"AOCC WEEK"
VIRTUAL CONFERENCE
OCTOBER 26-30, 2020
“AOCC WEEK” 2020 SCHEDULE OF EVENTS

**MONDAY, OCTOBER 26**
- 10:00-11:00 AM  OCA Sessions C1, C2, C3
- 11:00 AM-12:30 PM Lunch Break
- 11:15 AM-Noon Mental Exercises/Relaxation Techniques
- 12:30-1:30 PM  OCA Sessions C4, C5, C6
- 2:00-3:00 PM  OCA Sessions C7, C8, C9
- 3:30-4:30 PM  OCA Sessions C10, C11, C12
- 5:00-6:00 PM  OCA Sessions C13, C14, C15
- 6:30-7:30 PM  OCA Town Hall

**TUESDAY, OCTOBER 27**
- 9:00-10:00 AM  OCA Sessions C16, C17, C18
- 10:30-11:30 AM  OCA Sessions C19, C20, C21
- 11:30 AM-1:00 PM Lunch Break
- 11:45 AM-12:30 PM Mental Exercises/Relaxation Techniques
- 1:00-2:00 PM  OCA Sessions C22, C23, C24
- 2:30-3:30 PM  OCA Sessions C25, C26, C27
- 4:00-5:00 PM  OCA Sessions C28, C29, C30
- 6:00-7:30 PM  OCA Chapter & Division Meetings

**WEDNESDAY, OCTOBER 28**
- 8:30-11:30 AM Morning Workshops
- 11:30 AM-12:30 PM Lunch Break
- 12:30-3:30 PM Afternoon Workshops
- 3:30-4:15 PM OCA Advocacy Meeting
- 4:30-5:30 PM Keynote Address feat. Kate Fagan
  Kate Fagan speaks on breaking the social stigma of mental illness and the pressure young adults face every day.
- 7:00-8:00 PM OSCA Advocacy Meeting

**THURSDAY, OCTOBER 29**
- 8:15-9:15 AM OSCA Sessions S1, S2, S3
- 9:45-10:45 AM OSCA Sessions S4, S5, S6
- 11:15 AM-12:15 PM OSCA Sessions S7, S8, S9
- 12:15-1:30 PM Lunch Break
- 1:30-2:30 PM OSCA Sessions S10, S11, S12
- 3:00-4:00 PM OSCA Sessions S13, S14, S15
- 7:00-9:00 PM University Receptions

**FRIDAY, OCTOBER 30**
- 8:30-9:30 AM OSCA Sessions S16, S17, S18
- 10:00-11:00 AM OSCA Sessions S19, S20, S21
- 11:00 AM-Noon Lunch Break
- Noon-1:00 PM OSCA Sessions S22, S23, S24
- 1:30-2:30 PM OSCA Sessions S25, S26, S27

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LETTER FROM THE PRESIDENTS

Please join us for the 37th annual All Ohio Counselors Conference (AOCC)! It is the first time in AOCC history that we are offering this conference in a virtual format. During October 26-30, 2020, this year’s conference will provide attendees with a variety of sessions, experiences, and continuing education.

This year’s AOCC includes over 100 educational sessions, with intentional information for maintaining licensure, professional development, and knowledge in trending practice areas from school counselors, mental health practitioners, and educators. In years past, additional cost was required for pre-conference workshops. Not this year!

Attend all workshops and view all interested sessions and content, livestreamed or recorded, for one price. In addition to these rigorous and insightful learning opportunities, we are excited to offer fun networking and celebratory events!

A highlight of the late October conference will certainly be keynote speaker Kate Fagan, former ESPN sports commentator and The New York Times® Best Selling Author.

We expect AOCC 2020 to be a phenomenal experience. Please join over 1,000 of your colleagues and celebrate your profession with us! Make new friends, find a mentor, and connect with others who are passionate about the profession, our students and clients, and our communities.

JASON MCGLOTHLIN  
Ph.D., LPCC-S  
President  
Ohio Counseling Association

MICHELLE GRIMM  
M.S. Ed., LPSC  
President  
Ohio School Counselor Association
“Digital life, and social media at its most complex, is an interweaving of public and private personas, a blending and splintering of identities unlike anything other generations have experienced.”

REGISTRATION INFORMATION

- ONLINE REGISTRATION IS OPEN NOW!
- EARLY BIRD RATES END OCTOBER 17

VIRTUAL CONFERENCE (INCL. WORKSHOPS & KEYNOTE)

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VISIT THE OFFICIAL CONFERENCE WEBSITE TO REGISTER:
www.aocc.site

Kate Fagan

KEYNOTE SPEAKER

The No. 1 New York Times® bestselling author of WHAT MADE MADDY RUN: THE SECRET STRUGGLES AND TRAGIC DEATH OF AN ALL-AMERICAN TEEN, as well as the coming-of-age memoir THE REAPPEARING ACT.

Kate Fagan spent seven years as a columnist and feature writer for espnW, ESPN.com and ESPN The Magazine. She was also a regular panelist on ESPN’s Around the Horn and host of Outside the Lines. Previously, Fagan spent three seasons covering the 76ers for the Philadelphia Inquirer. She lives in Charleston, South Carolina with her wife Kathryn Budig and their two dogs.

From on-air commentator & sports journalist Kate Fagan, the heartbreaking and vital story of college athlete Maddy Holleran, whose death by suicide rocked the University of Pennsylvania campus...

WHAT MADE MADDY RUN began as a piece that Kate Fagan, a columnist for espnW, wrote about Maddy and her experience. What started as a profile of a successful young athlete whose life ended in suicide became so much larger when Fagan started to hear from other college athletes also grappling with mental illness. This is the story of Maddy Holleran and her struggle with depression, which also reveals the mounting pressure young people, and college athletes in particular, face to be perfect, especially in an age of relentless connectivity and social media saturation.
ATTENTION ALL OHIO SUBSTANCE USE DISORDERS PROFESSIONALS

The field of substance use disorders is ever-evolving. Currently, substance use professionals are challenged with assisting our clients with recovery during COVID, an ongoing opioid epidemic, the resurgence of stimulant use disorders, and the ever challenge of co-morbid disorders. As a substance use disorder counselor, I find myself needing a place of support, advocacy, and consultation. The Ohio Counseling Association (OCA) has a place for me and for you. That place is the Ohio Substance Use Disorders Professionals (OSUDP) interest group. We are a new group within OCA that focuses on the substance use disorder population and co-morbid disorders. OSUDP interest group offers a place for collegial consultation, workshops, leadership opportunities, and more. If you are not a member please considering joining.

MARTINA MOORE, PH.D., LPCC-S, NCC, LICDC-CS
PAST PRESIDENT, THE OHIO COUNSELING ASSOCIATION 2019-2020
CURRENT PRESIDENT OF THE OSUDP INTEREST GROUP

MONDAY OCA LIVE VIRTUAL SESSIONS

10:00-11:00 AM

C1 THE APPLICATION AND USE OF PHOTOGRAPHY IN GRIEF AND LOSS COUNSELING
MALLORY ADAMS DARWAL, LPCC, Doctoral Student, Kent State University
PAULA BRITTON, LPCC-S, Professor, John Carroll University

Imagery and storytelling have been utilized in counseling practice in a variety of ways. One way images and stories have been shared in counseling are through photographs. Specifically, photographs have been found to be effective in their application to grief counseling. This educational session will focus on the use of photographs in grief counseling in its application to various populations and experiences of loss. Presenters will introduce ideas for creative ways to utilize photographs in grief counseling. Attendees will learn how to apply certain interventions using photographs and will gain a deeper understanding about the role photographs can play in meaning making and narratives surrounding grief and loss.

C2 PRINCIPLES OF EFFECTIVE PARENTING: IMPROVING THE PARENT-CHILD BOND THROUGH EFFECTIVE DISCIPLINE
ALISON ZINS, LPC, Adjunct Instructor, Columbus State Community College

This interactive workshop provides counselors with the tools to work with parents to improve their parent-child relationship and establish effective discipline. Through the evidence-based principles of love and logic parenting, counselors will learn how to help parents avoid emotionally reactive response styles and produce confident responsible children. Finally, attendees will learn evidence-based multisystemic therapy techniques, which will be practiced through role plays and case examples.

C3 SOCIAL JUSTICE SUPERVISION: MODEL AND PRACTICE
COLETTE DOLLARHIDE, LPC-S, Professor, The Ohio State University
EMILY BAKER, LPC, Supervisor, The Ohio State University
TRISHA WOLFE, LPC, Private Practice

Social justice supervision is a unique synthesis of social justice, supervision, teaching, and modeling that empowers counselor trainees to bring the best of their cultures into the counseling space. This approach can complement any theoretical and developmental supervision model and is designed to improve supervisory alliance, teach social justice skills, and ultimately improve quality of counseling services for diverse clients.
JOIN US MONDAY, OCTOBER 26 AT 11:15 AM FOR
“PRACTICING BASIC RELAXATION TECHNIQUES: SELF-CARE FOR COUNSELORS”
WITH PAUL GRANELLO FROM THE OHIO STATE UNIVERSITY

30-45 minutes of LIVE mental exercises and relaxation techniques with Paul Granello, associate professor of counselor education in the Department of Educational Studies at The Ohio State University. He is a LPCC with supervising credentials and has a private practice — "The Wellness Institute" in Worthington, Ohio.

MONDAY OCA LIVE VIRTUAL SESSIONS

12:30-1:30 PM

C4 ADULTING 101: COUNSELING MALES IN EMERGING ADULTHOOD: SKILLS TO INCREASE COUNSELOR COMPETENCY
ALYSHA BLAGG, LPCC, Counselor, Arbor Counseling
DEREK PARKER, M.S., Liberty University

This presentation will explore the development of identity in males during emerging adulthood (ages 18- to 25-years-old). Characteristics of emerging adulthood as described by Arnett (2006) will be presented. Delayed launching, cultural diversity, substance use, and differences between males and females in emerging adulthood are some of the topics that will be discussed. Counseling techniques that can be used by counselors with this population will be explored.

