November 5-7, 2014

Invite you to join us in Columbus!
On behalf of the Ohio Counseling Association (OCA) and the Ohio School Counselor Association (OSCA), it is with great excitement that we invite you to join us at the 31st Annual All Ohio Counselors Conference, November 5–7, 2014. We have developed a rich program with content that meets the needs of all counselors, regardless of discipline.

Participants can look forward to a wide array of content on key topics such as DSM-5, college and career readiness, trauma informed care, Next Generation Assessments, the Common Core, and so much more! Looking to secure some CEUs? Make sure to take advantage of the extensive number of CEU approved sessions that are being offered.

Ultimately, we challenge you to make Ohio’s premier professional development opportunity your own; personalize your pre-conference and session selections to best fit the needs of your clients, students, office, field, and school.

We look forward to seeing you at the 31st Annual All Ohio Counselors Conference!

Sara Williams, LSC
President
Ohio School Counselor Association

Victoria Kress, LPCC-S
President
Ohio Counseling Association
### Conference Overview and Schedule

#### Wednesday, November 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m. – 10:00 a.m.</td>
<td>Registration for Daytime Pre-Conference Sessions</td>
</tr>
<tr>
<td>10:00 a.m. – 5:30 p.m.</td>
<td>Daytime Pre-Conference Sessions (includes box lunch)</td>
</tr>
<tr>
<td>5:30 p.m. – 6:30 p.m.</td>
<td>Registration for Evening Pre-Conference Sessions</td>
</tr>
<tr>
<td>6:30 p.m. – 9:30 p.m.</td>
<td>Evening Pre-Conference Sessions</td>
</tr>
<tr>
<td>9:00 a.m. – 9:30 p.m.</td>
<td>AOCO Conference Registration Open</td>
</tr>
</tbody>
</table>

#### Thursday, November 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m. – 12:30 p.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>8:00 a.m. – 6:00 p.m.</td>
<td>Exhibits Open</td>
</tr>
<tr>
<td>8:30 a.m. – 12:30 p.m.</td>
<td>Workshops</td>
</tr>
<tr>
<td>12:30 p.m. – 2:00 p.m.</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2:00 p.m. – 6:00 p.m.</td>
<td>Workshops</td>
</tr>
<tr>
<td>6:00 p.m. – 7:00 p.m.</td>
<td>Networking Reception</td>
</tr>
</tbody>
</table>

#### Friday, November 7

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m. – 12:30 p.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>8:00 a.m. – 3:00 p.m.</td>
<td>Exhibits Open</td>
</tr>
<tr>
<td>8:30 a.m. – 12:30 p.m.</td>
<td>Workshops</td>
</tr>
<tr>
<td>12:30 p.m. – 2:00 p.m.</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>2:00 p.m. – 3:00 p.m.</td>
<td>Workshops</td>
</tr>
<tr>
<td>3:30 p.m. – 5:00 p.m.</td>
<td>General Session with Keynote Address</td>
</tr>
</tbody>
</table>

The AOCO is pleased to partner with Lindenwood University to help school counselors attending the conference earn up to two graduate credits. Each credit costs $60. One credit is available for attending an all-day pre-conference and one credit is available for attending all sessions during the two-day regular conference. Registration and payment for this special opportunity is collected on-site at the Lindenwood University table.

**EARN GRADUATE CREDITS WHILE ATTENDING AOCO!**

Lindenwood University
**Wednesday, November 5, 2014**

### All Day Pre-Conference Workshops

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Description</th>
<th>CEU Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Supervisory Relationship: Relational Dynamics, Cultural Influences, and Ethical Challenges</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Paula Britton; Stacey Diane A. Litam</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Dialectical Behavior Skills: Creative Ways to Engage Clients</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Denise D. Ben-Porath</td>
</tr>
<tr>
<td>3</td>
<td>DSM-5: What Counselors Need to Know</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Rachel O’Neill; Brandy Kelly Gilea</td>
</tr>
<tr>
<td>4</td>
<td>Implementing the Common Core Standards: The School Counselor’s Role to Ensure All K-12 Students Graduate Career and College Ready</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Bob Bardwell</td>
</tr>
<tr>
<td>5</td>
<td>Solution-Focused Brief Counseling with Youth</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Gerald Sklare</td>
</tr>
<tr>
<td>6</td>
<td>Evidence-Based, Data-Driven Comprehensive School Counseling: A Step-by-Step Tutorial</td>
<td>Social Work CEU</td>
<td>Brett Zyromski</td>
</tr>
</tbody>
</table>

### Evening Pre-Conference Workshops

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Description</th>
<th>CEU Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Bring it into the Room: Experiential and Creative Approaches to Clinical Supervision</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Krista Predragovich</td>
</tr>
<tr>
<td>8</td>
<td>End Power Struggles and Facilitate Change: Techniques for Enhancing Motivation to Change</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Martina Moore</td>
</tr>
<tr>
<td>9</td>
<td>The 2014 ACA Code of Ethics: Updates on Ethics Issues Associated with Counseling Minors</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td>Kara Young Kaelber</td>
</tr>
<tr>
<td>10</td>
<td>Complimentary Movie Screening: First Generation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thursday, November 6, 2014**

### 8:30 a.m. – 9:30 a.m.

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Description</th>
<th>CEU Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Technology and Treatment: There’s an App for That!</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Treating Substance-Involved Women with Dialectical Behavior Therapy</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Incorporating Self-Compassion within Career Counseling to Improve Job Search Self-Efficacy</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The Child is Not the Problem, the Problem is the Problem: Narrative Therapy Interventions for Children and Adolescents</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Speaking into the Silence of Shame: Healing Old Wounds and Creating Healthy Pride through Character Development</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Technology, Distance Counseling and Social Media: A Primer on Ethical Practices for Clinical and School Counselors</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Games, Games, Games: Bringing the Fun to College and Career Readiness</td>
<td>Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Dual Credit, Credentialing and Syllabi – Oh My!</td>
<td>Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Texting, Sexting, and Selfies…Oh My! Helping Girls Navigate the Madness of Social Media</td>
<td>Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Is Your School “Grief Friendly?”</td>
<td>Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Superman Found: School Counselors Come to the Rescue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10:00 a.m. – 11:00 a.m.

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Description</th>
<th>CEU Credits</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Ethics Update: What You Need to Know About the New ACA Code of Ethics</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Supervision and Evidence-based Practice</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Type</td>
<td>CEU</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>10:00 a.m. – 11:00 a.m.</td>
<td>26 The Millennial Generation: Treatment Strategies for the Trophy Kids&lt;br&gt;27 Take Action! Empathizing with Clients in Various Stages of Change&lt;br&gt;28 Not Going it Alone: Counselor Peer Consultation&lt;br&gt;29 There Is a Book for That&lt;br&gt;30 School Counseling with HeART: Using Visual Arts to Reach Students with Academic, Social, Emotional and Behavioral Concerns&lt;br&gt;31 ASCA Mindsets &amp; Behaviors for Student Success&lt;br&gt;32 Using Technology for Accountability, Delivery, and Management in School Counseling Programs&lt;br&gt;33 School Counselors Connect: Middle School&lt;br&gt;34 Drag ’Em Kicking and Screaming: 34 Tips for Working with At-Risk Kids&lt;br&gt;35 Counselor Relationships in Schools: What’s So Diverse about Culture?</td>
<td>LPC/LPCC - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>11:30 a.m. – 12:30 p.m.</td>
<td>41 Treating Clients After A Traumatic Experience: Case Discussions&lt;br&gt;42 DSM-5 dx: Disruptive Mood Dysregulation Disorder&lt;br&gt;43 School Counselors Connect: Elementary School&lt;br&gt;44 Our Journey: Preparing Students for Success in College and Careers&lt;br&gt;45 Don’t Text, Talk To Me! A Structured Communication Model for the Savvy Student&lt;br&gt;46 Eliminate Playground Loneliness with a Buddy Bench!&lt;br&gt;47 Protecting and Promoting the School Counseling Profession: The Need to Act at the Local, State and National Level&lt;br&gt;48 Maximizing Proactive Communication Outreach</td>
<td>LPC/LPCC - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>2:00 p.m. – 3:00 p.m.</td>
<td>49 Inclusion of Technology in Supervision: Ethical Pitfalls and Best Practices&lt;br&gt;50 Trauma-Informed Couples Counseling&lt;br&gt;51 How to Integrate Clients’ Strengths and Resources into Counseling and Treatment Planning&lt;br&gt;52 Career Counseling: Practical Activities Designed to Promote Career Development and Career Decision Making&lt;br&gt;53 Collaboration Between Service Providers for the Benefit of Court-Mandated Clients&lt;br&gt;54 Diagnosing Substance Use Disorders using the DSM-5&lt;br&gt;55 My Client Has Autism…What Do I Do Now?</td>
<td>LPC/LPCC - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>11:30 a.m. – 12:30 p.m.</td>
<td>36 DSM-5: Redefining Axis V and the Effective use of Assessment Measure&lt;br&gt;37 Behavioral Addictions&lt;br&gt;38 “It’s All for Attention:” Addressing High Risk Behaviors in Youth Who Are Trauma Survivors&lt;br&gt;39 Assessment and Diagnosis of DSM-5 Schizophrenia and Related Diagnoses&lt;br&gt;40 An Overview of Affirmative Therapy and Resources for Working with Sexual and Gender Minorities</td>
<td>LPC/LPCC - Social Work CEU</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>CEUs</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
</tbody>
</table>
| 2:00 p.m. – 3:00 p.m. | Peer Collaboration: Promoting a Positive School Environment that Discourages Bullying and Develops 21st Century Skills  
Social Work CEU | 56       |
|                   | Students Taking the Lead...Student Led Conferences                                          | 57       |
|                   | iCounseling: How Apps and iPads Can Support Social and Emotional Development                | 58       |
|                   | Screencasting for School Counselors                                                         | 59       |
|                   | Using Play Therapy Skills with Children with Medical Trauma                                 | 60       |
|                   | Practical Ideas for Organizing and Developing Your School Counseling Program                | 61       |
|                   | Easier Done than Said: Experiential & Creative Activities in Clinical Supervision           | 62       |
|                   | Supervisors & Supervisees: Enhance Your Skills and Enrich Supervision                      | 63       |
|                   | Practical Utilization of Structured Peer Group Supervision                                 | 64       |
|                   | Counseling Individuals with Intellectual and Other Developmental Disabilities: Did We Learn This? | 65       |
|                   | Empowering Couple Relationships Using the PREPARE/ENRICH Inventory                          | 66       |
|                   | School Counselors Connect: High School                                                      | 67       |
|                   | Landing A School Counseling Job And The First Year Jitters                                 | 68       |
|                   | Numbers, Numbers, Everywhere! How to Make Sense of your Data                               | 69       |
|                   | Bully-Proofing Your School: Creating a Positive School Culture so All Students Thrive       | 70       |
| 3:30 p.m. – 4:30 p.m. | The College Admissions Game - Are Your Students Playing?                                   | 71       |
|                   | Weaving Literacy with Student Success Skills                                               | 72       |
|                   | Creating Pivotal Career Moments in Your School                                             | 73       |
|                   | The Discrimination Model of Supervision: Could it work for School Counseling Supervisors? | 74       |
| 5:00 p.m. – 6:00 p.m. | Clinical Techniques for Managing Suicide Clients                                           | 75       |
|                   | DSM-5: Updates in Diagnosis                                                                | 76       |
|                   | The Psychosocial Impact of Pregnancy Loss: Implications for Counselors                     | 77       |
|                   | Therapy Dogs as Part of a Grief Support Group for Children                                 | 78       |
|                   | Ethical Dilemmas in Clinical Supervision                                                    | 79       |
|                   | Support for Students and New Professionals: Oh, the Places You’ll Go (With a Little Help From Your Friends) | 80       |
|                   | OSCA, ASCA, and You!                                                                       | 81       |

