

OHIO

ALL COUNSELOR SERVICENORSE
November 5-7, 2014

NOVEMBER 5-7, 2014



and



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		Friday, November 7	
9:00 a.m. – 10:00 a.m.	Registration for Daytime Pre-Conference Sessions	7:30 a.m. – 12:30 p.m.	Registration Open
10:00 a.m. – 5:30 p.m.	Daytime Pre-Conference Sessions (includes box lunch)	8:00 a.m. – 3:00 p.m.	Exhibits Open
5:30 p.m. – 6:30 p.m.	Registration for Evening Pre-Conference Sessions	8:30 a.m. – 12:30 p.m.	Workshops
6:30 p.m. – 9:45 p.m.	Evening Pre-Conference Sessions	12:30 p.m. – 2:00 p.m.	Lunch Break
6:30 p.m. – 9:30 p.m.	AOCC Conference Registration Open	2:00 p.m. – 3:00 p.m.	Workshops
Thursday, November 6		3:30 p.m. – 5:00 p.m.	General Session with Keynote Address
7:30 a.m. – 12:30 p.m.	Registration Open		
8:00 a.m. – 6:00 p.m.	Exhibits Open		
8:30 a.m. – 12:30 p.m.	Workshops		
12:30 p.m. – 2:00 p.m.	Lunch Break		
2:00 p.m. – 6:00 p.m.	Workshops		
6:00 p.m. – 7:00 p.m.	Networking Reception		

**EARN
GRADUATE
CREDITS
WHILE
ATTENDING
AOCC!**

The AOCC 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.

LINDENWOOD
UNIVERSITY

Wednesday, November 5, 2014

Thursday, November 6, 2014

All Day Pre-Conference Workshops

8:30 a.m. – 9:30 a.m.

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

11	Technology and Treatment: There's an App for That! <i>LPC/LPCC CEU - Social Work CEU</i>
12	Treating Substance-Involved Women with Dialectical Behavior Therapy <i>LPC/LPCC CEU - Social Work CEU</i>
13	Incorporating Self-Compassion within Career Counseling to Improve Job Search Self-Efficacy <i>LPC/LPCC CEU - Social Work CEU</i>
14	The Child is Not the Problem, the Problem is the Problem: Narrative Therapy Interventions for Children and Adolescents <i>LPC/LPCC CEU - Social Work CEU</i>
15	Speaking into the Silence of Shame: Healing Old Wounds and Creating Healthy Pride through Character Development <i>LPC/LPCC CEU - Social Work CEU</i>
16	Technology, Distance Counseling and Social Media: A Primer on Ethical Practices for Clinical and School Counselors <i>LPC/LPCC CEU - Social Work CEU</i>
17	Games, Games, Games: Bringing the Fun to College and Career Readiness <i>Social Work CEU</i>

Evening Pre-Conference Workshops

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

18	Dual Credit, Credentialing and Syllabi - Oh My! <i>Social Work CEU</i>
19	Texting, Sexting, and Selfies... Oh My!: Helping Girls Navigate the Madness of Social Media <i>Social Work CEU</i>
20	Halting the School-to-Prison Pipeline Among African-American Boys: What School Counselors Can Do <i>Social Work CEU</i>
21	Is Your School "Grief Friendly?" <i>Social Work CEU</i>
22	Superman Found: School Counselors Come to the Rescue

10:00 a.m. – 11:00 a.m.

23	Ethics Update: What You Need to Know About the New ACA Code of Ethics <i>LPC/LPCC CEU - Social Work CEU</i>
24	Trauma-Informed Care: What Is It? Where Did It Come From? Where Is It Going? <i>LPC/LPCC CEU - Social Work CEU</i>
25	Supervision and Evidence-based Practice <i>LPC/LPCC CEU - Social Work CEU</i>

Thursday, November 6, 2014

10:00 a.m. – 11:00 a.m.

11:30 a.m. – 12:30 p.m.

26	The Millennial Generation: Treatment Strategies for the Trophy Kids <i>LPC/LPCC CEU - Social Work CEU</i>	41	Treating Clients After A Traumatic Experience: Case Discussions <i>LPC/LPCC CEU - Social Work CEU</i>
27	Take Action! Empathizing with Clients in Various Stages of Change <i>LPC/LPCC CEU - Social Work CEU</i>	42	DSM-5 dx: Disruptive Mood Dysregulation Disorder <i>LPC/LPCC CEU - Social Work CEU</i>
28	Not Going it Alone: Counselor Peer Consultation <i>LPC/LPCC CEU - Social Work CEU</i>	43	School Counselors Connect: Elementary School
29	There Is a Book for That <i>Social Work CEU</i>	44	Our Journey: Preparing Students for Success in College and Careers <i>Social Work CEU</i>
30	School Counseling with HeART: Using Visual Arts to Reach Students with Academic, Social, Emotional and Behavioral Concerns <i>Social Work CEU</i>	45	Don't Text, Talk To Me! A Structured Communication Model for the Savvy Student <i>Social Work CEU</i>
31	ASCA Mindsets & Behaviors for Student Success <i>Social Work CEU</i>	46	Eliminate Playground Loneliness with a Buddy Bench! <i>Social Work CEU</i>
32	Using Technology for Accountability, Delivery, and Management in School Counseling Programs <i>Social Work CEU</i>	47	Protecting and Promoting the School Counseling Profession: The Need to Act at the Local, State and National Level
33	School Counselors Connect: Middle School	48	Maximizing Proactive Communication Outreach <i>Social Work CEU</i>
34	Drag 'Em Kicking and Screaming: 34 Tips for Working with At-Risk Kids <i>Social Work CEU</i>	2:00 p.m. – 3:00 p.m.	
35	Counselor Relationships in Schools: What's So Diverse about Culture? <i>Social Work CEU</i>	49	Inclusion of Technology in Supervision: Ethical Pitfalls and Best Practices <i>LPC/LPCC CEU - Social Work CEU</i>
11:30 a.m. – 12:30 p.m.		50	Trauma-Informed Couples Counseling <i>LPC/LPCC CEU - Social Work CEU</i>
36	DSM-5: Redefining Axis V and the Effective use of Assessment Measure <i>LPC/LPCC CEU - Social Work CEU</i>	51	How to Integrate Clients' Strengths and Resources into Counseling and Treatment Planning <i>LPC/LPCC CEU - Social Work CEU</i>
37	Behavioral Addictions <i>LPC/LPCC CEU - Social Work CEU</i>	52	Career Counseling: Practical Activities Designed to Promote Career Development and Career Decision Making <i>LPC/LPCC CEU - Social Work CEU</i>
38	"It's All for Attention:" Addressing High Risk Behaviors in Youth Who Are Trauma Survivors <i>LPC/LPCC CEU - Social Work CEU</i>	53	Collaboration Between Service Providers for the Benefit of Court-Mandated Clients <i>LPC/LPCC CEU - Social Work CEU</i>
39	Assessment and Diagnosis of DSM-5 Schizophrenia and Related Diagnoses <i>LPC/LPCC CEU - Social Work CEU</i>	54	Diagnosing Substance Use Disorders using the DSM-5 <i>LPC/LPCC CEU - Social Work CEU</i>
40	An Overview of Affirmative Therapy and Resources for Working with Sexual and Gender Minorities <i>LPC/LPCC CEU - Social Work CEU</i>	55	My Client Has Autism... What Do I Do Now? <i>LPC/LPCC CEU - Social Work CEU</i>

Thursday, November 6, 2014

2:00 p.m. – 3:00 p.m.

3:30 p.m. – 4:30 p.m.