C5 COMPASSION FATIGUE AND THE COVID-19 PANDEMIC: THE ROLE OF SELF-COMPASSION AND SELF-CARE FOR COUNSELORS
NICOLE BRADLEY, LPCC-S, Core Faculty, Walden University

Compassion fatigue has always been a risk for counselors. However, due to the COVID-19 pandemic, counselors may be at an increased risk for compassion fatigue. As a result, it is important for counselors to increase self-awareness and self-care practices to prevent compassion fatigue. In this presentation, attendees will have the opportunity to identify the unique risk factors for compassion fatigue during the COVID-19 pandemic and the importance of self-compassion as a specific self-care strategy to prevent compassion fatigue and potential burnout. Participants will have the opportunity to engage in interactive self-care strategies and discuss with other participants different self-care strategies.

C6 PRACTICAL STRATEGIES FOR ASSESSING MULTICULTURAL SUPERVISION COMPETENCIES
YUE DANG, LPC, Assistant Professor of Instruction, University of Akron
VARUNEE FAII SANGGANJANAVANICH, LPCC-S, Professor, University of Akron

Supervisors are tasked to facilitate supervisees’ multicultural competence development. Although the effort is placed in promoting counselor’s multicultural and diversity competencies, little information has been offered on what and how supervisors can utilize to assess their own multicultural competencies when working with supervisees and clients. This presentation provides an overview of multicultural supervision competencies and assessments as well as practical assessment strategies and implementations.
C7 AN INTRODUCTION TO ENGAGING IN A SUPERVISORY RELATIONSHIP THROUGH A FRAMEWORK OF CULTURAL HUMILITY AND COMPETENCE

JESSICA DEL RE, LPC, NCC, Doctoral Student, Graduate Assistant, University of Toledo
LAURA MALLOW, LLPC, Therapist, Parkside Family Counseling
MOUSUMI MALLIK, MA, LPC, NCC, University of Toledo
TAHANI DARI, Ph.D., LPC (MI), LSC, NCC, Assistant Professor, University of Toledo

Supervision is an integral aspect of promoting client welfare and counselor development (Bernard & Goodyear, 2019). Cultural humility is characterized by a respect for what can be understood about another culture, the absence of a dominance dynamic, an openness to others, and dedication to self-reflection (Hook et al., 2013). Cultural competence emphasizes the developmental process of awareness to diversity and differences measured on a continuum (Ratts, 2016; Danso, 2017). The basic tenants and intersection of these concepts will be examined with audience engagement through a case study and discussion.

C8 WORKING WITH PARENTS OF SUICIDAL AND SELF-HARMING ADOLESCENTS: DBT SKILLS AND TOOLS

HAYLE FISHER, LPC, Adolescent IOP Coordinator, Premier Behavioral Health Services

Incorporating parents or family members into treatment when counseling adolescents with self-harm or suicidal ideation plays a vital role in therapy, especially when familial issues seem paramount. Dialectical Behavior Therapy is an evidence-based approach that has been indicated to have successful outcomes when treating adolescents and families. Participants in this session will understand the theoretical framework of DBT and will learn skills and tools to navigate dialectical dilemmas when working with the parents of suicidal and self-harming adolescents.

C9 SOCIAL JUSTICE WHILE SOCIAL DISTANCING

EMILY BAKER, LPC, Graduate Assistant, The Ohio State University
SHANICE LOCKHART, LPC, Doctoral Candidate, University of Akron

Ohio Counselors for Social Justice (OCSJ), a division of OCA, invites participants to join for a discussion on social justice in the counseling field. Current and previous OCSJ committee members will discuss strategies for applying social justice principles in various settings and communities. In the midst of a global crisis, these strategies may have evolved and counselors face increased barriers and challenges to reaching and serving the under-served. Several creative strategies and activities that have been implemented during this time will be shared by panel members. This interactive and discussion-based session will encourage participants to share successes and opportunities of social justice application in their practice and brainstorm advocacy initiatives that will support continued growth during challenging times.
C10 INTEGRATING SPIRITUALITY IN RECOVERY: ADDRESSING INTERPERSONAL TRAUMA IN ADDICTION COUNSELING
VICTORIA GIEGERICH, Ph.D., LPC, NCC, Malone University
ALICIA HALL, M.A., LPCC-S, Kent State University

Interpersonal trauma challenges fundamental assumptions about one’s self and the world thereby creating a sacred space for spirituality to emerge. This presentation will address the co-morbidity of interpersonal trauma and addiction specific to women, and ways to create sacred spaces in which healthy spiritual coping and connection can emerge. Counseling professionals will be encouraged to utilize multi-culturally competent skills in the assessment and integration of spirituality in recovery.

C11 A FAMILY SYSTEMS APPROACH TO WORKING WITH COURT INVOLVED FAMILIES
JAMIE NIESEN, LPCC, Counselor, Niesen Resolution Services, LLC
MARY (TERRI) JOHNSTON, LPCC-S, Spirit of Peace Clinical Counseling
AMY ARMSTRONG, LISW-S, The Center for Family Resolution, LLC

Working in isolation with court involved families can create risk for both the families and for you as the professional. Effective, collaborative teamwork in mental health counseling can be the bridge to success and positive outcomes. This presentation will address the personal and career aspects in deciding if working with court-involved families is right for you. Further, we will focus on the importance of working as a team, and defining roles, goals, and success indicators. We invite you to be a part of our team!

C12 THE CHALLENGING ART OF JUGGLING ROLES IN TIMES OF CRISIS: PARTNERED, PARENT, GRADUATE STUDENT
TAMARINE FOREMAN, Ph.D., LPCC, Assistant Professor, Ohio University

It is common to struggle with maintaining work-life balance. As partners, parents, and graduate students we strive to balance, set boundaries, and manage our own academic demands. During the pandemic all of us were exposed to toxic stress and were tasked with juggling multiple roles. Immediately we expanded roles of partner, parent, student to informed caregiver, nutritionist, activity director, advisor, and teacher. Join us to learn how we juggled roles and perspectives we gained through our stories of challenge and success for ourselves, our partners, our children, and our profession.
**C13  WHAT MEN WANT (AND NEED) THEIR COUNSELOR TO KNOW: CURRENT RESEARCH, BEST PRACTICES, COMMON PRESENTING CONCERNS OF MALE CLIENTS**

TYLER HUDSON, LPC, Doctoral Student, The Ohio State University

Men often present with specific concerns, struggle with unique problems, and benefit from specific approaches to counseling. This presentation will provide participants with current research about men's help seeking behaviors, characteristics and clinical implications of socialized masculinity, common presentation styles of varying presenting concerns. Additionally, participants will gain concrete tools and learn about specific interventions that often benefit our male clients.

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**C14  A COUNSELOR’S ROLE IN THE PCBH MODEL OF INTEGRATED CARE: ADVOCACY & ETHICAL CONSIDERATIONS**

STEPHANIE MERRILEES, LPC, Greater Cincinnati Behavioral Health Services/Crossroad HC

GREG KEITH, LPCC-S, Greater Cincinnati Behavioral Health Services/Crossroad HC

MICHELLE VLASIS, LPCC-S, Greater Cincinnati Behavioral Health Services/Crossroad HC

Integrated care works to minimize barriers to mental health and medical treatment and promote general wellness among clients by increasing treatment effectiveness. This presentation will provide a clear outline of the Primary Care Behavioral Health model of integrated care and explain the unique role of behavioral health consultants. Discussion will be facilitated regarding ethical dilemmas in integrated care and how counselors find balance between the ACA code of ethics and ethical practice in PCBH. Advocacy considerations will be demonstrated in making space for counselors in integrated care.

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**C15  THE CASE FOR TREATING ADDICTION AS A CHRONIC DISEASE**

MARTINA MOORE, LPCC-S, Coordinator, John Carroll University

According to the American Society of Addiction Medicine (ASAM) “addiction is a treatable, chronic medical disease involving complex interactions among brain circuits, genetics, the environment, and an individual’s life experiences” (ASAM 2018). Professionals should understand the chronicity of the disease and the patterns and process of ongoing recovery, in order to effectively treat and assist those with substance use disorders. It is important to understand that recovery is a process and not an event. Understanding the complexity of the disease will aid clients in the process of recovering. Those who are recovering can succeed more effectively when they are treated from a model that respects and understands that their disease is chronic and treatable. This workshop will address how treating addiction as a disease can increase client success in their recovery process and assist clinicians with partnering with clients in more of a collaborative fashion toward their treatment goals.
**C16 SELF-CARE FOR THE MENTAL HEALTH-CARE PROFESSIONAL IN TIMES OF CRISIS**

STEPHANIE MACCOMBS, LPC, Staff Counselor, Ohio University

While mental health professionals are tasked with supporting their clients, it is imperative that they first take care of themselves. This is especially true in times of crisis. In this session, participants will learn about the importance of wellness and evaluate the impact widespread significant crises (such as COVID-19) can have on the well-being of mental healthcare professionals. Participants will discuss the implications of burnout, secondary traumatic stress, and compassion fatigue. Lastly, participants will leave the session aware of the key areas of wellness and associated self-care strategies, particularly those to implement in times of crisis.

**C17 MOVING FROM INTERSECTIONALITY TO MULTICULTURAL COMPLEXITY: IMPLICATIONS FOR COUNSELORS IN THE SOCIAL JUSTICE ERA**

CHASE MORGAN-SWANEY, LPC, Certified Wellness Counselor, Rocky River

BROOKS COLLINS-GAINES, LPC, Mental Health Therapist, Akron Children’s Hospital

AARON RAY, LPC, Data Analyst, CommQuest

To move beyond the intersectionality of those we serve, we must acknowledge the multicultural complexity of their identities and backgrounds. To continue to develop as multicultural and social justice competent counselors, one must seek to understand how the intersections exist in a multitude of contexts, including socio-political and historical. Consideration must be given to the social location in which the intersecting identities exist, as power and privilege defines these locations. By exploring the framework developed by Ratts and Pedersen (2014) as an expansion to the dimensions of human identity (Sue & Sue, 2013), we will better understand the intricacies of multicultural complexity.