Networking Reception
Easton Ballroom
Thursday November 6, 2014
6:00 p.m. – 7:00 p.m.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>CEU Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m. – 9:30 a.m.</td>
<td>Cultural Formulation in the DSM-5: Assessing Culture &amp; Clinical Presentation using the CFI</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Case Conceptualization: Decoding Psychological Inflexibility with ACT</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>An Affirming Approach to Supervision: Working with LGBTQ Supervisees and Clients</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Is Counseling Ready for Rational Suicide?</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td>10:00 a.m. – 11:00 a.m.</td>
<td>Tapping into Hidden Potential: Using Supervisee Strengths in Clinical Supervision</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Counseling Refugees of War</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Rural Counseling: Considerations for Trainees and Professionals</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Wasteland: Counselor Grief After the Death of a Client</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Letting Go of Student Resistance with a Little Creativity!</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>How to Write and Submit an OSCA Grant or Award</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Publishing in the Journal of Counselor Practice</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>SPARKLE III: More Standards-Based, Practical and Ready-to-Use K-5 Lessons that Engage and Inspire</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Creating an Ethical Environment in a School Setting</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Suicide Prevention Programming: A School and Community Partnership</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Character Day: Authentic Strategies to Connect Your Students</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Planning with Purpose!!!</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Counselor Self-Care</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>10:00 a.m. – 11:00 a.m.</td>
<td>Reality Therapy: What You Haven’t Heard About It</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Becoming Spiritually Competent: Guidelines for Counselors</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>“I Can’t Stop Stealing”: Understanding and Treating Kleptomania with</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td>11:30 a.m. – 12:30 p.m.</td>
<td>The Supervisor’s Most Important Tool and Ethical Implications: Protect your Clients and Enhance Supervisee Growth</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Counselor Competency in Child-Custody Related Court Opinion and Testimony</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Gender Dysphoria in Children: DSM-5 Diagnosis, Assessment, and Treatment</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>Using Reflecting Teams in Clinical Practice with Couples</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td></td>
<td>The Expressive Therapies Continuum: Integrating Art Materials into Creative Counseling Practice</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
</tbody>
</table>
### Friday, November 7, 2014

**11:30 a.m. – 12:30 p.m.**

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>CEU Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>114</td>
<td>Senior Success Day</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>115</td>
<td>Prevention and Interventions for Bullying of Children and Adolescents with Disabilities</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>116</td>
<td>School Counseling Pinspiration</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>117</td>
<td>Working with Parents After an Incident of Bullying: A Key Element of Positive School Climate</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>118</td>
<td>Strategies for Comprehensive School Counseling Program Evaluation</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>119</td>
<td>Mental Health in the Classroom</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>120</td>
<td>How to Stay in the Game: Strategies to Enhance Career Satisfaction</td>
<td>Social Work CEU</td>
</tr>
</tbody>
</table>

**3:30 p.m. – 5:00 p.m.**

**The Slave Across the Street**

Theresa Flores, a licensed social worker, kept a deep, dark secret for over 20 years. A secret that once told, would begin to wake up our society and change archaic mind-sets and unjust laws.

It wasn’t until she studied to be a counselor that Theresa became empowered to find her voice after so many years of victimization. Simultaneously she learned that there were thousands of other “Theresa’s” out there going through the same torment she had once endured—being sold nightly to strange men for sex.

Many counselors and school counselors feel overwhelmed and unsure of what signs or symptoms to look for to identify trafficking. Participants will learn the signs of human trafficking, the emotional implications that such an ordeal has on victims, and how to help them heal. Theresa will discuss her path to survival, and explain how it was possible that no one recognized the signs of a child being trafficked. It is a story that will make you angry, cry, and laugh—while giving you hope that you can save others from this horror.

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>CEU Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>Role of Counselors in Cardiac Rehabilitation</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td>122</td>
<td>The Supervision Working Alliance: Integrating Wellness and Preventing Compassion Fatigue</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td>123</td>
<td>Marijuana 101: What Counselors Need to Know About this Controversial and Evolving Substance</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td>124</td>
<td>Bringing College into Focus</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>125</td>
<td>A Myth Busters Exclusive: Taking Counseling Out of the Office Setting and into the Community</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
<tr>
<td>126</td>
<td>Fine-Tuning Your School Counseling Program</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>127</td>
<td>“Anti-Bullying” Middle School Style</td>
<td>Social Work CEU</td>
</tr>
<tr>
<td>128</td>
<td>What’s Going on With Girls and How Can We Help Them?</td>
<td>LPC/LPCC CEU - Social Work CEU</td>
</tr>
</tbody>
</table>
This workshop will focus on the importance of the supervisory relationship in providing competent supervision. Relationship dynamics that can emerge will be discussed, with an emphasis on managing difficulties productively. The importance of the supervisory relationship in dealing with ethical challenges will be explored. Supervisory tools that assist with ethical decision making will be presented. Using attachment and empathy theory, multicultural supervision will be framed as a relational construct, with emphasis on understanding the experience of others. The importance of vulnerability and authenticity is embedded throughout the workshop. This workshop is didactic and experiential.

Participants will:
- Understand relational dynamics and their potential impact on the supervisory relationship
- Gain knowledge about the ethical challenges that can emerge in supervision and be given tools to help teach clinical ethical decision making
- Understand the importance of the supervisory relationship, especially in being vulnerable and authentic
- Gain insight, using the attachment theory, into the importance of providing safety and security when supervisee dysregulation is activated.

Paula Britton, PCC-S, has been a professor in the Clinical Mental Health Counseling program at John Carroll University for 22 years. She is a PCC-S with over 30 years of diverse clinical experience, and she has served as an administrator and supervisor in a family service agency, a project director of a large research grant, and a clinician in a private practice. She has given over 100 local, state, and national professional presentations and workshops in the areas of supervision and ethics and has authored numerous publications. Additionally, she is a supervisor of master level therapists in private practice, doctoral interns, and practicum/internship students.

Stacey Diane A. Litam, LPC, is a doctoral student enrolled in Kent State University’s Counselor and Human Development Services program. Her diverse clinical experience includes work within a community mental health center, work with adolescents, and work with adults diagnosed with Autism. Stacey also advocates for cross-cultural counseling and supervision competency. She is a member of the national Holmes Scholars Program and seeks to diversify academia for traditionally underrepresented populations.

Dialectical Behavior Therapy (DBT) skills training is a didactic skills group designed to teach clients new skillful behaviors to assist in regulating negative emotions. However, counselors often report having a difficult time engaging and keeping clients focused during didactic skills training sessions. This full-day workshop is designed to not only introduce the DBT skills, but also to demonstrate creative ways to teach DBT concepts so that client learning, retention, and engagement are improved. Through didactic training and experiential exercises, participants will become familiar with DBT group skills training. In addition, participants will learn how to “jazz up” their DBT skills group by employing creative teaching tools from the media, popular culture, and technology.

Participants will:
- Learn the DEARMAN GIVE FAST skill
- Be able to teach clients how to identify and label their emotions
- Become familiar with the PLEASE Master skill
- Become familiar with the opposite action skill
- Learn the skill of radical acceptance
- Learn the skill of IMPROVE the moment
- Become familiar with the skill of pros and cons
- Learn the skill of mindfulness, including strategies designed to teach clients how to observe and describe their emotions and participate fully in their lives.
- Learn about mindfulness, including strategies designed to teach clients how to manage emotions nonjudgmentally, one-mindedly, and effectively.
- Learn about the wise mind skill
- Learn creative experiential methods to use in group settings to teach clients DBT skills.

Denise D. Ben-Porath, PhD, is a professor at John Carroll University and a consultant at several mental health agencies in the treatment of borderline personality disorder and eating disorders. She has worked in a variety of clinical settings assisting in the treatment and implementation of DBT. Her research interests include empirically supported treatments, such as DBT and eating disorders. Denise’s most recent publications include a decision tree model for using DBT telephone coaching, applications of DBT telephone coaching to eating disorders, and the implementation of DBT in community mental health systems.
In May 2013, the American Psychiatric Association released the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This newly released manual represents an updated approach to the diagnosis of mental and emotional disorders. This workshop will provide counselors with an overview of the major changes associated with the publication of the DSM-5. The presenters will discuss the newly updated diagnostic categories, such as the new category on Trauma and Stressor-Related Disorders. The presenters will also review strategies for potential re-diagnosis of existing clients and ways in which to discuss updated diagnoses with clients.

Participants will:
• Review the structure of the new DSM-5
• Discuss major changes and revisions to the manual and how those changes might affect clinical practice
• Discuss legal and ethical issues in diagnosis.

Rachel Hoffman O’Neill, PhD, LPCC-S, is the executive director of the Ohio Counseling Association. She is also a core faculty member in the Master’s in Mental Health Counseling program at Walden University and co-owner of O’Neill & Gilea Mental Health Consultants, a company specializing in professional consultation services for mental health professionals and counseling agencies. Rachel has more than 10 years of experience in addiction and mental health treatment.

Brandy Kelly Gilea, PhD, PCC-S, NCC, CDCA, is the government relations chair for the Ohio Counseling Association. She is also a core faculty member in the Master’s in Mental Health Counseling program at Walden University and co-owner of O’Neill & Gilea Mental Health Consultants. Brandy has over 10 years of experience in behavioral health treatment.

The implementation of the Common Core State Standards is arguably the most significant reform to impact K-12 education in decades, but how do school counselors fit into this development? This session will discuss the role that school counselors have in Common Core implementation and just how important they are in ensuring career and college readiness skills for all K-12 students.

Participants will:
• Gain a deeper understanding of the Common Core State Standards
• Explore the role of the school counselor in career and college readiness as it relates to the Common Core State Standards
• Develop a school counselor action plan for their school/district in order to meet the objectives of the Common Core State Standards.

Robert Bardwell has been a school counselor for 21 years, and he is currently a school counselor and the director of School Counseling and Student Support Services at Monson High School in Monson, Massachusetts. In addition to counseling duties, Bob is an adjunct professor at Springfield College and Westfield State University, teaching both school counseling and college admission counseling courses for aspiring school counselors. Bob currently serves on the American School Counselor Association Board of Directors, and he has held leadership roles with the Massachusetts School Counselors Association, the New England Association for College Admission Counseling, and the National Association for College Admission Counseling.
This experiential workshop is designed for both beginning and experienced school and mental health counselors who want to learn or refine the Solution-Focused Brief Counseling (SFBC) approach. Participants will learn how to use this innovative approach to empower students/clients to recognize and utilize their often unrecognized strengths and resources. Through a combination of didactic discussion, video, handouts, practice exercises, and role-plays.

Participants will:
- Identify the major principles of the SFBC approach
- Assist students/clients to identify solutions to reach their goals
- Utilize SFBC assessment and interview methods that initiate change immediately
- Implement the SFBC treatment process.