56	Peer Collaboration: Promoting a Positive School Environment that Discourages Bullying and Develops 21st Century Skills <i>Social Work CEU</i>	71	The College Admissions Game - Are Your Students Playing?
57	Students Taking The Lead...Student Led Conferences <i>Social Work CEU</i>	72	Weaving Literacy with Student Success Skills <i>Social Work CEU</i>
58	iCounseling: How Apps and iPads Can Support Social and Emotional Development <i>Social Work CEU</i>	73	Creating Pivotal Career Moments in Your School <i>Social Work CEU</i>
59	Screencasting for School Counselors	74	The Discrimination Model of Supervision: Could it work for School Counseling Supervisors? <i>Social Work CEU</i>
60	Using Play Therapy Skills with Children with Medical Trauma <i>LPC/LPCC CEU - Social Work CEU</i>	5:00 p.m. – 6:00 p.m.	
61	Practical Ideas for Organizing and Developing Your School Counseling Program <i>Social Work CEU</i>	75	Clinical Techniques for Managing Suicide Clients <i>LPC/LPCC CEU - Social Work CEU</i>
3:30 p.m. – 4:30 p.m.		76	DSM-5: Updates in Diagnosis <i>LPC/LPCC CEU - Social Work CEU</i>
62	Easier Done than Said: Experiential & Creative Activities in Clinical Supervision <i>LPC/LPCC CEU - Social Work CEU</i>	77	The Psychosocial Impact of Pregnancy Loss: Implications for Counselors <i>LPC/LPCC CEU - Social Work CEU</i>
63	Supervisors & Supervisees: Enhance Your Skills and Enrich Supervision <i>LPC/LPCC CEU - Social Work CEU</i>	78	Therapy Dogs as Part of a Grief Support Group for Children <i>LPC/LPCC CEU - Social Work CEU</i>
64	Practical Utilization of Structured Peer Group Supervision <i>LPC/LPCC CEU - Social Work CEU</i>	79	Ethical Dilemmas in Clinical Supervision <i>LPC/LPCC CEU - Social Work CEU</i>
65	Counseling Individuals with Intellectual and Other Developmental Disabilities: Did We Learn This? <i>LPC/LPCC CEU - Social Work CEU</i>	80	Support for Students and New Professionals: Oh, the Places You'll Go (With a Little Help From Your Friends)
66	Empowering Couple Relationships Using the PREPARE/ENRICH Inventory <i>LPC/LPCC CEU - Social Work CEU</i>	81	OSCA, ASCA, and You!
67	School Counselors Connect: High School		
68	Landing A School Counseling Job And The First Year Jitters		
69	Numbers, Numbers, Everywhere! How to Make Sense of your Data <i>Social Work CEU</i>		
70	Bully-Proofing Your School: Creating a Positive School Culture so All Students Thrive <i>Social Work CEU</i>		

Networking Reception

Easton Ballroom

Thursday November 6, 2014

6:00 p.m. – 7:00 p.m.

Friday, November 7, 2014

8:30 a.m. – 9:30 a.m.

82	Cultural Formulation in the DSM-5: Assessing Culture & Clinical Presentation using the CFI <i>LPC/LPCC CEU - Social Work CEU</i>
83	Treating Trauma in the Child & Adolescent Population: The Who, What, and What Now? <i>LPC/LPCC CEU - Social Work CEU</i>
84	Case Conceptualization: Decoding Psychological Inflexibility with ACT <i>LPC/LPCC CEU - Social Work CEU</i>
85	An Affirming Approach to Supervision: Working with LGBQ Supervisees and Clients <i>LPC/LPCC CEU - Social Work CEU</i>
86	Is Counseling Ready for Rational Suicide? <i>LPC/LPCC CEU - Social Work CEU</i>
87	How to Write and Submit an OSCA Grant or Award <i>Social Work CEU</i>
88	Publishing in the Journal of Counselor Practice <i>Social Work CEU</i>
89	SPARKLE III: More Standards-Based, Practical and Ready-to-Use K-5 Lessons that Engage and Inspire
90	Creating an Ethical Environment in a School Setting <i>Social Work CEU</i>
91	Suicide Prevention Programming: A School and Community Partnership <i>Social Work CEU</i>
92	Character Day: Authentic Strategies to Connect Your Students <i>Social Work CEU</i>
93	Planning with Purpose!!!
94	Counselor Self-Care <i>Social Work CEU</i>

10:00 a.m. – 11:00 a.m.

95	Reality Therapy: What You Haven't Heard About It <i>LPC/LPCC CEU - Social Work CEU</i>
96	Becoming Spiritually Competent: Guidelines for Counselors <i>LPC/LPCC CEU - Social Work CEU</i>
97	"I Can't Stop Stealing": Understanding and Treating Kleptomania with Schema-Focused Therapy <i>LPC/LPCC CEU - Social Work CEU</i>

10:00 a.m. – 11:00 a.m.

98	Tapping into Hidden Potential: Using Supervisee Strengths in Clinical Supervision <i>LPC/LPCC CEU - Social Work CEU</i>
99	Counseling Refugees of War <i>LPC/LPCC CEU - Social Work CEU</i>
100	Rural Counseling: Considerations for Trainees and Professionals <i>LPC/LPCC CEU - Social Work CEU</i>
101	Wasteland: Counselor Grief After the Death of a Client <i>LPC/LPCC CEU - Social Work CEU</i>
102	Letting Go of Student Resistance with a Little Creativity! <i>Social Work CEU</i>
103	Assessing School Climate: What Do I Do Next? <i>Social Work CEU</i>
104	Self-Harming Behaviors in Adolescents <i>Social Work CEU</i>
105	OhioMeansJobs K-12: Ohio's No-Cost Resource for Academic and Career Planning <i>Social Work CEU</i>
106	Using Perceptual Maps for Career and College Counseling <i>LPC/LPCC CEU - Social Work CEU</i>
107	Breathe. Move. Get Energized!

11:30 a.m. – 12:30 p.m.

108	The Supervisor's Most Important Tool and Ethical Implications: Protect your Clients and Enhance Supervisee Growth <i>LPC/LPCC CEU - Social Work CEU</i>
109	Counselor Competency in Child-Custody Related Court Opinion and Testimony <i>LPC/LPCC CEU - Social Work CEU</i>
110	Mono-Racial Supervision of Cross-Racial/Ethnic Counseling <i>LPC/LPCC CEU - Social Work CEU</i>
111	Gender Dysphoria in Children: DSM-5 Diagnosis, Assessment, and Treatment <i>LPC/LPCC CEU - Social Work CEU</i>
112	Using Reflecting Teams in Clinical Practice with Couples <i>LPC/LPCC CEU - Social Work CEU</i>
113	The Expressive Therapies Continuum: Integrating Art Materials into Creative Counseling Practice <i>LPC/LPCC CEU - Social Work CEU</i>

Friday, November 7, 2014

11:30 a.m. – 12:30 p.m.

3:30 p.m. – 5:00 p.m.

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

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.

2:00 p.m. – 3:00 p.m.

121	Role of Counselors in Cardiac Rehabilitation <i>LPC/LPCC CEU - Social Work CEU</i>
122	The Supervision Working Alliance: Integrating Wellness and Preventing Compassion Fatigue <i>LPC/LPCC CEU - Social Work CEU</i>
123	Marijuana 101: What Counselors Need to Know About this Controversial and Evolving Substance <i>LPC/LPCC CEU - Social Work CEU</i>
124	Bringing College into Focus <i>Social Work CEU</i>
125	A Myth Busters Exclusive: Taking Counseling Out of the Office Setting and into the Community <i>LPC/LPCC CEU - Social Work CEU</i>
126	Fine-Tuning Your School Counseling Program <i>Social Work CEU</i>
127	"Anti-Bullying" Middle School Style <i>Social Work CEU</i>
128	What's Going on With Girls and How Can We Help Them? <i>LPC/LPCC CEU - Social Work CEU</i>

All Day Pre-Conference Workshops

1 The Supervisory Relationship: Relational Dynamics, Cultural Influences, and Ethical Challenges

LPC/LPCC CEU

Social Work CEU

Paula Britton, LPCC-S: Professor, John Carroll University

Stacey Diane A. Litam, LPC: Doctoral Student, Kent State University



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, PC, 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.

2 Teaching Dialectical Behavior Skills: Creative Ways to Engage Clients

LPC/LPCC CEU

Social Work CEU

Denise D. Ben-Porath: Professor, John Carroll University



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-mindfully, 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.

10:00 A.M. – 5:30 P.M.

DSM-5: What Counselors Need to Know

LPC/LPCC CEU

Social Work CEU

3

Rachel Hoffman, LPCC-S: Executive Director, Ohio Counseling Association
Brandy Gilea, LPCC-S, NCC, CDCA: Government Relations Chair, Ohio Counseling Association



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.

Implementing the Common Core Standards: The School Counselor's role to Ensure All K-12 Students Graduate Career and College Ready

4

Bob Bardwell: Board Member, American School Counselor Association; School Counselor & Director of School Counseling, Monson (MA) Public Schools



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.