**C18 INPATIENT PSYCHIATRIC HOSPITALIZATION: WHAT OHIO COUNSELORS NEED TO KNOW**

TAYLOR NELSON, LPC, Graduate Assistant, University of Toledo & Promedica Flower

HANNAH TIPPETT, LPC, Graduate Assistant, University of Toledo

The presenters welcome all who are interested in understanding more about the ins and outs of inpatient psychiatric hospitalization for children, adolescents, and adults. Attendees will be challenged to consider the role of a counselor in this setting, gather insight on the experiences clients & patients undergo while admitted in an inpatient psychiatric unit, and conceptualize working with client who have a history of psychiatric hospitalization. Handout materials will be implemented as educational tools to assist attendees with conceptualizing the topic.
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WITH PAUL GRANELLO FROM THE OHIO STATE UNIVERSITY

30-45 minutes of LIVE mental exercises and relaxation techniques with Paul Granello, associate professor of counselor education in the Department of Educational Studies at The Ohio State University. He is a LPCC with supervising credentials and has a private practice — “The Wellness Institute” in Worthington, Ohio.
TUESDAY OCA LIVE VIRTUAL SESSIONS

C22  SUPERVISION AND CLIENT DEATH: MULTIPLE ROLES, SUPERVISEES AND ADMINISTRATIVE ADVOCACY
EMILY RIBNIK, LPCC-S, Clinical Mental Health Counselor, ALICE Instructor, Kent State Stark

Grief as a clinician is a unique experience based on our own personal and professional experiences. As supervisors, we may find ourselves assisting supervisees with navigating the death of a client. This presentation reviews how different types of death have varying impacts on clinicians and supervisees. The multiple roles that supervisors take on in these clinical situations and how to simultaneously attend to each will be explored. Attendees will also learn interventions regarding client death to integrate into their supervision as well as administrative advocacy efforts that can be done at agencies and organizations for the benefit of all staff members.

C23  SERVANT ALLYHOOD IN RURAL AND URBAN COMMUNITIES OF POVERTY: A CALL TO ACTION
SARAH SHREWSBURY, LSC, Doctoral Student, The Ohio State University
COLETTE DOLLARHIDE, LPC, Full Professor, The Ohio State University
EZEKIEL PEEBLES, LPCC-S, Doctoral Student, The Ohio State University

There are many assumptions about poverty that do not allow for a nuanced understanding of the differences between urban and rural poverty, yet these communities experience significant oppression. In this session, the panel presenters will provide insights into the different ways that poverty is experienced in the US, highlighting information about the unique needs of each community. Using servant allyhood as a paradigm for creating inclusion in these diverse communities, participants will discuss strategies for fostering meaningful change.

C24  INTERRELATIONSHIP OF MENTAL HEALTH AND CAREER ISSUES NEEDS INTEGRATED APPROACH
MEI TANG, LPC, Professor, University of Cincinnati
MEREDITH MONTGOMERY, LPCC-S, Assistant Professor, University of Dayton
BRITTANY COLLINS, LPC, Counselor, Private Practice
KALESHA JENKINS, LPC, Counselor, University of Cincinnati

The interrelatedness and reciprocal relationship of mental health and work issues requires counselors conceptualize client presenting issues from an integrated perspective. The arbitrary separation of mental health and career counseling could lead to under-serving clients. This presentation will illustrate updated literature on interaction of health and work as well as examples of enhancing counseling effectiveness through integrated services.
C25  EFFECTIVE DBT STRATEGIES FOR WORKING WITH ADOLESCENTS INVOLVED IN THE JUVENILE COURT SYSTEM
STACI TESSMER, LPCC-S, Director of Adolescent Services, Premier Behavioral Health
YIANNOULA MAVROIDIS, LPC, Adolescent DBT-IOP Coordinator, Premier Behavioral Health

It is estimated that an average of 2.1 million adolescents are arrested every year in the U.S. Adolescents are referred to the juvenile justice system for numerous reasons; however, it is not uncommon that these adolescents have underlying mental health and/or substance use concerns. Dialectical Behavior Therapy is an evidenced-based treatment modality that provides counselors with skill sets to utilize with adolescent clients involved in the juvenile court system. In this session, participants will understand the theoretical framework of DBT and gain knowledge of the four skill categories. Participants will be able to leave the session with tangible tools in their toolbox to assist adolescent clients and their families who are involved with the juvenile court system through the DBT lens.

C26  TORNADOES, MASS SHOOTINGS, AND PANDEMICS, OH MY!
AMY THEODOR, LPCC-S, Mental Health Counselor, University of Dayton ECHO

Dayton experienced more traumatic events in one year than most areas do in a lifetime. A natural disaster and mass shooting in the area pre-empted the worldwide pandemic that all adversely affected the mental health of many. This presenter will discuss the ethical and practical lessons learned while coordinating a mental health crisis response. Hard lessons learned that led to practical, ethical counselor practices from a chapter association president during a year of multiple traumatic events will be discussed.

C27  BEST PRACTICES IN EATING DISORDER TREATMENT: IT TAKES A VILLAGE
SAMANTHA TORTORA, LPCC-S, Senior Staff Counselor, The Ohio State University

This session will provide non-eating disorder specialists an introduction into best practices in eating disorder treatment including practical interventions from CBT-E that can be applied with your current clients with eating concerns and eating disorders. Eating disorder professionals will benefit from learning updates to eating disorder best practices.
TUESDAY OCA LIVE VIRTUAL SESSIONS

4:00-5:00 PM

C28  ADversity is not destiny: Moving from trauma to resiliency with the community resiliency model
TRISHA WOLFE, LPC, Counselor, Private Practice
MARY WARE, PCC, Counselor, Private Practice

The Community Resiliency Model (CRM) educates participants about the biology and neurophysiology of trauma, stress, and resiliency, as well as how to teach biologically based wellness skills. CRM creates trauma-informed and resiliency focused communities that share a common understanding of the impact of trauma and chronic stress and how resiliency can be restored and increased using a simple skills-based approach. CRM skills focus on increasing tracking and awareness to reduce somatic and affective responses to adverse experiences or stress, equipping children and adults to be more self-aware, self-regulated, resilient, and better able to connect with others. The use of this model provides a new way for counselors to help clients relate to themselves and others by becoming aware of their own behaviors and how to modulate them.

C29  SPIRITUALITY, RELIGION, AND DECISION MAKING: A PRACTICAL APPROACH TO RESOLVING ETHICAL DILEMMAS
CHRISTINA WOLOCH, LPC, Adjunct Faculty Member, Malone University
AARON RAY, LPC, Data Analyst, ComQuest Services, Inc.
SHANICE LOCKHART, LPC, Counselor, Youth Intensive Services

Spiritual and religious beliefs are important elements in the lives of most counseling clients. Unfortunately, many counselors have insufficient training in effectively and ethically addressing these considerations with their clients. This presentation will review ethical issues and dilemmas relevant to counseling clients who present with clinically significant issues concerning spirituality and religion. A comprehensive ethical decision-making model from Barnett and Johnson (2011) will be applied to enhance counselors’ understanding of how to effectively respond to challenges faced when working with clients. Lastly, recommendations for future counselor practice will be proposed.

C30  REALITY THERAPY: GUSHING RIVER OR TRICKLING STREAM
ROBERT WUBBOLDING, LPCC, Director, Center for Reality Therapy

Reality Therapy, now represented in most counseling textbooks, has moved from the category of “other systems” to a mainstream chapter in counseling literature. It has stayed current with a detailed theory and usable techniques. The presenter has enlarged its applications to include trauma, multiculturalism, addictions and coaching. A simulated session with at least one difficult client will include the principles of reality therapy applied to current issues such as trauma. Participants in groups of 3 will react briefly followed by large group processing.
With the recent pandemic, the use of distance counseling increased and was often the only option. During the stay-at-home order, interns and counselors providing distance counseling required distance supervision. Many counseling services are provided across the state of Ohio. Counselors/interns were in different areas of the state, such as rural vs. urban areas. There are a myriad of cultural differences throughout various parts of the state. Counselors and interns providing distance counseling need proper supervision around multicultural aspects. This presentation will provide the knowledge and skills necessary to give and receive multicultural supervision at a distance effectively. This interactive presentation will include an overview of distance counseling, technology, best practices, and more.

Telebehavioral Health in Ohio: What We’ve Learned from COVID-19
Katie Gamby, LPC, Assistant Professor, Malone University
Christina Schnyders, LPCC, Associate Professor, Malone University
Patricia McGrath, LPCC-S, Time 2 Change Counseling, LLC

Telehealth and technology are advancing rapidly. Until recently, many practitioners shied away from telehealth because of the myriad of complexities with technology, laws, rules, regulations, and ethics, and reimbursement issues. With the threat of COVID-19 in March 2020, many practitioners had to acquire telebehavioral health competence quickly. This presentation will address beginning or continuing a telebehavioral health practice, legal and ethical issues that may arise and how to address them, and specific Ohio regulations and laws that are pertinent to Ohio counselors and their clients.

Cross-Reporting for Humane and Human Services: A Species-Spanning Approach to Safer Families and Communities
Vicki Deisner, Ohio Government Affairs Representative, Animal Welfare Institute
Janet Hoy-Gerlach, LISW-S, Professor, University of Toledo
Troy Gregorino, LPC

Through this presentation, Vicki Deisner, Esq., Animal Welfare Institute’s Government Affairs Representative for Ohio, will present on the link between animal and human violence and explore the ‘dark side’ of the humane-animal bond and its implications for human and humane services, family welfare agencies and counselors, law enforcement, and human and veterinary medicine. The presentation will describe new strategies, public policy, research, and programs to prevent family violence and to respond to its human and animal victims. Compelling links connect animal cruelty and neglect with domestic violence, child abuse, child sexual abuse, and elder abuse. Significant numbers of women report that threats to their animals prevent them from leaving abusive relationships. Children who perpetrate or witness animal cruelty are at risk of being victims themselves and/or future perpetrators of violence with adverse lifelong emotional consequences. Animal abuse frequently is an indicator and predictor of interpersonal, family and community violence, particularly in domestic violence and child maltreatment scenarios. In response, professionals in multiple disciplines are actively re-examining the complex motivations behind acts of animal cruelty, advancing innovative public policy reforms, implementing programmatic innovations, and using interventions to help the victims of violence. This presentation will discuss the importance of developing local links on the ground to develop the relationships between human and humane services that lay the foundation necessary for implementation of cross-reporting. This presentation addresses the need for interdisciplinary teams and cross-system collaboration that allows for early intervention in family dysfunction.
ETHICALLY RESPONDING TO CLIENTS WHO EXPRESS DISCRIMINATORY VIEWS AND BELIEFS
BEN HEARN, LPCC, Doctoral Student, University of Cincinnati - ClearView Counseling
ERIN MERRILL, CDCAII, Chemical Dependency Counselor, Sunrise Treatment Center

Counselors are called to become social justice advocates at multiple levels to combat systemic oppression and discrimination. The literature focuses primarily on the macro level of advocacy and provides little if any guidance for counselors whose clients express discriminatory views such as racism or homophobia in-session. This presentation uses case studies to illustrate counselor’s duties to address these issues and works through each study using an ethical decision-making model on the basis that counselors are social justice advocates and that client’s possession of these views may be detrimental to their mental health.