Gerald Sklare, EdD, LPCC, is the author of Brief Counseling That Works: A Solution-Focused Therapy Approach for School Counselors and Other Mental Health Professionals (2014). He served as a professor in the Department of Educational and Counseling Psychology at the University of Louisville from 1975-2007, and he is a past president of the Kentucky Counseling Association. Gerald is recognized nationally and internationally for his expertise in Solution-Focused Brief Counseling (SFBC), and he has presented more than 150 training sessions on SFBC throughout the United States and abroad. His best-selling book on SFBC has a multicultural appeal and has been published in Japanese; Korean; Chinese; and recently, Turkish and Greek. He also produced a 2004 video/DVD titled “Solution-Focused Brief Counseling: Two Actual Interviews with a Child.”

What is evidence-based data-driven comprehensive school counseling? In this session, attendees will be presented with a visual model for this comprehensive approach to school counseling that can be applied in their own settings. Attendees will learn how to use data-driven decision making to target equity gaps, how to use evidence-based interventions, and how to integrate these skills to achieve Recognized ASCA Model Program (RAMP) status. Handouts and group work will help attendees identify “next steps” for evolving their current programs to achieve both RAMP status and to fulfill the evidence-based data-driven comprehensive school counseling model.

Participants will:
- Learn how to prioritize interventions and build RAMP programs using data-driven decision making within school counseling programs
- Learn how to match evidence-based school counseling interventions with identified needs of their schools
- Apply their knowledge of evidence-based interventions and data-driven decision making to evolve their own programs to target equity gaps
- Apply their knowledge of data-driven decision making to create two to three school counseling program goals
- Learn about RAMP requirements and apply that knowledge to align their evidence-based interventions and data tracking to create a three-year plan for achieving RAMP status.

Brett Zyromski, Ph.D., is the Director of the School Counseling Program at Northern Kentucky University. He previously held the position of Director of the School Counseling Program at Southern Illinois University Carbondale. Zyromski is cofounder and cochair of the national Evidence-Based School Counseling Conference. He is also one of fifteen Lead-RAMP-Reviewers nationwide and has also served as a trainer of the ASCA National Model for the American School Counselor Association. Dr. Zyromski has consulted with numerous school districts on evolving guidance programs to data-driven, comprehensive school counseling programs.
In clinical supervision, the supervisor acts as a guide for the counselor/counselor trainee on their pathway toward becoming a reflective practitioner—a counselor who possesses and incorporates self-awareness into all aspects of the work. This awareness expands a counselor’s capacity to pay attention and make meaning, and increases the range of alternatives for connection and intervention with clients and within systems. Needless to say, promoting and facilitating self-awareness can be challenging! Experiential activities and creative approaches to supervision offer an opening for the presence of intuition and imagination, an acknowledgment of complexity, and a starting point for discovery. This workshop invites clinical supervisors to explore the rewards of welcoming spontaneity and creativity into supervision.

Participants will:

- Acquire practical strategies for establishing a safe atmosphere for play, as defined by Drisko (2000): “A state of authentic experience of the self, built upon the caring support of others” (p. 155).
- Have an opportunity to reflect on the ways in which they have demonstrated creativity as practitioners and supervisors.
- Identify potential barriers (perceived and actual) to engaging authentically with supervisees in the spirit of play.
- Learn about the direct impact of certain interventions on supervisee development.
- Be encouraged to engage in several different experiential activities … and to play!
Providing counseling services to children and adolescents can be extremely challenging and complicated, particularly in regard to ethical issues. It is crucial for counselors to remain current and competent in their knowledge and application of ethical practices. This presentation will provide an overview of the revisions made to the 2014 ACA Code of Ethics, with an emphasis on the ethical codes that are most relevant to counseling minors. New ethical codes addressing such issues as virtual relationships with clients, distance counseling relationships, and the use of public social media will be explored.

In this Evening Pre-Conference, participants will:

- Identify the ethical codes from the 2014 ACA Code of Ethics that are relevant when counseling minors
- Gain knowledge of how the ethics code changes will impact counselors’ practices with minors
- Practice the application of the new ethical codes through the use of clinical case studies that involve minors.

Kara Kaelber is the president-elect of the Ohio Counseling Association and an associate professor of counseling and human development at Malone University. Kara has more than 12 years of clinical counseling experience and 10 years of counselor education experience. She has provided clinical counseling services to children, adolescents, and their families in various settings, including a community mental health agency, a private practice, schools, and churches.

An award-winning feature-length documentary narrated by Golden Globe nominee Blair Underwood, FIRST GENERATION tells the story of four high school students - an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers - who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

Shot over the course of three years and featuring some of our nation’s top educational experts (Richard Kahlenberg, The Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, University of Southern California), this 95 minute documentary explores the problem of college access faced by first generation and low-income students and how their success has major implications for the future of our nation.

FIRST GENERATION is directed by Adam and Jaye Fenderson and sponsored in part by Lumina Foundation for Education and GOAL 2025 whose mission is to increase the percentage of Americans with high quality degrees and credentials to 60% by 2025. The film had its world premiere at the 2011 Heartland Film Festival where it was nominated for a Crystal Heart Award, won “Best Documentary” and “Best Soundtrack” at the 2012 Idyllwild International Festival of Cinema, and won “Special Jury Award for Social Impact” at the 2011 Napa Valley Film Festival. FIRST GENERATION is also an official selection of the San Diego Black Film Festival and The YES Film Festival held in Columbus, IN.
The study presented aims to examine the effectiveness of treating substance-involved women with dialectical behavior therapy. The presentation will review dialectical behavior therapy strategies in substance abuse treatment. Extensive research exists on self-compassion and its clinical applications as well as the benefits it provides over traditional self-esteem interventions with addiction, stress, depression, and overall wellness. However, the use of self-compassion within a career counseling context is a relatively new idea. This session will explore whether incorporating self-compassion within career counseling affects confidence and job search self-efficacy. Using the Job Search Self-Efficacy Scale and the Self-Compassion Scale, clients completed pre- and post-tests to evaluate the impact that holistic career development programs for women had on each scale. Preliminary results will be discussed along with helpful tips for using self-compassion with future clients.

What do you do when a child says, “I’m a worthless failure” and starts to believe it? Learn how to use language and elements of art therapy to assist children and adolescents in externalizing the problems that they have internalized. Participants will be introduced to three specific narrative therapy interventions used to help children understand that they are not the problem, the problem is the problem. Empower young clients by coauthoring a healthy story with them, rather than for them. Audience members will be given specific technological resources for digital storytelling. Presenters will share their experiences using techniques in community settings.

Counselor or not, you have probably heard the phrase “there’s an app for that.” With the increased prevalence of smartphone and tablet use, it is necessary for counselors to know and implement these current trends with their clients. This interactive presentation will discuss the importance and implications of integrating applications into the treatment process. Presenters will discuss useful apps that were created by mental health professionals to promote client well-being and outcomes.

Many people have a stereotyped view of substance abuse as a male problem; however, recent statistics show a higher percentage of female inmates classified as drug offenders than male inmates. Many substance-involved females have suffered from dysfunctional families, traumatic experiences, and emotional dysregulation. Indeed, they may begin using drugs as a way of coping with stress. The study presented aims to examine the effectiveness of treating substance-involved women with dialectical behavior therapy. The presentation will review dialectical behavior therapy, investigate factors influencing female substance abuse, and discuss dialectical behavior therapy strategies in substance abuse treatment.

What is shame? Like the wind, it is difficult to quantify, but its effects are easily seen. Most of the unhealthy, acting-out behaviors of our clients are unconsciously motivated by shame. As counselors, how do we address an unseen “force” that most clients are committed to avoiding at all costs? This presentation will address the origins, definitions, and dynamics of shame. Counseling strategies, using a character development model, will be introduced as a shame-reducing and self-esteem building adjunct, compatible with most theoretical approaches. Client cases, using character development techniques, will be reviewed.
Imagine having every student engaged in your college and career lessons...well imagine no more! In this session, you will get to see college and career games in action and learn how playing games will help reinforce your objective. Topics covered in the games include: Career Clusters, Holland Codes, High School and College Terminology, and more! The presenters teach important concepts through games such as Jeopardy, Bingo, Taboo, Slap-Stick, Sort-&-Shuffle, Cluster-Find, and Fastest-Finger. Although these games were developed for middle school students, they can be adapted to any level.

Follow this yellow brick road to navigate higher education partnerships and dual-enrollment programming for students in the state of Ohio. The Ohio Appalachian Collaborative (OAC) has worked with several higher education partners to further dual-enrollment opportunities for students in rural Ohio districts. Dual-enrollment is a key strategy for closing the college readiness gap by providing high school students opportunities to earn college credit while in high school. This presentation will take attendees down the yellow brick road to develop the strongest higher education and K-12 partnerships for students to succeed in their lives after high school. School counselor and higher education panelists will describe their specific roles in growing dual-enrollment in their districts and institutions. Action steps that can be customized and replicated in attendees’ own communities will also be discussed.
This presentation will provide an overview of mental health trauma-informed models and treatments for children, adolescents, and adults. Evidence-based models for children and adolescents will be discussed, such as Trauma-Focused CBT, EMDR, Prolonged Exposure, Somatic Therapies, Instinctual Trauma Response Model, Parent Child Interaction Therapy for Traumatized Children, and Ego State Therapies. Expressive techniques for trauma such as sand tray and graphic narratives will be explored, in addition to other practical resources. The Wellspring Treatment Model for adults, developed by the world-renowned treatment facility that has served survivors of trauma from abusive cults, relationships, and other abusive groups in southeastern Ohio, will also be presented, along with case studies.

Several evidence-based practices (EBPs) have as an essential component the provision of supervision, among them dialectical behavior therapy and multisystemic therapy. Clinical supervision also has an evidence-base and its practice is increasingly associated with ethical and competent practice. This workshop will describe the purpose of supervision in EBPs, specific supervisory practices used in EBPs, and the mechanisms of evidence-based clinical supervision. Examples of supervision as ethical and competent practice also will be presented. Several evidence-based supervisory practices will be highlighted and recommendations given for clinical supervisors to incorporate them into their routine supervisory practice.

The Millennial generation is also being referred to as the “trophy kids” generation. This generation, born between 1980 and 2001, grew up expecting success and was being rewarded regardless of achievement or lack thereof. Additionally, the Millennials have been immersed in social media, creating an expectation of immediacy that fulfills the need for reward. Research suggests that applications like Facebook and Twitter may be directly linked to anxiety and depression. The role of social media seems to promote mental health concerns and distress when expectations are not met. This presentation will review specific triggers and how this impacts the thought process that may lead to this generation’s distress. Interventions that will be reviewed include cognitive restructuring, psychoeducation, and technology immersion with relaxation techniques to help Millennials ease their distress.

Peer consultation is the process through which counselors use their relationship and professional skills to assist each other in becoming more effective and skilled helpers. In this session, counselors will learn about the value of peer consultation and how it can be used to support counselors’ development and prevent problems such as burnout, vicarious trauma, and counselor ethics breaches. Peer consultation models and effective strategies for peer consultation will be presented.

Books are not just for bibliotherapy. They can be used for group counseling, staff development, and counseling lessons. In fact, books are the perfect segue into the classroom through integration into the Common Core State Standards. Come see how a number of unassuming books from authors such as Madonna and Max Lucado can be used in multiple ways. Using these books as an example, learn how to navigate the ELA Common Core to ultimately link the counseling curriculum to academic standards. Leave with a list of books that can be utilized for a multitude of topics!
10:00 a.m. - 11:00 a.m.
**School Counseling with HeART: Using Visual Arts to Reach Students with Academic, Social, Emotional, and Behavioral Concerns**
Social Work CEU
Julie Ford, LSC: School Counselor, Oregon City Schools

Struggling to meet the growing academic, social, emotional, and behavioral concerns of elementary students? Looking for new ideas and interventions to help all students succeed? Attend this interactive session to explore using art in individual, small-group, and classroom settings. Research suggests that art experiences have multiple benefits for students including improved concentration, greater motivation to learn, reduction in behavioral and emotional problems, and increased self-esteem. Improvements in critical thinking, problem-solving, and social interaction have also been documented. Participants in this session will leave with at least 15 art activities—many of which also incorporate children’s literature—to use with students. You will have the opportunity to participate in several art experiences during the workshop.

