiency, effectiveness of using a group supervision format in providing clinical supervision. From both the perspective of the supervisor and supervisee, the many complications and potential ethical challenges will be reviewed. Participants will be provided with a few innovative models of supervision and an opportunity to experience the technique. Emphasis on providing ethical supervision in this format will be underscored.

Paula Britton, LPCC-S; Professor, John Carroll University  
Rachel Bartlett, Student, John Carroll University
Objective #1: Learn about the unique barriers and needs of adult learners (particularly women in mid-life) who pursue post-secondary education for career advancement. Participants will also learn about best practices for intervening with this population based on the professional research.

Objective #2: Practical suggestions for community and school counselors who intervene with adults interested in pursuing post-secondary education will be shared, along with an experiential activity that can be replicated for use with clients.

Objective #3: Participants will be presented with a model for service delivery and collaboration that helps enhance adult student learning outcomes through partnerships with community agencies and relationships with receiving educational institutions, such as Columbus State Community College.

Program Description: The E3- Educate, Empower, Elevate Program provides holistic college readiness and career programming for adult women pursuing post-secondary education. School and career counselors will walk away with best practices and practical suggestions for advising adults pursuing college and post-secondary training. This program, delivered in partnership through multiple community agencies, demonstrates how wrap-around services and a collective impact approach enhances outcomes for students. Collaborations with post-secondary institutions, such as Columbus State Community College, a primary destination for E3 participants, are essential to understanding the barriers adult learners face and opportunities available to them to help persist to graduation. E3 Program Instructors and Columbus State partners present their findings and strategies for helping students succeed.

Amy Hawkins, LPC; Career Counselor at CSCC and E3 Program Instructor for NDCC, Columbus State Community

College and New Directions Career Center

Amanda Fox, PCC; Director of Career Development and Counseling, New Directions Career Center

Nancy Case, Dean of Partnerships and Programs, Columbus State Community College

Objective #1: Education on the evidence-based practice of the Maudsley Approach (Family Based Treatment - FBT) and other current practical approaches to treatment of eating disorders.

Objective #2: Case presentation to illustrate the use of a multidisciplinary team to enhance treatment towards recovery and reduce barriers for the family.

Objective #3: Lead a panel discussion for further education on the importance of each role in eating disorder treatment, and techniques to help participants provide support for their clients.

Program Description: The Maudsley Approach is an evidence-based practice that has been effective in treating adolescents with an eating disorder, where the family is the primary supporter to recovery.

Behind the scenes involves a counselor, medical doctor, psychiatrist, and dietitian, where each role will be present during this presentation followed by a panel discussion. There will be a case presentation to emphasize the importance of working with a multidisciplinary team in treatment of eating disorders, and how each role is vital to this care. It is useful to get the multidisciplinary team involved to help treat adolescents while their brains are still developing. Participant involvement is encouraged during the panel discussion, and participants will be educated on resources available and tools to use to help individuals with eating disorders.

Sarah Gallagher, LPCC-S; Behavioral Health Therapist, Nationwide Children’s Hospital

Objective #1: Become familiar with evidenced-based approaches to treatment of eating disorders.

Objective #2: Lead a panel discussion for further education on the importance of each role in eating disorder treatment, and techniques to help participants provide support for their clients.

Objective #3: Case presentation to illustrate the use of a multidisciplinary team to enhance treatment towards recovery and reduce barriers for the family.

Program Description: The Maudsley Approach is an evidence-based practice that has been effective in treating adolescents with an eating disorder, where the family is the primary supporter to recovery.

Behind the scenes involves a counselor, medical doctor, psychiatrist, and dietitian, where each role will be present during this presentation followed by a panel discussion. There will be a case presentation to emphasize the importance of working with a multidisciplinary team in treatment of eating disorders, and how each role is vital to this care. It is useful to get the multidisciplinary team involved to help treat adolescents while their brains are still developing. Participant involvement is encouraged during the panel discussion, and participants will be educated on resources available and tools to use to help individuals with eating disorders.

Sarah Gallagher, LPCC-S; Behavioral Health Therapist, Nationwide Children’s Hospital
practices for work with clients who are engaging 
in NSSI behaviors or are exhibiting signs of suicidal 
ideation.

Program Description: Self-directed violence in 
the form of Non-Suicidal Self-Injury (NSSI) occurs 
in approximately 18% of the pediatric population 
worldwide and is a strong predictor of an eventual 
suicide attempt. This presentation will provide 
information on current research supported strategies 
for strengths-based assessment of risk to develop 
effective safety plans, conceptualize the therapeutic 
needs, and provide intervention for child, adolescent, 
and young adult clients at risk from or engaging in 
self-directed violence.

Amanda La Guardia, LPCC-S; Assistant Professor, 
University of Cincinnati

9S87 Young, Incarcerated, and Isolated. Working with 
incarcerated youth in rural areas.
Clock Hours: 1

Intended Audience: Clinical/Mental Health 
Counselors
Presentation Topic: Child & Adolescent Counseling 
Content Level: Intermediate/Experienced Professional

Objective #1: Gain an understanding of the impact of 
incarceration/detention on developing youth.

Objective #2: Explore the intersectionality of being a 
rural youth and incarceration/detention on developing 
youth.

Objective #3: Provide ideas for effective programming, 
tips and techniques for working with adjudicated minors 
in centers.

Program Description: Serving in rural areas can be 
challenging for the clinician and for those they serve. 
Serving incarcerated youth is an area of service with 
numerous barriers to overcome. But what happens 
when these two populations intersect? This session 
will provide a deeper understanding of the impact 
of incarceration on youth, the implications of the 
intersectionality of rural incarcerated youth, and learn 
about effective programming. “As counselors we are 
trained to meet clients where they are. We are also 
trained to work from a seat of cultural humility. When 
populations intersect we strive to understand how 
these areas of marginalization impact our client and 
find ways to best serve them. Rural populations face 
many disparities in treatment, services, and increases in 
barriers for mental health work. Youth in rural populations 
face a myriad of challenges as they navigate their 
many facets of development. And literature published 
since 2000 suggests that “incarceration fails to 
meet the developmental and criminogenic needs of 
youth offenders and is limited in its ability to provide 
appropriate rehabilitation. Incarceration frequently 
results in negative behavioral and mental health 
consequences, including ongoing engagement in 
offending behaviors and contact with the justice system. 
“As counselors it is our role to gain knowledge of the 
populations we serve, and this session aims to expand 
and explore ways to do this for incarcerated youth in 
rural settings.”

Erin Jensen Skeel LPCC-S, Master’s degree, Firelands 
Counseling Supervisor
Meagan McBride Klein, PCC Doctorate, Heidelberg 
University, Assistant Professor
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