COVID-19: CONNECTING COUNSELORS TO THE FIELD OF EPIDEMIOLOGY
DAVID JONES, LPC, Assistant Professor, Liberty University

Covid-19 has impacted the world unlike any public health threat since the 1918 Flu Pandemic. But what are the tools used to control such an outbreak? To have a clear understanding, a counseling professional needs to have an understanding of epidemiology. This presentation will be delivered by a counselor educator who worked as an epidemiologist for over a decade before changing careers. The presenter will provide foundational concepts of epidemiology and a clear connection to the counseling field for clinical practitioners, school counselors, counseling educators, researchers, and students.

ADDRESSING SUBSTANCE USE AMONG COLLEGE STUDENTS WITH EVIDENCE BASED PRACTICES (EBP)
STEPHANIE MACCOMBS, LPC, Staff Counselor, Ohio University
CHRISTINE BHAT, LPC, Professor, Ohio University

Among adults aged 18 to 25, 3.4 million had an alcohol use disorder and 2.5 million had an illicit substance use disorder within the past year (Center for Behavioral Health Statistics and Quality, 2019a). These facts are essential to consider in the context of post-secondary education. In this session, participants will explore developmental considerations for college students as it relates to engaging in alcohol or other drug use, analyze evidence-based practices and interventions for substance use concerns commonly implemented with this population, and gain experience applying evidence-based practices and interventions via case studies and role-play exercises.

TRAUMA-INFORMED CARE (TIC) IN SUBSTANCE USE COUNSELING
DANIJELA VRANESEVIC, LPCC-S, Counselor, IBH Addiction Recovery Center

The focus of this presentation is to highlight the prevalence of PTSD in individuals diagnosed with SUDs and to offer TIC as an advantageous approach to treatment. Research supports a strong link between the two disorders and shows benefit in identifying and treating both disorders simultaneously. Similarly, research suggests that untreated PTSD within this population may lead to diminished outcomes in substance use counseling. This presentation introduces the concept of TIC as it relates to substance use counseling. The basic principles of TIC are explored, as well as its benefits in SUD treatment versus existing approaches. Overall, the audience gains an understanding of how TIC approaches are enhancing treatment for SUD populations with co-occurring PTSD.
THE COUNSELING INTAKE PROCESS: BEST PRACTICES WHEN WORKING WITH LGBTGEQIAP+ YOUTH
CHRISTINA WOLOCH, LPC, Adjunct Family Member, Malone University
SHANICE LOCKHART, LPC, Counselor, Youth Intensive Services

The counseling intake process is integral to developing effective treatment plans and provides the foundation for a strong therapeutic relationship with LGBTGEQIAP+ youth. This presentation provides practical guidance to clinicians conducting intake interviews with LGBTGEQIAP+ youth by using Sue, Arredondo, and McDavis’ (1992) multicultural competency framework. First, participants will become knowledgeable in describing terminology, normative developmental experiences, and minority stress processes. The importance of cultivating and expressing affirming attitudes will be observed. Lastly, participants will learn techniques relevant to conducting a thorough intake assessment.

I JUST BLANK OUT: COUNSELING INTERVENTIONS FOR CLIENTS EXPERIENCING TRAUMA-INDUCED DISSOCIATIVE SYMPTOMS
ALICIA HALL, LPCC-S, Clinical Counselor, PsychBC
VICTORIA GLEGERICH, LPC, Faculty, Walsh University

Individuals with trauma histories often experience dissociative symptoms such as depersonalization, de-realization, or even fugues/amnesia. These symptoms are often extremely distressing for clients/students seeking counseling to address their trauma histories. Counselors may feel unprepared or overwhelmed by the magnitude clients/students’ dissociative symptoms. This presentation will demystify trauma-induced dissociation by providing (1) a framework for understanding dissociation and trauma and (2) creative counseling interventions using best practices. Ethical considerations and balancing client safety with counselor liability will also be addressed. This interactive presentation includes visual demonstrations, group activities, and hands-on tools and resources.

SBW UNPLUGGED: COUNSELING STRATEGIES FOR AFR. AMER. WOMEN IDENTIFYING WITH THE STRONG BLACK WOMAN SCHEMA
SHEKYRA DECRREE, LPCC-S, Graduate Assistant, Ohio University

Research indicates that a growing number of African American women who identify with the “Strong Black Woman” schema portray an image of resilience and capability, while silently suffering from serious mental health concerns. The purpose of this presentation is to increase awareness and equip participants with culturally relevant counseling strategies aimed at addressing the mental health issues experienced by this population.

INCORPORATING CULTURAL HUMILITY INTO THE THERAPEUTIC RELATIONSHIP
LINDSAY HECKMAN, LPC, Mental Health Therapist, Family Resource Center
MADELINE STEVENS, LPC, Graduate Assistant, Ohio University
TAHANI DARI, LSC, Assistant Professor, University of Toledo

Cultural humility is considered the awareness of one’s identity in relation to the identities of others. Cultural humility also includes the process of understanding others’ points of view and assuming an attitude of curiosity regarding other cultures. Those who possess cultural humility demonstrate self-awareness, self-respect, personal development, and personal reflection regarding their behaviors. Cultural humility has been explored in many helping professions, including counseling. This session explores cultural humility in the counseling profession from a multicultural perspective. The presenters aim to propose cultural humility supporting multicultural competence in the counseling profession. This session will define cultural humility and explore how counselors can incorporate cultural humility in the therapeutic relationship. A brief discussion of cultural humility in the counseling literature will be included in addition to culturally humble strategies counselors can utilize with clients.
TREATING CLIENTS WITH EPIGENETICS IN MIND
DAVID JONES, LPC, Assistant Professor, Liberty University
KATIE GAMBY, LPC, Assistant Professor, Malone University

Epigenetics is the place between the results of environmental influences on the client’s genome but not the actual change of the DNA sequence. Through this confluence of person and environment increasing evidence has illustrated that epigenetic processes mediate mental health outcomes. Some of the poor outcomes associated are schizophrenia, depression, and addiction. Yet, epigenetic evidence also provides hope that pharmacological, mindfulness, diet, exercise, and CBT have positive associations with mental health outcomes. All human beings experience events that impact their epigenetic processes. While working with clients, it is important for clinicians to understand how certain behaviors or events can increase or decrease the likelihood of poor outcomes. Presenters will discuss evidence illustrating the epigenetic process and how it mediates mental health outcomes. Additionally, presenters will share evidence suggesting what interventions are more useful from an epigenetic standpoint and why this is the case. Finally, attendees will learn applicable information for education, research, and clinical settings.

MOVING BEYOND LIP SERVICE: INTEGRATING CLIENTS’ STRENGTHS INTO COUNSELOR PRACTICE
VICTORIA KRESS, LPCC-S, Professor, Counseling Clinic Director, Youngstown State
CHELSEY ZOLDAN-CALHOUN, LPCC-S, Comprehensive Behavioral Health Associates
CHRISTINE MCALLISTER, Intern, Youngstown State University

In this presentation, a model of case conceptualization that includes a focus on clients’ strengths will be introduced. Participants will be provided with concrete questions and guidelines for assessing and incorporating clients’ individual strengths, family strengths, community and cultural strengths, and spiritual strengths into the counseling process. Attendees will learn specific interventions that can be used to assess and enhance clients’ strengths and integrate these strengths into clients’ change process. This presentation will be interactive and include an experiential activity and a case application. Participants will be encouraged to assess how they can apply a strengths-based counseling philosophy and associated practices into their work.

ADDRESSING LGBTQ+ GENERATIONAL VARIABILITY THROUGH SONG
JASON DUFFIELD, LPC, Intern, Columbus College of Art & Design

Songs are reflections of sentiments and themes from the era which they are created. LGBTQ+ advocacy began to advance during the 1960s as attitudes within Western youth culture became more liberal and accepting than their parental predecessors. Still, the fight of acceptance for the LGBTQ+ community has been arduous as many are still marginalized today. The path toward greater acceptance has been catalogued in song throughout the decades. Musicians have mirrored the evolution of LGBTQ+ acceptance through their craft. Participants will learn how to apply this inter-generational, progressive movement to LGBT+ clients of varying ages and at varying stages of their personal gender identity process.
ETHICAL PITFALLS: EXPLORING COUNSELOR LIABILITY RISK AND WAYS TO AVOID TROUBLE
MEGAN MAHON, LPCC-S, Core Faculty, Capella University
CARRIE VAN METER, LPCC, Core Faculty, Capella University

Each year, licensed counselors face disciplinary action from state licensure boards for violating standards of practice in areas such as practicing outside the scope of practice, sexual and non-sexual boundary issues, misrepresentation of qualifications, billing fraud, impairment, and failure to complete continuing education (Wilkinson, Smith, & Wimberly, 2019). The purpose of this presentation is to provide an understanding of counselor liability risk. Attendees will leave with information on the current research and data, along with knowledge about the ten risk management recommendations.