10:00 a.m. - 11:00 a.m.
**ASCA Mindsets & Behaviors for Student Success**
Social Work CEU
Eric Sparks: Assistant Director, American School Counselor Association

The ASCA Student Standards have guided school counselors’ practice for many years. But student developmental needs are always changing, and ASCA’s standards have been updated based on the latest research and best practice to enhance student achievement and promote college and career readiness. The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student describe the knowledge, skills and attitudes that students need to achieve academic success, college and career readiness, and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. Come to this session to learn all about the revised ASCA Student Standards.

10:00 a.m. - 11:00 a.m.
**Using Technology for Accountability, Delivery, and Management in School Counseling Programs**
Social Work CEU
Charity Kurz, LSC: School Counselor, Grandview Heights City School District; Doctoral Candidate, The Pennsylvania State University

The American School Counseling Association stresses accountability for the profession, which includes data collection and analysis, program results, and evaluation and improvement. Due to time constraints, caseload size, and other factors, it can be difficult for a school counselor to collect the necessary data for decision making. Additionally, data collection can be cumbersome when paper and pencil methods are used. This interactive presentation will focus on providing methods for using technology to gather and analyze data, and offer suggestions for using data to provide immediate feedback to students.

10:00 a.m. - 11:00 a.m.
**School Counselors Connect: Middle School**
Evan Jackson, LSC: OSCA Board Middle School Level Representative; School Counselor, Sidney City Schools

No one understands the daily life of a school counselor quite like another school counselor! When we get together it can be easy to get caught up in the mindset of being overworked, underpaid, and trapped in a “venting” cycle. Instead of spending our professional networking time commiserating or complaining about the challenges we face, what would happen if we collaborated to “invent” solutions? Come prepared with your positive, solutions-focused attitude and bring an idea, website, app, book, or other item to share with your colleagues. You’ll also learn easy ways to stay connected with other school counselors in Ohio when you’re not gathered together at conference!

10:00 a.m. - 11:00 a.m.
**Drag ‘Em Kicking and Screaming: 34 Tips for Working with At-Risk Kids**
Social Work CEU
Elizabeth White, LSC: Founder and Lead Clinician, The Well Counseling and Consulting Group

More children than ever fall under one or more of the typical at-risk categories. Yet educators and parents are sometimes at a loss for how to be efficient and effective in helping at-risk students be successful. Finding ways to meet the needs of these students can be a challenge even on a good day. However, there are concrete strategies that can help all students achieve, even under the most difficult circumstances. Presenters and sisters, Elizabeth White and Calvalyn Day, will share—in an engaging format—what they have learned from 25 combined years of experience working with at-risk youth.
School counselors are obligated to collaborate with stakeholders to create a school and community climate that embraces cultural diversity and helps to remove barriers that impede student success, according to the American School Counseling Association. School counselors must also be aware of how culture influences attitudes and behaviors of themselves, stakeholders, and students. Attendees can expect to: be engaged in a simulated practical application activity designed to enhance and challenge misconceptions about diverse student populations, be provided with evidence-based practices on how to create a culturally competent school and community climate, and receive tools and resources to further support their cultural competence journey.

The DSM-5 has eliminated the multiaxial review. This workshop will focus on the effective use of replacement assessment measures, including the Severity Index Across Time and Circumstance and the World Health Organization Disability Assessment Schedule 2.0 (WHODAS 2.0). Participants will learn how to establish thresholds of impairment; define impairment in special behavioral areas; and ethically administer, score, and interpret these assessment measures.

If we only had a quarter for every time the sentiment, “it’s all for attention,” was expressed by influential adults in the lives of trauma survivors who express their distress through high-risk behaviors. Often, people misunderstand the role of high-risk behaviors (self-harm, suicide attempts, alcohol or drug abuse, oversexualized behaviors, etc.) and label them as attention-seeking. This presentation will address the relationship of trauma and high-risk behaviors in youth, as well as ethical considerations and balancing client safety with counselor liability. Creative intervention strategies are emphasized using best practices (e.g. TF-CBT, DBT, relaxation techniques, play therapy, and more). This interactive presentation includes visual demonstrations, group activities, and hands-on tools and resources.

Schizophrenia is among the most disabling of mental disorders. The diagnosis has profound implications for triage and treatment decisions, self and other stigma, and long-term quality of life. Accurate assessment and diagnosis is therefore critical. Through lecture, discussion, and a case example this presentation will provide updated information about DSM-5 diagnostic criteria and assessment best practices.

Counseling sexual and gender minorities requires clinicians to have specialized knowledge and skills. This presentation will provide counselors with an overview of affirmative therapy. Affirmative Therapy is a type of counseling that seeks to foster a positive sense of identity in sexual and gender minority clients. From this perspective, a counselor explores topics such as homophobia and heterosexism. The presenter will share resources for working with this population, including places to find training and education; web resources for a variety of legal and ethical issues; helpful reading materials; and homework, handouts, and activities for presenting concerns.
11:30 a.m. - 12:30 p.m.
Treating Clients After a Traumatic Experience: Case Discussions
LPC/LPCC CEU
Social Work CEU
Paul Granello, LPCC-S: Associate Professor, The Ohio State University
Lisa Longo, LPC: Graduate Teaching Assistant, The Ohio State University
C.J. Potter, LPC: Graduate Teaching Assistant, The Ohio State University

Participants will be provided with a brief overview of trauma counseling methods. Two cases studies will be shared for discussion involving clients who have experienced significant traumatic events. Discussion will be facilitated on the interventions and counseling methods used to best treat the clients introduced through the case studies.

11:30 a.m. - 12:30 p.m.
DSM-5 dx: Disruptive Mood Dysregulation Disorder
Brandy Gilea, LPCC-S: Core Faculty, Walden University
Jim Hyland, LPC: Counselor, D&E Counseling Center

This presentation will provide an overview of diagnostic, assessment, and treatment information for the new DSM-5 diagnosis, Disruptive Mood Dysregulation Disorder. The rationale for inclusion of this diagnosis in the Depressive Disorders category, a new category in the DSM-5, will be explored. Participants will gain exposure to current literature and case study discussion. Both clinical and school counselors will leave with useful tools to use with clients and students who are diagnosed with Disruptive Mood Dysregulation Disorder.

11:30 a.m. - 12:30 p.m.
School Counselors Connect: Elementary School
Gerianne Cuma: OSCA Board Elementary School Level Representative; School Counselor

No one understands the daily life of a school counselor quite like another school counselor! When we get together it can be easy to get caught up in the mindset of being overworked, underpaid, and trapped in a “venting” cycle. Instead of spending our professional networking time commiserating or complaining about the challenges we face, what would happen if we collaborated to “invent” solutions? Come prepared with your positive, solutions-focused attitude and bring an idea, website, app, book, or other item to share with your colleagues. You’ll also learn easy ways to stay connected with other school counselors in Ohio when you’re not gathered together at conference!

11:30 a.m. - 12:30 p.m.
Our Journey: Preparing Students for Success in College and Careers
Social Work CEU
Pamela Noeth: Director, Battelle for Kids
Charity Dodd, LSC: Consultant, Battelle for Kids

School counselors are in key positions to lead college and career readiness initiatives within their districts and communities. Today’s school districts, regardless of location or the type of students served, are working to provide students with an education that will help them realize future success. With an awareness that it is no longer enough just to graduate from high school, educators are working to prepare students for success in college and careers, and supporting students in making decisions that will help them chart their own unique path to a bright future. But the journey does not have to be taken alone or without direction. Using a College and Career Readiness Roadmap designed, piloted, and utilized by more than 20 district teams in Appalachian Ohio, college and career readiness work is organized around three drivers: academic preparation, accessibility, and aspiration. School counselors who led their network teams in developing these implementation plans will describe their efforts as part of a panel presentation.

11:30 a.m. - 12:30 p.m.
Don’t Text, Talk To Me! A Structured Communication Model for the Savvy Student
Social Work CEU
Stacey Diane A Litam, LPC, Doctoral Student, Kent State University
The Supervisory Relationship: Relational Dynamics, Cultural Influences, and Ethical Challenges

As the era of social media, texting, and web-based communication continues to grow, adolescents and young adults may be receiving fewer in-person social interactions to aid them with developing effective communication skills. In fact, with the wide range of services that technology offers, face-to-face communication has become devalued over time. This presentation provides an interactive and structured communication model applicable to a wide range of populations. This effective two-part communication model has been specifically designed to ensure that the speaker’s intention is accurately communicated and that the receiver’s response offers an appropriate problem resolution. The presentation is interactive, and will include the opportunity to learn and practice this new model.

11:30 a.m. - 12:30 p.m.
Eliminate Playground Loneliness with a Buddy Bench!
Social Work CEU
Tami Mazzella, LSC: School Counselor, Aurora City Schools

If you are looking for inspiration and assistance with curing playground loneliness—while encouraging kindness, empathy, and courage—then this is the session for you! Attendees will walk away with a plan to implement a Buddy Bench on their playground with little-to-no-cost to the district.

11:30 a.m. - 12:30 p.m.
Protecting and Promoting the School Counseling Profession: The Need to Act at the Local, State and National Level
Tom Davis, LPCC-S: Professor Emeritus, Ohio University
Sarah Collins, LSC: School Counselor, Lancaster City Schools
Douglas R. Cook, LSC: Clinical Faculty, University of Dayton

There are currently in excess of 3,500 licensed school counselors in the state of Ohio. These practicing school counselors improve the quality of academic achievement and general life experiences for students in Ohio. There are, however, numerous factors that play against the viability and job security of school counselors including school administrators who do not understand the professional qualities that school counselors can bring to students, state and local politicians who believe less-qualified individuals can deliver school counseling services, and a lack of support and direction from the State Department of Education in relation to school counseling program delivery. This session will explore both “points of peril,” and more importantly, ways in which school counselors can take steps to secure their role within their school district, the state, and the country.
Are you interested in learning easy ways to improve your communication outreach to stakeholders? During this session, discover practical strategies that you can implement to more effectively share proactive and preventative information with students, parents, and community members. Free resources that will be explored include Twitter, counseling department websites, and blogs. This session will cover how to use these resources, offer sample blog and Twitter topics, and present strategies for maximizing your impact with limited time. Even counselors with minimal prior technology skills and knowledge can successfully integrate these tools into their communication plans.

### Inclusion of Technology in Supervision: Ethical Pitfalls and Best Practices

**LPC/LPCC CEU**  
Social Work CEU

**Allison K. Arnekrans, LPCC-S, Assistant Professor, Central Michigan University**  
Robin DuFresne, LPC-CR, NCC, Doctoral Student, University of Toledo  
Leslie Neyland, LPC-CR, LSC, Doctoral Candidate, University of Toledo  
Jared S. Rose, LPC-CR, NCC, Doctoral Student, University of Toledo

Children are exposed to traumatic life events (e.g., abuse, violence, disaster, loss) every day, with many of them experiencing more than one event in their lifetime and still others living with chronic trauma, leaving no time to heal between events. While there is a vast amount of research in this area, practical interventions and a solid understanding of children and adolescents who have been traumatized is warranted for practitioners of any degree or experience level. This session will provide a basic understanding of this population and how their experience with trauma differs from adults. Best practices and evidence-based approaches will be introduced and modeled. Participants will walk away with appropriate communication and intervention strategies to begin working with children and their families who have experienced a traumatic life event and are seeking treatment from a counselor.