Solution-Focused Brief Counseling with Youth

LPC/LPCC CEU

5 Social Work CEU

Gerald Sklare, LPCC: Author; Former Professor, University of Louisville



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."

Evidence-Based, Data-Driven Comprehensive School Counseling: A Step-by-Step Tutorial

6 Social Work CEU

Brett Zyromski: Associate Professor and School Counseling Program Director, Northern Kentucky University



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.

10:00 A.M. – 5:30 P.M.

Evening Pre-Conference Workshops

Bring it into the Room: Experiential and Creative Approaches to Clinical Supervision

7 LPC/LPCC CEU
Social Work CEU

Krista Predragovich, LPCC-S: Doctoral Student, The Ohio State University



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!

End Power Struggles and Facilitate Change: Techniques for Enhancing Motivation to Change

8 LPC/LPCC CEU
Social Work CEU

Martina Moore, LPC: President, Moore Counseling & Mediation Services, Inc.



The power struggles that we encounter in the course of our work with clients are a sign that we are not "meeting the client where they are." Come learn how to avoid getting into power struggles and how to align yourself with the client while motivating the client toward positive change. This three-hour interactive workshop teaches the concepts and techniques of Motivational Interviewing (MI) and the Transtheoretical Model (TTM) of change, exploring their usefulness in clinical practice. A client's change process can be frustrating to the professional; this training will address ways to embrace the client's individual change process while still supporting positive recovery. This training is for practicing counselors and other professionals in the mental health and substance abuse settings.

Participants will:

- Gain a working knowledge of the purpose and benefits of utilizing MI and TTM with their clients
- Verbalize techniques to assist clients with making movement through the stages of change
- Identify the five principles of MI when working with clients to address change
- Gain knowledge of the proper MI skills to use in an effort to build trust and rapport, and avoid power struggles with clients.

Martina Moore is a Licensed Professional Counselor and a Licensed Independent Chemical Dependency Counselor-Clinical Supervisor. She is the president of Moore Counseling & Mediation Services, Inc., and is pursuing her PhD at Walden University in Counseling Education and Supervision, with a specialization in Consultation. Martina is a trained Gestalt Family Therapist, from the Gestalt Institute; a Substance Abuse Professional; a Certified Mediator; and a Certified Employee Assistance Professional.

6:30 P.M. – 9:45 P.M.

The 2014 ACA Code of Ethics: Updates on Ethics Issues Associated with Counseling Minors

9 LPC/LPCC CEU
Social Work CEU

Kara Young Kaelber, LPCC-S: President-Elect, Ohio Counseling Association; Associate Professor, Malone University



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.

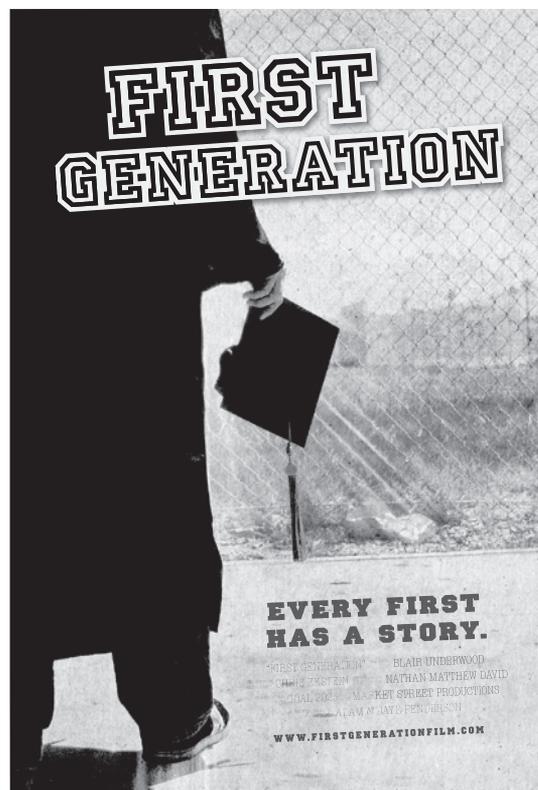
7:00 – 9:00 P.M.

AOCC is pleased to present registrants and local community members with a private and complimentary screening of the film, *First Generation!*

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.



6:30 P.M. – 9:45 P.M.

8:30 a.m. - 9:30 a.m.

**11 Technology and Treatment:
There's an App for That!**

LPC/LPCC CEU
Social Work CEU

Sarah Noble, LPC: Doctoral Student, The University of Akron

Marisa Cargill: Doctoral Student, The University of Akron

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.

8:30 a.m. - 9:30 a.m.

**12 Treating Substance-Involved
Women with Dialectical Behavior
Therapy**

LPC/LPCC CEU
Social Work CEU

Fang-Mei Law, LPCC: Associate Professor, Tiffin University

Gwo-Jen Guo, LPC: Professor, National Changhua University of Education

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.

8:30 a.m. - 9:30 a.m.

**13 Incorporating Self-Compassion
within Career Counseling to
Improve Job Search Self-Efficacy**

LPC/LPCC CEU
Social Work CEU

Raeanna O'Brien, LPCC-S: Director of Programs and Services, New Directions Career Center

Amanda Fox, LPC: Program Manager, New Directions Career Center

Amy Brown, LPC: Career Counselor, Columbus State Community College and New Directions Career Center

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.

8:30 a.m. - 9:30 a.m.

**14 The Child Is Not the Problem, the
Problem Is the Problem: Narrative
Therapy Interventions for Children
and Adolescents**

LPC/LPCC CEU
Social Work CEU

Hilary Parsons, LPC: Counselor, Cleveland Clinic Children's Hospital; Doctoral Student, Emily Dennis, LPC: Doctoral Student, Kent State University

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.

8:30 a.m. - 9:30 a.m.

**15 Speaking into the Silence of
Shame: Healing Old Wounds and
Creating Healthy Pride through
Character Development**

LPC/LPCC CEU
Social Work CEU

Stephen Silliman, LPCC-S: Therapist and Clinical Counselor, Turning Point Counseling
Scott Hall, LPCC-S: Associate Professor, University of Dayton

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.

8:30 a.m. - 9:30 a.m.

**16 Technology, Distance Counseling,
and Social Media: A Primer on
Ethical Practices for Clinical and
School Counselors**

LPC/LPCC CEU
Social Work CEU

Brandy Gilea, LPCC-S: Core Faculty, Walden University

Rachel O'Neill, LPCC-S: Core Faculty, Walden University

This workshop will provide an overview of the major changes to the technology section of the American Counseling Association 2014 Code of Ethics, including the new sections on social media and distance counseling. The laws outlined in the Ohio revised Code will also be reviewed specific to Ohio requirements. The revisions pertaining to technology are the first that the national counseling organization has offered and need to be incorporated into daily practice. With the frequent changes within the profession and to technology, clinical and school counselors are responsible for being knowledgeable of current practices, as well as changes or updates in the governing ethical codes.

17 **Games, Games, Games: Bringing the Fun to College and Career Readiness**

8:30 a.m. - 9:30 a.m.

Social Work CEU

Annette Pfeifer, LSC: School Counselor, Buckeye Local Schools
Alana Sopko, LSC: MA Ed. Malone University

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.

18 **Dual-Credit, Credentialing, and Syllabi—Oh My!**

8:30 a.m. - 9:30 a.m.

Social Work CEU

Pamela Noeth: Director, Battelle for Kids
Charity Dodd, LSC: Consultant, Battelle for Kids

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.

19 **Texting, Sexting, and Selfies... Oh My! Helping Girls Navigate the Madness of Social Media**

8:30 a.m. - 9:30 a.m.

Social Work CEU

Lisa Hinkelman, LPC: Founder and Executive Director, Ruling Our eXperiences, Inc. (ROX)
Lauren Hancock: Director of Operations, Ruling Our eXperiences, Inc. (ROX)
Lauren Pryor, LSC: High School Counselor, Southwestern City Schools
Heather Fairs, LSC: High School Counselor, Southwestern City Schools

Many high school girls have been asked to send a naked photo of themselves via a phone or computer and according to our research, many of them have. This presentation will examine the reasons that girls say they feel pressured to engage in "sexting" and will provide participants with information and strategies to help girls navigate social media more effectively. Based upon research with several hundred students, the presenters will share the findings of a study, coupled with the real stories and perspectives of girls, to provide participants with real-life insight into girls' lived experiences.