PRACTICAL TECHNIQUES FOR BROACHING MULTICULTURAL ISSUES WITHIN CLINICAL SUPERVISION
TANYA MIDDLETON, LPCC-S, Adjunct Faculty, John Carroll University
MUSTAFA AYODOGAN, LSC, Adjunct Faculty, John Carroll University

This session emphasizes the importance of clinical supervisors to not only remain culturally competent, but also addresses the need for supervisors to broach multicultural issues within a supervisory context with supervisees. This workshop explores cultural differences that may exist and therefore impact the supervisory, and subsequently the counseling relationship. Broaching in this context is defined as the consistent effort to acknowledge cultural elements that are relevant to supervisee’s personal growth and professional development. Participants through this interactive workshop will gain increased insight into possible reasons why this task is not attended to consistently, while also being provided methods to remain effective when engaging in such broaching strategies.

SUPERVISION: THERAPEUTIC, STRENGTHS-BASED ASSESSMENT UTILIZING TESTS
RHONDA L. NORMAN, LPCC-S, Associate Professor, Xavier University
RITA THORNTON, LPC, Private Practice/Life Springs Counseling

Supervising beginning counselors with the integration of objective measures in their counseling practice has the ability to deepen the clinical assessment process for clientele. Utilizing the therapeutic, empathic, strengths-based framework, versus the “test them and tell them” method, can have therapeutic gains for the working alliance (Finn, S, 2007). This offering will offer practical steps to implement the therapeutic, empathic, strengths-based assessment process, while highlighting the most frequently used test/inventories that counselors’ integrate in their clinical practice.

HONORING THE CROSS CULTURAL SUPERVISION RELATIONSHIP WITH COURAGEOUS CONVERSATIONS
RHONDA L. NORMAN, LPCC-S, Associate Professor, Xavier University
CAROLYN OTTKE-MOORE, LSC, Teaching Professor, Xavier University

The responsibility to cultivate a supervisory relationship supportive of cross cultural conversations rests with the supervisor (Bernard & Goodyear, 2014; Norman, 2015). Supervisors have the responsibility to “make the first move” when addressing cross cultural issues in the supervision dyad, rather than waiting for a misunderstanding to occur. In order for supervision to be relevant, supervisors must be aware of the cultural context that exists with diverse supervisees and clientele (Pope, 2011). Therefore, supervisors would benefit from being prepared to engage in courageous conversations that will honor the cross cultural supervision relationship.
FAITH WITHOUT WORKS IS DEAD: FROM THE CHURCH TO THE COUCH

EZEKIEL PEEBLES, LPCC-S, Clinical Director, Key Counseling and Consultation

The way we think, feel and act make up the emotional, psychological and social well-being which contribute to a person’s mental health. Often times within faith-based organizations there is a reliance on faith solely to provide the healing and treatment needed for mental health disorders i.e. depression, anxiety, marital and relationship issues as opposed to seeking qualified mental health experts. Additionally, there may be resistance and hesitation by high ranking members of faith-based organizations to engage mental health agencies due to ignorance or absence of cultural values. (Dempsey, Butler, Gaither 2016) This presentation aims to provide education and discussion to strengthen the relationship between mental health practitioners and agencies with faith-based organizations that primarily serve African American communities and their members.

P1 CARING FOR PERSONS WITH SUBSTANCE USE DISORDERS: ESSENTIAL VALUES AND FUNDAMENTAL PRACTICES

CYNTHIA J. OSBORN, LPCC-S, Professor, Kent State University

Addiction care is a cross-disciplinary endeavor provided by a range of helping professionals and paraprofessionals. Given the complexity and challenge of living with and addressing substance use disorders (SUDs), it is incumbent upon all who provide counseling services to prioritize the values of care and implement fundamental practices. This workshop will review explanations of addiction and addictive behaviors from three domains – micro (biological), meso (social learning), and macro (public health) – and discuss the contributions of primary risk and protective factors in each domain. Ethical principles will be highlighted, and corresponding professional behaviors applied to three client cases presented in writing and on video. Participants will have the opportunity to deliberate in small groups responsive steps to each client case. Throughout the workshop, values and practices of caring for persons with SUDs will be emphasized, not only as an individual provider but as a member of a team of providers.

P2 A MINDSET-BASED APPROACH TO SEL

KIRK JONES, Implementation Specialist & Former Principal, 7 Mindsets

Imagine being able to teach the Ohio K-12 Social Emotional Learning (SEL) standards through a common language that supports students AND staff. Imagine a school where teachers are excited to teach SEL and students rave that it’s the best part of their week. Are you looking for an engaging and interactive yet ready-to-go SEL curriculum that will shift your school culture from good to GREAT? If so, you don’t want to miss this session on a mindset-based approach to social-emotional learning. In this training, educators will be provided with a background as to why SEL is essential in today’s school setting as well as an in-depth look at the 7 Mindsets, a K-12 online SEL curriculum that is used by school districts throughout the country, including numerous schools in the state of Ohio. Participants will also get a preview of the culturally-relevant online learning portal and walk away with their own impactful SEL life plan.
P3 PRACTICING DBT IN A TELEHEALTH SETTING
STACI TESSMER, LPCC-S, NCC, Director of Adolescent Services, Kent State University

Dialectical Behavior Therapy (DBT) is an evidence-based treatment modality that has been effective in treating a variety of mental health and substance use concerns. DBT can be complex in a traditional, outpatient setting; however, with the recent shift to telehealth, counselors are finding that they have to adjust to new challenges. This pre-conference workshop will review the theoretical orientation and functions of DBT, discuss the impact telehealth has on DBT, and introduce ways to implement DBT techniques and strategies via telehealth delivery methods.

STACI TESSMER
OCSWMFT CE Approved Hours: 3

P4 SO YOU WANT TO TALK ABOUT RACE?: COURAGEOUS DIALOGUE WITH THE 2020 STUDENT
DIANA PATTON, CEO, Diana R. Patton Consulting/RISE
KELLEY WEBB, Founder, Matching Peace

School counselors are typically on the front lines of having challenging conversations with students on various issues. Now, with the onset of COVID-19 and the systemic racial issues facing our world, these conversations will likely grow even more intense. But there’s a way to get comfortable with what may seem like an uncomfortable subject, that’s race. Let’s face it, more often than not, students have been leading the necessary racial protests across our country. Students desire change and are not accepting mediocrity. It’s likely school counselors feel the same. In this session, counselors will be given time to check in on their own feelings and emotions regarding race and systemic racisms and be given an opportunity to have dialogue on the subject of race. Participants will also gain a deeper understanding and knowledge on the topic of race and systemic racism. By attending this session, participants will grow more confident on ways to have effective and courageous dialogue with their students.

DIANA PATTON
OCSWMFT CE Approved Hours: N/A

KELLEY WEBB
WEDNESDAY, OCTOBER 28  7:00-8:00 PM
OSCA LEGISLATIVE ACTION AND ADVOCACY UPDATE

Join members of the Ohio School Counselor Association Board and OSCA’s lobbyists to learn about the legislative advocacy work that your association is involved with. Get updates on current relevant legislation and discover ways you can make your voice heard at the Ohio Statehouse in support of your profession, your students and the greater community you serve. Also find out about the work and impact of OSCA’s Political Action Committee and how you can contribute.

MICHELLE GRIMM, PRESIDENT
NICHOLE MILLER, PAST PRESIDENT
AMANDA SINES, GAG LOBBYIST
WILLAMARIE JACKSON, GOVERNMENT RELATIONS CHAIR
HEATHER FAIRS, PAC MEMBER
JULIA WYNN, GAG LOBBYIST

WEDNESDAY, OCTOBER 28   3:30-4:15 PM
LEGISLATIVE ADVOCACY AND SOCIAL JUSTICE:
ANNUAL UPDATE FROM OCA’S GOVERNMENT RELATIONS COMMITTEE

Counselors, Counselor Trainees, and Counselor Educators have social responsibilities both THROUGH counseling and IN counseling. It is the role and responsibility of the Ohio Counseling Association’s Government Relations Committee (GRC) to organize and facilitate opportunities for members to engage their social responsibilities IN the counseling profession. During this presentation, participants will engage in discussion surrounding legislative advocacy, social justice, and government relations. OCA’s GRC will present recent legislative updates including COVID-19 updates, Ohio Revised Code updates, OCSWMFT Board Rules and Regulations updates, current issues for the 133 General Assembly, and other legislative agenda items. Participants will also have the opportunity to engage with the GRC and voice any other legislative or governmental concerns that they are facing in their current role as a student, counselor, or counselor educator.

SEAN GORBY, PH.D, LPC
AMANDA SINES, GAG LOBBYIST
JULIA WYNN, GAG LOBBYIST
ELLISE RAGHAVEN, MA, LPC

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21
THURSDAY OSCA LIVE VIRTUAL SESSIONS

8:15-9:15 AM

**S1 EVIDENCED-BASED PRACTICES FOR TRAUMA-INFORMED INTERVENTIONS IN SCHOOL COUNSELING**

JENNA ALVAREZ, LSC, LPC, Assistant Professor, University of Cincinnati
EMILY NEUBAUER, Graduate Student, University of Cincinnati
JESSIE FIX, Graduate Student, University of Cincinnati

Given current school climate across the country, it is becoming increasingly necessary for professional school counselors to utilize trauma-informed interventions in their approach to counseling in order to meet the needs of all students, specifically students who have experienced first-hand trauma throughout their lives, in various forms and to various degrees. This presentation extends beyond learning about trauma-informed practices to teaching professional school counselors how to select evidence-based interventions, approaches, and models to support students who have experienced Adverse Childhood Experiences (ACEs).

**S2 OPIOID EDUCATION: HOW SOCIAL EMOTIONAL LEARNING IN K12 CAN SUPPORT PREVENTION EFFORTS**

EMILY BAKER, LPC, Graduate Assistant, The Ohio State University
EMILY HERMAN, LSC, Graduate Assistant, The Ohio State University

Social emotional learning (SEL) and the opioid crisis are two engaging topics in the counseling profession, however, they are not always paired together. Research indicates that education is an important component in the prevention of substance use. The Department of Education in the state of Ohio is increasing efforts in both opioid education with House Bill 367 and the implementation of Social Emotional Learning Standards in kindergarten through twelfth grade. School counselors and school-based clinical counselors are trained and highly qualified to meet the demands of these efforts. The presenters will share activities, strategies, and programming that can assist counselors working in the K12 setting to combine opioid prevention and social emotional learning to positively impact their students and the school climate and culture.