### How to Integrate Clients’ Strengths and Resources into Counseling and Treatment Planning

**LPC/LPCC CEU**  
Social Work CEU

**Matthew Paylo, LPCC-S: Associate Professor, Youngstown State University**  
**Eric Baltrinic, LPCC-S: Assistant Professor, University of Toledo**  
**Chelsey Zolden, LPC: Counselor, Meridian Community Care, Youngstown, OH**  
**Victoria Kress, LPCC-S: Professor, Youngstown State University**

Counselors maximize clients’ adaptive functioning by developing and building upon their strengths and assets, while concurrently addressing the problems and difficulties that clients bring into counseling. While counselors are typically trained in how to treat clients who have mental disorders and how to help them address their problems, they receive less training on how to integrate clients’ strengths into treatment. In this presentation, a model of treatment planning that includes a strength-based approach will be explored. Attendees will be provided with concrete questions and guidelines for assessing and incorporating clients’ individual strengths, family strengths, community/cultural strengths, and spiritual strengths into the treatment planning process.

### Trauma-Informed Couples Counseling

**LPC/LPCC CEU**  
Social Work CEU

**Michael Redd, MA IMFT: Doctoral Student, The University of Akron; Behavioral Specialist, Summa St. Thomas Hospital**

Couples who come to couples counseling where one or both members have a history of trauma can present some of the more difficult to treat cases. When either partner has current symptoms of PTSD, research indicates an increased risk of divorce, intimate partner violence, substance use, and higher levels of relationship distress than is typically seen in other couples. Research has not supported the conventional clinical wisdom that individual trauma treatment will lead to improvements in couple functioning. Participants of this session will gain a better understanding of the impact of trauma and PTSD on couple relationships and the resulting ways this impacts couples counseling. Participants will learn trauma-informed guidelines to help focus their assessment and interventions with these couples.

### Collaboration Between Service Providers for the Benefit of Court-Mandated Clients

**LPC/LPCC CEU**  
Social Work CEU

**Molly McDowell-Burns, LPC: Doctoral Student, The University of Akron**  
Rikki Patton: Assistant Professor, The University of Akron

Court-mandated clients experience numerous barriers to treatment. One barrier to treatment that has received less attention is the lack of collaboration between service providers. Court-mandated clients eventually become involved with multiple systems of care, and these agencies may have differing perspectives. Research focused on collaborative care has shown that successful outcomes are related to multifaceted care for at-risk populations in general. The discussion aims to provide attendees with an overall understanding of their role in working with court-mandated clients. A case study will be presented to facilitate discussion about possible strategies for better collaboration with other services.
This workshop will provide an overview of the major changes associated with the substance use disorders category in DSM-5. The substance use disorder revisions from DSM-IV-TR (2000) to DSM-5 (2013) represent perhaps one of the most extensive changes in the updated manual. The presenters will provide an overview of the major changes to this category and discuss strategies for potential re-diagnosis of existing clients.

It has been shown that 68% of people who have a diagnosis of Autism also meet criteria for an additional mental health disorder such as ADHD, an anxiety disorder, or a mood disorder. At times, it may be difficult to differentiate Autism Spectrum Disorder (ASD) symptoms with other symptomology. These clients also have unique issues regarding appropriate assessment and diagnosis. From this presentation, attendees will leave with a solid knowledge base of ASD and the changes that have been made in DSM-5. Attendees will also learn how to differentiate ASD symptoms from other mental disorders, assess and diagnose these clients, and learn about effective therapeutic interventions for this population.

Are you tired of parent-teacher conferences where students are just discussed? Try student-led conferences. Student-led conferences have changed the dynamic of parent involvement and student motivation by providing students with a new level of empowerment. The presenters will show you how their students led conferences and shared their work, charted their progress through a portfolio compiled of samples of their work, and developed SMART goals. You will leave with a step-by-step plan for establishing this program in their school and district.

Ever get tired of answering the same questions over and over again, or wish that your students, parents, and staff would read the helpful reminders you send them? Wish no more! By harnessing the power of screencasting (making a short instructional video), you can vastly improve the communication in your school counseling program. This session will cover reasons you would want to create a screencast, how to get started, and various screencasting tools you can use.
Many children have experienced accidents or illnesses that have resulted in trauma, which interferes with daily learning. This trauma can present as learning issues such as a lack of focus, increased activity, or a refusal to engage. Play can be a nonthreatening way to allow children and their families to express and heal. A school counselor and play therapist, family therapist, and child life specialist will share interventions that have proven successful in assisting children and their families in the healing process, and in encouraging children to be able to return to school and be more successful.

Supervisors and supervisees play a role in building a rewarding supervisory experience. Regardless of one’s role, the process presents challenges and opportunities for growth. Counselors interested in getting more out of their supervisory relationship are invited to attend this dynamic session. Supervisors will gain ideas about how to help supervisees develop their own therapeutic style, and how to encourage supervisees to use their strengths and personalities to facilitate growth with clients. Supervisees will learn how to actively engage in the supervision process to enhance professional development. The presenters will provide suggestions for delivering and accepting feedback directly and respectfully, and the importance of engaging in supervision throughout one’s career will be discussed.

Peer group supervision provides ongoing support for the seasoned, independently licensed counselor; however, engaging in this support is difficult for a full-time clinician to maintain. This session will focus on practical implementation of peer group supervision, recommendations regarding organization of the experience, adaptation of the experience to enhance a multicultural focus, and guidelines for choosing possible technologies to support this effort. Participants will learn how to ethically utilize available technologies, understand the strengths/weaknesses of each, and adopt strategies to ethically manage the peer group supervision experience.
Have you ever been “stuck” while counseling a couple and felt frustrated? Do you work with premarital or married couples? Are you seeking a user-friendly tool that will assist you in conducting couple assessments? Premarital and married couples need help in building healthy relationships and strong marriages. This workshop will provide counselors with a systemic understanding of how to bridge theory and clinical practice. It will introduce clinicians to the PREPARE/ENRICH Customized Inventory. The PREPARE/ENRICH Customized Inventory has strong psychometric properties, and high levels of reliability and validity have been found for each instrument, making them valuable tools for research as well as clinical use. The inventory is effective in assisting couples to identify their strengths, as well as growth areas. The PREPARE/ENRICH Customized inventory will enhance your work with couples by providing resources to strengthen communication skills, identify major stressors, resolve conflict, explore family of origin issues, and much more.

School counselors are constantly collecting data but do these numbers make sense and do they make a difference? This program will help school counselors take their data and use it in a way that provides support for their positions. The presentation will provide several different options for keeping and presenting data, and attendees will have the opportunity to share and receive feedback on their current data collection processes. Come help us learn from each other!

Bullying has gained national attention as a critical factor in the recent rise of school and community violence, and is a threat for which educators admit they are poorly trained. Addressing bullying behaviors in children and adolescents requires more than decreasing the number of bullying acts. This dynamic and interactive training will offer strategies to prevent and intervene with bullying behaviors in your school. Practical and effective strategies will be presented on developing a positive school culture for learning to thrive. Through a combination of active methods, participants will learn how to implement these strategies immediately.
Counselor-led book clubs are a wonderful way to connect students and enhance their social and academic success skills. They also offer an opportunity to collaborate with teachers and parents in a meaningful way. The presenters will describe several small-group initiatives implemented in a K-8 urban charter school setting to improve students’ literacy skills, self-confidence, self-motivation, resiliency, critical thinking skills, and sense of belonging. One elementary book club and one middle school book club will be highlighted and group materials, the group process, and data will be shared. The presenters will also discuss the use of journaling and creating books in small groups and how it can enhance the group experience in any grade.

Have you ever experienced a moment in your life that was pivotal in altering your life’s course? Every day, school counselors have a unique opportunity to nurture the academic and career talents of low-income and minority students—and to help them create their own moments. Programs and activities developed by school counselors for each grade level need to be considered under the umbrella of career construction in such a way that students begin to have pivotal moments in the areas of concern, curiosity, control, and confidence related to their college and career readiness journey. In this session, explore these distinct moments together to help students achieve academic and career success as they advance through the school system.

School counselors graduate from master’s level programs and become Licensed School Counselors (LSC) without anticipating that they will receive any postgraduate supervision or training in supervision in the field. Despite this, school counselors are expected to provide on-site supervision for practicum and internship students without any structured training. Janine Bernard’s Discrimination Model of Supervision will be introduced and applied so that school and mental health supervisors are able to utilize its flexible and intentional approach to supervision in multiple settings. It is imperative that school counselors are adequately prepared to fulfill this professional responsibility, as they serve as key figures in the training of our next generation of school counselors.

There are a myriad of ethical issues that can arise in the clinical supervision of counseling graduate students and professional counselors. This program will address those issues, and will examine areas such as ethical dilemmas, the related ethical codes from the 2014 ACA Code of Ethics, associated laws, supervision competencies, and best practices in clinical supervision.

Many counselors are still unaware of the changes between the DSM-IV-TR and the DSM-5, which was published in 2013. This presentation will address the implementation of the DSM-5 and highlight the changes within it, including new disorders and disorders that have been removed. The presenters will also detail how the changes to DSM-5 directly impact counselors.

According to the American College of Obstetricians and Gynecologists, some type of pregnancy loss occurs in about 15–20% of pregnancies. Various psychosocial factors may come into play when women and couples experience pregnancy loss such as guilt, confusion, isolation, anger, humiliation, sadness, or inadequacy. Losing a child during pregnancy is a stressful event for both parents and clinicians and the grieving process may be complicated without appropriate communication and intervention. This presentation will explore the psychosocial impact of pregnancy loss for women and couples and focus on increasing counselor’s awareness about pregnancy loss.
2014 ACA Code of Ethics, associated laws, supervision competencies, and best practices in clinical supervision.

Support for Students and New Professionals: Oh, the Places You’ll Go [with a little help from your friends]

Jake J. Protivnak, LPCC-S, LSC: Department Chair and Associate Professor, Youngstown State University
Victoria Kress, LPCC-S: Professor, Youngstown State University

Are you a student or a new professional looking for ways to connect with other new professionals and leaders? Bring your questions and share your experience. Attendees will learn strategies for establishing credibility, maintaining work/life balance, cultivating job satisfaction, and sustaining long-term success as a counselor. Seasoned professionals will facilitate discussions of common issues, and attendees will have the opportunity to share their own concerns and receive support. Participants will be grouped by counseling specialization area to provide focused mentorship. Join this opportunity to learn and connect with peers!

OSCA, ASCA, and You!

Sara Williams, LSC: President, Ohio School Counselor Association; School Counselor, Union Scioto Local School District
Eric Sparks: Assistant Director, American School Counselor Association

Did you happen to hear about First Lady Michelle Obama’s advocacy campaign that encourages all students to #reachhigher—and the impact that it is having on our profession? School counseling has been in the news lately, garnering positive attention! This session is for all school counselors. Eric Sparks, assistant director of the American School Counselor Association (ASCA) and a former school counselor, will present remarks on what is happening at the national level for our profession. Representatives from the Ohio School Counselor Association (OSCA) will share the latest updates from the association as well as updates at the state level with college and career readiness, the evaluation model, and more. After your busy first day of AOCC sessions, plan to join us to hear how OSCA, ASCA, and you can work together for student success! This is also a great time to share knowledge, learn something new, and connect with peers and then move to the Networking Reception together.