20 **Halting the School-to-Prison Pipeline Among African-American Boys: What School Counselors Can Do**

8:30 a.m. - 9:30 a.m.

Social Work CEU

Tylon Crook, LSC, NCC, Assistant Professor, Xavier University
Deanna Owens: Graduate Student, Xavier University

This presentation will highlight the "school-to-prison pipeline" phenomenon and the involvement of African-American boys within this system. Family, community, and school factors that contribute to the matriculation of African-American boys through the pipeline will be explored. The roles and responsibilities of professional school counselors in halting the progression of this population from school to prison—and the specific knowledge and skills needed to support these students—will also be examined.

21 **Is Your School "Grief Friendly?"**

8:30 a.m. - 9:30 a.m.

Social Work CEU

Susan Huss, LPC: Associate Professor, Bowling Green State University

Participants will learn how to teach students, faculty, and administrators to create a "grief friendly" school where students are knowledgeable about and comfortable with bereavement and grief. The opportunity will be available for participants to share the work that they are currently doing as well as any barriers they have encountered and how they overcame those barriers.

22 **Superman Found: School Counselors Come to the Rescue**

8:30 a.m. - 9:30 a.m.

Bob Bardwell: Board Member, American School Counselor Association; School Counselor & Director of School Counseling, Monson (MA) Public Schools

Just how important are school counselors in dealing with crises and what is their role in preventing and responding to such incidents? Crises from school shootings to natural disasters can have a profound impact on our communities, our schools, and our students. This session will explore the role of school counselors and how we can ensure our best response and preparation for such events.

23 **Ethics Update: What You Need to Know About the New ACA Code of Ethics**

10:00 a.m. - 11:00 a.m.

LPC/LPCC CEU
 Social Work CEU

Cecile Brennan, LPCC-S: Associate Professor and Chair of the Department of Counseling, John Carroll University

The ACA Code of Ethics has been updated! What motivated these changes? What do you need to know? How can you ensure that you are ethically compliant? Attend this presentation for answers to all of these questions and for guidance in the creation of a proactive plan to ensure ethical compliance.

10:00 a.m. - 11:00 a.m.

24 **Trauma-Informed Care: What Is It? Where Did It Come From? Where Is It Going?**

LPC/LPCC CEU
Social Work CEU

Melissa Martin, LPCC-S: Child Therapist, Woodland Centers, Inc.
Gregory Sammons: Outpatient Therapist, Woodland Centers, Inc.

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.

10:00 a.m. - 11:00 a.m.

25 **Supervision and Evidence-based Practice**

LPC/LPCC CEU
Social Work CEU

Cynthia Osborn, LPCC-S: Professor, Kent State University
Thomas Davis, LPCC-S: Professor Emeritus, Ohio University

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.

10:00 a.m. - 11:00 a.m.

26 **The Millennial Generation: Treatment Strategies for the Trophy Kids**

LPC/LPCC CEU
Social Work CEU

Holly Scott, LPC: Faculty, Capella University
Chris Tafelski: Student, Capella University

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 now. 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.

10:00 a.m. - 11:00 a.m.

27 **Take Action! Empathizing with Clients in Various Stages of Change**

LPC/LPCC CEU
Social Work CEU

Amanda Rovnak, LPCC-S: Contributing Faculty Member, Walden University
Marisa White, LPC: Assistant Professor, Argosy University

It is often the expectation that clients who present for counseling are ready to take action. External referral sources often expect this and clients who aren’t ready are often labeled as resistant. We all go through change processes when we consider life changes. This presentation will allow attendees to consider their own attempts to change, apply the transtheoretical model to their change process, and increase empathy toward clients and client expectations. This knowledge can help us better understand our clients and advocate for their individual change processes.

10:00 a.m. - 11:00 a.m.

28 **Not Going At It Alone: Counselor Peer Consultation**

LPC/LPCC CEU
Social Work CEU

Rachel O’Neill, LPCC-S: Core Faculty, Walden University
Andrea Longo, LPC-CR: Counselor, Meridian Community Care
Nicole Hyland, LPC-CR: Behavioral Health Counselor, Turning Point Counseling Services
Stephanie Fellenger, LPC- CR: Behavioral Health Counselor, Turning Point Counseling Services

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.

10:00 a.m. - 11:00 a.m.

29 **There’s a Book for That**
Social Work CEU

Kelly Kozlowski, LSC: Assistant Professor, Bowling Green State University
Christie Fruche, LSC: School Counselor, Central Local Schools
Lianna Mikesina, LSC: School Counselor, Otsego City Schools Missing Institution
Anna Genova, LSC: School Counselor, Cleveland City Schools
Steven Hricko: Intern, Student, Bowling Green State University
Melissa Nowicki: Intern, Student, Bowling Green State University

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.

30

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.

31

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.

32

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.

33

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.

34

Drag ‘Em Kicking and Screaming: 34 Tips for Working with At-Risk Kids

Social Work CEU

Calvalyn Day, LSC: Parent Coach and Educational Consultant, The Well Counseling and Consulting Group
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.



10:00 a.m. - 11:00 a.m.

35 Counselor Relationships in Schools: What's So Diverse About Culture?

Social Work CEU

Ameena Kemavor, LPCC: Director of Counseling Services, Columbus State Community College

Marjorie Shavers, LPCC-S: Assistant Professor of Counseling, Heidelberg University

Nancy Secrest: Student Services Coordinator and Administrator, Worthington Christian Schools

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.

10:00 a.m. - 11:00 a.m.

36 DSM-5: Redefining Axis V and the Effective Use of Assessment Measures

LPC/LPCC CEU

Social Work CEU

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

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.

11:30 a.m. - 12:30 p.m.

37 Behavioral Addictions

LPC/LPCC CEU

Social Work CEU

Chris Tuell, LPCC-S: Clinical Director of Addiction Services, Lindner Center of HOPE

The term addiction, derived from the Latin root, *addicere*, means “to adore or surrender oneself to a master.” There is no single definition of addiction or a universally accepted, comprehensive theory of addiction. However, we hear about addiction on a daily basis (e.g., alcohol, drugs, gambling, sex, shopping, and gaming). This presentation will highlight the growing concerns of behavioral addictions and the implications it is having upon individuals struggling with mental health issues. Attendees will gain a better understanding of the similarities and differences between chemical and behavioral addictions, and the implications that addiction has upon treatment strategies. Case studies and treatment strategies will be discussed, along with the role that neurology plays with our current understanding of the addictive brain.

11:30 a.m. - 12:30 p.m.

38 “It’s All for Attention:” Addressing High-Risk Behaviors in Young Trauma Survivors

LPC/LPCC CEU

Social Work CEU

Alicia Pascoe, LPC: Clinical Therapist, Family Pride of Northeast Ohio

Sherri Sullivan, LPCC-S: Clinical Director, Family Pride of Northeast Ohio

Erin Heltzel: Clinical Therapy Intern and Case Manager, Family Pride of Northeast Ohio

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.

11:30 a.m. - 12:30 p.m.

39 Assessment and Diagnosis of DSM-5 Schizophrenia and Related Diagnoses

LPC/LPCC CEU

Social Work CEU

Robert Schwartz: Professor, The University of Akron

Sarah Noble: Doctoral Student, The University of Akron

Dave Blankenship: Doctoral Student, The University of Akron

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.

11:30 a.m. - 12:30 p.m.

40 An Overview of Affirmative Therapy and Resources for Working with Sexual and Gender Minorities

LPC/LPCC CEU

Social Work CEU

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

Carrie VanMeter, LSC: Assistant Professor, Walsh University

Tara Hill, LPCC-S: Assistant Professor, Wright State University

Christie Jenkins, LPCC: Core Faculty, Walden University

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.

41 **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.

42 **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.

43 **School Counselors Connect: Elementary School**

Gerianne Cumo: 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!

44 **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.

45 **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.

46 **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.

47 **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.

11:30 a.m. - 12:30 p.m.

48 **Maximizing Proactive Communication Outreach**

Social Work CEU

Brianna Abbott: School Counselor, Worthington Schools

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.

2:00 p.m. - 3:00 p.m.

49 **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.

2:00 p.m. - 3:00 p.m.