**S3 ADDRESSING TRUANCY IN MINORS: THE MENTAL HEALTH FACTOR**

ALYSHA BLAGG, LPCC, Counselor, Arbor Counseling

Truancy has been reported as a risk factor the impacts the trajectory of a youth’s life; often leading to more negative behaviors. This presentation will explore the problem of truancy in the United States, those at risk for truancy (including cultural differences), the impact of mental health, and strategies for reducing truancy. Areas of mental health, problem behavior (e.g., substance use, probation, gang activity, other criminal behavior), and parenting/family problems will be explored as both affects and effects of truancy. Therapeutic skills and practice implications will be explored in order to increase counselors’ understanding of the mental health factor of truant youth.
S4 MITIGATING ADVERSE CHILDHOOD EXPERIENCES WITH RESTORATIVE PRACTICES: THE INTEGRAL ROLE OF SCHOOL COUNSELORS
MEGHAN BREEDLOVE, LPC, Graduate Teaching Assistant, The Ohio State University
JIHYEON CHOI, Graduate Administrative Associate, The Ohio State University
BRETT ZYROMSKI, Assistant Professor, The Ohio State University

Adverse childhood experiences (ACEs) are associated with significant short and long-term mental and physical health issues. Protective factors and Positive Childhood Experiences (PCEs) have demonstrated success in mitigating some of the negative consequences associated with ACEs. In this presentation, we will identify critical PCEs and protective factors that can be strengthened through implementation of restorative practices in schools. We elaborate on the important role that school counselors can assume in advocating for and supporting restorative practices in their schools.

S5 PEER COLLABORATION: IMPROVE SCHOOL CLIMATE, SUPPORT STUDENTS, BUILD RELATIONSHIPS, DISCOURAGE BULLYING & ASSIST CAREER READINESS
KAREN BROTHERS, LSC, School Counselor, Dublin City Schools

Peer Collaboration programs help counselors reach ASCA goals for maintaining and enhancing academic achievement, career planning and personal/social development for all students. It creates authentic supportive communities, benefiting students with needs, students with special talents, teachers in regular education and specialized instruction classrooms, administrators, and school counselors. Counselors learn how to implement, maintain, and obtain lasting “buy in” for a Peer Collaboration program at their schools, through hands on, interactive training.

S6 ANXIETY IN THE COLLEGE APPLICATION PROCESS: HOW TO BEST SUPPORT YOUR STUDENTS
BRANDI COOPER COSGROVE, LSC, School Counselor, Granville Exempted Village Schools
NANCY GIBSON, Senior Associate Director of Admission, Denison University
REBECCA REIDY, LSC, School Counselor, Gilmour Academy

Ohio Association of College Admission Counseling (OACAC) Leadership have come together to recognize that COVID-19 has impacted us all in a variety of ways, but in particular our students who are actively engaged in the college search and application process. As colleges and college fairs had to shut down and be cancelled during the spring and summer months, students were not able to visit or meet with admission reps to learn more about a particular college. Even though there were many virtual options, it created a new, uncomfortable norm in the search process. In addition, many students had planned to take/retake the ACT or SAT to help them to become more competitive in the application process and that option was eliminated for them. High School Counselors and College Admission Representatives in OACAC have formed a panel, both from the private and public sector, to share how they have helped to address anxiety in their students, encourage them overall and how they have tried to support them, individually and as a whole, during this unprecedented time. Panel participants include Brandi Cooper Cosgrove (Granville High School), Nancy Gibson (Denison University), Rebecca Reidy (Gilmour Academy), Collin Palmer (University of Toledo), Beth Wiser (Ohio State University) and Kristen Dickerson (St. Charles Prep School).
THURSDAY OSCA LIVE VIRTUAL SESSIONS

11:15 AM-12:15 PM

S7  KEEP CALM: IT’S THE FIRST YEAR
HEATHER COUCH, LSC, School Counselor, Blanchester MS; LPC, Counselor Trainee

There isn’t a textbook that can perfectly prepare you for your first year or first month of being a school counselor. Many things you learn as you go and it can be very stressful. This session will discuss the lessons learned as a first year counselor and give you tools to take into your first year. There will be real life scenarios and practical application tools. From applying to your first job to surviving, everything that is discussed in this session will be applicable to elementary, middle school, and high school counselors.

S8  BLENDING SOLUTION FOCUSED SCHOOL COUNSELING AND EXISTENTIALISM: A COUNSELING COMBINATION FOR OUR CURRENT TIMES
TOM DAVIS, LPCC-S, Professor Emeritus, Ohio University
SCOTT HALL, LPCC-S, Professor, University of Dayton
DOUG COOK, LSC, Assistant Professor, University of Dayton

The Coronavirus will change the work we do as school counselors for the foreseeable future. More importantly, for many, if not most of our students, it has changed the way they view the world. The presenters of this program posit that combining the concepts and interventions of Solution Focused Brief Counseling with Existential therapy can be a viable counseling paradigm within which to work in these trying times. As we work with individuals and groups of students who wrestle with existential uncertainty and fear, we can help them focus on the meaning of their lives and making healthy, wise and rational decisions despite living in uncertain times. The existential view should be coupled with a solution focused (as opposed to problem focused) approach to life’s situations. The focus of the hybrid approach is assisting students with the identification of what is working and doing more of it in a responsible manner. The ASCA Standards for School Counselor Preparation Programs which were adopted in 2019, state that we should be focusing on training school counselors to learn, and be skilled in, the use of “established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to, rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian Therapy, solution-focused brief counseling, person-centered counseling and family systems.”

S9  HELPING STUDENTS TO COMBAT THEIR STRESS AND ANXIETY ASSOCIATED WITH PANDEMICS, CRISES AND DISASTERS
WILLIAM DEMEO, LPC, Consultant, Specialty Psychological Services

These are stressful and anxious times. Even when not experiencing a global pandemic, nearly half of all parents say their children are experiencing high levels of stress and anxiety. Without tools to help children manage these feelings, anxiety and stress, children may begin to display mental health issues and behavioral problems. This workshop will address how stress and anxiety related to Pandemics, Crises and Disasters impacting students and the specific and practical techniques to assist counselors in working with students to manage the stress and anxiety in their lives. In addition, helpful suggestions in working with parents, administrators and educators to combat their students’ stress and anxiety associated with the COVID-19 Virus will be discussed.
THURSDAY OSCA LIVE VIRTUAL SESSIONS

1:30-2:30 PM

S10  SOCIAL JUSTICE IN SCHOOL COUNSELING: A PERFECT FIT
COLETTE DOLLARHIDE, LPC, Professor, The Ohio State University
SHILOH HALE, Graduate Student, Capella University

As professionals, we are well aware of the need for social justice in the work we do in the schools. However, it is sometimes challenging to practice social justice when the pressures are great to not “rock the boat”. In this session we will discuss what social justice can look like in schools, and, using your examples of social justice dilemmas, brainstorm what social justice actions can entail in real life so that you have practical ideas of ways to make social justice a perfect fit for your comprehensive school counseling program.

S11  COUNSELORS ARE ROCK STARS: WANNA BE A GROUPIE?
SUSAN MONTICELLI, LSC, School Counselor, Claymont City Schools
CHERYL URBAN, LPC, Clinical Therapist, The Village Network

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

S12  KNOW YOURSELF, HELP YOURSELF: IMPROVING SELF CARE BY BETTER UNDERSTANDING YOUR PERSONALITY
WILLAMARIE JACKSON, LSC, LPC, CRC, School Counselor, Zanesville City Schools

The work of school counselors, educational partners, and the workforce in general can be quite challenging, data driven, sometimes frustrating, often emotional and with the high potential of burnout. As professionals, we are faced with high expectations to balance the demands that come with our day-to-day work responsibilities, which often carries over into our personal lives. Without paying attention to care for both our physical and mental health, we become much less efficient and capable of fulfilling our potential. Self-care is a practice that can help alleviate some of the stressors that is encountered in both the professional and personal life of education professionals. While viewed from the lens of a counselor, all attendees will walk away with a better understanding of the physical, emotional, and cognitive effects of stress, healthy coping skills/strategies for stress management, and practical applications/resources to implement an individualized self-care plan to avoid burnout.
S13  GOOGLE CLASSROOM 3.0  
SARA HOFFMAN, LSC, School Counselor, Washington Local Schools  
WILLAMARIE JACKSON, LSC, School Counselor, Zanesville City Schools  

Are you in need of a counseling platform to serve your students in the areas of college/career, social emotional learning, and/or student success plans? Would you like to empower your students with a free resource that will help streamline information in a quick, timely manner? This session will share from the school counselor's perspective within both a Middle School and High School setting. Attendees will learn how to navigate/organize Google Classroom, effectively utilize key components/features and make students WANT to log into your classroom on a consistent basis.

S14  WHEN TERRIBLE THINGS HAPPEN: USING BIBLIO THERAPY WITH ELEMENTARY STUDENTS TO EXPLORE ACES  
MICK SIBLEY, LSC, Graduate Assistant, Kent State University  
JANICE A. BYRD, LSC, Assistant Professor, Kent State University  

Do you enjoy reading? Learn how to use books therapeutically. Research suggests bibliotherapy is effective with children who have experienced trauma (De Vries, 2017) and with marginalized groups (Ford et al., 2019) who are at higher risk for experiencing multiple ACEs (CDC, 2020). Bibliotherapy allows the student to explore a given issue from a different perspective, connect with a character facing a problem, and learn from them (Pardeck, 1994). This presentation provides school counselors with: (1) a list of books to use with children who have experienced trauma, (2) an example of how children's books can be used therapeutically, and (3) an opportunity to practice skills related to bibliotherapy.