FRIDAY, NOVEMBER 7

8:30 a.m. - 9:30 a.m.
Cultural Formulation in the DSM-5: Assessing Culture and Clinical Presentation Using the CFI

LPC/LPCC CEU
Social Work CEU
Ruthann Anderson, LPCC-S: Counselor Educator, Walsh University; Counselor, Southeast, Inc.

The DSM-5 has enhanced cross-cultural diagnostic assessment by revising the Outline for Cultural Formulation (DSM-IV) into the Cultural Formulation Interview (CFI). The CFI is a tool that clinicians may use during the mental health assessment process to understand the impact of culture on the clinical presentation and care of the client. This workshop will focus on the effective use of the CFI as a standard assessment, balancing the integrity of the client’s story with the limitations of clinical practice. Participants will learn how to utilize the CFI, understand possible complications with the use of this tool, and adopt strategies to overcome these barriers.

8:30 a.m. - 9:30 a.m.
Treating Trauma in the Child and Adolescent Population: The Who, the What, and the What Now?

LPC/LPCC CEU
Social Work CEU
Allison Arnekans, LPCC-S: Clinical Counselor, Harbor; Assistant Professor, Central Michigan University
Brittany McFarland, LPCC: Clinical Counselor, North Community Counseling Center

Children are exposed to traumatic life events (e.g. abuse, violence, disaster, loss) every day, with many of them experiencing more than one event in their lifetime and still others living with chronic trauma, leaving no time to heal between events. While there is a vast amount of research in this area, practical interventions and a solid understanding of this population is warranted for practitioners of any degree or experience level. This session will provide a basic understanding of the child and adolescent population and how their experience with trauma differs from adults. Best practices and evidence-based approaches will be introduced and modeled. Participants will walk away with a basic understanding of the child and adolescent population and how their experience with trauma differs from adults. Best practices and evidence-based approaches will be introduced and modeled. Participants will walk away with appropriate communication and intervention strategies to begin working with children and their families who have experienced a traumatic life event and are seeking treatment from a counselor.

8:30 a.m. - 9:30 a.m.
Case Conceptualization: Decoding Psychological Inflexibility with ACT

LP/CC/LPC CEU
Social Work CEU
Monica Ross Reider, LPCC-S: Readjustment Counseling Therapist, Department of Veteran Affairs, Louis Stokes Cleveland VA Medical Center

ACT (Acceptance and Commitment Therapy) is an empirically supported “third wave” behavioral therapy that incorporates an eclectic mix of metaphor, paradox, mindfulness skills, and values-guided behavioral interventions. Since its creation in 1986, ACT has been proven as an effective therapy for depressive disorders, OCD, PTSD, anxiety, substance use disorders, chronic pain, and the stress associated with terminal illness. This program will discuss the Six Core Processes of ACT and how to develop a client history to assess psychological inflexibility. Specific attention will be given to open-ended questions that promote a deeper understanding of client values, psychological inflexibility, cognitive fusion, motivation, psychological flexibility, and client strengths.

8:30 a.m. - 9:30 a.m.
An Affirming Approach to Supervision: Working with LGBQ Supervisees and Clients

LP/CC/LPC CEU
Social Work CEU
Amy Moore, LPC: Graduate Assistant, The University of Akron
Melanie Kautzman-East, LPC: Graduate Assistant, The University of Akron
Jared S. Rose, LPC: Doctoral Student Contractor, The University of Toledo
Shawn Burton, LPC: Graduate Assistant and Teaching Assistant, Kent State University

Recent research and literature has shown that addressing issues related to sexual orientation in supervision can increase the supervisee’s competence, level of satisfaction with supervision, and improve the supervisory relationship. Affirmative models of supervision work to ensure safety of LGBQ clients and can provide supervisees with a clearer understanding of the many issues pertaining to sexual minorities. The goal of this program is to promote awareness and knowledge of affirmative supervision and to provide the tools necessary for supervisors to integrate this lens when working with supervisees.
Are you prepared to counsel a client with a rational suicide ideation? With improvement in medical technology, more individuals are living longer and have control over their own medical decisions. These choices leave people who are terminally ill with a desire to control how and when they die. Currently, five states have laws making physician-assisted suicide legal, and five states are considering legislation that would legalize physician-assisted suicide. Legislation requires assessment by a mental health professional in these cases, and counselors will be called upon to make these assessments. This presentation will address the ethics involved in counseling a client expressing rational suicidal ideation and strategies for assessing your ability to counsel these individuals.

Do you have an idea or program you would like to implement in your school? Do you know someone who deserves recognition for his or her hard work? The OSCA Grants and Awards Committee would like to help make the grant and awards process easier for you. The committee will share information on how to write and submit an OSCA grant application and how to nominate a colleague for an OSCA award.

---

**FRIDAY, NOVEMBER 7**

8:30 a.m. - 9:30 a.m.  
**Is Counseling Ready for Rational Suicide?**  
**LPC/LPCC CEU**  
**Social Work CEU**  
Robin DuFresne, LPC-CR, Doctoral Student, University of Toledo  
Christopher Roseman, LPC-CR, Associate Professor, University of Toledo  
John Laux, LPCC-S, Professor, University of Toledo

Members of the editorial board of the Journal of Counselor Practice, the official journal of the Ohio Counseling Association, will provide practical suggestions for successfully navigating the journal’s publishing process. Tips and strategies for writing and developing manuscripts will be presented. Participants will have an opportunity to ask questions related to the journal’s publishing process.

8:30 a.m. - 9:30 a.m.  
**How to Write and Submit an OSCA Grant or Award**  
**Social Work CEU**  
Deb Gray, LSC: School Counselor, Franklin Local Schools  
Evan Jackson, LSC: School Counselor, Sidney City Schools  
Tammy Mazzella, LSC: School Counselor, Aurora City Schools  
Kristine Kunkle, LSC: School Counselor, Sylvania Schools

Participants will learn how the Delaware City Schools district, in partnership with HelpLine, implemented its high school suicide prevention program. Participants will come away with strategies and tools to implement their own program—including examples from the curriculum, ideas for staffing, screenings, follow-up, and data collection. Participants will be able to discuss the special circumstances in their school and community and ask questions about how to implement a collaborative suicide prevention program that meets their needs.

8:30 a.m. - 9:30 a.m.  
**Creating an Ethical Environment in a School Setting**  
**Social Work CEU**  
Susan Huss, LPC: Associate Professor, Bowling Green State University

Tired of having faculty, parents, and administrators asking you for information that you cannot share? This workshop will provide ways to create an ethical environment in the school so everyone understands the school counselor’s role related to ethical issues, particularly confidentiality. Time will be spent with participants sharing their successes in this area.

8:30 a.m. - 9:30 a.m.  
**Suicide Prevention Programming: A School and Community Partnership**  
**Social Work CEU**  
Jessica Darcy, LSC: School Counselor, Delaware City Schools  
Max Lend, LPCC: Suicide Prevention Director, HelpLine of Delaware and Morrow Counties

All educators hope that their students graduate not only academically prepared for the challenges of the workforce but also prepared to make a difference in the world. This presentation will offer middle and high school counselors authentic character education activities ranging from simple small-group icebreakers to planning and leading a schoolwide Character Day. Participants will partake in the activities in order to gain an understanding of the widespread impact that they can have on both school culture and students’ personal lives. Come prepared to receive the tools you need to make positive changes in your students and your schools.
There is an easy way to help smooth the transition to high school. By setting up meetings with 8th graders and their parents during the spring before their freshmen year, high school counselors can build a positive rapport with incoming students and their families. In this session, the presenters will share how their “four-year planner meetings,” which last just a half an hour, have had a significant impact on the success of transitioning students. These meetings give high school staff the opportunity to intervene with any academic or personal/social issues before school begins, and to help students come up with a plan to meet their goal of graduation, earning an honors diploma, and being competitive for college admissions!

Headaches + sore muscles + insomnia + compassion fatigue = counselor burnout! We often fail to “practice what we teach” our students about self-care. Learn how to turn that around and remind yourself that you, too, are important and need TLC. This will be an interactive presentation where you will practice self-care tips and techniques.

Kleptomania is an impulse control disorder that has been baffling mental health professionals for years. Often times, counselors are frustrated with failed attempts to treat the acting-out behaviors with solution-focused, cognitive-behavioral, and reality therapy approaches. People suffering with kleptomania can be just as frustrated as their counselors, acknowledging that their own behavior does not meet their needs and that their thinking is irrational. This presentation delivers a case study in the use of schema-focused counseling to treat a 52-year old woman, who had been compulsively stealing since she was a child. Schema-focused therapy theory, techniques, and strategies will be introduced. Schema-focused techniques used in counseling sessions will be examined and client outcomes will be presented.
Counseling trainees and professionals working in the rural context encounter cultural characteristics, barriers to treatment, and ethical dilemmas that may not be readily apparent in other geographic locales, thereby providing a rationale for increased training and preparation. Common characteristics of rural areas will be discussed in this presentation, and practical tools, skills, and interventions will be offered. The overarching goal of this presentation is to strengthen competent service delivery in rural communities.

Have you or a supervisee ever experienced the death of a client? This presentation will provide information about ethical standards for situations related to the death of a client. It will cover “typical” grief and complicated grief, strategies for obtaining support, and self-care for dealing with the loss of a client. The session, which includes a case study plus didactic and experiential activities, will also examine how counseling supervisors and counselor educators can provide support for trainees who lose clients to death.

After teachers, principals, and even parents have tried to motivate, inspire, and push students into doing well, they often turn to school counselors for help. But even school counselors may become frustrated when students remain unmotivated. Come see how creativity is a natural addition to any counseling approach and how creativity can be used to move students past resistance to change. Presenters will share creative techniques that can be applied to a variety of common school issues. Come ready to learn how to tap into your own creative practice and leave with a smattering of creative techniques to fuel your own creative process (plus a website that shares more creative ideas).

Join the presenters in a high-energy, interactive presentation exploring school climate. How do you begin to understand the climate of your building? How can the school counselor collect and analyze data about school climate? With this data, how do you bring about change? Presenters will share creative techniques that can be applied to a variety of common school issues. Come ready to learn how to tap into your own creative practice and leave with a smattering of creative techniques to fuel your own creative process (plus a website that shares more creative ideas).

OhioMeansJobs K-12 is a new online tool that allows Ohio students to learn about their career interests and in-demand jobs, build résumés, search for college and training programs, and create a budget based on future expenses. Educators can begin by having conversations with students using the Career Pathways in OhioMeansJobs. Career Pathways align to Ohio’s in-demand jobs and combine education and training with career information. This tool is great for students to share with parents to begin building an individual plan for their future. Attend this session to learn more about these incredible resources and the new OhioMeansJobs K-12 website, Ohio’s comprehensive education and career planning system.

Perceptual mapping is a modeling technique used in business to visually display relationships and perceptions of customers. Marketers attempt to position products, product lines, brands, or company types relative to their competition or competency. In career counseling and assessment, this process allows the student/client to evaluate career and college thoughts, beliefs, values, and personal skill sets across multiple dimensions as
introduced by the student/client. These maps display not only perceptions, but can also be used to establish personal goals. Incongruence between judgment maps or consensus maps and the student/client perceptual map will be highlighted as a learning and homework opportunity.