50 **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.

2:00 p.m. - 3:00 p.m.

51 **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.

2:00 p.m. - 3:00 p.m.

52 **Career Counseling: Practical Activities Designed to Promote Career Development and Career Decision Making**

LPC/LPCC CEU
Social Work CEU

Jessica Wood, LPC: Employment Services Coordinator, Lakeland Community College
Azra Karajic-Siwiec, LPC: Assistant Professor, Walsh University
Ana Berrios-Allison, LPC: Associate Director, The Ohio State University
Gail Michalski, LPCC-S: Career Resource Coordinator, Auburn Career Center

Each of the presenters will share their favorite career activity to promote career development and career decision making. Activities will cover the different stages of development including exploration, assessment, decision making, career information, and job search. These activities can be applied to a diverse population of varying ages, and they can be modified to fit your specific needs. Participants will walk away with comprehensive ideas on how to utilize discussed activities.

2:00 p.m. - 3:00 p.m.

53 **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.

2:00 p.m. - 3:00 p.m.

54 **Diagnosing Substance Use Disorders Using the DSM-5**

LPC/LPCC CEU
Social Work CEU

Rachel O'Neill, LPCC-S: Core Faculty, Walden University
Brandy Gilea, LPCC-S: Core Faculty, Walden University

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.

2:00 p.m. - 3:00 p.m.

55 **My Client Has Autism...What Do I Do Now?**

Social Work CEU

Allisha Berendts, LPCC: Child Behavior Support Specialist, The Ohio State University

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.

2:00 p.m. - 3:00 p.m.

56 **Peer Collaboration: Promoting a Positive School Environment that Discourages Bullying and Develops 21st Century Skills.**

Social Work CEU

Karen Brothers, LSC: Counselor and Peer Collaboration Coordinator, Dublin City Schools
Megan Burton, LSC: Social Studies Teacher, Dublin City Schools
Kristen Masters: School Social Worker, Dublin City Schools
Ron DeMuesy: Behavior Analyst, Dublin City Schools

Erin Canaday: Transition Coordinator, Dublin Coffman High School

Recently featured on WCMH/NBC4, the "Peer Collaboration Program" is a high-impact, student-driven program that addresses 21st century skills and ASCA National Model goals, while fostering an anti-bullying culture in the school and community producing a climate that discourages bullying. Participants will be presented with research that documents the program's impact on special needs, at-risk, and typical students. Participants will also receive a step-by-step plan for establishing this program in their school and district.

2:00 p.m. - 3:00 p.m.

57 **Students Taking The Lead... Student Led Conferences**

Social Work CEU

Eileen McGarvey, LSC: School Counselor Pickerington Local Schools
Kris Owen, LSC: School Counselor, Pickerington Local Schools

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 sample forms that your students can use, information on how to set up the portfolios, and plans to organize the day. Data will be used to show how student-led conferences were accepted by teachers, students, and parents, and what was learned to improve the process.

2:00 p.m. - 3:00 p.m.

58 **iCounseling: How Apps and iPads Can Support Social and Emotional Development**

Jen Russell, LSC: School Counselor, LPC, Lakota School District; Counselor, Private Practice
Dana Hallgarth, LSC: School Counselor, Lakota School District

iCounseling: Bring your iPad and come play with the presenters! You will leave the session with plenty of new apps and great resources to implement in your practice. We will discuss creating social stories (the quick and easy

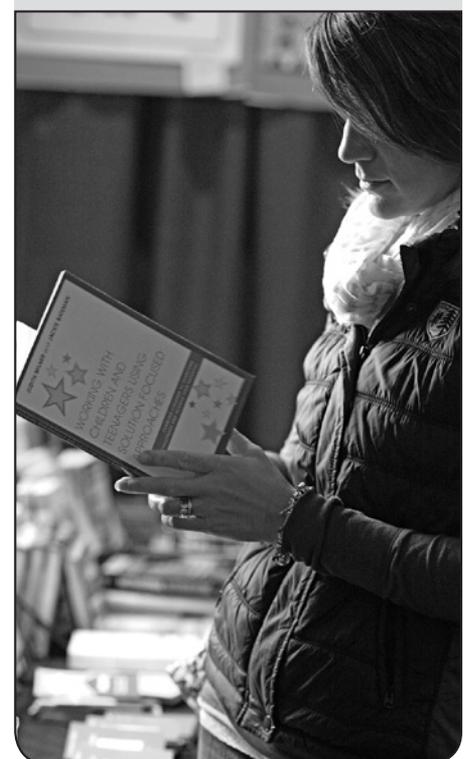
way), explore various social and emotional apps that can help support children, and have a professional share time for your favorites. No tech skills needed. Just come, share, and implement!

2:00 p.m. - 3:00 p.m.

59 **Screencasting for School Counselors**

Josh Packard, LSC: School Counselor, Ashland City Schools

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.



2:00 p.m. - 3:00 p.m.

60

Using Play Therapy Skills with Children with Medical Trauma

LPC/LPCC CEU
Social Work CEU

Cynthia Reynolds, LPCC-S: Professor, The University of Akron

Katie Wootton: Graduate Student, The University of Akron

Rose Resler: Director of the Child Life Program, The University of Akron

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.

2:00 p.m. - 3:00 p.m.

61

Practical Ideas for Organizing and Developing Your School Counseling Program

Social Work CEU

Jennifer Pollard, LSC: School Counselor, Delaware City Schools

Matt Brown, LSC: School Counselor, Delaware City Schools

Jessica Darcy, LSC: School Counselor, Delaware City Schools

Leigh Conant, LSC: College and Career Counselor, Delaware City Schools

Megan Burwinkel: School Counselor, Delaware City Schools

Need some new ideas for your school counseling department? Come join the Delaware Hayes High School counselors as they share some ideas about how to advocate for the school counseling department, how to restructure the department to meet student needs, and how technology (specifically Google calendar, Google survey, the iPad, and Naviance) can be used to collect and organize data on students. Come ready learn from each other!

3:30 p.m. - 4:30 p.m.

62

Easier Done than Said: Experiential and Creative Activities in Clinical Supervision

LPC/LPCC CEU
Social Work CEU

Krista Predragovich, LPCC-S: Doctoral Student, The Ohio State University

Robert Pence, LPC: Mental Health Clinician, Youth Advocate Services

Among its many other functions, clinical supervision is an opportunity for the counselor and counselor trainee to engage in intentional, supported self-reflection. Over time, it is easy to develop a pattern of interaction that primarily focuses on how the supervisee is thinking about his or her experiences. Experiential and creative activities allow the supervision dyad to attend to a fuller experience of the work of counseling, and the personal and professional development of the supervisee. Participants will have the opportunity to engage in a creative supervision activity, and will leave this presentation with a framework for using experiential and creative activities in supervision.

3:30 p.m. - 4:30 p.m.

63

Supervisors and Supervisees: Enhance Your Skills and Enrich Supervision

LPC/LPCC CEU
Social Work CEU

Norman Shub, LPCC-S: Clinical Director, Gestalt Associates, Inc.

Stacy Ingraham, LPCC-S: Clinical Counselor, Gestalt Associates, Inc.

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.

3:30 p.m. - 4:30 p.m.

64

Practical Utilization of Structured Peer Group Supervision

LPC/LPCC CEU
Social Work CEU

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

Lucy Adoch: Graduate Assistant, Walsh University

Linda Barclay, LPCC-S: Counselor Educator, Walsh University

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.

3:30 p.m. - 4:30 p.m.

65

Counseling Individuals with Intellectual and Other Developmental Disabilities: Did We Learn This?

LPC/LPCC CEU
Social Work CEU

Julianne Massimo: Adjunct Faculty, Walsh University; Clinical Therapist, Summit Psychological Associates

More individuals with Intellectual Disabilities (ID) are presenting for counseling in mental health settings than ever before, yet clinicians report receiving no formal ID training in their graduate programs. Clients may present with unique barriers that affect readiness for change including limitations with verbal abilities; understanding of emotions; and the mediating role of cognitions, motivational factors, and self-esteem. Working with individuals with ID often means involving caregivers who may bring their own set of limitations. Practical strategies for adapting the delivery of therapy, increasing readiness, and involving caregivers based on current research will be presented. Case examples and principles for making modifications and assessments will also be shared.