S15  OHIO MIDDLE SCHOOL COUNSELORS CONNECT  
LAURA HOGUE, LSC, School Counselor, Bedford City Schools  
RACHEL VITALE, LSC, School Counselor, Nordonia Hills City School District  

This session will focus on middle school counselors and provide resources to enhance your middle school counseling program. You will hear from middle school counselors on ways to easily incorporate data into your program along with lessons and resources that have been successful in our school counseling programs. This session will also serve as a networking opportunity to connect with other middle school counselors across the state.
FRIDAY OSCA LIVE VIRTUAL SESSIONS

8:30-9:30 AM

S16 SMART START: THE INCREMENTAL IMPLEMENTATION OF THE STRESS MANAGEMENT AND RESILIENCY TRAINING (SMART) LAB ACROSS MULTIPLE SCHOOLS
SARAH GEIGER, LSC, School Counselor, Pickerington Local School District
RYAN MAX, LSC, School Counselor, Pickerington Local School District

The Stress Management and Resiliency Training (SMART) Lab at Pickerington Lakeview Junior High has used an evidence-based biofeedback program to build students’ emotional regulation skills, decrease the amount of instructional time lost due to behavior incidents, improve attendance, and increase student achievement. This session will briefly describe the structure and interventions used in the Lakeview SMART Lab before highlighting three specific SMART adaptations being implemented in other schools using the same technology on various scales.

S17 SCHOOL COUNSELORS USING TECHNOLOGY TO ENHANCE CONNECTION
DONITA JACKSON, LSC, School Counselor, Indian Hill Exempted Village School District
LAUREN RICHARDSON, Innovative Teaching & Learning Coach, Indian Hill High School
NOLLIS COTTRELL, School Counselor, Indian Hill Exempted Village School District

Have you ever thought of ways to showcase your School Counseling Program? Been in a presentation and wondered what the audience was thinking? Had to give a presentation and there was a major soccer game on the calendar in the same time frame? If you’ve answered, “Yes,” to any of these questions, then this session is for you. During our time, participants will gain meaningful and practical ideas/tools for utilizing technology to engage stakeholders (students, parents, staff) in their community. From making evening programming interactive through the use of Peardeck, using Screencastify to reach people that are unable to attend sessions, utilizing a YouTube playlist to house all important presentations in one location and using social media to inform, highlight and celebrate what is happening in our counseling world...our team is excited to share our continual journey in implementing these strategies with you.

S18 NEW OHIO MATH PATHWAYS: MAKING THE CONNECTION BETWEEN HIGH SCHOOL AND POST-SECONDARY MATH
SHAWN GRIME, LSC, School Counselor, Archbold Area Schools
ANNA CANNELONGO, Education Program Specialist Mathematics, Ohio Dept. of Education

The Ohio Department of Education has been working to re-envision the connection between high school and college math. Developing math pathways that will directly relate to careers and majors will allow students to focus on the skills they will need for the next level. Part of this work is to help clarify what is meant by “Algebra II Equivalent” and to reassess the concept of “College Algebra for All” at the colleges. Implementing new math options and then connecting those to college degree pathways is the ultimate goal for Ohio students. This session will provide an update on the math pathways initiative and a discussion regarding the implications of the initiative for the work of school counselors.
S19  INCREASE CONNECTIONS, SENSE OF COMMUNITY AND POSITIVE SCHOOL CULTURE THROUGH A STUDENT LEADERSHIP B.I.O.N.I.C. TEAM
LEAH MCKEEN, Art Teacher, Bedford City Schools
LAURA HOGUE, LSC, School Counselor, Bedford City Schools

The mission of the B.I.O.N.I.C Team (Believe it or Not I Care) is to increase peer to peer connections through positive activities throughout the school year. We focus on welcoming new students, reaching out to hospitalized students, students with extended illness/health conditions, students, families, and staff that experience the death of a loved one, other schools that experience tragedies and empowering bystanders to prevent bullying. The B.I.O.N.I.C team plays a key leadership role in school wide initiatives such as PBIS, connecting communities, and leadership opportunities. We will provide specific ways your team can impact your school and your comprehensive school counseling program. We will share school wide initiatives that are sponsored by our B.I.O.N.I.C. team such as Starts with Hello Week, 10-10 I Care Day, Let it Go day, and many more. You will leave with a guide to easily implement your own program at your school, all you will need to do is select your student leadership teams.

S20  PREVENTING CHILD SEXUAL ABUSE: CLASSROOM AND DISTANT LEARNING STRATEGIES
CATHY DUBOIS, Teacher, Westlake City Schools

Child Sexual Abuse is a statistical reality for one out of four girls and one out of six boys. This session will raise awareness about elementary child sexual abuse prevention and various classroom and distant learning strategies. Also provided will be information about all the negative mental health impacts that stem from child sexual abuse, and practical, yet research based resources and tools that will help with being proactive in the fight against child sexual abuse. This will allow school counselors to be at the forefront in fighting sexual abuse and position their district when Erin’s Law is enacted in Ohio. Erin’s law has already passed in 37 states and is pending in Ohio. It mandates: “In grades kindergarten through six, annual age-appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused." The presentation will engage participants through a personal account from a survivor of child sexual abuse, use of surveys, myth versus fact game, questions, open dialogue, and peer sharing. In addition to having access to hand-outs as a reference for after the conference, elementary school counselor participants will have the opportunity win a Project S.T.O.P. (Stop The Oppressive Predator) program kit donated to their school which easily provides elementary age-appropriate instruction on child sexual abuse prevention.

S21  TAKE NOTE: LEGAL AND ETHICAL ISSUES REGARDING SCHOOL COUNSELING NOTES
J.P. OEHRTMAN, LSC, Assistant Professor, Bowling Green State University
BETH GILFILLAN, LPC, Assistant Professor, Bowling Green State University

Using presentation, case studies, and discussion format, this presentation will explore the difference between personal sole possession records and education records when taking individual counseling notes as a school counselor. We will explore relevant legal and ethical codes, potential challenges, and recommended best practices when keeping individual counseling notes. We will also discuss professional liability and how to respond in the event of legal action.
FRIDAY OSCA LIVE VIRTUAL SESSIONS  

Noon-1:00PM

**S22  R-FACTOR-BASED BEHAVIOR INTERVENTION STRATEGIES FOR THE CLASSROOM**
RYAN MAX, LSC, School Counselor, Pickerington Local School District  
SARAH GEIGER, LSC / School Counselor, Pickerington Local School District  
DOUG RITTMEYER, LSC, School Counselor, Pickerington Local School District

As building and district leaders, School Counselors implement initiatives aimed at improving school climate, school culture, and behavior. This session will provide a framework for introducing such initiatives to classroom teachers through the example of the R-Factor, a system of cultural and behavioral supports. Participants will learn more about how R-Factor-based behavior intervention strategies can assist with learning for students in the classroom through a tiered approach that can be applied to this or other similar initiatives.

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**S23  EXPLORING SUPERVISION FOR SCHOOL COUNSELORS**
CARRIE VANMETER, LPCC, Core Faculty, Capella University  
TERRI SIMMONS, LSC, School Counselor, North Canton City Schools

School counselors are often asked to be supervisors with limited formal education on supervision approaches. The aim of this session is to introduce school counselors to different models of supervision, explore the ethical and legal issues, and learn to develop plans of actions for supervisees. Attendees will gain a better understanding of the role supervision models play in enhancing their abilities to provide effective supervision. During the session case vignettes will be utilized to give the attendees the opportunity to apply different supervision approaches.

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**S24  REPORTING CHILD ABUSE AND NEGLECT: RECOMMENDATIONS FOR EDUCATORS, SUPERVISORS, AND CLINICIANS**
ROBYN WALSH, LSC, Assistant Professor, Capital University  
JENNIFER GERLACH, LSC, Assistant Professor, Texas A&M Corpus Christi

Reporting child abuse and neglect to authorities can be a stressful and, at times, confusing event for practitioners. The presenters conducted a phenomenological investigation to help understand the lived experiences of counselors when reporting child abuse. Their study yielded commonalities among participants as well as implications for counselor educators, supervisors, and current practitioners. Join us to learn more and hear recommendations on this important topic.
S25 HOW WE CAN USE SOCIAL EMOTIONAL LEARNING TO MITIGATE CRISIS CULTURE
TARA ZIMMER, LSC, School Counselor, Arts & College Preparatory Academy
JENNIFER RUFF, LSC, School Counselor, Arts & College Preparatory Academy

How can school counselors reduce the crisis culture at their school and foster a proactive environment that is empowering for students? Implementing social-emotional learning into a school climate can positively impact student overall well-being, as well as encourage students to regulate their own emotions and behaviors. This interactive session will outline the state-implemented SEL standards as guidelines to redefining cultural norms and expectations. We will explore challenges and successful collaborations with stakeholders to introduce these standards into school-wide programming. Each participant will leave with practical skills and additional resources they can incorporate into their own unique counseling program and school needs.

S26 SCHOOL COUNSELORS APPROACH TO BUFFERING ADVERSE CHILDHOOD EXPERIENCES: INTERVENTIONS AT THE TIER 1, 2, & 3 LEVELS
BRETT ZYROMSKI, LSC, Assistant Professor, The Ohio State University
JIHYEON CHOI, Doctoral Student, The Ohio State University

It is estimated that over half of the population has experienced at least one Adverse Childhood Experience (ACEs) which can result in wide-ranging harmful impacts on mental health, behavioral, and educational functioning. Fortunately, Positive Childhood Experiences (PCE) have been found to buffer the impact of ACEs and Protective Factors (PF) have been found to buffer the impact of trauma. This presentation will provide school counselors with a strategic approach for implementing evidence-based interventions at the Tier 1, 2, and 3 levels to increase PCE and PF’s to buffer the impact of ACEs and support the success of all students.