107
10:00 a.m. - 11:00 a.m.
**Breath. Move. Get Energized!**
Judy Maver: School Counselor, Akron Public Schools
Nancy Gardner, LMT, APP: Owner and President, NGEnergy

Our bodies send us signals, which indicate imbalances that can negatively affect our health and our effectiveness at work. In this interactive presentation, we will explore a Qigong (pronounced “chee gung”) breathing exercise and other energy-enhancing techniques that can improve our health and help us find balance. Modalities employed will include self-massage and movements from martial arts, yoga, and polarity therapy. Most of these simple exercises take less than a minute to do, can be incorporated into your daily routine, and can produce profound and long-lasting results. In our session, we will include practical ways to use these techniques with students and clients as well as for your own self-care.

108
11:30 a.m. - 12:30 p.m.
**The Supervisor’s Most Important Tool and Ethical Implications: Protect Your Clients and Enhance Supervisee Growth**
LPC/LPCC CEU
Social Work CEU
Ervin Wright, LPCC-S: Assistant Professor-Interim Director, Spring Arbor University
William Emahiser, LPCC-S: Director, Unison BHG

Self-report has long been the traditional “go to” tool for counselor supervision. However, it has obvious and sometimes dangerous shortcomings. This workshop will detail the use of more modern multimodal supervision techniques that leverage technology to the benefit of the counselor supervisor, client, and supervisee. This training will also help supervisors comply with the 2014 revision of the ACA Code of Ethics which requires that supervisors using technology and supervision are competent in its use and knowledgeable about the mechanisms required to ensure confidentiality of information covered in supervision. In addition, participants will be offered the opportunity to practice skills discussed in the presentation using a variety of modalities so that they can compare relative effectiveness.

109
11:30 a.m. - 12:30 p.m.
**Counselor Competency in Child-Custody Related Court Opinion and Testimony**
LPC/LPCC CEU
Social Work CEU
Joshua Francis, LPCC-S: Professional Counselor, Francis Counseling Services; Adjunct Faculty, Xavier University
Juliet Tanner, J.D.: Attorney; Student, Xavier University

Counselors may exceed the bounds of their knowledge and competence and make inaccurate or unwarranted statements about custody matters in violation of licensing and ethical laws and guidelines. There remains a lack of understanding on the specific tools counselors and counselor educators and supervisors need when performing in this role. The presenters will review important considerations in achieving competency and the latest research and practice related to this evolving service. This program will provide an overview of the clinical dynamics common in child-custody disputes and high-conflict divorce, including assessment and case conceptualization.

110
11:30 a.m. - 12:30 p.m.
**Mono-Racial Supervision of Cross-Racial/Ethnic Counseling**
LPC/LPCC CEU
Social Work CEU
Tiffany Darby, LPCC-S: Clinical Supervisor, Catholic Charities

Supervision of cross-racial/ethnic counseling is often made up of a supervisor and supervisee who are racially matched. Counselor supervisors, licensed counselors, and counselor trainees that are engaged in mono-racial supervision must discuss the impact of cultural differences with clients. The focus of this interactive presentation will be to present findings of a phenomenological study that explored the experiences of counselor trainees and supervisors who participated in mono-racial supervision of cross-racial/ethnic counseling. The presenter will provide strategies to discuss cultural differences in supervision, which will ultimately assist counselors and trainees with addressing differences in sessions with clients.

111
11:30 a.m. - 12:30 p.m.
**Gender Dysphoria in Children: DSM-5 Diagnosis, Assessment, and Treatment**
LPC/LPCC CEU
Social Work CEU
Varunee Faii Sangjananavich, LPCC-S: Associate Professor, The University of Akron

The American Psychiatric Association implements the new diagnostic criteria for gender dysphoria in children in DSM-5. Although the new diagnostic criteria are aimed to help clinicians accurately diagnose and treat children with gender dysphoria, the majority of mental health counselors have little understanding of this complex condition, which inevitably leads to providing inaccurate diagnosis and inadequate treatment for children. In addition to providing an overview of the DSM-5 diagnostic criteria of gender dysphoria in children, the presenter will discuss assessment strategies (e.g., clinical interview and psychological evaluation) and treatment options (e.g., counseling, parent consultation, transition) of gender dysphoria in children. Practical considerations will be explored.

112
11:30 a.m. - 12:30 p.m.
**Using Reflecting Teams in Clinical Practice with Couples**
LPC/LPCC CEU
Social Work CEU
Butch Losey, LPCC-S: Clinical Coordinator, Xavier University
Nicole Kreutzer, LPC: Co-Owner, The Love Clinic
Caitlin Yilmazer, LPC: Counselor, The Love Clinic

A reflecting team is a small group of counselors who observe the therapy session and then have a conversation in the presence of the client about what they noticed in the session. The reflecting team offers a valuable intervention for couples; it also serves as a unique process for training counselors and counselors-in-training. This presentation will describe the reflecting team process and how it is implemented in a clinical setting with couples, including explanation of the process to couples, the different stages, how to use the team as a clinical tool, ethical challenges, and communication strategies. Session participants will also learn how interns can be incorporated as team members, as well as reflecting team orientation and specific reflecting team responses.
Art making in counseling sessions offers rich possibilities for client growth and development, whether you keep a box of crayons on a shelf or offer an array of art materials. This session introduces the expressive therapies continuum (ETC) as a guide to integrating art materials into counseling practice and explains how the properties of various materials and media affect counseling goals and processes. Individual and group case examples will be presented. Ethical and cultural considerations will be addressed, and you will have an opportunity to try out a selection of art media.

Working with high school seniors is about more than college applications and graduation. It is also ensuring that they are equipped with the skills needed to be successful in the adult world. Come see how several high school counselors have utilized a “Senior Success Day” to present and reinforce life lessons that are often not focused on in the classroom. Senior Success Day is a comprehensive, community-driven program that provides seniors with small-group and grade-level experiences focused on a variety of topics including financial literacy, resumes and interviews, legal advice, health education, drug and alcohol prevention, college transitioning, and more. This is a practical session that will provide you with the ideas and resources needed to host your own Senior Success Day.

Children with disabilities may experience peer victimization more often than children without disabilities. This presentation will address indicators of bullying, along with risk and protective factors. Identification of both the victim and the bully will be examined, in addition to strategies for working with both populations. Prevention strategies will also be discussed. The goal of this presentation is for attendees to understand the unique challenges related to the bullying of children with disabilities so they can be more effective as change agents.

Working with parents after incidents of bullying can be a challenge. How do counselors talk with parents in this situation in ways that will promote a positive school climate, communicate the counselor’s concern, and avoid triggering angry or defensive reactions? As a school consultant, the presenter has witnessed a wide range of parent reactions after incidents of bullying, including shock, disbelief, fear, defensiveness, sadness, blame, mistrust, and anger. Distraught parents are often desperate for answers, frantic for quick fixes, have unreasonable demands, threaten lawsuits or media attention, and are at-risk of feeling (or being) disempowered or dismissed in the process. How the initial contact is managed can make a world of difference. Learn five specific phrases to avoid using and five proven techniques to prevent and handle potential parent conflicts, acknowledge and affirm parent concerns, maintain positive parent relationships, and validate the core needs being expressed. Research such as Davis and Nixon’s Youth Voice Project will provide insight in communicating with parents and students to promote a positive school climate.

Evaluation is a critical element of comprehensive school counseling program accountability and implementation. Upon effective evaluation of integral program components (e.g., individual student planning and school guidance curriculum), school counselors can successfully revise and redesign aspects of their current program to achieve data-driven, results-based, and standards-based implementation. This ensures that all students’ academic, career, and personal/social needs are met. In accordance with the ASCA National Model, the presenters will discuss evaluation methods, strategies, and the impact on overall program success.
As professionals, we understand that mental health issues can sometimes influence academic performance. Helping students, parents, and school personnel also understand this can be a challenge. This presentation will review the prevalence of mental health issues in the classroom and provide an understanding of the difference between disruptive and distressed students. Practical tools, skills, and interventions will be identified to better prepare students for academic success. In addition, strategies will be shared for working with teachers and staff to increase their understanding of what mental health issues look like in the classroom and provide support to identified students.

Ever wonder if you can make it until retirement? New principals and superintendents, changes in State Teachers Retirement System benefits, new principals and superintendents, and compassion fatigue are just a few triggers that can influence job satisfaction. It can be tough to keep your energy, enthusiasm, and passion as your career progresses. Join two practicing school counselors and two counselor educators to hear strategies to navigate change and enhance career satisfaction. Topics include job crafting, encore careers, triggers, and knowing when it is time to change your day job.

Inherent in counselor trainee (CT) and new counselor development is the exposure to client narratives that include post-traumatic stress, chronic anxiety, depression, and personality disorders. These situations and others contribute to CTs and new counselors experiencing compassion fatigue and distress, which in turn may predispose them to premature burnout. Counselors who are fatigued, or experiencing burnout, will not provide the most effective care for clients. This presentation will include a framework for integrating wellness into individual and/or group clinical supervision with the goal of including the compassion satisfaction and fatigue self-assessment. The participant will be exposed to supervisee-guided, traditional, and creative wellness interventions.

Marijuana is achieving a level of acceptance both in law and public opinion, yet remains widely misunderstood in the counseling profession. The ongoing evolution of marijuana and its prolific use are making it increasingly necessary for both school and mental health counselors to have a working knowledge of this complex substance. The counseling profession is in need of objective, evidence-based information unbiased by either side of the marijuana debate. This presentation will provide a broad overview of marijuana, focusing on the related clinical phenomenon the counselor is likely to encounter while working with clients using this multifaceted substance.

FRIDAY, NOVEMBER 7

11:30 a.m. - 12:30 p.m.  
How to Stay in the Game: Strategies to Enhance Career Satisfaction

2:00 p.m. - 3:00 p.m.  
The Role of Counselors in Cardiac Rehabilitation

2:00 p.m. - 3:00 p.m.  
Marijuana 101: What Counselors Need to Know About This Controversial and Evolving Substance

120

121

123

124
FRIDAY, NOVEMBER 7

2:00 p.m. - 3:00 p.m.
A Myth Busters Exclusive: Taking Counseling Out of the Office Setting and into the Community
LPC/LPCC CEU
Allison Arnekars, LPCC-S: Clinical Counselor, Harbor; Assistant Professor, Central Michigan University
Stephanie Speck, LPCC-S: Clinical Manager of Youth Community-Based Services, Harbor

As clients are in need of more intense services with limited ability to access such services, and agencies are encouraged to do more with less, community-based counseling has emerged as an alternative to traditional office-based counseling in the last decade. This strengths-based approach to counseling focuses on building a foundation of hope by meeting people where they are. There is a need for qualified, creative, and flexible counselors who understand the differences between office-based and community-based services to facilitate effective service delivery. This session debunks the myths about the clientele, the environments, and the challenges inherent in providing community-based counseling. Participants will come away with programmatic advice from a community-based program manager and ways to appropriately attend to issues in the field.

2:00 p.m. - 3:00 p.m.
Fine-Tuning Your School Counseling Program
Social Work CEU
Gerianne Cumo, LSC: School Counselor, Perry Local Schools

This session will provide an overview of the 2012 ASCA National Model including foundation, management, delivery, and accountability. A draft of the new 2014 standards will be shared. The presenter will review the 15 templates created by ASCA, specifically the data collection template, action plan template, and closing the gap template, as well as the ASCA and OSCA evaluation tools. Participants will leave with the knowledge and resources needed to align their current program with the new data-driven ASCA model.