3:30 p.m. - 4:30 p.m.

66

Empowering Couple Relationships Using the PREPARE/ENRICH Inventory

LPC/LPCC CEU
Social Work CEU

Sherdene Simpson, MFT, LPCC-S: Adjunct Faculty, Youngstown State University and The University of Akron; CEO, Relationship Enrichment, LLC

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.

3:30 p.m. - 4:30 p.m.

67

School Counselors Connect: High School

Brandi Cooper, LSC: OSCA Board High School Level Representative; School Counselor, Granville Exempted Village School District

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!

3:30 p.m. - 4:30 p.m.

68

Landing a School Counseling Job and the First-Year Jitters

Katie Miller, LSC: School Counselor, Urbana City Schools
Angela Keating, LSC: School Counselor, Tipp City Schools

The school counseling world is waiting for you to land your new job. Whether you are just starting off job seeking after an internship, relocating to a different area, or just need to start fresh, this presentation will give you new tips to utilize. The presenters will give examples of successful résumés and interview questions asked by administrators, and share how to effectively become involved in your new school system. Building positive rapport and gaining trust is important when starting your new job. Let this session help you start your journey with practical, real-life knowledge.

3:30 p.m. - 4:30 p.m.

69

Numbers, Numbers, Everywhere! How to Make Sense of Your Data

Social Work CEU

Rochelle Dunn: Senior Lecturer, The Ohio State University

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!

3:30 p.m. - 4:30 p.m.

70

Bully-Proofing Your School: Creating a Positive School Culture So All Students Thrive

Social Work CEU

William DeMeo, LPC: Developmental School Psychologist, Specialty Psychological Services

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.

3:30 p.m. - 4:30 p.m.

71

The College Admissions Game: Are Your Students Playing?

Sara Hoffman, LSC: School Counselor, Washington Local Schools

Jennifer Bronikowski, LSC: School Counselor, Washington Local Schools

Games can be fun—if you know the rules! The college admissions process is a game that many of our students find overwhelming and hard to “win.” This session will cover topics such as getting the most out of college visits, organizing a College Admissions Week at your school, guiding students to write a great college essay (and the new trend of the college admissions video), and discussing the financial aid process. Participants will have fun playing the GPA Game and FAFSA Jeopardy! Parents are critical players in this game, too, and the presenters will discuss ways to organize parent information programs on college admission.

3:30 p.m. - 4:30 p.m.

72 **Weaving Literacy with Student Success Skills**

Social Work CEU

Rachel Zufall, LSC: School Counselor, Columbus Preparatory Academy
Colleen Reinoehl, LSC: School Counselor, Columbus Preparatory Academy
Stephanie Wright, LSC: School Counselor

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.

3:30 p.m. - 4:30 p.m.

73 **Creating Pivotal Career Moments in Your School**

Social Work CEU

Sarah Lopienski, LPC: School Improvement Coordinator, Charter School Specialists

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.

3:30 p.m. - 4:30 p.m.

74 **The Discrimination Model of Supervision: Could it Work for School Counseling Supervisors?**

Social Work CEU

Allison Arnekrans, LPCC-S: Assistant

Professor, Central Michigan University
Leslie Neyland, LPC, LSC: Doctoral Candidate, University of Toledo; Community-Based Counselor, Harbor

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.

5:00 p.m. - 6:00 p.m.

75 **Clinical Techniques for Managing Suicidal Clients**

LPC/LPCC CEU
 Social Work CEU

Darcy Haag Granello, LPCC-S: Professor, The Ohio State University
Paul Granello, LPCC-S: Associate Professor, The Ohio State University

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.

5:00 p.m. - 6:00 p.m.

76 **DSM-5: Updates in Diagnosis**

LPC/LPCC CEU
 Social Work CEU

David Brown, LPCC: Associate Professor and Clinical Director, Cincinnati Christian University

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.

5:00 p.m. - 6:00 p.m.

77 **The Psychosocial Impact of Pregnancy Loss: Implications for Counselors**

LPC/LPCC CEU
 Social Work CEU

Cornelia Patterson, LPC: Lecturer and Director of Assessment and Academic Improvement, Ohio University

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.

5:00 p.m. - 6:00 p.m.

78 **Therapy Dogs as Part of a Grief Support Group for Children**

LPC/LPCC CEU
 Social Work CEU

Hilda Glazer, RPT-S, PSS-S: Play Therapist, Mount Carmel Health
Stacy L. Lomax, LPC: Bereavement Counselor, Mount Carmel Health

Examine Animal Assisted Therapy (AAT) as part of an ongoing support group and the positive impact it has on grieving children. Children have a difficult time understanding their emotions when a loss occurs in their lives and find it difficult to express those emotions in an appropriate manner that helps them grieve and process their loss. Identify the benefits of the therapy dog in the Evergreen program in helping children express their grief in a safe environment.

5:00 p.m. - 6:00 p.m.

79 **Ethical Dilemmas in Clinical Supervision**

LPC/LPCC CEU
 Social Work CEU

Kara Young Kaelber, LPCC-S: Associate Professor, Malone University

This program will address the ethical issues involved in the clinical supervision of counseling graduate students and Professional Counselors. This program will explore ethical dilemmas, the related ethical codes from the

THURSDAY & FRIDAY, NOVEMBER 6 & 7

2014 ACA Code of Ethics, associated laws, supervision competencies, and best practices in clinical supervision.

5:00 p.m. - 6:00 p.m.

80 **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!

5:00 p.m. - 6:00 p.m.

81 **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.

82 **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.

83 **Treating Trauma in the Child and Adolescent Population: The Who, the What, and the What Now?**

LPC/LPCC CEU
Social Work CEU
Allison Arnekrans, 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 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.

84 **Case Conceptualization: Decoding Psychological Inflexibility with ACT**

LPC/LPCC 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.

85 **An Affirming Approach to Supervision: Working with LGBTQ Supervisees and Clients**

LPC/LPCC 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 LGBTQ 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.

8:30 a.m. - 9:30 a.m.

86 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

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.

8:30 a.m. - 9:30 a.m.

87 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

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.

8:30 a.m. - 9:30 a.m.

88 Publishing in the Journal of Counselor Practice

Social Work CEU

Varunee Faj Sangganjanavanich, LPCC-S: Associate Professor, The University of Akron, Executive Editor, Journal of Counselor Practice
Brandy Gilea, LPCC-S: Core Faculty, Walden University, Associate Editor, Journal of Counselor Practice
Jessica Headley, LPC: Doctoral Student, The University of Akron; Assistant Editor, Journal of Counselor Practice

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.

89 SPARKLE III: More Standards-Based, Practical, and Ready-to-Use K-5 Lessons that Engage and Inspire

Julie Ford, LSC: School Counselor, Oregon City Schools

This interactive, hands-on session will provide participants with 12 ready-to-use, standards-based K-5 classroom lessons. Children's literature and creative activities—including art projects, games, role-playing, and writing—will be incorporated into these fun and engaging lessons. Lesson plans and evaluation tools will be provided. Academic, personal/social, and career domains will be addressed in the lessons and topics such as listening, responsibility, problem-solving, teamwork, friendship, effort, diversity, and career choices will be covered. Participants will have the opportunity to examine all books used in the session, view actual student work, and make their own projects.

8:30 a.m. - 9:30 a.m.

90 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.

91 Suicide Prevention Programming: A School and Community Partnership

Social Work CEU

Jessica Darcy, LSC: School Counselor, Delaware City Schools
Max Lencl, LPCC: Suicide Prevention Director, HelpLine of Delaware and Morrow Counties

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.

92 Character Day: Authentic Strategies to Connect Your Students

Social Work CEU

Carolyn Heller, LSC: School Counselor, Forest Hills School District
Jim Place, LSC: Adjunct Professor, University of Dayton

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.

8:30 a.m. - 9:30 a.m.

93 **Planning with Purpose!!!**

Brandi Cooper, LSC: School Counselor, Granville Exempted Village School District
Ann Raffay, LSC: School Counselor, Granville Exempted Village School District
Amber Gilsdorf, LSC: School Counselor, Granville Exempted Village School District

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!

8:30 a.m. - 9:30 a.m.

94 **Counselor Self-Care**

Social Work CEU
Donna Czeck, LSC: Counselor, Lordstown Local School District

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.