S27 CREATING A VIRTUAL SCHOOL COUNSELOR OFFICE
SARA HOFFMAN, LSC, School Counselor, Washington Local Schools

You’ve seen them everywhere, now learn to make your own Virtual Counseling Office! I will walk you through step by step how to design your own virtual counseling office using Google Slides. You will need to design your own bitmoji if you want to work along with me as we create a virtual office. I will also show you how to make a dancing bitmoji using the SnapChat app on your phone. We will add resources to our office and you can design yours to fit your own needs and level.
WHEN YOU’RE A ONE-MAN BAND: BEST PRACTICES FOR ACTING AS THE ONLY SCHOOL COUNSELOR IN A BUILDING
ANDREA POLEN, LSC, School Counselor, Caldwell High School
TIFFANY BETTINGER, LSC, School Counselor, Mid-East Career & Technical Center

Best practices and tips for navigating the world of school counseling when you are the only school counselor in your building. We will examine networking, organization, what to focus on in year one, and how to advocate.

SEL IN A PBIS/MTSS FRAMEWORK: INTEGRATION OF SEL INTO A SYSTEM THAT ALREADY EXISTS
JUANDA JONES, LSC, Social Emotional Support Specialist, Columbus City Schools
MICHELLE GRIMM, LSC, School Counselor, Dover City Schools

How many teams does your building have from RTI, MTSS, PBIS, TBT, BLT that work in silos and struggle to bring it all together? We will show you how to embed SEL competencies and standards into your PBIS and MTSS frameworks to improve your overall culture and climate and how to advocate for SEL in your school improvement plans.

CREATING A SCHOOL CULTURE OF MENTAL HEALTH AWARENESS
BRITTANY MEYER, LSC, School Counselor, Great Oaks Career Campus
COURTNEY BROOKS, LSC, School Counselor, Great Oaks Career Campus
KRISTEN YANCEY, LSC, School Counselor, Great Oaks Career Campus

Research indicates that mentally healthy children are more successful in school and in life. The leadership of Scarlet Oaks Career Campus, consisting of the administrative team and school counselors, take an active, comprehensive approach to changing the school culture in terms of mental health awareness, wellness, and treatment. This presentation will present the timeline of specific actions and initiatives which have grown the culture into what it is today—one where students and staff feel comfortable talking about mental health and where we do everything in our power to ensure students are appropriately identified and connected with supports and resources.

CAREER EXPLORATION GALLERY WALK FOR ELEMENTARY & MIDDLE SCHOOL
REBECCA SCHOOL, LSC, School Counselor, Norton City Schools
CORINNE MAGENSKY, Pathway Compact Counselor, Four Cities Compact

Experience a Career Exploration Gallery Walk and then learn how to duplicate it at your own school using free materials. Options for virtual and IRL Gallery Walk will be presented. Hands-on activities, movement, color-coding, photographs and pictograms make this fun and accessible for all our students.
Senior exploration day is a program that is run with all seniors in late September of senior year. During this day-long event students participate in a live mock interview with a member of the community, get feedback on their resume, meet with military recruiters from every branch, 2 and 4 year colleges, post secondary certification providers and a plethora of local businesses that hire recent graduates (apprenticeships programs, factories, local labor forces). Students also participate in break out sessions where they learn how to check their transcript, send transcripts to colleges, request letters of recommendations from adults and navigate applicable software that helps in their planning. Leave this session with everything you need to run your own SED!

Building Empathy in Students While Connecting with Your Whole School Community

Diana Arie, LSC, School Counselor, Olentangy Local Schools

Are you looking for ways to encourage empathy in your students? Would you like more opportunities to build supportive relationships with families and other stakeholders in your school and surrounding community? This session will help with all of that! During this presentation you will learn about a program that encourages students to build empathy and leadership skills while also doing something to help their community. Participants will learn how to create and organize an exciting school community event that will help students and their families give back to those in need. During this event students and families have the opportunity to learn about a variety of community issues while visiting a variety of stations to create items that are later donated to local organizations. Additional suggestions for continuing to build positive family and community relationships while offering a variety of community service opportunities will also be shared. Participants will leave with everything they need to start planning their own school community service event.

The Power of Breath

Lauren Greenspan, LSC, Director, Youth Yoga Project
Julia Handleman, Co-Director, Youth Yoga Project

Have you ever considered the power of breath? We believe it should be an integral part of your school counseling program. Teaching students to harness their breath to help regulate their emotions and calm their nervous system will give them a life-long tool that is always accessible to them. Breath is free and available to everyone. Learn how breathing is a powerful tool to strengthen students’ self-awareness and self-management and empower them to find social, emotional, and academic success. Participants will leave this session with a handful of breathing practices to teach students of all ages.

School Counselors Leading a Mindful Movement

Christa Russell, LSC, School Counselor, South-Western City Schools
Rachel Rendle, LSC, School Counselor, South-Western City Schools
Lauren Greenspan, LSC, Co-Founder, Youth Yoga Projects

In this session, participants will look at a framework for implementing mindfulness on an individual, group, or whole school level. Presenters will share current initiatives being implemented in their high school, mindfulness practices that can be immediately utilized in their school counseling program, and hear from a teacher currently utilizing the Youth Yoga Project’s curriculum in her classroom. School Counselors will share how they have been leaders in a school-wide mindful movement.
Creating Student Pathways to Building & Construction Trades Careers

Kitty French, MBA, Communications & Outreach Specialist, ACT Ohio

An overview of the demand for Building & Construction Trades apprentices across Ohio and the opportunities for high school graduates, including career technical students. This presentation will include an overview of industry-recognized credentials as a curriculum pipeline and provide connections for educators with the 80 joint labor-management Building Trades Apprenticeship schools that train over 80% of Ohio’s construction apprentices.

The Role of School Counselors in Trauma-Focused Cognitive Behavioral Therapy

Andrew Intagliata, LPCC, Assistant Professor, John Carroll University
Alyssa Santacroce, LSC, School Counselor, Berea-Midpark Middle School

School counselors are likely to work with students who have experienced trauma. Some students may receive outside counseling such as trauma-focused cognitive behavioral therapy (TF-CBT), which is an effective treatment for children and adolescents who have experienced trauma (de Arellano et al., 2014; Lewey et al., 2018). However, triggers and reminders may occur in school both during and after treatment. This session will explore how school counselors and clinical mental health counselors can collaborate when working with children who have experienced trauma. Special attention will be paid to the ways in which school counselors can reinforce the TF-CBT model and treatment.

Making Workshops Work

Melissa Nowicki, LSC, School Counselor, Knox County Career Center
Clarissa Bush, LSC, School Counselor, North Fork Local Schools
Cynthia Durbin, LSC, School Counselor, Danville Local Schools

School Counselor led workshops are a great way to provide direct services to students by teaching skills, providing information, and connecting with students in a unique way. Workshops can meet a wide variety of student needs through varied topics, group sizes, and duration of the workshop. Come hear from three school counselors with K-12 experience in 3 different districts to learn how you can make workshops work for you! Sample Workshop Topics: Coping Skills, College101, Study & Organization Skills, Growth Mindset, Communication Skills, Goal Setting & Tracking, Managing Social Media & more!

Effective Anxiety Interventions Using the School House Systems Model

Tommie Radd, LPC, Consultant
Christine Bhat, LSC, Counseling Professor, Ohio University
Jennifer Ojiambo Isiko, Doctoral Student, Ohio University

Learn practical strategies to address anxiety in students in Pre K-12 settings grounded in a systems framework of intervention. Participants will understand the role of self-talk/ self-pictures, relaxation and mindfulness as essential components of addressing anxiety in a comprehensive and developmentally appropriate manner. Strategies and practices are explained in detail with resources for immediate implementation in your school counseling community.
GROWING YOUR SCHOOL COUNSELING PROGRAM THROUGH STEM
KRIS OWEN, LSC, School Counselor, Pickerington Local School District

ON-DEMAND WEBINAR

STEM is the buzz these days, but do you really know what STEM means? Learn how, through STEM infused comprehensive school counseling programming, all students can be successful and engaged. Programs with foundations in STEM can address all three school counselor domains, as well as social emotional needs, in a real-world way. Experience how collaboration and the use of the design process can elevate your school counseling program to the next level.

CREATING BUILDING AND DISTRICT THREAT ASSESSMENT TEAMS
JESSICA COMBS, LSC, School Counselor, Buckeye Valley Local Schools
FRED STRAWSER, School Resource Officer, Delaware County Sheriff
JEREMY FROEHLICH, District Director of Operations & Safety, Buckeye Valley Local Schools

ON-DEMAND WEBINAR

In the not so distant future school districts will be required to have threat assessment policy and teams. This session will show you how our school district proactively created our policy, created district level team, and created and trained building level teams.

WHO AM I?: GIVING A SENSE OF SELF TO CHILDREN
LAURA SWINSBURG, LSC, School Counselor, Stow Monroe Falls City Schools

ON-DEMAND WEBINAR

In an age where sense of self awareness seems underdeveloped in children, this session allows participants to discover how to implement personality type applications to individual, small group, or large group guidance. From the language and words counselors use to the narratives students read and apply, this session provides concrete lessons and materials to use in the school counseling setting to develop sense of self in children (k-12). From gifted populations to students experiencing trauma, understanding strengths, weaknesses, and themes in their lives improve academic, career, social, and emotional well being.

HELPING ADOLESCENT GIRLS THROUGH TRANSITIONS: HOW SCHOOLS CAN FOSTER HEALTHY RELATIONSHIPS, ENGAGEMENT, AND CONNECTION IN TIMES OF CHANGE
RACHEL ZUFALL, LSC, Director of Curriculum & Ed Programs, Ruling Our eXperiences, Inc.
AMANDA MARIUCCI, LSC, School Counselor, North Union Middle School

ON-DEMAND WEBINAR

Girls place great importance on connection and interpersonal relationships which are impacted by the multitude of predictable and unpredictable transitions they experience throughout their development, especially during adolescence. These social connections can influence all aspects of their social, emotional, and academic lives. In times of uncertainty and crisis, girls are particularly vulnerable to negative outcomes. Using data and insights from The Girls’ Index, the first-of-its kind survey conducted with nearly 11,000 girls in 5th-12th grades across the country, you will learn more about the distinct connection between relationship skills and transition and crisis. We will present the elements of girls’ relationships that promote healthy coping skills and growth, and evidence-based practices that focus on building skills, competencies, and development of strong support systems. You will walk away from the session with practical tools and resources to address the challenges of transition and crisis impacting girls that foster resiliency and connection, build confidence and self-esteem, and teaching self-advocacy.