2:00 p.m. - 3:00 p.m.
“Anti-Bullying” Middle School Style
Social Work CEU
Dusty Timmons, LSC: School Counselor, West Geauga Local Schools
Sue Link: Educational Assistant, West Geauga Local Schools

Learn how to develop an effective and manageable anti-bullying program for your middle school. The presenters will cover all the steps their school has taken in the past three years to implement an anti-bullying program that fits their schedule and school. We will cover everything from our kick-off event, to bi-weekly class meetings, to staff and student involvement. We have time effective, age-appropriate tips and processes to share with other middle school counselors.

2:00 p.m. - 3:00 p.m.
What’s Going on with Girls and How Can We Help Them?
LPC/LPCC CEU
Lisa Hinkelman, LPC: Founder and Executive Director, Ruling Our eXperiences, Inc. (ROX)
Lauren Hancock: Director of Operations, Ruling Our eXperiences, Inc. (ROX)

Why do girls have difficulty opening up to adults? What are the daily issues that girls are concerned with and what can hold them back from reaching their full potential? How can adults better connect with and support the girls in their lives? These, and many more questions, will be addressed in this presentation. The presenters will discuss their research with over 3,000 girls in elementary, middle, and high school and will share information on what girls want and need from adults in their lives. From girl bullying, to safe dating, to academic and career development, this engaging and interactive presentation will leave you with concrete and evidence-based strategies to help the girls in your life become confident, competent, and courageous.

Theresa Flores, a licensed social worker, kept a deep, dark secret for over 20 years. A secret that once told, would begin to wake up our society and change archaic mind-sets and unjust laws.

It wasn’t until she studied to be a counselor that Theresa became empowered to find her voice after so many years of victimization. Simultaneously she learned that there were thousands of other “Theresa’s” out there going through the same torment she had once endured—being sold nightly to strange men for sex.

Many counselors and school counselors feel overwhelmed and unsure of what signs or symptoms to look for to identify trafficking. Participants will learn the signs of human trafficking, the emotional implications that such an ordeal has on victims, and how to help them heal. Theresa will discuss her path to survival, and explain how it was possible that no one recognized the signs of a child being trafficked. It is a story that will make you angry, cry, and laugh—while giving you hope that you can save others from this horror.

Theresa Flores has been a licensed Social Worker for over 20 years. She received a master’s degree in Counseling Education from the University of Dayton and a bachelor’s of Social Work from Ball State University.

Flores was appointed to the Ohio Attorney General’s Human Trafficking Commission in 2009 and has testified before the Ohio House and Senate in support of human trafficking legislation. Her efforts were a major part of the success of multiple bills being passed into laws.

In January 2012 at the State of the State Address, Flores received The Courage Award from Ohio Governor Kasich for her work in human trafficking. She also has received the 2013 Christian Service Award, the highest award given by the University of Dayton’s Alumni Association for her work with S.O.A.P., “Save Our Adolescents from Prostitution” - a hands-on outreach to fight sex trafficking at large events & in communities.

Theresa has published three books, *The Sacred Bath* and two editions of *The Slave Across the Street. The Slave Across the Street* is on the Wall Street Journal and USA Today Best-Selling Books list for e-books.

She is an international speaker and regularly presents to middle and high school students, at universities, and to other groups who want to learn about the signs of human trafficking in the United States.
Ohio School Counselor Association

Membership Form

Name ____________________________________________

E-mail __________________________________________

Home Address ____________________________________ County of Residence _______

City __________________________ State _______ Zip ___________ Day Phone (____ )

Place of Employment _____________________________ School County ____________ Evening Phone (___)

PLEASE INDICATE

☐ RENEWAL ☐ NEW MEMBER

NOTE: OSCA membership will be valid for one year from date of membership activation.

OSCA does not comply with requests to share their membership list.

CHECK TYPE OF MEMBERSHIP:

☐ PROFESSIONAL $50 ☐ STUDENT (SEE BELOW) $20

☐ Elementary School

☐ Middle School

☐ High School

☐ Multilevel School

☐ College Counselor

☐ Vocational School Counselor

☐ Educator

☐ Community

☐ N/A

STUDENT MEMBERS ONLY:

University Name _________________________________

University Advisor E-mail ________________________

Expected Date of Graduation _____________________

Make checks payable to OSCA and mail to:

Alison Hooper, Administrative Assistant

P.O. Box 1445, Dublin, OH 43017

(866) 230 1042 osca@ohioschoolcounselor.org

www.ohioschoolcounselor.org
Ohio Counseling Association

MEMBERSHIP FORM

Last Name: ___________________________ First Name: ___________________________

Mailing Address: ____________________________________________________________

Cell/ Home Phone: ______________________ Work Phone: ________________________

Current Position: ______________________ Employer / School: __________________

Email Address: __________________________

Professional License Type:  □ LPC  □ LPCC  □ SCHOOL COUNSELOR

Chapter membership is awarded to OCA members at no additional charge. You must join OCA in order to join any chapter or OACES, OASERVIC, ALGHTICO.

Chapters (select one):
□ COCA -Central Ohio Counseling Assn.
□ EOCA -Eastern Ohio Counseling Assn.
□ GCCA -Greater Cincinnati Counseling Assn.
□ MVCA -Miami Valley Counseling Assn.
□ NCOCA -North Central Ohio Counseling Assn.
□ NWOCA -Northwest Ohio Counseling Assn.
□ SFCOCA -Southeast Ohio Counseling Assn.

Role(s) in Which You Are Interested in Serving:
□ Public Relations  □ Professional Development
□ Membership  □ Government Relations
□ Newsletter  □ OCA Officer
□ Awards  □ Chapter/Division Officer
□ Finance  □ Ethics

□ Other: __________________________________________________________

Make check payable to: OCA
Ohio Counseling Association
PO Box 14174
Poland, Ohio 44514

Email: ocaexdir@outlook.com
Website: www.ohiocounseling.org

OCA Membership Type:
□ Professional $90.00  □ Life Membership $900.00
□ Associate $90.00 (holds no counseling credential)
□ Student $25.00
□ Retired $40.00

Divisions

<table>
<thead>
<tr>
<th>Division</th>
<th>Professional</th>
<th>Student/Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>OACES (Ohio Association for Counselor Education &amp; Supervision)</td>
<td>$20.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>OAMCD (Ohio Association for Multicultural Counseling &amp; Development)</td>
<td>$1500</td>
<td></td>
</tr>
<tr>
<td>OMHCA (Ohio Mental Health Counselors Association)</td>
<td>$2500</td>
<td></td>
</tr>
<tr>
<td>OCDA (Ohio Career Development Association)</td>
<td>$25.00</td>
<td>$15.00</td>
</tr>
<tr>
<td>OASGW (Ohio Association for Specialists in Group Work)</td>
<td>$1500</td>
<td>$7.50</td>
</tr>
<tr>
<td>OSCA (Ohio School Counselor Association)</td>
<td>$50.00</td>
<td>$20.00</td>
</tr>
<tr>
<td>OASERVIC (Ohio Association for Spiritual, Ethical &amp; Religious Values in Counseling)</td>
<td>$10.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>ALGHTICO (Assn. for Lesbian, Gay, Bisexual &amp; Transgender Issues in Counseling of Ohio)</td>
<td>$10.00</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

TOTAL ENCLOSED $____________________ (Add OCA Membership Type + Division Dues)

MEMBERSHIP IS VALID FOR ONE YEAR FROM THE DATE OF PROCESSING BY OCA OFFICE.
To register for the conference, visit www.allohiocc.org and select 2014 All Ohio Counselors Conference Registration link in the Upcoming Events box.

**Deadline for advance registration: October 24, 2014**

Registration payment is accepted in the following ways:
- Credit Card (Visa, Mastercard, and American Express)
- PayPal
- Personal Check

Upon completing your online registration, you will receive an invoice by e-mail. Print this invoice and submit it for purchase order payment or mail it with your personal check. Payment must be received in advance of on-site registration or conference access will be denied.

Cancellation is accepted until October 24, 2014, with a $50 cancellation fee; cancellations after October 24, 2014, are nonrefundable. Registration may not be transferred.

### 2014 AOCC Registration Rates

<table>
<thead>
<tr>
<th>Pre-Conference Rates</th>
<th>Member Rate</th>
<th>Nonmember Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Day Pre-Conference Workshops</td>
<td>$125</td>
<td>$175</td>
</tr>
<tr>
<td>10:00 a.m. - 5:30 p.m. (includes box lunch)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening Pre-Conference Workshops</td>
<td>$100</td>
<td>$150</td>
</tr>
<tr>
<td>6:30 p.m. - 9:45 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conference Rates</th>
<th>Member Rate</th>
<th>Nonmember Rate</th>
<th>Student Rate</th>
<th>Retired Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Conference Registration (both days)</td>
<td>$150</td>
<td>$215</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Thursday Only</td>
<td>$110</td>
<td>$165</td>
<td>$60</td>
<td>$60</td>
</tr>
<tr>
<td>Friday Only</td>
<td>$110</td>
<td>$165</td>
<td>$60</td>
<td>$60</td>
</tr>
</tbody>
</table>

### Hotel Information

To secure accommodations, visit www.allohiocc.org and select the “Hotel Reservation” link or make your reservation by phone as outlined below:

<table>
<thead>
<tr>
<th>Hotel Information</th>
<th>Rate Per Night</th>
<th>Phone Number</th>
<th>Group Code</th>
<th>Cut-Off Date to Make Reservations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilton Columbus at Easton</td>
<td>$149</td>
<td>614-414-5000</td>
<td>OCC</td>
<td>October 14, 2014</td>
</tr>
<tr>
<td>Courtyard by Marriott (located within walking distance of the Hilton)</td>
<td>$149</td>
<td>1-800-321-2211</td>
<td>AOCR</td>
<td>October 15, 2014</td>
</tr>
<tr>
<td>Residence Inn (located within walking distance of the Hilton)</td>
<td>$149</td>
<td>614-414-1000</td>
<td>AOCR</td>
<td>October 17, 2014</td>
</tr>
</tbody>
</table>

The AOCC tax id number is 37-1720032. Download a W-9 at www.allohiocc.org
The All Ohio Counselors Conference is the leading professional development conference in the state of Ohio for licensed counselors, counseling students, supervisors, and counselor educators who work in a clinical/community, school, college, addiction, private practice, or other related setting.

### WHAT’S INSIDE?

<table>
<thead>
<tr>
<th>WHAT’S INSIDE</th>
<th>Page(s) #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Overview and Schedule</td>
<td>3</td>
</tr>
<tr>
<td>Session Schedule</td>
<td>4-8</td>
</tr>
<tr>
<td>All Day Pre-Conference Workshops</td>
<td>9-11</td>
</tr>
<tr>
<td>Evening Pre-Conference Workshops</td>
<td>12-13</td>
</tr>
<tr>
<td>Thursday Sessions</td>
<td>14-25</td>
</tr>
<tr>
<td>Friday Sessions</td>
<td>25-32</td>
</tr>
<tr>
<td>OSCA Membership Form</td>
<td>33</td>
</tr>
<tr>
<td>OCA Membership Form</td>
<td>34</td>
</tr>
<tr>
<td>Registration and Hotel Information</td>
<td>35</td>
</tr>
</tbody>
</table>