10:00 a.m. - 11:00 a.m.

95 **Reality Therapy: What You Haven't Heard About It**

LPC/LPCC CEU
 Social Work CEU
Robert Wubbolding, LPCC: Director, Center for Reality Therapy; Retired Professor, Xavier University

Practicality and innovative skills for the creative use of reality therapy are the goals of this interactive session, which focuses on simulated demonstrations. The demonstrations will illustrate the distinction between choice theory and reality therapy. Participants will select clients for roleplay demonstrations,

preferably difficult clients. The leader will illustrate the principle, “Sometimes the solution appears to be unrelated to the problem” as well as the technique of “Seeding a major intervention.” When counselors increase their skills, they are able to feel more confident and communicate both hope and confidence to their clients. The take-home skills will be immediately useful on the job.

10:00 a.m. - 11:00 a.m.

96 **Becoming Spiritually Competent: Guidelines for Counselors**

LPC/LPCC CEU
 Social Work CEU
Cecile Brennan, LPCC-S: Associate Professor and Chair of the Department of Counseling, John Carroll University

Although most counselors receive instruction in how to work with ethnically and culturally diverse clients, rarely is sufficient time devoted to the needed competencies for counseling clients who are committed adherents of a particular religion. Ignoring clients’ religious expressions or determining that they are irrelevant can undermine the counseling process. This presentation will assist attendees in enhancing their spiritual competence through a combination of lecture, experiential activities, and discussion.

10:00 a.m. - 11:00 a.m.

97 **“I Can’t Stop Stealing:” Understanding and Treating Kleptomania with Schema-Focused Counseling**

LPC/LPCC CEU
 Social Work CEU
Stephen Silliman, LPCC-S: Therapist and Clinical Counselor, Turning Point Counseling

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.

10:00 a.m. - 11:00 a.m.

98 **Tapping into Hidden Potential: Using Supervisee Strengths in Clinical Supervision**

LPC/LPCC CEU
 Social Work CEU
Krista Predragovich, LPCC-S: Doctoral Student, The Ohio State University
Adam Clevenger, LPC: Doctoral Student, The Ohio State University

This presentation will illustrate the value of incorporating supervisee strengths into the clinical supervision process, based upon the presenters’ own experiences in using a strengths-focused method. Presenters will offer information on the intentional use of supervisee strengths to promote clinical growth and professional identity development, and will describe the individualized strategies used to facilitate discussion of supervisees’ innate strengths and application to clinical work. Participants will have an opportunity to engage in an experiential activity to explore approaches for utilizing strengths in both individual and group supervision settings.

10:00 a.m. - 11:00 a.m.

99 **Counseling Refugees of War**

LPC/LPCC CEU
 Social Work CEU
Yegan Pillay, LPCC-S: Associate Professor, Ohio University
Rowda Olad: Student, Ohio University
Christopher Linscott: Student, Ohio University

The number of Somalian refugees of war who have relocated to Ohio and are interacting with the school and healthcare system has increased in the last decade. Although many counselor training programs provide general preparation to work with a wide spectrum of diverse clients, counselors are unlikely to have specific training to address the unique psychological manifestation of the experiences of refugees. Attendees of this session will hear the narrative of a refugee who survived the atrocities of war and the challenges of being displaced from her homeland, and also become familiar with specific counseling interventions that are culturally appropriate and relevant when working with refugees.

10:00 a.m. - 11:00 a.m.

100

Rural Counseling: Considerations for Trainees and Professionals

LPC/LPCC CEU
Social Work CEU

Cassandra Pusateri: Assistant Professor, Youngstown State University
Caitlyn Hicks: Home-Based Counselor, Family Life Counseling
Chelsey Zoldan: Counselor, Meridian Community Care

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.

10:00 a.m. - 11:00 a.m.

101

Wasteland: Counselor Grief After the Death of a Client

LPC/LPCC CEU
Social Work CEU

Amanda Brace: Counselor, Counseling for Wellness, LLP
Claudia Sadler-Gerhardt, LPCC: Associate Professor, Practicum Coordinator, Ashland University

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.

10:00 a.m. - 11:00 a.m.

102

Letting Go of Student Resistance with a Little Creativity!

Social Work CEU

Kelly Kozlowski, LSC: Assistant Professor, Bowling Green State University
Jeff Williams: Intern and Student, Bowling Green State University
Alexandria Thornton: Intern and Student, Bowling Green State University
Steven Hricko: Intern and Student, Bowling

Green State University

Katie Gendaszek: Intern and Student, Bowling Green State University
Jordane Duffy: Intern and Student, Bowling Green State University
Alexis Della Flora: Intern and Student, Bowling Green State University

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).

10:00 a.m. - 11:00 a.m.

103

Assessing School Climate: What Do I Do Next?

Social Work CEU

Laura Kunkle, LSC: School Counselor, Upper Arlington City Schools
Felice Kassoy, LSC: School Counselor, Upper Arlington City Schools

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 in school climate? The copresenters are eager to share with you a creative qualitative approach to assessing your current school climate and how utilizing high-quality service learning can make a positive difference. You will walk away with tools to help you get started in your building.

10:00 a.m. - 11:00 a.m.

104

Self-Harming Behaviors in Adolescents

Social Work CEU

Katie Goodhue, LPCC: Outpatient Therapist, Jay Berk, PhD. & Associates

Non-Suicidal Self-Injury (NSSI) has become increasingly prevalent among the adolescent population (ages 12-18). NSSI can be described as any deliberate harm caused to

one's body as a way to cope with a variety of issues. It can include any of the following: burning, scratching, cutting, picking, head banging, and more. This presentation focuses on the etiology, risk factors, best-practice approaches, and early intervention strategies geared toward school professionals and administrators.

10:00 a.m. - 11:00 a.m.

105

OhioMeansJobs K-12: Ohio's No-Cost Resource for Academic and Career Planning

Social Work CEU

Tisha McGlaughlin: Career Connections Consultant, Ohio Department of Education
Carolyn George: Career Connections Administrator, Ohio Department of Education

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.

10:00 a.m. - 11:00 a.m.

106

Using Perceptual Maps for Career and College Counseling

Social Work CEU

Oscar McKnight, LPCC-S: Director of Psychological Counseling and Health Services, Ashland University
Kerri Carmichael, LPC: Professional Counselor, Ashland University
Gregory Pollock, LPCC-S: Clinical Counselor, Private Practice

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 **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 **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 **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 **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 **Gender Dysphoria in Children: DSM-5 Diagnosis, Assessment, and Treatment**

LPC/LPCC CEU
 Social Work CEU
Varunee Faii Sangganjanavanich, 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 **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.

11:30 a.m. - 12:30 p.m.

113 **The Expressive Therapies Continuum: Integrating Art Materials into Creative Counseling Practice**

LPC/LPCC CEU
Social Work CEU

Katherine Ziff, LSC, LPC: Assistant Professor, Wake Forest University

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.

11:30 a.m. - 12:30 p.m.

114 **Senior Success Day**
Social Work CEU

Terri Westfall, LSC: School Counselor, Wauseon Exempted Village Schools
Tracy Kuhlman, LSC: School Counselor, Archbold Area Schools
Shawn Grime, LSC: School Counselor, Archbold Area Schools

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, résumés 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.

11:30 a.m. - 12:30 p.m.

115 **Prevention and Interventions for Bullying of Children and Adolescents with Disabilities**
Social Work CEU

Mary Jane Preece, LPCC-S: Assistant Professor, Ohio University
Kristen Henne: Master's Student, Ohio University
Sherri Wilson: Master's Student, Ohio University

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.

11:30 a.m. - 12:30 p.m.

116 **School Counseling Pinspiration**
Social Work CEU

Diana Arie, LSC: School Counselor, Fredericktown Local Schools

In this session, participants will learn how to create a Pinterest account and begin organizing helpful resources, ideas, and information for use in counseling programs, at any level. For those who are already “expert pinners,” come learn how to connect with parents and stakeholders in your community.

11:30 a.m. - 12:30 p.m.

117 **Working with Parents After an Incident of Bullying: A Key Element of Positive School Climate**
Social Work CEU

Frank DiLallo, LPC: Prevention and Intervention Schools Consultant, Diocese of Toledo

Working with the parents of students involved in an incident 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.

11:30 a.m. - 12:30 p.m.

118 **Strategies for Comprehensive School Counseling Program Evaluation**
Social Work CEU

Suzana Petkovic, LSC: Doctoral Student, The University of Akron
Yue Dang, LPC: Doctoral Student, The University of Akron

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.

11:30 a.m. - 12:30 p.m.

119 **Mental Health in the Classroom**
Social Work CEU

Kathleen (Ky) Heinlen, LPCC-S: Counselor, Cuyahoga Community College
Jennifer Hrovat, LPCC: Counselor, Cuyahoga Community College
Kevin Kuntz, LPCC-S: Counselor, Cuyahoga Community College
David Nardecchia, LPCC: Counselor, Cuyahoga Community College
Samantha Posey, LPCC-S: Counselor, Cuyahoga Community College

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.

120 11:30 a.m. - 12:30 p.m.
How to Stay in the Game: Strategies to Enhance Career Satisfaction

Tim Conrad: Adjunct Professor, Ashland University
Kathleen Rowe: Adjunct Professor, Ashland University
Jen Hegerty, LPSC: School Counselor, Worthington City Schools
Michelle Shinaberry: Doctoral Student, Ohio University

Ever wonder if you can make it until retirement? New principals and superintendents, changes in State Teachers Retirement System benefits, extra-duty assignments added to your already full plates, levy failures and looming staff reductions, 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.

121 2:00 p.m. - 3:00 p.m.
The Role of Counselors in Cardiac Rehabilitation

LPC/LPCC CEU
 Social Work CEU
Yegan Pillay, LPCC-S: Associate Professor, Ohio University
Troy Gregorino, LPC: HopeWell Health Care; Doctoral Student, Ohio University
Paige Stretton: Student, Ohio University

The role of mental health counselors integrated within an interdisciplinary medical treatment

team is gaining credence especially as it relates to patient adherence to and participations in cardiac rehabilitation programs. Attendees of this session will learn firsthand from a supervisor and a counselor embedded in a cardiac and pulmonary rehabilitation facility in Ohio and become familiar with a counseling model and specific counseling intervention strategies that have been effective, as well as the benefits and challenges of working within an interdisciplinary treatment team. The future of counselors in an interdisciplinary medical environment will be examined through this case presentation.

122 2:00 p.m. - 3:00 p.m.
The Supervision Working Alliance: Integrating Wellness and Preventing Compassion Fatigue

LPC/LPCC CEU
 Social Work CEU
Rhonda L. Norman, LPCC-S, LICDC-S: Assistant Professor, Xavier University
Lisa B. Melink, LPC-CR: Mental Health Therapist, UC Health Employee Assistance
Andrea Perry, CT: Graduate Student, Xavier University

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.

123 2:00 p.m. - 3:00 p.m.
Marijuana 101: What Counselors Need to Know About This Controversial and Evolving Substance

LPC/LPCC CEU
 Social Work CEU
Joshua Francis, LPCC-S: Counselor, Francis Counseling Services; Adjunct Faculty, Xavier University
Andrew Parlin: Student, Xavier University

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.

124 2:00 p.m. - 3:00 p.m.
Bringing College into Focus

Social Work CEU
Christine Howard, LSC: School Counselor, Akron Public Schools

When individual students come together in 9th–11th grade, how do you get them to examine what makes them unique as part of a team? Once they have explored those qualities, how do you teach them the skills they need to turn those qualities into part of a collaborative, problem-based learning experience designed to prepare them for postsecondary experiences? The students at NIHF STEM (National Inventors Hall of Fame Science, Technology, Engineering and Mathematics) High School do just that as part of their advisory program in which each student belongs to one of 13 advisory teams. Our school collaborates with community and four-year colleges to provide dual credit to our learners, many of whom will be the first from their families to attend college. This presentation will look at how the advisory program is used by the school counselor and learning coaches at NIHF STEM to expand upon the 21st century skills, such as critical thinking and problem solving, that are part of our STEM focus and then encouraging students to employ those skills to explore interests, careers, and colleges. The advisory program is also a platform for service learning projects and academic support. The use of social networks, game-based learning, and technology to promote the advisory program will also be addressed.

2:00 p.m. - 3:00 p.m.

125

A Myth Busters Exclusive: Taking Counseling Out of the Office Setting and into the Community

LPC/LPCC CEU
Social Work CEU

Allison Arnekrans, 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.

126

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.

127

"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.

128

What's Going on with Girls and How Can We Help Them?

LPC/LPCC CEU
Social Work 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.

KEYNOTE



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

MAIL THIS PAGE TO THE ADDRESS BELOW

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:

- | | | | |
|--|------|--|-------|
| <input type="checkbox"/> PROFESSIONAL | \$50 | <input type="checkbox"/> STUDENT (SEE BELOW) | \$20 |
| <input type="checkbox"/> Elementary School | | <input type="checkbox"/> RETIRED | \$20 |
| <input type="checkbox"/> Middle School | | <input type="checkbox"/> OCA PROFESSIONAL | \$90 |
| <input type="checkbox"/> High School | | <input type="checkbox"/> ASCA PROFESSIONAL | \$115 |
| <input type="checkbox"/> Multilevel School | | | |
| <input type="checkbox"/> College Counselor | | STUDENT MEMBERS ONLY: | |
| <input type="checkbox"/> Vocational School Counselor | | University Name _____ | |
| <input type="checkbox"/> Educator | | University Advisor E-mail _____ | |
| <input type="checkbox"/> Community | | Expected Date of Graduation _____ | |
| <input type="checkbox"/> N/A | | | |

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, ALGBTICO.

OCA Membership Type:

- Professional \$90.00 Life Membership \$900.00
 Associate \$90.00 (holds no counseling credential)
 Student \$25.00
 Retired \$40.00

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.
 SEOCA - 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

Divisions

OACES (Ohio Association for Counselor Education & Supervision)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$20.00 \$10.00
OAMCD (Ohio Association for Multicultural Counseling & Development)	<input type="checkbox"/> Professional <input type="checkbox"/> Student	\$1500 \$7.50
OMHCA (Ohio Mental Health Counselors Association)	<input type="checkbox"/> Professional <input type="checkbox"/> Student	\$2500 \$12.50
OCDA (Ohio Career Development Association)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$25.00 \$15.00
OASGW (Ohio Association for Specialists in Group Work)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$1500 \$7.50
OSCA (Ohio School Counselor Association)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$50.00 \$20.00
OASERVIC (Ohio Association for Spiritual, Ethical & Religious Values in Counselin11)	<input type="checkbox"/> Professional <input type="checkbox"/> Student	\$10.00 \$500
ALGBTICO (Assn. for Lesbian, Gay, Bisexual & Transgender Issues in Counseling of Ohio)	<input type="checkbox"/> Professional <input type="checkbox"/> Student/Retired	\$10.00 \$500

TOTAL ENCLOSED \$ _____

(Add OCA Membership Type + Division Dues)

MEMBERSHIP IS VALID FOR ONE YEAR FROM THE DATE OF PROCESSING BY OCA OFFICE.

Registration Information

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

The AOCC tax id number is 37-1720032. Download a W-9 at www.allohiocc.org

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 transferred.

2014 AOCC Registration Rates				
Pre-Conference Rates	Member Rate	Nonmember Rate		
All Day Pre-Conference Workshops 10:00 a.m. - 5:30 p.m. (includes box lunch)	\$125	\$175		
Evening Pre-Conference Workshops 6:30 p.m. - 9:45 p.m.	\$100	\$150		
Conference Rates	Member Rate	Nonmember Rate	Student Rate	Retired Rate
Full Conference Registration (both days)	\$150	\$215	\$100	\$100
Thursday Only	\$110	\$165	\$60	\$60
Friday Only	\$110	\$165	\$60	\$60

Hotel Information

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

	Rate Per Night	Phone Number	Group Code	Cut-Off Date to Make Reservations
Hilton Columbus at Easton	\$149	614-414-5000 (extension 6113)	OCC	October 14, 2014
Courtyard by Marriott (located within walking distance of the Hilton)	\$149	1-800-321-2211	AOCR	October 15, 2014
Residence Inn (located within walking distance of the Hilton)	\$149	614-414-1000	AOCR	October 17, 2014



All Ohio Counselors Conference
P.O. Box 66
Archbold, OH 43502

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Who Should Attend AOCC?

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.

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